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Reach For The Stars

Governing Body Handbook

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What do governing bodies do?...

Governors are the strategic leaders of our school and have a vital role to play in making sure every child gets the best possible education. Governing bodies should have a strong focus on three core strategic functions:

a. Ensuring clarity of vision, ethos and strategic direction

Governing bodies are the key strategic decision-making body of every school. It is their role to set the school's strategic framework and to ensure all statutory duties are met.

The governing body should ensure that the school has a medium to long-term vision for its future. The governing body should also ensure that there is a robust strategy in place for achieving its vision. This strategy should address the fundamental questions of where we are now, where we want to be, and how we are going to get there.

The governing body should set and safeguard a school ethos of high expectations of everyone in the school community. This includes high expectations for the behaviour, progress and attainment of all pupils in the school, and for the conduct and professionalism of both staff and governors.

b. Holding the Executive leaders to account for the educational performance of the school and its pupils, and the performance management of staff

Governing bodies should work to support and strengthen the leadership of the Headteacher, and hold them to account for the day-to-day running of the school, including the performance management of teachers. Governing bodies should play a strategic role, and avoid routine involvement in operational matters. It should focus strongly on holding the Headteacher to account for exercising her professional judgement in these matters and of all their other duties.

c. Overseeing the financial performance of the school and making sure its money is well spent

Governing bodies are responsible for making sure their school's money is well spent. They should do this by making sure they have at least one governor with specific skills and experience of financial matters, and by asking questions such as:

- Are we allocating our resources in line with our strategic priorities?

- Are we making full use of all our assets and efficient use of all our financial resources?
- Are other schools buying things cheaper or getting better results with less spending per pupil?
- How can we get better value for money from our budget?

Source: DfE, *Governors' Handbook*, March 2019

The Governing Body...

Category	Name	Start of Term	End of Term
Parent	Fatima Begum	30/10/22	29/10/26
Parent	Abul Hasnath Khalisadar	30/10/22	29/10/26
LA	Shelagh Taylor	13/10/21	12/10/26
Staff	Penny Seymour	30/06/21	01/07/25
Staff - Headteacher	Oluremi Atoyebi	01/09/06	
Co-Opted	Raeesa Docra	12/10/21	01/09/25
Co-Opted	Peter Holmes	05/07/22	04/07/26
Co-Opted	Mike Tyler (CoG)	05/07/22	04/07/26
Co-Opted	Dr Roger Courtenay	16/10/22	15/10/26
Co-Opted	David Sayers	16/10/22	15/10/26
Co-Opted	Theresa Holland (VC)	05/07/22	04/07/26
Co-Opted	Runa Begum (SBM)	16/10/22	15/10/26
Co-opted	Husna Khatun	12/07/20	06/07/24

Co-opted Governors (8)

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.

Local Authority Governor (1)

Local authority governors are nominated by the local authority but appointed by the 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 has the skills to contribute to the effective governance and success of the school and meets any other eligibility criteria they have set.

Parent Governors (2)

Parent governors are elected by other parents at the school. Any parent, or carer, of a registered pupil at the school at the time of election is eligible to stand for election as a parent governor. Although voted to the governing body by parents, they are **a representative and not a delegate of parents**. Parent governors may continue to hold office until the end of their term of office even if their child leaves the school.

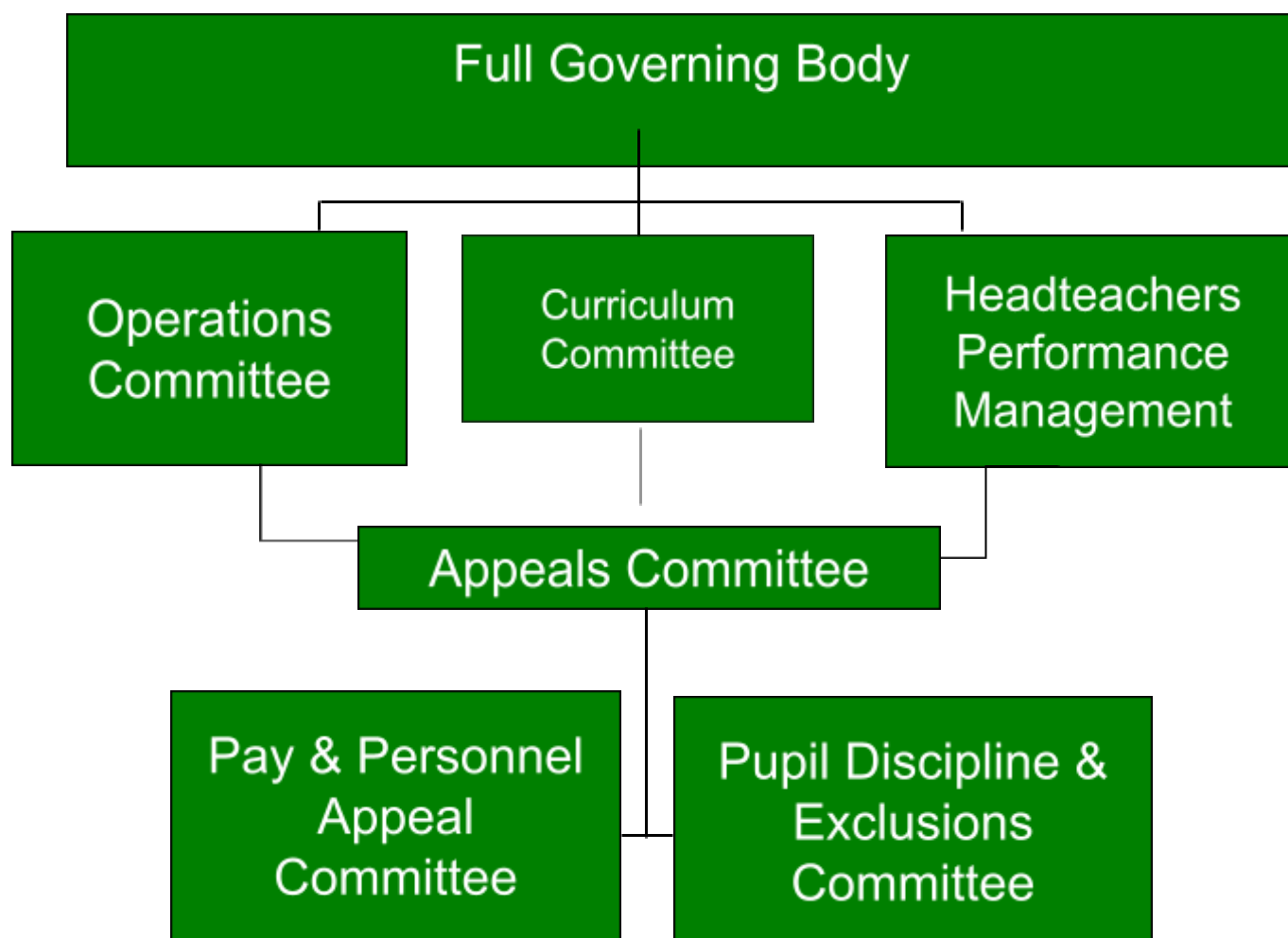
Staff Governor (1)

Teaching and support staff who, at the time of election, are employed by either the governing body or the local authority to work at the school under a contract of employment, are eligible to be staff governors.

The Headteacher

The headteacher is a member of the governing body by virtue of their office.

Committee Structure...



The Governing Body Committees...

COMMITTEE	MEMBERSHIP	FREQUENCY
Full Governing Body	All Governors	Four times per year
Operations (Finance, Personnel, Pay and Premises)	Peter Holmes(Chair) Abul Hasnath Khalisadar (VC), Fatima Begum , Remi Atoyebi, Runa Begum	Four times per Year
Curriculum Committee	Roger Courtenay,(Chair) , Shelagh Taylor(VC), Remi Atoyebi, Penny Seymour, Raeesa Docrat, Husna Begum	Termly
Headteacher Performance Management	Peter Holmes(Chair) Fatima Begum, , David Sayers	Annually
Pay and Personnel Appeals	All governors able & eligible to participate with the exception of operations committee governors.	As required
Review Officer	Mike Tyler	As required
Statutory Committees Hearing including: <i>Grievance/Disciplinary/ Dismissal</i> <i>Pupil Discipline and Exclusions Appeals</i>	All governors able & eligible to participate, excluding those on the original hearing	As required

Curriculum Links...

Each member of the governing body is allocated an area of the school's curriculum to oversee. Governors meet their respective subject leaders termly to discuss their school improvement plans, observe lessons and attend events related to that subject.

GOVERNOR	GOVERNOR TYPE	AREA OF RESPONSIBILITY	VISIT MONTH
Theresa Holland	Co-opted	Science Young People in Public Care(Looked After Children) Safeguarding/.Child Protection/SCR/PREVENT (Deputy Lead)	September
Husna Begum	Co-opted	Foundation Stage/ OoSHL and Parental Engagement/Rights Respecting School	October
Shelagh Taylor	LA	ICT/Humanities(History/Geography)	November
Peter Holmes	Co-opted	Headteacher Performance Management	Nov/Dec
David Sayers	Co-opted	Creative Arts/Performing Arts/PMFL/HT Performance Management	January
Fatima Begum	Parent	Inclusion-SEN/Equal opportunities/Community Cohesion/ HT Performance Management	February
Abul Hasnath Khalisadar	Parent	PSHE/Sports	March
Theresa Holland	Co-opted	RE and Citizenship	April
Raeesa Docrat	Co-opted	Literacy/Pupil Premium/Staff Wellbeing	May
Roger Courtenay	Co-opted	Numeracy/Challenge/Higher Achieving Pupils	June
Mike Tyler	Co-opted	Young People in Public Care(Looked After Children) Safeguarding/.Child Protection/SCR/PREVENT (Lead)	Fortnightly Visits /Minutes of meetings available on request.

Code of Conduct...

This code sets out the expectations on and commitment required from school governors, trustees and academy committee members in order for the governing board to properly carry out its work within the school/s and the community. It can be amended to include specific reference to the ethos of the particular school. Unless otherwise stated, 'school' includes academies, and it applies to all levels of school governance.

This Code should be read in conjunction with the relevant law and for academies, their articles of association and agreed scheme of delegation. It should be adapted as appropriate depending on the governance setting and level of delegation.

Once this code has been adopted, all governors agree to faithfully abide by it.

We will abide by the Seven Nolan Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

We will act and make decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

We will focus on our core governance functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent

NGA recognises the following as the fourth core function of governance:

4. ensuring the voices of stakeholders are heard

As individual board members, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. We will develop, share and live the ethos and values of our school.
3. We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
4. We shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring checks.
5. We will work collectively for the benefit of the school.
6. We will be candid but constructive and respectful when holding senior leaders to account.
7. We will consider how our decisions may affect the school and local community.
8. We will stand by the decisions that we make as a collective.

9. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
10. We will only speak or act on behalf of the board if we have the authority to do so.
11. We will fulfil our responsibilities to school staff, ensuring a safe working environment, support for their wellbeing, and acting fairly and without bias.
12. When making or responding to complaints we will follow the established procedures.
13. We will strive to uphold the school's reputation in our private communications (including on social media).
14. We will have regard to our responsibilities under The Equality Act and will work to advance equality of opportunity for all.

Demonstrate our commitment to the role

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

Build and maintain relationships

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community.
2. We will respect the remit of, and engage constructively with, relevant authorities and other schools.
3. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
4. We will work to create an inclusive environment where each board member's contributions are valued equally.
5. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

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

Declare conflicts of interest and be transparent

1. 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.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. 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.
4. We accept that the Register of Business Interests will be published on the school's website.
5. We will act as a governor; not as a representative of any group.
6. 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 website.

7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get Information about Schools), some of which will be publicly available.

*Statement added or updated in 2023

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

Adopted by: Osmani Primary School Governing body on **10th October 2023**

Signed: *Mike Tyler* [chair of board]

We agree that this code of conduct will be reviewed annually and endorsed by the full governing body.

Governors will sign the Code at the first governing body meeting of each school year. (**10th October 2023**)

Undertaking:

- As a member of the Governing Body, I will always have the well-being of the children and the reputation of the school at heart; I will do all I can to be an ambassador for the school, publicly supporting its aims, values and ethos; I will never say or do anything publicly that would embarrass the school, the Governing Body, the Headteacher or staff.

Designation	Name	Signature
Parent	Fatima Begum	
Parent	Abul Hasnath Khalisadar	
LA	Shelagh Taylor	
Staff	Penny Seymour	
Staff - Headteacher	Oluremi Atoyebi	
Co-Opted	Raeesa Docrat	
Co-Opted	Peter Holmes	
Co-Opted	Mike Tyler	
Co-Opted	Dr Roger Courtenay	
Co-Opted	David Sayers	
Co-Opted	Theresa Holland	
Co-Opted	Runa Begum (SBM)	
Co-opted	Husna Begum	

Terms of Reference...

STANDARDS AND CURRICULUM COMMITTEE TERMS OF REFERENCE

Membership

- Shall not be less than three Governors plus the Headteacher.
- The Committee may co-opt non-voting members.

Quorum

- Three, and non-staff Governors must outnumber staff Governors

Meetings

- At least once per term and otherwise as required.

Responsibilities

Curriculum and monitoring results

Performance management

Target setting

SEN

Standards

CURRICULUM

1. To review the school's Curriculum Statement and Curriculum Policy in the light of the LA Curriculum Statement and the school's statutory obligations regarding the National Curriculum, and to make recommendations for ratification of these to the Governing Body to ensure Osmani School delivers a broad and balanced curriculum in keeping with the school's aims and legal requirements. .
2. To ensure that subject policies are regularly reviewed and revised if appropriate.
3. To monitor and evaluate the curricular aspects of the School Development Plan and, on advice from the Headteacher, decide future priorities for improvement.

TARGET SETTING

4. To ensure that challenging performance targets are set for each keystage annually, monitored and evaluated and regular reports made to the GB.

MONITORING RESULTS

5. To monitor and review information about school performance, and report to parents according to statutory requirements.

PERFORMANCE MANAGEMENT

6. To ensure that the school's Performance Management Policy is reviewed and implemented.
7. To ensure that the headteacher's performance objectives are set and reviewed annually. This will be undertaken by 2 Governors including the Chair of this committee and an external advisor.

SPECIAL EDUCATION NEEDS (SEN)

8. To review the school's Inclusion Policy in the light of statutory requirements, the Code of Practice for Special Educational Needs and in the light of guidance from the LA, CRE and others and ensure that the school carries out its responsibilities for pupils with SEN.

***The SEN Governor should be a member of this committee.

STANDARDS

9. To review the policy and provision for Collective Worship and Religious Education and make recommendations where necessary.
10. To review the policy and provision for Sex Education and make recommendations where necessary.
11. To review the policies and provision for promoting Equal Opportunities and make recommendations where necessary.
12. To review changes to school session times and make recommendations where necessary.
13. The committee will further consider the school's aims, policies and provision relating to social inclusion, pastoral support and home/school links and will monitor their practical workings. Issues to be considered will include:-
 - recommending the school's Home to School Agreement for adoption by the GB and any revisions to it
 - recommending the governor's statement of general principles on pupil discipline for adoption by the full GB
 - ensuring the school has appropriate policies and procedures in place to respond appropriately to pupil discipline issues
 - reviewing the use of exclusions in the school and report to the GB
 - monitoring pupil attendance and considering measures to improve attendance
14. To respond to complaints about the curriculum in accordance with LA recommended procedures

FINANCE AND PREMISES (OPERATIONS) COMMITTEE TERMS OF REFERENCE

Membership

- Shall not be less than three Governors plus the Headteacher.

Quorum

- Three, and non-staff Governors must outnumber staff Governors

Meetings

- At least once per term and otherwise as required.

The Operations Committee will:

1. Receive and examine the draft annual budget and delegated approval of the first budget from the Headteacher and recommend to the full Governing Body.
2. Agree with the Headteacher the minimum frequency, level of detail and general format of the financial information to be provided to it in relation to budget monitoring reports and ensure that this information is set out in the Finance Policy.
3. Monitor, at least once each term, the progress of actual income and expenditure against each budget heading and the revised forecast during the year.
4. Authorise expenditure for goods and services valued between £10,001 and £15,000 on any one item. To facilitate this, a minimum of three quotations will be obtained and the procedure supervised by the finance committee (except where SLA agreements act on our behalf to test the market).
5. Where the level of expenditure exceeds £15,000, the governing body's authorisation will be required.
6. Authorise all virements of funds between budget headings with a value between £10,001 and £15,000 and inform the Governing Body of any such virements.
7. Consider and review the school's financial management code of practice and recommend it to the Governing Body for approval.
8. Consider and review the school's Charging Policy (including Lettings) and recommend it to the Governing Body for approval.

9. Receive and, where appropriate, respond to audit reports.
10. Consider the award of contracts in line with proper procedures up to the limits set by the Governing Body.
11. Take decisions on financial matters that need to be dealt with between meetings of the Governing Body and make recommendations for Chair's Action.
12. Consider and advise the Governing Body on the financial implications of adopting policies with long-term budget implications.
13. Ensure that accounts are properly finalised at end of year and review outturn.
14. Evaluate the effectiveness of spending decisions.
15. Ensure that the school complies with health and safety regulations, and assist the Headteacher and Governing Body to discharge their duties in collaboration with the LA.
16. Consider the LA's policies on health and safety and agree a policy for the school.
17. Monitor the effectiveness of the school's health and safety arrangements, make periodic inspections of the building and equipment and report annually to the Governing Body.
18. To annually inspect the premises and prepare a statement of priorities for maintenance and development for the approval of the Governing Body.
19. Ensure that minutes are taken of meetings of the Operations Committee, including all decisions and details of action to be taken and by whom, and that these minutes are signed by the Chair of Committee.

HEADTEACHER'S APPRAISAL COMMITTEE

Membership

- shall be no fewer than two Governors of whom the Headteacher and staff governors may not be participants.

Quorum

- Two Governors

Meetings

- At least twice per year, and otherwise as required.

Terms of Reference

1. To arrange to meet with the External Adviser to discuss the Headteacher's performance targets.
2. To decide, with the support of the External Adviser, whether the targets have been met and to set new targets annually.
3. To monitor through the year the performance of the Headteacher against the targets.
4. To make recommendations to the Operations Committee in respect of pay awards for the successful meeting of targets set.

PERSONNEL AND PAY COMMITTEE TERMS OF REFERENCE

Membership

- Shall not be less than three Governors plus the Headteacher.
- The Committee may co-opt non-voting members.

Quorum

- Three, and non-staff Governors must outnumber staff Governors

Meetings

- At least twice per year, and otherwise as required.

Terms of Reference

1. To draft and recommend for adoption by the governing body levels of delegated authority for staff appointments. The procedures for the appointment of the Headteacher and Deputy Headteacher shall at all times be decided by the Governing Body.
2. To make such staff appointments as are delegated to it by the governing body.
3. To review and recommend for adoption by the Governing Body the procedures for dealing with discipline and grievances and ensure that staff are informed of these.
4. To review and recommend for adoption criteria for redundancy when required.
5. To agree contracts for provision of personnel and payroll services and to monitor the quality of delivery.
6. To ensure that the school's pay policy is reviewed annually, and to ensure that it is in line with the *School Teachers Pay and Conditions Document* and any statutory advice and guidance from the LA.
7. To make recommendations on the procedure and method for determining the salaries (and salary review) of the Head, Deputy and Assistant Head, making reference to the LA's guidance.

8. Following performance review, to undertake an annual salary review for the Headteacher in the autumn term and to provide her with a written salary statement.
9. Following performance review, to undertake an annual salary review for the Deputy Headteacher in the autumn term and to provide a written salary statement.
10. Following performance review, to undertake an annual salary review for the Assistant Headteachers in the autumn term and to provide a written salary statement.
11. Following performance review, to undertake an annual salary review for all teachers in the autumn term and to provide them with a written salary statement.
12. Submitting reports of these decisions to the Governing Body; and ensuring that the head teacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal.
13. To make decisions about the staffing structure for the school, taking into account the school's budget situation.
14. To review policy and provision of performance management and appraisal.
15. To review policy and provision of staff induction and to ensure provision of an effective up-to-date staff handbook.
16. To monitor recruitment and retention and evaluate measures aimed at recruitment and retention of quality staff.
17. To provide support and advice to the Headteacher in respect of staff issues in general.
18. At least one member of the recruitment panel must be suitably trained, i.e. Safer Recruitment Training.

The Appeals Committee of the Governing Body is responsible for:

- taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

GOVERNING BODY DECISION PLANNER

Governing bodies are accountable in law for all major decisions about the school and its future. However, this does not mean that they are required to carry out all the work themselves. Very many of the tasks can and should be delegated to individuals and committees. It is vital that the decision to delegate a task/responsibility to an individual is made by the full governing body and recorded – without such a formula, the individual/committee has no power to act.

The table below sets out the major areas of responsibility for governing bodies and who they can delegate each task to; it also records where the NGA does not think that, even if a task/responsibility can be delegated, this would be good practice.

This planner shows to which level the governing body may legally delegate functions. Please note that the decision planner does not apply to academy governing bodies.

Key

Level 1: Full governing body

Level 2: A committee of the governing body

Level 3: An individual governor

Level 4: Headteacher.

Green box Function **cannot** be legally carried out at this level.

- ✓ Action could be undertaken by this level.
- x Although legally possible to delegate to this level, the NGA would not recommend it. Significant decisions, monitoring and evaluation are best undertaken by the governing body or a committee with delegated authority, not by individuals. As long as it is line with the regulations governing bodies are free to decide for themselves.

There is also space for notes relevant to your governing body – for example, you should specify which committee or individual a particular task will be delegated to.

- The governing body is responsible for the strategic direction of the school
- Committees can be given delegated authority to make decisions, monitor, evaluate and review particular plans, policies and targets. The head and staff play the major role in formulating plans, policies and targets to bring to committees or to the governing body for discussion prior to adoption by the full governing body.
- The head is responsible for internal organisation, management and control of the school and is accountable to the governing body.
- Although decisions may be delegated, the governing body as a whole remains responsible for any decision made under delegation.

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
Budgets	To approve the first formal budget plan each financial year (and depends on your local scheme of financial delegation)	✓	✓			
	To monitor monthly expenditure.	✓	✓		✓	
	To establish a charging and remissions policy	✓	✓		x	
	To enter into contracts (GB should agree financial limits)	✓	✓		✓	
Staffing	Appoint selection panel for headteacher	✓				
	Appoint selection panel for deputy head	✓				
	Appoint selection panel for other members of the senior leadership team	✓	x		x	
	Appoint other teachers	x	x		✓	
	Appoint non-teaching staff	x	x		✓	
	To put in place a pay policy	✓	✓			
	To decide upon pay discretions in line with the pay policy and legal requirements.	x	✓			
	Dismissal of headteacher	x	✓			
	Initial dismissal of other staff	x	x		✓	
	Suspending head	x	✓	✓		
	Suspending staff (except head)	x	x		✓	
	Ending suspension (head)	✓	✓	✓		
	Ending suspension (except head)	✓	✓	✓		
	Setting the overall staffing structure	✓	✓			
	In voluntary and foundation schools to agree whether or not the Chief Education Officer/diocesan authority should have advisory rights	✓	✓			
	Determining dismissal payments/ early retirement	✓	✓			
	To produce and maintain a central record of recruitment and vetting checks	x	x		✓	
	Establish and review procedures for addressing staff discipline, conduct and grievance.	✓				

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
Curriculum	Ensure National Curriculum (NC) taught to all pupils.	✓	✓		✓	
	To consider any disapplication for pupil(s)	x	x		✓	
	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)	✓	✓		x	
	Establish and review a sex education policy (including in primary schools where the GB must decide whether to teach sex education) and ensure that parents are informed of their right to withdraw their children.	x	x		✓	
Extended schools	To decide whether to offer additional activities and what form these should take	✓	x		x	
	To put into place the additional services provided	x	x		✓	
	To decide whether to stop providing additional activities.	✓	x		x	
Performance management	To formulate and review teacher appraisal policy	✓	✓			
	To appoint the panel to carry out the appraisal of the head teacher.	✓	✓			
	To carry out appraisal of other teachers.				✓	
Discipline/ exclusions	To produce a set of written principles for the school behaviour policy and present these to the headteacher, parents, staff and students for consultation.	✓	✓			
	To draft the content of the school behaviour policy and publicise it to staff, students and parents.				✓	
	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair/vice-chair in cases of urgency)	x	✓			
Area	Function	Level				In our school, this responsibility is
		1	2	3	4	

						delegated to:
Admissions	To consult annually before setting an admissions policy (VA and foundation schools)	✓	✓			
	Admissions: application decisions (VA, foundation and special schools)	x	✓			
	To appeal against LA directions to admit pupil(s) (voluntary, foundation and special schools; also community and VC schools where LA is the admissions authority)	x	✓			
Premises & insurance	Buildings insurance and personal liability– GB to seek advice from LA, diocese or trustees where appropriate.	✓	x			
Health & safety	To ensure a health and safety policy and procedures are in place.	✓	✓			
	To ensure that health and safety regulations are followed	x	x		✓	
School organisation	To publish proposals to change category of school	✓	✓			
	To decide whether to convert to academy status	✓				
	Propose to alter or discontinue voluntary foundation or foundation special school	✓	x			
	To set the times of school sessions and the dates of school terms and holidays (except in community, special and VC schools where this is the LA's role)	✓	x			
	To ensure that school lunch nutritional standards are met	x	x		✓	
	To ensure provision of free meals to those pupils meeting the criteria	x	x		✓	
	To establish a data protection policy and review it at least every two years.	x	✓		✓	
	Maintain a register of pupil attendance	x	x		✓	
Information for parents	Adopt and review the home-school agreement	✓	✓			
	Establish, publish and review a complaints procedure.	✓	✓		x	
	To establish and publish a Freedom of Information scheme and ensure the school complies with it.	✓	✓		✓	
Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
GB procedures	To draw up an instrument of government and	✓				

	any amendments thereafter				
	To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body	✓			
	To appoint and dismiss the clerk	✓	✓		x
	To appoint and remove community or sponsor governors (if constituted under 2007 regulations) or co-opted governors (if constituted under 2012 regulations).	✓			
	To set up a register of governors' business interests	✓	✓		
	To approve and set up a governors expenses scheme	✓	✓		x
	To consider whether or not to exercise delegation of functions to individuals or committees.	✓			
	To regulate the GB procedures (where not set out in law)	✓			
Federations	To consider forming a federation or joining an existing federation	✓			
	To consider requests from other schools to join the federation	✓			
	To leave a federation	✓			
Inclusion and equality	To establish and review a special educational needs (SEN) policy.	✓			
	To establish and publish annually an 'Equality information and objectives statement', and review equality objectives every four years.	✓	✓		✓
	To designate a "responsible person" for children with SEN in community, voluntary and foundation schools	✓	✓		✓
	To designate a "responsible person" for looked after children in community, voluntary and foundation schools	✓	✓		✓
	To establish an accessibility plan and review it every three years.	✓	✓		✓
	To establish and review annually a child protection policy and relevant procedures.	✓	✓		x

Challenge and Support Questions...

- How much does it cost?
- How do you know that?
- What difference is this making?
- When should we expect to see a difference?
- How does it compare with others/to the last time?
- Why did you decide on this?
- Did you consider other options?
- Where is the most or least progress being made? Why?
- What is going well? Why?
- What are you going to do about it?
- How do you know.....is effective?
- What do the teachers and support staff think?
- When will this be completed?
- What does this mean for the children?
- What can governors do to help?
- What can families do to help?
- What will be different for pupil/parents/staff/partners?

2023-2024 Governing Body Meeting Dates

	Operations including Personnel and Pay	Standards and Curriculum	Full GB
	Tuesday 5.00pm	Thursdays 4.00pm	Tuesdays 5.00pm
Autumn 2022			10 th October 2023 Training
Mid-Autumn	September 19th 2023 BMR***		
Autumn 2022	21st November 2023	23rd November 2023	28th November 2023
Mid-Spring	23rd January 2024 BMR***		
Spring 2023	12th March 2024	14th March 2024	19th March 2024
Mid-Summer	7th May 2024 BMR		Training: 21st May 2024 ***
Summer 2023	25th June 2024	27th June 2024	2nd July 2024

***NC

Teaching and Learning Leaders Report to HT and Governing Body

		Sep/Dec	Jan/April	May/July
2023-24 (year 1)	All Teaching and Learning Leaders are expected to produce a report on a termly basis.	Curriculum reports presentation Pupils Outcomes Pupil Premium EAL, inclusion and SEN, SLD teacher, Learning Mentors Statutory Targets set Review of business Partners Governor visits	Curriculum reports presentation Pupils Outcomes Maths, English, Science/RWInc Curriculum budgets Monitor after school Clubs Governor visits	Curriculum reports presentation Pupils Outcomes EYFS, ICT, RE/Citizenship SATs results Scrutinised Overview of enrichment activities Governor visits
2024-25 (year 2)		Curriculum reports presentation Pupils Outcomes Pupil Premium EAL, inclusion and SEN, SLD teacher, Learning Mentors, Creative(Art/Dt) and Performing Arts (Music/Drama) Statutory Targets set Review of business Partners Governor visits	Curriculum reports presentation Pupils Outcomes Maths, English, Science, Oracy through the Humanities Curriculum Budgets Monitor after school Clubs Governor visits	Curriculum reports presentation Pupils Outcomes EYFS, ICT, PE/ PSHE, Sex and Drugs Ed PE Premium SATs results Scrutinised Overview of enrichment activities Governor visits

DFE initiatives will be added where necessary

Leaders of focus areas are encouraged to attend and present their report at Governing Body meetings.

Cycle of Policy Review

		Au.1	Au.2	Sp.1	Sp.2	Su.1	Su.2
Year 1 23-24	Teaching & Learning	Interventions Homework Learning Environment and Display	PMFL EAL SRHE Target setting Pupil Premium Impact Evaluation (S)	English inc. Handwriting Phonics/RWInc	Maths incl. calculations policy Science Presentation Higher Achievers	ICT/ e-safety Science RE and Citizenship SMSC Homework PE Premium Impact Evaluation EYFS Transitions/Settling In EYFS(S)	Curriculum statement/Framework/policy Teaching and Learning Approaches incl. AfL Assessment principles and Assessment incl. Effective feedback and marking Presentation
	Ethos	Inclusion/EAL All Equalities policies-Equalities objectives (every 4yrs/ publish information on compliance annually) Accessibility plan (S) (3yrs-next review Autumn 2020) SEND Information Report (S)	Collective worship Early Help Offer Staff Wellbeing	Community Cohesion Equalities compliance for website Volunteer	OoSHL/Extra-Curricular Confidentiality Exclusion (S)	Parental Engagement/Volunteers Medical needs Remote Teaching & Learning Policy Uniform Complaints (S)	Whole school transition policy Learning Mentors Home-School Agreement LAC (S)
	Management	Single Central Record Financial management procedures/calendar/Scheme of delegation Staff Appraisal Pay (s) Asset Disposal/Debt Write off policy	Statutory Information on website Asset Management Asset Disposal Debt Disaster Recovery Instrument of government and register	Staff Absence /discipline conduct and grievance procedure Capability Review of staffing structure Critical Incident	Charging policy Freedom of Information Data Protection Flexible Working policy	Monitoring and Evaluation New staff CPD Premises management documents PE/Pupil Premium spending plan	All safeguarding policies(in folder) Behaviour principles and Behaviour (S) incl. Anti-bullying, including cyber bullying/e-safety Child protection Whistleblowing H&S policy(S) incl.fire Procedures

			of business interest			Pupil collection	Managing allegations against staff
			SFVS			Visitors in school	Medicine and Supporting pupils with medical conditions (S)
			staff Wellbeing			Intimate Care	
						First Aid (S)	Educational Visits
						ECT(S)	Risk assessments
							Staff Handbook staff
							Code of conduct
							Missing Child Procedure
							Visitors in school

The school adopts all LA policies relating to Admissions/Exclusion/Freedom of Information/HR and Personnel

		Au.1	Au.2	Sp.1	Sp.2	Su.1	Su.2
Year 2 24-25	Teaching & Learning	Interventions Learning Environment and Display Homework	Teaching and Learning AfL Arts and Design Music Target setting Pupil Premium Impact report(S) Pupil premium policy	English inc. Handwriting The Humanities Phonics	Maths incl. calculations policy Science Higher Achievers	EYFS(S) EYFS Transitions/ ICT/ e-safety PE/ PSHE Drugs Ed./Whole school food Educational Trips PE Premium	Curriculum statement/ Framework Teaching and Learning Approaches incl. AfL Assessment principles and Assessment incl. feedback and marking Presentation
	Ethos	Inclusion/ EAL/SEND Information Report (S) All Equalities policies-Equalities objective (every 4yrs/ publish information on compliance annually) Accessibility plan (S) (3yrs-next review 21-22) Attendance	Attendance SRHE SMSC Early Help Offer	Equalities compliance CPD	Parent Code of Conduct Exclusion (S)	Complaints (S) ECT (S) New staff Induction Exclusion (S)	Whole school transition policy Learning Mentors Home-School Agreement

	Management	Single Central Record	Statutory Information on website	Staff Absence /discipline conduct and grievance procedure	Charging policy	Monitoring and Evaluation	All safeguarding policies(in folder) Behaviour principles and Behaviour (S) incl. Anti-bullying, including cyber bullying/e-safety Child protection Whistleblowing H&S policy(S) incl.fire Procedures Managing allegations against staff Medicine and Supporting pupils with medical conditions (S) Pupil collection Visitors in school Parent code of conduct First Aid (S) Intimate Care Educational Visits Risk assessments Staff Handbook staff Code of conduct Missing Child Procedure Visitors in school
		Pay policy/capability	Asset Management		Freedom of Information	Teaching Assistant	
		Financial management procedures/calendar/ Scheme of delegation	Asset Management	Review of staffing structure	Data protection	PE Premium	
		Staff Appraisal Pay	Asset Disposal	Critical Incident			
		Asset Disposal and Debt Write off	Debt		Pay (S)		
			Disaster Recovery				
			Instrument of government and register of business interest				
			SFVS				

The school adopts all LA policies relating to Admissions/Exclusion/Freedom of Information/HR and Personnel

Year 3						
Year 4						FOI

Governor Visits...

GOVERNORS VISITS TO SCHOOL

Is going into school as an “official” governor a new experience for you?

Hopefully the following points will answer some of your questions.

There are two main reasons why Governors make visits to the school.

Firstly a new governor may visit to familiarise themselves with the school. A more experienced Governor may visit to acquaint themselves with changes to the school or re-familiarise themselves if they have not visited for a while.

The second main reason for a school visit is a focused visit, part of the governors “monitoring” role and part of the work of the committee or working party to which the governor is assigned.

Governors with responsibility for a curriculum area should normally visit the school termly. For other areas of responsibility visits are made as appropriate.

What do we mean by “monitoring”?

As governors we need to see that the National Curriculum is being delivered and that our pupils are receiving the best possible education. Our role is to concentrate on an “overview” of the development of the school, and not to get too tied up with the detail that is the business of the staff in their day to day teaching.

How do we do this?

We select an area to monitor for a period of time – usually related to a priority on the School Development Plan. We then follow the procedure set out for governor visits to school.

What should you expect from a visit?

As set out in the following “Procedure for Governor Visits to School”, governors will be well prepared and will have precise questions that they wish to answer from the visit.

More generally it allows the governor to become familiar with the school at work, and to get to know the children (not individually but in a class situation). It allows the governor to see teaching taking place so that when the committee receives reports, and discussions take place, the governor sees things in the context of the school.

Visits should be viewed by the governor as adding to their personal bank of knowledge, which at some time may be brought forward to contribute to a discussion or evaluation at a meeting of a committee or of the full governing body.

PROCEDURE FOR GOVERNOR VISITS TO SCHOOL

1. The purpose of the visit will be clearly defined.
 - Monitoring will support the School Development Plan, i.e. it will concentrate on areas of the plan highlighted for development.
2. Dates and times for the visits will be agreed with the Headteacher and staff involved. It would be ideal if the visiting governor can spend at **least 3hours** in the school. Therefore, a morning or an afternoon would be preferably.
3. Preparation for the visits will be thorough:
 - Planning will take place at a relevant Committee meeting.
 - The teacher/governor or curriculum leader will provide the committee with the information and documents needed for them to gain an overview of the issue being considered.
 - Governors will produce a number of clear questions they wish to answer from their visit.
4. Making the Visit
 - All governors making an official visit will go first to the Headteacher's office.
 - The Headteacher will discuss details for the visit.
 - Visits will be timed, where possible, to allow governors a short time with the class teacher and/or curriculum leader before the lesson begins.
 - The Class teacher and governor will mutually agree the role most appropriate for the governor, on the occasion of the visit.
 - The visit may include a range of activities such as attending assembly, visiting a number of classes with a clear focus to look out for in the classrooms, looking at quality of resources, displays etc.
 - Governors will thank the class teacher at the end of the session.
 - Governors will report back to the Headteacher after the visit.
 - If possible, governors will then report back to the class teacher. If timing does not allow this the Headteacher will report back on the governor's behalf.
5. Governors will produce a written report in an agreed format to feedback information to the relevant Committee. The report will first be given to the Headteacher. A sample of the report form is attached.

6. Reports of governor visits will be included in the information sent out to governors with the Headteacher's Report, or Committee Minutes prior to full Governing Body meetings.
7. The visiting governor will give a short summary of their visit during the full governing body meeting.

GOVERNOR REPORT OF SCHOOL VISIT

Governor:
Date of visit:
Focus of visit:
Key Question(s)
Findings: <i>Linked to question(s)</i>

Curriculum
<p>2023-2024 Focus linked to SDP: How do staff help pupils develop vocabulary in the subject?</p> <ul style="list-style-type: none"> • What knowledge and skills do pupils gain at each stage-Early Years/KS1/LKS2/UK2? • How do you ensure breadth of the curriculum in your subject? • How do you ensure teachers adapt and enhance the curriculum in order to address typical gaps in pupils' knowledge and skills, particularly for disadvantaged and SEND pupils? • Is the curriculum equipping pupils with the knowledge and cultural capital they need to succeed in life?
Additional Questions about Challenge for More able pupils:
<ul style="list-style-type: none"> • In what ways is the school providing challenge for the more able pupils in this subject or aspect? • How well is debate and discussion used to ensure greater depth of understanding? • How well do teachers and other staff check the learning of their pupils and respond to misconceptions? • How are pupils supported in remembering what they are learning?
Additional Questions about Behaviour for Learning:
<ul style="list-style-type: none"> • What is children's behaviour like? E.g Are they polite, respectful? • When children are moving around the school, what is it like? • How engaged or 'on task' are the children? Is learning time being wasted? • How consistent are the routines which support learning? E.g children know what to do when they have finished a piece of work. • What is the quality of children's work? /How much pride do children take in their work? E.g presentation, no graffiti, scribbling in the books, work untidy? • Do teachers and other staff encourage independence and self-resilience?
Any issues arising from visit:
<p>Signed: _____ Date: _____</p>
How have issues identified as a result of the visit being addressed by the school?

Questions and Answers...

How many meetings are held?

Ten meetings are held every year - four full governing body meetings (two in the autumn term and one in the spring and summer term) and three finance, personnel and premises committee meetings (one for each term).

What should I do if I am interested in becoming a school governor?

If you would like to discuss the matter further, speak to a parent/staff governor or the Headteacher.

Where can I find more information about school governors in Tower Hamlets?

Further information about Governor Services can be viewed on the Tower Hamlets Council website at www.towerhamlets.gov.uk. For further information about the Department for Education's thinking on governance, see their *Governors' Handbook*, available at:

<https://www.gov.uk/government/publications/governance-handbook>

Who can I speak to if I have a question about the governing body?

Parent governors are always happy to discuss the role of the governing body. There is usually at least one parent governor available when children are dropped off in the mornings or collected during the afternoons. If you would like to be introduced, please speak to a member of the office staff.

What is the procedure for raising an issue related to the school?

In the first instance, a concern should be addressed to your child's class

teacher. If the complaint remains unresolved, please speak with the Head of Phase, if after speaking to the Head of Phase the matter still remains unresolved, please speak to the Deputy Headteacher or Headteacher. However, if it is felt necessary, the next step would be to contact the Chair of Governors at the following address:

The Chair of Governors, School Office,

Osmani Primary School, Vallance Road, Whitechapel, London E1 5AD

The DfE will look into the matter and give a written reply. A copy of the full complaints procedure for parents is available in the school office or can be found under 'Policies' on the school website:

www.osmani.towerhamlets.sch.uk/policies

Training List of Current Governors...

Name of Governor	Category of Governor	Training
Fatima Begum	Parent	<p>Governor Induction March 2015 New Governors Finance Training July 2015 Understanding Internal Audit July 2015 OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016 Safeguarding Refresher Training (FGM/CSE/Breast Ironing/Harmful Sexual behaviour incl. Peer on Peer and sibling abuse) May 2017 GDPR October 2018 2019 OFSTED INSPECTION FRAMEWORK July 2019 Relationship and Sex Education Training October 2019 Safeguarding Refresher Training July 2020 Online safety October 2020 Safeguarding in Education Refresher Training October 2022 PREVENT Training May 2023</p>
Abu Hasnath Khalisadar	Parent	<p>Safeguarding in Education Refresher Training October 2022 PREVENT Training May 2023</p>
Husna Begum	Co-opted	<p>New Governor Induction July 2016 Schools Finance Training October 2016 Safeguarding Refresher Training (FGM/CSE/Breast Ironing/Harmful Sexual behaviour incl. Peer on Peer and sibling abuse) May 2017 GDPR October 2018 2019 OFSTED INSPECTION FRAMEWORK July 2019 Relationship and Sex Education Training October 2019 Online safety October 2020 Safeguarding in Education Refresher Training October 2022 PREVENT Training May 2023</p>
Shelagh Taylor	LA	<p>Child Protection November 2011 OFSTED Inspections May 2012 Raise Online December 2012 Role of the Governing Body May 2013 Data Dashboard May 2013 Use of Pupil Premium Grant May 2013 Public Sector Equality Duty October 2013 Child Protection November 2014 OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016 Safeguarding Refresher Training (FGM/CSE/Breast Ironing/Harmful Sexual behaviour incl. Peer on Peer and sibling abuse) May 2017 2019 OFSTED INSPECTION FRAMEWORK July 2019 Relationship and Sex Education Training October 2019 Safeguarding Refresher Training July 2020</p>

		Online safety October 2020 PREVENT Training May 2023
Penny Seymour	Staff	Safer Recruitment June 2012 Child Protection November 2011 OFSTED Inspections May 2012 Raise Online December 2012 Role of the Governing Body May 2013 Data Dashboard May 2013 Use of Pupil Premium Grant May 2013 Public Sector Equality Duty October 2013 Child Protection November 2014 PREVENT January 2015 OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016 Safeguarding Refresher Training (FGM/CSE/Breast Ironing/Harmful Sexual behaviour incl. Peer on Peer and sibling abuse) May 2017 GDPR October 2018 2019 OFSTED INSPECTION FRAMEWORK July 2019 Relationship and Sex Education Training October 2019 Safeguarding Refresher Training July 2020 Online safety October 2020 Safeguarding in Education Refresher Training October 2022 PREVENT Training May 2023
Oluremi Atoyebi	Headteacher	Safer Recruitment September 2011 Child Protection November 2011 OFSTED Inspections May 2012 Raise Online December 2012 Role of the Governing Body May 2013 Data Dashboard May 2013 Use of Pupil Premium Grant May 2013 Public Sector Equality Duty October 2013 Child Protection November 2014 PREVENT January 2015 New Governors Finance Training July 2015 Understanding Internal Audit July 2015 OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016 Safeguarding Refresher Training (FGM/CSE/Breast Ironing/Harmful Sexual behaviour incl. Peer on Peer and sibling abuse) May 2017 GDPR October 2018 2019 OFSTED INSPECTION FRAMEWORK July 2019 Relationship and Sex Education Training October 2019 Safeguarding Refresher Training July 2020 Online safety October 2020 Safeguarding in Education Refresher Training October 2022
Peter Holmes		Child Protection November 2011 OFSTED Inspections May 2012 Raise Online December 2012

	Co-opted	<p>Role of the Governing Body May 2013 Data Dashboard May 2013 Use of Pupil Premium Grant May 2013 Public Sector Equality Duty October 2013 Child Protection November 2014 New Governors Finance Training July 2015 Understanding Internal Audit July 2015 OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016 Safeguarding Refresher Training (FGM/CSE/Breast Ironing/Harmful Sexual behaviour incl. Peer on Peer and sibling abuse) May 2017 GDPR October 2018 2019 OFSTED INSPECTION FRAMEWORK July 2019 Relationship and Sex Education Training October 2019 Lesson Visit Training February 2020 Safeguarding Refresher Training July 2020 Online safety October 2020 Safeguarding in Education Refresher Training October 2022 PREVENT Training May 2023</p>
Mike Tyler	Co-opted	<p>Safer Recruitment June 2012 Child Protection November 2011 OFSTED Inspections May 2012 Raise Online December 2012 Role of the Governing Body May 2013 Data Dashboard May 2013 Use of Pupil Premium Grant May 2013 Public Sector Equality Duty October 2013 Child Protection November 2014 PREVENT January 2015 OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016 Safeguarding Refresher Training (FGM/CSE/Breast Ironing/Harmful Sexual behaviour incl. Peer on Peer and sibling abuse) May 2017 GDPR October 2018 2019 OFSTED INSPECTION FRAMEWORK July 2019 Relationship and Sex Education Training October 2019 Lesson Visit Training February 2020 Safeguarding Refresher Training July 2020 Online safety October 2020 Safeguarding in Education Refresher Training October 2022 PREVENT Training May 2023</p>
Dr Roger Courtenay	Co-opted	<p>Child Protection November 2011 OFSTED Inspections May 2012 Raise Online December 2012 Role of the Governing Body May 2013 Data Dashboard May 2013 Use of Pupil Premium Grant May 2013 Public Sector Equality Duty October 2013 Child Protection November 2014</p>

		<p>OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016 Safeguarding Refresher Training (FGM/CSE/Breast Ironing/Harmful Sexual behaviour incl. Peer on Peer and sibling abuse) May 2017 GDPR October 2018 2019 OFSTED INSPECTION FRAMEWORK July 2019 Relationship and Sex Education Training October 2019 Lesson Visit Training February 2020 Safeguarding Refresher Training July 2020 Online safety October 2020 Safeguarding in Education Refresher Training October 2022 PREVENT Training May 2023</p>
David Sayers	Co-opted	<p>Child Protection November 2011 OFSTED Inspections May 2012 Raise Online December 2012 Role of the Governing Body May 2013 Data Dashboard May 2013 Use of Pupil Premium Grant May 2013 Public Sector Equality Duty October 2013 Child Protection November 2014 OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016 Safeguarding Refresher Training (FGM/CSE/Breast Ironing/Harmful Sexual behaviour incl. Peer on Peer and sibling abuse) May 2017 GDPR October 2018 2019 OFSTED INSPECTION FRAMEWORK July 2019 Relationship and Sex Education Training October 2019 Safeguarding Refresher Training July 2020 Online safety October 2020 Safeguarding in Education Refresher Training October 2022 PREVENT Training May 2023</p>
Theresa Holland	Co-opted	<p>Governor Induction Safer Recruitment June 2012 Child Protection November 2011 OFSTED Inspections May 2012 Raise Online December 2012 Role of the Governing Body May 2013 Data Dashboard May 2013 Use of Pupil Premium Grant May 2013 Public Sector Equality Duty October 2013 Child Protection November 2014 Taking the Chair April 2015 OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016 Safeguarding Refresher Training (FGM/CSE/Breast Ironing/Harmful Sexual behaviour incl. Peer on Peer and sibling abuse) May 2017</p>

		<p>GDPR October 2018</p> <p>2019 OFSTED INSPECTION FRAMEWORK July 2019</p> <p>Relationship and Sex Education Training October 2019</p> <p>Safeguarding Refresher Training July 2020</p> <p>Online safety October 2020</p> <p>PREVENT Training May 2023</p>
Runa Begum (SBM)	Co-opted	<p>Child Protection November 2014</p> <p>New Governors Finance Training July 2015</p> <p>Understanding Internal Audit July 2015</p> <p>OFSTED 2015 Common Inspection Framework July 2015</p> <p>Becoming an Outstanding Governing Body October 2015</p> <p>PREVENT March 2016</p> <p>Schools Finance Training October 2016</p> <p>Safeguarding Refresher Training (FGM/CSE/Breast Ironing/Harmful Sexual behaviour incl. Peer on Peer and sibling abuse) May 2017</p> <p>GDPR October 2018</p> <p>2019 OFSTED INSPECTION FRAMEWORK July 2019</p> <p>Relationship and Sex Education Training October 2019</p> <p>Safeguarding Refresher Training July 2020</p> <p>Online safety October 2020</p> <p>Safeguarding in Education Refresher Training October 2022</p> <p>PREVENT Training May 2023</p>