

FALCONBROOK GOVERNING BOARD STANDING ORDERS 2025/26

Governing board procedures must comply with the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013. While these regulations provide a basic framework the governing board also needs to agree more detailed ways of working to ensure our business is conducted efficiently and our rules are applied consistently and fairly. These regulations are incorporated in the advice given.

These standing orders set out the procedures which have been agreed for our school. If any issue is not explicit the regulations will apply. The relevant regulation is indicated in brackets.

1. **Roles of the Governing board and Headteacher** (*Part 2, Regulation 6*)

The governing board must operate in accordance with the following principles:

- 1.1 The functions of the governing board include the following core strategic functions —
 - (a) ensuring that the vision, ethos and strategic direction of the school are clearly defined;
 - (b) ensuring that the head teacher performs his or her responsibilities for the educational performance of the school; and
 - (c) ensuring the sound, proper and effective use of the school's financial resources.
- 1.2 In exercising their functions the governing board will —
 - (a) act with integrity, objectivity and honesty and in the best interests of the school; and
 - (b) be open about the decisions they make and the actions they take and be prepared to explain their decisions and actions to interested parties.
- 1.3 The head teacher's responsibilities include —
 - (a) the internal organisation, management and control of the school; and
 - (b) the educational performance of the school.
 - (c) the head teacher is accountable to the governing board for the performance of all his or her responsibilities and must comply with any reasonable direction of the governing board

2. **Governing board Constitution and Membership**

The constitution of the governing board, appointing bodies and terms of office for each category of governor are set out in the Instrument of Government (*Appendix B*)

- 2.1 All governors are asked to complete a skills audit which informs future appointments and helps identify our training and development needs. The governing board will review its skills and representation at the first business meeting of the school year and agree a strategy for recruiting to any vacancies
- 2.2 **For maintained school governing bodies that have reconstituted under the 2012 Constitution Regulations:**

This governing board is constituted under the School Governance (Constitution) (England) Regulations 2012 which enable a governing board to address its skills and representation needs through the appointment of Co-opted and Local Authority governors:

 - Co-opted governors are persons “who, in the opinion of the governing board, have the skills required to contribute to the effective governance and success of the school”.

- Local Authority governors are persons who are nominated by the local authority and appointed by the governing board “having, in the opinion of the governing board, met any eligibility criteria that they have set”.

Note: every governor’s role is to govern the school in the best interest of pupils, not to represent the interests of the constituency from which they were elected or appointed.

2.2.1 Procedure for co-options:

- Candidates for co-option will be asked to provide a statement outlining the contribution they can make to the effective governance and success of the school
- a decision on co-option will be made at a quorate meeting of the full governing board
- the agenda for the meeting should include “Appointment of a co-opted governor” as a separate item. The names of candidates should appear on the agenda and copies of their statements circulated with papers in advance.

2.2.2 Procedure for Local Authority governor appointments:

- on notification of a vacancy the chair / clerk will liaise with the LA over desirable eligibility criteria for a new appointee
- the chair / other designated governor will meet the LA nominee and if content that the person meets the governing board’s criteria will propose that person to the next full governing board meeting with relevant supporting personal details.
- the agenda for the meeting will include “Appointment of an LA governor” as a separate item. The names of candidates will appear on the agenda and relevant supporting information will be circulated in advance.

3. Election of Chair / Vice-chair (*Part 3, Regulation 7*)

All governors other than those who are under 18, pupils or paid to work at the school are eligible to stand as the chair or vice-chair of governors.

- 3.1 Prior to the election of the chair and vice-chair, the governing board must determine the date on which their term of office will end.
- 3.2 *In order to encourage distributed leadership and succession planning no-one will serve as chair or vice-chair for longer than eight successive years other than in exceptional circumstances*
- 3.3 Where a vacancy arises before the end of an incumbent’s term the governing board will elect one of their number to fill that vacancy at their next meeting.
- 3.4 Election procedures
The appointment of a chair and vice-chair must be made at a quorate meeting of the full governing board. The clerk will chair that part of the agenda. Candidates must withdraw during discussion and vote.
 - a) The clerk to governors will invite nominations in advance of an election date
 - b) The agenda for the meeting will include “Appointment of a chair and vice-chair” as separate items. The names of candidates will appear on the agenda

- c) Where there are no advance nominations the clerk will invite nominations at the meeting
- d) Candidates will be invited to make a short statement before withdrawing.
- e) Voting will be by secret ballot.
- f) In the event of a tie a decision will be made by drawing lots / tossing a coin.

4. **Functions of the Clerk** (Part 3 Reg 11)

The governing board must appoint and have regard to advice from the clerk on the exercise of its functions. The clerk must not be a governor or the headteacher. However, if the designated clerk fails to attend a meeting, an associate member or a governor who is not the headteacher may act as clerk for that meeting.

4.1 The clerk is responsible for:

- Convening meetings of the governing board
- Issuing notices of meetings, agendas and associated papers at least seven clear days in advance of meetings to all governors
- Attending governing board meetings; producing draft minutes for agreement by the chair *within 15 days of the meeting*, ensuring that minutes are agreed and signed by the Chair at the next meeting and *that signed minutes are securely stored at the school*
- Maintaining a register of governors and associate members and reporting vacancies
- Maintaining a record of governor attendance at meetings and reporting on non-attendance to the governing board
- Providing support and advice on all matters of governance during and between meetings

5. **Meetings and Proceedings** (Part 4 Regs 12 - 16)

- 5.1 The number of full governing board meetings per annum will be a minimum of 6, held half-termly. Additional extraordinary meetings may be called as necessary, e.g. to review and ratify the annual budget
- 5.2 The governing board will set a schedule of meetings at the final meeting of the previous school year.
- 5.3 Meetings are convened by the clerk. Agendas and papers will be distributed at least seven clear days before the meeting. If an extraordinary meeting has been called the chair / vice-chair may allow shorter notice to be given.
- 5.4 The agenda will be prepared by the clerk in consultation with the chair and headteacher. Any governor may contact the clerk in writing to request that an item be placed on the agenda not less than 12 / 15 working days before the meeting. The clerk will include the request in the draft prepared for consultation with the chair and headteacher. The final decision on the agenda is for the chair.
- 5.5 Any other business: will appear as the final item on the agenda and should be notified to the clerk 48 hours in advance of the meeting. The governing board will decide whether any such item is to be discussed or dealt with in an alternative way. In general only "for

information” items will be accepted; issues which require a report or decision will not be dealt with as AOB.

- 5.6 The quorum for a meeting of the governing board is one half - rounded up - of the membership of the governing board excluding vacancies.
- 5.7 The time of arrival and departure of any governor who is not present at the beginning or end of a meeting will be recorded in the minutes.
- 5.8 Absence/ apologies: a governor or associate member ceases to hold office if s/he is absent without permission from all meetings over six months, calculated from the date of the first missed meeting.

Where a governor is absent and has sent apologies to the clerk or the chair the minutes will simply note receipt and a governor will cease to hold office after six months continuous absence. If an absent governor wishes to remain on the governing board s/he should inform the clerk of this fact in writing and the governing board will decide whether or not to agree his / her continuation at their next meeting

Where a governor is absent and has sent apologies to the clerk or the chair a reason for non-attendance must be given, and after one accepted absence further non-attendance will automatically incur refusal of apologies other than in exceptional circumstances.

- 5.9 All decisions are made at a full governing board meeting unless an individual or a sub-committee has delegated authority to deal with a specific issue. The governing board will receive *and note* a report on any decision which it has delegated to a sub-committee or an individual.
- 5.10 Participation in meetings by telephone, video conference or other remote means:
A governor may participate in meetings by telephone or video conference provided that:
 - a. S/he has given notice of their intention to do so by detailing the telephone number or other contact details on which s/he can be reached or from which s/he will take part at least 48 hours before the meeting;
 - b. the governors present at the meeting have access to the appropriate equipment.

If after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference the meeting will still proceed provided it is still quorate.

- 5.11 The only people entitled to attend a meeting of the governing board are governors, the headteacher, the clerk and, where appropriate, associate members. If the headteacher is absent the deputy head will attend in his/ her place but will have no vote, unless s/he has been formally designated as acting headteacher.
- 5.12 The deputy headteacher may be invited to attend meetings of the governing board and relevant committees as observer, as part of their professional development.
- 5.13 Minutes and papers: Within 14 days of the meeting the draft minutes will be sent by the clerk to the chair and headteacher for clearance. Once agreed, the draft minutes will be sent to all members of governing board within 28 days of the meeting.

- 5.14 The approval of the minutes of the previous meeting should be on the agenda of every meeting. Once agreed the minutes will be signed and dated by the chair.
- 5.15 *The original signed minutes will be stored in a secure place in the school.*
- 5.16 A copy of the agenda, signed minutes, reports and papers for meetings (excluding confidential items) will be made available for inspection by any interested person.
- 5.17 *Copies of the following documents will be placed on the school website: Agendas, signed minutes, reports and papers. (add / amend as appropriate)*
- 5.19 All incoming correspondence to the governing board, other than any concerning a complaint, or a named pupil, parent or staff member or any other confidential matter is for the attention of the full governing board. It may however be more expediently dealt with by the chair, member of staff or by an appropriate sub-committee with delegated authority.
 - 5.19.1 *All important correspondence to the governing board will be recorded and may be allocated to an appropriate individual/ sub-committee. It will either be dealt with at the next GB meeting or that meeting will receive a report from whoever has dealt with the issue.*
 - 5.19.2 *Correspondence which concerns a complaint, or a named pupil, parent or staff member or any other confidential matter will be forwarded to the appropriate governor/ sub-committee/ member of staff dealing with the issue to be dealt with through the relevant school policy and procedure with appropriate confidentiality protocols*

6. **Conduct and suspension / removal of governors** (Reg 17 / Constitution regulations)

- 6.1 ***The governing board has adopted a Code of Conduct/Practice for Governors (attached Appendix G)***
The Code will be reviewed each year at the autumn term meeting. Every governor will be asked to sign a copy on an annual basis.
- 6.2 *Significant breaches of the Code could be grounds for suspension or removal if they are inconsistent with the ethos of the school or likely to bring the school or the governing board or office of governor into disrepute. In these circumstances the governing board will follow the procedures for suspension of a governor as set out in the regulations.*

7. **Delegation arrangements** (Regulation 18, 19 and 20)

The governing board may delegate some of its functions to a sub-committee, an individual governor or to the headteacher. It must review delegation arrangements annually. Delegation arrangements agreed by this governing board are available to view at the school/ website.

- 7.1 No action may be taken by an individual governor unless authority to do so has been delegated formally or is taken under Chair's Action in an emergency.
- 7.2 The governing board will receive and note a report on any decision which it has delegated to a sub-committee or to an individual.

7.3 Staff appointments: the delegation arrangements for staff appointments are:

- i) Support staff:
- ii) Teaching staff:
- iii) Senior staff:

7.4 Staff grievance, conduct and discipline, capability, suspension or dismissal; salary appeals; headteacher appraisal; exclusions; complaints: the governing board will adopt procedures set out in relevant policies.

8. Committees (Part 5 Regulations 21 - 26)

The Governing Board determines the constitution, membership and terms of reference of any committee it establishes and must review these annually. This governing board has the following committee established (*Terms of Reference are attached as Appendix C*):

8.2 The Governing Board will nominate 3 governors to form the Pay Review Committee which will:

- ensure a review of the whole school pay policy to take account of local and national developments and make appropriate recommendations to the governing board;
- ensure an annual review of teachers' salaries in line with current arrangements in the School Teachers' Pay and Conditions Document**;
- ensure an annual review of support staff salaries in line with current arrangements in the NJC for local government or other appropriate bodies;
- consider the recommendation of the headteacher's performance review group in relation to whether to award the head an annual increment ***;
- scrutinise a sample of performance management review statements for staff to ensure a link between quality of teaching and pay progression

8.3 The Governing Board may constitute a standing or temporary sub-committee to consider particular issues. The Terms of Reference of any such sub-committee will be agreed by the Governing Board.

9. Associate Members

An Associate Member (AM) is a person who is appointed by the governing board, but who is not a governor. An AM may attend full governing board meetings without a vote and may be excluded from any part of a meeting which concerns an individual member of staff or pupil. The governing board has agreed the following arrangements for Associate Members:

- candidates will be asked to provide a statement outlining the contribution they can make to the governing board
- a decision on appointment of an AM will be made at a quorate meeting of the full governing board
- The agenda for the meeting will include "Appointment of an associate member to the governing board. The names of candidates will appear on the agenda and copies of their statements will be circulated with papers in advance

10. Collaboration with other schools (Schedule 2 reg 4)

The School Governance Collaboration Regulations 2003 and School Staffing Regulations 2012 allow governing bodies to collaborate with other schools and to make arrangements for their functions to be jointly discharged.

11. Governors' Allowances (Part 6 regs 27 – 30)

The governing board has agreed to reimburse a governor or associate members for expenditure necessarily incurred to perform his / her duty, subject to the restrictions set out in the Governor Allowances policy (see Appendix E) and to be made on provision of a receipt for the relevant amount. All claims are subject to audit scrutiny.

12. Pecuniary Interests / restrictions on taking part in meetings (Schedule 1; Reg16)

A governor must declare an interest – direct or indirect, financial or personal and withdraw from a meeting and not vote on the issue. Candidates for appointment or election must also withdraw and not vote. Staff members must withdraw from discussion of any pay or appraisal issue concerning another member of staff. If there is a dispute about whether a person should withdraw the governing board will decide on the matter.

12.1 in addition members of staff will be asked to withdraw if the appointment of their successor is being discussed

12.2 “Declaration of Interests” will be a standard item on governing board agendas

12.3 All Governors and Associate Members will sign a Declaration of Pecuniary Interests form annually (see Appendix F) and details of any potential conflicts of interest listed will be published on the school’s website. Governors will inform the clerk of any subsequent changes to their annual declaration.

13. Governing Board responsibilities

The Governing Board has responsibility for the following areas:

13.1 Curriculum and Attainment

The Governing Board will monitor and evaluate pupil achievement and the quality of teaching, ensuring the school provides a high-quality learning experience and delivers a broad and balanced curriculum in keeping with the school's aims, all pupil needs and legal requirements.

In the Autumn Term it will agree the school’s pupil performance targets for the next academic year.

Curriculum planning and delivery

- To review, monitor and evaluate the curriculum offer.
- Approve:
 - Self-evaluation form
 - School Development Plan
 - Targets for school improvement
- To ensure that the requirements of children with special needs and disabilities are met, as laid out in the Code of Practice, and receive termly reports from the Head Teacher/SENCO and an annual report from the SEND governor (where appointed).

Assessment and improvement

- To monitor and evaluate the impact of quality of teaching on rates of pupil progress and standards of achievement.
- To monitor and evaluate rates of progress and standards of achievement by pupils, including any underachieving groups.
- To monitor and evaluate the impact of continuing professional development on improving staff performance.

- To set priorities for improvement and monitor and evaluate the impact of improvement plans, which relate to the committee's area of operation.
- To monitor and evaluate provision for all groups of vulnerable children (e.g. looked after children) and ensure all their needs have been identified and addressed, and to evaluate their progress and achievement.
- To regularly review and develop the Assessment Policy and to ensure that the policy is operating effectively.
- To consider recommendations from external reviews of the school (e.g. Ofsted or local school improvement advisers), agree actions as a result of reviews and evaluate regularly the implementation of the plan.
- To ensure that all children have equal opportunities.
- To advise the resources committee on the relative funding priorities necessary to deliver the curriculum.

Engagement

- To monitor the school's public presentation of the curriculum to the wider community.
- 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.

The Governing Board will also monitor and evaluate relevant Equality Objectives, policies and assigned sections of the SEF and linked issues in the SDP notably:

- how the school deals with its statutory obligations in relation to the National Curriculum;
- the quality of the assessment system;
- the performance of different groups, subjects and key stages making relevant comparisons to local and national data and analysing trends;
- provision for, progress and attainment of vulnerable groups e.g. disadvantaged children, looked after children, young carers, and the effectiveness of any intervention strategies;
- the SEN policy, monitoring provision and ensuring that the school fulfils its responsibilities for pupils with special educational needs and with disabilities;
- the quality of teaching;
- the impact of interventions linked to specific grants such as pupil premium, primary PE and sport
- the range and impact of extra- curricular activities on pupil achievement and well-being;
- how well teaching prepares pupils for the next stage in their education.

Statutory policies and documents

Equality information and objectives
EYFS information (nurseries)
Sex Education Policy
SEN Policy- for presentation to FGB
E safety

13.2 Children, Families and Community

The Governing Board will monitor and evaluate relevant Equality Objectives and assigned sections of the SEF and linked key issues in the SDP notably:

- the impact of the school's contribution to pupils' personal development, behaviour and welfare
- the impact of safeguarding policies **See Annex 2**
- pupil applications and admissions

- attendance and punctuality
- behavior patterns and trends, exclusions and rewards
- the views of pupils and staff and how these are taken into account in planning and day to day practice;
- the effectiveness of partnerships with other schools, external agencies and the community including business, to improve the school, extend the curriculum and increase the range and quality of learning experiences for pupils.
- the engagement and views of parents with the school, particularly those who find it hard to engage, and how these are taken into account, and consider ways in which home-school links can be further developed, making appropriate recommendations;
- community links and community use of the school,
- the school's contribution to promoting community cohesion;
- supporting the school in ensuring that the school's website is compliant. **See Annex 3**

Statutory policies and documents

Behaviour Policy
 Child Protection Policy
 Complaints procedure statement
 Compliance with information on line
 Equality information and objectives
 Home School Agreement
 Register of pupils admission to school
 Register of pupils' attendance
 Statement of behaviour principles
 Supporting children with medical conditions

13.3 Finance and Resources

The Governing Board will monitor and evaluate the use of and impact of the school's budget, recruitment and professional development of staff, and premises.

Finance

- ensure that the school operates within the financial regulations of the local authority and complies with any DfE and SFVS requirements, responding to any issues arising from the audit of the school's accounts or SFVS review and ensuring value for money
- keep under review the scheme of delegation in financial matters including the level of delegation to the headteacher for the day-to-day financial management of the school;
- delegate a sub-committee to prepare and present to the governing board for ratification an annual budget reflecting priorities in the three year school development plan previously agreed by the FGB;
- monitor the budget (and any other devolved funds), making any appropriate recommendations for future budgetary decisions.
- evaluate the value for money achieved particularly in relation to specific grants such as pupil premium, primary PE and sport

Staffing

- monitor and evaluate staffing policies and procedures, ensuring that all principles of good and fair employment practice are adhered to, that staff and trade unions are consulted and legal requirements fulfilled

- agree the staffing establishment and structure (teaching and non-teaching) at least annually in relation to the budget and the school development plan;
- monitor staff deployment, absence, recruitment, retention and morale
- recommend the procedure for filling vacancies and making staff appointments below the Leadership Group;
- ensure that the school complies with the General Equality Duty in relation to staff. **See Annex 1**
- ensure the school complies with all requirements in relation to safer recruitment
- monitor and evaluate the impact of the budget for continuing professional development

**Anyone employed to work at the school other than the headteacher must withdraw from this item

***Anyone employed to work at the school including the headteacher must withdraw from this item

Premises, health and safety

- draw up medium and long term plans relating to the repair, maintenance and development of premises and infrastructure;
- monitor and evaluate health and safety and emergency procedures ensuring that necessary checks and risk assessments are carried out and action points are implemented.

Statutory policies and documents

Accessibility Plan
 Allegations of abuse against staff
 Appraisal (performance mgt)
 Business continuity plan
 Capability
 Single Central Record of recruitment and vetting checks
 Charging and Remissions policy
 Data protection
 Dealing with allegations of abuse made against staff
 Equality information and objectives
 Freedom of Information Scheme
 Governors' Allowances policy
 Health and safety and risk assessments
 Premises management regs
 SFVS
 Staff discipline, conduct and grievance for presentation to FGB
 Whistle Blowing (required by guidance)

Appendices:

- Appendix A: Governing board: List of members and terms of office
- Appendix B: Instrument of Government
- Appendix C: Committees
- Appendix D: Link Governors
- Appendix E: Policy on governors' allowances/ expenses
- Appendix F: Register of Business and Pecuniary Interest Form
- Appendix G: Code of Conduct
- Appendix H: Delegation Arrangements

- Annex 1: The General Equality Duty
- Annex 2: Falconbrook School. Safeguarding Principles
- Annex 3: Information to be published online

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APPENDIX A: Governing board: List of members and terms of office

As at September 2025:

Governor	Term end date
Laura Coleman	25/03/29
Veronica Echeverri	10/07/28
Anna Gort-Barten	28/02/28
Georgina MacNaughton	28/02/27
Megan Morgan	28/02/28
Sarah Northey	28/02/28
Jan Osborne	12/03/28
Jane Peters	17/11/25
Sarah Pieniek-Jones (Headteacher)	ex officio
Charles Samuda (Chair)	18/11/26
Kate Stock	15/11/26

No governors left the Board in academic year 2024/25.

Governors leaving the Board in 2023/24	End date
Jacki Chuah	31/08/24
Florence Marfo	31/08/24
Rebecca Tate	31/07/24
Ayesha Magill	31/07/24

LONDON BOROUGH OF WANDSWORTH

INSTRUMENT OF GOVERNMENT

1. The name of the school is **Falconbrook Primary School**
2. The school is a **community** school.
3. The name of the governing body is 'The governing body of **'Falconbrook Primary School'**
4. The governing body shall consist of:
 - a. **2** parent governors
 - b. **1** LA governors
 - c. **2** staff governor
 - d. **1** headteacher
 - e. **9** co-opted governors
5. Total number of governors is **15**
6. This instrument of government comes into effect on **12th October 2017**
7. This instrument was made by order of Wandsworth Local Authority on **12th October 2017**

Signed

Chief Executive – the Proper Officer
for this purpose

8. A copy of the instrument must be supplied to every member of the governor body (and the headteacher if not a governor), any trustees and to the appropriate religious body.

APPENDIX C: Committees

The Governing Board operates the following committees and sub-groups:

- **Pay Committee**
- **Marketing and Income Generation Group**

The Governing Board may constitute and establish further sub-committees to undertake delegated tasks. Terms of Reference for that sub-committee will be agreed by the Governing Board.

Common to all committees, are the following terms:

Membership

Any sub-committee established will comprise up to 6 governors and where appropriate associate members to provide specific expertise and or skills.

Quorum

The quorum for meetings of a sub-committee is 3 governors. The meeting will not take place unless the headteacher or her representative is present.

Meetings

The sub-committee will meet as required. A Chair and Vice Chair of the committee will be elected at the first meeting. In the absence of the Chair, the Vice Chair will chair the meeting. A clerk will be assigned to every meeting (someone who is not the Headteacher). The draft minutes of each meeting will be circulated with the agenda for the next ordinary meeting of the full governing board and will be presented at that meeting by the Chair (or in his/her absence the Vice Chair) of the committee.

Responsibilities: all committees have the following responsibilities. To:

1. receive reports from members of staff about matters relating to any of the issues listed in their terms of reference.
2. contribute to, monitor and evaluate relevant parts of the SEF, the school development plan and the policies allocated to them, reporting or making recommendations to the full governing board.
3. consider recommendations from relevant external reviews for example audit, Ofsted or local authority review, to agree the actions needed to address any issues identified and to monitor and evaluate regularly the implementation of any plan agreed, reporting or making recommendations to the full governing board.
4. consider the views of staff, pupils and parents when making strategic decisions that will impact on them.
5. consider safeguarding implications when undertaking all committee functions.
6. consider the impact on equality, referencing the protected characteristics, when making recommendations and when reviewing/drafting policies. **See Annex 1 for information about the General Equality Duty**
7. take appropriate action on any other relevant matter referred by the governing board.
8. liaise and consult with other committees where necessary.

Voting

Every question to be decided at a committee meeting must be determined by a majority of votes of those governors and associate members present and voting. If there is an equal number of votes, the chair (or the person acting as chair), provided that he or she is a governor, has a second (or casting) vote. The committee can only vote if the majority of the committee members present are governors.

Annex 1 – The General Equality Duty

A school must have **due regard to the need to:**

- a) eliminate **discrimination**, harassment, victimisation and any other conduct that is prohibited by the Act
- b) advance **equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Protected characteristics

- Age (not pupils)
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

Annex 2: Falconbrook School. Safeguarding Principles

At Falconbrook School we are committed to safeguarding and promoting the welfare of all our students. We expect all staff employed, commissioned or contracted to work with pupils together with volunteers and governors to adhere to the following principles:

- The welfare of students is paramount and we take their views seriously.
- Every effort will be made to help children to keep themselves safe.
- If parents raise concerns they will be listened to and responded to promptly
- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Adults should continually monitor and review their practice and ensure they follow the guidance contained in the policies listed below
- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.
- Records should be made of any such incident and of decisions made/further action agreed, in accordance with the school policy for keeping and maintaining records.
- All staff should know the name of the senior designated person for child protection, be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children and young people.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

The following policies and documents are all pertinent to safeguarding children:

- Child protection
- Complaints procedure
- Data protection
- Dealing with allegations made against staff
- Drug and substance misuse
- Educational visits
- E-safety e.g. sexting
- Harassment and discrimination
- Health and safety
- Intimate care (where appropriate) and emotional well being
- Meeting the needs of pupils with medical conditions
- Performance management
- Providing first aid
- Pupil discipline and anti-bullying including cyber bullying
- Register of attendance
- Safer recruitment policy and procedures
- Sex education policy
- Single central record
- Use of physical intervention
- Whistle blowing Whistle blowing is required by SFVS.

The statutory policies and documents are on the school website and accessible to all staff and parents.

Also part of our overall strategy

- Racist incidents monitoring log
- Risk assessments
- Arrangements for site security
- Working with students on issues specific to our local area or population (e.g. gang activity, extremism etc)

Other specific safeguarding issues:

Advice on the following list of safeguarding issues can be found on <https://www.gov.uk/> which the school will use as the need arises:

- Child sexual exploitation (CSE) - see below
- Domestic violence (It is important to recognise that many children will be living (or may have lived) in families where Domestic Abuse is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm. The definition of Domestic abuse is: Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) — see below
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Poor parenting particularly in relation to babies and young children
- Private fostering
- Radicalisation. See below
- Sexting
- Self harming
- Teenage relationship abuse
- Trafficking. See below

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. The Multi-Agency Guidance on FGM gives the following advice to schools:

Staff should be aware that any of the following might indicate FGM:

- Girls being withdrawn from PSD; they may be at risk as a result of the parents wishing to keep them uninformed about her body and rights;
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- Parent may take a girl out of the country for a prolonged period to a country where the practice is prevalent;
- A girl may have frequent urinary or menstrual problems; spending longer than usual in the toilet;
- Noticeable behaviour changes, particularly after prolonged absence;
- Reluctance to undergo normal medical examinations;
- Difficulty walking, sitting or standing.

We will create an 'open' and supportive environment by:

- Raising awareness about FGM with students and staff; circulating and displaying materials and information about FGM (books, DVDs etc);
- Introducing FGM into PSD curriculum (and other subjects, e.g. Citizenship, PBE, Drama, History, Sociology);
- Ensuring that the designated member of staff with responsibility for safeguarding is well informed of the issues;
- Ensuring that a private telephone is available should students need to seek advice.

Radicalisation

The following extract is from http://www.preventforschools.org/?category_id=40

Extremist organisations can develop and popularise ideas which create an environment conducive to violent extremism and terrorism.

"In assessing the drivers of and pathways to radicalisation, the line between extremism and terrorism is often blurred. Terrorist groups of all kinds very often draw upon ideologies which have been developed, disseminated and popularised by extremist organisations that appear to be non-violent (such as groups which neither use violence nor specifically and openly endorse its use by others)". [Prevent Strategy 5.34] Education can be a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal. "We believe that schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. According to a survey by the UK Youth Parliament in August 2008, 94% of young people said they thought schools were the best environment in which to discuss terrorism. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda" (Prevent Strategy).

We also need to recognise that, young people can be exposed to extremist influences or prejudiced views, particular those via the internet and other social media. "Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools' work on Prevent needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism"(Prevent Strategy)

Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable as part of their safeguarding responsibilities'.

Trafficking Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take

many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of abuse.

Established by the Governing board on.....

Based on DfE *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings* and guidance produced by Chestnut Grove School.

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Annex 3: Information to be published online

- SATS results
- in both Key Stages the percentages making the expected degree of progress
- where school performance tables can be accessed
- the school's admission arrangements
- the school's ethos and values
- the most recent Ofsted report
- the school's charging and behaviour policies; and complaints procedures
- information on the school's curriculum for each academic year; phonics or reading schemes used at Key Stage 1
- **SEN report. See overleaf**
- Details of provision of PE and sport (NB Primary school PE and sport funding)
- The school's name, address, phone number and a contact name must also be given.
- Information on how they spend the Pupil Premium. This must include the amount of Pupil Premium the school has received for the current academic year, details of how it is intended that the allocation will be spent, details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom the Pupil Premium was allocated.
- Information about how they have spent the Primary PE and Sport budget and the impact it has had.
- All schools must publish their school curriculum by subject and academic year, including their provision of personal, social, health and economic education. "To support schools in doing this, the PSHE Association has published its own guidance on drafting and reviewing a school's sex and relationship policy and a suggested programme of study for PSHE."

'In the interests of transparency, all schools and academies should publish, including on their website, up to date details of the structure of the governing board and any committees, together with the names of their governors and their particular roles and responsibilities within that structure. They should also publish an annual statement setting out the key issues that have been faced and addressed by the governing board over the last year, including an assessment of the impact of the governing board on the school. For academies, these details of their governance arrangements must also be provided within the governance statement of their published annual accounts.'

Source: School Governors Handbook Jan 2015

Publication of Governor's Details and the Register of Interests.

Extract from The Constitution of governing bodies of maintained schools. DfE. March 2015

24. *Governors hold an important public office and their identity should be known to their school and wider communities. Governing bodies should therefore publish on their website information about their members. The information they should publish should, as a minimum include for each governor:*

- *their name;*
- *their category of governor;*
- *which body appoints them;*
- *their term of office;*
- *the names of any committees the governor serves on; and*
- *details of any positions of responsibility such as chair or vice-chair of the governing board or a committee of the governing board.*

25. *Governing bodies should also publish this information for associate members, making clear whether they have voting rights on any of the committees they serve on.*
26. ***From 1 September 2015,** (maintained school) governing bodies will be under a duty to publish on their website their register of interests. The register should set out the relevant business interests of governors and details of any other educational establishments they govern. The register should also set out any relationships between governors and members of the school staff including spouses, partners and relatives.*
27. *Governing bodies should make it clear in their code of conduct that this information will be published on their governors and, where applicable, their associate members. Any governor failing to reveal information to enable the governing board to fulfil their responsibilities may be in breach of the code of conduct and as a result be bringing the governing board into disrepute. In such cases the governing board should consider suspending the governor.*

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APPENDIX D: Falconbrook Link Governors and associated members of staff

	Subject	Member of Staff	Link Governor(s)
1	Safeguarding & LAC	Sarah Pieniek-Jones HT & DSL & LAC leader	
2	SEND	SENCo	
3	Premises and Health & Safety	Kate Anthony	Jan Osborne
4	Curriculum	Sarah Pieniek-Jones	Jane Peters
5	Governing Board Development		Charlie Samuda
6	Parent engagement		
7	Teaching and learning practice		
8	Inclusion, equality and well-being		
9	Finance	Kate Anthony	Veronica Echeverri

Other governors:

Kate Stock

Sarah Northey

Megan Morgan

Anna Gort-Barton

Veronica Echeverri

Role of member of staff:

- To support link governor to gain an in-depth knowledge of their subject and how this is delivered across all phases at Falconbrook,
- To support link gov to gain an in-depth knowledge of the teaching, learning & progress of their subject/ area of school.
- To support link gov to fully understand the expectations and current standards for their subject/ area of school.
- To work with link governor to ensure they develop a comprehensive understanding of the progress of SDP for subject/area of school.
- To ensure HT informed in advance of visits to school & keep updated re work with link governors.

Role of link governor:

- Making pre-arranged visits to the school, with a clear focus and agenda.
- To develop in-depth knowledge of their link subject/ area of school and how this is delivered across the school.
- To fully understand the expectations and current standards in their subject/ area of school.
- To know what subject/ area of school looks like in practice.
- To work with and support the member of staff to gain a comprehensive understanding of the progress of SDP for subject/area of school.
- Monitoring the implementation of the school's strategy in the specialist area.
- Ensuring the school has relevant policies in place.
- Acting as a link between governors and staff.
- Keeping the governing board informed about the area for which they're responsible (by presenting a summary overview (including progress of SDP) of subject/ area of school to FGB each term and other external visitors as required (e.g. OFSTED)).
- To liaise with HT as necessary or as needed.

APPENDIX E: Policy on governors' allowances/expenses

Falconbrook Governing Board Governor Allowance Policy

1. Aims

The governing board has decided to pay reasonable allowances from the school's delegated budget to cover any costs that board members incur through carrying out their duties.

This policy sets out the terms on which such allowances will be paid.

By adopting this policy, we will ensure that no member of the community is prevented from becoming a governor on the grounds of cost.

2. Legislation and guidance

The Governance Handbook (section 4.7.1, paragraph 63) says that boards in maintained schools with a delegated budget can choose whether or not to pay allowances to board members. Where they choose to do so, it must be in accordance with a policy or scheme. The legislation on governors' allowances is set out in the the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013, part 6.

3. Overview

Members of the governing board may claim allowances to cover expenditure necessary to enable them to perform their duties. This does not include an attendance allowance, or payment to cover loss of earnings.

Members of the governing board may claim allowances by completing a claim form (see appendix 1) and submitting it to Kate Anthony – School Business Manager.

Allowances will only be paid on the provision of a receipt, and will be limited to the amount shown on the receipt.

Members of the governing board may claim for:

- Childcare
- Care for elderly or dependent relatives
- Extra costs incurred because they have a special need or English as a second language
- Travel and subsistence costs
- Telephone charges, photocopying, postage, stationery, etc.
- Other justifiable allowances

Claims will be paid in arrears on a case-by-case basis. Reimbursable costs should be agreed in principle by the chair before they are incurred.

The chair of governors (or the vice-chair, where appropriate) may investigate claims that appear excessive or inconsistent. All claims will be subject to an independent audit.

Travel expenses where a governor uses their own vehicle must not exceed the HM Revenue and Customs (HMRC) approved mileage rates (see appendix 2).

4. **Monitoring arrangements**

This policy will be reviewed every year by the governing board. Any amendments will be presented at a meeting of the full governing board.

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APPENDIX F: Register of Business and Pecuniary Interest Form

Falconbrook Governing Board – Declaration of pecuniary and personal interest

Name:

School:

Position:

I [Name], declare as a Governor/Trustee of [School/Trust Name] that I hold the following personal and/or pecuniary interest(s):

Pecuniary interests	Please provide details of the interest
Current employment	
Businesses (of which I am a partner or sole proprietor)	
Company directorships – details of all companies of which I am a director	
Charity trusteeships – details of all companies of which I am a trustee	
Membership of professional bodies, membership organisations, public bodies or special interest groups of which I am a member and have a position of general control or management	
Gifts or hospitality offered to you by external bodies while acting in your position as a governor/trustee and whether this was declined or accepted in the last 12 months	
Contracts offered by you for the supply of goods and/or services to the trust/school	
Any other conflict	

Personal interests	Name	Relationship to me	Organisation	Nature of the interest
Immediate family/close connections to governor/trustee				
Company directorships or trusteeships of family/close connections to governor/trustee				

If you are a governor or trustee of any other schools and/or academies, please provide details below:

Name of school/academy:

Position held:

Date appointed/elected to post:

Date of termination to post:

To the best of my knowledge the information supplied above is correct and complete. I understand that it is my responsibility to declare any conflict of interest/loyalty, business or personal that relates directly or indirectly, to myself or any relation in any contract, proposed contract or other matter when present at a meeting at the school where such contract or matter comes under consideration. I understand that I must withdraw from any meeting during the discussion of such contract or matter and must not vote in respect of it.

I agree to review and update this declaration annually and give consent for the information provided to be used in accordance with the trust/school's conflicts of interest policy.

Signed:

.....

Date:

.....

Guidance notes

Governors and trustees have a legal duty to act only in the best interests of their schools. Where a situation arises in which they cannot do this due to a personal interest they have, steps should be taken to identify, prevent and record the conflict. This ensures governors or trustees are acting in the best interests of the school.

In the declaration above, you must provide details relating to:

- Your ownership or partnership of a company or organisation which may be used by the trust/school to provide goods or services;
- Goods or services you offer which may be used by the trust/school;
- Any close relation you have to someone who satisfies either of the above;
- Any close relationship you have to someone who is employed by the trust/school.

Declaring your conflicts of interest is a legal requirement within the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 and for academies, in the Articles of Association and Academies Financial Handbook. However, making an annual declaration does not remove your requirement to make an oral disclosure of the interest and temporarily leave the meeting, where the interest is relevant to something being discussed.

Pecuniary interests

Generally, governors should not participate in any discussions in which they may directly or indirectly benefit from a pecuniary interest, except where the relevant authority has authorised this i.e. legislation for maintained schools or articles of association for academies. A direct benefit refers to any personal financial benefit and an indirect benefit refers to any financial benefit you may have by virtue of a relationship to someone who stands to gain from a decision of the governing board. Both direct and indirect interests must be declared.

Non-pecuniary interests (Conflicts of loyalty)

There may be a non-pecuniary interest whereby the governor does not stand to gain any benefit but a declaration should still be made. For example, this might be where a governor has a family member working in the school. While the governor might not benefit personally, their judgment could be impaired if something was brought up that would affect the family member.

Handling the conflict

The governing board must make a decision as to whether or not they should take steps to remove the conflict by:

- Not pursuing the course of action it relates to; or
- Proceeding with it in an alternative way which does not give rise to conflict; or
- Not appointing the governor in question or seeking to secure their resignation.

In the minutes of the meeting, the following should be recorded:

- The nature of the conflict;
- Which governor(s) it relates to;
- Whether a declaration was made in advance of the meeting;
- A brief overview of what was discussed;
- Whether the governor(s) withdrew from the meeting;
- How the governors made the decision in the best interests of the school.

The School and Early Years Finance (England) Regulations 2013 provide for local authority financing schemes to keep a register of pecuniary interests for the trustees, governors and staff of schools. The register should be reviewed annually by the clerk to the governing board but any new interest or ceased interest, should be reported to the clerk as and when they occur. Upon completion, this signed form should be given to the clerk of governors whose responsibility it is to keep a register of all interests and review it annually. You can find NGA's model conflict register on the [NGA's website](#).

The Charity Commission has produced [guidance on dealing with conflicts of interests](#) which may be useful, even for schools that do not have charitable status.

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APPENDIX G: Code of Conduct

Falconbrook School Governing Board Code of Conduct 2025/26

1. Aims, scope and principles

This policy aims to set and maintain standards of conduct that we expect all governors to follow. By creating this policy, we aim to ensure that governors carry out their role with honesty and integrity; and help us to ensure our school is an environment where everyone is safe, happy and treated with respect.

The code is based on the Governance Handbook and the Department for Education's guidance on the school governance regulations 2013. It should be read alongside our constitutional documents (e.g. our instrument of government, standing orders and any scheme of delegation).

Failure to follow the code of conduct may result in disciplinary action being taken, as set out in the appendix.

Please note that this code of conduct is not exhaustive. If situations arise that are not covered by this code, governors will use their judgement and act in the best interests of the school and its pupils.

2. The 7 Nolan principles of public life

As governors, we will follow these principles set out by the government at all times. They apply to anyone who holds a public office:

- **Selflessness** – we will act in the public interest;
- **Integrity** – we will not act or take decisions to gain financial or other material benefits for ourselves, our family, or our friends. We will declare any conflict of interests;
- **Objectivity** – we will act and take decisions impartially, fairly, and on merit. We will use the best evidence and avoid discrimination or bias;
- **Accountability** – we understand that we are accountable to the public for our decisions and actions. To make sure of this, we will be scrutinised where necessary;
- **Openness** – we will act and take decisions openly and transparently. We will not withhold information from the public unless there are clear and lawful reasons for doing so;
- **Honesty** – we will be truthful;
- **Leadership** – we will actively promote and support the above principles and will challenge poor behaviour wherever it happens.

3. Governors' responsibilities

The 3 functions of our governing board are to:

- *Ensure clarity of vision, ethos and strategic direction of the school.*
- *Hold executive leaders to account for the educational and financial performance of the school, and the performance management of staff.*
- *Oversee the financial performance of the school and make sure money is well spent.*

In order to do this effectively, as individuals we will:

- Understand and respect the distinction between the role and responsibilities of the board and those of the school leaders.

- Set and maintain an ethos of high expectations for everyone in the school community, including in the conduct and the professionalism of the board itself.
- Preserve and develop the character of the school.
- Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Operate and make decisions in the best interests of pupils, informed by the views and needs of our key stakeholders (pupils, parents, staff, the local community and the LB of Wandsworth).
- Follow the school's policies and procedures, and the procedures of the board as set out in relevant legislation, statutory guidance, and the school's constitutional documents.
- Take responsibility for our self-evaluation, regularly reviewing our board's performance, constitution and skillset.
- Take part in any training or development required to fill any gaps in the skills we need for effective governance.
- Understand that where responsibility has been delegated, the board as a whole remains accountable and that important decisions relating to core functions will be made by the full board.
- Comply with relevant guidance and legislation that sets out how we must manage our school's money; and procure goods and services.
- Act with integrity and transparency when making financial decisions; and understand that our financial management and decision-making will be scrutinised and audited.
- We will not accept gifts or bribes.
- We will work to actively identify and manage risks to the school.

4. Working with others

We will:

- *Support and strengthen school leadership by providing constructive challenge to leaders and holding them to account.*
- *Respect the role of school leaders and avoid routine involvement in operational matters.*
- *Respect each other's views.*
- *Work together as a board to develop effective relationships with stakeholders.*
- *Engage meaningfully with the communities we serve and understand that we are answerable to these stakeholders.*
- *Follow the Equality Act 2010, and apply the principles of fairness and equality in everything we do.*

5. Commitment to governance

We:

- *Will attend all meetings where possible. Where we cannot attend, we will explain our valid reason and give suitable notice as early as possible or at least 24 hours before the meeting.*
- *Understand and accept the time and workload commitments of the role.*
- *Understand that work should be shared among members and that all governors are expected to take an active role.*
- *Will prepare ahead of meetings to ensure we make informed contributions.*
- *Will participate in regular pre-arranged school visits in accordance with school policy.*
- *Will attend any training or development activity needed to ensure the board has a wide range of skills and expertise.*

6. Openness and transparency

Conflicts of interest

To make sure our board takes impartial decisions without bias, we will:

- *Publish an up-to-date register of business and pecuniary interests of all governors/trustees including associate members.*
- *Declare any potential conflicts of interest at the beginning of each meeting and withdraw from the meeting for the relevant item of business and not vote on the matter.*

Publishing information

To ensure our board is transparent and open to the community we serve, we will make certain information publicly available.

We accept that the following information will be published on the school's website to ensure transparency:

- The structure and remit of the board and any committees, and the full name of the chair of each one;
- For each governor who has served at any point over the past 12 months:
 - Their full name
 - Their date of appointment
 - Their term of office
 - The date when they stepped down (where applicable)
 - The body which appointed them
 - Their relevant business and pecuniary interests
 - Their attendance record at board and committee meetings over the last academic year;
- We accept that the information relating to governors will be published on Get information about schools;
- We accept that the approved board and committee minutes and any agenda and papers considered at a meeting will be made available to any interested person.

7. Confidentiality

In the course of our role, we are sometimes privy to sensitive information. *We will observe confidentiality when discussing this information, and will not publicly disclose:*

- Information about sensitive matters;
- Information about named individuals (such as staff, pupils and their parents);
- Details of individual governors' contributions in meetings or how they may have voted.

Confidential information will never be:

- Disclosed to anyone without the relevant authority;
- Used to humiliate, embarrass or blackmail others;
- Used for a purpose other than what it was collected and intended for.

Our commitment to confidentiality does not overrule our duty to report child protection concerns to the appropriate channel where we believe a child is at risk of harm.

We will continue to observe confidentiality after we have left office.

Breaches of confidentiality

In the event of a breach of confidentiality, we will inform the chair as soon as possible who will investigate the matter further.

Governors' understand that if they breach confidentiality, they may be suspended.

8. Data protection

We will follow the school's information security processes and measures and data protection policy when using, storing, sharing and disposing of personal data.

Our commitment to data protection does not overrule our duty to report child protection concerns to the appropriate channel where we believe a child is at risk of harm.

Personal data breaches

We will inform the school's Business Manager or Headteacher immediately if we believe that there has been a personal data breach.

9. Social media

We will:

- Uphold the reputation of the school at all times;
- Maintain a professional presence online and carefully consider how we interact with the school community;
- Review privacy settings regularly to make sure we are happy with the information about us that is publicly available;
- Report any incidents of harassment we experience, or see towards governors, to the chair of governors and the headteacher.

We will **not**:

- Accept friend requests from pupils and not join any private parent groups associated with the school;
- Disclose any information which is confidential or would breach data protection principles;
- Make comments online about any members of the governing board or school community;
- Post any inappropriate/offensive language, images or comments on social media that may bring us or the school into disrepute.

10. Monitoring arrangements

This code of conduct will be reviewed and agreed annually, upon significant changes to the law, or as needed. It will be ratified by the full governing board.

11. Links with other policies

This policy links with our policies on:

- Safeguarding
- Gifts and hospitality
- E-safety
- Data protection

Appendix 1: breaches of the code of conduct

If we suspect a governor has breached the code of conduct, we will follow this procedure:

- The chair will investigate.
- The chair will hold a meeting with the governor to discuss the issue. The governor can bring a friend to the meeting. Another governor will attend to corroborate any decisions.
- If the situation doesn't improve, or there is another suspected breach, we will take action to improve the issue. This may involve:
 - Further meetings with the chair to reset expectations, based on this code of conduct.
 - Support, mentoring or training for the governor.
 - Making sure the governor withdraws from votes connected to any disputes they have been involved in.
- If there is no improvement in the governors' behaviour, the board will vote on a motion to suspend them for up to 6 months. This is a last resort and will not be used without the above steps being taken, except in exceptional circumstances.

Governors may be suspended if they:

- Are a staff governor undergoing disciplinary proceedings at the school;
- Are undergoing court or tribunal proceedings that would result in the governor being disqualified from holding office;
- Have acted in a way that is inconsistent with the ethos of the school and has brought, or is likely to bring the school into disrepute;
- Breach confidentiality.

'Bringing the board into disrepute' may include, but is not limited to:

- Speaking out publicly against the school;
- Being disrespectful to members of the school community;
- Behaving inappropriately in a public forum, such as a parents' meeting or on social media.

We may remove a governor from office where:

- There have been repeated grounds for suspension.
- There has been serious misconduct. We will determine what counts as serious misconduct based on the facts of the case, but it will include any actions that compromise the 7 principles of public life, if sufficiently serious.
- They display repeated and serious incompetence.
- They have engaged in conduct aimed at undermining fundamental British values.
- Their actions are significantly detrimental to the effective operation of the board, or their actions interfere with the operational efficiency of the school.

APPENDIX H: Delegation Arrangements

See [Financial Procedures and Scheme of Delegation 2023.pdf](#) document for delegation arrangements.

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