

**Brockenhurst Church of England  
Voluntary Controlled Primary and Pre-School**



**Governor Handbook**

**We enjoy and excel in the presence of God**

Updated August 2023

Next review September 2024

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## **Our Mission Statement:-**

At Brockenhurst CE Primary and Pre-School our vision is to inspire a love of learning, within a nurturing Christian environment

## **Our Christian values: Loving, Hopeful, Thankful**

## **Our Learning values; Ambitious, Independent, Resilient, Resourceful, Inclusive, Caring**

## **Our Vision for this school and pre-school**

At Brockenhurst CE Primary and Pre-School we aim to inspire children so that they excel in all areas of learning

We want them to have limitless aspirations and to reach for the stars

We want all our children to be happy. We want our children to feel valued, secure and cared-for

We want our curriculum to excite children so that they can develop their wider interests and fulfil their ambitions

We want our children to grow and develop empathy for Christian values and to have respect for all faiths and beliefs across the world

We want our children to become active citizens, with specifically learned skills to fully equip them for the future, with a clear understanding of their moral responsibility to ensure a safe and healthy world for humans, animals and world resources

When our children look back on their primary school days we want them to have happy memories of enjoying and excelling 'in the presence of God' and share that positive experience with the world

We want our children to dream, to imagine and to be inspired

## **We aim to:**

Create a nurturing environment founded on Christian values for all

Respect all children, adults, animals and living things

Be vigilant about children's safety and well being

Empower children to overcome barriers to learning

Encourage positive mental wellbeing

Develop resilient, reflective and resourceful learners

Grow critical, creative and evaluative thinkers

Acknowledge, appreciate and celebrate difference and cultural diversity

Utilise the local environment to support learning in a unique setting

Develop confidence through the love and support of the school, church and community

## Introduction

We all extend a warm welcome to you from Brockenhurst Church of England (CE) Primary School.

We hope you find your term of office as governor both rewarding and enjoyable.

Governors generally bring a wide range of skills and experiences to the schools they serve and play an important part in its success. Governors work best when they work as a team for the benefit of the school acting as a corporate body and accepting decisions agreed by the whole governing body,.

Our school is a Church of England school where we believe that Jesus Christ, His teaching and influence are at the core of our work. As governors at this Church of England school we focus on working together for the benefit of all children of all abilities across all year groups in partnership to:

- raise standards of achievement
- establish high expectations
- promote highly effective teaching and learning
- raise awareness of safeguarding issues and equip children with the skills needed to keep them safe
- nurture the Christian ethos ensuring that the school upholds the Christian doctrine at all times
- ensure spiritual, moral, social and cultural development

## What we hope you will get out of being a governor

- the knowledge that you are helping the school and children
- the satisfaction of giving something back to the community
- a sense of purpose and achievement
- new skills which may be useful elsewhere
- broader horizons
- new friends and colleagues
- training and support in order to help you fulfil your duties and responsibilities

## What we hope you will be able to offer

- time (research shows that most governors give about 20 hours per term to meetings, reading documents, visiting the school and attending training)
- commitment
- a willingness to learn
- a listening ear
- the ability to assimilate information, make judgments and take decisions
- flexibility
- tact
- ability to work as part of a corporate team

## Useful websites

- Hampshire Governor Services - [www.hants.gov.uk](http://www.hants.gov.uk)
- National Governors Association - [www.nga.org.uk](http://www.nga.org.uk)
- National College for School Leadership - [www.ncsl.org.uk](http://www.ncsl.org.uk)
- Department for Education - [www.education.gov.uk](http://www.education.gov.uk)
- Office for Standards in Education (Ofsted) - [www.OFSTED.gov.uk](http://www.OFSTED.gov.uk)
- Brockenhurst CE Primary School - [www.brockenhurstceprimary.co.uk](http://www.brockenhurstceprimary.co.uk)
- Brockenhurst CE Primary School Governors - [govern@brockenhurst-primary.hants.sch.uk](mailto:govern@brockenhurst-primary.hants.sch.uk)

## Governing Bodies - Core Functions

The Department for Education has high expectations of governing bodies. They are the strategic leaders of our schools and have a vital role to play in making sure every child gets the best possible education. For maintained schools this is reflected in the law, which states that the purpose of maintained school governing bodies is to 'conduct the school with a view to promoting high standards of educational achievement at the school'.

**In all types of schools, governing bodies should have a strong focus on three core strategic functions:**

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

## Responsibilities

**Governors are appointed to provide**

- strong links between the school and the community it serves
- a wide experience of the outside world
- an independent view
- a visible form of accountability for the head teacher and staff of the school
- a team focusing on long term development and improvement
- accountability to the community for the use of resources and the standards of teaching and learning in the school
- support for the head teacher and staff

**School Governors are expected to**

- attend the regular and special meetings of the Governing Body – see page 8 for frequency of meetings
- work as a member of the Governing Body (not as an individual) in the best interests of the school
- show an interest in school activities
- become well-informed about education in general and about their school in particular
- become familiar with the rules of school governance
- attend necessary training courses

Governors should not act unilaterally on an individual complaint outside the formal procedure or be involved at the early stages in case they are needed at a later stage of the procedure. If any governor is contacted directly by a parent regarding a complaint then that governor must refer the parent to the head teacher and/or the chair of governors.

## Governor Training

The Governing Body subscribes to the Hampshire Governors Services Training and Development programme. All new governors are expected to attend the induction course for new governors. All governors are encouraged to undertake appropriate training courses, especially those who take on a role with special responsibility. In addition, the full Governing Body makes use of the facilitated training sessions offered by Hampshire Governor Services and attends in-house training at school. Members of staff may be invited to join governors for these sessions.

You will find further information about the expectations and work of the governors online in the DfE Governance handbook(October 2020)and Competency Framework for Governance(January 2017), available on the Gov.UK website.

## The Constitution of the Governing Body

By **1 September 2015** all governing bodies had to re-organise as described below.

### *The required constitution of the Governing Body*

- (a) All constitutions must have at least **seven** posts. There is no upper limit but statutory guidance says the governing body "should be no bigger than they need to be to have all the skills necessary to carry out their functions".
- (b) The following table shows the legal requirements for VC schools for most governing bodies in Hampshire.

Voluntary Controlled	
<b>Parent</b>	At least two
<b>Staff</b>	One (and only one)
<b>Local Authority</b>	One (and only one)
<b>Head Teacher</b>	One
<b>Co-opted</b>	As many as the GB consider necessary.
<b>Foundation</b>	At least two but no more than a quarter of the total posts. Number can be rounded up or down. Number includes any ex-officio post.

For further details refer to the DFE guidance "The constitution of governing bodies of maintained schools" (August 2017)

On 24<sup>th</sup> November 2014, with guidance provided by Governor Service and the Diocese of Winchester, the Governing Body at Brockenhurst (CE) Primary School was reconstituted..

The constituted Governing Body is made up of ten members (from November 22) as follows:

Category	Election
2 Parent Governors	Elected by parents
1 Staff Governor	Elected by school staff
1 Local Authority Governor	Representing the Local Authority
The Head Teacher	Non elective – ex-officio
2 Co-opted Governors	Elected by governors
3 Foundation Governors	Nominated by the Diocese
<b>Total 10</b>	<b>(Quorum 5)</b>

### Current Governors 2023/2024 (from November 22)

Name	Category of Governor
John Littlewood (HT)	Ex Officio
Denis Dooley	Co-opted
Marie Macey Dare	Co-opted
Beth Martin	Staff
Jo Plummer	Foundation
Kevin Plummer	Local Authority
Simon Newham	Foundation
Kirsty Tomblin	Parent
Lucy Ladd	Parent
Vicky Wales (Chair)	Foundation
Julie Edwards	Associate
Tracy O'Connor	Clerk

## Terms of office

- a) The head teacher and any ex-officio foundation governors do not have a term of office but remain in post as long as they are employed in the role which makes them eligible
- b) The term of office for all other categories of governor is a fixed period of four years, unless the instrument of government specifies a shorter term (being at least a year) for a particular category of governor
- c) A governor may be elected or appointed for a further term
- d) Governor terms of office and pecuniary interests can be found on the school website

## Categories of Governors - definitions

### Parent Governors

Parent governors are elected by and from among the parents of registered pupils at the school. They should be parents of pupils currently at the school at the time of their election. If too few parents stand for election to fill the vacancies available, the Governing Body may appoint a parent of any child of or under compulsory school age. Parent governors are entitled to serve out their term of office even if their child has left the school. People who are elected members of the Local Authority or paid to work at the school for more than 500 hours in a school year are disqualified from being parent governors.

### Staff Governors

Head teachers become staff governors when they take up their post unless they tell the clerk they do not want to do so. The other staff governors are elected by and from among the teaching and non-teaching staff at the school. Staff governors may not continue to be governors if they cease to be employed by the school.

### The Local Authority Governor

The Local Authority Governor is nominated by the Local Authority but appointed by the full Governing Body. The Local Authority can nominate any eligible person as a Local Authority governor, but it is for the Governing Body to decide whether their nominee meets the eligibility criteria they have set. From 1 September 2014 the Governing Body has been legally required to also decide whether a nominee has the skills to contribute to the effective governance and success of the school. It will be important for Governing Bodies to ensure the person responsible for nominating their Local Authority governor is aware of their requirements. An individual eligible to be a staff governor at the school may not be appointed as a Local Authority governor. If the Governing Body decides the Local Authority's nominee does not meet their eligibility criteria they are not entitled to fill the post with their own candidate but must seek another nominee.

### Foundation Governors

Foundation governors are either appointed or take the role by virtue of an office that they hold. The instrument of government specifies who is entitled to an ex-officio post (and who may appoint a substitute where they are unwilling or unable to serve) and who appoints the other foundation governors (usually the school's founding body, church or other organisation). A foundation governor is appointed for the purpose of securing:

- that the school's character (including religious character where it has one) is preserved and developed
- that the school is conducted in accordance with the foundation's governing documents

From 1 September 2014 appointed foundation governors have also been required to have, in the opinion of the person entitled to appoint them, the skills to contribute to the effective governance and success of the school.

### Co-opted Governors

Co-opted governors are appointed by the Governing Body. They are people who in the opinion of the Governing Body have the skills required to contribute to the effective governance and success of the school. Parents and staff may occupy co-opted posts but the number of co-opted governors who are

eligible to be staff governors must not, when counted with the one staff governor and the head teacher(s), exceed one-third of total membership.

## Associate members

Associate members are not governors and not therefore mentioned in the Governing Body instrument. They are appointed (for a period between one and four years) by the Governing Body to serve on one or more Governing Body committees. They may also attend full Governing Body meetings but their attendance does not count towards the GB quorum. If over 18, they may be given a vote on decisions made by the committees to which they are appointed but not on decisions made by the full Governing Body. Where the law or agreed local policy specifies the number of *governors* required to make a decision (e.g. selection panels for the head teacher or deputy head) associate members cannot be given a vote. They may be asked to withdraw from any committee meeting where the business under consideration concerns an individual member of staff or pupil.

## Governing Body Meetings and Attendance

At the start of the academic year 22/23 the Full Governing Body reviewed the governance structure and unanimously voted to move to a "flat" structure of governance. All governors now meet together at least 10 times per year and all governance work is covered within these meetings. Pay Committee and Head Teacher Performance Management remain as separate committees with membership agreed at the first meeting of the academic year in September. The governing body maintained the right to set up working groups as required.

Title of meeting	Meeting frequency
Full Governing Body	Twice per Term
Pay Committee	Annually
Governing Body Self-Evaluation	Annually
HT Performance Management	Termly – September, January, July

- Agendas are sent out by the Clerk seven days before the meeting
- Meetings are normally held in school and last approximately two hours,
- Timing of meetings are to fit in with both governor and staff commitments
- Apologies should be sent to the Clerk if you are unable to attend
- After the meeting the minutes are looked at for accuracy by the Head and the Chair. Copies of draft minutes are sent to all governors then agreed by all governors at the next meeting
- All governors must complete a pecuniary interest form annually
- A yearly timetable for all meetings is agreed in advance
- Governors are expected to be able to commit time to meetings, appropriate training and governor visits
- If you have an item for the meeting agenda, please ensure you contact the Chair of Governors or Chair of that committee two weeks in advance of the meeting
- Items for Any Other Business should either be raised because they are urgent and have arisen after the agenda was sent out or they should be matters to be placed on the next agenda
- Governors are expected to check they have received all relevant paperwork, have read through the details and have it in order - before attending the meetings

## Committee terms of reference

The terms of reference for committees must be agreed by the Governing Body on an annual basis.



## Financial regulation and control

### Local Authority Financial Management

The school adheres to the Local Authority's (LA) conditions of the scheme of Financial Management of Schools and the Manual of Financial Practice and Procedures. The school and pre-school has to follow the LA and DfE Finance Reporting Schedule.

## Best Value

The Governing Body is required to apply Best Value principles to its functions

The four principles of Best Value are:

Competing - making sure that school buys effective and efficient services to meet its needs

Comparing – the schools performance with other like for like schools

Challenging – the standards achieved and the nature of the service provided

Consulting – with stakeholders (especially parents and pupils) on what is provided

## Child Protection and Safeguarding

The Education Act 2002 and the Education Regulations 2014 place a duty on the boards of maintained schools to have arrangements in place to ensure that they carry out their functions with a view to safeguarding and promoting the welfare of children; and have regard to the statutory guidance issued by the Secretary of State in considering safeguarding arrangements (Keeping Children Safe in Education- KCSIE)

We must ensure that;

Brockenhurst CE Primary and Pre-School has an effective child protection policy which is known and implemented by all those who work and are involved with the school.

Brockenhurst CE Primary and Pre-School staff have a code of conduct which they comply with.

Brockenhurst CE Primary and Pre-School take effective action in response to any child who is missing from education.

## Safeguarding Statement

Brockenhurst CE Primary and Pre-School recognises its important responsibility for safeguarding and promoting the welfare of children. Therefore, we ensure that:

- Staff recruitment and selection follow the Safe Recruitment Procedures
- We raise awareness of safeguarding issues and equip children with the skills needed to keep them safe
- We develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- We support pupils who have been abused
- We strive to create a safe and nurturing environment, free from discrimination or bullying, where children can learn and develop happily
- 

At Brockenhurst CE Primary and Pre-School we take Child Protection (CP)/Safeguarding (SG) issues very seriously and we have the following in place:

- A Child Protection Policy has been adopted in its entirety from the Hampshire model by the Governing Body and is reviewed annually

- The head teacher and two named staff members are Designated Safeguarding Leaders (DSL) and have lead responsibility for dealing with child protection issues and receive refresher training every two years
- The Governing Body has appointed a Designated Safeguarding Lead (DSL) Governor who meets with the head teacher, reports to governors and is the nominated governor responsible for liaising with the Local Authority in the event of an allegation of abuse being made against the head teacher
- Whole school CP/SG training is undertaken annually
- CP/SG training is included in the induction of all new staff
- All interview panels have at least one trained governor who has received safer recruitment training
- A Single Central Register for DBS (Disclosure Barring Service) checks is kept updated. All staff, volunteers, governors and parent helpers are expected to have a DBS check

A Safeguarding Audit is undertaken annually, reported to the Governing Body and submitted to the Local Authority. The Governing Body ensures policies and procedures are in place so that action is taken in a timely manner to safeguard and promote children's welfare.

# Brockenhurst CE Primary and Pre-School Governor Code of Conduct

This code sets out the expectations on and commitment required from governors in order for the Governing Body to properly carry out its work within the school, the pre-school and the community, It should be read alongside our constitutional documents (instrument of governance/standing orders/scheme of delegation).

## As governors we will focus on our strategic functions:

ensuring there is clarity of vision, ethos and strategic direction

holding leaders to account for the educational performance of the school and its pupils and the performance management of staff

overseeing the financial performance of the school and making sure its money is well spent

ensuring the voices of stakeholders are heard

## As individuals on the governing body of Brockenhurst CE Primary and Pre-School School we agree to:

### Fulfil our role and responsibilities

We accept that our role is strategic and so we will focus on our core functions rather than involve ourselves in day to day management

- We will develop ,share and live the ethos and values of our school:
- We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
- We will work collectively for the benefit of the school.
- We will be candid but constructive and respectful when holding senior leaders to account.
- We will consider how our decisions may affect the school and local community
- We will stand by the decisions that we make as a collective
- Where decisions and principles conflict with the Seven Principles of Public Life (Appendix 1) or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
- We will only speak or act on behalf of the board if we have the authority to do so.
- We will fulfil our responsibilities as a good employer, acting fairly and without prejudice
- When making or responding to complaints we will follow the established procedures.
- We will strive to uphold the school and pre-school's reputation in our private communications (including social media)

### Demonstrate our commitment to the role

- We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups when required
- We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to,
- We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities
- We will visit the school and pre-school and when doing so will make arrangements with relevant staff in advance and observe school and board protocol,
- When visiting the school or pre-school in a personal capacity (i.e. as a parent or carer) we will continue to honour the commitments made in this code,
- We will participate in induction training and take responsibility for developing our individual and collective skills on an ongoing basis.

:  
**Build and maintain relationships**  
:

- We will develop effective working relationships with school and pre-school leaders, staff, parents and other relevant stakeholders from our local community
- We will express views openly, courteously and respectfully in all our communication with board members and staff both inside and outside meetings.
- We will support the chair in their role of leading the board and ensuring appropriate conduct.

**Respect Confidentiality**

- We will observe complete confidentiality both inside and outside of school and pre-school when matters are deemed confidential or where they concern individual staff, pupils or families.
- We will not reveal the details of any governing body board vote.
- We will ensure all confidential papers are held and disposed of appropriately
- We will maintain confidentiality even after we leave office.

**Declare conflicts of interest and be transparent**

- We will declare any business, personal or other interest that we have in connection with the board's business and these will be recorded in the register of Business Interests.
- We will declare any conflict of loyalty at the start of any meeting should the need arise.
- If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
- We accept the Register of Business Interests will be published on the school's website.
- We will act in the best interests of the school and pre-school as a whole and not as a representative of any group.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing body, 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.
- We accept that information relating to board members will be collected and recorded on the DfE's national database, some of which will be publicly available.

**We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions..**

**The Governing Body of Brockenhurst Church of England Primary School adopted this code of practice at their meeting on .....**

Signed ..... Chair .....

**The governing body of Brockenhurst (CE) Primary School agree that this code of conduct will be reviewed annually, upon significant changes to the law and policy or as needed and it will be endorsed by the full governing body**

## Governor Visits – the protocol

The purpose of this document is to ensure that when governors are in school they have clear protocols to guide them. These protocols pay regard to the professional role that all school staff undertake.

### The Guide to the Law

The Guide to the Law states that individual governors do not have an automatic right to enter the school whenever they wish.

However, in order to develop their understanding of the school, there is an expectation that governors will need to be able to visit from time to time.

All governors should arrange their visits with the head teacher or appropriate member of staff..

**Governors must not make judgements, written or verbal, about school staff competencies and abilities.** This is a highly skilled activity and should only be carried out by those trained and experienced in the monitoring and evaluation of lessons.

The overriding purpose of a formal governor learning walk is to gather evidence on a specific topic and should be used for whole school evaluation purposes. Learning walks are, by definition, short visits and should last no longer than a total of 1 hour on each occasion. A learning walk **must not** be used to make judgements about the competence of individual school staff.

Governor Visits can also be less formal but equally important and informative. The governing body should plan visits to cover a wide range of school work and each visit should have a clear purpose. Visits can take several forms including pupil interviews, meeting with subject leaders, walking around the school or seeing lessons. The purpose of seeing a lesson could, for example, be to see how resources are used to support learning, to see pupil/pupil interactions or pupil/adult interactions.

Governor visits should be planned in consultation with the head teacher and/or the appropriate members of staff. The head teacher should make sure that no individual member of school staff is overburdened ensuring that the number of visits or learning walks is reasonable and agreed in advance. While notes may be taken about the specific agreed focus, there should be no written notes about an individual member of school staff taken during a visit to the school.

Any visit or learning walk by a governor should result in written or verbal feedback to the Governing Body. The verbal or written record of a learning walk or visit should share generalised observations and outcomes around the agreed focus. A draft copy should always be seen by the head teacher and appropriate staff member and chair of governors first for factual accuracy before being shared with other governors.

### Governor visits – before, during and after

#### Governor classroom visits are:

- To recognise and celebrate success
- To develop relationships with the staff
- To get to know the children
- To understand the environment in which teachers teach
- To monitor policies in action
- To inform decision making
- To find out what resources are needed and prioritise them
- To ensure governors understand the reality of the classroom
- To understand better the governors' roles and responsibilities
- To have an opportunity to reflect on practice through discussion

## Preparing for a governor visit

Governors should:

- Check the agreed school/pre-school policy for governors' visits
- Clarify the purpose of the visit.
- Discuss an agenda with the head teacher and or subject co-ordinator well in advance.
- Make sure that the date and time chosen is suitable.
- Send the proposed agenda to the staff involved. Ask how they would like governors to participate
- Be clear beforehand exactly what you are looking for.
- Prepare any specific questions and submit to staff in advance

## During the visit

Governors should:

- Remember they are making the visit on behalf of the governing body
- Be punctual
- Keep to the agreed timetable but be flexible
- Decide with the teacher how they will be introduced to the class
- Get involved with the children
- Remember it is a visit not an inspection, observe discreetly
- Avoid distracting the teacher or teaching assistant during the lesson
- Be courteous and friendly, listen to staff and pupils
- Be prepared to interact, to talk and show an interest
- Not lose sight of the purpose of your visit

## After the governor visit

Governors should:

- Clarify any issue they are unclear about
- Thank the teacher for supporting them in their role as a governor
- Make notes as soon as possible after the observation while it is still fresh in the mind
- Be open, honest and positive.
- Submit their report to the head teacher, chair of governors and any staff involved in the visit to check for accuracy and clarity, being prepared to amend it if necessary
- Consider whether the purpose of the visit has been achieved
- Reflect on how and whether the visit has helped the governing body fulfil its duties
- Submit their agreed report to the next appropriate committee/governing body meeting

# Appendix 1

## 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 take decisions 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 obligations to outside individuals or organisations that might 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 this.

### **Honesty**

Holders of public office have a duty to declare any private interest 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.

### ***No one governor is expected to know it all or act alone.***

The strength of a Governing Body lies in its ability to attract and rely upon members from a wide variety of backgrounds, share out the duties amongst its members, and be able to take decisions as a corporate team. No governor acts alone and no one governor is responsible for the Governing Body, not even the chair of governors.

All governors share the responsibility of making the Governing Body effective and efficient by setting the remit of the body and its committees, being well-informed and attending the meetings.

## Appendix 2

### Governor Visit Form

#### Our Learning Values:

**Ambitious, Independent ,Resilient, Resourceful, Inclusive, Caring**

Date:

Governor:

Members of Staff:

Focus:

Autumn Term-Discussion of Action plan for the subject

Spring Term-Implementing the action plan/learning walk

Summer Term-Impact/review of the year for that subject

Background	
Pupil Engagement	
Resources	
Learning Environment	
Behaviour	
Other Points	
Safeguarding	
Conclusion	

Signed

(Governor)

Signed

(Member of Staff)



## Appendix 3

### Link Governor Role

*Brockenhurst CE Primary and Pre-School Governing Body have established the link governor role in order to:*

- Better understand how each area of the curriculum is delivered
- Ensure that the curriculum is delivered in a structured and orderly way
- Work more closely with individual members of staff and champion their area of the curriculum responsibility
- Support curriculum leads in reporting to governors
- To gain insight into what the pupils are learning

*What can staff expect from the link governor role?*

- That their link governor will meet with them at a mutually convenient time at least 3 times during the academic year
- That their link governor will want to discuss with them some/all of the following:
  - Staff training in the area
  - Resources available
  - How all pupils are able to access the curriculum area
  - Outcomes for pupils (where appropriate this would include looking at books)
- Support when the curriculum lead attends governors meetings
  - How the curriculum area is structured and assessed
  - Feedback (written and oral) from the link governor to other governors following visits/meetings
  - That the link governor may also want to talk to pupils about their link curriculum area

*What can the link governor expect from the curriculum lead?*

- That they will meet with them at least 3 times in an academic year at a mutually convenient time
- That they will have had time to prepare for the meeting and when appropriate, will have selected work for the governor to look at with them
- That they invite their governor link to support them when reporting to any governor meeting

The timetable for link governor visits will follow this pattern:

Autumn Term : Discussion of the Action Plan for the subject

Spring Term: Implementation of the action plan/Learning walk if appropriate for the subject or a book look. Share good examples of work throughout the school and projects that have been worked on

Summer Term- Impact. Review of how the year has gone for that subject.

**NB: It is for the link governor to contact the member of staff to organize meetings/visits and to be considerate of staff time. Visits may differ in their purpose and duration.**