



Respect

Creation

Fellowship

Wisdom

Hope

ARCHBISHOP BENSON CHURCH OF ENGLAND PRIMARY SCHOOL



Scheme of delegation for governance Governing Body 2020-2021



Members Board

Katie Fitzsimmons Diocesan Corporate Member Jeremy Miller Jonathon Larkin

School Lead/Link: Helen Giblett HT Dean Roger Bush Parish Incumbent Representative

Archbishop Benson School Governing Body

Mandy Hoare **Chairman/Governor**

Amanda Colwill
Parent Governor

Mel Rowson
Appointed Governor

Georgina Miner
Appointed Governor

Matt Williams
Appointed Governor

Jenny Webster
Parent Governor

Melissa Thorpe
Appointed Governor

Melloney Eastburn-Cutts
Appointed Governor

Annabel Ramsey
Appointed Governor

Rev Will Harwood
Appointed Governor

Dean Roger Bush
Appointed Governor Parish Incumbent Representative

Michael Williams
Clerk to the Governors

Alex Smith
Financial Manager

SEN Governor – Mandy Hoare

Safe Guarding Governor – Mandy Hoare

Disability Governor – Mandy Hoare

Health and Safety Governor – Jenny Webster

Whistle Blowing Governor – Melanie Rowson

Webpage Governor – Georgina Miner

Pupil Premium Governor – Jenny Webster

Sports Premium Governor – Jenny Webster

Marketing & Social Media – Melissa Thorpe

Development Governor – Melloney Eastburn-Cutts

Marketing and Promotion – Georgina Miners

Committees

Business & Compliance Committee

Lead Governor: Mandy Hoare

Jenny Webster

Melanie Rowson

School Lead/Link: Helen Giblett and Alex Smith Finance Manager

Quality of Education Committee

Lead Governor: Amanda Colwill

Matt Williams

Jenny Webster

Will Harwood

School Lead/Link David Galler and Matt Thomas

Admissions Committee

Lead Governor: Georgina Miners

Helen Giblett

Annabel Ramsey

Melissa Thorpe

School Lead: Carolyn Power DHT and
Austen Banks Data and Communications Officer

Focus Groups

Christian Ethos, Worship & SMSC

Lead Governor: Will Harwood

Annabel Ramsey

Rev Roger Bush

School Lead: James Kitto RWS

Personal Development Behaviour and Welfare Focus Group

Lead Governor: Melloney Eastburn-Cutts

Will Harwood

School Lead: Carolyn Power

Effectiveness of Leadership & Management Focus Group

Lead Governor: Mandy Hoare

Amanda Colwill

Melloney Eastburn-Cutts

School Lead: C Helen Giblett HT

HTPM Review Board

Mandy Hoare

Melloney Eastburn-Cutts

Amanda Colwill

Jenny Webster

Full Governing Body Terms of reference:

- To agree constitutional matters*,*including procedures where the Governing Board has discretion.*
- To recommend to Members the recruitment of new Appointed Governors as vacancies arise
- To hold at least six governing board meetings each year.
- To appoint the Chair and the Vice Chair.
- To appoint a Clerk to the Governing Body.
- To establish the committees of the Governing Board and their terms of reference.*
- To suspend a governor.*
- To decide which functions of the Governing Board will be delegated to committees, groups and individuals.*
- To receive reports from any individual or committee to whom a decision has been delegated and to consider whether any further action by the Governing Board is necessary.*
- To approve the first formal budget plan of the financial year.
- To keep the Health & Safety Policy and its practice under review and to make revisions where appropriate.
- To review the delegation arrangements annually*
- To agree, by the end of the summer term, the programme of work and calendar meetings for the Governing Board and its committees for the school year, based on known cycles of school improvements, financial management, staffing issues and communicating with parents.
- To monitor the progress of work being undertaken by committees and individuals.
- To consider recommendations made by committees with regard to the working of the Governing Board
- To establish and keep under review a protocol for the Governing Board.
- To establish and keep under review arrangements for Governors' visits to school.
- To oversee arrangements for Governor involvement in formulating and monitoring the School Improvement Plan.
- To establish exceptional working arrangements where particular circumstances arise e.g. a joint committee to oversee building project or special committee to oversee an Ofsted Inspection.
- To be available and respond to matters of particular difficulty, sensitivity or emergency and offer advice and support to the Head teacher
- Overview of the effects of COVID19 on the school.

Admissions Committee Terms of reference:

- To determine within statutory provisions and the governing body policy whether any child should be admitted to the school*
- To review admissions arrangements and to make recommendations for changes to the governing body
- To monitor the school's admissions criteria to reflect the ethos of the school
- Monitor pupil admission numbers and their impact on the sustainability of the school and the effects of COVID.
- Maintaining an overview to an approach to marketing and promotion of the school.

Business and Compliance Committee Terms of reference:

- To prepare and review financial policy statements, including strategic consideration of long term planning and resourcing.
- Ensure that an annual budget is drawn up, linked to the School Development Plan and priorities, and monitored regularly with reports to the Governing Body.
- Comply with the requirements of the Academies Financial Handbook
- Authorise expenditure in accordance with the Finance Policy, including agreeing the level of delegation to the Headteacher for the day to day financial management of the school.
- Monitor the various funds held by or on behalf of the school, ensuring the audit of non-public funds and to receive and respond to reports on the audit of public funds.
- Provide support and guidance to the Headteacher on all matters relating to the school premises and grounds, security and health and safety.
- Annually ensure the inspection of the grounds and premises and produce a statement of priorities for maintenance, redecoration and improvements for the approval of the Governing Body, and monitor the implementation.
- Ensure an annual health and safety audit of the school premises is undertaken to ensure that the school complies with statutory regulations.
- Approve tenders and arrangements for maintenance, repairs and redecoration within the budget allocation and oversee the preparation and implementation of contracts, ensuring that procurement rules are adhered to and that robust project management is in place for individual projects.
- Be aware of the specific responsibilities of Governors and the Diocese in respect of premises. Ensure that the Diocese is informed of any matter for which it has responsibility and on which action is required.
- To review the following policy documents: Charging and Remissions; Lettings, Accessibility Plan, Scheme of Delegation and Financial Procedures, Health and Safety including risk management and premises management; Critical Incident Policy.
- The Committee must identify the risks to internal financial control within the School, and must agree a programme of work that will address these risks, inform the statement of internal control and, so far as is possible, provide assurance to the external auditor. The Committee must ensure that there is a continuous and sufficient review of the risks.
- The Committee should drive the process for the independent checking of financial controls, systems, transaction, and contracts. It must ensure that adequate arrangements for protecting the School's assets are in place.
- Comply with the requirements of the Academies Financial Handbook with regards to assurance. It shall oversee the control framework that recognizes public expectations about governance, standards, and openness.
- The Committee shall advise the Governing Board on the minimum and optimum level of internal and external audit arrangements.
- The Committee shall ensure regular audits cover key areas such as risk, legal, financial (including VAT and PAYE), health and safety, investments, and insurance.
- The Committee shall monitor responsible officer or internal audit reviews, and advise the Governing Board accordingly. The Committee shall, on behalf of the Governing Board, investigate any financial or administrative matter which may put the School at risk.
- The Committee shall examine reports on special investigations, and advise the Governing Board accordingly.
- The Committee shall consider the appropriateness of executive action following responsible officer or internal audit reviews, and shall advise senior management on any additional or alternative steps to be taken.

- The Committee shall ensure there is coordination between responsible officer, internal audit, external audit, and any other review bodies that have been set up.
- The Committee shall encourage a culture within the School whereby each individual recognises that they have a part to play in guarding the probity of the School, and is able to take any concerns to an appropriate member of the School Leadership Team or, in exceptional circumstances, directly to the Governor responsible for whistleblowing or the Chair of Business & Compliance Committee.
- The Committee shall monitor the effectiveness of the School's whistleblowing procedures.
- The Committee shall recommend to the Governing Board the appointment or reappointment of auditors.
- The Committee shall review the findings of the external auditor, agree any action plan arising, and report them to the Governing Board.
- The Committee shall review the auditor's management letter in order to ensure it is based on a good understanding of the School's business, and to establish whether the recommendations have been acted upon.
- The Committee is authorized to investigate on behalf of the Governing Board any matter that threatens or adversely affects the accomplishment of the School's aims and objectives, its assets, the reliability of all records and information, and its compliance with all relevant laws, regulations, policies and its governing instruments.
- The Committee shall be able to approve decisions electronically outside of meetings with the agreement of a minimum of two governors
- To draft and keep under review the staffing structure in consultation with the Headteacher and the Resources Committee.
- To support the Staff Appointment Committee with the appointment procedures for all staff.
- To oversee the process leading to staff changes/reductions.
- To establish a whole-school Pay Policy for all categories of staff and to be responsible for its administration and review.
- To review teachers' salaries annually as required by the Pay and Conditions Document
- To review non-teachers' salaries annually.
- To establish and review a Performance Management policy for all staff*
- To review the Deputy Head teacher's performance and review performance criteria annually as required by the Pay and Conditions Document
- To review the Head teacher's and Deputy Head teacher's salaries annually as required by the Pay and Conditions Document
- To keep under review staff work/life balance, working conditions and well-being, including the monitoring of absence
- To examine the effects of COVID19 on the school's budget and standards

Quality of Education Committee Terms of reference:

- To advise and report to the Governing Board on matters relating to the curriculum and academic performance.
- To monitor and evaluate academic performance, including that of individuals and groups of pupils, with particular focus on those with special educational needs, disabilities, and those eligible for the Pupil Premium.

- To monitor and evaluate pupil attendance, with particular focus on those with special educational needs, disabilities, and those eligible for the Pupil Premium.
- To contribute to the evaluation of the performance of the School, especially in relation to pupil outcomes and quality of provision.
- To set priorities for review in response to, or in contribution to, the School Improvement Plan.
- To review the implementation of curriculum, assessment and teaching reforms.
- To receive reports from the Governor responsible for SEN, and to ensure the adequate provision for pupils with SEN.
- To oversee the annual review of:
 - i. The School's policy and provision for collective worship and religious education;
 - ii. The School prospectus;
 - iii. The School Improvement Plan;
 - iv. The School's Ofsted Improvement Plan;
 - v. Information that is required to be published about results and standards;
 - vi. Target setting for academic performance.
- To monitor and evaluate the allocation and impact of Pupil Premium and PE Sports Premium.
- To monitor and evaluate the impact of teaching on rates of pupil progress and standards of achievement.
- To identify and celebrate pupils' achievements.
- To evaluate the effects of COVID on pupil outcomes.

General Overview of Committees and Focus Groups 2020-2021

FGB MEETINGS The governing board meets termly (6) there may be extra meetings called. Each chair of committees will submit a report each full term at least two weeks before a meeting. All necessary information submitted to governors two weeks before FGB meeting and expected to have read all paper work and raise any strategic questions a week before the meeting itself and submit to the Clerk. Governors will sign off the school accounts at Autumn 2 meeting and approve the school budget at Summer 2 meeting.

MEMBERS MEETINGS The Member are made up of: Katie Fitzsimmons Diocesan Corporate Member - , Jonathon Larkin and Jeremy Miller, the School Representative Helen Giblett and the Diocese Incumbent Dean Roger Bush and the Chair of Governors Mandy Hoare. They meet twice a year in Nov and June and they look at : Financial, Strategic, Standards and Outcomes.

ADMISSIONS Meet once a term and determines within statutory provisions and the governing body policy whether any child should be admitted. They review admission arrangements and make recommendations for change to the Governing Body. They monitor admission numbers and their impact on the school and monitor school admissions criteria. They maintain an overview to an approach to marketing and promotion of the school to the wider community.

QUALITY OF EDUCATION Meet twice a term and report to FGB matters relating to the curriculum and academic performance. They monitor and evaluate academic attendance with particular focus on those with special needs and those eligible for Pupil Premium. They evaluate the school's performance, review the implementation of curriculum and ensure adequate provision for pupils with SEN. They evaluate the allocation of Pupil Premium and Sports Premium and the impact of teaching on rates of pupil progress and standards.

APPEALS Meet in the event of an appeal regarding: a complaint against the school by a parents/outside agency which requires a Governor enquiry/investigation and also in the event of a grievance consideration involving a member of staff or a case of gross misconduct.

BUSINESS AND COMPLIANCE Meet twice a term and prepare and review financial policy statements including strategic consideration of long term financial planning and resource. They ensure the annual budget is drawn up and that the school complies with the requirement of the financial handbook. They authorise expenditure in accordance with the financial policy and approve tenders and arrangements for maintenance, repairs etc. They drive the process of independent checking of financial controls, systems, transactions and contracts. They monitor the effectiveness of the school whistle blowing procedures. They review performance criteria as well as pay and conditions of staff and they also look at staff well-being, work/life balance and working conditions.

HTPM Review Board Meet once a year to oversee the performance management of the head Teacher to the school.

Effectiveness of Leadership & Management Focus Group Meet once a term and evaluate the effectiveness of the SLT within the school and ensure secure and improved outcomes. Also to evaluate to what extent does the SLT create coherence and consistency across the school so that pupils benefit from effective teaching. They also focus on the effectiveness of individual Governors and the various Governor committees and focus groups which feed directly into the achievement of the FGB's annual strategic priorities. They also look at Governance and identify skill gaps and develop a system for governor development and succession leadership.

Personal Development Behaviour and Welfare Focus Group

Meet twice a term and look at behaviour management and attitudes of children and staff within the school and from parents. They also consider SENDco children's needs and the behaviour of the most complex needs and how this impacts on the operational efficiency and educational effectiveness of the school. They also consider the provision in place to support the character education and development of the pupils and also the whole school approach to a sustainable school system for staff.

Christian Ethos, Worship & SMSC Meet twice a term and consider the Christian ethos of what is a Church of England primary school. They look at how best to promote the school's visions and values and consider the spiritual approach across the whole school and how it impacts on a positive understanding of the teaching of Christ. They also look at the quality of RE pupil outcomes and consider what progress has been made in the development of pupil assessment within RE which supports a greater depth of learning.

OVERVIEW OF STRATEGIC CHALLENGE FOR GOVERNOR COMMITTEES & FOCUS GROUPS 2020 -2021

Quality of Education Committee

CURRICULUM PROVISION

Key Ofsted question on curriculum provision (Justine Hocking): How do you ensure & assure a strong curriculum? (curriculum building & quality of implementation)?

Key Ofsted intent questions (Mark Lees, SIC)

- Are leaders & teachers clear as to the intent of the curriculum?
- Is there a planned sequence of teaching that includes relevant components (big question, dazzling starter) leading to the composite (bigger picture, complex ending)?

Key Ofsted implementation questions (Mark Lees, SIC)

- Are leaders & teachers clear as to the implementation of the curriculum?
- Do pupils remember crucial knowledge taught previously?
- Do teacher revisit previous content as if it is something new or do they embed what pupils already know?
- Is there evidence that teachers carefully anticipate how new knowledge fits into the bigger picture or are lessons isolated incidences?

PUPIL OUTCOMES

Key Ofsted questions on curriculum outcomes (Justine Hocking) – What impact are the whole-school approaches to delivering the Phonics, Reading, Writing & Maths curriculums having on pupil attainment & progress? How does the curriculum enable children to know more & remember more across all subjects? How do you know this is happening in class, especially for SEND & DA pupils?

Key Ofsted questions (Mark Lees, SIC)

- Are leaders & teachers clear as to the impact of the curriculum?
- Do teachers use assessment to identify specific gaps in pupils' prior knowledge and check for automaticity

Business & Compliance Committee

Key enquiry questions:

- How effective & rigorous are the school's decisions and actions in bringing the school back to setting a neutral budget for FY 2020 – 2021 & beyond?
- How is the school responding to any auditor feedback and/or recommendations for the school to evaluate whether there is substantial doubt about the school's ability to continue as a going concern?

Where substantial doubt exists, management should model out different scenarios, paying particular care to the worst-case scenario, and determine the most likely impact on the entity's cash flows and ability to meet its obligations over the coming year. Such models should be updated as additional data and information become available

- What plans is the school implementing this year to secure internal & external income generation?

- How proactive and effective is the FGB in recruiting new governors to cover identified gaps in finance & premises expertise within the Business & Compliance committee and in further developing the overall effectiveness of focus groups & committees?

What has been the impact of the Pupil Premium action plan and PPF expenditure this year on improved qualitative & quantitative outcomes?

Admissions Committee

Key enquiry questions:

- How effectively is the school responding to COVID pandemic restrictions on our usual marketing & publicity procedures and arrangement?
 - o The creation of a virtual school tour
 - o The development of an effective distribution pathway for the sharing of marketing & publicity material on social media platforms beyond the school community
 - o Engaging our parents, staff and governors in the sharing of marketing & publicity material on social media platforms in the wider community
 - o Enhancing & expanding on the effective use of our school-based social media platforms to engage with our existing families and maintain high levels of parental satisfaction
 - o Ensuring the effective engagement of staff and parents with our remote learning systems and maintain high levels of parental satisfaction

How is the school effectively updating and monitoring of the school website to ensure both compliance with statutory requirements as well as high quality web content which successfully reflects the vision & values of the school?

Leadership & Management focus group

Key Ofsted question on leadership & management (Justine Hocking) – How do our processes and evidence best support us in being able to answer Ofsted enquiry questions?

- How is the release time of the DHT & AHT impacting on the effectiveness of the Leadership Group to secure improved outcomes for long-term sustainability within school systems e.g. Performance Management, monitoring & evaluation, planning & assessment?
- How is the monitoring role of the DHT & AHT securing the impact of core leaders in supporting and monitoring teachers in consistently implementing the new core curriculum expectations across the school?
- Is the school's revised monitoring system sustainable? How does it promote a consistent and effective approach to Teaching & Learning?
- What impact is the development of core, foundation and other leads having on the effective & timely management of key school systems and achievement of the annual School improvement Plan?
- How effective is the Governing Board in monitoring, measuring & evaluating **the impact** of individual governors & governor groups (**Members challenge point**)?

Personal Development, Behaviour & Attitudes (PDBA) focus group

BEHAVIOUR & ATTITUDES

Key enquiry question(s): What systems are in place to empower leaders and staff create a safe, calm, orderly and positive environment? What impact are these systems having on pupil behaviour and attitudes?

- What progress is the school making in carrying out a whole-school review of our existing approach to behaviour management and developing a revised whole-school approach based on research, consultation and engagement with stakeholders?
- What impact has the role of the new Inclusion manager, supported by the inclusion team, had on
 - (a) improving our capacity to meet the needs of our pupils with the most complex needs?
 - (b) supporting the inclusion of our pupils with complex needs within the classroom environment and their access to the curriculum?
 - (c) helping to remove the pressures of crisis behaviour management on the operational efficiency & educational effectiveness of the school?

PERSONAL DEVELOPMENT

Key enquiry question(s): How is the school giving pupils, particularly disadvantaged pupils, access to a wide, rich set of experiences, within & beyond the curriculum in a coherently planned way?

- How are we embedding cultural capital within our CHAIN curriculum provision e.g. ABB passport of possibilities?
- How are we developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults?
- How are we developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct?
- How are we developing and deepening pupils' understanding of the fundamental British values?
- How are promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative?

How are we promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation?

Christian Ethos focus group

Key enquiry questions:

How is the school continuing to build on and enhance the excellent RWS practice recognised within our SIAMS inspection? (Feb 2020)

How effectively and timely is the school responding to the areas for development identified within our SIAMS inspection?

- To extend pupils' knowledge of the work of the Anglican Church worldwide so they deepen their understanding of how it addresses disadvantage and deprivation.
- To create an agreed progression of knowledge in order to enable pupils to develop a deeper understanding of key Christian concepts so they can achieve the higher levels of attainment.

To extend opportunities for more pupils to plan and lead worship regularly so that they develop their sense of ownership in this area.

**Archbishop Benson Primary School: Declaration of Business, Pecuniary and Other Interests of
Governing Board Members 2020 - 2021**

Name	Position	Interest and nature of interest	Date of completion
Helen Giblett	Ex-Officio Headteacher	<ul style="list-style-type: none"> - Headteacher of Archbishop Benson Primary School - Husband works for nci-technologies which provides our ICT maintenance contract for the school as well as supplying hardware on occasion - 	Sept 2020
Rev Roger Bush	Ex-Officio Parish Incumbent Representative	<ul style="list-style-type: none"> - Dean of Truro Cathedral 	Sept 2020
Mandy Hoare	Appointed Governor	<ul style="list-style-type: none"> - Darren Barnicoat Electrics – provides services to school 	Sept 2020
Amanda Colwill	Parent Governor	<ul style="list-style-type: none"> - I now have one child at ABS and one at Penair - Employed at Carclaze Community Primary School - Husband works for BNE - Brother in law works for CHES - Teacher Governor for Carclaze Community Primary School - 	Sept 2020
Karen Standen Left 24th Nov 2020	Co-opted Governor	<ul style="list-style-type: none"> - Two children at Penair School 	Sept 2020
Melanie Rowson	Appointed Governor	<ul style="list-style-type: none"> - Two children at Archbishop Benson Primary School - Partner at Coodes LLP Solicitors - 	Sept 2020
Jenny Webster	Parent Governor	<ul style="list-style-type: none"> - One child at Archbishop Benson Primary School 	Sept 2020
Georgina Miner	Appointed Governor	<ul style="list-style-type: none"> - 2 Children at Archbishop Benson (year 2 and year 4) Involved with Truro University doing an HNC in Young People and Children's workforce. Run a brownie group and husband is a coach for a Penryn Rugby under 11's. - 	Sept 2020
Matt Williams	Appointed Governor	Deputy Headteacher Trenance learning Academy Son in year 1 at the school	Sept 2020
		Spaceport Cornwall, Head of	Sept 2020

Melissa Thorpe	Appointed Governor	Engagement (Business Development, Outreach, Communications) Manage the direct communications between stakeholders which includes Number 10, UK Space Agency, the head of Cornwall Council, and Virgin Group. Have a daughter in Reception at the School	
Melloney Eastburn-cutts	Appointed Governor	- Works in education at Penair School as the Deputy Head	Oct 2020
Rev Will Harwood	Appointed Governor	- 2 Children at Archbishop Benson	Oct 2020
Annabel Ramsey	Appointed Governor	- Teacher at Truro High School	Feb 2021

Code of Conduct for Governors.

The purpose of the governing board

The governing board is the school's accountable body. It is responsible for the conduct of the school and for promoting high standards. The governing board aims to ensure that children are attending a successful school which provides them with a good education and supports their wellbeing.

The governing board has the following core strategic functions:

Establishing the strategic direction, by:

- Setting and ensuring clarity of vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the headteacher (where delegated)
- Monitoring the educational performance of the school/s and progress towards agreed targets
- Performance managing the headteacher (where delegated)
- Engaging with stakeholders
- Contributing to school self-evaluation

Overseeing financial performance, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained
- Ensuring risks to the organisation are managed

As individuals on the board we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and the role of the executive leaders.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open governance and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school/group of schools. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by the governing board.
- We will actively support and challenge the executive leaders
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation;
- We will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements;
- We agree to adhere to the school's rules and policies and the procedures of the governing board as set out by the relevant governing documents and law

- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views;
- when communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation

Commitment

- We will be proactive in supporting and demonstrating the vision, ethos and values of Archbishop Benson as a church school
- We acknowledge that accepting office as a governor/trustee/academy committee member involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits arranged in advance with the senior executive leader/headteacher and undertaken within the framework established by the governing board.
- When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor/trustee/academy committee member.
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- In the interests of transparency we accept that information relating to governors/trustees/academy committee members will be collected and logged on the DfE's national database of governors (Edubase).

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors/trustees/academy committee members, the clerk to the governing board and school staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other board members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the

time, effort and skills that have been committed to the delegated function by those involved.

- We will seek to develop effective working relationships with the executive leaders, staff and parents, the trust, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school/trust business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote.
- We will ensure all confidential papers are held and disposed of appropriately.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.
- We accept that the Register of Business Interests will be published on the school's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board.

Ceasing to be a governor/trustee/academy committee member

- We understand that the requirements relating to confidentiality will continue to apply after a governor/trustee/academy committee member leaves office

Breach of this code of conduct

Any suspected or actual breaches in the Governor Code of Conduct beyond minor difficulties, disputes or infringements will likely result in suspension pending a full investigation of the circumstances. As part of any investigation advice will be sought from all relevant professional bodies, e.g. LADO, particularly regarding any exceptional circumstances. Suspension is a neutral act designed to protect the integrity and reputation of the school and the board as well as the individual governor.

The determination of any breach of the Governor Code of Conduct and appropriateness of suspension lies with Chair, or in the case of a breach of Code, by

the Chair lies with the vice chair and one nominated governor who is appointed by the Board. In all cases the Chair or vice chair and nominated governor, would seek support for their actions through the Board, this however would not inhibit the Chair or vice chair and nominated governors ability to take appropriate and timely decisions on a case.

In seeking to maintain the highest standards of governance, as cited in the Academies Financial Handbook, there is an expectation that any governor charged or under active investigation with/for a criminal offence would be required to step down from the governor role to avoid reputational damage to the school.

The decision to re-instate a governor will be based on all facts available, and may include consideration of up to date DBS check, and advice from the relevant professional bodies e.g. a professionals' meeting, and on the balance of probability as to whether the extent of the breach of public life principles merits a permanent removal from office.

Beyond immediate suspension, the decision to remove a governor from office will be made on a majority vote of all voting members of the board of governors having heard the conclusion of any investigatory process.

Failure on the part of any governor to share all pertinent information relating to the cause of a suspension would impact on the decision of the FGB regarding re-instatement.

The Seven Principles of Public Life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.