

Scheme of Delegation for the Full Governing Body of The British School.

The British School
Working together for our children's future



Schedule for Monitoring / Review

This Scheme of delegation was approved by the <i>Governing Body on:</i>	<i>10 October 2024</i>
It will be reviewed annually. Additional reviews will be carried out if required, particularly in light of changes within the Senior Management Team or the results of any Ofsted inspections. The next scheduled review date is:	<i>9 October 2025</i>

Introduction

The purpose of this document is to set out the structures, roles and responsibilities within the governing body of The British School. It aims to enhance governance, by providing clarity of responsibilities to ensure that holders or prospective holders of particular roles have a good understanding of what those roles involve.

The Scheme of Delegation seeks to be consistent with the laws and regulations that apply to the school. Where there is any conflict, the law takes precedence over this document, which will be updated at the earliest opportunity.

Context

The British School provides education for children from 4 to the age of 11 years and the end of Key Stage 2.

The school's main aim is to give all children the opportunity to develop their full potential. It welcomes children with a range of backgrounds, abilities, and talents. Within a happy and secure atmosphere, the children are valued for themselves and experience a wide range of balanced learning opportunities which will help them grow into independent and caring people.

The school's moto is:

Working together for our children's future

The school's vision is:

To be an exceptional school with a safe and supportive environment, enabling everybody to achieve their potential.

This vision statement is underpinned by our school values:

Support & Respect

The British School supports our peers, families, teachers and community. We develop a nurturing culture within the school community. We develop team players, where we help, encourage and praise each other.

We value respect and understanding. To enable the whole school community to do this we listen, respect opinions, are polite and well mannered. We care for others and our environment and have an awareness of those around us. Trustworthiness and honesty are integral to this value. Our pupils will leave this school being able to act with courtesy and integrity.

Engage & Aim High

At the British School we develop an excitement and love of learning. We encourage and motivate all pupils to learn and be proud of their achievements. We develop an interest in the wider world and a curiosity about everything around us.

We challenge each other to be the best we can be. We ask questions and encourage problem solving. Our pupils will leave this school as ambitious and hardworking individuals who take pride in their achievements.

Courage & Resilience

The British School community are encouraged to be brave and to never give up. We want all pupils to develop as risk takers and problem solvers. We reflect and identify strengths and areas for development. Perseverance is key and is encouraged in everything anyone does. Our pupils will leave this school with the tools needed to face any challenge, learning from mistakes made along the way.

The Role of the Governing Body

Purpose of the Governing Body

The governing body are the strategic leaders of the school and have a vital role to play in making sure that every child gets the best possible education. The law states that the purpose of the governing body is to “conduct the school with a view to promoting high standards of educational achievement at the school”¹. It has three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
- Overseeing the financial performance of the school and making sure its money is well spent.

Further information about these strategic functions, including questions for Governors to ask, can be found in the [Governance Handbook](#) published by the Department for Education (DfE).

Delegation of Responsibilities

The DfE has also published The Governors Handbook which aims to help governors understand their legal obligations and the way in which these should be delegated. It explains that most of the statutory duties placed on governing bodies should be delegated to Head Teachers, allowing governors to focus on educational attainment and other significant issues facing their school. The most significant duties that cannot be delegated to the Head Teacher are:

- Major changes to the way the school is organised;
- The organisation and operation of, and delegation by, the governing body; and
- Appointing the Head Teacher and any deputies.

The guide also notes that it is essential that governors, working with Head Teachers, put in place systems that free up governors to consider strategic issues and reflect on the performance of the school. The Chair of Governors, the Clerk and the Head Teacher should all work closely to ensure that the governing body’s work is managed in a way that focuses on key strategic issues, with detailed work being carried out by school staff, other professionals, or experts.

Effective Governance

The National Governors’ Association (NGA) has identified eight elements of effective governance:

1	Having the right people around the table	Achieving balance and diversity in skills and experience and investing in the development of people
2	Understanding the role and responsibilities	The role of the governing body is a strategic one with three core responsibilities
3	Good chairing	The chair must show strong and effective leadership, ensuring the governing body fulfils its functions well
4	Professional clerking	A professional Clerk enables the governing body to operate efficiently and acts as a legal adviser
5	Good relationships built on trust	Governing bodies and schools should jointly develop effective working practices which are mutually supportive and respectful of each other's roles and responsibilities
6	Knowing the school: data, children, parents, staff & community	In order to hold their schools to account and ensure high standards and outcomes for pupils, governing bodies need to know their schools' strengths and weaknesses
7	Commitment to asking challenging questions	This is a vital part of holding the Head Teacher to account for the performance of the school
8	Confidence to have courageous conversations in the interest of pupils	This is more than just asking challenging questions – it involves following up on the answers and ensuring that changes are made

Further information and guidance on effective governance can be found on the NGA website [here](#).

Governance Structure and Lines of Accountability

The board of Governors delegate responsibility for the day to day running of the school to the Head Teacher. The board will hold the Head Teacher to account for the performance of the school. The Head Teacher in turn holds other members of the senior leadership team to account by line managing them. While the board cannot ever delegate its accountability, it can delegate some of the detailed scrutiny, oversight and decision making.

The Head Teacher will report to the Governing board, and will receive an annual performance review from an external advisor and nominated Governors.

The governing body is a group of individuals appointed, elected or co-opted to reflect a wide range of stakeholders. Once appointed they individually and collectively have a duty to act in what they genuinely believe to be the best interests of the school, rather than in their own interests or those of the stakeholders they represent.

By law, governing bodies act in a collective way with 'cabinet' responsibility. Individual governors will have their own views and can express these during internal debate. However, once the governing body has decided, all governors are bound to support that collective decision.

Governors have duty to treat all matters discussed in any governors' meeting as confidential unless and until the information enters the public domain.

All governors agree to act in accordance with the Governors' Code of Conduct, which is approved by the Full Governing Body.

Types of Governors

The British School Governing Body has a separate Instrument of Government, agreed by the foundation Governors and registered with Gloucestershire County Council.

Associate Governors may also be appointed by the Governing Body, or by individual committees, to assist with specific tasks. Associate Governors have no voting rights.

It is anticipated that every governor will assume at least one of the following roles:

- Chair of Governors or Vice-Chair of Governors.
- Chair or Vice Chair of a core committee.
- Link governor for a particular subject or area of focus.

Some governors may undertake more than one such role and some will also chair other committees or governor panels. Further information about these roles is set out below.

Foundation Governors are appointed by existing Foundation Governors appointed on the Board of Governors. In the event there are no Foundation Governors on the Board of Governors and a vacancy comes up for election/appointment, the nomination will need to come from the Chair of Governors and the election and appointment to be cast out to the Board of Governors for majority vote which will exclude the Chair of Governors.

Governor Roles and Responsibilities

Chair of Governors

The Chair of Governors is elected annually at the start of the academic year. No employee of the school may be Chair of Governors. Co-Chairs are permitted. The responsibilities of the Chair include:

- Chairing meetings of the Full Governing Body, setting appropriate agendas and ensuring that meetings are effective, efficient, and do not stray into procedural matters outside the body's remit, and that minutes are accurate.
- Maintaining regular contact with the Head Teacher to listen to any concerns and provide support, encouragement and challenge.
- Authorising actions in emergencies (where delay may be seriously detrimental to the interests of the school, a pupil or anyone who works at the school) and reporting these to the next meeting of the Governing Body (Chair's Action – see section 6.4).
- Ensuring the Governing Body operates in accordance with the law.
- Encouraging governors to work effectively as a team, ensuring that roles and responsibilities are clear and are being fulfilled by individuals and committees.
- Visiting the school regularly, attending school functions or ensuring that other governors do so, and being accessible to other governors, staff and parents.
- Liaising with the LA as required.

5.2 Vice Chair of Governors

Vice Chairs of Governors are elected annually at the start of the academic year and co Vice Chairs are permitted. No employee of the school may be a Vice Chair of Governors. The responsibilities of the Vice Chair(s) include:

- Deputising for the Chair as required, including chairing meetings in his/her absence.

- Assisting the Chair of Governors in setting agendas for meetings.
- Visiting the school regularly and supporting the Chair of Governors in maintaining regular contact with the Head Teacher, other governors, staff and parents.
- Assisting the Chair of Governors in ensuring that governors' roles and responsibilities are clear and are being fulfilled by individuals and committees.

5.3 Chairs of Core Committees

The governing body is responsible for ensuring that the school operates effectively (in particular in relation to academic attainment), efficiently and safely. The following core committees assist the governing body in its oversight of these areas:

- The Community Committee.
- The Finance Committee

Each committee has its own terms of reference agreed by the full Governing Body.

Link Governors

Each of the core subjects and various other areas of focus have dedicated link governors. These governors are responsible for:

- Meeting regularly with the members of staff with relevant responsibilities to understand the school's provision for the area including curriculum, after school clubs, off site visits, visiting speakers etc.
- Visiting lessons, looking at books, speaking to pupils, attending events as appropriate, in order to inform a good understanding of the relevant area.
- Supporting and encouraging members of staff in fulfilling their responsibilities in the relevant area and listening to any concerns.
- Asking challenging questions and following up on responses to ensure that changes are implemented where required.
- Ensuring that relevant policies are implemented, monitored and reviewed on a regular basis.
- Providing a concise and informative report, at least three a year, to the full Governing Body.

In some cases, link governors also have specific additional responsibilities relating to their particular areas

Link governors are currently in place for:

- Behaviour and Attitudes
- SEND*
- Safeguarding, child protection and looked after children*
- Health and safety*
- Pupil Premium*
- Leadership and Management
- Personal Development
- Quality of Education
- Engagement & Stakeholder Partnership
- EYFS

- Geography
- Maths
- Phonics
- Reading
- Writing

The **SEND link governor** also has responsibility for:

- Monitoring performance data in respect of SEND pupils and holding the school to account for improving outcomes for these pupils.
- Monitoring the allocation of SEND funding and the effectiveness of this spending.
- Reviewing access for SEND pupils to curriculum and extra-curricular provision.
- Meeting with the SENCOs three times a year to carry out the following activities:
 - Review of SDP
 - Overview of analysis of data
 - Observation of interventions
 - Draft SEN Information Report
 - Discuss current issues, trends, performance, expenditure, deployment of staff

The **safeguarding, child protection and looked after children link governor** also has responsibility for:

- Maintaining own knowledge of child protection and safeguarding rules and good practice and monitoring the school's processes and procedures to ensure they meet appropriate requirements.
- Ensuring all governors have received safeguarding training.
- Supporting the Head Teacher in ensuring a Single Central Record is in place, as described in '[Keeping children safe in education](#)'
- Being aware of procedures for staff vetting and ensuring these are robustly followed.
- Monitoring the provisions in place for looked after children and holding the school to account for improving outcomes for these pupils
- Monitoring racist and bullying incidents and ensuring the governing body is fully briefed on these
- Liaising with the Head Teacher and LA over allegations against staff

The **Quality of Education link governor** also has responsibility for:

- Understand the intent, implementation and impact of the curriculum and evidence this. Where adaptations to curriculum breadth are made for particular pupils, ensure there is a clear rationale pupil interests and where appropriate there is a clear plan being implemented.
- Triangulate the evidence and focus on how all the evidence fits together and what it tells inspectors about whether pupils are knowing more, remembering more and being able to do more.

The **Personal Development link governor** also has responsibility for:

- Understand how Ofsted inspects personal development under the Ofsted inspection framework. Evaluate the school's intent to provide for the personal development of all pupils and how the quality is implemented in this work.

The **Leadership and Management link governor** also has responsibility for:

- Understanding of how Ofsted Inspectors will inspect Leadership and Management and that the school is setting high expectations of all pupils (including those who are harder to reach) ensuring these are embodied in leaders and staff's day to day interactions with pupils.
- Evidence that the school is focused on attention of the education it provides and aligns continuing professional development for teachers and staff with the curriculum in a way which develops teachers knowledge over time. Ensure coherence and consistency across the school so pupils benefit from effective teaching and consistent expectations wherever they are in the school.
- Ensure coherence and consistency is evident across the school so pupils benefit from effective teaching and consistent expectations wherever they are in school. Engagement with parents and carers is positive and includes the community. Take staff workload and wellbeing into account, develop and strengthen the quality of the workforce and that staff understand their respective roles and perform these in a way that enhances the effectiveness of the school.

The **Behaviour and Attitudes link governor** also has responsibility for:

- Understanding of how the Ofsted Inspectors will inspect Behaviour and Attitudes.
- Ensuring there is a calm and orderly environment in the school, classroom and playground. Clear routines and behaviour expectations across all aspects of school life. A strong focus on attendance and punctuality, including clear and effective behaviour and attendance policies that all staff apply consistently and fairly.
- Evidence that the school is developing pupils motivation and positive attitudes to learning and that the school culture is positive and respectful in which staff know and care about pupils.
- An environment where pupils feel safe, where bullying, discrimination, sexual harassment, sexual abuse and sexual violence (online and offline) are not accepted and are dealt with quickly, consistently and effectively. That there are effective behaviour policies in place regarding harmful sexual behaviour.

The **health and safety link governor** also has responsibility for:

- Supporting preparation for and participating in health and safety inspections.
- Monitoring safeguarding and health and safety incidents and ensuring the governing body is fully briefed.

The **Pupil Premium link governor** also has responsibility for:

- Monitoring performance data in respect of Pupil Premium pupils and holding the school to account for improving outcomes for these pupils.
- Working with the school's Senior Leadership Team to agree the pupil premium strategy and the allocation of Pupil Premium funding.
- Monitoring Pupil Premium expenditure to ensure it is allocated in line with national criteria and the agreed pupil premium strategy.
- Monitoring the effectiveness of Pupil Premium spending, in particular its impact on outcomes for pupils.
- Supporting, encouraging and challenging the school's Senior Leadership Team with respect to Pupil Premium spending and its impact.
- Ensuring that regular reports are provided to governors.

The **Engagement & Stakeholder Partnership link governor** also has responsibility for:

- Assessing Stakeholder engagement
- Check what strategies are already in place
- Have regarding to Staff, Parent and Pupil Surveys and that they are conducted at least once per year
- Check the website is informative and being kept up to date

- Raise the profile of the Governing Board in the Community
- Other ways to improve parent engagement

The EYFS link governor also has responsibility for:

- To work closely with the EYFS lead
- Report to the Board on curriculum delivery, impact of interventions, use of resources, attainment and progress
- Establish a focus for each visit
- Consider what EYFS priorities are linked to the School Improvement Plan

The Geography, Maths, Phonics, Reading and Writing link governors have responsibility for:

- To work closely with the Curriculum Subject lead
- Report to the Board on curriculum delivery, impact of interventions, use of resources, attainment and progress
- Help the Governors understand what aspects of teaching and learning look like in practice
- Report on attainment and progress
- Teacher workload and development
- Subject Improvement Plans
- Quality of Resources
- The activities set up in the classroom that facilitate pupil-led learning

5.4 Clerk to the Governors

The Governing Body has chosen to appoint a professional Clerk to the Governors. The duties of the Clerk are set out in the Clerk's job description and include:

- Providing advice to the governing body on governance, constitutional and procedural matters.
- Providing effective administrative support to the governing body and its committees. In particular:
 - Convening meetings of the Full Governing Body.
 - Preparing agendas for Full Governing Body and committee meetings in consultation with the chair of the meeting and the Head Teacher.
 - Liaising with those preparing papers for meetings to ensure they are circulated on time.
 - Circulating the agenda and all available supporting papers at least 7 days before the meeting.
 - Maintaining a record of governors' attendance at meetings.
 - Producing minutes of meetings, circulating these for review and ensuring the revised draft is approved and signed at the next meeting.
- Ensuring the governing body is properly constituted.
- Managing information effectively in accordance with legal requirements.

Governing Body and Committee Remits

Full Governing Body

The following responsibilities are retained by the Full Governing Body:

Area	Responsibilities
Governance	Drawing up the instrument of government and any amendments thereafter.
	<p>Appointing and removing the Chair and Vice-Chair of the Governing Body.</p> <p>Appointing and dismissing the Clerk to the Governors.</p> <p>Co-opting or appointing persons onto the Governing Body.</p> <p>Holding a Full Governing Body meeting at least three times a year.</p> <p>Agreeing delegation of functions to individuals or committees.</p> <p>Reviewing, at least annually, the Scheme of Delegation and membership of committees.</p> <p>Agreeing relevant policies.</p> <p>Dismissing an elected parent or staff governor, an ex-officio foundation governor or a co-opted governor, if agreed by resolution at a full governing body meeting and confirmed by a resolution passed at a second meeting of the governing body not less than 14 days after the first meeting, where the removal of the governor has been specified as an agenda item for both meetings.</p>
Strategic Planning	<p>Setting and reviewing the long-term vision for the school.</p> <p>Agreeing the School Development Plan and monitoring its implementation.</p> <p>Approving the school prospectus information on its website.</p> <p>Considering and approving any proposal to convert to Academy status.</p> <p>Publishing proposals to change category of school.</p>
Finance	<p>Approving the school budget.</p> <p>Ensuring that a register is kept of governors' pecuniary interests. The Headteacher can authorise spending up to the sum of £2000 on any one order subject to the necessary budget provision being available and limited to two such orders each small term. Beyond this number approval of the Full Governing Board will be required.</p> <p>The FGB Chair can authorise spending between the sum of £2000 up to £5000 on any one order subject to the necessary budget provision being available. Beyond this level the approval of the full Governing Body will be required.</p> <p>The FGB Chair can authorise virements from one budget heading to another up to the sum of £1000. Beyond this level the approval of the full Governing Body will be required.</p> <p>In the event of an emergency whereby it is not possible for the necessary level of authorisation to be obtained, the Headteacher and Chair of Governors to authorise necessary expenditure to resolve the emergency. A report of the nature of the emergency and the expenditure to be given to the next full meeting of the Governing</p>

	<p>Board.</p> <p>Approving the writing off of debts beyond £500.</p> <p>Approving designated cheque signatories.</p> <p>Approving a governors' expenses scheme.</p>
Staffing	<p>Agreeing staffing levels, structure and responsibilities.</p> <p>Confirming the appointment of the Head Teacher and Deputy Head Teacher.</p> <p>Undertaking disciplinary procedures involving the Head Teacher.</p> <p>Overseeing dismissal, suspension or reinstatement of Head Teacher, usually following a recommendation from the Staff Dismissal Panel.</p> <p>Agree pay decisions for Head Teacher and Deputy Head Teacher.</p> <p>Agreeing whether the Chief Education Officer should have advisory rights.</p>
Curriculum	<p>Ensuring delivery of a balanced curriculum covering all national and basic curriculum requirements.</p>
Admissions	<p>Approving and monitoring the admissions policy.</p> <p>Nominating governors to attend appeals panel meetings, in conjunction with the LA.</p>
	<p>Consulting with relevant authorities, the community and other relevant schools in respect of any amendments to the admissions policy.</p>
Exclusions	<p>Confirming the exclusions of pupils for 15 days or over, or permanently.</p> <p>Directing the reinstatement of excluded pupils.</p>
Communication	<p>Ensuring effective communication between governors and staff, pupils and parents.</p> <p>Adopting and reviewing the home-school agreement.</p>
Other	<p>Setting times of school sessions and dates of terms.</p>

The Full Governing Body is responsible for approving the following policies:

- Admissions
- Charging & Remissions
- Complaints
- Confidentiality
- Data protection
- Equality Action Plan
- Equality, Diversity & Inclusion
- Exclusions
- Freedom of information
- Governor Code of Conduct
- Governors' Induction Policy
- Grievance
- Persistent, Harassing & Abusive Complaints
- Pupil Premium Provision
- Recruitment
- Safeguarding and Child Protection

- SEND
- Staff Discipline
- Teachers' Pay
- Whistleblowing

Chair's Action

Notwithstanding the above, under the School Governance (Roles, Procedures and Allowances) (England) regulations 2013 the chair is permitted to act in cases of urgency where a delay in exercising the function would be likely to be seriously detrimental to the interests of the school, a pupil, parent or member of staff.

In such circumstances, the chair may exercise any function of the Governing Body which can be delegated to an individual and any function that (under regulation 19(2) of the above regulations) cannot otherwise be delegated to an individual.

Chair's action can be used when the chair is of the opinion that a delay in exercising the function would be likely to be seriously detrimental to the interests of the school, any pupil at the school, or their parent, or a person who works at the school.

“Delay” means delay until the earliest date on which it would be reasonably practicable for a meeting of the governing body, or of a committee to which the function in question has been delegated, to be held.

Where it appears to the vice-chair that the circumstances described above apply, and the chair (whether by reason of vacancy in the office or otherwise) would be unable to exercise the function in question before the detriment referred to above is suffered, the reference above to the chair is to be read as if it were a reference to the vice-chair.

Other Committees and Governor Panels

Head Teacher Performance Panel

The Head Teacher Performance Panel comprises of three appropriate, non-staff governors and is responsible for:

- Meeting with the Head Teacher at least three times during the year to appraise performance and set targets.
- Arranging for an accredited external adviser / School Improvement Partner to be present at the Head Teacher appraisals to review performance and agree objectives.
- Producing a written summary for the Pay Panel to enable them to consider the annual pay award for the Head Teacher.

Members of the panel agree which panel member will chair each meeting.

Pay Appeals Panel

Responsibility for determining salaries of the Senior Management Team for recommendation to the Full Governing Body is delegated to the Finance Committee. In the event of an appeal, a Pay Appeals Panel will be convened, comprising of the Chair of Governors and one appropriate, non-staff governor who was not present at the meeting of the Full Governing Board where staff salaries were discussed and agreed. The Pay Appeals Panel will be responsible for:

- Hearing and responding to any appeal in relation to staff pay, in accordance with the Teachers' Pay Policy.

Members of the panel will agree which panel member will chair each meeting.

Complaints Panel

A Complaints Panel is formed as and when required, comprising of three appropriate, non-staff governors with no prior knowledge of the complaint. It is responsible for:

- Hearing and responding to complaints in accordance with relevant policies (including Complaints Policy and Persistent, Harassing & Abusive Complaints Policy).

Members of the panel agree which panel member will chair each meeting.

Pupil Disciplinary Panel

A Pupil Disciplinary Panel is formed as and when required, comprising of three appropriate, non-staff governors and clerked by a non-governor. It is responsible for:

- In accordance with relevant policies (including Exclusions Policy and Behaviour for Learning Policy), considering the circumstances and representations made on behalf of the pupil / by the LA.
- In the case of exclusions, considering whether the pupil should be reinstated immediately, be reinstated by a particular date, or not be reinstated.

Members of the panel agree which panel member will chair each meeting.

Staff Disciplinary Panel

A Staff Disciplinary Panel is formed as and when required, comprising of three appropriate, non-staff governors. It is responsible for:

- In accordance with relevant policies (which may include Teachers' Pay Policy, Capability Policy, Grievance Policy, and Staff Discipline Policy), considering the circumstances and listening to views of all parties, including representatives speaking on behalf of the member of staff involved.
- Making decisions and responding accordingly.

Members of the panel agree which panel member will chair each meeting.

Appeals Panels

An Appeals Panel is formed as and when required in respect of a complaint, or a pupil or staff disciplinary matter, comprising of three appropriate governors who meet the criteria for the original panel and who did not sit on that original panel. It is responsible for:

- In accordance with relevant policies, reviewing the evidence presented at the first hearing and considering the subsequent appeal.
- Making decisions and responding accordingly.

Members of the panel agree which panel member will chair each meeting.

Governing Body Meetings

Attendance, Quorum and Voting

Meetings may be held face-to-face or remotely, for example using Zoom, Skype or Teams.

All governors are expected to make every effort to attend all meetings of the Full Governing Body and committees of which he/she is a member. Should a governor be unable to physically attend a meeting, it may be possible for them to attend remotely. Where this is not possible, apologies must be sent to the Clerk in advance wherever possible.

The quorum for a meeting of the Full Governing Body is 50% of the current number of governors (excluding vacancies), rounded up. For committee meetings, the quorum is three

governors.

All matters are decided by majority vote. In the event of a tied vote, the person chairing the meeting has an additional (casting) vote.

Length of Meetings

In the interests of work/life balance for all governors, under normal circumstances meetings last no longer than two hours.

Agendas, Papers, Minutes and Actions

The agenda for each meeting must be circulated to all governors at least 7 days before the meeting.

Wherever possible, supporting papers are also circulated to all governors at least 7 days before the meeting. Individual governors are expected to read supporting papers prior to the meeting, in order to facilitate effective discussion. Governors therefore note the importance of early circulation of papers.

Copies of draft minutes are circulated to all attendees as soon as possible after the meeting for review. A version including any amendments is tabled at the next meeting of the relevant committee for approval. Signed minutes must be made available for public inspection, excluding any confidential items.

Governors are expected to ensure that any actions delegated to them at meetings and recorded in the minutes are completed in the timescale agreed. Where this is not possible, the chair of the committee and the Clerk should be informed.

Withdrawing from Meetings

A governor should withdraw from involvement in any decision where his/her personal interests may conflict with those of the Governing Body, as set out in Regulation 16 of the [School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013](#). In the event of a dispute as to whether a governor should withdraw, the Governing Body decides.

- Governors must withdraw from the meeting during the discussion of a matter in which they have a direct or indirect pecuniary interest, and must not vote on the matter, with the following exceptions:
 - Teachers need not withdraw because of a pecuniary interest which is no greater than that of the other teachers at the school.
 - Other members of staff need not withdraw because of a pecuniary interest which is no greater than that of other members of staff who are not teachers.
 - The Clerk shall only be required to withdraw when the matter concerns the Clerk's pay/contract or disciplinary action against the Clerk.
- Any employee of the school other than the Head Teacher must withdraw from a meeting which considers the pay or performance appraisal of any employees of the school.
- The Head Teacher must withdraw from a meeting which considers his/her own pay or performance appraisal.
- No member of the school staff can be present at a meeting when the appointment of

their successor is considered, nor vote on their appointment.

- Governors must withdraw when their own appointment, reappointment or removal as a member of the Full Governing Body or a committee is under consideration.
- A person who has any other form of conflict of interest where their participation could be construed as bringing the Governing Body into disrepute, should remove themselves from the discussion and not vote.

Terms of reference for the Community Committee.

To act on matters delegated by the full governing body.

To liaise and consult with other committees where necessary.

To contribute to the School Improvement Plan.

To consider safeguarding and equalities implications when undertaking all committee functions.

Minutes shall be made available

Quorum – A minimum of three committee members.

Terms of reference for the Finance Committee

To act on matters delegated by the Full Governing Body

To liaise and consult with other committees where necessary

To contribute to the School Improvement Plan

To ensure a Pay Review Committee convenes annually

Minutes shall be made available

In the absence of the Chair the Committee shall choose an acting Chair for that meeting from among their number

To review, adopt and monitor a Finance Policy which includes the local scheme of delegation for spending and budgetary adjustments (virements) for the Committee, Headteacher and other nominated staff

To review, adopt and monitor all additional financial policies including a charging and remissions policy

To draft and propose to the governing body for adoption an annual school budget taking into account the priorities of the School Improvement Plan

To make decisions in respect of service level agreements

To ensure that sufficient funds are set aside for pay increments as set out in the Pay Policy and as recommended by the Headteacher

To monitor the income and expenditure throughout the year of all delegated and devolved funds against the annual budget plan

To receive at least termly budget monitoring reports from the SBM

To report back to each meeting of the full governing body and to alert them of potential problems or significant anomalies at an early date

Subject to the scheme of delegation to approve any budgetary adjustments that will from time to time be necessary in response to the evolving requirements of the school

To review, complete and submit the School Financial Value Standard (SFVS) to undertake any remedial action identified as part of the SFVS. To receive and act upon any issues identified by a local authority audit

To receive auditors reports and to recommend the governing body action as appropriate in response to audit findings

To provide support and guidance for the governing body and the Headteacher on all matters relating to the maintenance and development of the premises and grounds, including Health and Safety

To ensure that an annual inspection of the premises and grounds takes place and a report is received identifying any issues

To inform the governing body of the report and set out a proposed order of priorities for maintenance and development for the approval of the governing body

To arrange professional surveys and emergency work as necessary. The Headteacher is authorised to commit expenditure without the prior approval of the committee in an emergency where delay could result in further damage or present a risk to the health and safety of the pupils or staff. In this event the Headteacher would normally be expected to consult the Committee Chair at the earliest opportunity

To create a project committee where necessary to oversee any major developments

To review, adopt and monitor a Health and Safety policy

To meet annually to review Pay recommendations

To ensure all decisions are in accordance with the School Teachers Pay & Conditions document and advice is sought where necessary

Quorum – A minimum of three committee members

Meetings

The Governing body is free to determine how often the committee meets.

The Committee meetings will not be open to the public but minutes shall be made available.

Information relating to a named person or any other matter that the committee considers confidential does not have to be made available for inspection.

In the absence of the chair, the committee shall choose an acting chair for that meeting from among their number.

The clerk of the governors will take the minutes or if not available a member of the Committee but not the Head Teacher.

The agreed final version of minutes of each meeting will be circulated to all Governors.

Any decisions taken must be determined by a majority of votes of committee members present and voting – but no vote can be taken unless a majority of those present are governors.

Role of the Community Committee

To monitor the school's publicity, public presentation and relationships with the wider community and uplift the school's reputation.

To identify and celebrate pupil achievements.

To ensure all statutory requirements for reporting and publishing information are met and the school website content is fully compliant and presented in an accessible way

To create links with the local community.

Be interactive and involved with community initiatives.

Marketing of the school.

To be aware and proactive with any issues that affect pupils at the school including such policies that may pertain to the community committee i.e. walking home policy.

Annual appraisal of the catering team by one committee member plus a school employee.

Liaise with staff to ensure healthy eating as one of the school's strategies and promote school dinners within an effective use of the school budget.