



## **Hardenhuish Governance Manual and Scheme of Delegation 2020-21**

### **Introduction:**

All academy governing bodies have a statutory duty to ensure their schools provide a broad, balanced curriculum and are managed efficiently and sustainably. Governors are required to produce a Scheme of Delegation which details responsibilities in order to fulfil those obligations. This governance manual is designed to help the governing body and those who work with it to understand how it functions.

The governing body has three core functions which frame everything it does:

- ensuring clarity of vision, ethos and strategic direction;
- holding the headteacher to account for the educational performance of the organisation and its pupils, and the performance management of staff;
- overseeing and ensuring effective financial performance.

### **Background to Hardenhuish School**

Three schools in different guises have stood on Hardenhuish Park since 1938. Hardenhuish School emerged in 1975 from the combination of the Grammar School and Girls' High School buildings. The school operated as a comprehensive under local authority control until 2010 when it was one of the first schools in the country, and one of two in Wiltshire, to convert under the new Academies Act in time for the autumn term. Hardenhuish is a stand-alone academy operating on its own outside local authority control and funded directly by the government.

### **Hardenhuish Academy Structure**

The academy structure is outlined in the [Articles of Association and Funding Agreement](#). The school is a limited company without shares and with charity characteristics. While the school exists to provide an education and does not make a profit, it is essential to remember it is a business with all the associated responsibilities that brings. There are three layers of administration – Members, Governors/Trustees and School:

- Members – five members, equivalent to shareholders, normally meet once a year but can hold additional meetings. They provide oversight to the functioning of the governing body and accept the audited annual accounts.
- Governor/Trustees – Headteacher, Community Governors and a minimum of two Parent Governors.
- School – Headteacher and Senior Leadership Team – carry out the day to day business of the school.

### **The Governing Body**

At Hardenhuish the labels Trustees and Governors are used interchangeably but the latter is the preferred term. The governors act individually, as committees and as a body to drive the school

forward and to provide support and appropriate challenge by monitoring, guiding, scrutinising, observing and advising. They are all registered as directors at Companies House and carry the responsibility of directorship. They are unpaid volunteers and do not claim expenses except in exceptional circumstances.

Governors operate at a strategic level and do not get involved in the day to day running of the school nor pass comment on the work of individual teachers.

### **Governor recruitment**

Governors are recruited to serve four-year terms as determined in the Articles of Association:

- Parent Governors are elected by parents at the school. Candidates must have children or children they look after at the school when they are elected. They can stay on the board for the whole term even if their children have left the school. The election process is run by the Clerk to the Governors.
- Community Governors – also known as Partnership Governors – are recruited to the board for their skills and appointed by the Members,
- Headteacher – is automatically made a governor when appointed
- Co-opted Governors – governors can be co-opted for a specific period to either a committee or the full board

### **Committee Structure of the Academy Governing Body**

The committees are structured in order to reflect each of the core functions outlined by the Department for Education and a fourth relating to stakeholders and suggested by the National Governance Association:

**Strategy Committee** - *Ensuring clarity of vision, ethos and strategic direction.*

**Resources Committee** - *Overseeing the financial performance of the school and making sure its money is well spent.*

**Education Committee** - *Holding the headteacher to account for the educational performance of the school and its pupils.*

**Community Committee** - *Ensuring decisions take into account the views and experiences of stakeholders.*

Meetings of the Academy Governing Body (AGB), Resources, Education and Community committees are held six times per year, once each term, with the AGB meeting last in each cycle. The Strategy committee meets at least three times a year and the Health and Safety Committee, which is not a governor committee but reports to the board, meets as required during the school year.

The Chair and Vice Chair of governors must be elected at the first meeting of the school year, unless there is a need for a mid-year election. Their term is for one year. They may be removed at any point. The election and removal process follows the Hardenhuish procedure for the election of chairs and vice chairs.

Each committee appoints a chair at the first meeting of each academic year. Policies are delegated to the different committees – see [Appendix B](#) for the full list. The key policies are listed in the Scheme of Delegation. Minutes of each committee meeting are shared on the Governor Portal for discussion at AGB. Some policies need to be ratified by the AGB meeting and often involve further discussion.

Each committee comprises a minimum of five governors and all must have a quorum of three or a third when the membership is higher. The same quorum applies to the full board.

Members of the Senior Leadership Team attend various meetings but only the Headteacher, by virtue of automatically being a governor, has voting rights, except at the Resources Committee which they attend in their role of Accounting Officer.

### **Academy Governing Body**

This is a meeting of all governors, including the Headteacher, who is automatically a member of the Governing Body. The Deputy Headteachers attend in rotation and other members of the Senior Leadership Team or staff may be invited to attend if they are required to add to the discussion of significant matters.

### **Strategy Committee**

The Strategy Committee comprises the Chair of Governors, Vice Chair, committee chairs, Headteacher, and other governors as appropriate. It is responsible for overseeing strategic projects including developing the Vision and Ethos. It also provides an audit function for non-financial matters, managing non-financial risk and ensures legal compliance.

The committee meets three times per year.

The committee:

- Ensures all policies the school is legally obliged to have are in place, regularly reviewed and relate to current school practice
  - Delegates these policies to the appropriate governor committee for their continuing
  - review
- Reviews all policies and items which do not fall within the remit of other committees.

### **Education Committee**

The Education Committee comprises a mix of governors and at least one member of the Senior Leadership Team. The Education Committee oversees and challenges all aspects of the curriculum as defined in the Scheme of Delegation.

The SEN and Pupil Premium Governors provide a verbal or written report to the committee although do not need to be members of the committee. The committee invites curriculum leaders, learning managers or leaders to present at the meeting. The link governor for the area being discussed is also invited to the meetings. Staff governors may be co-opted to this committee

### **Community**

The Community Committee consists of at least two parent governors and at least one representative of the Senior Leadership Team. The committee oversees policies and procedures where there is a clear link to the school community. The committee is responsible for the Admissions policy and monitoring both the intake of pupils and reasons for the departure and arrivals mid-year. It is also responsible for the Safeguarding Child Protection Policy

The committee is attended by representatives of the School Parliament. Staff governors may also be co-opted to this committee

## **Resources**

This committee comprises a mix of governors with relevant skills and the Headteacher. It is also attended by the Business Manager, who does not have voting rights. The Resources committee is responsible for finance, staffing and health and safety.

The committee receives and reviews proposed revenue and capital expenditure budgets prior to the start of the financial year, obtains approval from the Academy Governing Board and regularly monitors income and expenditure against these budgets throughout the School's financial year. The Chair of Governors and Chair of Resources receive monthly management accounts for scrutiny between meetings. The committee approves and monitors expenditure from the financial reserves.

The Resources Committee also oversees all aspects of Human Resources. This includes examining Resources requirements, professional development and looking at exit surveys completed by departing staff. The committee ensures all policies relating to staff are up-to-date, are being applied appropriately throughout the School, and are working. When necessary, the committee, or its members, take on any other personnel-related tasks, such as disciplinary panels. They may, if required, ask other governors from the board for support.

The Resources Committee is responsible for ensuring, in conjunction with the Chair of Governors, that the Headteacher's performance is reviewed annually. The committee is also responsible for the Pay Committee that sits to review the Headteacher's pay scale in light of the review that has taken place and in ensuring best practice for all teaching staff pay increases. The committee is also responsible for the Pay Appeal Committee should an employee wish to appeal a decision made in relation to their level of pay.

It has been agreed that the Resources Committee will use staffing policies previously agreed by the recognised unions where they affect teaching and support staff (Redundancy, Appraisal, Grievance, Discipline, Capability, Termination of Employment etc.).

## **Health and Safety**

This committee is not a governing body committee. It is chaired by the Business Manager and is responsible to the Resources Committee. Membership includes the Health and Safety Governor and key staff who have a particular role for Health and Safety.

The Health and Safety Committee has responsibility to review and suggest amendments to the policies and procedures outlined in Appendix B.

The committee also recommends amendments to the Health and Safety policy through the Resources committee to the full governing body.

## **Headteacher**

The day-to-day leadership and management of the school and staff is the responsibility of the Headteacher. In addition, the Headteacher is responsible for the delivery of the agreed curriculum, the development and achievement of pupils and the implementation of all school policies. The Headteacher is also responsible for complying with various Acts of Parliament

governing education and responding to changes in legislation and is the Accounting Officer for the school.

## **Meetings**

All meetings should, wherever possible, be face-to-face and it is expected governors will make every effort to attend although they may join by conference in exceptional circumstances.

In some situations, governors may meet by conference call, normally in vision. These meetings may be recorded and will be minuted, as is the case for other meetings. The Governing body has agreed agendas and papers for meetings should be made available seven days in advance of a meeting unless there is urgent business which comes in after that date.

Governors may also make decisions in Teams if it is not possible to meet due to time constraints or if the content of a scheduled meeting is particularly light and the act of actually meeting is disproportionate to the workload. Under these circumstances meetings could be used, for example, to deal with admissions during a holiday period or to agree spending when a decision needs to be made promptly outside the normal meeting cycle.

Virtual meetings should observe the following protocol:

1. All members of the relevant committee accept a virtual meeting is appropriate.
2. The chair of the committee will initiate the conversation and conclude it so the decisions made are evident.
3. A deadline for expressions of opinion or discussion should be established at the outset.
4. Participants should always reply to the conversation thread in order so that minutes of the full discussion can be recorded.
5. The results of the Teams meeting should be recorded at the next face-to-face committee meeting or at full Academy Governing Body if that comes first and the meeting has not involved confidential matters which would not be normally discussed at AGB.
6. If it becomes obvious a consensus cannot be reached on one or all items under discussion then decisions should be deferred until the next relevant committee meeting or until a special meeting can be convened.
7. All participants must remember their GDPR and FOI obligations during a virtual meeting.

## **Governance Procedures**

The mechanism which dictates the way the governing body works is spelled out in a variety of ways captured by the Articles of Association, Funding agreement, the Scheme of Delegation, the Governance Handbook, the Academies Financial Handbook and various school and governor procedures.

### **The Articles of Association**

These were drawn up in 2010 when Hardenhuish became an Academy. They outline the scope and responsibilities of the academy and how it should be run including the duties of the Members and composition of the Governing Body.

### **The Funding Agreement**

Was also drawn up in 2010 and outlines how funding is paid by the government to the Academy. It also requires the school to publish certain documentation and spells out additional duties upon which receiving finance is contingent.

### **Scheme of Delegation**

The Scheme of Delegation is drawn up and approved by the whole governing body to clarify the responsibilities and powers of governors and members of staff employed at the school. It covers key aspects of the management of the school and ensures compliance with legal requirements and statutory and mandatory policies.

The responsibilities set out in this scheme are delegated to the specific committees of the governing body, individual governors, the governing body, the Members and the Headteacher. Delegations cannot be exercised other than by the designated person or committee unless otherwise directed or agreed by the Governing Body. In the absence or incapacity of the Headteacher, the delegations stand delegated to the Deputy Headteacher acting as Headteacher unless otherwise directed or agreed by the Governing Body.

Instead of exercising delegated powers a post-holder or committee may refer the matter to the appropriate committee or full governing body. The Scheme of Delegation must be reviewed at the last meeting of the governing body in each academic year but can be amended at any point should the need arise

### **The Governance Handbook**

The handbook is produced by the Department for Education and provides guidance on good governance. It also outlines the legal responsibilities of the school. Updated versions also flag up changes in legislation and give an indication of the direction in which the government is heading in terms of regulation.

### **The Academies Financial Handbook**

This handbook works alongside the Governance Handbook but is specifically tailored at the financial responsibilities of the school. There is often overlap between both handbooks as the area covered in one coincides with the other. The books appear at different times which means they both need close monitoring as one might refer to legislative changes which are not evident in the other.

## Hardenhuish Scheme of Delegation 2020-2021

Area	Decision	Delegation				
		Head /Clerk	Individual Governor	Committee	Board	Members
<b>Bold</b> items are statutory/mandatory for academy schools		The workflow is left to right from the first column entry The final column completed is the point of delegation				
<b>Members</b>						
<b>People</b>	Members: Appoint/Remove					✓
	Governors: Appoint/Remove	Clerk	Chair		✓	✓
	Role descriptions for members					✓
<b>Systems &amp; structures</b>	Articles of Association: agree and review	Head	Chair	All	✓	✓
<b>Strategic</b>	To decide whether to join or form a multi-academy trust or change the school status	Head	Chair	All	✓	✓
<b>Reporting</b>	Annual report on performance of the trust: submit to members for approval	Head	Chair	Resources	✓	✓
<b>Academy Governing Body</b>						
<b>People</b>	Role descriptions for governors/chair/specific roles/committee members: agree			All	✓	
	Parent trustee: elected	Clerk	Chair		✓	
	Chair/Vice Chair of Trustees: elect or remove	Clerk	Chair for VC		✓	
	Committee chairs: appoint or remove	Clerk		All		
	Head: Appoint, suspend or dismiss		Chair		✓	
	Headteacher performance: appraisal and review		Chair – mid year review	HT Appraisal Panel	✓	
	Clerk to board: appoint, suspend or remove		Chair		✓	
	Clerk: appraisal		Chair		✓	
<b>Systems &amp; structures</b>	Governor Committee: establish and review annually		Chair/VC	All	✓	
	<b>Scheme of Delegation and Terms of reference for committees:</b> agree annually and publish on website		Chair	All	✓	
	Skills audit: complete and recruit to fill gaps	Clerk	Chair/VC	All	✓	
	Annual self review of trust board and committee performance: complete annually and report to parents via the website.	Clerk	Chair/VC	All	✓	
	Chair's performance: 360 review periodically		Chair		✓	
	Governor Engagement: review annually and discuss		Chair 1:1s		✓	

	Succession: plan		Chair/VC	All	✓	
	Annual governor agenda planner: agree	Head	Chair	Resources	✓	
Strategic	Monitor and review whole school targets in the School Development Plan	Head		Education	✓	
	<b>Ensure a legal, broad and balanced curriculum is in place</b>	Head		Education	✓	
	<b>Special Educational Needs policy; approve</b>	Head		Education	✓	
	<b>Relationships and Sex Education Policy</b>	Head		Education	✓	
	<b>Safeguarding and Child Protection Policy</b> including Prevent guidelines	Head		Community	✓	
	<b>Admissions Policy</b> and consultation if necessary	Head		Community	✓	
	<b>Ensure RE and daily collective worship is provided</b>	Head		Community	✓	
	Academy staffing structure: agree	Head		Resources	✓	
	Pay Policy: agree	Head		Resources	✓	
	Engagement with stakeholders – in accordance with policies and Code of Conduct	✓	✓	✓	✓	
Reporting	Trust governance details on trust website: ensure	Clerk	Chair		✓	
	Register of all interests, business, pecuniary, loyalty for members/trustees: establish and publish	Clerk	All		✓	
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance. Governance statement demonstrating value for money.	Head	Chair	Resources	✓	
	<b>Governance arrangements, SoD, performance, financial and equality data</b> and other statutory information: publish	Head	Chair		✓	
	<b>SEN Information Report</b> - publish and update at least annually	Head	SEN governor	Education	✓	
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine	Head		Strategy	✓	
<b>Holding to account</b>	Trustee monitoring: agree arrangements	Clerk	Chair		✓	
<b>Ensuring Financial Probity</b>	Business Manager (Chief Financial Officer): appoint	Head	Chair	Resources	✓	
	<b>Budget:</b> approve	Head		Resources	✓	
<b>Strategy</b>						
Strategic	Ensure all academy policies and procedures are reviewed by relevant committees at regular, agreed dates	Head	Chair	All		
	Formulating long-term strategy for phased initiatives to improve the overall standard of the School	Head		Strategy		

	Management of non-financial elements of the risk register, review and monitor	Head		Strategy		
	The following policies: <b>Data Protection; Freedom of Information; Information Security</b>	Head		Strategy		
	<b>Complaints Policy and Procedure</b>	Head		Strategy		
<b>Holding to account</b>	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree	Head	✓	Strategy		
<b>Resources</b>						
<b>Systems &amp; structures</b>	Hardenhuish Finance Manual: including Expense Policy. Review annually and observe the finance delegations therein.	Head		Resources		
<b>Strategic</b>	Budget plan to support delivery of trust key priorities: agree	Head		Resources		
	<b>All Health and Safety related policies Inc. Accessibility. Premises Management policies – fire safety, asbestos etc</b>	Head		Health & Safety Resources		
	Major capital projects	Head		Resources	AGB	
	The letting of the School's premises to other organisations	Head		Resources		
	Monitoring the condition of the School's infrastructure and authorising repairs	Head		Resources		
	External auditors' report: receive and respond	Head	Chair	Resources	AGB	
	Consider recommendations from monitoring audits	Head	Chair	Resources		
	Benchmark Hardenhuish for value for money	Head		Resources		
	Ensure and monitor efficiency savings and best value procurement	Head		Resources		
	Monitor expenditure against budget at least once per term	Head		Resources		
	<b>Monitor monthly budget reports</b>	Head	Chair Resources Chair			
	Asset Management	Head		Resources		
	Buildings personal liability and other insurance	Head		Resources		
	Investigate financial irregularities	Head	Chair RO			
	Investigate financial irregularities if the Head is suspected		Chair RO	Resources		
	<b>Disciplinary Procedure</b> including <b>abuse allegations</b>	Head		Resources		
	<b>Code of Conduct for Staff</b>	Head		Resources		
	<b>Grievance Policy and Procedure</b>	Head		Resources		
	Appoint teaching staff	Head	All			
	Appoint non-teaching staff	Head				

	Suspend/Dismiss staff	Head		Panel		
	Staff induction and development	Head		Resources		
	<b>Record of recruitment and vetting checks:</b> maintain	Head				
	Staff performance: appraisal	Head				
	Review staff discipline, conduct and grievance procedures	Head		Resources		
	Headteacher pay award: agree		Chair	HT appraisal panel		
	Staff appraisal procedure and pay progression: monitor and agree	Head		Resources		
	Pay Panel and Pay Appeals Panel: review and approve pay awards and hear appeals			Pay Panel/ Pay Appeals Panel		
<b>Holding to account</b>	Ensure <b>health and safety</b> regulations are followed	Head				
<b>Education</b>						
<b>Strategic</b>	Embed agreed curriculum and enrichment offer within the day to day operation of the academy trust	Head				
<b>Holding to account</b>	Review examination results, particularly gender differences and the achievement of special interest groups and pupil premium	Head		Education		
	Monitor the progress of pupils and evaluate the effectiveness of assessment, intervention strategies and reporting procedures	Head		Education		
	Monitor the work of Learning Managers in overseeing academic progress and achievement	Head	Link Governors	Education		
	Monitor the work of Special Educational Needs	Head	SEN Gov	Education		
	Monitor the work of AGAT, including the AGAT Policy	Head		Education		
	Monitor the work of the Pupil Premium Strategy Group and Task Force	Head	PP Governor	Education		
	Monitor faculty self-evaluation and development plans	Head		Education		
Monitor the implementation of Ofsted recommendations	Head		Education			
<b>Ensuring Financial Probity</b>	Agree and publish annual action plans and monitor spend of <b>Literacy and Numeracy Catch-up Premium, Service Premium and Pupil Premium</b>	Head	PP Governor	Education		
<b>Community</b>						
<b>Strategic</b>	<b>Positive Behaviour Policy</b> - including exclusions and inclusions, violence and aggression toward staff, the use of force to control and restrain children, and positive behaviour. Home school agreement included as appendix	Head		Community		
	<b>Positive Behaviour Policy</b> - publicise to staff, students and parents	Head				
	Manage exclusions	Head				

	Hear appeals relating to exclusions		Exclusions panel			
	Induction and Primary Transfer Policy.	Head		Community		
	<b>Pupils with Medical Needs and Medical Conditions Policy</b>	Head		Community		
	School Term/Holiday dates and times of school sessions			Community		
	<b>Single Equalities Policy</b> - including Disability, Race Equality, Equal Opportunities, Equality and Diversity	Head		Community		
	Uniform Policy	Head		Community		
	Trips – monitor. Also Educational Visits Policy	Head	RO	Community		
	Attendance: monitor	Head		Community		
	Health and Well-Being Policy – including ensuring school lunch nutritional standards are met	Head	Link Gov	Community		
	Maintain a <b>register of pupil attendance and admissions</b>	Head				
	Provide free meals to pupils meeting the criteria	Head				
	Careers Guidance Policy and Work Experience Policy	Head		Community		
	Plan enrichment/extra-curricular offer	Head				
<b>Ensuring Financial Probity</b>	<b>Charging and Remissions Policy:</b> approve	Head		Community		



## **Hardenhuish School Code of Conduct for Governors**

This document is based on the National Governors' Association Code of Conduct for School Governing Boards (2018 version). It sets out the expectations and commitment required from school governors in order for the governing board to properly carry out its work within the school and the community. It should be read in conjunction with the Framework for Ethical Leadership in Education. It will be reviewed and agreed by all Governors at the first board meeting of the school year.

The governing board has the following core strategic functions:

Establishing the strategic direction, by:

- Setting the 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 board we agree to the following:**

### **1. Role & Responsibilities**

- We understand the purpose of the board and the role of the Headteacher.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- 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 board.
- We will actively support and challenge the Headteacher.
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the school.
- We will respect the role of the senior leaders and their responsibility for the day to day management of the school 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 board 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.

### **2. 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 board, 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 or named staff with governor links and undertaken within the framework established by the governing board.
- 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 board, 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 *Get information about schools*, the DfE's national database of governors and members.
- We also consent to our contact details (phone number and address) being shared with other governors and members in order to enable efficient governance.

### **3. Relationships**

- We will strive to work as a team in which constructive working relationships are promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors, the clerk to the governing board, the members 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 board 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 members, Headteacher, staff and parents, the local authority and other relevant agencies and the community.

### **4. Confidentiality**

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

### **5. 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 board'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 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 to the governing board,
- We will declare to the Chair of Governors any personal circumstance which could impact on our role as governors.

### **Ceasing to be a governor/trustee/academy committee member**

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

### **6. 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 board 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 board member, such as the vice chair will investigate.

### **Framework for Ethical Leadership in Education**

Established in 2019 as a result of the Ethical Leadership Commission and endorsed by the Committee on Standards in Public Life which established the Nolan principles. The Framework expands the last of those principles:

- **Selflessness** - School and college leaders should act solely in the interest of children and young people.
- **Integrity** - School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
- **Objectivity** - School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
- **Accountability** - School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
- **Openness** - School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
- **Honesty** - School and college leaders should be truthful.
- **Leadership** - School and college leaders 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. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show **Leadership** through the following personal characteristics or virtues:

- **Trust** - leaders are trustworthy and reliable. We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.
- **Wisdom** - leaders use experience, knowledge and insight. We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.
- **Kindness** - leaders demonstrate respect, generosity of spirit, understanding and good temper. We give difficult messages humanely where conflict is unavoidable.
- **Justice** - leaders are fair and work for the good of all children. We seek to enable all young people to lead useful, happy and fulfilling lives.
- **Service** - leaders are conscientious and dutiful. We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.
- **Courage** - leaders work courageously in the best interests of children and young people. We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.
- **Optimism** - leaders are positive and encouraging. Despite difficulties and pressures, we are developing excellent education to change the world for the better.



## Hardenhuish School Policies and Procedures List

**Bold items** – must go to the full academy board

Education Committee
Able, Gifted & Talented Policy
Appeal Against Centre' Decision Regarding Post Results Services Policy
Assessment Policy
Careers Education, Advice and Guidance Policy
Curriculum Policy
Education and Training Provider Access Policy
Examination Disability Policy
Homework Policy
KS4 Options Policy
Non-Examination Assessment Policy
Relationships and Sex Education Policy
Religious Education & Collective Worship Policy
Resources Centre Procedure
Review of Internal Assessed Marks Policy
<b>Setting Procedure</b>
<b>Special Educational Needs Policy</b>
Work Experience Policy
Resources Committee
<i>Finance policies</i>
Finance Manual
Investment Policy
Lettings Policy
<b>Pay Policy</b>
LGPS Policy Statement
<i>Staff Policies</i>
Absence Management Policy
Adoption Policy
Appeals Procedure
Appraisal Policy
Capability Procedure
Career Break Procedure
Code of Conduct for Teaching and Support Staff
CPD Policy
DBS Policy

Dignity at Work Policy
Disciplinary Procedure
Flexible Working Policy
Flu Pandemic Policy for Teaching and Support Staff
Collective Grievance Policy and Procedure for Teaching and Support Staff in Academies
Grievance Policy and Procedure
Ill Health and Sickness Management Policy
<b>Initial Teacher Training Procedure</b>
Employee Internet E-mail & Computer Acceptable Usage Policy
Lone Working Policy
Pregnancy and Maternity Policy
Recruitment and Selection Policy Procedure for Teaching and Support Staff
Recruitment of Ex Offenders Procedure
Redundancy Policy and Procedure
Part-Time Teaching Staff Policy
Probation Procedure for Support Staff
Shared Parental Leave Policy
Staff use of their cars on School business Policy
Staff Wellbeing Policy
Support Staff Extra Hours/Overtime Policy
Whistleblowing Policy
<b>Health and Safety Committee</b>
Accident Policy
First Aid Policy
<b>Extreme Weather Conditions Site Policy and Procedures</b>
Food Safety and Allergens Policy
Health & Safety Policy
New & Expectant Mothers at Work
Pupils with Medical Needs and Medical Conditions
<b>Community Committee</b>
<b>Admissions Policy</b>
Anti-Bullying Policy
Attendance Policy
Charging and Remissions Policy
Drugs Policy
<b>Safeguarding Child Protection Policy with Handbook</b>
Educational Visits Policy
E-Safety Policy
Health and Wellbeing Policy
Positive Behaviour Policy
Primary Transfer Policy
The use of Reasonable Force and Authority to Search and Violence and Aggression to Staff Policy
Uniform Policy

<b>Strategy Committee</b>
Accessibility Plan
Bomb Threat Procedure
Business Continuity Plan (inc Critical Incident)
CCTV Policy
Complaints Policy and Procedure
Data Protection Policy
Fraud Prevention Policy
Freedom of Information Policy
Information Security Policy
Lockdown Procedures
Photograph Policy
Single Equalities Policy
Vexatious Complaints