

Oakfield Junior School Governance Handbook

2024-2025

Curiosity, Confidence, Cooperation, Caring and Courage

Updated September 2024 with reference to:

[Maintained School Governance Guide DfE March 2024](#)

[Ofsted Education Inspection Framework April 2024 \(to be amended Autumn 2024\)](#)

OAKFIELD JUNIOR SCHOOL

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Head Teacher: Mrs Debbie Willemse

Chair of Governors: Mrs Tess Trewinnard

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GOVERNANCE HANDBOOK 2024-2025

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WELCOME

Our vision for governance at Oakfield is to provide a framework of governance and assurance that enables our school to thrive and deliver successful outcomes for all.

The Governing Body achieves this through:

- Having a breadth of relevant experience and capabilities in the Governing Body;
- Providing effective review and challenge of performance and outcomes;
- Ensuring the school operates on a sound financial basis;
- Leading the setting of a long-term strategy for continued school improvement.

The Oakfield Junior School Handbook for Governors sets out the principles and procedures, through which our Governing Body operates; to assist all Governors in understanding their role as a member of the Governing Body of Oakfield Junior School and to give an understanding of how we function.

This handbook is personalised to our school but should be read in conjunction with the following guidance:

[Maintained School Governance Guide DfE March 2024](#)

[Ofsted Education Inspection Framework April 2024](#)

The Functions of the Governing Body

The core functions of the governing body are as set out in (regulation 6) and include, but are not limited to ensuring:

- that the vision, ethos and strategic direction of the school are clearly defined
- that the headteacher performs their responsibilities for the educational performance of the school
- the sound, proper and effective use of the school's financial resources

A governing body and its governors **must**, as required by [The School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013, regulation 6\(2\)](#):

- act with integrity, objectivity and honesty and in the best interests of the school
- be open about the decisions they make and the actions they take and shall be prepared to explain their decisions and actions to interested parties

The governing body also has legislative responsibility and strategic oversight for the school's safeguarding arrangements.

In April 2024 a new [Ofsted Inspection Framework](#) came into effect. However, since a change of government this is likely to need updating. The government has confirmed that single headline grades for schools will be scrapped with immediate effect, in addition to Ofsted announcing new policies following the conclusion of its Big Listen consultation

Schools will no longer receive single-word Ofsted judgements

The government has confirmed that single-word Ofsted inspection judgements, which it says are reductive and fail to provide a fair and accurate assessment of overall school performance, will be scrapped with immediate effect.

The overall effectiveness grade will be replaced by a report card system. Inspections for 2024/2025 will, however, continue to issue grades across the four existing sub-categories, which are: quality of education, behaviour and attitudes, personal development, and leadership and management. The change will at present only apply to state schools, but will be introduced at a later date for further education, early years settings, and private schools which are subject to Ofsted inspections.

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Oakfield Junior School was inspected and graded Good in 2024. As such we are unlikely to be inspected until 2028.

Ofsted Inspectors use all the available evidence to evaluate what it is like to be a learner in the provision. In making judgements about a provider's overall effectiveness, and the standard of education. Inspectors will continue to make graded judgements on the following areas using the four-point scale:

quality of education behaviour and attitudes personal development leadership and management

Leadership and Management includes the governance of the school, but it makes specific reference to:

- those responsible for governance understanding their role and carrying it out effectively. Ensuring the provider has a clear vision and strategy and that resources are managed well. Holding leaders to account for the quality of education or training
- those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners
- ensure the provider has a culture of safeguarding that supports effective arrangements to:
 - identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation
 - help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help
 - manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.

With an increase in responsibility and a changing landscape over the last few years, the role of Governors has never been more demanding. Governing Bodies are the strategic decision-makers and vision setters in every school. It is our role to ensure that the best possible education is given to every child at Oakfield by creating robust accountability for school leaders. This means using and being familiar with objective data on the performance of pupils, teachers and finances, to ask the right questions and ensure resources are allocated to school priorities.

The key to successful governing bodies is the ability to work strategically and in close partnership with the school; to be there to support; ready to offer constructive challenge and always act with the best interest of the whole school at heart. It is also vital to ensure that we continue towards a school-led system where we are integrated into our community and connected and learning with and from other schools. Oakfield is currently school-led but also part of the Effingham Learning Partnership and the Leatherhead and Ashted Schools Partnership and it has close ties with Fetcham Village Infant School and Polesden Lacey Infant School. However, we need to continue to develop these and others.

If the new government continues to make it a priority that all schools become part of an Academy Trust by 2030, it will also bring additional challenges.

Our key purpose is to raise academic standards for all our children and to ensure they all have the qualities needed to be well-balanced, happy individuals who contribute positively to our community. Your involvement in School Improvement is a significant driving force in ensuring that Oakfield Junior School remains a 'good' (Ofsted June 2023) and a continuously improving school, with aspirations to be outstanding.

This year we continue to hope that we can raise funds for a building project to replace our aging huts with a purpose-built building acting as a Well Being Hub for the school and local community. This will require everyone to play their part if it is to be successful. Thank you for all the time and commitment that you give to the school. Your expertise is essential to the Governing Body fulfilling our responsibilities.

Tess Trewinnard

Chair of Governors

September 2024

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1. INTRODUCTION

Oakfield Junior School is a local authority-maintained community school and its Governing Body works to support the overall development of its pupils.

a) THE PURPOSE OF GOVERNANCE

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

All Governing Bodies have three core functions:

- 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.

2. FEATURES OF EFFECTIVE GOVERNANCE

Governing Bodies must be ambitious for all children and young people and infused with a passion for education and a commitment to continuous school improvement that enables the best possible outcomes. Governance must be grounded in reality as defined by both high-quality objective data and a full understanding of the views and needs of pupils, staff, parents, carers and local communities. It should be driven by inquisitive, independent minds and through conversations focussed on the key strategic issues which are conducted with humility, good judgement, resilience and determination.

Effective governance in maintained schools is based on:

a) STRATEGIC LEADERSHIP

Strategic leadership sets strategy and champions the school's culture, vision and ethos by:

- working with school leaders to set a clear vision, with a focus on pupil progress, achievement and wellbeing
- communicating the vision throughout the school and reviewing it regularly (in church schools, the vision and values are underpinned by the trust deed)
- defining the values of the school, modelling these as the governing body, and ensuring these are embedded throughout the school
- defining medium and long-term goals, including development and improvement priorities
- monitoring and reviewing progress against agreed strategic goals
- implementing processes to listen and respond to parents and carers, pupils, staff, local communities and, where applicable, employers
- initiating and leading strategic change in the best interest of children, young people and the school, advocating the reasons and benefits to all stakeholders
- managing and monitoring risks including the school's risk tolerance in line with strategic priorities and school improvement plans (SIPs)
- embedding appropriate strategies and risk management at every level of governance
- regularly reviewing governance effectiveness, including through external reviews of governance

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- ensuring the wellbeing of staff and that staff workload is managed
- making informed decisions on whether to form, join or grow a group of schools, supported by strong due diligence and, where applicable, working with the appropriate religious body
- adopting a whole-school approach to safeguarding arrangements and child protection, ensuring it is central to the school's processes
- preserving and developing the religious ethos of the school, where it has a religious character, by working alongside the appropriate religious body

b) ACCOUNTABILITY

Strategic decisions that aim to improve educational standards and financial performance by:

- inspecting pupil progress, attainment and financial information and comparing these with local and national benchmarks over time
- monitoring and overseeing school improvement and financial health
- challenging school leaders when necessary and providing appropriate support
- implementing a transparent system for school leaders to manage performance, linked to defined strategic priorities
- effectively overseeing employee performance and the framework for pay and conditions of service
- having a regular cycle of meetings and appropriate processes to:
 - support business and financial planning
 - manage the school within the available resources
 - ensure regularity, propriety and value for money

c) PEOPLE

Effective governance should involve people with the right skills, experience, behaviours and capacity who:

- understand the purpose and importance of governance and the differing roles of strategic and operational leadership
- are committed to, understand and have time for the role
- are appointed through a transparent process against a clear role specification
- bring a diverse range of perspectives for robust decision-making
- understand the educational setting and the cultural and religious contexts of the school and the communities it serves
- use active succession planning to ensure the governing body and the school has the leadership and people it needs to remain effective

The governing body **must** have:

- a chair or co-chairs, supported by one or more vice-chairs, to lead and set the culture of the governing body
- a governance professional (clerk) to:
 - provide expert procedural advice and administrative support
 - manage the efficient and compliant operation of the governing body

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d) GOVERNANCE STRUCTURES

Clearly defined governance roles, responsibilities and accountabilities reinforced through:

- appropriate governing body and committee arrangements that:
 - reflect the school's scale and structure
 - enable robust oversight
- clear separation between the roles of strategic governance oversight and operational school leadership
- positive relationships that encourage a professional culture
- processes for appropriate communication between all levels of governance and to pupils, parents, carers, staff and communities, to support transparency in decision making
- governance arrangements, remits and delegations that are understood by all those involved in governance, including school leaders
- publishing up-to-date and accessible information on governance arrangements

e) COMPLIANCE

Governing bodies comply with statutory and contractual requirements by:

- ensuring awareness of its responsibilities under:
 - education and employment legislation
 - financial regulations
 - the School Information Regulations (and other publishing requirements that may be found in conditions of grant)
 - [Keeping Children Safe in Education \(KCSIE\)](#), relating to safeguarding and safer recruitment
 - [Equality Act 2010](#) including the [Public Sector Equality Duty](#) (PSED) to actively promote equality and diversity throughout the school
- ensuring they are aware of, and comply with, legal duties in religious measures and laws where applicable, for example, Church of England and Catholic Canon Law
- effective planning to ensure key duties such as inclusion and special educational needs and disabilities (SEND) duties are undertaken effectively across the school
- setting and monitoring of the school or school's budget
- overseeing and regularly monitoring the impact of pupil premium and other targeted funding stream conditions

Further information about [statutory policies for schools](#) is available.

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f) EVALUATION

Regular evaluation to monitor and improve the quality and impact of governance by:

- completing regular skills audits, aligned to the school's strategic plan, to identify skill and knowledge gaps and inform:
 - recruitment needs
 - training and development plans
 - induction of new governors, including training on KCSIE and keeping pupils safe online in education
- regularly reviewing the effectiveness of the governing body; how well governors work together and governors' performance and their participation in discussions
- commissioning external reviews to get an independent assessment of the governing body's effectiveness and areas for development, particularly at key growth or transition points
- following legal requirements for document retention and accurately documenting:
 - evidence of the governing body and its committee's discussions and decisions
 - any evaluation of the governing body's impact

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3. PRACTICAL THINGS TO KNOW ABOUT THE GOVERNING BODY

The instrument of government for **Oakfield Junior School** was agreed in September 2014 and the Governing Body was reconstituted on 19 July 2017 under the 2012 Constitution Regulations (See Appendix A). It sets out its composition as follows:

- 1 Local Authority Governor
- 2 Parent Governors
- 1 Headteacher
- 1 Staff Governor
- 7 Co-opted Governors

As part of our Safeguarding Policy and Preventing Radicalisation Policy all governors must, be **DBS checked, have read Keeping Children Safe in Education 2024 and complete the PREVENT online training and relevant Child Protection Training.** In addition, all governors must complete their Governance Training parts 1 & 2 within 12 months of joining the Governing Body. All requirements are listed on the new governor's checklist.

MEMBERSHIP

Governor Type	Name
Head Teacher	Debbie Willemse (Head Teacher & Steering Committee)
Local Authority	Tess Trewinnard (Chair & Steering Committee)
Co-opted	Tim Bennett Brian Egles Paul Fair (Vice Chair & Steering Committee) Alison Hunt Jon Prior James Treen (Staff) Gillian Ward (Vice Chair & Steering Committee)
Parent Governors	Anthony Rapley Leigh Skilton
Staff Governor	Jenny Maré (Staff)
Associate Members	Gary Myers (Staff)
Clerk to Governors	Bernadette Smith (Appointed 1 Jan 2017)

4. STRUCTURE OF THE GOVERNING BODY

In 2021 we moved to a flat structure for our meetings, moving away from separate Resources and Teaching & Learning Committees. This was to increase the efficiency and effectiveness of the governing body. There are eight Full Governing Body (FGB) meetings held each year. The first is a Business meeting in September then two strategic meetings are held each term, one with a Resources focus and one with a Teaching & Learning focus, plus a Budget Approval meeting in April. There is a separate Pay Review Committee and Head Teacher's Performance Review Panel.

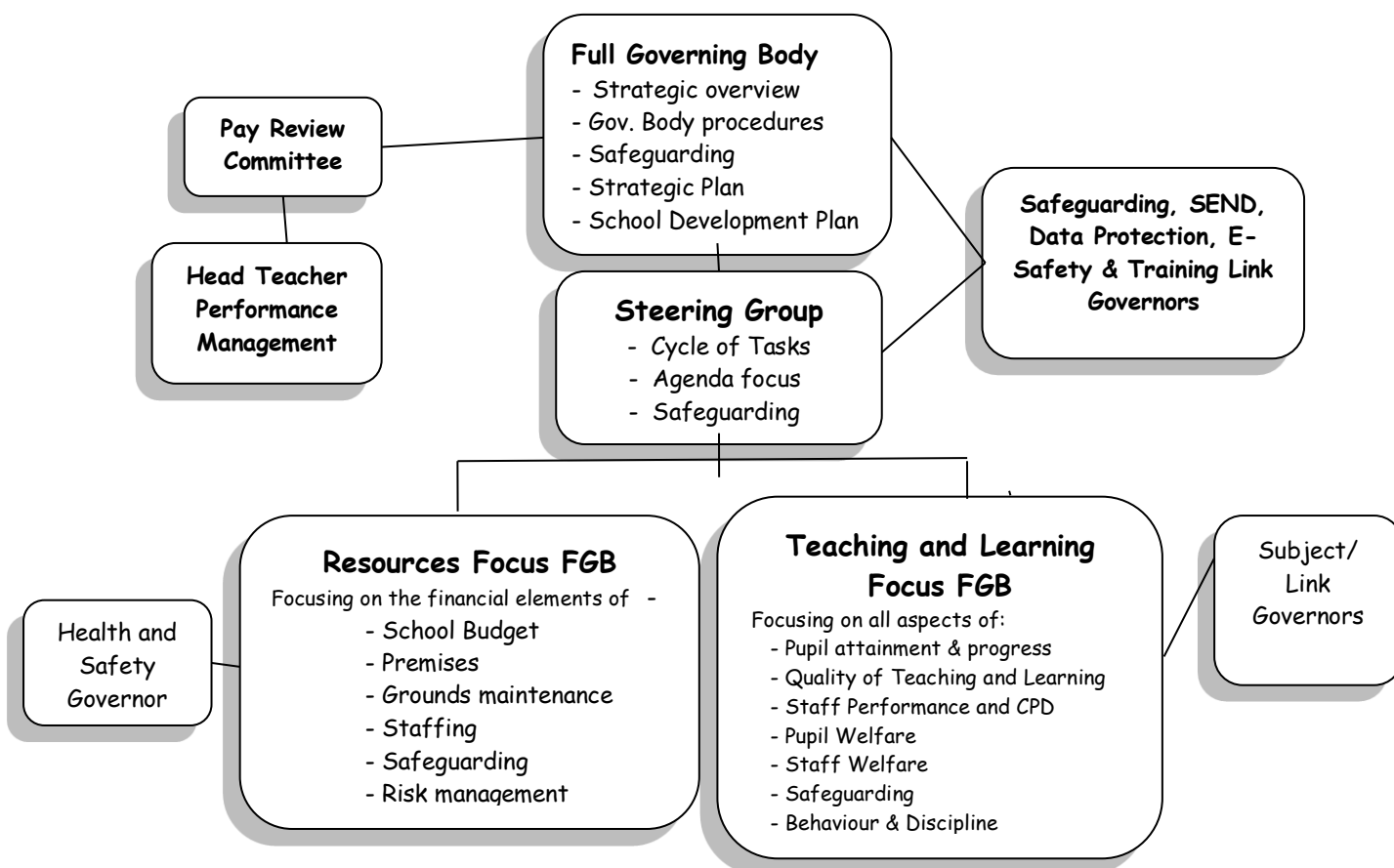
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The **Steering Group**, which meets termly in advance of all meetings, is comprised of the Chair, Vice Chairs, the Governor with Safeguarding responsibility and the Headteacher. All governors are welcome to attend. It is recognised that there may be occasions when you cannot attend a meeting, in such cases apologies and reasons for absence must be received by the Clerk and Chair before the meeting.

The Chair/Vice Chairs are responsible for setting the meeting agenda, following Steering Group discussions, and alongside advice from the Clerk and Headteacher. All members may request items to be included on the agenda.

There is an **Annual Planner** for full governing body meetings and the Clerk produces written minutes which are circulated to all governors after being checked by the governor who chaired the meeting, the Head and Chair of Governors. All meeting records will be retained for a period of 6 years.



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4. GOVERNOR ROLES AND RESPONSIBILITIES AS OF SEPTEMBER 2024

Role	Governor	Staff Link
Chair	Tess Trewinnard	Debbie Willemse
Vice Chairs	Paul Fair Gillian Ward	Debbie Willemse
Safeguarding	Gillian Ward	Debbie Willemse
Governor responsible for liaison with LA in the event of allegation (CP) against the Head	Tess Trewinnard	N/A
LAC	Alison Hunt	Debbie Willemse
Inclusion including Equality & Diversity, Disadvantaged children	Alison Hunt	James Treen
SEND	Tess Trewinnard	Jenny Maré
Health & Safety (including school trips)	Anthony Rapley & Jon Prior	Debbie Willemse & School Business Manager, James Treen (trips)
Safer Recruitment	Tess Trewinnard, Alison Hunt, Gillian Ward, SLT	Debbie Willemse. & SLT
Website Checks	Jon Prior, Alison Hunt	James Treen
Community Links	Anthony Rapley	Debbie Willemse
English Link	Gillian Ward	Rachael Cole
Maths Link	Paul Fair	Verity Ketteringham
Science & Computing & Remote Learning	Brian Egles & Anthony Rapley	Julie Gumbrell & James Treen
PSHE & Wellbeing	Jon Prior	Emily Buckler
RE	Tess Trewinnard	Holly Baines
PE, Outdoor Learning and extra -curricular	Anthony Rapley & Leigh Skilton	Sue King (PE & clubs) Helen Clarke (outdoor learning)
Geography, History	Alison Hunt	Cheryl Martin
Music	Paul Fair	Gill Venables
Art & DT	Alison Hunt	Katie Holden
French	Gillian Ward	Gill Venables
Extra-Curricular and trips (links with Health & Safety)	Jon Prior & Anthony Rapley	James Treen
Data Governor	Gillian Ward	Gary Myers
Inter Schools Links	Gillian Ward & Tess Trewinnard	Debbie Willemse
Steering Group	Paul Fair, Tess Trewinnard, Gillian Ward	Debbie Willemse
Pay Review Committee	Paul Fair, Alison Hunt, Tess Trewinnard	None
Head Teacher's Performance Review Panel	Brian Egles, Paul Fair, Tess Trewinnard	None

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Why do we need these roles?

The Ofsted framework will make a judgment on the leadership and management of the school and this includes governance.

Our last Ofsted states that:

Those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training.

Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners.

The provider has a culture of safeguarding that supports effective arrangements to:

- Identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation
- help learners reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help
- manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.”
- We all have a part to play in sharing the workload so that we can collectively ensure we have the necessary 'impact'.

The members should focus on skills, with the primary consideration in the appointment and election of new governors in acquiring the skills and competencies the Governing Body needs to be effective but also believe that we are looking for people with time to give, to fulfil this role. At Oakfield, we have developed a **skills-based audit** which is reviewed at least once a year to ensure that we have the necessary skills to carry out our functions. When looking for prospective governors we seek to address any gaps identified from the skills audit that are required within the Governing Body and with consideration to succession planning. Regular reflection is carried out to ensure we have the right overall balance of people and skills. It is important to emphasize that the skills required are those to oversee the success of the school, not to do the school's job for it.

What should we be doing to fulfil these responsibilities?

The role of a school governor is to contribute to the work of the governing body in ensuring high standards of achievement for all children and young people in the school by:

- alongside the Headteacher, setting the school's vision, ethos and strategic direction;
- holding the headteacher to account for the educational performance of the school and its pupils;
- overseeing the financial performance of the school and making sure its money is well spent

As part of the Governing Body team, a governor is expected to:

Contribute to the strategic discussions at Governing Body meetings which determine:

- The vision and ethos of the school
- Clear and ambitious strategic priorities and targets for the school
- That all children, including those with special educational needs, have access to a broad and balanced curriculum
- The school's budget, including the expenditure of the pupil premium allocation
- The school's staffing structure and key staffing policies
- the principles to be used by school leaders to set other school policies.

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Hold the senior leaders to account by monitoring the school's performance; this includes

- agreeing on the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan
- considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance
- asking challenging questions of school leaders
- ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits
- ensuring senior leaders have developed the required policies and procedures and the school is operating effectively according to those policies
- acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the Governing Body on the progress on the relevant school priority
- listening to and reporting to the school's stakeholders: pupils, parents, staff, and the wider community, including local employers
- ensuring school staff have the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (continuing professional development), and suitable premises, and that the way in which those resources are used has an impact.

When required, serve on panels of governors to:

- appoint the headteacher and other senior leaders
- appraise the headteacher
- set the headteacher's pay and agree the pay recommendations for other staff
- hear the second stage of staff grievances and disciplinary matters
- hear appeals about pupil exclusions

The role of a governor is largely a thinking and questioning role, not a doing role. A governor does NOT:

- write school policies
- undertake audits of any sort – whether financial or health and safety – even if the governor has the relevant professional experience
- spend much time with the pupils of the school – if you want to work directly with children, there are many other valuable voluntary roles within the school
- fundraise – This is the role of the PTA. The Governing Body should consider income streams and the potential for income generation, but not carry out fundraising tasks
- undertake classroom observations to make judgments on the quality of teaching – the Governing Body monitors the quality of teaching in the school by requiring data from the senior staff and from external sources
- do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the Governing Body needs to consider and rectify this

As you become more experienced as a governor, there are other roles you could volunteer for which would increase your degree of involvement and level of responsibility (eg as a chair of a committee, or as a subject or focus area governor. There are separate terms of reference for a range of governor roles at Oakfield Junior School.

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5. USING OUR GOVERNORS VIRTUAL OFFICE (GVO) ONLINE RESOURCE AREA

<https://www.thegvoffice.com/sls-oakfield>

Our GVO was set up:

1. To provide a single, secure location where governors can find all the information they need in their role whenever they want.
2. To improve communication and collaboration between meetings.
3. To reduce the length of meetings; make them more focused. Reduce the time spent informing governors and increase the time available for discussing strategic issues.

On the Home Page you will find a menu of folders for different committees and areas of focus together with a summary of most recent documents added and upcoming events at Oakfield.

What is in the folders?

- Calendar with hyperlinks to documentation to upcoming meetings
- Key Documents folder: e.g., Governors Handbook, School's Self Evaluation, School Strategic Plan and Development Plan, Governors Documents, Safeguarding, DfE Documents (Ofsted, KCSIE etc), Governor Training and Newsletters, Oakfield Monitoring Schedule 2019-2020, Governor Monitoring Reports
- Policies: Current and historic policies and policies under development
- FGB: information that pertains to the work of the whole governing body as distinct from that of sub-committees/project teams
- Sub Committee folders: information that pertains to work of the particular sub-committee
- Tasks folders: details of specific projects/actions that have been assigned and the steps taken to carry them out.

If you can't find something, try using the Search function (at the top right of the screen)

Our practice in using GVO:

- All governors will receive a digest of activity on the GVO and use it to keep themselves up to date with GB activity;
- All governors will respond to Notifications sent from the GVO within 5 days using the Comment and Notification function as appropriate;
- All governors will express their views using the Comment function when requested;
- We will use the Comment function on Calendar entries to indicate whether we will attend an event;
- Meeting Agendas and all papers will be available on the GVO at least 5 school days before the meeting. Papers will not be tabled at the meeting or communicated by any other means than through the GVO;
- Draft minutes of Meetings will be put into the GVO within 14 school days of the meeting;
- Governors will familiarise themselves with the workings of GVO and seek help from the school or Support Desk if and when required;
- An introduction to GVO will be included as part of a new governor's induction.

Course evaluations & feedback

There are several sources for online training which are listed under resources. Governors are welcome to join in-school staff training. This is an important way for governors to improve their skills and understanding of how schools operate. Feedback from courses attended is welcome; a feedback form should be completed, any useful documents uploaded and certificates of completion should be saved onto the GVO training section.

If you experience any difficulties, please contact the clerk clerkofgovernors@oakfield.surrey.sch.uk or School Business Manager through the school office.

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6. GOVERNOR MONITORING

The purpose of governance is to provide confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance. Governor monitoring is key to securing effective governance. At Oakfield governor monitoring is aligned with school monitoring systems and is detailed on the school's Monitoring Schedule which is updated annually. Monitoring is likely to involve visits into school but some may be completed away from school e.g. website compliance.

What should we consider before/during/after a visit?

- **What has prompted my decision to visit?** Is the reason specific or general? Is the reason linked to the SDP, the school's Monitoring Schedule or a specific focus? What are my/other people's expectations? Examples of some reasons: to observe the learning process; to establish a relationship of mutual respect; to better understand how the class/year/school operates; to monitor literacy and maths and to observe strategies/interventions. Our most precious stakeholders are the children so it makes sense to engage with them whenever possible.
- **To what extent did I address the reason for the visit?** Did I achieve my aim? To what extent did I fulfil my own/other people's expectations? Which of my questions did I answer? What difficulties did I meet?
- **Is there any follow-up?** Have I recorded my experiences and submitted a Governor Monitoring Form (template below). How can I build on this the next time I visit? Do I need to take any action before then?
- **Summary of termly Governor Monitoring** – completed Governor Monitoring Reports, once reviewed by the staff member, are then forwarded to the Chair and Clerk.
- **Summary of termly Governor self-evaluation and training** – Every term Governors are expected to summarise their self-evaluation and list any training completed or required and forward it to the Chair before the FGB meeting of each term. A summary report for all governors will be compiled in advance of the term's FGB meeting as evidence of Governance Self-Evaluation and be used as a focus for governor development and to ensure effectiveness.

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GOVERNORS MONITORING REPORT TEMPLATE. This template can be found on the GVO

Name of Governor:	Date:
Governor Role/Responsibility:	Staff Links:
What is the main focus for the visit? (How does it link with the School Development Plan?)	
Curriculum, Teaching & Learning:	
Safeguarding:	
Behaviour & Attitudes:	
Personal Development:	
Leadership & Management:	
Any key issues arising for the Governing Body:	
What action needs to be taken, by whom and by when?	
Checked by:	Copy to Clerk for circulation to Governors
Signed:	Copy to Head for filing
	Copy to Training Link Governor

Suggested prompts for discussions with pupils	Suggested prompts for discussions with teachers
<ul style="list-style-type: none"> ○ Please explain to me what you are learning today. ○ What do you enjoy most about this subject? ○ What have you done in this subject that you are proud of? ○ How do you know when you have done a good piece of work? ○ Do you enjoy coming to school? If not, why not? ○ Do you feel safe in school? If not why not? ○ Who would you talk to in school if you were worried about something? If the child says a friend then ask if there is a member of staff they would talk to. ○ What would you do if you accidentally saw something on-line that you were not supposed to see? <p><u>NOTE: Do not ask pupils to comment on the teacher or teaching</u></p>	<ul style="list-style-type: none"> ○ What are you trying to achieve with this class today/this week/this unit of work? ○ What is going well? ○ Do you have any concerns e.g. re pupils, subject, resources, training? ○ Is there anything that hinders what you hope to achieve? ○ Any questions relating to the agreed focus of the visit. ○ What would you do if you were worried about a child's welfare? ○ What would you do if you were worried about the behaviour of a colleague or other adult in school? ○ Do you enjoy your role in school? If not why not? What could the school do to help you enjoy your role more?

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SCHOOL STAFF 2024-2025

TEACHING STAFF

SENIOR LEADERSHIP TEAM (SLT)

Mrs Debbie Willemse (Headteacher, Designated Safeguarding Lead, Mental Health Lead, CLA Lead, SLT, Governor)

Mr James Treen (class teacher 5T, Assistant Headteacher, IT Leader, PP Leader, SLT, Governor)

Mr Gary Myers, (class teacher 6M & Assistant Headteacher, Assessment Leader, Deputy DSL, SLT, Governor)

Mrs Jenny Maré (LAN Manager, SENDCo & Mental Health Team member)

CLASS TEACHERS & SUBJECT LEADS

Mrs Gill Venables (LAN Class teacher, Music & MFL leader)

Mrs Cheryl Martin class teacher 3MG, Monday-Tues, Geography & History Leader)

Mrs Julie Gumbrell (class teacher 3MG Wed-Fri & Year Group Leader & Science Leader)

Miss Sarah Allen (class teacher 3A)

Mrs Emily Buckler (class teacher 4BK Mon-Wed, Year Group Leader, Deputy DSL & Mental Health Team member, PSHE Leader)

Mrs Sue King (class teacher 4BK & PE Leader Wed-Fri)

Miss Hollie Baine (class teacher 4H & RE Leader)

Mrs Katie Holden (class teacher 5H Mon-Thur & Year Group Leader, Art & DT Leader)

Mrs Melanie Treen (Y5 teacher Friday)

Mrs Rachael Cole (class teacher 6CK & Year Group Leader & English Leader)

Mrs Verity Ketteringham (class teacher 6CK & Maths Leader)

OTHER TEACHERS

Mr Simon Barret (SEND Maths & English Y5 & 6, Thrive Practitioner)

Mrs Michelle Beadle (MFL teacher)

Mrs Dagmar Goby (LAN Teacher)

Mrs Jackie Cunningham (part time volunteer)

LEARNING & ADDITIONAL NEEDS CENTRE HLTAs	MAINSTREAM LSAs
Mrs Sharon George (Thrive Practitioner)	Mrs Emma Smith (Y3 HLTA)
Mrs Karen Valente	Mrs Daisy Carlisle (Y3 1:1)
Mrs Helen Bell (ELSA)	Mrs Sarah Edger (Y4 HLTA)
Mrs Denise Rutherford	Mrs Andra Sukosd (Y4 1:1)
Mrs Katie McLeod	Mrs Elaine Ety (Y5 M-W)
Mrs Dagma Goby	Mrs Vicky Holman (Y6 HLTA)
Mrs Jo Davies	Mrs Michaela Mason. (Y6 HLTA and ELSA)
Mrs Rebecca Heath	

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OTHER SUPPORT STAFF	
SEN Admin	Mrs Natasha Brennan-Jesson
Home School Link Worker	Mrs Annie Lincoln
School Family Support Worker	Rev Julie Partridge
SCHOOL OFFICE	
School Business Manager Maddie Bennett	School Office Mrs Jane Brock (Finance Assistant & Administrator)
School Office Mrs Aby Akhtar (Receptionist & Administrator)	School Office Mrs Sally Tillett (HR & Administrator)
Clerk to Governors	Bernadette Smith
Caretaker & Health and Safety	Mr Pete Morton
LUNCHTIME SUPERVISORS	
Mr P Morton	Mrs E Wigley TA
Mrs N Woodley	Mrs D Searle
Mrs N Mikheeva	Mrs V Holman HLTA
Mrs H Wang TA	Mrs K Gregory HLTA
Mrs M Mason HLTA	Mrs S Edger TA
Mr M Astley	Mrs Z Hogwood
Kitchen Staff Mrs Emma Phillips	After School Club. Alison Hunt

Other Adults

In addition to the above staff, various other adults working in the school, such as peripatetic music teachers and adults leading various clubs. We also have a group of voluntary helpers. All adults must have appropriate levels of clearance for working with children.

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GOVERNING BODY TERMS OF REFERENCE

Membership: This is according to the Governing Body Instrument

Quorum: A meeting is quorate with one half (rounded up to a whole number) of the membership of the governing body. The membership of the governing body does not include vacant positions on the governing body.

Meetings: Minimum one meeting per term.

Other delegated committees will meet as required by their terms of reference.

Alternative participation/voting arrangement: At the Sept 2019 Business FGB it was agreed that there is an opportunity for governors to vote on an agenda item whilst not physically being present. It is stipulated and agreed that virtual participation must be for the entire meeting and not just for specific agenda items or solely for voting purposes, by using remote communication such as Zoom. Please refer to the Protocol for Alternative Participation.

Terms of Reference on Governing Body matters

1. Set the strategic vision of the school in agreement and consultation with the Head Teacher.
2. Conducting the school with a view to promoting high standards of educational achievement
3. Ensuring that the school operates within statutory Safeguarding regulations
4. Approving appropriate targets for pupil achievement at Key Stage 2
5. Overseeing and Monitoring the School Development Plan
6. Monitoring and approving the school's budget
7. Monitoring the curriculum to ensure it is balanced and broadly based, and in particular that the National Curriculum and religious education are taught, and receiving National Curriculum assessments and examination results
8. Responsible for appointment of the head and deputy head teachers. Drawing up an action plan after a statutory inspection in co-operation with the Local Authority.

STEERING GROUP TERMS OF REFERENCE

The suggested membership is the Chair of Governors, the Vice-Chairs (who lead on Resources and Teaching and Learning), and the Head teacher, including the Safeguarding Governor. These key governors have a more strategic and coordinating role and can add greatly to the effectiveness of the work of the Governing Body as a whole. The terms of reference give an indication of this broader perspective.

1. To meet early each term and agree on the agenda focus and cycle of tasks for the Governing Body and its committees for that term and beyond (based on known cycles of school improvement, financial management, staffing issues and communicating with parents).
2. To consider information provided at the LA's termly briefings for Chairs and Head Teachers and incorporate it into the Governing Body, committee and subgroup programmes of work as necessary,
3. To have an overview of the progress of work being undertaken by committees and individuals
4. To make recommendations to the Governing Body to establish exceptional working arrangements where particular circumstances arise e.g., a joint committee to oversee a building project or a special committee to oversee an Ofsted inspection
5. To ensure all matters referring to Safeguarding are addressed by the appropriate committee or individual in a timely manner and to the highest standards.
6. To undertake tasks delegated to them by the Governing Body.

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TEACHING AND LEARNING FOCUS FGB MEETINGS

These meetings will cover the following areas:

1. Review pupil performance data provided by the Senior Leadership Team on a termly basis to ensure appropriate levels and rates of progress are being achieved by all pupils.
2. Monitor data on the quality of teaching against targets set in the School Development Plan
3. Monitor the effectiveness of intervention strategies and their outcomes to ensure all pupils reach their fullest potential.
4. Be aware of and monitor key initiatives to develop and enhance both curricular and extra-curricular activities to enhance learning and increase the range of opportunities available to pupils.
5. Be aware of pupil behaviour and discipline and monitor the number of bullying and racial incidents provided, by the Head Teacher, on a termly basis.
6. Be aware of and monitor pupils' attendance
7. Support, strengthen and promote links with parents, carers and the wider community.
8. Monitor the effectiveness of senior and middle leaders in bringing about improvement in all areas and ensuring the highest standards are maintained.
9. Ensure that the school maintains its commitment to equality and inclusion for all.
10. Have due regard to all safeguarding issues as they relate to the work of the committee.
11. Carry out other activities as requested by the Governing Body.
12. Monitor pupil and staff morale and well-being.
13. Monitor the CPD of staff as it relates to Teaching and Learning and Safeguarding.
14. To review and amend any policy relating to Teaching and Learning and Safeguarding when required.

RESOURCES FOCUS FGB MEETINGS

These meetings will cover the following areas:

1. To draw up and review the budget for a three-year projection and each financial school year for consideration and approval by the full governing Body.
2. To monitor, throughout the year, actual income and expenditure, both revenue and capital, against the budget
3. To ensure that accounting and administrative procedures and processes used in the school office are appropriate and rigorous.
4. To review and monitor the spending on the School Development Plan and other building maintenance plans, including a review of the plan for items not covered by other committees.
5. To consider spending proposals suggested by other committees and make recommendations to the Governing Body.
6. To create where appropriate, review where necessary and present to the Full Governing Body, school policies not covered by other groups in accordance with the policy matrix. Such policies will include, but not be limited to, Health and Safety, lettings, and admissions.
7. To review the independently examined accounts of the School Fund.
8. To consider the termly Health and Safety report and have due regard to all safeguarding issues as they relate to the work of the Committee

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9. To consider any matter that from time to time shall be considered necessary (including benchmarking, Statement of Internal Control and Financial Management Risk Register) and to undertake any additional items passed to the group by the main Governing Body.

RESOURCES SUB – COMMITTEE

CONSTITUTION

1. The committee is made up of a minimum of four governors, the Head and Chairperson. The Chair of the committee will be elected from within these members at the start of each academic year.
2. The committee will meet as required, preferably before the Full Governing Board meeting, to which it will report. Quorate is three members but there must be a majority of non-staff members.
3. The meetings will be open to all governors and any special invitees, but only members of the group may vote. including Associate Members. The agenda will be created by the Chair of the Committee, in consultation with the Head, and School Business Manager, and circulated to all governors a week in advance of each meeting.
4. The committee does not have the authority to agree policies; all other recommendations will be presented to the Full Governing Board for consideration.
5. Employees of the school may be members of the group, but with the exception of the Head, are excluded from discussions on individual pay.
6. The committee may, if considered appropriate, delegate specific tasks to members of the committee or create a sub-committee.

TERMS OF REFERENCE

- To draw up and review the budget for a three-year projection and each financial school year for consideration and approval by the full governing Board.
- To ensure that accounting and administrative procedures and processes used in the school office are appropriate and rigorous.
- To review and monitor the spending on the School Development Plan and other building maintenance plans, including a review of the plan for items not covered by other committees.
- To consider spending proposals suggested by the FGB and make recommendations to the Governing Board.
- To consider any matter that from time to time shall be considered necessary (including benchmarking, Statement of Internal Control and Financial Management Risk Register) and to undertake any additional items passed to the group by the main Governing Board.

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PAY REVIEW COMMITTEE

CONSTITUTION

1. The group is made up of a minimum of three Governors to include the Chair of Governors and the Chair of the Resources Committee. During Pay Review Committee meetings at least three members must be present.
2. The Pay Review Committee will meet during the second half of the spring term to consider the Head's recommendations for staff pay. The outcome of this meeting can be fed into the new budget. The committee will then meet again in the first half of the summer term to finalise the pay review, taking into account any imminent staffing changes. These recommendations will be reported in anonymised form to the Full Governing Body meeting.

TERMS OF REFERENCE

1. To consider recommendations from the head teacher and to review the salaries of all staff annually, using agreed criteria relevant to the current School Teachers' Pay & Conditions document, and to recommend salary points to the governing Body for their agreement.
2. To review annually the head teacher's and deputy head teacher's salaries using agreed criteria to determine salary points and to recommend to the governing Body for agreement.
3. To carry out other activities as requested by the Governing Body.

HEAD TEACHER'S PERFORMANCE REVIEW

This should be conducted by the Chair of Governors and at least one governor, supported by the School Improvement Partner.

TERMS OF REFERENCE

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

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SUBJECT / OTHER FOCUS LINK GOVERNORS

TERMS OF REFERENCE

1. **To liaise with the appropriate member(s) of staff.** Meet at least twice a year with the named liaison person, with an aim to build a working relationship, to discuss progress and any issues and to be a route into the Governing Body for them.
2. **To visit the school with the purpose of gathering information concerning your area of responsibility and to increase your knowledge of the school.** Don't get caught up in the detail, you don't need to know how to teach long multiplication, but you should know what aspects of Maths/English etc. are working well and what's not, e.g., we may have a general weakness in the problem-solving aspect of maths or writing. You should ask/know what the subject leader is planning to do about it and then follow up by monitoring the impact of that intervention. Some of the information will be in the form of data but much will be subjective. You should be aware of the agreed targets for pupils and monitor progress towards these.
3. **To regularly report to the Governing Body or the appropriate Committee, whichever the Governing Body deems most appropriate, on developments and progress within your area of responsibility.** Through your Governor Monitoring Reports and verbal reports to a committee, give your colleagues a précis of strengths and weakness, developments and progress within your area of responsibility so that we all know what is happening across the school where things are good, where they are not, and what's being done as a result.
4. **To raise the profile of the area of responsibility when related matters are considered by the Governing Body.** Use your knowledge to ask appropriate questions in meetings, make sure your colleagues know if a particular area needs more resources, or where we could have a potential problem in the future, e.g. the roof or drains need fixing in the next year or so, or the current year 4 has a number of pupils with behavioural issues so the rate of progress is slow.
5. **To attend training as appropriate,** In addition to the compulsory attendance of 'Introduction to School Governance parts 1&2', there are some really valuable training courses available to attend. They really help with understanding and knowledge and can be booked via Strictly Education 4S or online webinars through Better Governor.
6. **To be aware of the relevant school policies in their area ensuring timely and relevant revisions are made to reflect practice.** Keeping abreast of Hot Topics and Governor News will help to keep us well informed and present opportunities to ask strategic/challenging questions further ensuring good governance

For all terms of reference:

Last review: Autumn Term 2024

Next review: Autumn Term 2025

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10: CODE OF CONDUCT FOR SCHOOL GOVERNORS 2024/2025

The purpose of the Governing Body

The Governing Body is the school's accountable Body. It is responsible for the conduct of the school and for promoting high standards.

The Governing Body aims to ensure that children attend a successful school that provides them with a good education and supports their well-being. Governors will sign the Code at the first Governing Body meeting of each school year.

Governors should be mindful that in exercising Governing Body functions, and as required in maintained schools by legislation, they must act with integrity, objectivity and honesty and in the best interests of the school; and be open about decisions they make and the actions they take and be prepared to explain their decisions and actions to interested parties.

Similarly, governors should be aware of and accept the seven principles of public life, as set out by Lord Nolan and apply to anyone, locally and nationally, who is elected or appointed as a public office-holder. They are selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

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.

Integrity - Holders of public office should not place themselves under any obligation to people or organisations that might seek to influence them in the performance of their official duties. They should not act or make decisions in order to gain financial or other material benefits for themselves, their family or their friends. They must declare and resolve any interests and relationships.

Objectivity – Holders of public office must act and make decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

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

Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for doing so.

Honesty – Holders of public office should be truthful.

Leadership - Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

This code sets out the expectations on and commitment required from school governors and committee members in order for the Governing Body to properly carry out its work within the school and the community. Once approved by the Governing Body, the Code will apply to all governors.

This Code should be read in conjunction with the relevant law *and for academies, their articles of association and agreed scheme of delegation*.

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The Governing Body has the following core strategic functions:

Establishing the strategic direction, by:

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

Ensuring accountability, by:

- Appointing the headteacher
- Monitoring the educational performance of the school and progress towards agreed targets
- Performance managing the headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Overseeing financial performance, by:

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

As individuals on the Governing Body, we agree to the following:

Roles & Responsibilities

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

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Commitment

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

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors, the clerk to the governing Body and school staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other Body members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the executive leaders, staff and parents, the local authority and other relevant agencies and the community.

Confidentiality

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

Conflicts of interest

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

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Ceasing to be a governor

- We understand that the requirements relating to confidentiality will continue to apply after a governor leaves office.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the Governing Body will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governing Body member, such as the vice chair will investigate.
- The Governing Body when considering breaches of this code should recognise its powers to suspend and or remove governors and ensure that appropriate and statutory processes and procedures are always adhered to.

Removal from Office

- The Governing Body in determining whether to remove, rather than suspend a governor will make reference to the School Governance (Constitutions and Federations) (England) (Amendment) Regulations 2017 and statutory guidance issued in August 2017 in considering whether:
 - -There have been repeated grounds for suspension
 - Serious misconduct has occurred which either threatens to bring the school, governing Body or Governance into disrepute
 - There has been serious or repeated failure to contribute meaningfully to the effectiveness of governance at the school, such as non-attendance at meetings, not engaging in training or not participating at meetings.
 - They have engaged in conduct aimed at undermining British values
 - The actions of the governor are sufficiently detrimental and compromise the operational efficiency of the school.

10. EQUALITY

- The Equality Act 2010 applies to all schools in their role as employers, as providers of education to the pupils in their care and as providers of a service or public function. The Body is responsible for compliance with the public sector equality duties of the Act and the specific education sections (part 4) for school pupils.
- The Equality Act's general and specific public sector duties mean that schools must
- Have due regard to the need to eliminate discrimination;
- Advance equality of opportunity and foster good relations across all characteristics; and
- Publish equality objectives and information demonstrating how they are doing this.

School Governing Bodies should make sure that their school complies with all aspects of discrimination law. The best way to do this is to ensure that they apply the principles of fairness and equality in everything that the school does.

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12. USEFUL RESOURCES FOR GOVERNORS

Guidance Notes

What does the role involve?

- Ensure you are familiar with the policies and procedures relating to the role and that they are regularly reviewed.
- Be aware of related events such as book week, competitions and celebrations of pupils' achievements.
- Ensure that any related action plan is linked to the School Development Plan.
- Support and promote the involvement of parents.

What does the role involve and what sort of questions may help to fulfill it?

- What are the school's strengths and weaknesses in teaching and learning this subject?
- How good are standards in relation to national data, previous results and other subjects?
- What pressures are teachers experiencing? What staff training is planned?
- How are Teaching Assistants used to support?
- Do all classes have sufficient resources?
- How does boys progress compare to girls?
- What steps are taken to raise achievement?
- How is the school addressing the needs of SEN/Disadvantaged/Vulnerable children in relation to the subject?
- Do parents attend events or celebrations?
- How does the school encourage parents to help their children's learning at home?
- What is the Homework Policy?

OAKFIELD JUNIOR SCHOOL WEBSITE

<https://www.oakfieldjunior.com/>

<https://www.thegvoffice.com/login?redirectto=/sls-oakfield>

LOCAL INFANT /JUNIOR SCHOOL WEBSITES

<https://polesdenlaceyinfant.surrey.sch.uk/>

<https://www.stpeters-leatherhead.co.uk/>

<https://www.greatbookhamschool.org.uk/>

<https://www.west-ashtead.co.uk/>

<https://www.greville.surrey.sch.uk/>

<https://www.barnettwood.co.uk/>

<https://www.fetcham.surrey.sch.uk/>

<https://eastwickschools.uk/>

<https://www.stlawrence-primary.org/>

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KEY WEB SITES

Most of the up-to-date information you need to know can be found on the following websites:

Department for Education <https://www.gov.uk/>

Leadership and Governance

<https://www.gov.uk/guidance/governance-in-maintained-schools/1-effective-governance>

Statutory Policies:

<https://www.gov.uk/guidance/governance-in-maintained-schools/statutory-policies-for-maintained-schools>

Strictly Education Surrey - Governor consultancy service: <https://www.strictlyeducation.co.uk/>

Separate registration to book training courses: <https://www.strictlyeducation.co.uk/governance-services>

Most schools have a service-level agreement to provide governor support. Depending on the level of agreement our school has, a range of courses are provided free of charge to Governors. Attendance at a two-part induction course is compulsory. Please keep track of all your training as a Governor on the GVO.

Schools Alliance for Excellence (SAfE) <https://schoolsallianceforexcellence.co.uk/>

SAfE is an independent not-for-profit school improvement organisation that is owned and governed by schools (80%) in partnership with Surrey County Council and the six Dioceses in Surrey. They represent the voice of our local schools, regardless of phase or status and seek to create a contemporary middle tier. Working together, they are building on and developing successful and existing partnership work, including that led by the teaching schools. SAfE works on behalf of Surrey County Council to deliver their statutory responsibilities in relation to school governance across Surrey. They record, place, support and guide anyone already involved or wishing to become involved as a school governor. This includes the maintenance of a database of governor records, the nomination of Local Authority governors, producing Instruments of Government and providing advice to governors, headteachers and clerks.

Educare (affiliated to the TES magazine) : <https://www.educare.co.uk/educare-for-education>

EduCare for Education® is a comprehensive online learning service that contains a broad range of safeguarding and duty of care training courses which meet all compliance training needs as well as a robust reporting suite to evidence learning to inspectors. Governors can select and complete their own relevant training modules on-line.

The Key for School Leaders: <https://schoolleaders.thekeysupport.com/>

Governors can register for free access to a range of information and resources from The Key. Use school postcode KT22 9ND to select school then set up a personal login.

Ofsted: <https://www.gov.uk/government/organisations/ofsted>

Inspection reports: <https://reports.ofsted.gov.uk/provider/21/>

Parent View: <https://parentview.ofsted.gov.uk/>

Surrey County Council

There is a wide range of information about education on this website and a regular School Bulletin: <https://www.surreycc.gov.uk/schools-and-learning/schools>

Governor Line: <https://www.gov.uk/education/running-and-managing-a-school>

A professional helpline funded by the Department of Education offering tailored support, free of charge, on queries relating to governors' specific circumstances, not generic advice already in the public domain. The helpline is available to governors and anyone working with them in a maintained school or academy. The service is available on **0800 722 181** from Monday to Friday 9.00am to 8.00pm. Email contact via an online submission form.

National Governors Association (NGA): <https://www.nga.org.uk/>

Oakfield Governing Body holds paid membership. Log in details available from the Clerk to Governors. There is also a magazine which is received and circulated.

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The School Governors' One-Stop Shop (SGOSS): <https://governorsforschools.org.uk/>

This is an independent charity dedicated to recruiting volunteers to serve on school governing bodies across England. Its services are FREE to Local Authorities, schools, volunteers and employers. Since its launch, SGOSS has recruited and helped place more than 10,000 volunteers in schools across England.

Better Governor: <https://www.bettergovernor.co.uk/>

Oakfield GB holds paid membership and this online service is provided by Strictly Education 4S. Governors can register for free and access an increasing library of information, training and online webinars. .

SCHOOL PERFORMANCE

School performance data: <https://www.compare-school-performance.service.gov.uk/>

New data will be released in mid-autumn every year.

School data is available in Analyse School Performance (School Leaders only)

Standards and Testing Agency has replaced NCA tools.

<https://www.gov.uk/government/organisations/standards-and-testing-agency>

SAFEGUARDING

There are several important documents to be read (especially for Governors involved in interviews/personnel committee or safeguarding). At least one governor (not including staff governors) should undertake the Safer Recruitment Training (certificate to be stored at school) and all governors have to undergo the Child Protection training within the first term of appointment. Safeguarding and anti-radicalisation within schools are a priority. Governors are required to also ensure they have a current DBS clearance, complete PREVENT online training and to sign that they have read and understood the current 'Keeping Children Safe in Education Document'.

Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe In Education (KCSIE) May 2024 – a guide for schools and colleges

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Dealing with Allegations of Abuse against Teachers and other Staff - Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools.

<https://schoolleaders.thekeysupport.com/pupils-and-parents/safeguarding/managing-safeguarding/managing-safeguarding-allegations-against-staff/>

Preventing and Tackling Bullying - Advice for School Leaders, Staff and Governing Bodies

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf

Protecting children from radicalisation: the prevent duty - advice for schools and childcare providers on preventing children and young people from being drawn into terrorism. <https://www.gov.uk/guidance/prevent-duty-training>

APPENDIX A: Instrument of Government for Oakfield Junior School

INSTRUMENT OF GOVERNMENT:
COMMUNITY SCHOOLS



1. The name of the school is Oakfield Junior School
2. The school is a community school.
3. The name of the governing body is The governing body of Oakfield Junior School.
4. The governing body shall consist of:
 - a) 2 parent governors;
 - b) 1 LA governor;
 - c) 1 headteacher;
 - d) 1 staff governor;
 - e) 7 co-opted governors;
5. Total number of governors 12.
6. This instrument of government comes into effect on 19th July 2017.
7. This instrument was made by order of Surrey Local Authority on 27.11.17
8. A copy of the instrument must be supplied to every member of the governing body (and the head teacher if not a governor).

THE COMMON SEAL of SURREY COUNTY
COUNCIL was hereunto
affixed in the presence of:-

Sarah Baker

Authorised signatory

