Nishkam School Trust

Governance Handbook

Academic Year 2020 - 21

Contents

1. Patrons Message

For all of us as parents, the happiness and fulfillment of our children is close to our hearts. In our own way, we strive to create families where our children can flourish. We hope for a secure, safe and supportive society, which will provide for our needs and aspirations. As parents, teachers and other adults, we all have a responsibility to create ideal communities, which are the building blocks for such a society.

Alongside material happiness and fulfillment, the world's faith traditions point to a more valuable kind of happiness which comes about when we go beyond ourselves, placing the needs of others before our own. Faith-based organisations can play a positive role in helping us become better parents, teachers and citizens - and most importantly, better human beings.

We draw upon our spiritual heritage and the principle of being nishkam (selfless) to guide the education of children. Education begins with loving families that create a supportive and inspiring learning environment around the child. The foundations for learning are laid by the mother and father who are the child's first teachers and role models. We believe the parents' role is not diminished when the child starts to go to school, but their responsibility in playing an equal part in the education process increases as the child grows. We also believe that the wider community has much to contribute to the child's education. It is the bringing together of parents, teachers and the community that is the corner stone of our ambition to create a community-led and faith-inspired school which enables all children to flourish, both academically and spiritually; an education which opens up unimagined possibilities for children.

Guru Nanak Nishkam Sewak Jatha, GNNSJ, the sponsoring organisation, has an international track record of creating award-winning infrastructures for community development, learning and volunteering .

Our faith legacy, experience and passion has given us strong foundations to create state-of-the-art schools, which employ inspirational, highly qualified teachers. Based around an extended curriculum, it will support each child's spiritual, physical, intellectual, moral, social and cultural development. It will enable children to connect with their origins and heritage, to contribute to society locally and globally, and to play an active role in shaping our shared future. Above all, we envisage a life-changing educational experience, not only for children, but for parents and teachers alike.

Collaboration between parents, families, businesses, universities and other guiding institutions are vital in realising this vision. As governors, we invite you to join us in this shared responsibility to seek to achieve the vision of the Trust for the common good.

Bhai Sahib Bhai (Dr.) Mohinder Singh

Patron

Nishkam School Trust

2. NST Vision & Ethos

Our Mission
Nishkam School Trust seeks to nurture the infinite potential in children to become examples in society that shape communities for the common good.

Our Vision

Faith-Inspired
Learning from the wisdom of religions

At Nishkam Schools, our pupils explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support pupils to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.

Virtues-led
Nurturing compassionate, responsible humans

At Nishkam Schools, we believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our pupils, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable pupils to understand their choices in order to help lead better lives. Our pupils become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith.

Aspiring for Excellence
In all that we do

At Nishkam Schools, our pupils and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social and academic life. We foster a school culture which inspires optimism and hope, as well as determination and confidence, for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Pupils gain a breadth and depth of knowledge and a love of learning to achieve their full potential.

Our Virtues
We are committed to academic excellence grounded in a selfless approach to life (*nishkam*). These aspirations are underpinned by the practice of faith-inspired values of humility, service, compassion, self-discipline, forgiveness, love and creativity.

Our Ethos
We believe that to build strong communities and responsible citizens, our efforts must go beyond our current standard models of education and encompass a holistic approach. We believe that faith-based organisations have a significant role to play as part of the wider community; the heritage they draw upon illuminates some of the deeper quests for meaning and value in human life and inspires a broader vision and greater responsibility in our endeavours. We believe that our faith-inspired values define the character of education and that they should be intrinsic to a positive outlook on life. Values are awakened and strengthened in us when they are practiced in front of us every day. At the School, we work to ensure both our educators and learners are instinctively exercising values in every thought, decision and action.

Our Priorities
1. Raising aspirations through academic excellence irrespective of background;
2. Inspiring individual and collective faith, virtues and character as the foundations of Nishkam Education;
3. Building supportive families and strong societies, through partnerships and collaboration

Our Approach
We promote holistic lifelong learning that is achieved by implementing the following principles:
- Celebrating all humanity as one
- Recognising that all children have the potential to contribute and succeed
- High achievement grounded in humility

- Igniting a passion for learning in all
- Inspiring the young to be leaders and role models
- Strong partnerships with parents, community, and guiding institutions (schools, universities, faith bodies, and Government)

3. Governance in a Multi-Academy Trust (MAT)

Academies are publicly funded independent schools and are subject to both charity and company law. Nishkam School Trust is a Multi-Academy Trust (MAT), Trustees are appointed to the Trust's board to enact the responsibilities of the trust and conduct the strategic operations of the trust as a whole.

Each of the schools has a Local Governing Body responsible for governance activities at a local level. Local Governing Bodies enact the responsibilities delegated to them. Further information on the difference between the responsibilities and decisions made by the Trust Board and Local Governing Bodies can be found within the NST Scheme of Delegation.

Additional documents you may wish to read are:

- **The Master Funding Agreement** – the formal contract signed by the academy trust and the Secretary of State for Education when it is first established;
- **Memorandum and Articles of Association** – set out the purpose of the academy trust and the composition of the board of trustees (or governors);
- **NST Scheme of Delegation**

These documents are available on the NST website, GovernorHub or can be obtained from the Clerk to Governors.

https://www.nishkamschooltrust.org/page/?title=Key+Documents&pid=725

4. Introduction to being a Governor

Nishkam School Trust (NST) recognises that being a school governor requires time and dedication. It is grateful and appreciative of the work undertaken do to help improve schools for our children and young people.

One of the strategic goals of NST is to ensure that sound and proper governance arrangements are in place and working effectively in our schools.

It is hoped that this guide is a valuable source of advice and support helping governors understand their role as governors and how they can contribute to their Local Governing Body (LGB) as part of the Nishkam School Trust.

This handbook should also be read in conjunction with the DfE Governors Handbook
This can be found at: https://www.gov.uk/government/publications/governance-handbook

The DfE Governors Handbook sets out the three strategic roles of a LGB as:

1. **Ensuring clarity of vision, ethos and strategic direction -** Through ensuring that the school has a medium to long-term vision for its future and a robust strategy in place for achieving its vision.

2. **Holding the Headteacher/Executive Leader to account for the educational performance of the school and its pupils, and the performance management of staff. -** Through supporting and strengthening the leadership of the Headteacher/Executive Leader and holding them to account for the day-to-day running of the school, including the performance management of teachers.

3. **Overseeing the financial performance of the school and making sure its money is well spent.** - Through allocating resources in line with strategic priorities and outcomes for pupils, ensuring value for money and compliance with financial regulations.

The DfE Competency Framework for Governors is designed to help governing bodies assess what knowledge, skills and behaviours are needed to govern the school, or group of schools, most effectively. There are 16 competencies grouped under the headings of the 'six features of effective governance'. They are:

1. **Strategic Leadership** – setting direction, decision making, collaborative working, risk management, culture, values and ethos;

2. **Accountability** – educational improvement, data analysis, financial frameworks, financial management, staffing, performance management and external accountability;

3. **People** – building a team;

4. **Structures** – roles and responsibilities;

5. **Compliance** – statutory and contractual requirements, and

6. **Evaluation** – managing self-review, personal skills, managing and developing the LGB's effectiveness.

To help you understand the content of this handbook and reports received for LGB meetings you can find a glossary of terms and abbreviations in **Appendix 1 - Glossary**.

To further help you understand your role as a governor, NST encourages all governors to complete some essential training modules, further information will be shared with you by the Trust Lead for Governance and Compliance and/ or the Chair of Governors as part of your induction.

5. Organisational Structure & Governor Responsibilities

Each LGB has a Chair of Governors, a Vice-Chair, several specialist Link Governor roles and specific committees to help monitor the provision of the school in key areas assessed by OfSTED. . A diagram of the organisational structure of NST can be found in Appendix 2 – NST Organisational Structure

Further details of responsibilities governors with details of the Terms of Reference for Committees and Link Governor roles and responsibilities. in; Appendix 3 Terms of Reference - Local Governing Body; Appendix 4 Link Governor Roles and Responsibilities

Information on the difference between the responsibilities and decisions made by the Trust Board and LGB's can be found within the **NST Scheme of Delegation**.

An overview of the following roles can be found below:
- All governors
- Chair of Governors
- Vice-Chair of Governors
- Chair of Committees
- Link Governors

All governors
To contribute to the work of the governing board in ensuring high standards of achievement for all children and young people in the school by:
- Ensuring clarity of vision, ethos and strategic direction

- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff

- Overseeing the financial performance of the organisation and making sure its money is well spent

Meetings
- Attend three LGB meetings; apologies should be sent to the Chair and Clerk in advance of the meeting with a good reason for non-attendance;
- Prepare for meetings by reading all the paperwork in advance;
- Contribute to meetings both praising good work and challenging where relevant to ensure the best outcomes for pupils;
- Complete any agreed follow-up work or actions assigned to you

Teamwork
- Contribute to the LGB's operation as an effective team by establishing and maintaining good working relationships with other Governors and staff;
- Recognise the power of the LGB is vested in the group and that no governor has individual authority unless it is delegated by the LGB;
- Recognise the respective roles of the LGB and the School Leader and staff (the LGB is a strategic body, the operational management of the school is the responsibility of the School Leader);
- Governors are equal members of the LGB and accept collective responsibility;
- Speak or act on behalf of the LGB only when authorised to do so;
- Accept a fair share of the LGB's work, through Link Governor roles and school visits for allocated areas of responsibility.

Knowledge of the school
- Know the school's strengths, it's areas for development and improvement plans, the School Improvement Plan (SIP) is a key source for this;
- Arrange to visit the school when teaching and learning are taking place;
- Attend school events and functions.

Personal interests
- Put responsibilities as a governor before personal interests;
- Ensure any business or pecuniary interests are declared as required and withdraw from the necessary agenda items in the LGB meetings (as appropriate).

Personal development & Training
- Undertake training and take advantage of opportunities to increase understanding and effectiveness as a governor;
- Keep up to date with governance through reading and accessing information via the NGA and The Key to Governors;
- Make all efforts to attend governor training for any specialist areas of responsibility;
- Contribute to the overall development of the LGB through skills audits, self-evaluation, Chair 360 feedback and LGB evaluations.

Also read and adhere to the "NST Governors Code of Conduct".

Chair of Governors

Role Purpose:
To provide leadership to the governing board and ensure that governors fulfil their functions for the proper governance of the school.

Leading governance in schools
- To ensure that the governing board and School Leader have a shared sense of purpose;
- To ensure the governing board follows the clear vision and strategy for the school set by trustees;
- To lead the LGB in monitoring the School Leader's implementation of the school strategy.

Responsibilities in addition to all governors:
- Ensure the effective organisation of the LGB.
- To ensure the LGB business is focussed on the key strategic priorities.
- To ensure the LGB is involved at a strategic level in the school's self-evaluation process and that this feeds into the key priorities.
- Ensure the LGB approves and monitors progress of the (SIP) School Improvement Plan on a termly basis
- To ensure the LGB has the required skills , and that appointments made fill any identified skills gaps.
- To ensure all governors receive appropriate induction, ongoing training as needed and have a thorough understanding of their role.
- To ensure all read and adhere to the NST code of conduct.
- Build a team by recognising and using people's strengths: delegate effectively, clarify objectives and use the whole LGB
- Ensure that individual governors' strengths are known and used, and their efforts recognised
- Encourage governors to take on additional areas of responsibility outside of meetings and to visit the school
- Encourage and develop the LGB's role to both support and challenge the School Leader and effectively hold them to account. Promote effective teamwork and good working relationships within the LGB. This includes developing a good working partnership with the Vice Chair.
- Where required, represent the LGB in its dealings with external partners and be an advocate for the school, including OfSTED Inspections.
- To build a professional relationship with the School Leader allowing for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings.
- Where appropriate work with the CEO and Trust Board to ensure that there are transparent and effective processes for the recruitment and induction of the School Leader; participate in the School Leaders performance review, ensuring that appropriate CPD (continuing professional development) is provided.
- To ensure that any concerns or complaints raised follow the NST Complaints procedure made to the LGB are dealt with in a timely and effective manner.

Meetings
- Work closely with the School Leader and Clerk to plan effective LGB meetings, adjusting the annual agendas where required, ensuring that all statutory requirements are met.   (The NST annual planner of agenda's and cycle of meetings and provides a guide for both termly and annual reports).
- A quorum must be present; this is a minimum of three governors or one third of the total number of governors (if greater).
- Chair meetings effectively and efficiently: ensure meetings start and end on time, that agenda items are properly introduced, and that people are encouraged to and given the space to contribute
- Encourage governors to work as a team and in a collaborate manner that allows them to debate differences in opinion and then make decisions
- Ensure all decisions taken at meetings are understood and minuted.
- Review the meeting minutes provided by the Clerk to ensure that the minutes accurately reflect the strategic discussion, decisions and actions agreed at meetings.
- To ensure that actions agreed are completed.
- Ensure, with the Clerk, that governors receive relevant information and materials well in advance of meetings
- Take the decision to re-schedule LGB meetings if necessary e.g. quorum is not met or the relevant paperwork has not been received with enough advance notice
- Emphasise that all governors must accept collective responsibility for decisions taken at meetings
- Use Committee and Link Governors to meet statutory requirements, develop new ideas and solutions as well as agree plans of action

Supporting
- To attend school functions (plays/sports days/prize giving) as appropriate and encourage other governors to do so..

- Ensure that the efforts of staff are recognised by the LGB
- Encourage commitment, loyalty and high standards of behaviour by governors through personal example and the development of clear, written expectations in the Code of Conduct
- To ensure that all governors feel valued and encourage their development.
- Act on behalf of the LGB in emergencies and reporting any urgent action taken, ensuring it is fully explained and supported at the following LGB meeting.

Vice Chair of Governors

Role and responsibilities in addition to those listed at all governors
Deputise during the absence of the Chair inside and outside of meetings
- Support the Chair in the conduct of meetings
- Work closely with the Chair and take responsibility for agreed areas of work, e.g.
  o Support the effective operation of committees
  o Check, with the Chair, that decisions taken by the LGB are enacted
  o Assist with the induction of new Governors
  o Assist in co-ordinating the training of individual Governors and the LGB

Link Governors

General Role:
- Take a special interest in a particular area of need, keeping abreast of developments locally and nationally
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- Attend appropriate training for specialist area
- Make focussed visits to the school (most likely on a termly basis) for given area of responsibility; observe meetings with members of Senior Leadership Team or other staff within the school with responsibilities in that specialist area (when appropriate).
- Discuss the implications of any policies adopted by the LGB and their implementation;
- Ensure statutory reports for the given area are reviewed and fit for purpose to your best knowledge before they are recommended to the LGB
- Act as an effective Link Governor, report back regularly to the governing body, making recommendations and reporting concerns where appropriate to the LGB.
- Annually meet with other Link Governors in your specialist area across the Trust to share best practice and contribute to evolving the role where appropriate

Specific roles and responsibilities:
- Currently there are four Link Governor roles:
  ➢ Safeguarding, Attendance & Behaviour
  ➢ Health & Safety and Data Protection
  ➢ Special Educational Needs and Disabilities (SEND)
  ➢ Pupils Premium Grant (PPG) / Sports Premium Grant (SPG)

- See **Appendix 3** "Terms of Reference for Committees and Link Governors" for further details of specific responsibilities.

6. LGB Meetings

Attendance at Meetings
A record is kept by the Clerk to Governors of attendance which is reported to the Trust Board and published on the school website in line with DfE requirements. It is an expectation that apologies are given to the Chair or Clerk when not attending a meeting with the reason provided. The governors attending the meeting

will decide whether to accept the apology. If the reason for non-attendance is of a personal nature you can share this with the Chair directly.

A governor that is absent from meetings for 6 months or for two consecutive meetings or without the agreement from the LGB will no longer be able to be a part of the LGB.

Quorum
A quorum must be present at LGB meetings; this is a minimum of three governors or one third of the total number of governors (if greater).

Agendas
The meeting agendas follow an annual format which ensures that all governance requirements are met. The Clerk sends out the agenda and accompanying papers seven days in advance to the meeting. It is the responsibility of the Chair to set the agenda, in consultation with Senior Leaders in time to meet the deadline dates. If you wish to have an item added to the agenda you need to contact the Clerk or relevant Chair in advance of the meeting.

Cycle of Meetings
The LGB meets three times a year Committee meeting and Link Governor meetings are held on a termly basis throughout the academic year (Autumn, Spring and Summer Term) :

- Link Governor for Safeguarding, Attendance and Behaviour
- Link Governor for Health & Safety and Data Protection
- Link Governors for SEND (Special Educational Needs and Disabilities)
- Link Governor for Pupils with a Premium

Link governors are asked to share their reports and updates at the LGB meetings. Additional meetings above and beyond the termly LGB meetings may be called by the Chair if the need arises.

Schedule of Meetings
The schedule of LGB meetings for the following academic year will be provided at the end of summer term.

7. NST Code of Conduct

Anyone holding the office of school governor must act with integrity, objectivity and honesty and in the best interests of the school; be open about the decisions they make, the actions they take and should be prepared to explain their decisions and actions to interested parties.

. Governors will be expected to adopt the NST Code of Conduct upon joining and then annually at the first governing body meeting of each academic year.

See Appendix 5 - NST Governance Code of Conduct Academic Year 2020-21

Breach of the Code of Conduct
Where there is an allegation that the code of conduct has been breached, NST expects the Chair (or Vice-Chair if the allegation is made against the Chair) to investigate as a matter of urgency, help resolve any difficulties and if necessary propose suspension or removal from the LGB as a sanction.

8. Getting Information About Schools (GIAS)

The Secretary of State requires LGB's to provide certain details they hold about people involved in governance, as volunteered by individuals, via the DfE's database of all schools in the country. GIAS is updated termly by NST.

In addition, the DfE also requires schools to publish on their websites:
- Names of Governors;
- Term of membership
- Type of membership
- Declarations of interest
- Attendance record at LGB meetings.

9. Register of Interests

Upon joining the LGB and then at every meeting , Governors will be asked to declare any interest. A copy of the Register of Interests form will be available at every meeting.

Declarations are also included as a specified item of business on the agenda of every LGB meeting. Where there is a conflict of interest for a given item on the agenda, a Governor would need to remove themselves from the meeting for the duration of that specific agenda item.

NST's register of interests must capture relevant business and pecuniary interests of members, trustees, governors and senior employees including the following;

directorships, partnerships and employments with businesses; trusteeships and governorships at other educational institutions and charities; for each interest: the name and nature of the business, the nature of the interest and the date the interest began. The register must identify relevant material interests from close family relationships between the academy trust's members, trustees or local governors. It must also identify relevant material interests arising from close family relationships between those individuals and employees.

Trusts must publish on their websites relevant business and pecuniary interests of members, trustees, local governors and accounting officers and keep the register of business up to date at all times.

10. Disclosure and Barring Service (DBS) checks on Governors

It is compulsory for all governors to apply for an enhanced DBS certificate within 21 days of their appointment. This is an important part of the process for safeguarding. The Clerk will assist you with completing this process upon appointment.

11. School Improvement Plan

The School Improvement Plan (SIP) is document that sets out the schools priorities for improvement over the coming year(s), following an analysis of its strengths and weaknesses.

It is approved by the LGB annually at the start of the year and progress is monitored by the LGB throughout the year. Governors when visiting the school aim to monitor/observe the implementation and progress in given areas of the SIP.

A copy of the SIP is sent to new Governors when they join and should be read as part of the induction process.

12. Reporting to the LGB

To assist the LGB in carrying out its functions, the School Leader has a duty to provide the LGB with such reports in connection with the management of the school. The responsibility lies with governors to ensure that the School Leaders are able to provide them with the relevant information in order to fulfil their roles and responsibilities.

The reporting will typically cover:
- Progress made towards implementing the school's strategy and against the key performance indicators;
- Pupil attainment, results and progress;
- The quality of teaching;
- The impact of teaching on learning and progress in different subjects and year groups with particular reference to vulnerable groups, including Looked After Children (LAC), SEND and Pupil Premium;
- The performance management of teachers, appraisal outcomes;
- The use and impact of a) Pupil Premium Grant (all schools); b) Sports Premium Grant (Primary School only);
- Curriculum issues, developments and initiatives;
- Pupil numbers and attendance;
- Pupil behaviour, wellbeing and safeguarding;
- Staffing matters - deployment, appointments, resignations etc.;
- Buildings and site, including health and safety and access;
- Stakeholder feedback e.g. Parental involvement, pupils voice/school council etc., and
- Extra-curricular, extended service and community matters.

13. Providing effective challenge

The DfE Governance Handbook describes how effective LGBs can hold their Headteacher/Principal to account for improving school performance by asking the right questions. The handbook also refers to the questions that governors can ask.

Within the NST Governors Handbook **Appendix 6** provides a list of the types of questions you can ask as to ensure scrutiny of the information provided by School Leaders.

In addition, the National Governors Association (NGA) has produced a 'Knowing your School' briefing about questions for Governors to ask. The briefing is available to members of the NGA and NST has a membership. Your login can be obtained from the Clerk.

14. Objective Data

DfE guidance states that it is essential that every board has at least one person with the skills to understand and interpret the full detail of the educational performance.

At NST all governors will be given basic training on understanding the data presented to them at LGB meetings as part of the induction programme. Members of the Local Education Committee will be expected to develop specialist knowledge in this area and attend appropriate training.

DfE guidance emphasises that Governing Bodies must have objective, high quality and timely data to help them to know the questions they need to ask and to provide answers to their questions. Governors should make effective use of school performance tables and the "Analyse School Performance" service. This DfE video explains how Analyse works and how it can be helpful:www.youtube.com/watch?v=hZxymO3Rsj8.

Moderation and standardisation is an integral part of assessment ensuring that standards of assessment in reading, writing and mathematics are consistent among teachers, schools and local authorities and that they are maintained from year to year:
- Standardisation is when several teachers go through procedure in advance of marking in order to ensure that they understand the criteria for assessment judgements.
- Moderation is then a later check that the assessors have actually assessed to the same standards and accurate judgements have been made.

LGB's may receive moderation reports as part of the Headteacher/ Principal's reporting, these reports can be provided by an external organisation or by an internal source. Each school is likely to have some external moderation from the Local Authority from time to time. Internally within NST there is regular moderation across the schools at various key stages.

15. School Policies

Policy formation and approval is an important element of the governing body's functions. There are a number of statutory policies that schools must have in place, as well as other policies which aid in the effectiveness of the school. These policies are reviewed on a regular basis by Senior Leaders, Central Team, appropriate sub-committees and the LGB.

NST policies are, most often, Trust-wide policies covering all schools governed by the Trust. Recommendations for new or amended policies are presented to the LGB and, if agreed, are recommended to the Trust board for consideration. The Trust Board would seek approval of all school LGBs before final approval.

16. Visiting the School

The DfE Handbook for Governors states that LGB's need to know their school if accountability is going to be robust and their vision for the school is to be achieved. Many governors find that visiting, particularly during the day, is a helpful way to find out more about the school. Through pre-arranged visits that have a clear focus, governors can see for themselves whether the school is implementing their policies and improvement plans and how

Governors are not inspectors and it is not their role to assess the quality or method of teaching or extent of learning. They are also not school managers and should make sure they do not interfere in the day-to-day running of the school. Both are the role of the Executive Team.

If governors wish to spend time within a classroom, they need to be very clear why they are doing so.

Visits also provide an opportunity to talk with pupils, staff and parents to gather their views; they are unlikely to be sufficient for these purposes.

Within NST, in addition to visits by Link Governors all governors are encouraged to visit the school at least annually with a focus on a specific area of the SIP. At the start of each academic year the Chair will discuss with the LGB which areas will be priority for visits.

See **Appendix 8** for the template NST Governors School Visit Form

17. School Events & CPD

Governors are regularly invited to many events held at the school, these are good opportunities to find out more about what parents and community stakeholders think about the school. They are opportunities for people to know who the members of the LGB are as well as for gathering feedback.

At NST staff have 10 days for Continuous Professional Development (CPD) in an academic year. These are non-teaching days for training. Most maintained schools have a standard 5 days dedicated to CPD. The standard 5 days are dedicated to local school training needs and are determined by the Headteacher/Principal.

The remaining 5 CPD days maybe opportunities for the schools to combine time together in common areas of interest. This underpins our approach to Teaching and Learning and contributes to the ethos and values

culture at the school. It is a key part of delivering the NST vision. All Governors are welcome to the Trust CPD days, further information can be obtained from the Clerk to Governors.

18. LGB Self-evaluation

It is good practice for all LGBs, to review their own effectiveness regularly and identify improvements.

As part of this process LGB's carry out the following tasks annually:

- Skills Audits – to ensure the LGB can fill any skills gaps when recruiting new governors
- 360 feedback for Chair of Governors – to help ensure that they are able to evaluate their ability to complete the role and improve governance practise within the school

19. Governor Training

A training plan can be proposed dependent on your areas of interest and experience in governance. The Trust have a number of resources available for you to use and familiarise yourself with the key areas of governance. Your personal development as a governor will support the school and fellow governors to support the school and Nishkam Community.
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Trust wide training for all governors is organised typically once a year. The training is often for a full day covering two or three different topics. The Trust actively encourages all governors to take advantage of these training courses.

Additional training for specific roles and areas can also be provided, please contact your Chair for further information.

Appendix 1 - Glossary

Governance roles

Members	The Members of the Trust who sign off the articles of association, and have ultimate responsibility for the trust achieving its charitable objectives. They have the power to appoint and remove Trustees. At NST the Members are from the Faith Body - Guru Nanak Nishkam Sewak Jatha (GNNSJ)
Trustees	The people on an academy trust's board. They deliver the core functions of governance and must ensure compliance with charity law, company law, and the trust's funding agreement. Sometimes referred to as the board of directors.
Local Governing Body	In multi-academy trusts (MATs), the board of trustees can delegate governance functions to local governing bodies. At NST each school/academy has its own LGB.
Chair of LGB	The governor responsible for leading the governing body of each local school. The Vice-Chair deputises for the Chair whenever he/she is absent.
Committees	A group of trustees/ governors delegated responsibilities for a specific area of the governing body's work.
Link Governor	A member of the governing body that is appointed to oversee a specific aspect of its work. They're usually linked to a key subject or area linked to your school's school improvement plan (SIP). Their job is to be the board's 'specialist' in that area, and to meet with the subject lead so they can monitor the area they're linked to • Link Governor for Safeguarding, Attendance and Behaviour • Link Governor for Health & Safety and Data Protection • Link Governor for Pupil Premium • Link Governor for SEND
Associate governors	Appointed to a committee for their expertise in a particular area. They are not considered governors. They can serve on committees, where they have full voting rights. They can attend full governing board meetings, but can't vote at them.
Clerk	The clerk is employed to provide effective administration of meetings, such as circulating meeting agendas and taking minutes, and to advise the governing body on statutory requirements.
Company Secretary	Employed in some academies to handle certain legal, financial and administrative tasks for the board. The most recent funding agreements don't require academies to have one.
Co-opted governor	They're appointed by the board. They can be anyone from the community who meets the eligibility criteria and agrees to DBS checks
Staff governor	They' are on the board to bring a **unique staff perspective, t**hey don't represent staff and are not held to account by the governing board

Parent governor	They bring a **parent's perspective** to the board, and remind the board about the parent community but they don't speak 'on behalf' of parents
Headteacher/ Principal on the governing board	They're on the board as a governor, so the chair still runs the meeting They report to governors on matters that have already been agreed

Governance structures

Trust Board	The Trust Board deliver the three core functions of governance in an academy trust. They must also ensure compliance with charity law and company law, and with the academy trust's funding agreement.
LGB	Local governing body. In MATs, the board of trustees can delegate governance functions to local governing bodies. They are technically committees of the board of trustees. Their powers vary between trusts.
Circle model of governance	When a governing board works without separate committees but delegates monitoring of specific areas of the school to certain governors.
Committee	A group of governors delegated responsibilities for a specific area of the governing board's work.

Meeting procedures

Agenda	A list of the items to be discussed at a governing board or committee meeting.
AGM	Annual general meeting. Under the DfE's model articles of association for academies, an academy trust must hold an AGM each financial year, in addition to other meetings that year. The members must attend (in person or by proxy), and trustees can attend if they wish.
Minutes	A written record of the events of a full governing board or committee meeting. Recorded by the clerk.
EGM	Extraordinary general meeting. A meeting convened outside of the normal schedule, normally to discuss urgent matters that can't wait until the next scheduled meeting.
Ordinary resolution	A decision that requires the agreement of a majority of the members of the trust.
Special resolution	A decision that requires the agreement of 75% of the members of the trust.

Quorum	The minimum number of governors that must be present at full governing board or committee meetings in order for official decisions to be made.

Governance documents

Academies Financial Handbook	Government guidance that sets out the financial framework for academy trusts, "reflecting their status as companies, charities and public bodies". Compliance with the handbook is required by the trusts' funding agreements.
Articles of association	Set out the rules for the internal management, decision making and governance of academy trusts. The Department for Education has a set of model articles, and each academy trust will have a tailored version of the models for themselves.
Clerking competency framework	Non-statutory framework published by the government that sets out the required to deliver professional clerking.
Code of conduct	Your board will have its own code of conduct that sets clear expectations about governors' role and behaviour. By agreeing to a code of conduct, there's an explicit reference point in case of any disagreement/misconduct during a governor's term of office.
Competency framework for governors	Non-statutory framework published by the government that sets out the competencies needed for effective governance.
Funding agreement	The contract between the academy and secretary of state for education that sets out the terms of how it is funded. The Department for Education has a model funding agreement, and each academy trust will have a tailored version of the model for themselves. In **MATs**, there is a master funding agreement that regulates the funding for all academies within the MAT. There are also supplementary funding agreements that are specific to each academy within the MAT. See the DfE's models for single academies and MATs.
Governance handbook	Department for Education advice that sets out "the government's vision and priorities for effective school governance". It outlines the core role of governance, and provides a summary on all the legal duties of governing bodies. It is updated regularly to reflect changes in the law and education policy.
Memorandum of association	Sets out the name of the academy trust and provides details of the people/ organisations who wish to form the trust and become its members under the Companies Act 2006.
Register of interests	Records the relevant business and pecuniary interests of all governors and senior staff that have served over the past 12 months. All boards must create one. See our articles for maintained schools and academies.

Scheme of delegation	Created by governing boards to set out what it has delegated to its committees or individuals. In the case of MATs, it will outline what responsibilities are delegated to its local governing boards. Find out more in our articles for single academies and MATs.
S.E.F – School Self-Evaluation form	Section 5 SEF Every school evaluates itself against OfSTED Criteria and provides a self-assessment under each of the main headings Section 48 SEF Every school evaluates itself against the Faith & Values criteria set out by the Faith Body. This inspection is undertaken by schools with a religious designation.
SIP	School improvement plan. A document created by your board and the headteacher that sets out the school's priorities for improvement over the coming year(s).
Standing orders	Created by boards to set out the membership and procedures of a governing board or committee, where they're not already set out in terms of reference or the instrument of government/articles of association.
Terms of reference	Created by boards to define the purpose and remit of a governing board committee, and the arrangements for reporting to the full governing board.
EYFS framework	Early years foundation stage framework. The statutory framework for all early years providers. It "sets the standards that all early years providers must meet to ensure that children learn and develop well".
Keeping Children Safe in Education	Statutory guidance setting out what schools and colleges should do, and what they must comply with, in order to safeguard children.
School admissions code	Statutory guidance that schools must follow when carrying out duties relating to school admissions.
STPCD	School Teachers' Pay and Conditions Document. Sets out the statutory requirements for teachers' pay and conditions that maintained schools must follow. It also applies to staff in academies who had their employment transferred at the point of conversion. It covers areas including pay ranges and progression, pay allowances, professional responsibilities, and working time arrangements. It's updated annually.
SCR	Single central record. A record of employment and suitability checks a school has carried out on staff. The SCR should be kept up-to-date by staff in the school, while the governing board or academy trust must ensure it's being monitored. A statutory requirement for all schools.

[SEND code of practice](#)	Special educational needs and disabilities code of practice. Statutory guidance explaining the duties of local authorities and schools to provide for children and young people with SEND.

Leadership

Executive Team	The executive body work across all schools within the Trust to deliver their responsibilities: • Chief Executive Officer • Chief Operation Officer • Deputy CEO Director of Primary
Senior Leadership Team (SLT)	• Principal • Vice Principal • Headteacher • Deputy Headteacher
Deputy head/ Vice Principal	Deputises for the headteacher when they're absent from school Has a broad, whole-school perspective and oversight Plays a major role in formulating aims and objectives, establishing policies, managing staff and monitoring progress
Assistant head(s)	Has more specific, operational responsibilities Plays a major role in formulating aims and objectives, establishing policies, managing staff and monitoring progress There's usually more than one
Head of department/phase	They focus on improving teaching and learning for their department They're responsible for making sure professional development is provided for department staff They make sure the curriculum for their department/phase is designed to give all learners knowledge to succeed in life, and that it aligns with the school's wider curriculum aims
Subject leads	They're responsible for keeping up-to-date with the latest curriculum changes for their subject, and sharing this information with the wider subject team They'll plan relevant external events, and make sure the subject's well-promoted
Special educational needs co-ordinator (SENCO)	Is responsible for co-ordinating SEN policies and the day-to-day provision made to support pupils with SEN This can be a designated person, or this role can be combined with another role, e.g. your SENCO might also be your assistant head
Designated teacher for [looked after children (LAC)](#)	Takes a leadership role in promoting the educational achievement of every looked after child and previously looked after child on the school's roll The central point of contact for external agencies working with these pupils

Designated safeguarding lead (DSL)	This is a senior member of staff who takes lead responsibility for safeguarding and child protection

Teachers, support and admin staff

Teachers	• They plan and teach lessons to assigned classes • They develop a positive environment for children to learn • They analyse pupil performance and work to make sure all pupils achieve their potential • Newly qualified teachers are known as NQTs
Higher level teaching assistants (HLTAs)	• They contribute to planning and evaluating lessons within a framework set by the teacher • They support the teacher and take a leading role alongside them to implement support plans • They provide feedback to pupils and the class teacher
Associate Teachers (ATs)	They carry out specified work under the direction and supervision of a qualified teacher This work can include assessing and reporting on the development, progress and attainment of pupils, and planning, preparing and delivering lessons to pupils
Midday supervisors	They supervise pupils during lunchtime in the dining hall and school grounds, making sure there is good order and discipline
Speech and language therapist (SALT)	May work with multiple schools They're responsible for assessing children with communication difficulties and planning and implementing treatments and interventions
Educational psychologist	May work with multiple schools They help children overcome mental, physical, emotional and social difficulties
Company secretary	Employed in some academies to handle certain legal, financial and administrative tasks for the board
Chief financial officer (CFO)	Is the trust's finance director/business manager or equivalent They have responsibility for the trust's detailed financial procedures
Accounting officer	This is the senior executive leader (the headteacher in single academies and the executive headteacher/CEO in MATs) They're accountable for value for money and must have oversight of finances
Trust Lead for Governance and Compliance	Is responsible for monitoring compliance and regulatory requirements They advise the chair of the board and make sure board decisions are acted on in accordance with the memorandum and articles of association
Trust Business and Operations Manager	Is responsible for managing the business functions across the Trust incudling financial management and procurement

Data protection officer (DPO)	Can be a dedicated person, or an existing member of staff May work with multiple schools Advises on compliance with the GDPR and other relevant data protection law
Administrative assistant/officer	Their key roles include supporting with the completion of admin tasks, producing letters and memos, uploading data, and contacting parents and carers
Attendance officer	Is the first line of contact for parents in relation to attendance They monitor attendance data and identify trends They work closely with parents, carers and pupils to improve attendance
Examinations officer	They co-ordinate all activities relating to internal and external exams They prepare and distribute timetables for mock exams They liaise with heads of department regarding relevant exam boards and syllabuses studied
Family support worker/ Parent Liaison Officer	They work with families, parents, carers and children to support them to tackle underachievement and overcome barriers to access support services
Site manager	Is responsible for managing the maintenance of school buildings and grounds Is responsible for health and safety issues on the site Delegates tasks to other staff and contractors

Appendix 2 NST Organisational Structure

Nishkam School Trust; Governance and MAT Structure

Faith body and Sponsor: GNNSJ
Members Vision
Bhai Sahib (Mohinder Singh Ahluwalia) OBE, (Patron of NST); P S Jhutti, J S Chandan,
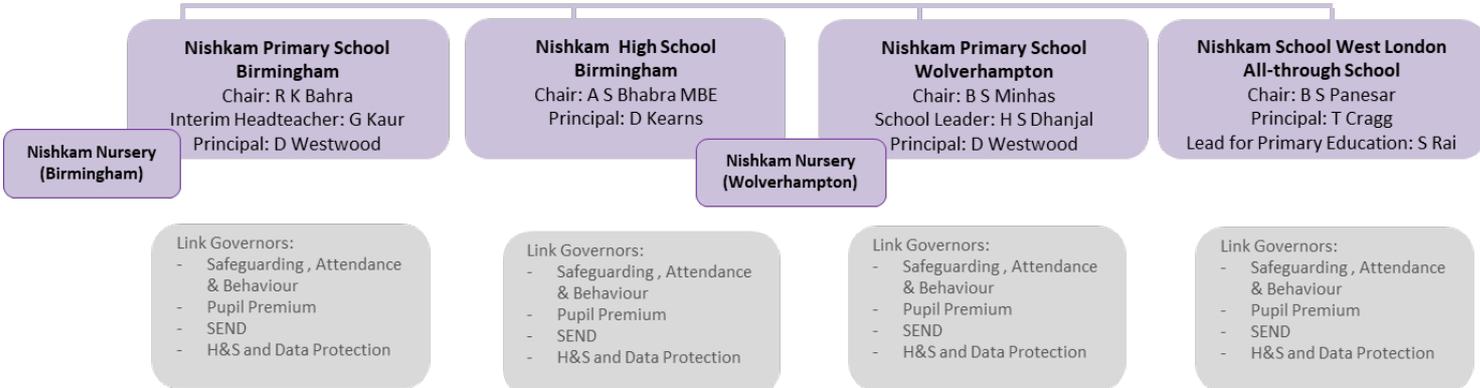Chair of Trustees

Board of Trustees
Accountable for: Delivering Strategy & Vision, Aspiration, School Performance, Finance, LGB Performance, Staffing and Performance
S Evans OBE (Chair of Trustees), Dr M Felderhoff, B S Minhas , A S Bhabra MBE, C Mansell, R S Dhanda, I K Mahon, S S Rai BEM, Dr. B S Mahon OBE

Finance & Resources Committee

Executive Officers
Chief Executive Officer (& Accounting Officer) – Dr Brinder Singh Mahon OBE
Chief Operating Officer (& Chief Financial Officer)– Shaminder Singh Rai BEM

Central Trust Team:
Deputy CEO (& Lead for Secondary Education) - D Kearns; Trust Director of Primary Education – D Westwood,
Central Services Team: Finance, Procurement, HR services, Governance, Compliance Data Protection, Marketing & Admissions, ICT, Section 48, Faith

Local Governing Boards
Accountable for: Achievement, Curriculum, Admissions, Safeguarding, SEND, H&S

| **Nishkam Primary School Birmingham**
Chair: R K Bahra
Interim Headteacher: G Kaur
Principal: D Westwood | **Nishkam High School Birmingham**
Chair: A S Bhabra MBE
Principal: D Kearns | **Nishkam Primary School Wolverhampton**
Chair: B S Minhas
School Leader: H S Dhanjal
Principal: D Westwood | **Nishkam School West London All-through School**
Chair: B S Panesar
Principal: T Cragg
Lead for Primary Education: S Rai |

Nishkam Nursery (Birmingham)

Nishkam Nursery (Wolverhampton)

Link Governors:
- Safeguarding , Attendance & Behaviour
- Pupil Premium
- SEND
- H&S and Data Protection

Link Governors:
- Safeguarding , Attendance & Behaviour
- Pupil Premium
- SEND
- H&S and Data Protection

Link Governors:
- Safeguarding , Attendance & Behaviour
- Pupil Premium
- SEND
- H&S and Data Protection

Link Governors:
- Safeguarding , Attendance & Behaviour
- Pupil Premium
- SEND
- H&S and Data Protection

Appendix 3 Terms of Reference - Local Governing Body

1. Membership

The constitution of the LGB is as follows;

Minimum of 9 Governors and no more than 14 Governors;

School Leader – Ex Officio

Member of Executive Team – Ex Officio

Up to 7 Trust Appointed Governors;

2 Parent Governors/ representation - appointed via a selection process;

2 Staff Governors. 1 teaching member of staff and 1 non teaching member of staff – appointed via a selection process;

The term of office will be 3 years. The Governor may end their term of office by serving written notice to the Clerk and/or Chair. The LGB may recommend that the term of office be resolved if the Governor is absent without contact for 2 consecutive LGB meetings or a 6 month period.

The Local Governing Body may continue to act notwithstanding a temporary vacancy in its composition.

The Chair of the LGB shall be appointed by the Trust Board and will take into account feedback from the LGB for a term of 3 years with an annual review. The Vice Chair shall be appointed by the LGB for a term of 1 year.

2. Appointment of governorsTrust appointed governor

- An expression of interest form is completed and submitted to Chair of LGB/ Trust Lead for Governance and School Leader
- Governor is invited to meet with Chair and School Leader
- Application is then referred to the Trust Board for approval

Staff governors

- Post is advertised to all staff members – deadline provided
- An expression of interest form is completed and submitted to Chair of LGB/ Trust Lead for Governance and School Leader
- Applicant is invited to meet with Chair and School Leader
- Proposed to LGB for approval

Staff governors

- Post is advertised to parents– deadline provided
- An expression of interest form is completed and submitted to Chair of LGB/ Trust Lead for Governance and School Leader
- Applicant is invited to meet with Chair and School Leader
- Proposed to LGB for approval

3. Meetings

The Local Governing Body shall meet at least once in every term, and shall hold such other meetings as may be necessary. A quorum must be present being three or one third of the Governors (if greater).

All meetings shall be convened by the Clerk, who shall send to the Governors and to the Chief Executive written notice of the meeting and a copy of the agenda at least seven clear days in advance of the meeting.

A special meeting of the Local Governing Body shall be called by the Clerk whenever requested by the Chair or at the request in writing of any three Governors or of the Chief Executive Officer. Where there are matters demanding urgent consideration, the Chair or, in his absence, the Vice-Chair may, with the approval of the CEO waive the need for seven days' notice of the meeting and substitute such notice as he thinks fit.

Every question to be decided at a meeting of the Local Governing Body shall be determined by a majority of the votes of the Governors present and shall have one vote. The Chair of the meeting shall have a second or casting vote.

Governors shall be able to participate in meetings by telephone or video conference provided that he has given reasonable notice to the Clerk and that the Governors have access to the appropriate equipment.

4. Delegation of functions

The LGB will appoint Link Governors for the following areas;

- Health and Safety and Data Protection
- Safeguarding, Attendance and Behaviour
- SEND
- Pupil Premium and Sports Premium (Primary) / Catch up funding (Secondary)

The LGB shall establish a Local Education Committee and review its membership on annual basis.

5. Overview of roles and responsibilities

Oversee the different functions of the school within the remit set by the Trust Board via the scheme of delegation and this terms of reference.

Carry forward the Trust's vision, in a way appropriate to the specific qualities and community characteristics of each school.

Ensure each school is complying with statutory regulations and the Funding Agreements, acting as a critical friend to the school and to provide support to the School Leader and the staff.

Adopt and implement the policies approved by Trustees and development and regular updating of the School Improvement Plan.

Support the school in its self-evaluation of significant strengths and gaps (academic and other achievements, personal development, and governance, leadership and management)

Oversee the implementation of the Trust Boards' strategic vision as it applies to the school.

Understand and challenge the overall quality of pupils' achievements and learning (achievement, attainment, progress, attitudes) and consider the learning of different groups of pupils and the provisions that are in place to support them.

Monitor the quality of teaching in the school and be fully aware of the school's activity in terms of its staff, staffing structures and performance management. Monitor the effectiveness of professional development through reports from the School leader and supports and challenges appropriately.

Ensure that there is clarity with the schools evaluation of the quality of spiritual, moral, social and cultural development of pupils

6. Review

This document will be reviewed annually by the LGB and approved the Trust Board.

Appendix 4 Link Governor Roles and Responsibilities

A. <u>Link Governor for Health & Safety and Data Protection</u>

Role and responsibilities:
The role of the Governor for Health & Safety and Data Protection is:

- In support of the School Lead, is to ensure that the school has procedures for meeting all relevant health and safety legislation including undertaking risk assessments. The School Leader will be responsible for the day to day management of the school's health and safety policy and the communication of its requirements.
- Monitor the procedures in place for Data Protection and review the risk register for the school
- Keep the governing body informed of issues relating to a) health and safety and b) Data Protection
- Complete a termly walkabout with the school's health and safety representative to ensure regular inspections of the school premises occur
- Ensure Health & Safety statutory checks and updates are completed
- Review outstanding actions from annual health & safety audits undertaken
- Ensure the termly report to captures all the relevant information that needs to be reported to the LGB.
- Ensure actions agreed within the termly report are followed up and completed.
- Keep informed by reading new materials and DfE guidance or statutory information relating to health and safety matters and data protection.
- Attend training for Governors regarding Health and Safety and Data Protection for your role

Time Commitment: Termly meeting with School Leadership Team for 2 hours

B. <u>Link Governor for Safeguarding, Attendance & Behaviour</u>

The Safeguarding, Attendance and Behaviour Link Governor, in support of the Principal/Headteacher, is to ensure that the school has procedures for meeting all relevant safeguarding legislation. The School Principal/School Leader will be responsible for the day to day implementation of the school's safeguarding policy and the communication of its requirements.

The Link Governor will play an essential role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the LGB. The governing body has the responsibility to monitor the policy and, if necessary, to require additional actions.

Other areas of welfare for pupils is monitored by scrutinising the information reported on attendance and behaviour, this includes vulnerable pupils i.e. Pupils with a premium, Pupils with SEND (Special Educational Needs and Disabilities) and Looked After Children (LAC).

Role and Responsibilities:
- To ensure that the appropriate systems and procedures are in place to cover all aspects of safeguarding
- Attend 'Safeguarding Training' specific to your role.
- As part of the termly link governor visit you will need to ensure that all statutory requirements are being met. This includes:
  - adequate training for the DSL, Deputy DSL and school staff
  - That staff know the procedures for safeguarding and that clear lines of accountability exist for staff regarding safeguarding at school.

- o There is a robust system for recording, storing and reviewing pupil attendance
- o The school liaises with the relevant agencies for pupils who are Looked After Children and for pupils with a Child Protection Plan or Child in Need designation.
- o The school works together in a multi-agency setting to ensure the best outcomes for pupils
- View the single central record on a termly basis and ensure it is up to date and maintained in line with guidance.
- Monitor progress against any outstanding actions following the schools annual safeguarding audits with the School Lead
- Review and monitor the learning within the curriculum for keeping pupils safe, anti-bullying, preventing extremism and other areas of safeguarding & wellbeing.
- Monitor the strategies in place for improving attendance and review their impact
- Monitor the strategies in place for dealing with behaviour issues and their impact
- Discuss any general child protection issues, broader safeguarding and welfare issues within the school and as such be able to provide reports to the governing body to enable adequate oversight.
- Ensure the termly report to governors includes all the relevant information and actions that the governing body should be aware of.

Time Commitment: Termly meeting with School Leadership Team for 2 hours

C. Link Governor for SEND

The role of the Special Educational Needs and Disabilities (SEND) Governor is to report to the governing body on the provision being made for pupils with SEND and its impact. The SEND Governor can act as the link between the SENCO and the governing body.

Role and responsibilities;

- Understand the governing board's responsibilities under the SEND Code of Practice
- Ensure that the school is meeting the needs of pupils with SEN and disabilities in line with the SEND Code
- Meet termly with the SENDCO to discuss the school's SEN provision and monitoring all aspects of this and ensure critical information is reported back to the LGB.
- Monitor the progress and attainment of pupils with SEND
- Ensure that all pupils with SEND join in with the everyday activities of the school together with the children without SEND wherever possible
- Make sure the school has a suitable and up-to-date SEN information report and policy and that this is published on the website
- Ensure that both parents and pupils are involved in the planning and review for the SEND provision
- Ensure the school has appointed a SENCO and they have received appropriate training
- Ensure the school is making reasonable adjustments in line with the Equality Act 2010. Ensuring the school Accessibility Plan and Equalities objectives include the appropriate actions required to meet the needs of pupils with SEND.
- Making sure SEND staffing and resources are considered in any budget discussions
- Ensure that staff training and CPD includes a focus on Quality First Teaching and any specific training required for pupils with SEND
- Ensure that the SENCO is effectively raising the awareness of Teachers and AT's so they are aware of the importance of identifying SEND needs as early as possible and putting in place provision for this.

- Ensure that allocated funding for pupils with EHCP can be tracked with regards to where it is spent, why and the impact.
- Attend training on the role of the SEND governor.

Time Commitment:
- Termly meeting with SENCO for 1.5 - 2hours
- Attendance at termly Education Committee – 2hours (OPTIONAL)

Total = 2 - 4 hours per term

D. <u>Link Governor for Pupil Premium</u>

Background

The pupil premium is additional funding to raise the attainment of disadvantaged pupils. These are pupils in receipt of a free school meal now and/or in the last 6 years. The pupil premium funding is provided to help close the attainment gap between this disadvantaged group with those pupils who are not. Schools are free to choose the best way of using the money provided but they are accountable for showing the evidence and impact of this spending to governors, and OfSTED.

The LGB is responsible for agreeing the allocation of funding and monitoring the impact of agreed activities. It is good practice for the governing body to appoint a named governor who will work with school and it's 'pupil premium champion' to understand the decisions about targeted provision, scrutinise data and oversee the progress and impact of spending.

Role and responsibilities;

The role of the pupil premium governor primarily focuses on:

1. Reviewing the allocation of resources for pupils with a premium, the consequent audit trail of expenditure and monitoring the impact of spend
2. Raising the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The pupil premium Governor will ensure:

- Ensure the pupil premium policy is reviewed regularly and approved by the governing body
- Monitor that the pupil premium policy is being implemented.
- Pupil progress data for pupils with a premium is scrutinised
- Barriers to learning are identified and that the pupil premium funding is allocated to tackle these barriers
- The pupil premium expenditure is clearly identifiable
- The school has a plan for pupil premium expenditure and that this is published on the school website.
- The interventions planned have clear success criteria
- The pupil premium spend is reviewed at the end of the year and its impact can be audited.
- There is ongoing review of the interventions for pupils with a premium throughout the year to assess the impact of the interventions.
- The School Improvement Plan includes any concerns relating to the progress of pupils with a premium

Time Commitment:
- Termly meeting with SLT for 1.5 - 2hours
- Attendance at termly Education Committee – 2hours (OPTIONAL)

Total = 2 - 4 hours

Appendix 5 - NST Governance Code of Conduct Academic Year 2020-21

Overview

This Code should be read in conjunction with the NST Master Funding Agreement (MFA) Articles of Association and Scheme of Delegation and applies to all Members, Trustees and Governors of Nishkam School Trust.

Trustees/Governors make an invaluable contribution to the lives of our children. Being a trustee/governor involves significant amounts of time and energy.

All those appointed to Governing Boards should fulfil their duties in line with the law, the DfE Governance Handbook and the seven principles of public life.

In addition Trustees/Governors should comply with the DfE Competency Framework for Governance, which expects all those involved in governance to be:

i. Committed; ii. Confident; iii. Curious; iv. Challenging; v. Collaborative; vi. Critical; vii. Creative.

Core Function

The Governing Body commits to remaining focused on our four core strategic functions which are set by the Trust Board as per the Scheme of Delegation:

i. Establishing the strategic direction
ii. Ensuring accountability
iii. Overseeing financial performance
iv. Ensuring the voices of stakeholders are heard

Governors will:
- Accept that they have no legal authority to act individually, except when they have been given delegated authority to do so.
- Only speak on behalf of the board when they have been specifically authorised to do so.
- Act fairly and without prejudice and encourage open governance
- Accept collective responsibility for decisions made by the Board.
- Be mindful of their responsibility to maintain and develop, live and share the ethos and reputation of the Trust;
- Actively support and challenge the leadership of the school.
- Follow the procedures established by the Board.
- Under no circumstances will Trustees / Governors speak against discussions or decisions outside of Board meetings.
- The Board will fulfil its duty as an employer, acting in a manner that is expected of a good proprietor.
- All members of the Board will be required to comply with all school and Trust policies
- We will strive to uphold the school's / trust's reputation in our private communications (including on social media).
- 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.

Confidentiality
- When matters discussed are deemed confidential or, where they concern specific members of staff or pupils, complete confidentiality will be observed both inside and outside of the school.
- The details of a governing board votes will not be revealed under any circumstance.
- All confidential papers will be stored and disposed of appropriately.

- We understand that the requirements relating to confidentiality will continue to apply after a Members / Trustees / Governors leaves office

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

Commitment
- Members of the Board fully understand their role and are committed to the amount of time and energy the role involves.
- Each member of the Board will be actively involved in the role and accept their fair share of responsibilities within the governing board i.e. in addition to attending Governing Body meetings they will be part of a committee, take on a Link Governor role, or visit the school to review progress on a specific/allocated area of the School Improvement Plan
- Undertaking induction training for the role as soon as possible after being appointed to the role
- Attend all relevant training in a prompt and efficient manner.
- Participate in the review processes of the Governing Body. This can include undertaking a) skills audits, b) individual self-evaluations, c) 360 feedback for the Chair of Governors and d) LGB evaluations.

Attendance
- Full effort will be given to the attendance of meetings. Trustees / Governors will demonstrate their commitment by attending regularly, being punctual, reading all relevant paperwork before meetings, arriving prepared to make an informed and positive contribution and by observing meeting protocols.
- Where a Trustees / Governor cannot attend a meeting, they will contact the Chair and/ or the **Clerk** in advance to give their apologies.
- Where a Governor does not attend meetings for a period of six months or two consecutive terms the Chair will approach the Governor to discuss their ability to remain committed to the Governing Body.

Behaviour of Governors
- The Chair is responsible for ensuring the appropriate conduct and behaviour of Trustees/ Governors at all times.
- The Board will seek to develop open, honest and effective working relationships with the headteacher, staff members and parents at the school, as well as any other relevant bodies.
- Members of the Board will continuously strive to work as a team.
- Trustees / Governors will always express their views openly, but in a courteous and respectful manner.
- The Board will acknowledge the time, effort and skills demonstrated in the execution of delegated functions by other members of the body.
- Trustees / Governors will take into account any concerns expressed about their delegated function, and will be prepared to answer queries from others regarding their role.
- When making decisions, Trustees / Governors will carefully consider how their decisions and actions might affect those who are part of the school community and wider locality.

Conflicts of interest
- Members of the LGB/ Trust Board will act in the best interests of the school at all times and will not act in the interest of, or as a representative of, any group or individual.
- Members / Trustees / Governors will record in the **Register of Business/Pecuniary Interests** any interests that they might have in connection to the governing board's business at every meeting.

- Members / Trustees / Governors will declare any conflict of interest they may have in an item of business on the agenda, and will withdraw from the meeting while it is under discussion.
- In order to demonstrate open governance the following information will be published on the Trust/ Schools website; register of interests; name; date of appointment; terms of offices; roles on the board; attendance records; category of governor and body responsible for appointment;
- Information will be collated and reported to the DfE's Getting Information About Schools (GIAS) website.
- The requirements relating to confidentiality will continue to apply after a Governor / Trustee leaves office

Access to the school
- All members of the Board will take an active interest in the school and its community.
- All are encouraged to undertake visits to the school in line with the objectives of the School Improvement Plan or specific areas of responsibility i.e. a Link Governor/ Trustee role they committed to with the agreement of the School Leader and Chair.
- Governors/ Trustees will actively participate in the school community, and will respond to opportunities to be involved in school activities and events.
- When visiting the school in a personal capacity (i.e. as a parent or carer), we will continue to honour the commitments made in this code.

Breaching the code
- If a member of the Board breaches this code of conduct, the issue will be raised with the Chair who will investigate the concern. In the event that it is believed the Chair has breached this code of conduct, another member of the Board will undertake the investigation.
- The Board will only suspend or remove a governor from their post as a last resort.
- The Board will attempt to resolve any difficulties or disputes in a constructive manner before suspension or removal is considered.
- Any staff or parent governor who has been disqualified from their role and removed from office will be disqualified from serving as a governor and holding office for a period of five years. This period is taken from the date immediately after the day they were disqualified from their elected role.
- At potential or perceived breach of this code will be taken seriously and that a breach could lead to formal sanctions.

Name:	
Signature	
Date:	

The Seven Principles of Public Life

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

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

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

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

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

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

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

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

Appendix 6 - Strategic Questions for the Governing Body to ask

School Priorities
- What are our strategic priorities in the School Improvement Plan (SP)? How have these priorities been set?
- How are the objectives cascaded to staff in the school?
- How are we as Governors involved in the school's self-evaluation? Do we contribute to the school self-evaluation form (SEF)?
- Do all stakeholders share our vision for the school? How do we know?

Overarching question: What are we doing to raise standards for all children?

The governing body should know the answers to questions a) to k) from data sources, such as Analyse School Performance (ASP), the Ofsted dashboard and Fischer Family Trust dashboard, and from internal data provided by school leaders, including the headteachers' report:

a) How does attainment at this school compare to national averages and the government's floor standards?

b) What, if any, impact does the context of our school have on pupils' attainment?

c) How is the school performing in English and maths?

d) How do children in our school progress compared with expectations?

e) How does the school's performance compare to those for other similar schools?

f) Which groups of pupils in terms of gender and ethnicity are the highest and lowest performing?

g) How are FSME (ever-six Free School Meal), SEN and EAL students progressing compared with other students in this school, and compared with FSME students in other schools?

h) How are low, middle and high ability children progressing and attaining?

i) Which subjects are highest and lowest performing?

j) Do we know how these results have been changing over the past three years: are we improving or not?

k) How does attendance in each year group compare with national averages, and what are the trends over time?

l) Does the headteacher's report give a clear indication of progress towards meeting the targets/objectives in the school development/improvement plan?

m) Does the headteacher's report give a clear indication of pupil progress for all year groups and subjects in the school?

n) What are the strengths and weaknesses of this school?

o) How do we know that the information we have about our school is robust and accurate?

Questions for the board to ask senior leaders:
a) Why is progress in some subjects under national expectations?
i. What is your strategy for improving the areas of weak performance?

b) Why is progress in some subjects or year groups better than others in the school?
i. What is being done to raise performance specifically in those areas which are under-achieving?
ii. What has worked well and can we use it more widely?
iii. How does this relate to the quality of teaching across the school?

c) Why are some groups of pupils (as identified above: by gender, ethnicity, EAL, socio-economic status, ability) progressing less well than in other schools?
i. What is being done to raise performance for those children?
ii. Are staff aware of which pupils and groups of pupils are underachieving?

d) Why are some groups of pupils progressing less well than others in the school?
i. What is being done to close this gap?

e) How will you demonstrate to the governing body that improvement is taking place?
i. Who in the staff group has responsibility for monitoring the effectiveness of different interventions and how is this done?
ii. Which interventions offer the best results and how does this compare with the cost?
iii. Are we learning from other schools?

f) For pupils with Education, Health and Care (EHC) plans, are we meeting all of the requirements on their EHC?

g) How much progress are pupils with e.g. SEN, EAL, FSM making in relation to:
i. The expected level?
ii. The national average?
iii. The school average?
iv. Equivalent schools?

h) What is the attainment for pupils with e.g. SEN, EAL, FSM in our school in comparison to:
i. The expected level?
ii. The national average?
iii. The school average?
iv. Equivalent schools?

i) How do we assess our pupils?
i. How do we set individual targets for pupils?
ii. What proportion of pupils are meeting their personal progress targets?
iii. How do you know the targets are ambitious enough?
iv. What is being done to help the individual pupils that aren't meeting their targets?
v. What is the impact of that and how do you know?

j) How is assessment and feedback used to help children progress and meet their targets?

k) What strategies are in place to ensure the most able pupils are stretched?
i. How do you know they are working?

l) Is low attendance having an impact on pupil outcomes? (see also question 7).
i. Are there any persistent late-comers – if so, what impact is that having?
ii. Are there particular groups affected, such as children on ever-six Free School Meals?
iii. What is being done to improve attendance and is it having an effect?

m) Does the number of children arriving at the school after the usual intake affect their attainment and what are we doing to improve outcomes for those children?

n) How do we support children arriving at the school to settle in and learn?

o) How do we prepare children for the next stage of their education?

<u>Overarching question: How well does the curriculum provide for and stretch all pupils?</u>

Questions for the board to ask senior leaders:
a) What is our curriculum rationale? What are the key curriculum drivers in this school? (e.g. The National Curriculum, local curriculum, league tables, Ofsted, pupil needs. What is the balance of these?)

b) How do we ensure our pupils receive a broad and balanced education?
i. How do we know that the curriculum meets the particular needs of each of our pupils?
ii. How do we ensure there is an appropriate balance in terms of subjects?
iii. How do we ensure students gain the skills they need (as well as the knowledge) and develop appropriate attitudes to enable them to flourish in and outside of school?
iv. How do we ensure that every colleague/every team plays their part?

c) If there were no rules, how would you change the curriculum?
i. If so, what's stopping you?

d) How do you ensure that the curriculum across the school promotes
i. the ethos of the school
ii. the pupils' spiritual, moral, social and cultural development?

e) What do internal assessments by staff tell us and parents? I.e. is it just pupils' progress through the curriculum? Or does it tell us about the skills, values, and personal qualities they've developed? How does it help parents support their child's learning?

f) How could the curriculum be made more exciting/stand out more?

g) Have you asked the pupils what they want from the curriculum? And what did they say?

h) What do other local schools offer in their curriculum which is different from ours?

i) How does the school use partnerships with other schools/businesses/the local community to enhance the curriculum?
i. have you developed links with the infant/junior/middle/secondary school(s) and FE /tertiary institutions?

j) How are staff encouraged to be more innovative about the teaching of the curriculum?
i. Is there sufficient lesson differentiation to provide for students of all abilities?

k) How are you encouraging different key stage staff to collaborate and inter-department collaboration?

l) How do you know that our assessment systems are robust and accurately measure pupils' progress?

m) Have all staff received training on how to make best use of our assessment system? Are all teachers using the assessment system consistently and how do you know?

n) Do you meet with other schools to moderate assessment levels – e.g. those which use the same assessment system?

o) Have you explained to parents that the way in which children are assessed is changing/has changed?

p) How are teachers communicating the results of their assessment to pupils and parents?
i. What feedback have we had from parents about how well this is done?

q) What information do you hold about the destinations of our pupils when they leave this school?
i. What use do you make of this information?

r) If the school has purchased an assessment system from an external provider:

i. Does this meet our school's individual needs?

ii. How do we know the system is robust?

iii. What has the impact been on teacher workload?

iv. How do we know it is good value for money?

a) Have you chosen to continue to teach the National Curriculum? If so, why?

b) Have you considered moving away from the National Curriculum? Why? How?

For schools using the National Curriculum:

a) How do you ensure all teaching staff are clear about the National Curriculum requirements – especially given the impending changes?

b) What proportion of the week do pupils spend on the National Curriculum?

i. Is this too much? Too little? Or about right?

ii. How have you developed the offer for the remaining time?

c) What skills or competencies do we want our children to leave with?

i. To what extent are they being developed?

ii. How can this be improved?

Primary schools only:

a) Are we meeting the requirements for computing, as part of the new National Curriculum? Have our staff received training on how to deliver the new programmes of study?

Qualifications:

a) Do we offer a broad range of qualifications?

i. If not, have we considered ways we could broaden our offer, such as collaborating with other schools?

b) What influences our decision about which qualifications to offer? (e.g. government policy, performance tables, pupils' needs, staffing, resources) Is this the right balance?

c) What guidance is available to pupils about which qualifications they should take? Is this impartial and in the best interests of pupils?

For schools with sixth forms:

a) Do we know how much each post-16 course costs to run compared to take-up?

i. Do we know why some courses are less popular than others?

ii. Are less popular courses achieving good value for money, specifically regarding quality of education?

Overarching question: Have we got the right approach to staffing?

Questions for the board to ask itself:

a) How effectively is the head teacher's appraisal carried out?

b) Are her/his objectives set in line with school priorities?

c) Does the GB/relevant committee receive good quality information about the performance appraisal outcomes of staff?

Questions for the board to ask senior leaders:

a) If you could change the staffing structure, would you and why?

i. What changes would you make?

ii. Are there any areas (including business management) we need more/less staff in?
iii. Is the support staff to teaching staff ratio right?
iv. Do we have the right line-management structure in place?

b) Have we got an effective pay structure in place?
i. When did we last review our pay policy?
ii. Is it clear how performance and pay are related?
iii. Are we able to use the pay structure to reward our best staff?
iv. Maintained schools – is our policy compliant with the School Teachers' Pay and Conditions Document?

c) How effectively are all the staff managed and appraised?
i. Do all line managers meet regularly 1:1 with their staff?
ii. How do you go about setting objectives?
iii. Do all classroom based staff (teaching and non-teaching) have performance objectives which relate to the school development priorities?
iv. What moderation does the SLT undertake in relation to performance management objectives?
v. How many staff achieved their objectives for the past year?
vi. What additional support is being offered to staff struggling to meet objectives and is that working well?
vii. Are any teachers subject to capability proceedings?

d) Is there correlation between appraisal outcomes, pay and the quality of teaching and learning?

e) What percentage of teaching is outstanding/good/requires improvement/inadequate?

f) Do you have a programme of staff development for succession planning to ensure the school has a good supply of middle and senior leaders?

g) What is the staff retention like in reference to similar schools?

h) What is staff absence/sickness like in reference to similar schools?

i) Are you carrying out 'exit' interviews for staff who leave – are there any common themes?

j) Are staff surveys being carried out? What is being asked and what has been the response?

k) How is staff workload being considered when making decisions?

l) Have we got Human resources expertise which is high quality and how do we know?

m) Have we got the skills and knowledge in the staff team to manage personnel matters well, and how it this demonstrated?

Continuing professional development:
a) How much money is being spent on the full variety of CPD activities? Do we need to increase this?

b) How much time is allocated for staff to engage in professional learning? Is time allocated for all staff, including non-teaching staff?

c) Is this time sufficient, or so we need to plan to extend this?

d) Do CPD activities have specific outcomes, including where possible pupil outcomes, associated with them? Is the impact of each activity being evaluated upon these outcomes?

e) What is the programme of CPD activities for the year? How long is each CPD focus being sustained for – are these one off activities or long-term approaches?

f) Is the school building on the expertise and skills of its own staff, and how is the school working with other schools, including Teaching School Alliances?

g) How is the school ensuring that it is engaging with quality providers? Is it strategically comparing courses and consultancy on a national database (such as goodcpdguide.com)?

h) What steps is the school taking to ensure that up-to-date, evidence-based approaches to teaching are being actively sought and embedded?

i) Is every member of staff (including non-teaching staff) being proactively supported in their career development?

j) Are appraisal and mid-year reviews used with all staff to discuss specific development needs and set a personal development objective?

k) Does every member of staff feel supported and constructively challenged? Do they feel trusted and valued?

l) How are school leaders ensuring that top-down quality assurance processes aren't hindering a culture of professional learning?

Overarching question: Are we making best use of the Pupil Premium?

Questions for the board to ask itself:
a)   Can we identify how much money is allocated to the school for the Pupil Premium?
i. Is it identified in the school's budget planning?
ii. Can we identify the Pupil Premium funding separately to any other funding for disadvantaged pupils?

b)   In determining the strategy for spending the pupil premium have we considered the Ofsted/Education Endowment Foundation information about what methods are effective in raising attainment for disadvantaged pupils?

c)   Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?

d)   Do the actions noted for improving outcomes for Pupil Premium pupils:
i.   give details of how the resources are to be allocated?
ii. give an overview of the actions to be taken?
iii. give a summary of the expected outcomes?
iv. identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors
v.   explain what will be evaluated at the end of the action and what measures of success will be applied?

e)   Will we know and be able to intervene quickly to request remedial action if outcomes are not improving in the way that we want them to?

Questions for the board to ask senior leaders:
a)   Have you checked the KeytoSuccess website to ensure that you have a full list of all eligible pupils – given that some of the children will not currently be claiming FSM.

b)   Are staff aware of which pupils are Pupil Premium children and the possible support and expected intervention? Have all staff received the training they need to effectively support disadvantaged children?

c)   Is the school using its best staff (teachers and support staff) with Pupil Premium children?

d)   What processes have you put in place to evaluate whether the intervention strategies are working?

e)   Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? How will you report this information to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?

f)   On the school website, how good is the account of PP spending? In particular, does it describe the impact of PP strategies?

g)   Do the school's systems enable you to give a clear picture to governors about the progress and attainment of pupils who are eligible for the Pupil Premium in all year groups across the school, not just those at the end of key stages?

h)   Are there gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, and if so, are eligible pupils making accelerated progress – to allow the gaps to close?

i)   Are you tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?

j)   Have you looked at the websites of other similar schools to see what interventions they are using?

k)   How do you promote awareness of FSM eligibility to encourage all eligible pupils to claim?

Overarching question: How does the school promote good behaviour to enhance learning?

The answers to some of these questions will be found in the behaviour policy, but as part of the review and monitoring process, these can be useful:

a) Is this a happy school with a positive learning culture?
i. What is the overall picture of behaviour in this school – how does it compare with other schools?
ii. How is good behaviour rewarded? And how often?

b) How are pupils, parents and staff made aware of the school behaviour policy
i. What measures are in place to ensure good behaviour, discipline and respect is communicated to pupils?
ii. Are staff clear about the school's behaviour policy and the extent of their disciplinary authority/powers?
iii. What steps do we take to inform parents about how they are expected to behave while on school premises?

c) What impact does the behaviour policy have on classroom practice – how do you know?

d) How do you monitor whether the behaviour policy is being applied consistently across the school?

e) How do you assess/monitor pupils' attitudes to learning?

f) What information do you have about
i. the levels of attendance,
ii. incidents of bullying (including cyber-bullying and homophobic bullying),
iii. levels of poor behaviour?
iv. What are you doing to address any issues?

g) What measures are in place to deal with persistent poor behaviour? E.g. systems to identify and address the needs of pupils who continuously display disruptive behaviour.
i. How do you monitor pupils causing concern?
ii. Do you/the staff know the root causes of poor behaviour?
iii. What external support do the staff have for dealing with any behaviour issues?

iv. Have all staff received appropriate training in relation to dealing with aggressive pupils where restraint may be required?

h) How many pupils have been excluded (fixed term and permanently) in the last term/year/three years?

i) How many managed moves have taken place this term/year?

j) How do you deal with poor behaviour that takes place beyond the school gate?

k) How do you deal with cyber bullying?
i. What steps do we take to educate staff about the issues of social media
ii. What steps have you taken to inform/educate parents about the potential pitfalls of social media, for example, cyber-bullying, 'grooming' and 'unfriending'?

l) How do you deal with poor behaviour that occurs during a school organised or related activity/trip?

m) Does the school have links with other schools in relation to behaviour initiatives?

n) How many CAFs (Common Assessment Framework) reports have been filled in on pupils in this school?