



Our Ref: gov_ag/Spr26/ST
Enquiries to: Sian Trulio
Email: sian.trulio@eastriding.gov.uk
Tel Direct: 01482 392449
Date: Tuesday, 03 March 2026

To: The Governors of Inmans Primary School,

I give below the agenda for the meeting of the governing board of Inmans Primary School, which is to be held on **Monday 16 March 2026 at 6.00pm**. If you are unable to attend the meeting please inform this office at the earliest opportunity, in order that meetings without a quorum can be identified in advance.

The Governors Support Officer who will facilitate your meeting is Sian Trulio who can be contacted on sian.trulio@eastriding.gov.uk

In order to expedite business, governors are asked to submit a request to the Chair before the meeting regarding any urgent items which they wish to raise under any other business. Inclusion of any other business is at the discretion of the Chair.

I would like to take this opportunity to remind you that notification of any items to be added to the next agenda should be submitted to this office no later than three weeks before the next meeting.

A G E N D A

1 Apologies for Absence

To receive any apologies for absence.

2 Consent for Absence

To consider giving consent for individual governors to be absent from this meeting where apologies have been received.

Section 1: Procedural Agenda Items

3 Confirmation of any items to be raised under any other urgent business

Please note: any items that are to be raised **must** be agreed by the Chair prior to the meeting.

4 Declaration of Interests

Governors are required to declare any pecuniary or non-pecuniary interests they may have in **any items on the agenda** together with the nature of the interest.

Merlin Joseph

Executive Director of Children, Families and Schools

5 **Membership**

Governors must ensure their membership details held are correct and advise the Clerk or update details on HERE for Schools www.hereforschools.co.uk

- a) to note the current governor vacancies are two of which there are one Authority and one Parent governor vacancies;
- b) to note the appointment of Phillipa Knowles as a Parent governor for a four year term.

6 **Election of Governors with Special Responsibilities**

Enclosure

To consider the election of governors with special responsibilities.

7 **Minutes**

Enclosure

To authorise the Chair to sign the minutes of the meeting held on 1 December 2025.

8 **Matters Arising from the Minutes**

To review any matters arising from the minutes.

9 **Governor Actions**

Enclosure

To review any actions from the previous meeting.

10 **Committee Minutes**

Enclosure

To receive for information any minutes/reports from all committees.

- Resources Committee – 2 February 2026.

Governors are reminded that minutes of all committee meetings must be taken and forwarded to the next governing board meeting for noting in accordance with the School Governance (Roles, Procedures and Allowances) England Regulations (2013). At the next committee meeting the minutes should be formally signed if they are agreed. If amended or not agreed, they should be forwarded to the next meeting of the governing board for noting.

Section 2: School Improvement Agenda Items

11 **Report of the Headteacher**

Enclosure

To receive the Headteacher's termly report.

12 **School Development Plan 2025/2026**

Enclosure

- a) to receive the School Development Plan 2025/2026 termly update;
- b) to consider the governing board's objectives regarding the school's development and their own development as part of leadership and management.

- 13 **Safeguarding Report** Enclosure
- To receive the termly update report.
- Section 3: Approval of Policies and Reports**
- 14 **Bullying and Harassment Policy** Enclosure
- To consider the scheme for approval and adoption.
- 15 **Teachers Pay Policy** Enclosure
- To consider the policy and procedure for approval and adoption.
- 16 **School Policies** Enclosure
- To consider the following school policies for approval and adoption:
- Food and Drink Policy.
- Section 4: Governing Board Items**
- 17 **School Website Compliance**
- Governors should ensure that the information on the school's website is compliant with the DfE guidance [what maintained schools must or should publish online](#).
- 18 **Governor Code of Conduct** Enclosure
- Governors are required to consider the updated version of the Governor Code of Conduct for adoption.
- 19 **Governor Visits**
- To receive any governor visit reports.
- It is recommended that governors develop an annual governor visit plan which supports the School Development Plan. All governors should be aware of the plan and their responsibilities.
- 20 **Governor Development and Training** Enclosure
- To note that all training details are available on the CPD website www.hereforschools.co.uk or through the [NGA Learning Link](#).
- 21 **Wellbeing**
- 22 **Any Other Urgent Business**
- Only items identified at the beginning of the meeting to be discussed.
- 23 **Review of Actions**
- To review the actions agreed in the meeting.

24 **Future Meetings**

Resources Committee

Monday 18 May 2026 at 6.00pm.

Full Governing Board

Monday 29 June 2026 at 6.00pm.

INSPECTION COPY

Inmans Primary School



Inmans Primary School

Inmans Road

Hedon

Hull

HU12 8NL

Positions

Headteacher	Sue Fellows
Chair	Susie Rix
Vice Chair	Richard Wood
Clerk	Sian Trulio

Categories

Category	Number	Current	Vac's
Authority	1	0	1
Clerk	1	1	0
Co-opted	6	6	0
Headteacher	1	1	0
Parent	3	1	2
Pending	0	1	-1
Staff	1	1	0

Responsibilities

Category	Number	Current	Vac's
Behaviour	1	0	1
Early Years Foundation Stage	1	0	1
Educational Visits	1	1	0
Emotional Health and Wellbeing	1	0	1
English	1	0	1
E-Safety	1	1	0
Filtering and Monitoring	1	1	0
Health and Safety	1	1	0
Mathematics	1	0	1
Pupil Premium	1	1	0
Safeguarding and Child Protection	3	2	1
SEND	2	1	1
Spiritual, Moral, Social, Cultural (SMSC)	1	0	1
Sports Premium	1	1	0

Governors (Inmans Primary School)

Name	Position	Appointed	Responsibilities
Clerk			
Sian Trulio	Clerk	01/01/2018 - 01/01/2038	
Co-opted			
Sarah Daniels		01/12/2025 - 31/07/2026	SEND (15/12/2021 - 14/12/2025), Emotional Health and Wellbeing (28/11/2022 - 14/12/2025)
Co-opted			
Nicholas Jackson		01/04/2023 - 31/03/2027	Pupil Premium (13/11/2023 - 31/03/2027), Sports Premium (25/11/2024 - 31/03/2027)
Co-opted			
Fleur Ritson-Walton		01/12/2025 - 30/11/2029	Mathematics (28/11/2022 - 14/12/2025)
Co-opted			
Susie Rix	Chair	25/11/2024 - 24/11/2028	Educational Visits (25/11/2024 - 24/11/2028), Safeguarding and Child Protection (25/11/2024 - 24/11/2028)
Co-opted			
Philip Wilkinson		19/06/2024 - 18/06/2028	E-Safety (28/11/2022 - 11/09/2026), Safeguarding and Child Protection (28/11/2022 - 11/09/2026), Filtering and Monitoring (25/11/2024 - 18/06/2028), Alternative Provision (01/12/2025 - 18/06/2028)
Co-opted			
Richard Wood	Vice Chair	01/04/2023 - 31/03/2027	Health and Safety (13/11/2023 - 31/03/2027)
Headteacher			
Sue Fellows	Headteacher	01/02/2018 - 01/02/2038	
Parent			
Claire Turnbull		15/07/2024 - 14/07/2028	SEND (25/11/2024 - 14/07/2028)
Pending			

Name	Position	Appointed	Responsibilities
Phillipa Knowles		05/12/2025 - 04/12/2029	
Staff			
Liam Johnson		11/02/2024 - 10/02/2028	

INSPECTION COPY

MINUTES of the Meeting of the Resources Committee of Inmans Primary School held on Monday 2 February 2026 at 6.00pm.

P R E S E N T :-

Nick Jackson (in the Chair)

Sarah Daniels, Sue Fellows, Liam Johnson, Susie Rix, Claire Turnbull and Richard Wood.

Also in attendance – Phillipa Knowles (New Governor – Observing) and Louise Wilson (School Business Manager).

Clerk to the Governing Board – Sian Trulio.

496 **APOLOGIES**

Apologies for absence were received from Fleur Ritson-Walton and Philip Wilkinson.

497 **CONSENT FOR ABSENCE**

RESOLVED: that consent be given to Fleur Ritson-Walton and Philip Wilkinson for their absence from this meeting.

498 **CONFIRMATION OF ITEMS TO BE RAISED UNDER ANY OTHER URGENT BUSINESS**

RESOLVED: that Health and Safety Walk Round be raised under any other urgent business.

499 **DECLARATION OF INTERESTS**

RESOLVED: that no declarations of interest were received against any item on the agenda.

500 **MINUTES**

RESOLVED: that the minutes of the meeting held on 20 October 2025 be confirmed and signed by the Chair.

501 **MATTERS ARISING FROM THE MINUTES**

RESOLVED: that there were no matters arising from the minutes.

502 **GOVERNOR ACTIONS**

RESOLVED: that all governor actions had been completed.

503 **BUDGET UPDATE**

Governors were advised that the school would be able to produce a clearer year-end prediction next month as more accurate figures would be available.

The school was paying out less this year than they had been at this point last year. The Headteacher was providing support at Skirlaugh CE Primary School which generated income alongside other revenue streams from the Headteacher and other staff.

The School Business Manager was currently conducting an enquiry into surface water charges. Thorngumbald Primary School were paying significantly less than Inmans Primary School for surface water. The school's unit price was approximately £12.00 higher per day however, all other charges for the two schools were the same.

Challenge: Did Thorngumbald Primary School have a soakaway which may account for the difference?

Response: There was nothing on their bill to indicate that this was the case.

The School Business Manager would review the figures with Richard Wood once obtained. It was also suggested to look at the planning application as there was not much surface water infrastructure in the area.

RESOLVED: a) that the Month 9 Masterpiece be received;
b) that the Month 9 Budget Report be received;
c) that the Catering Income and Expenditure be received;
d) that the School Business Manager review the surface water charges with Richard Wood.

504 **PUPIL PREMIUM BENCHMARKING**

The Pupil Premium Benchmarking had not been completed as yet. The school had compared themselves with other local schools however, this had not highlighted any significant differences. The plan now was to look further afield and consider schools with higher numbers of Pupil Premium pupils.

RESOLVED: that the action for Pupil Premium Benchmarking be carried forward.

505 **PHOTOCOPYING CONTRACT**

The photocopying contract with Spectrum would shortly be coming to an end. The School Business Manager had received quote from Agilico which would replace like for like, but with faster and newer machines. Spectrum had been asked to requote based on this and had come back with a quote for not much less than the school was currently paying. Agilico could save the school approximately £12,000.00 over the contract period of five years, with an approximate saving of £2,500.00 per year. Currently, the school paid £2,000.00 rental then approximately £2,500.00 per quarter on copying.

Challenge: Did this include both black and white and colour copying?

Response: This was confirmed.

Governors were in agreement that the school should change providers to Agilico if Spectrum were unable to provide a competitive quote.

RESOLVED: that the photocopying provider be changed to Agilico if Spectrum were unable to provide a competitive quote.

506 PHONES AND LAPTOPS

Laptops

The Headteacher had carried out an audit on teachers' devices to see if any needed replacing. The plan was to buy a couple per year rather than getting them all at once to try and spread the costs.

Challenge: Had the school approached any IT managed service providers (MSP) and asked about their laptop refurbishment programmes?

Response: The Headteacher advised that she would be concerned that recycled ones would not be fit for purpose and would prefer to have a schedule to replace them instead and ensure staff had new devices.

Phones

The School Business Manager advised that she had discovered a company called Open VoIP who were based in Hessle and were already working with a few schools in the area, including Burton Pidsea Primary School. Their pricing was half of what the school were currently paying KCOM. At the moment, the school paid £20.99 to £26.99 per telephone per month, and Open VoIP charged £9.99 to £13.99 per phone.

Challenge: Would the lines run solely through computers?

Response: There would be handsets but they could be connected to devices. A staff member could use their mobile to call a parent however, it would come through the school. Staff also needed further training as they should not be making external calls from classrooms.

Challenge: Could staff not have mobile phones instead of landlines?

Response: This may potentially be cheaper however, the school would need to check safeguarding guidelines. Phones were needed in the classrooms as something like Microsoft Teams would not work as well.

The School Business Manager would go to KCOM to see if they would match the quote from Open VoIP. If not, governors were happy to consider other options.

RESOLVED: that the School Business Manager would go to KCOM to see if they would match the quote from Open VoIP.

507 HEALTHY SCHOOLS AWARD

Inmans Primary School was one of the first schools to achieve the Healthy Schools Award. The Headteacher shared that there had been a lot of work involved.

508 BUILDING UPDATE

The roof works had been meant to finish after the February 2026 half term break however, the Headteacher had not seen the engineer in a while and was unsure whether this would now be done on time. It would be difficult to complete the works whilst the school was open.

Challenge: Could the work not be delayed to the Easter 2026 break?

Response: The contractors wanted the work to be completed in the current financial year.

The scaffolding had now been removed and the school was using the Bistro door for early/late club. The front entry system with the doors had also been changed so

it was far more secure at the front of the school. Staff just needed to be reminded not to leave the door open. It had been suggested to have the gates done for an extra level of security however, when the school had last been quoted for the gates it was £13,000.00 which was not affordable.

RESOLVED: that the Building Update be received.

509 **STEM GRANT**

RESOLVED: that there was no update on the STEM Grant.

510 **HEALTH AND SAFETY WALK ROUND**

A Health and Safety Walk Round had been completed with Richard Wood, Health and Safety link governor.

There had been no significant issues other than a few light fittings that needed updating. The school were not happy with the controls for some of the lighting. They had asked for a simple "on/off" switch however, they all had different settings which were not needed. The office ones were not even working at the moment. The outside lights all needed updating as well and the CCTV was not currently working.

Challenge: Was this a result of the building works?

Response: It could be however, the school needed to be sure before taking this to the contractor.

Challenge: Was the lack of CCTV a safeguarding issue?

Response: The school did not have to have it and could only use it in certain ways anyway. It had been helpful in certain situations though.

The walk round would be repeated once the building works had been completed.

RESOLVED: that the Health and Safety Walk Round would be repeated once the building works had been completed.

511 **REVIEW OF ACTIONS**

RESOLVED: that the Review of Actions be confirmed and circulated to governors following the meeting.

512 **FUTURE MEETINGS**

RESOLVED: that the next meeting be held on Monday 18 May 2026 at 6.00pm.

Chair's Signature – 18 May 2026.

SCHOOL	Inmans Primary School	HEADTEACHER	Mrs Susan Fellows	DATE:	16.03.26
SECTIONS	SUMMARY				
SCHOOL	STAFFING Classes: 14 Teachers: 19 ECTs: 1, HLTA: 3, NN: 2, TAs: 23 Apprentices: 0 Maternities: 1 Resignations: 1 Vacancies: 1				
PUPIL DATA			Whole school	INSPECTION COPY	
Male (well above national)		56.4	Present: 95.48%		
Female		43.6	Authorised Absent:		
Ever 6FSM (below national)		12	3.17%		
Minority ethnic groups (well below national)		7	Unauthorised Absent:		
SEN EHCP (well above national)		7	1.35%		
SEN support (below national)		9	PP		
EAL (well below national)		2	Present: 93.4%		
Stability (above national)		90	Authorised Absent:		
School deprivation indicator		BA	5.09%		
CLA		1.5	Unauthorised Absent		
Post CLA		1.76	1.52%		
Behaviour plans		0.25	SEN		
Exclusions		0	Present: 94.38%		
			Authorised Absent:		
			3.68%		
			Unauthorised Absent:		
			1.94%		
			.		
Racial Incidents	1			Bullying	1
Incidents and Accidents Pupils	1	Pupil	See Part B	Incidents and Accidents Staff	1

In/Exit pupils	<u>New Pupils</u> 10 new pupils across the school
	<u>Leavers</u> 1 Y3 pupil left to attend Withernsea (moved house) 1 Y1 pupil is home – schooled 1 Y4 pupil left to attend Beeford Primary (moved house)

OUR SCHOOL VISION – INSPIRING, PROMOTING AND SUPPORTING

PREVIOUS INSPECTION April 2025

The school is continued be judged as good. The identified areas for improvement are: Some pupils' understanding about different faiths and cultures is limited. As a result, pupils are not as prepared for life in modern Britain as they could be. The school should ensure that the approach to supporting pupils' understanding of different faiths and cultures is effective, so that pupils are better prepared for life in a diverse society

PROFILE OF TEACHING IN THE SCHOOL

The quality of teaching across the school during the Autumn term is judged as 'Good'. The ongoing monitoring system ensures that any areas of requires improvement are quickly identified and rectified through one to one support, coaching or other INSET. Then revisits are made to check on sustained improvement. OFSTED agreed with our judgement.

Curriculum Responsibilities

Neil Wharton (Y6)	Data manager Computing
Michael Thompson (Y6)	English Team Pod leader (LA moderator) World Views and RE lead
Paula Townsend (Y5)	Music Mentor
Vicky Jackson (Y5)	Assistant Head Teaching and Learning (LA moderator)
Kate Frankish (Y5)	Maths team
Saffie Carlill (Y4)	SMSC Inclusion Team YWTT tutor
Amy Cutting (Y4)	ECT History
Charlotte Lowis (Y3)	Art
Emma Lilley (Y3)	D & T
Liz Hadfield (Y3)	MFL ECT mentor
Liam Johnson (Y2)	Science Assistant SENCO

	YWTT mentor/tutor (STEM for the cluster and Museum project)
Sharron Charlton (Y2)	English Team Extended SLT
Richard Smith (Y1)	Maths Team Pod leader
Sam Wells (Y1)	English team – phonics Extended SLT
Kat Todd (Y1)	Historical, geographical, social understanding - geography
Kirsty Batty (EYFS)	Assistant Head Teaching and Learning Facilitator for Teaching school and University tutor for teaching students
Pippa Poole (EYFS)	PE
Sally Bearpark (EYFS)	Member of the maths team Extended SLT
Tracy Faulkner IPOD	Assistant Head SENCO and IPOD lead Inclusion team

SUMMARY OF KEY AREAS FOR IMPROVEMENT		
	AREA FOR DEVELOPMENT / FOCUS	PROGRESS & IMPACT
Leadership and governance	Succession planning needed	Extremely grateful for ongoing governor support. Vice chair in place. <u>Next steps:</u> HR governor Re-allocating Fleur and Sarah Well-being governor <i>Training for governors</i>
	Well-being and workload	The well-being forum continue to meet and explore ways to promote well-being. Workload has currently been cut (staff meetings and monitoring) in response to the 'last' roof replacement. <u>Next steps:</u> Reigniting the team once the building works have been completed.
	Professional learning	3 staff achieved NPQH 1 completes NPQH in April Headteacher NPQEL 4 staff are now on NPQSEN – 2 complete in April Cluster professional learning communities continue for SEN and EY. <u>Next steps:</u> See MED for the next round of coaching
	Parental engagement	New family read Fridays Stay and ? events in every year group FIS events planned for the rest of the academic year

		Part B: discussion around SENDIASS involvement in several parent/school communications <u>Next steps:</u> Parental questionnaire needed
	Cluster engagement	Attended SEN cluster meeting Attended EYFS cluster meeting Leading next Head's cluster meeting Leading LA behaviour and attendance partnership meeting for primaries Participating in LA suspensions and exclusions working party group Governor links with other schools LJ organises and leads cluster + Stem events for primary and secondary
	Community engagement	Increased shop drops to 2 x a week Re started community meals – although SW has resigned Intergenerational debutots ongoing Termly events for the care homes Termly church visits <u>Next steps:</u> <i>Bringing all strands of the Immans curriculum together</i> • <i>World views</i> • <i>Community curriculum</i> • <i>STEM</i> • <i>Careers</i>
Inclusion	AREA FOR DEVELOPMENT / FOCUS	PROGRESS & IMPACT
	SEND/IPOD	Excellent report following inspection of IPOD. Please see additional report <i>Next step: Continue in the same manner. Continue to lobby the LA for additional funding. Aiming to open a nurture room by Summer 2026</i>
	Disadvantaged pupils	Continued awareness that pupils have multiple disadvantages. See anonymous information. Spring Term 2026 18 children used the one free club funding Autumn Term 2025 11 children used the one free club funding Automatic funding for residentials is no longer in place. Support is discussed and made available on a case by case scenario. <u>We have 55 PP and 47 FSM</u> HAF have significantly changed the criteria for applying for grants and the time frame. Made the decision to leave Easter this year. Will consider summer, however the cost for the swimming that we like to do may not be approved. This is due to the need for an adult for every two children under the age of 8.

		<i>Next step: Action from the Finance meeting to look at other schools' strategies for new and innovative strategies.</i>
	Pupils open to social care	Family liaison officer and the rest of the safeguarding team, continue to support these families. Please see safeguarding report. New Family Practitioner holds a monthly drop in clinic at school. Early Help is now Family Help. <i>Next step: Change in recent cases please see report.</i>
Curriculum and teaching	AREA FOR DEVELOPMENT / FOCUS	PROGRESS & IMPACT
	Writing	Please see SDP <i>Next step: Handwriting pen licences. Are they holding chn back and causing unnecessary stress/unhappiness</i>
	Maths	Maths continues to be taught through Maths No Problem, supported by Mastering number. Early signs indicate that the Y6 outcomes this year will be back to above national average. Y1 now teaching whole class. <i>Next Step: Maths report for next FGB.</i>
	Reading	Home reading focus continues – some parental push back about using catch up in Y4 onwards for not reading. The focus stays high focused supported with Stay and Read events and reading breakfasts. Guided reading texts have been reviewed and supplemented.
	STEM	Gaining traction on Outdoor STEM learning with outdoor learning days Please see SDP. <i>Next step: Sustain the progress made this year. Grow the resources and ensure that they accessible.</i>
	Computing	Individual staff training almost all completed. NW also led a staff meeting. The move to the new computing curriculum was much smoother and quicker than anticipated. <i>Next step: tech budget and future planning</i>
	Purple pod	<u>3 successes</u> -Outdoor learning days-children are getting so much learning and enjoyment out of designated time for outdoors -Parent's evening and a successful chocolate tombola enabling us to raise enough money to adopt an animal. -Removal of the white house from the classroom which has created a quiet space for group work/milk time. <u>3 challenges</u> -Resourcing the areas particularly the outdoor areas. -Creating time to resource the areas. -Lunchtime play is challenging-if a member of staff is taken away to change a child leaves 1 adult outside
	Blue pod	Parent engagement continues to be a focus. Parents' Evening was very well attended, with positive feedback regarding pupil progress and communication from teachers. Discussions were purposeful and focused on next steps in learning.

		We also hosted a Phonics Meeting for parents to support understanding of early reading strategies and phonics screening expectations. Attendance was strong, and parents reported increased confidence in supporting reading at home. This partnership is contributing positively to pupil progress in early literacy. Progress in Early Reading and Writing Phonics outcomes remain a priority, and targeted interventions are supporting pupils who require additional consolidation. Staff have worked collaboratively to ensure consistency in phonics delivery and assessment. Early indicators show improving confidence in blending and segmenting skills across Year 1. Handwriting focus work has also strengthened pupils' fine motor skills and presentation standards. Phonics Attainment Gaps While progress is evident, a small group of pupils continue to require intensive support to meet expected standards in phonics. Irregular attendance for a minority of pupils has impacted continuity of learning. Ongoing targeted interventions and parental engagement will remain priorities. Increasing Learning Needs For pupils requiring additional support for speech and language development and social-emotional needs, staff are working closely with the SENDCo to implement early interventions. However, capacity and access to external services can result in delays. Writing Stamina and Independence Although handwriting formation is improving and early morning sentence structure remains a focus, some pupils continue to find it challenging to sustain independent writing for extended periods. Developing writing stamina and encouraging greater independence remains an area for continued focus. Next Steps • Continue targeted phonics interventions and monitor progress closely. • Strengthen early writing opportunities across the wider curriculum. • Maintain strong communication with parents to support learning at home.
--	--	---

		Explore additional support strategies for pupils with emerging SEND needs.
	Green pod	<u>Successes</u> - Robinwood and the creative problem solving, practical learning/group work completed by the year 4s that remained behind. - Secure in our flow of interventions/use of assembly times for groups, pre-teaching etc - As a pod, we feel generally smooth running, pitching in to help each other out, taking turns even with collecting bagels for the pod, rather than just year groups. Covering each other on door duty etc as needed <u>Challenges</u> - Can't be helped we know - but the moving around challenges up coming from the building being cut in half. - Reading books (keeping on top of tidiness) - shelving in pod 'nooks' will tidy up the organisation of reading books (and free up some corridor space from the spinning low level book shelves). - Toilets - ongoing monitoring or misuse/blockages/slow flushing or filling up in children's toilets so they can be easily flushed by children. I know it would be expensive but on the next upgrade would - sensor flushing be better (one less thing to press and go wrong)
	Ochre pod	<u>Ochre successes:</u> Routines and intervention timetables leading to ensuring coverage across the pod Respectful and polite pupils Hugely successful stay and WW2 for Y6 pupils and families <u>Ochre Challenges:</u> Outside conflict affecting relationships inside school Children witnessing the anti-social behaviour displayed by ex-pupils Visits for Y5 are proving challenging this year. Last year – too many visits. This year no Food and Farming. Also struggling to align the Children Challenging Industry topic.
	IPOD/SEND	<u>Successes</u> 4 IPOD pupils attended Robinwood 1 IPOD pupil is attending weekly swimming sessions IPOD inspection <u>Challenges</u> IPOD building itself requires some work – this is booked for Easter holidays Significant increase in parents requesting assessments for ADHD and or autism

Achievement	AREA FOR DEVELOPMENT / FOCUS	PROGRESS & IMPACT
	Foundation subject assessment	The subject assessments record sheet is in place with thanks to KT. It is set up to analyse into groups. <i>Next step: Revisit foundation subject formative assessment techniques</i>
	Foundational knowledge	Following staff training by Lucy Jordan and participating in the training from the writing framework, EYFS have reviewed and altered their handwriting policy. This means that the handwriting formation development follows the phonics. Next step: EYFS to document writing earlier. Y1 and Y2 to review their genres and consider simplifying further.
	Compliments	- Facilitated university overseas student visit - I just wanted to thank Mrs Fellows for the support we have received. Morris has had a couple of difficult mornings coming into school and her care, concern and support has not gone unnoticed. Mrs Fellows and all of the staff we have met so far have made me feel so confident with my decision to move Morris schools. The welcome we get in a morning and the kind faces we see at the end of the day are like night and day to what we've experienced in previous years. The last couple of weeks have been much more relaxed for both Morris and I and I feel content knowing Morris is going into a warm, welcoming environment. I just wanted to email my thanks as I feel people are always so quick to complain or raise concerns and sometimes the good just gets brushed aside. - A parent that previously made complaints towards school has applied for job roles.
Attendance and behaviour	AREA FOR DEVELOPMENT / FOCUS	PROGRESS & IMPACT
	Attendance	For the first time in a long time, several pupils are really struggling to get into school. Due to demographics – this affects SEN, PP attendance data. Working with the EWO and reaching out to Family Help. <i>Next step. Training required on school-based anxiety.</i>
	Low level Behaviour	Significant improvement in behaviour in the two year groups mentioned in the last report. This has been observed the C of G. <i>Next step: Relook at lunchtime cover for EYFS as well as KS1 to ensure there are enough adults to reinforce key rules, not just meeting supervision ratio.</i>
	Y7 cohort	Several children who transitioned to Holderness Academy in September haven't settled well and as a result, have had suspensions. We have supported the pupils by acting as an Offsite Direction. Unfortunately, this wasn't enough to help one pupil. For the first time in a long time it is evident that anti-social behaviour in Hedon is caused by ex-pupils.

		<i>Next steps: continue to support transition to HA. Use police connections to stamp immediately on any anti-social behaviour. Continue to participate in TAFs to support families.</i>
	Pupil View	Children think that behaviour is good overall. Any unkindness is usually seen at playtime so school council have been tasked with looking at next steps.
	Bullying	Ongoing dispute in Y5 has now been noted as bullying however the majority of issues occur outside of school and have since the beginning of the issues. Very tricky to manage when the children come across each other outside of school time. JL works hard to build boundaries

	AREA FOR DEVELOPMENT / FOCUS	PROGRES & IMPACT
Personal development and well-being	AFI	See previous notes regarding OFSTED AFI. This is becoming more complex as observed in a lesson about how Sheikhs worship. An innocent comment about it not be the 'normal' god indicates how far we have to go as a school. In facts Faiths and cultures needs to become a golden thread throughout everything Inmans is and does.
	Faiths	MT working toward RE Mark transforming RE to RE and World Views. Developing the holistic Inmans curriculum which involves this, careers, community and PD
Successes Recognition Accreditations	Since last FGB	• Xmas plays for EYFS and Y1 • Xmas concert at the Church • Xmas parties • Breakfast with Santa • FIS Xmas stall at the light switch on • Xmas lunch and jumper day • Reindeer trot for Dove House • Autumn visit • Foundational Knowledge training • Balfour Beatty assembly • Scooter training • Rocksteady concert • Quickline workshops • Y4 stay and multiply • ITAP week • Y6 stay and WW2



Inmans School Development Plan

IPS – Inspiring, Promoting and Supporting

At Inmans Primary School we provide a protected, inclusive and nurturing environment coupled with a creative and highly engaging relevant curriculum. We will meet the needs of every child, value all achievements and aim to make every day enjoyable yet rewarding.

We promise to ensure our curriculum will promote the highest expectations for all. Along with providing both inspirational and real life learning experiences, working with parents and the local community, our children will leave Inmans with the necessary skills to succeed in their next stage.

By having high expectations, celebrating individuality and a highly supportive environment, we will enable everyone (pupils and staff) to succeed.

School development priorities for 25/26 and the rationale for these

Leadership and governance

- To review the structure of staff at school in line with budget availability and any necessary succession planning.
- To review the structure of the governing body and look to recruit new governors onto the board and ensure that they are able to act in the critical friend role through accessing training.

Curriculum and teaching

- A review of the writing process is required throughout the school due to declining numbers of children reaching the expected standard
- To strengthen the STEM curriculum and build high quality enhanced provision into Y1

Achievement

- To continue to develop subject assessments so they accurately reflect children's attainment and progress through the year groups, whilst supportive teacher workload

Personal development and well-being



(OFSTED AFI Some pupils' understanding about different faiths and cultures is limited. As a result, pupils are not as prepared for life in modern Britain as they could be. The school should ensure that the approach to supporting pupils' understanding of different faiths and cultures is effective, so that pupils are better prepared for life in a diverse society.)

- To continue building the children's understanding of community and develop their understanding of different faiths and cultures.
- To develop the teaching of RE across the school to support the above aim – working toward the RE Quality Mark
- To bring together all elements of the Inmans curriculum to represent the commitment to personal development

Inclusion

- Children who join Inmans at a later point often have additional needs (SEN/family support for example) and are less likely to meet ARE. Work to ensure N2I pupils make accelerated progress through appropriate interventions
- Developing the use of provision tracker to increase parental understanding of their child's progress and targets
- Continue to develop practice to provide maximum impact of the PP grant inclosing the gap



Achievement: To ensure learning journeys consider where children are in their learning, so all children make good progress from their starting point.

Pupil Outcomes 24-25

EYFS	Y1 phonics and Y2 retakes	KS1																																																																											
74% achieved a GLD in 2025 (compared to 64% in 2024) 67% national GLD Focus for 2024-25 = Improve the outside provision for EYFS = SDP – Early Years - The EYFS classroom, outside provision and resourcing supports the curriculum	73% in 2025 (78% in 2024) Nat: 80% 4 IPOD pupils and 1 EHCP. 90% in Y2 retakes Focus for 2025 -26 PP pupils achieving the standard. See later in the plan.	<table><tr><th>KS1 data</th><th>School</th><th>National</th></tr><tr><td>Reading</td><td>77 (15)</td><td>68.3 (18.8)</td></tr><tr><td>Writing</td><td>55 (0)</td><td>60.1 (8.2)</td></tr><tr><td>Maths</td><td>61 (13)</td><td>70.4 (16.3)</td></tr><tr><td>GPS</td><td>*</td><td>*</td></tr><tr><td>Science</td><td>86</td><td>*</td></tr><tr><td>RWM</td><td>53</td><td>55.7</td></tr><tr><td></td><td></td><td></td></tr></table>	KS1 data	School	National	Reading	77 (15)	68.3 (18.8)	Writing	55 (0)	60.1 (8.2)	Maths	61 (13)	70.4 (16.3)	GPS	*	*	Science	86	*	RWM	53	55.7																																																						
KS1 data	School	National																																																																											
Reading	77 (15)	68.3 (18.8)																																																																											
Writing	55 (0)	60.1 (8.2)																																																																											
Maths	61 (13)	70.4 (16.3)																																																																											
GPS	*	*																																																																											
Science	86	*																																																																											
RWM	53	55.7																																																																											
Y4 Multiplication Tables Check <table><tr><th>School</th><th>National</th></tr><tr><td>46 (25)</td><td>34 (25)</td></tr><tr><td>AS = 27.1</td><td>AS = 21.1</td></tr></table> Actions To increase pupils’ use of TT Rockstars - 3 x 10 mins per week	School	National	46 (25)	34 (25)	AS = 27.1	AS = 21.1	KS2 <table><tr><th></th><th>School</th><th>National</th></tr><tr><td>% EXS reading</td><td>66</td><td>75</td></tr><tr><td>% EXS writing</td><td>57</td><td>72</td></tr><tr><td>% EXS maths</td><td>63</td><td>74</td></tr><tr><td>% EXS in GPS</td><td>66</td><td>73</td></tr><tr><td>% EXS in RWM</td><td>45</td><td>62</td></tr><tr><td>Average Scaled reading</td><td>105</td><td>105.6</td></tr><tr><td>Average Scaled writing</td><td>-</td><td>-</td></tr><tr><td>Average Scaled maths</td><td>103</td><td>105</td></tr><tr><td>Average Scaled in GPS</td><td>104</td><td>105</td></tr><tr><td>% greater depth reading</td><td>38</td><td>28</td></tr><tr><td>% greater depth writing</td><td>5</td><td>13</td></tr><tr><td>% greater depth maths</td><td>21</td><td>22</td></tr><tr><td>% greater depth GPS%</td><td>21</td><td>30.</td></tr><tr><td>% greater depth RWM</td><td>4</td><td>8</td></tr></table>		School	National	% EXS reading	66	75	% EXS writing	57	72	% EXS maths	63	74	% EXS in GPS	66	73	% EXS in RWM	45	62	Average Scaled reading	105	105.6	Average Scaled writing	-	-	Average Scaled maths	103	105	Average Scaled in GPS	104	105	% greater depth reading	38	28	% greater depth writing	5	13	% greater depth maths	21	22	% greater depth GPS%	21	30.	% greater depth RWM	4	8	<table><tr><td>Suspension</td><td>School</td><td>National</td></tr><tr><td></td><td>0.3</td><td>6.91</td></tr><tr><td>Exclusions</td><td>School</td><td>National</td></tr><tr><td></td><td>0</td><td>0</td></tr></table> <table><tr><th>Attendance</th><th>School</th><th>National</th></tr><tr><td></td><td>95.5</td><td>93.7</td></tr><tr><td>EHCP</td><td>91.5</td><td></td></tr><tr><td>PA</td><td>6.9</td><td></td></tr></table>	Suspension	School	National		0.3	6.91	Exclusions	School	National		0	0	Attendance	School	National		95.5	93.7	EHCP	91.5		PA	6.9	
School	National																																																																												
46 (25)	34 (25)																																																																												
AS = 27.1	AS = 21.1																																																																												
	School	National																																																																											
% EXS reading	66	75																																																																											
% EXS writing	57	72																																																																											
% EXS maths	63	74																																																																											
% EXS in GPS	66	73																																																																											
% EXS in RWM	45	62																																																																											
Average Scaled reading	105	105.6																																																																											
Average Scaled writing	-	-																																																																											
Average Scaled maths	103	105																																																																											
Average Scaled in GPS	104	105																																																																											
% greater depth reading	38	28																																																																											
% greater depth writing	5	13																																																																											
% greater depth maths	21	22																																																																											
% greater depth GPS%	21	30.																																																																											
% greater depth RWM	4	8																																																																											
Suspension	School	National																																																																											
	0.3	6.91																																																																											
Exclusions	School	National																																																																											
	0	0																																																																											
Attendance	School	National																																																																											
	95.5	93.7																																																																											
EHCP	91.5																																																																												
PA	6.9																																																																												



Whilst outcomes at the end of KS2 are below average for the first time in many years (pre covid) much of this is cohort specific and children made expected progress if not accelerated. The whole school focus is writing due to continued below average reaching AS. Work with home reading should continue due to the positive impact on writing.

Leadership and governance	Intervention description	Implementation activities	Implementation outcomes	Final outcomes
Issue	What	How	Monitoring	Success criteria
Reducing budget. DFE monitoring shows significantly above average for support staff. Succession planning is becoming urgent in several areas of the school with the possibility of staff muting reducing workload. Resignation of chair and vice chair of governors leading to low numbers of governors and future resignation of governor that supports with HR and well-being could leave the leadership team vulnerable.	Budget management alongside support from HR with processes Accurately identify end of year projections and ascertain staffing changes that will impact. Review of allocation of support staff using EEF – Effective Use of TAs Governing body review	October budget review. Shared with governors Attend restructure training Review staffing based on current SEND numbers. PDP discussions with all staff Monitoring of support staff Complete audit of governance to identify gaps in skill set. Advertising for new governors. Considering moving governor roles. Succession planning for HR/well-being governor	Short term Staff planning run through budget system to provide scenarios. All staff aware of DFE budget monitoring Medium term Governors and SLT confirm need for any restructure. Long term Complete any HR processes with full staff involvement. Governor Board positions are filled – with governors providing appropriate challenge and support.	Budget is buoyant and staff are allocated effectively. Children continue to receive the support identified for them. Succession planning underway and new staffing structure identified. Still ascertaining staff wishes for the coming year. Governors are consistently able to challenge and support leadership. Ongoing



Curriculum and teaching	Intervention description	Implementation activities	Implementation outcomes	Final outcomes
Issue	What	How	Monitoring	Success criteria
Declining trend in EXS writing based on baselines of EYFS or Y2. Moderation using exemplification materials demonstrates gaps in handwriting, spelling and over possible over reliance on modelling. Staff report that some children are uninspired by the genres.	Raising expectation of individual pupil progress across the school in writing. Reviewing the writing process at each stage to identify areas in need of development. Catch up for pupils where appropriate Accurate assessments for future planning.	Review of pupil progress so far Moderation half termly and match to pupil progress Non-negotiables for each year group Review of marking policy and spelling policy which will feed into English policy Coaching around writing independently – withdrawing scaffolds in upper KS2 Pupil voice around writing Refresh of writing stimulus Joint moderation with the cluster Retraining for new to year group staff Look to develop more opportunities to include non-scaffolded pieces of writing	Short term Build into MED Discussions of expectations in PDP and pupil progress meetings Observations of lessons Disaggregated training day used for completing writing framework audits. H/W, spelling and marking policies all refreshed. Medium term Planning and teaching units together with the English team (coaching). Removal of anchor words – move to tier words. Spelling sessions for parents. Long term All policies aligned. Staff upholding NN. Chn able to verbalise importance of NN.	No longer a declining trend – however this will be based on teacher assessment moderated with the English team <i>Early indications (Autumn term show an improvement. Will feedback at the next standards.)</i> <u>Short term</u> At least expected progress from baseline at EYFS/Y2. Children are moving from scaffold to independent with ease. <u>Long term</u> Increase of 10% attainment in each year group



			Medium term plan reflects independent writing as well as scaffolded pieces.	
Parental engagement in home reading (Y1 and Y2) is impacting on children being able to apply knowledge when writing. Parents are unable to provide support for phonics at home.	Enable new parents as well as existing to support their children with phonics Empower parents to support with day to day reading activities	Reading information newsletters Events – reading café, book fair, WBD. Get caught reading. Stay and read sessions. Reading in KS2 information session. Increase stay and read activities. Phonic information sessions for EYFS and Y1.	Increase in number of pupils reading regularly weekly Pupils voice the importance of reading Parental participation and feedback after sessions.	Short term Pupils actively reading more at home. 71% Increase in individual fluency Pupils can identify their own progress Long term Increase of 10% of lowest 20% readers reaching ARE Increase Y1 pupils reaching phonics standard to 85% - with IPOD 82%,

Curriculum and teaching	Intervention description	Implementation activities	Implementation outcomes	Final outcomes
Issue	What	How	Monitoring	Success criteria
Observations show that the outdoor area isn't maximised for enhancing the curriculum Health and safety walks have highlighted that areas need improvement before	Repair of all areas (budget allowing) Adoptions of the outdoor areas by pods to utilise within their learning and to ensure that the areas are monitored.	Book in work for the rabbit area and the enchanted garden. Pods bid for the area that they want to 'adopt' Pods can set monitors Allocate staff meeting time for building in STEM activities into medium term plans	Short term Working party Medium term (and half termly) Meeting time committed to planning. Y1 have consistent enhanced provision Activities are high quality Participation in Outdoor learning day	Stem activities included in MTPS consistently. Half termly outdoor learning days with Stem. Year groups have 'adopted' an area each Pupils voice demonstrates their enjoyment and learning,



they can be accessed safely. Pupils report high levels of interest in STEM, however STEM sessions are intermittent across the year groups		PPA continue to have monthly forest school activities.	<u>Long term</u> Staff report to governors the changes to activities and present pupil work and voice.	A second year will allow for refinement. Link into the Inmans curriculum (PD)
---	--	---	--	--



To ensure that all focus teams are working effectively and are supported by SLT in terms of workload.				
Achievement	Intervention description	Implementation activities	Implementation outcomes	Final outcomes
Issue	What	How	Monitoring	Success criteria
FLIC (the previous foundation subject assessment) was very workload heavy as reported by teachers.	Develop purpose built foundation assessment sheets that will provide subject leaders with the information they require.	Subject leads develop the most appropriate objectives for their subject for each year group. Spreadsheets produced with ability to filter different groups and demographics.	Short term Spreadsheets are completed and de-bugged. Medium term Information fed into the sheets. Subject leads use them to assess progress in their subject. Class teacher utilise for EOY reports – see below Long term Subject leads evaluate the first year and make any adaptations to objectives.	Class teachers report an accurate yet manageable system. <i>It is in place and staff given time during staff meetings to complete.</i> Subject leads are able to use easily for achievement information.
FLIC information wasn't always understood by parents – leading to confusion about exact attainment and next steps	Develop the end of year report to make it easier to access for all.	Following on feedback from previous years' trial, make adjustments to the termly catch points. Revisit common language between staff for any pupils on SEN register	Short term Make a trial for staff who are parents. Medium term Send end of year reports with a comment card	



To continue to ensure that provision for personal development matches the needs of the pupils and reflects the current external climate				
Personal development	Intervention description	Implementation activities	Implementation outcomes	Final outcomes
Issue	What	How	Monitoring	Success criteria
Low self-esteem, resilience and empathy individually and linked. Sometimes leading a shame cycle	Positive focus on oracy to increase self-confidence and self-belief.	Linked to EDP – evaluate current oracy provision. Explore oracy programmes/curriculums – what is available. Visit other provisions. Prepare and implement chosen strategy.	Through monitoring behaviours that staff/pupils identify linked to low confidence/esteem. Pupil voice	Full evaluation of current provision completed. Staff awareness raised and linked to the tweaks to the behaviour and relationships policy. (See behaviour and attitudes) Medium term Start to introduce new approach. Long term Whole school approach to oracy embedded. Long term Decrease in numbers requiring one to one ELSA support for the highlighted reasons
Meeting increasing pastoral needs	Pastoral support in pod and with ELSA Accessing MHT whole class support. MHT working with individuals and arranging for CBT parent led	Daily check ins allocated Timetabling ELSA Whole class input from MHT in Y4 and Y5 Consultation process for CBT Expressions of interest leading to interviews	Supervision from ELSA for the pastoral Tas Termly timetabling monitoring. Beginning and end questionnaires for pupils Post CBT check ins with parents Completion of ELSA course	Short term – children are allocated action plan after full referral from the teacher See above Medium term – decrease in number of pupils requiring support. No decrease – rather increase in amount of support available with additional ELSA and D&T.



	Succession planning for ELSA role			Long term – Succession plan in development. MHT completed their piece of work at school.
--	-----------------------------------	--	--	---

To ensure that transition is effective for all children whenever they start their time at Inmans				
Inclusion	Intervention description	Implementation activities	Implementation outcomes	Final outcomes
Issue	What	How	Monitoring	Success criteria
As demonstrated by tracking of pupil progress, pupils who join Inmans after EYFS do not always make expected progress from the transitional information. Pupil New to Inmans as demonstrated by CPOMS and transition information often have other services involved with their families. Recent observations have highlighted a gap between the information provided	Improved transition meetings with N2I families. Rigorous record transfer Baseline information gathered		Termly in line with the course – monitor attendance with the MHT Post intervention questionnaire Before October half term and then through the year. Half termly review for these families.	Short term Parents are more able to support their child in the home – evidenced in discussions and questionnaire Long term - Families are supported and children emotional needs lessen <i>MSHT attended parents evening. Monthly visits from the family practitioner– now realise unrealistic for the needs to reduce but get more effective at signposting.</i>



Attendance overall above national – however persistent absents should be lower. Impact of term time holidays.	Weekly attendance celebration Fortnightly attendance checks for all pupils Daily check for vulnerable list Share attendance policy with parents and phone calls and home visits as appropriate	Trophy in assembly – weekly attendance discussions FW and SF meet to discuss pupils 90% and under List in the office – train staff to know which pupils will trigger attendance process	Weekly monitoring of overall class attendance. FW – SF Friday meeting fortnightly Daily monitoring for vulnerable pupils	Short term – Pupils and parents develop better understanding of importance of attending Medium term – decrease in PA to under 10% Long term – decrease in PA to under 8% Currently 10%
Further improve the relationships and behaviour policy to embody childhood trauma approach	Review the current policy	Create working party Complete policy review Introduce changes in systematic approach with feedback periods. Pupil and staff voice.	Monitor the self-esteem of identified pupils.	Short term – Pupils report the new sanction framework to be fair but considered. Medium term Low level behaviours decrease and pupils are able to reflect more ably. <i>Huge improvement in identified year group</i>
Children unable to regulate and other pupils concerned/confused by this behaviour	Educating children about ‘crisis’ moments Staff training for de-escalation	Behaviour focus through Jigsaw and social stories Team teach training – including bean bag hold	Decrease in non-regulated behaviour. Pupil’s understand the challenges that some of our children face.	Short term Decrease in PHR Medium term



	Continue to refine PHP for identified pupils	Regular updates and shared effectively. SENCO training on Boxall profile		Increase in tolerance and support from pupils (focus during neurodiversity week) Long term Pupils are not recognisable from their behaviour. They feel supported.
--	--	---	--	---

Termly School Child Protection & Safeguarding Report to the Governing Body



Sept 2025 – July 2026

DfE guidance Keeping Children Safe in Education (KCSiE) 2025 sets out the responsibilities of all schools and colleges to safeguard and promote the welfare of children and young people. It is clearly outlined in Part 2 of the Guidance (Paragraph 76) that: “Governing bodies and proprietors have a strategic leadership responsibility for their school’s or college’s safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times”

This reflects the statutory duties and requirements outlined in a number of pieces of inter linked legislation, for example:

- Section 11 of the Children Act 2004
- Section 175 of the 2002 Education Act
- Section 157 of the 2002 Education Act
- Independent School Regulations 2003

The Governing Body or equivalent has a statutory duty to make sure that effective policies, procedures and arrangements are in place to ensure that they safeguard and promote the welfare of children.

This Governing Body Child protection and Safeguarding Report template should be used to provide a report to the Governing Body (or equivalent) on safeguarding practice on a termly basis across the school year. It will assist the Governing Body (or equivalent) to monitor compliance with statutory legislation and requirements and discharge oversight of governance.

It is recognised that not all parts of the Report will be equally relevant across settings and some sections may attract a nil return.

The report has been reviewed and is designed to assist in the collection of key information that can be:

- Readily available in the event of external audit / inspection
- Used to profile and review incidents and trends and follow up action
- Plan staff safeguarding training and awareness

Process

It is recommended that this template or an adapted version is used to provide information to the Governing Body (or equivalent) on a termly basis.

The Report should be completed at the end of term to capture the information for the term just ending and the cumulative Year to Date totals updated as the year progresses.

The template can be adapted to suit the school/setting and sections added if thought to be useful.

The report should be discussed by the Safeguarding Governor and DSL prior to each Governing Body meeting.

Other staff such as the school admin, Designated LAC teacher, SENDCO, and headteacher will need to be consulted in order to complete the report.

There is no requirement to submit the report to the SiET.

In order to meet the requirements outlined above in legislation above, the local authority may undertake a dip sample of Reports.

Termly School Child Protection & Safeguarding Report to the Governing Body

Sept 2025 – July 2026

NAME OF SCHOOL	Inmans Primary School
-----------------------	-----------------------

SCHOOL YEAR 2025/26						
Period of report indicated	Autumn Term	November 2025	Autumn & Spring Term	16.03.26	Autumn, Spring and Summer Term. School Year 2025-2026	

KEY SAFEGUARDING STAFF	NAME
Headteacher	Sue Fellows
Designated Safeguarding Lead (Strategic)	Sue Fellows
Deputy Designated Safeguarding Lead	Tracy Faulkner
Designated Safeguarding Governor	S Rix and P Wilkinson
Designated Teacher (CLA / PLAC)	Sue Fellows and Julie Lilley
SENDCo	Tracy Faulkner
E.Safety Lead	Neil Wharton
Filter and Monitoring School Lead / Governor	Sue Fellows
Alternative Provision School Lead / Governor – as a result of the updated guidance issued in February 2025, it is recommended that a nominated Governor has strategic oversight of this area.	S Rix
Other	

REPORT PRESENTED TO GOVERNING BODY MEETING:	DATE
Autumn Term	02.12.25
Spring Term	16.03.26
Summer Term	

VULNERABLE CHILDREN	Autumn Term		Spring Term		Summer Term		Year to Date	
	Children	Families	Children	Families	Children	Families	Children	Families
Children subject to a Child Protection Plan during any part of the report period.	0	0	1	1				
Initial CP Case Conference	0	0	0	0				
Review CP Case Conference	0	0	0	0				
Meetings	0	0	0	0				
Other children subject to Child in Need plan during any part of the report period.	7	3	9	4				
Vulnerable student cohort	8	5	7	5				
Attendance Concerns			1	1				
Notes: Had one pupil leave school to be home tutored and one pupil currently not attending.								

CHILD PROTECTION	Autumn Term	Spring Term	Summer Term	Year to Date
Record of safeguarding concerns shared by staff (i.e, Record of child protection concerns and disclosures)	16	25		
Consultations with Safeguarding and Partnership Hub v PEM cases raised	1	1		
Request for Service made to Safeguarding and Partnership Hub (Request for Service Form completed)	0	2		
Feedback received from Local Children's Safeguarding Team within 24 hours of receipt of RFS and outcome confirmed	0	0		

The Family Help structure (that replaces the previous Early help structure) and process at time of writing in terms of actual implementation and operation is still being finalised, as such the below is a draft that potentially will need to be modified in terms of the wider arrangements and local recording reporting requirements

FAMILY HELP (previously Early Help)	Autumn Term		Spring Term		Summer Term		Year to Date	
	Children	Families	Children	Families	Children	Families	Children	Families
Family Help School and Community Team Contacts by school	3	1	3	1				

Team Around the School (TAS) Meetings			10	6				
What was the EHA ##### Form / working title of new form Partner Assessment Form completed (new form that is being developed and retitled)								
Family Help Hub Referral			4	2				
Response from Hub in 48 hrs			4	2				
Family Help Agreed			3	1				
Notes: EHA – not seen form using the referral for service form.								

LOOKED AFTER CHILDREN (CLA)	Autumn Term	Spring Term	Summer Term	Year to Date
Number of Children	3	3		
Number of responsible LAs	2	2		
Number of PEPs in place & current	3	3		
Number of PEPS not in place or outdated	0			
Number of children previously LAC (PLAC), under Special Guardianship or Child Arrangement Orders school are aware of	6	9		

PREVENT	Autumn Term		Spring Term		Summer Term		Year to Date	
	Police	LA	Police	LA	Police	LA	Police	LA
Referrals Made	0	0	0	0				
Response Received	0	0	0	0				

OPERATION ENCOMPASS NOTIFICATIONS	Autumn Term		Spring Term		Summer Term		Year to Date	
	Children	Families	Children	Families	Children	Families	Children	Families
Referrals Received	1	1	5	5				
Received within 24 hours of incident	1	1	5	5				

Following SG review activity last year and very high numbers of recorded C-o-C Abuse, it is suggested that the two categories below (which were combined) be separated. It is also worth considering a distinction between C-o-C Abuse and Peer Conflict so as to record an accurate reflection across both. C-o-C Abuse would normally be characterised by Power Imbalance, Intent and Repetition or a significant one off incident.

CHILD ON CHILD ABUSE	Autumn Term		Spring Term		Summer Term		Year to Date	
In/out of school	In	Out	In	Out	In	Out	In	Out

Total Number of Reported Incidents	0	1		
------------------------------------	---	---	--	--

Peer Conflict	Autumn Term		Spring Term		Summer Term		Year to Date	
In/out of school	In 7	Out 2	In 18	Out 2	In	Out	In	Out
Total Number of Reported Incidents	333 BRL		278 BRL					

CHILD ON CHILD SEXUAL HARASSMENT AND VIOLENCE INCIDENTS	Autumn Term		Spring Term		Summer Term		Year to Date	
In/out of school	In 0	Out 0	In 1	Out 0	In	Out	In	Out
Total Number of Reported Incidents								

CONSENSUAL AND NON-CONSENSUAL SHARING OF NUDE AND SEMI-NUDE IMAGES AND VIDEOS	Autumn Term		Spring Term		Summer Term		Year to Date	
In/out of school	In 0	Out 0	In 0	Out 0	In	Out	In	Out
Total Number of Reported Incidents								

INCIDENTS INVOLVING DISCRIMINATORY / PREJUDICIAL BEHAVIOUR	Autumn Term		Spring Term		Summer Term		Year to Date	
In/out of school	In	Out	In	Out	In	Out	In	Out
LGBTQ + & perceived to be LGBT+	0	0	0	0				
Race	0	0	1	0				
SEND	0	0	0	0				
Religion and Belief	0	0	0	0				
Other forms of discrimination (Please add as required)								
Notes:								

OTHER SAFEGUARDING CONCERNS	Autumn Term		Spring Term		Summer Term		Year to Date	
In/out of school	In	Out	In	Out	In	Out	In	Out
Bladed Article (risk-posing)	0	0	0	0				
Substance Misuse	0	0	0	0				
Police Involvement	0	0	0	0				
Missing Person Episodes	0	0	0	0				
Child Criminal Exploitation	0	0	0	0				

Child Sexual Exploitation	0	0	0	0				
Other:	0	0	0	0				

ELECTIVE HOME EDUCATED (EHE)	Autumn Term	Spring Term	Summer Term	Year to Date
Number of Children	0	1		
Number of Families	0	1		

USE OF ALTERNATIVE PROVISION	Autumn Term		Spring Term		Summer Term		Year to Date	
	Started	Ended	Started	Ended	Started	Ended	Started	Ended
Number of Children	0	0	0	0				
Number of Families	0	0	0	0				
Notes:								

SMOOTHWALL (or equivalent platform used) FILTERING and MONITORING	Autumn Term	Spring Term	Summer Term	Year to Date
Number of Smoothwall alerts received in total	Staff -1 Pupils - 0	Staff – Pupils -1	Staff – Pupils -	Staff – Pupils -
Number of suicide specific Smoothwall alerts received	Staff - 0 Pupils - 0	Staff – 0 Pupils - 0	Staff – Pupils -	Staff – Pupils -
Number of suicide specific Smoothwall alerts needing further action	Staff - 0 Pupils - 0	Staff – 0 Pupils - 0	Staff – Pupils -	Staff – Pupils -
Number of e-safety Smoothwall alerts needing further action	Staff - 0 Pupils - 0	Staff – 0 Pupils - 1	Staff – Pupils -	Staff – Pupils -
Notes: Significant reduction in alerts				

ALLEGATIONS AGAINST STAFF OR VOLUNTEERS (Head teacher and / or Chair of Governors to complete)	Autumn Term	Spring Term	Summer Term	Year to Date
Number of allegations received (Head teacher and / or Chair of Governors to complete)	0	0		
Number referred to LADO	0	0		
Outcome of allegation: - Substantiated, - Malicious, - False, - Unsubstantiated, - Unfounded, (no specific details or identities to be recorded here)	0	0		

This has been separated from the above for ease of recording

NUMBER OF LOW LEVEL CONCERNS	Autumn Term	Spring Term	Summer Term	Year to Date
	1	2		

Draft 'Use of reasonable force and other restrictive interventions in schools Guidance for schools in England - February 2025' - [Reasonable Force Guidance Feb 2025](#) - updates previous 2013 guidance and formed the basis of a consultation that ended on 29.04.25. From September 2025, schools will be legally required (statutory requirement – p14-15) to record and report incidents to parents where reasonable force is used (even if part of an agreed behaviour plan) The draft guidance sets out the details that should be recorded, as a minimum. It also sets out what should be included in the report to parents/carers, and some exceptions.

The guidance makes a distinction between Reasonable Force and Restrictive interventions: Any planned or reactive action which limits a pupil's movement, liberty or freedom to act independently. Restrictive interventions may include use of equipment, medication or **seclusion**. Restrictive interventions may or may not involve the use of reasonable force -you may wish to consider adding 'seclusion' / isolation data to the Report in anticipation of further recording requirements.

There is a 3rd category 'Restraint' which does overlap with Reasonable Force.

P15 of the guidance in relation to Restrictive Interventions documents 'Section 93A of the Education and Inspections Act 2006 does not require schools to record and report instances of restrictive interventions where force was not used. However, it is best practice for schools to apply the same recording and reporting policy to restrictive interventions where force is not used.

Please note that KCSiE 2025 'for info' version still links to the 2013 version of the Reasonable Force Guidance at time of writing.

USE OF REASONABLE FORCE	Autumn Term	Spring Term	Summer Term	Year to Date
Number of Incidents	3	0		
Number of Pupils	2	0		
Number of Incidents Reported to Parents	5	0		

USE OF RESTRICTIVE INTERVENTIONS	Autumn Term	Spring Term	Summer Term	Year to Date
Number of Incidents	0	7		
Number of Pupils	0	1		
Number of Incidents Reported to Parents	0	All		

POLICIES AND STATUTORY GUIDANCE	
The School's 'Strategic Child Protection & Safeguarding Policy' 2025-26 has been discussed and agreed by the Governing Body and is on the school web site	Yes / No

All staff have received and had time to read and understand the current version of:	
Keeping Children Safe in Education 2025 Information for all School & College Staff – Part One or Annex A	Yes
School Child Protection Procedures	Yes
School Code of Conduct	Yes
School Whistleblowing Guidance	Yes
School Low-level Concerns Policy	Yes

The following are made available to all staff	
School 'Strategic Child Protection & Safeguarding Policy'	Yes
Keeping Children Safe in Education 2025 - Full guidance	Yes
The School Safeguarding Whistle Blowing Procedures	Yes
Staff Code of Conduct	Yes
Low-level Concerns Policy	Yes
Working Together to Safeguard Children 2023	Yes
What to do if you are worried a child is being abused 2015	Yes
Guidance for safe working practice for those working with children and young people in education settings, 2022	Yes

TRAINING		
SPECIFIC SAFEGUARDING TEAM TRAINING		
<i>To be cross-referenced with training records and the LMS. Please see the SiET training grids for details of training requirements (link)</i>		
Role	Name of training course (Please add details)	Date completed
DSL (s)	e.g., PREVENT Thresholds Briefing	Sept 22 Oct 22
DDSL (s)		
Safeguarding Governor		
Chair of Governors		

WHOLE SCHOOL TRAINING			
<i>To be cross-referenced with training records and the LMS. Please see the SiET training grids for details of training requirements (link)</i>			
Role	Number of staff completed	Name of course	Date completed
Teaching staff	e.g., 20	e.g., Safeguarding in Education	e.g., 15 in Sept 22, 5 in Oct 22
Teaching assistants			
Admin			
Midday supervisors			
Caretakers/cleaners			
Volunteers			
Technicians			
Governors			

SAFER RECRUITMENT TRAINING		
Role	Name	Date completed (within 3 years)
Headteacher	Sue Fellows	February 26
Governor	Suzie Rix	
Other		

GOVERNOR/ INVOLVEMENT

CP/Safeguarding Governor/DSL Meetings/visits/related activities	
Date	Summary of discussion
17.11.25	Nose piercing complaint
Jan 26	Health and safety walk completed

Identified Development or Action Points			
	Development or Action required	By whom	By when
1	Health and safety walk required.		
2	Another walk after builders completed and also Health and safety LA visit booked for 15 th June.		
3	Come and check school training records – I don't update this one as it is a repeat of what we have – but it needs checking by a governor.	SGG	ASAP

END of Report

EAST RIDING OF YORKSHIRE COUNCIL

Report to: Governing Bodies of All Schools

Date: Spring Term 2026

Title: Bullying and Harassment Policy and Procedure (Schools)

Report of the Executive Director of Corporate Resources

1. Background

- 1.1 The Bullying and Harassment Policy and Procedure has been reviewed following its major overhaul in November 2022. The outcome of the review confirmed that the policy remains fit for purpose and therefore no major changes have been made to the policy.
- 1.2 The policy was agreed on 4 November 2025 under the delegations of the Executive Director of Corporate Resources to authorise minor amendments to the policy, in consultation with the Portfolio Holder.

2 Amendments

- 2.1 The titles and formatting have been updated to reflect the new version and date. The policy and procedure have been put in the First person and links to documents etc added throughout.
- 2.2 The main changes to the Bullying and Harassment Policy and Procedure are:
 - **Aim:**
 - The aim section has been slightly rephrased for clarity and conciseness, listing the types of discrimination.
 - **Scope:**
 - The scope now explicitly includes "sexual harassment" in addition to bullying, harassment, victimisation, and discrimination.
 - It also mentions that issues involving abuse, aggression, or violence from the public should refer to the "Violence and Aggression at Work Guidelines.". These have not yet been finalised but will be linked once agreed.
 - It details policies that may be more appropriate to use.
 - It states that the policy can be used for individual and collective complaints and that previous investigated issues will not be re-considered.
 - **Background:**
 - It has added sexual harassment to the Council's zero-tolerance approach.
 - **Definitions:**
 - Definitions have been expanded to include "sexual harassment" and the legal duty to prevent it under the Worker Protection (Amendment of Equality Act 2010) Act 2023.

- **Statement:**
 - The statement now includes a more detailed commitment to equality, diversity, and inclusion, emphasising the Council's zero-tolerance approach.
 - It highlights that a full and thorough investigation will be taken.
 - It now details that aggravating factors such as abuse of power of a more junior colleague will be taken into account when considering disciplinary action as an outcome.
 - It stresses that complaints will be prioritised and investigated promptly to ensure no undue delay and a commitment that failure to this will also be investigated.
- **Roles and Responsibilities:**
 - The employee responsibilities have been expanded to ensure inappropriate or unacceptable behaviour is reported whether one off or ongoing.
 - The manager responsibilities have been expanded to include taking reasonable steps to prevent sexual harassment and ensuring all complaints are dealt with promptly and as a priority and delays are communicated as well as ensuring relevant training is undertaken.
 - The role of Trade Unions has been clarified to state they will support their members not the Council to resolve issues.
 - Commissioning training via the Council's Learning and Skills team has been removed from the role of People Services.
 - It has been clarified that the Council will monitor and receive quarterly workforce reports to include compliance rates of e-learning and a focus remains on equality diversity and inclusion.
- **Further Information and Support:**
 - The section now includes additional internal and external support resources, such as School Trade Union Representatives, the Equality, Advisory and Support Service and suite of standard letters.
- **Procedure:**
 - The Chair of Governors has been added as a contact if a complaint is against the Headteacher.
 - Wording has been amended for employee considerations/actions prior to raising an issue.
 - The informal and formal procedures have been clarified, including steps for early resolution and formal investigation.
 - Wording has been added that complaints are forwarded to the Headteacher to gain agreement to progress to a formal investigation and nominate an Investigating Manager. The Chair of Governors will make a decision to progress in relation to the Headteacher and also who will carry out the investigation.
 - Clarification has been added that timescales cannot be specific due to individual complexities.
 - Wording added that any learning outcomes could be managed under the Capability Policy/management guidance or training.
 - Wording added that basic feedback will be given to witnesses.
 - Bullet points added to appeal information required if dissatisfied with the outcome and that an appeal panel of three independent school Governors will hear the appeal.

- Highlighted that an employee will be given 48 hours' notice of a meeting.
- Added bullet point highlighting Manager early support planning required prior to any return following employee absence.
- The process for handling complaints about the Headteacher has been updated to include the involvement of the Local Authority or another school Governing Body if necessary.
- The procedure for dealing with complaints involving contractors and staff from other organisations has been updated, requesting the use of their own internal procedures.
- The investigation procedure for dealing with complaints, post-employment has been clarified.
- Clarification of definition of vexatious and bad faith complaints has been added along with clarification that an employee will not be subject to disciplinary action just because a complaint is not upheld.
- Links have been added to letters etc, throughout.
- **Appendices:**
 - New appendices have been added, including templates for various letters and forms used in the procedure.
 - The investigation procedure and Guidance for managers and employees and the FAQ's have been expanded and clarified in line with changes to the policy and procedure and refers to the Chair of Governors in relation to complaints against a Headteacher.
 - References to the new Sexual Harassment Duty has been included as relevant.
 - The definitions of bullying, harassment, and victimisation have been clarified and expanded.

2.3 These changes reflect a more comprehensive and detailed approach to handling bullying, harassment, and related issues, with a particular emphasis on preventing and addressing sexual harassment.

3.0 Trade Union Consultation

3.1 Trade Unions were consulted on the Bullying and Harassment policy on 14 January 2025 and had the following comments:

Policy:

- Roles and Responsibilities – Trade Unions: Advised Trade Unions do not work with the Council but on behalf of the member. Wording amended Trade Unions will support their members to take steps to resolve any issues at the earliest opportunity”.
- Roles and Responsibilities – People Services: Questioned whether People services provide impartial advice and wording should be added to state ‘aim’ to provide impartial advice. Not amended as this is their role.
- Roles and Responsibilities -The Council: Requested that reports on number of incidents should be shared with Trade Unions/AWJCC. Confirmed information is included in the quarterly workforce reporting.
- Section 7 – Relationship with Other Policies – Questioned if this section was required. Confirmed this is a standard section in all policies.

Procedure:

- Section 2 – Requested removal of the action; ‘your manager to keep an eye on the issue’ as this infers that the situation will be allowed to continue – Agreed
- Section 3 – Requested that TU’s be involved in early resolution stage. Confirmed TU’s can support during a ‘supported conversation’- an option as part of informal/early resolution.
- Section 4 – Requested a timeframe under the formal procedure and rational included if do not keep to timescales. Not agreed - Advised timescales cannot be specified as the length of the process varies depending on the scale of the investigation. The commitment is to appoint an Investigating Officer promptly and provide regular updates to the employees involved.
- Section 6 – Vicarious should include ‘inaction of employer’ – not agreed related to acts of harassment of employees.
- Section 6 – Request that wording be amended to ‘that making numerous claims ‘that are found to be false following investigation’ and deemed to be vexatious’.... May be dealt with under the disciplinary policy. Agreed.
- Section 6 – Make clear the section ‘Formal Complaints not concluded at the time of Employment Terminating’ relates to the complainant. Wording added.

Appendices

- Appendix 1 – Clarification required when the Investigating Manager will contact employee – Agreed to state this will be within 10 working days of being notified of the complaint’. Also amended throughout.
- Appendix 2 – Request to remove bullet - ‘At the appropriate time, listen to the person and the concerns they are raising’ as feel the opportunity for discussion between parties is at the early resolution stage. Agreed.
- Appendix 3 – Request to remove wording ‘keep a personal record’ of incidents to ‘submit the details’ of the incident/s...’at the earliest opportunity’ to avoid a build-up/escalation.
- Appendix 7 – Harassment due to gender – Request to remove the word ‘banter’ s there should be no ‘banter’ at work. Not Agreed.

3.2 Trade Unions were consulted specifically on the school’s version on 20 May 2025 and had the following additional comments:

- Requested reference to Employment Act and Code of Practise – Not actioned
- Requested statement added acknowledging responsibility for implementation and oversight by School Governing Body – Not actioned as unnecessary. This is expectation following adoption.
- Requested structured support from Manager following an employee’s return after absence. Agreed to add bullet point.
- Questioned difference between vexatious and bad faith. Agreed to clarify.

4.0 Conclusion

4.1 Following an annual review of the policy involving extensive consultation the Bullying and Harassment Policy and Procedure has been amended.

A. Council Priorities

Growing the Economy
Valuing the Environment
Empowering and Supporting Communities
Protecting the Vulnerable
Helping Children and Young People Achieve

B. Portfolio

Deputy Leader

C. Recommendation

- (a) Consider the updated Bullying and Harassment Policy and Procedure (Schools) which is available on the Governors Support Service Resources Page of the Here for Schools Website.
- (b) Formally approve the adoption of the Bullying and Harassment Policy and Procedure (Schools)
- (c) When adopted, notify all staff of the revised Bullying and Harassment Policy and Procedure (Schools) that is available for employees within the school.

Zoe Martin
Director of People Services

Contact Officer:	Deborah Wescott Policy and Reward Officer
Telephone Number:	01482 391142
Email:	deborah.wescott@eastriding.gov.uk
Background Papers	None

EAST RIDING OF YORKSHIRE COUNCIL

Report to: Governing Bodies of All Schools

Date: Spring Term 2026

Title: Model Policy on School Teachers Pay for 1 September 2025 – 31 August 2026

Report of the Executive Director of Corporate Resources

1. Background

- 1.1 The Model Policy on School Teachers' Pay has been amended to comply with a change in legislation which was published on 18 July 2025 and came into effect on 1 September 2025.
- 1.2 The headline recommendation is to implement a pay award for school teachers and leaders of 4% from September. This is coupled with additional funding to the sector of £615m. Although the statement states that this will not fully cover the implementation costs for schools, and they will be expected to find approximately the first 1% of pay awards through improved productivity and smarter spending.
- 1.3 The Local Authority Model Pay Policy is to assist the Governing Body in managing pay and grading issues. All East Riding maintained schools currently apply the advisory reference points set out in the Local Authority Model Pay Policy attached.
- 1.4 The STPCD is a legally enforceable document, and all pay uplifts were implemented with effect from 1 September 2024. The Local Authority recommendations are to adopt the Pay Policy and continue to use the advisory pay scales and corresponding pay values as per the STPCD.
- 1.5 Schools not wishing to continue to apply the advisory pay points were advised to contact their HR Locality Leads by Friday, 12 September 2025. The uplift to pay and allowances was implemented into September 2025 pay as all maintained schools have continued to adopt the advisory pay points in the STPCD.
- 1.6 Schools not wishing to adopt the Pay Policy are advised that they will need to have a pay policy in place which determine teachers' pay in their particular school, which is legally compliant and has been adopted following consultation with Trade Unions and staff. Consultation will also be required with HR.

2. Changes to the Model Policy on School Teachers' Pay for 1 September 2025 to 31 August 2026

- 2.1 The Appendices in the model policy have been updated to reflect the recommendations in the STPCD.

3. Trade Union Consultation

- 3.1 Consultation has taken place with schools and trade unions on the application of the Teachers Pay Award and the Local Authority School Teachers Model Pay Policy 2025/26. The response from the local NEU, NAHT, ASCL and the NASUWT this year is as follows:

- Agreed

A. Council Priorities

Growing the Economy
Valuing the Environment
Empowering and Supporting Communities
Protecting the Vulnerable
Helping Children and Young People Achieve

B. Portfolio

Deputy Leader

C. Recommendation

- (a) Consider the Model Policy on School Teachers' Pay for 1 September 2025 to 31 August 2026 which is available on the Governors Support Service Resources Page of the Here for Schools Website;
- (b) Formally approve the adoption of the Policy and advisory pay scale, including corresponding pay values as per the STCPD for teaching staff;
- (c) When adopted, notify all teaching staff that a revised Policy on School Teachers' Pay for 1 September 2025 to 31 August 2026 is to be operated within the school.

Zoe Martin
Director of People Services

Contact Officer: Lisa Harrison
People Services Business Partner (Children's, Families and Schools)
Telephone Number: 01482 391152
Email: Lisa.Harrison@eastriding.gov.uk
Background Papers: None



Inmans Primary School

Food and Drink Policy

Date	Written by	Approved by
February 2026	S Fellows	SLT

Summary

This policy sets out the expectations of food provision provided and consumed in school including before, during and after school and on school trips and extra-curricular events.

Related/see also: Nut-free policy

Why is a policy needed?

At Inmans Primary School we recognise the important part that a healthy diet plays in a child's wellbeing and their ability to learn and achieve effectively. We believe that the school, in partnership with parents and carers can make a major contribution to improving children's health by increasing their knowledge and understanding of food and helping them to make healthy food choices.

National Guidance

This guidance has been written to reflect the School Food Standards that were revised in January 2015. It has also been written to reflect the Eatwell Plate Model of Healthy Eating and supports key outcomes of the School Food Plan. The policy supports Ofsted's commitments to assess pupils' knowledge of how to keep themselves healthy and our school's ethos of healthy eating.

Food Allergies

Dietary needs, including any allergies, are obtained from parents before children attend the school. These are recorded on children's registration records and displayed in the kitchen, the bistro and in the pupil medical needs/allergen file in the main school office. To protect children with food allergies, there are rules about children sharing and swapping food. To protect children and staff in school with a nut allergy, we ask that parents follow our Nut-Free policy.

Application

This policy covers the areas of:

- Break time snacks - including those brought from home
- Milk
- Water/No added sugar juice
- School Lunches including packed lunches
- Curriculum
- Before and after school clubs and events
- Events and celebrations

The policy applies to all staff, pupils, parents, governors and partner agencies working within school.

Break time snacks

All Foundation Stage and Key Stage 1 children are provided daily fruit or vegetables as part of the Government scheme.

Any snacks that are brought from home will be restricted to fruit, vegetables or savoury bread product (similar to the snack shop bagels) unless recommended by a doctor on medical grounds (e.g. dietary need, diabetes etc.)

Milk

Our school provides a mandatory milk scheme for Foundation Stage two pupils, in accordance with Government guidelines. Parents can specify if an alternative type of milk is required e.g. soya.

Water/Sugar-free Juice

Clean drinking water will be available for all pupils throughout the day and pupils will be encouraged to drink water at frequent intervals. All pupils have access to water at lunchtime in the bistro. Pupils are encouraged to bring a named water bottle every day that they can refill as necessary. Bottles go home at the end of every day to be washed and returned. No drinks, other than water or sugar-free juice, will be brought into school by pupils unless recommended by a doctor for medical needs.

School Lunches including Packed Lunches

At Inmans Primary School all school meals will be prepared following the government nutritional guidelines, as stated in the Public Health Report, published in 2014, by Public Health England and the NAHT. "A whole school approach to healthy school meals, universally implemented for all pupils, has shown improvements in academic attainment at key stages 1 and 2, especially for pupils with lower prior attainment".

We will provide Universal Free School Meals for children in Foundation Stage two and Key Stage 1 (Years 1 and 2) and encourage parents to take up this offer. We are committed to providing food which is compliant with all national guidelines.

Staff will work with children to provide a clean, safe, attractive and appropriate dining area. We believe that lunchtimes should foster the caring, friendly ethos that governs everything that we do. (Children are encouraged to be independent during the meal and clearing up after themselves at the end by tidying their plates and cutlery away.)

Some families prefer to provide a packed lunch and we are aiming for our packed lunches to be as healthy as they can be. If children have a packed lunch, the following websites provide support for parents to make informed choices to create it healthily.

<https://www.nhs.uk/change4life/recipes/healthier-lunchboxes>

<https://www.foundationyears.org.uk/wp-content/uploads/2017/11/Healthy-packed-lunches-for-early-years-FACT-SHEET.pdf>

Packed lunches provided for school trips as part of our Free School Meal provision comply with National Food Standards.

Any meals taken as part of on or off school site residentials will provide a balanced and healthy approach to meals and where possible we will look to use off site providers that comply with the National Food Standards.

Curriculum

Food, its production and preparation is an important part of the curriculum for all pupils and is taught across the curriculum through Science, PHSE, PE and Design and Technology.

Breakfast Club and Late Club

Food provision at our breakfast and Late club is compliant with the National School Food Standards. Relevant staff have basic food hygiene and preparation certification.

Events and Celebrations

At Christmas and at the end of the school year classes may have a class party in which food is brought in by parents. We ask that parents follow the school's nut free policy and do not bring in any foods containing nuts. We will provide a balance between treat foods and healthy fruit and vegetables at these times.

We will often hold whole school breakfasts to raise money for charity or to celebrate/mark an event – healthy options will be available at these events.

Monitoring

We consult annually with caterers, pupils, parents/carers and staff and involve them in reviewing school meals. The results are used to evaluate the impact of the food policy and to further improve school meals.



Governing Boards

- Principles
- Standing Orders
- Code of Conduct
- Work Delegation Planner
- Policy Review Cycle

INTRODUCTION

The responsibilities of school governors have grown significantly in recent years, with increasing expectations placed on one of the UK's largest groups of volunteers. Despite the ongoing challenges, governors should demonstrate steadfast leadership, driven by a profound commitment to the educational outcomes and wellbeing of the children within their schools.

This document is offered as a supportive resource for governing boards. It does not represent statutory guidance or local authority policy but rather provides model frameworks that boards may choose to adopt to help structure their work and uphold high standards.

As governors of a school, you need to know how your school is structured, what is in the curriculum, how policies are decided and implemented and who is responsible for what. It is a very demanding and responsible role, but it is important to remember that no individual governor is expected to know everything about a school; you all work as members of a team as a corporate entity. The ability of a governing board to work as an effective team for the good of their school and pupils depends, essentially, on trust and understanding of a common purpose. Current legislation gives governing boards flexibility to decide upon their own procedures for conducting their business unless there is a specific legislative requirement to operate in a particular way.

Governors have an increasingly vast array of responsibilities and in order to assist with their efficient and effective undertaking, this updated document contains a model work delegation planner and policy review cycle. The delegation planner helps boards form committees that meet legal and operational needs. The policy review cycle document must be completed, reviewed, and updated regularly by an assigned committee or individual, who ensures policies are ready for approval at meetings.

Whilst many governing boards prefer to conduct business in a relatively informal manner, there is benefit to be gained from having a framework in place to formalise the business of the governing board. Governing boards should, therefore, consider adopting a Code of Conduct, which ensures that all members of the team are aware of what is expected of them. It also acts as a valuable guide for prospective new governors. This document serves as a model Code of Conduct, offering guidance and recommended practices for governing boards.

PRINCIPLES

Governors hold a public office and so must be expected to abide by the principles laid down for all who work in public life. These are the *'Principles of Public Life (from the second report of the committee on standards in public life or the 'Nolan Committee' (1996):*

- **Selflessness** – holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other materials benefits for themselves, their family, or their friends.
- **Integrity** – holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.
- **Objectivity** – in carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holder of public office should make choices on merit.
- **Accountability** – holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
- **Openness** – holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.
- **Honesty** – holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

- **Leadership** – holders of public office should promote and support these principles by leadership and example.

These principles should underpin the work and operation of the governing board and is included in this model Code of Conduct.

The model Code of Conduct is now also strengthened by the Framework for Ethical Leadership in Education (see section 18) which builds on the Nolan principles and outlines the principles which support ethical decision-making and challenge unethical behaviour in schools

STANDING ORDERS

These Standing Orders are procedures and conventions accepted as good practice and adopted by governing boards. Your governing board is likely to already operate using a number of the examples listed here and it is recommended that governing boards should use these as a basis for discussion to take into account their own individual circumstances and adapt standing orders as appropriate for inclusion in your Code of Conduct. The points shown in bold italics are statutory requirements and cannot be adapted.

1. Meetings of the Governing Board

Governing boards are legally required to meet at least three times per school year.

2. Committee Meetings

Committees are convened to discuss in detail important aspects of the school's life such as finance, curriculum, human resources and safeguarding. They meet on a regular basis, as decided by the full governing board, and at times when tasks have to be carried out such as for the appointment of new staff. Committees are the 'engine room' of the work of governing boards and they feed back the outcomes of their meetings to full governing board meetings so that time in these is not expended in discussing minute detail. Some committees are afforded 'delegated powers' which means that they can make decisions independently of the full governing board (e.g. deciding whom they wish to appoint to a job or whether to authorise expenditure on particular items). It is very important that all governors are given the opportunity to serve on at least one committee as it is through these that those important elements of the school's work become better understood. Committees **must** be formally constituted with terms of reference agreed by the full governing board on an annual basis, usually in the autumn term. The terms of reference will list a committee's delegated functions and authority in detail in order that governors are clear on their aims and remit. By not writing the terms of reference with an appropriate degree of precision, governors risk invalidating valuable decisions.

3. Chair and Vice-Chair – Term of Office

The Chair and Vice-Chair shall have terms of office as defined by the governing board. It is recommended that no governor should serve as Chair or Vice-Chair for a period longer than six years unless there are no alternative candidates. Governors will give due regard to succession planning for the Chairship of the governing board when agreeing terms of office and electing the Chair and Vice-Chair.

4. Election of Chair and Vice Chair

The Clerk shall take the chair for the item dealing with the election of the Chair and, in the event of a failure to elect a Chair, for the item dealing with the election of the Vice-Chair. In the event of the governing board failing to elect either a Chair or Vice-Chair, the governing board shall elect a Chair for the meeting. In the event of the governing board failing to elect a Chair for the meeting then the meeting shall stand adjourned and the Clerk, acting in consultation with the immediate past Chair and the Headteacher, shall convene a further meeting within 28 days of the adjournment. A governor who is employed by the school would not be eligible to stand for election as Chair or Vice Chair for their school.

5. Election of Chair and Vice-Chair – Procedure

The following procedure shall apply to the election of the Chair and Vice-Chair:

- All governors should be given equal chance to stand, with the exception of staff employed directly by the school (who cannot stand for election).
- Prior to the election taking place, the governing board shall decide whether to elect by show of hands or secret ballot.
- The Clerk shall invite nominations ahead of the meeting and as part of the election process during the meeting. A governor may nominate him/herself.
- If only one candidate is nominated, that candidate must withdraw from the meeting whilst the remaining governors vote by a show of hands/secret ballot on whether to accept or reject the nominated candidate. In the event of a tie, the Clerk does not have a casting vote and a “no decision” shall be recorded in the minutes.
- The Clerk shall then invite further nominations from the meeting. If a further candidate is nominated but the result is the same, or the candidate is rejected, the Clerk shall move on to the election of the Vice-Chair. The election of the Chair shall then be placed as an item on the agenda for the next meeting of the governing board.
- If two candidates are nominated, both nominated candidates shall withdraw from the meeting whilst a show of hands/secret ballot takes place. The Chair shall be elected by a simple majority of the votes cast. In the event of each candidate polling the same number of votes then the successful candidate shall be decided by the toss of a coin.
- If three or more candidates are nominated and none of the candidates achieves a simple majority of the votes cast (e.g. 5.3.3) then there shall be a second secret ballot to try to achieve a candidate with a simple majority (e.g. 6.3.2) or, failing that, the candidate with the fewest votes shall be eliminated.
- The unsuccessful candidate may then return to the meeting, and a further secret ballot takes place between the two remaining candidates.
- Following his/her election the Chair shall take over the meeting either immediately or at a date agreed by the governing board. The current Chair will conduct the election of the Vice Chair using the same procedure.
- If the governing board fails to elect a Chair or a Vice Chair it shall elect a Chair for the meeting.
- If the governing board fails to elect a Chair for the meeting, then the meeting shall stand adjourned and shall be re-convened within a maximum of 28 days.
- A Chair or Vice-Chair may be removed from office by resolution of the governing board unless they were appointed by the Secretary of State. This matter must be specified as an item of business on the agenda for the meeting. Before the resolution can be passed, the governor proposing the removal must first state their reasons for doing so and the Chair or Vice-Chair must be given the opportunity to make a response before retiring for the vote.

6. Urgent Action by the Chair/Vice-Chair of the Governing Board

Where it is not reasonably practical to hold a meeting of the governing board (or of the relevant committee that has the delegated authority to deal with any matter) or where the relevant seven days' notice of the meeting cannot be given and there will be a delay that would be seriously harmful to the school or to any pupil or member of staff if the matter is not dealt with then the Chair (or in their absence of the Vice-Chair) shall have authority to take such action as is deemed appropriate in the circumstances to deal with the matter. Such action must be reported to the next available meeting of the governing board or committee.

7. Notice of Meetings and Agenda

Every member of the governing board shall receive the following ***at least seven clear days in advance of a meeting:***

- ***Written notice of the meeting.***
- ***A copy of the agenda for the meeting.***
- ***A copy of any reports or papers to be considered at the meeting.***

This standing order shall not apply where the Chair of the governing board determines on the grounds that there are matters demanding urgent consideration. In that case, the written notice of the meeting

shall state that fact and the agenda, reports and other papers to be considered at the meeting are received within such a shorter period as the Chair shall direct.

In the case of an emergency, where practical, governors may call an emergency governing board meeting without the prior circulation of an agenda. In any case, if the governing board consents, an extra meeting of the governing board may be held with an agenda circulated less than seven clear days before the meeting. However, this should not be a regular occurrence.

8. Agenda Items

With the agreement of the Chair of the Governing Board or of the relevant committee, any member of the governing board shall be entitled to include on the agenda for any governing board or committee meeting, item(s) on any particular issue provided that written notice thereof is given, as appropriate, to the Chair of the Governing Board, or of the relevant committee and to the Clerk at least 21 days prior to the meeting to ensure the agenda can be circulated to governors at least 14 days prior to the meeting taking place as per the Governors Support Service, Service Level Agreement..

9. Quorum

- ***The quorum for a meeting of the governing board and for any vote on any matter at such a meeting is one half (rounded up to a whole number) of the membership of the governing board (including the Headteacher) or such other number as may be determined from time to time by regulations issued by the Department for Education.***
- ***The quorum for any meeting of a committee must be determined by that committee, but in any event must be not less than three governors who are members of the committee.***
- ***Any vacancies of the governing board shall not contribute towards the quorum of a meeting.***
- ***Associate members shall not be included in the calculation for quorum purposes.***

10. Voting

- The governing board determines whether every proposition shall be seconded prior to the vote being taken.
- Every proposition shall be determined by a show of hands, secret ballot or at the discretion of the Chair of the meeting, by general consensus.
- Only those governors at the meeting and present in the meeting at the time of the proposition being put by the Chair shall be entitled to vote.
- In the event of a tied vote, the Chair shall have a second, or casting, vote.
- After a proposition is put forward, before the vote is taken, any two governors by show of hands may request that the voting shall be conducted by secret ballot.
- It is at the Chair's discretion whether the voting shall be taken by secret ballot.
- The outcome of the vote will be recorded in the minutes of the meeting.
- Governors will not reveal the details of any governing board vote.

11. Confidential Minutes

Prior to the consideration or discussion of any matter on any agenda for a meeting of the governing board or of any committee, consideration shall be given as to whether the matter includes confidential information, and the governing board or committee shall determine whether the public or any other person, not being a member of the governing board, should be excluded from the meeting during the consideration of the matter. Consideration should be taken as to whether members of staff or any governors who have declared an interest in an agenda item should also be removed from the discussion. Normally any items have been pre-identified as confidential and included under Part B of the agenda.

In the event that any matter is deemed to be confidential, the minutes of the discussion and decision ***shall be excluded*** from the minutes of the meeting to be made available for public inspection and will be included in Part B minutes. This standing order is additional to the requirement for governors to withdraw from a meeting and take no part in the consideration or voting on any item in which they have a declarable interest as required by standing order 17.

12. Minutes of Meetings

The draft minutes of all governing board and committee meetings shall be received by the Chair of the meeting and the Headteacher within 21 term-time days of the meeting having taken place. The draft minutes will be approved by the Chair and Headteacher, within three weeks of receipt, if no amendments are received the minutes will be finalised in preparation for ratification at the next meeting. Thereafter the approved draft governing board minutes shall be circulated to all members of the governing board with the agenda for the next meeting of the governing board/committee. The minutes of committee meetings shall be circulated with the agenda for the next succeeding governing board meeting.

All non-confidential minutes shall be made available for public inspection only after they have been submitted to the next succeeding meeting of the governing board or committee and approval has been given.

13. Record of Attendance

The Clerk will ensure that meeting attendance at governing board and committee meetings will be recorded. This information will also be provided to the school in order to update the website.

14. Apologies for non-attendance at meetings of the Governing Board

14.1 All apologies together with the reason(s) for non-attendance at a meeting of the governing board shall be submitted to the Clerk or to the Chair no later than the commencement of the meeting.

14.2 Any apologies received after the commencement of the meeting will be noted as not received.

14.3 Governors can have their absence consented to even if apologies were not received, but only if the governing board explicitly agrees to do so.

14.4 The governing board shall determine whether such absence(s) should be treated as a 'consented' or 'non-consented' absence(s) and recorded as such in the minutes of the meeting.

14.5 Failure to consent to absences over six months leads to automatic disqualification, except for ex-officio governors.

15. Disqualification for Non-Attendance

15.1 Any governor, with the exception of the Headteacher, who, without the consent of the governing board, has failed to attend their meetings for a continuous period of six months beginning with the date of the first such meeting the governor fails to attend, is, on the expiry of that period, disqualified from continuing to hold office as a governor of that school.

15.2 Foundation (but not ex-officio foundation) governors, co-opted governors, partnership governors or sponsor governors so disqualified shall not be eligible for nomination, election or re-appointment as a governor of any category for a period of 12 months immediately following his/her disqualification.

15.3 Parent or staff governors are eligible for nomination and election (or appointment in the case of parent governors) immediately following their disqualification.

16. Records of the Governing Board

The Clerk to the governing board shall be responsible for maintaining and keeping up to date the records of the governing board which for the purpose of this standing order shall comprise the following:

- The minutes of the meetings of the governing board and its committees.
- The agenda and associated documents of the meetings of the governing board and its committees.
- Actions recorded at meetings.
- Membership of the governing board.
- The record of attendance/non-attendance.
- Collate pecuniary and non-pecuniary interests.

- Copies of acceptance forms and self-declaration forms to confirm that governors are not disqualified for any of the criteria listed.
- Any such other records that may be determined from time to time by formal resolution of the governing board.
- Instrument of Government.
- Committee Terms of Reference.
- Link Governor Responsibilities

17. Register of Business Interests and Declarations of Interest

17.1 Every governor shall complete the register of business interests within three weeks of their election/appointment as a governor. Entries in the register shall be updated as and when necessary and, in any event, annually. In the event of any governor having no registrable business interests then a NIL return shall be recorded for that governor.

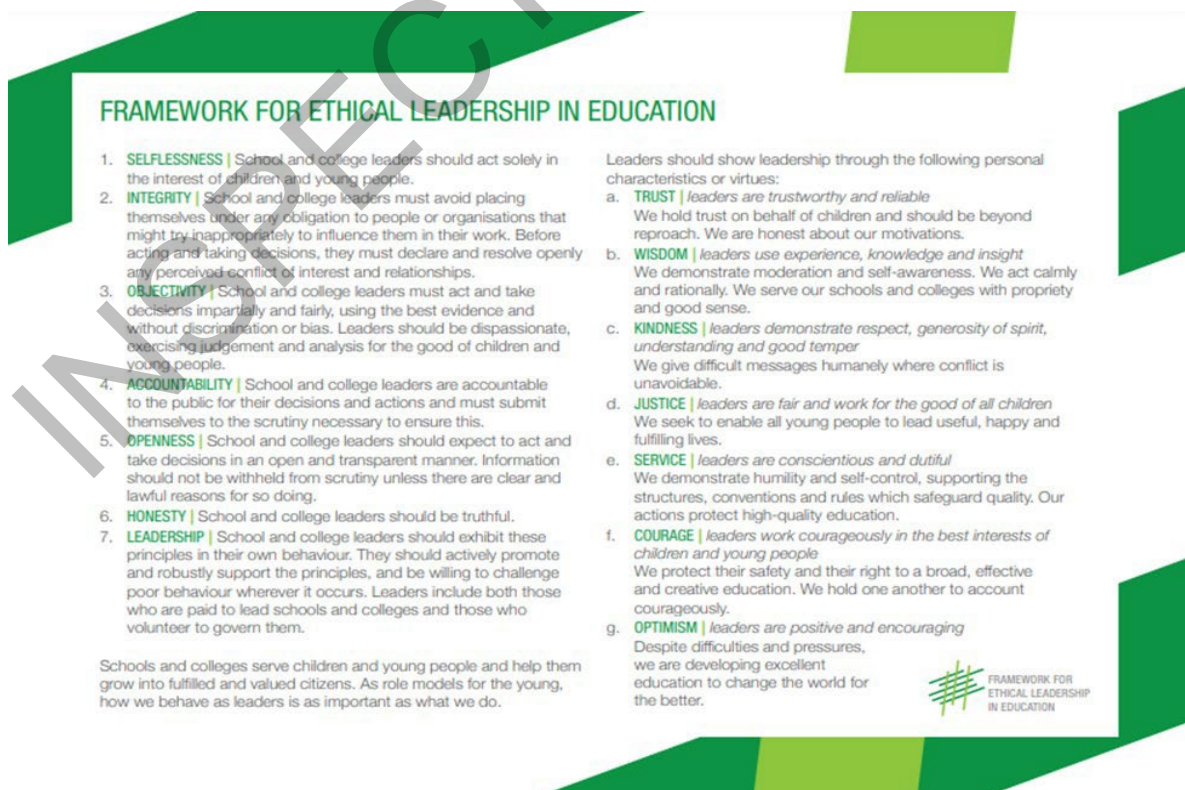
17.2 Every governor shall complete the register of business interest on an annual basis, in the autumn term.

17.3 If any member of the governing board has any interest, whether pecuniary or non-pecuniary, in any items on the agenda for any meeting at which they are present, they shall declare such interest when prompted as part of the agenda and prior to the consideration of that item and shall immediately leave the room and take no part in the consideration of or voting on that item.

17.4 In the interests of transparency, we accept that information relating to governor's/trustee's/academy committee members will be collected and logged on the DfE's national database of governors Get Information About Schools (GIAS)

18. Conduct

All members of the governing board shall abide by the Nolan Principles on Public Life (1996) and the Framework for Ethical Leadership in Education.



19. Variation and Revocation of Standing Orders

Any motion to add to, vary or revoke these standing orders, unless appearing in full on the agenda for the meeting, shall, when proposed and seconded (if applicable), stand adjourned without discussion to the next ordinary meeting of the governing board. Any decision to add to, vary or revoke standing orders shall take effect when specified in the resolution or immediately in default of a time and date being specified.

20. Interpretation of Standing Orders

The ruling of the Chair as to the construction or application of any of these standing orders, or as to any proceedings of the governing board, shall be final and shall not be challenged at any meeting of the governing board or committee.

21. Associate Members

Any reference in these standing orders to a governor shall, where the context so admits, include associate members. Standing Orders cannot replace regulations or statutory guidance but are additional and supplementary to them.

22. Governor Expenses

Should the governing board decide that it would be appropriate to repay governors for expenses incurred as a result of carrying out their duties, a policy must first be approved and adopted. The policy must list the expenses the governing board is prepared to pay and must specify the amounts to be paid.

CODE OF CONDUCT

Once you have considered your Principles and Standing Orders, you will need to draw these together in your Code of Conduct. The following is a suggested template for your Code of Conduct. It should be noted that the term 'school' used here includes any other educational establishments such as academies, children's centres, alternative provisions, colleges and independent schools. Similarly, the term 'school' used here includes local governing boards/boards and trustees. Governing boards are free to adopt it as it stands or tailor it to meet their needs. It is recommended that all members of your governing board are given the opportunity to consider what they would like to include in the Code of Conduct. **(this paragraph to be removed once adopted and customized).**

Code of Conduct for the Governing Board of

[name of school]

1. Rationale

- 1.1 Principles contained in this Code of Conduct are based on the Nolan Report and the Principles of Standard in Public Life (1996). These are contained in Appendix 1.
- 1.2 The purpose of this Code of Conduct is to help promote best practice in the governance of [NAME OF SCHOOL]. The governing board aims to make a significant contribution to our school's performance, working as a team and involving ourselves in the life of the school. It recognises that effective governance is the result of strong professional relationships that are based on a mutual understanding of roles and responsibilities. The Code of Conduct also sets high expectations for everyone involved in governance and requires all board members to take individual responsibility for developing their knowledge and skills on an ongoing basis.
- 1.3 All members of the Governing Board are expected to conduct themselves in a manner that is acceptable. This Code of Conduct seeks to express those expectations.
- 1.4 This Code of Conduct will be reviewed on an annual basis at the autumn term meeting of the full governing board.

2. Aims and Standards

- 2.1 The governing board will help our school provide the best possible education for each of its pupils and enable them to reach the highest standards of progress and attainment. In doing so, we accept accountability to those who fund the school, to those who inspect the school and to parents and carers, their children, and the wider community for the way in which our school carries out its functions.
- 2.2 All members of the governing board are expected to contribute to the development of our school. They will do this by helping to establish and maintain the strategic framework within which our school operates and determining the character, aims, ethos and values and policies of our school.
- 2.3 Governors are expected to act as 'critical friends' to our school at all times. This includes monitoring and evaluating the work of the school, offering support, providing constructive advice, acting as a sounding board for ideas, offering a second opinion on proposals and offering help where needed. This will also include asking the Headteacher and senior leaders challenging questions. Governors will politely question facts presented so that they are satisfied with their accuracy.
- 2.4 In order to ensure that all governors are equipped with a basic standard of governance knowledge, each governor is expected to attend a governor induction course within two terms of their appointment/election.
- 2.5 The governing board will act at all times in accordance with the requirements laid down by Acts of Parliament and associated Regulations.

3. Roles and Responsibilities – Individual Governors

- 3.1 Governors will acknowledge that the office of governor involves a commitment of time and energy beyond attendance at termly meetings. Governors are expected to be actively involved in the work of the governing board, attending meetings regularly and accepting a fair share of

responsibility, including serving on committees, working in groups, visiting the school and undertaking relevant training.

- 3.2 Governors are elected or appointed to the governing board by different groups and methods. These include parents, staff, the governing board, or church diocese (if applicable). Although chosen by different groups, each of our governors has a responsibility to make his/her own mind up about issues that are considered by the governing board and not necessarily in accordance with the views of the board through which they were elected. Once decisions are made by the governing board (or under the delegated authority of the governing board for example by a committee), individual governors are bound by them and are expected to support and abide by them. Governors will not expose the details of a vote taken in a governing board meeting and should remain conscious of governors' corporate responsibility when discussing governance issues.
- 3.3 Our governing board respects the right of individual governors to be able to express their ideas openly in meetings and have them heard. Governors will accept that others may not share their views and may strongly disagree with them. However, governors will show respect for each other and be courteous when there are differences of opinion. Individual governors will accept that all governing board decisions are made collectively and will accept majority decisions made. Disagreement in the privacy of a governing board meeting will not be considered as grounds for the removal or suspension of a governor.
- 3.4 Governors will accept the necessity of addressing individual and collective needs for training and development and will corporately monitor and evaluate the effectiveness of the governing board on a regular basis.
- 3.5 A governor that persistently fails to attend training or development may be in breach of the governing board's code of conduct, and it may be necessary to consider their position.
- 3.6 Governors have a responsibility to maintain and develop the ethos and reputation of our school. Their actions and behaviours within the school and the wider community should reflect this. It is expected that all governors will demonstrate allegiance to the school and not proffer individual views or opinions to any third party that may be construed as views of the governing board.
- 3.7 In responding to criticism or complaints about any aspect of the school, governors will refer the complainant to the school's Complaints Policy and Procedure for the correct procedure to be followed. No individual governor will be expected to respond to criticism or complaint. Governors will ensure that they do not become prematurely embroiled in complaints in order that they will remain eligible to serve on an associated complaints panel, if required. The same will apply to pupil/student/staff disciplinary issues; each having their own relevant procedure.
- 3.8 Should one governor wish to register concern about the conduct of another, the issue will first be discussed with the governor directly. Where this is not practical or reasonable, the governor will address the issue with the Chair. Our governing board encourages informal mediation before progression to paragraph 11, and we agree that politely addressed disagreements on matters of governance do not constitute a concern.

4. Build and maintain relationships

- 4.1 Governors will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community.
- 4.2 Governors will respect the remit of, and engage constructively with, relevant authorities and other schools.

- 4.3 Governors will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
- 4.4 Governors will work to create an inclusive environment where each board member's contributions are valued equally.
- 4.5 Governors will support the chair in their role of leading the board and ensuring appropriate conduct.

5. Roles and Responsibilities – The Governing Board

- 5.1 All governors abiding by the Code of Conduct should do so with a good understanding of the core functions of governing boards, which are to:
- 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
- 5.2 All governors will understand that the Headteacher is responsible for the day-to-day management and operation of the school, the implementation of policy and delivery of the curriculum. The governing board will have responsibility for determining, monitoring and keeping under review, the policies, plans and procedures within which the school operates.
- 5.3 Our governing board is a corporate entity and acts as a group. No one category of governor or individual governor has any right to act individually, except when the governing board has given delegated authority to do so (or when the Chair must take urgent action).
- 5.4 The strength of our governing board lies in the talents and commitment of its members and in their ability to work together as a team for the good of the school and pupils. Every governor will have an equal right to participate and to state his or her own views.
- 5.5 Our governors will support the Headteacher with their responsibilities for the day-to-day internal organisation, management, and control of the school and for advising on and implementing the governing board's strategic framework. Governors will not seek to perform any duties delegated to the Headteacher (such as the appraisal of staff) but, instead, perform their strategic duty to develop and adopt appropriate policies and frameworks under which the Headteacher will operate.
- 5.6 Our governors will have a responsibility to act fairly and without prejudice at all times.
- 5.7 Our governing board will always carefully consider how the outcomes of decisions made might affect other schools.
- 5.8 As governors, we are responsible for the selection and recruitment of all staff employed at our school (though much may be delegated to the Headteacher). As such, the governing board will fulfil all that is expected of a good employer. Concerns about individual members of staff will be dealt with through the Headteacher in accordance with school policy and where necessary referral made to the relevant committee which deals with Human Resources issues. Concerns shared with any governor will not be aired publicly.
- 5.9 Our governors have a duty to get to know the school and are encouraged to involve themselves in school activities. All governors will be delegated a responsibility (e.g. for disadvantaged pupils, health and safety, Safeguarding or educational visits) and will be expected to visit the school in relation to these at least once per term. Visits to school will be undertaken within the framework established by the governing board and agreed with the Headteacher. Governor visits can be carried out either face to face or virtually. (See paragraph 7 below).

- 5.10 Our governors will seek to develop effective working relationships with the Headteacher and leadership team, staff, parents, the local authority and other relevant agencies based in the wider community and, where appropriate, Diocesan Authorities.
- 5.11 Our governing board will be inclusive in its approach to school governance. All groups within the school community will be made welcome and encouraged to contribute to the work of the governing board. Needs of governors who require extra support to fulfill their role will be addressed, including physical accessibility to meeting rooms, timing of meetings to take into account governors' working hours or caring responsibilities and access to IT.
- 5.12 Governors will, wherever possible, seek to establish secure lines of communication in order to protect the sensitive data which is necessarily shared with them. In practice, this will mean ensuring that governors have school email addresses or that the security credentials of governors' email servers can be verified. We consider that family email addresses or addresses to which more than one person has access are inappropriate and do not constitute responsible stewardship of our school's data. Our preference is that governors make use of school email addresses, managed through mail servers which we know to be secure.
- 5.13 Governors will uphold the school's reputation in private communications including those on social media. When using social media will not initiate, contribute to, support, like' or distribute any comments that include criticism of the school.

6. Confidentiality

- 6.1 All discussions that take place in Part A of the full governing board and committee meetings will be minuted and made available to parents and any other interested party upon request once they have been approved by the full governing board and signed by the Chair. Until the minutes have been agreed and signed as an accurate record, they remain confidential. The governing board will decide if an item for discussion is confidential and all governors are expected to abide by the decision.
- 6.2 All items of a confidential nature will be considered under Part B of each full governing board and committee agenda. Individual governors are expected to respect this confidentiality and not disclose information deemed as confidential in any other forum. All discussions in reaching a decision will remain confidential to those present at the meeting and the minutes of these discussions will not be made available to the general public.
- 6.3 Reports made to the governing board and its committees are public documents after the meeting has considered them and will be available at the school to anyone wishing to view them unless the governing board decides that they should remain confidential.
- 6.4 Equally, the governing board will not be obstructive to interested parties, only withholding information as confidential when appropriate and will ensure that the school makes non-confidential minutes and documents available to interested parties in a timely fashion.
- 6.5 Governors will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
- 6.6 Only those governors specifically authorised to do so will speak or act on behalf of the governing board.
- 6.7 Governors will exercise the highest degree of prudence should discussions of potentially contentious issues arise outside the governing board. Individual governors will not express a personal view of any contentious issue and will refer comments made to them by external parties back to the governing board.

- 6.8 Governors will ensure all confidential papers are held and disposed of appropriately.
- 6.9 Governors are expected to uphold confidentiality regarding all board matters not only during their term of office but also after their governorship has ended.
- 6.10 In the event of a breach of confidentiality, the chair of governors will be informed as soon as possible who will investigate the matter further.
- 6.11 Governors understand that if they breach confidentiality, they may be suspended or removed from office.

7. Data Protection and GDPR

- 7.1 Governors will follow the school's information security processes; measures and data protection policy when using, storing, sharing and disposing of personal data.
- 7.2 Governors' commitment to data protection/GDPR does not overrule our duty to report child protection concerns to the appropriate channel where we believe a child is at risk of harm.
- 7.3 In accordance with data protection principles, governors must take all reasonable steps to ensure secure communication channels are used when handling sensitive or personal data. This includes, wherever possible, the use of school-issued email addresses managed via secure servers. The use of shared or family email accounts is strongly discouraged, as such arrangements may compromise data confidentiality and do not meet the standards of responsible data stewardship expected by the governing board.

8. Visiting the School

- 8.1 All governors will recognise that they do not have an automatic right to enter the school unannounced but will have the opportunity to arrange visits in order to see school policies in action and to understand how the school works.
- 8.2 The protocol for visits by governors to school is as follows:
- The approximate number of governor visits per term will be agreed in advance with the Headteacher. Visits will have a clear focus, linked to school policy, a curriculum area or an aspect of the school improvement plan.
 - The date and timing of each visit will be arranged in advance with the Headteacher and relevant staff involved.
 - If a governor is going to spend time in a classroom, this will be discussed with the class teacher so that both are clear on the boundaries and outcomes of the visit.
 - Governors will understand that their visits do not replace professional inspections or the monitoring role of the Headteacher and Senior Leaders. Governors will not make judgements about the effectiveness of the teaching that they see. If a governor is concerned about any aspect of what they have seen, this will be raised with the Headteacher.
 - When visiting the school in a personal capacity (for example, as a parent or carer), governors will continue to honour the commitments made in this code.
 - After each visit or series of connected visits, the governor will report back in writing to the governing board. Written reports will be via a proforma agreed and approved by the Headteacher and the governing board. Written reports provide a valuable evidence base which helps the governing board in undertaking our monitoring responsibilities. The written report produced will be shared with the Headteacher before it is considered at a governing board meeting.
 - All governors visit reports will be presented at the next full governing board meeting.

9. Governing Board Meetings

9.1 All our governors will recognise that, individually, they do not have any authority in our school and that it is the collective decisions of the governing board that carry authority. If that authority is to be respected and our governing board is to carry out its functions well, the way it conducts its meetings is crucial.

9.2 With regard to scheduled meetings, as a governor you can expect:

- An agenda and relevant documents to reach you at least seven days before a meeting is due to take place.
- An agenda that makes clear the purpose of each item.
- A Chair who will keep to the agenda, pace meetings so that time is given to each matter in proportion to its importance, draw upon all members for contributions and keep discussions to the point.
- Your contribution in meetings to be heard.
- To receive minutes of meetings that summarise views succinctly and record decisions and actions accurately.

9.3 It is expected that as a governor you will:

- Attend meetings regularly and be punctual.
- Read the agenda, minutes and other papers before the meeting.
- Ensure you have access to the agenda and any other relevant papers at the meeting.
- Make relevant and positive contributions.
- Be prepared to ask challenging questions which clarify and enable your own understanding and hold senior leaders to account.
- Listen to and consider what other people have to say.
- Support new and inexperienced governors to enable their participation and understanding.
- Accept your share of collective responsibility, even for decisions made with which you do not personally agree.
- Be open to new ideas.
- Ensure that you do not allow any personal opinions or grievances to cloud your views.
- Abide by this Code of Conduct.

10. Committee Meetings

10.1 The expectations of governors described in paragraph 8.3 also apply to committee meetings. It must be remembered that committees may be responsible for either presenting decisions made to the full governing board or recommending actions to be taken. It is very important to remember that as a committee member you will also need to:

- Develop a good understanding of the committee's field of interest (e.g. finance, curriculum etc).
- Willingly volunteer to undertake any tasks required by the committee (e.g. researching policy models, seeking views from those who may be involved in carrying out policies made by the committee).
- Be prepared to explain at full governing board meetings how the committee's decisions were reached.

11. Implementation of this Code of Conduct

11.1 Governors will understand that any allegation of a material breach of this Code of Conduct by any governor shall be raised at a meeting of the governing board and, if agreed and substantiated by a majority of governors, shall be minuted.

11.2 Governors will understand that any governor whose conduct is minuted twice in a period twelve months shall be suspended for a period of six months from the date of the second minute.

- 11.3 Governors will be aware of the provisions of regulation 17(1) of the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013, which pertain to qualification and disqualification for the role of school governor and grounds for suspension (held as a separate document).
- 11.4 Where governors find cause to consider the suspension or removal of a governor outside of the provisions in 11.1 and 11.2, they will treat the issue sensitively and with strict confidence.
- 11.5 Should a governor breach the Code of Conduct in a serious way but not in such a way that they are not automatically disqualified from governance, the governing board will convene a meeting with a specific agenda item relating to the suspension or removal of the governor in question. The agenda must be circulated not less than seven clear days before the date of the meeting.
- 11.6 At the meeting, a governor must be prepared to present the case for removal or suspension. This process and address may never be undertaken or led by the Headteacher. The governor whose suspension or removal is to be considered must be given the right to address the governing board in reply. Both governors will then retire for the vote which will decide whether the governor should be suspended or removed. (Note: either suspension or removal must be specified on the agenda). Every reasonable effort will be made to ensure that all governors are able to attend a meeting with this purpose.
- 11.7 If the decision is taken to suspend or remove the governor, a further full governing board meeting must be held not less than 14 days after the decision to suspend or remove. The governing board must ratify its decision at this meeting. The governor being considered for suspension or removal may not attend this second meeting.
- 11.8 While suspended, a governor is entitled to receive agendas and documents as normal and may not be removed for non-attendance.
- 11.9 In the event that a complaint is made about a governor, the school's Complaints Policy and Procedure will be followed. Following an investigation in accordance with the Complaints Policy and Procedure, the governing board will consider whether that governor has breached this Code of Conduct, following the procedures set forth in paragraph 11.
- 11.10 Governors understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions including suspension or removal from the governing board as a last resort.

The Governing Board of [NAME OF SCHOOL] adopted this Code of Conduct

Chair of Governors: [Name]

Date: [Date]

Next review due by: Autumn 2026

East Riding of Yorkshire Governing Board Work and Delegation Planner

GB = Governing Board

C = Committee

I = Individual

HT = Headteacher

Please note some items of business may only be applicable to maintained schools. Membership of Academy and Multi-Academy Trust Governing Boards will also differ.

Autumn Term						
			Responsibility			
			GB	C	I	HT
Governing Board	Election of Chair	- It is important to consider succession planning when electing the Chair and Vice-Chair of the Governing Board and determining term of office. - Term of office can be between one and four years. - Members of staff cannot be elected Chair or Vice Chair.	*			
	Election of Vice-Chair	- Election of Chair and Vice-Chair may be done at any point in the academic year if the need arises - The item must be on the agenda of the Full Governing Board meeting so that all governors are aware of the election and have the opportunity to express interest in the positions.	*			
	Review governor vacancies	- Co-opted governors can be sought by individual governors and the Headteacher according to the skills and expertise required but must be appointed at a Full Governing Board meeting. - The school should arrange elections for parent and staff governors in a timely manner. - Local Authority governors are nominated by the Local Authority having received approval from the Chief Executive and appointed by the Full Governing Board. Governors can submit applications to the Local Authority for approval. - Foundation governors are appointed by the Diocese. Schools should liaise with the appointing board regarding any vacancies or end of term of offices. - The end of term of office of governors should be considered at least two terms in advance so that appropriate action can be taken.	*			
	Revision of structure and membership of committees	- Membership and structure of committees should be reviewed and published on the school website. - Committee structure and membership must be approved at a Full Governing Board meeting.	*			
	Revision of the terms of reference of each committee	- The terms of reference of each committee should be reviewed and the powers of each committee established. - Terms of reference must be approved at a Full Governing Board meeting.	*			
	Review Special Responsibilities	Special responsibilities should be reviewed with regard to recent developments in practice and statutory requirements. Governor responsibilities should be published on the school website.	*			

	Skills Audit	- Governors should complete a skills audit regularly to identify skills required by the governing board to allow for appropriate recruitment, succession planning and to inform governor Continuous Professional Development. - Governors should review the results of the skills audit identifying skills required by the governing board to allow for appropriate recruitment, succession planning and to inform governor Continuous Professional Development.	*			
	Set Governing Board Objectives	Governors should consider the governing board's objectives regarding the school's development and their own development as part of leadership and management.	*			
	Establish a programme of visits	Governors should consider a programme of governor visits related to areas of responsibility and school improvement priorities/governing board objectives.	*			
	Code of Conduct	Review and agree the code of conduct annually, upon significant changes to the law, or as needed. Full governing board should ratify and adopt.	*			
	Receive Governor Visit Records	Governors should report on all recent governor visits and highlight any issues. Governor visits could also be discussed at the relevant committee. Copies of written reports should be kept in school as evidence of monitoring for reference for inspectors	*	*		
Finance	Schools Financial Value Standard (SFVS)	- This can be approved by the Full Governing Board at any time during the financial year. The deadline for submission to the local authority is 31 January and therefore must have been approved at a Full Governing Board meeting before this date. - Finance governors will be asked to complete a competency matrix. - The Finance Committee may consider the SFVS but must present it to the Full Governing Board for approval. - This must be approved by the Full Governing Board and signed by the Chair for submission to the Local Authority.	*			
	School Fund Account	- The School Fund Account and the auditor can be approved at any time throughout the financial year. The year end will differ from school to school. - Approval of the School Fund Account and the auditor can be delegated to the Finance Committee. This must be stated in the terms of reference of the committee.	*	*		
	Revise Budget	- Submit a revised budget - Governor (Chair of FGB or Chair of Finance Committee) to sign off budget in Orovia.	*	*		
	Revision of delegation of financial responsibilities.	Governors should review the financial responsibility delegated to the Full Governing Board, Finance Committee and Headteacher. These should be included in the terms of reference.	*			
	Premium Spend Action Plans	- Governors should receive action plans for Sports Premium, and Pupil Premium as applicable. - This could be delegated to the Finance (or equivalent) Committee, if not delegated to committee (i.e. included within the terms of reference) must be approved at full governing board level.	*	*		

		The Pupil Premium statement (current year) must be uploaded onto the school's website by 31 December each year.				
		Check that the Sports Premium Statement is uploaded onto the school's website, this must have been done by 31 July (17:00 hrs) each year (the academic year the funding relates to).			*	
	Declaration of Pecuniary interests	All governors must complete a declaration of pecuniary interests, and the register of pecuniary interests should be reviewed.	*			
	Review delegation of staffing responsibilities	The terms of reference of the Personnel (or equivalent) Committee should outline the staffing responsibilities of the Headteacher and governors.	*			
Staffing	Headteacher Performance Management Review	- Review previous academic year's performance. - Set (Specific, Measurable, Achievable, Realistic and Time-bound) SMART objectives - Agree termly review dates for the spring and summer terms.	*			
	Approve pay decisions	- Governors may be asked to approve pay decisions of staff following performance management. This may be delegated to the Finance or Personnel committee. - Governors may be asked to approve pay decisions regarding the Headteacher following performance management. This can be approved at the Headteacher Performance Management Review or delegated to the Finance or Personnel Committee but must be stated within the relevant terms of reference as agreed at full governing board.	*	*		
	Staffing structure	Governors should receive information regarding the school staffing structure. Staffing may be considered by the Personnel (or equivalent) Committee but must be stated within the relevant terms of reference as agreed by the full governing board.	*	*		
School Improvement	Headteacher's Report	- Whilst a Headteacher's Report to Governors is not a statutory requirement best practice is to receive a termly report detailing the school's current position including attendance information, numbers on roll, school improvement activities, SEND and vulnerable groups, staffing, premises and safeguarding, behaviour and exclusions, outcomes etc. Some information may be received in the confidential section of the meeting. - Governors should agree to the format and the content of the report with the Headteacher. Some of this information may be reported to the appropriate committee. - It is good practice for governors to receive the Headteacher's Report to Governors within the agenda pack prior to the meeting so they can consider the information properly and formulate any questions for the Headteacher.	*	*		
	Approval of School Improvement Plan/ School Development Plan	- Approval of the School Improvement Plan can be delegated to the Teaching and Learning (or equivalent) Committee. - All governors should be aware of the priorities named in the School Improvement Plan so governors may wish to keep this responsibility with the Full Governing Board.	*	*		

		- The School Improvement Plan will continue to develop once approved with input from School Improvement Advisers. The Senior Leadership Team should track progress made against milestones detailed in the plan which should be reported to governors on a termly basis - Governors hold responsibility to monitor actions made against the milestones stated, especially those highlighted as a weak area by Ofsted, School Improvement and school data.				
	Governor Visits Plan	- Develop an annual governor visit plan which supports the School Improvement/Development Plan. - Ensure all governors are aware of the plan and their responsibilities.	*			
	SEND-Co Report	Governors may receive a report from the Special Educational Needs and Disabilities Co-Ordinator outlining the numbers of SEND pupils in the school including those holding a Statement or Education Health and Care Plan (EHCP) or on the SEN register in receipt of school support. This may be included in the Headteacher's Report or considered at a relevant committee.	*	*		
	ASP and IDSR Data	- The school will receive ASP and IDSR data comparing the school's performance in the previous academic year to schools nationally. Governors may consider this at the Full Governing Board meeting or at the Teaching and Learning (or equivalent) committee. - It is important that all governors are familiar with the school's ASP data and aware of its indications for the school's improvement priorities.	*	*		
	Exam Results Discussion	Governors should consider the examination results of the previous academic year. Results should be used to inform the school's improvement priorities.	*	*		
	Self-Evaluation Form	- Governors should be aware of how the school judges itself against the Ofsted criteria. - This information may be included in the Headteacher's Report or governors may receive the Self Evaluation Form stating the school's own judgements at a Full Governing Board meeting or at the appropriate committee. - The Self Evaluation Form is updated according to the school's current position and may be received at any point throughout the year as the school's judgements are reviewed.	*	*		
Safeguarding	Annual Safeguarding Report	- Governors should receive the Annual Safeguarding Report for the previous academic year. - The report should be formulated with the governor responsible for safeguarding and to the full governing board. - All governors should ensure that their safeguarding training is up to date. Governor training should be reported as part of the Safeguarding Report. - This can be considered and scrutinised at the appropriate committee, however, as all governors are responsible for safeguarding the report should also be presented to the full governing board.	*	*		
	Child Protection Policy Review	- The Child Protection Policy should be reviewed and adopted in light of the latest child protection and safeguarding guidance including Keeping Children Safe in Education documentation. - All governors must receive the latest Keeping Children Safe in Education guidance.	*	*		

		Schools may wish to ask governors to sign to confirm they have received and read the documentation.				
Policy	Set a timetable of review and agree responsibility for policy formulation	- Governors should set a timetable of review of statutory and school policies. - Policies are formulated by school staff, or the local authority. Please see the School Policy Draft Schedule for guidance on the frequency of review.	*	*		
	Approval of Policies	- Policies can be approved by the Full Governing Board or delegated to the appropriate committee. - If approved at committee level approval of policies must be included in the committee's terms of reference. - Numerous policies can be approved by the Headteacher, but this must be stated in the terms of reference of the relevant committee. Please see the School Policy Draft Schedule for guidance.	*	*		*
	Review the Accessibility Plan	Governors should receive the Accessibility Plan and Disability Equality Scheme to ensure compliance with statutory requirements relating to disability issues.	*			*

Spring Term						
			Responsibility			
			GB	C	I	HT
Governing Board	Review governor vacancies	- Co-opted governors can be sought by individual governors and the Headteacher according to the skills and expertise required but must be appointed at a Full Governing Board meeting. - The school should arrange elections for parent and staff governors in a timely manner. - Local Authority governors are nominated by the Local Authority having received approval from the Chief Executive and appointed by the Full Governing Board. Governors can submit applications to the Local Authority for approval. - Foundation governors are appointed by the Diocese. Schools should liaise with the appointing board regarding any vacancies or end of term of offices. - The end of term of office of governors should be considered at least two terms in advance so that appropriate action can be taken.	*			
	Skills Audit/training plan	Evaluate to monitor the governing board training plan to ensure governor Continuous Professional Development.	*			
	Review Governing Board objectives	Governors should review progress against the governing board's objectives. This may be considered at a specific committee.	*	*		
	Receive Governor Visit Records	Governors should report on all recent governor visits and highlight any issues. Governor visits could also be discussed at the relevant committee. Copies of written reports should be kept in school as evidence of monitoring for reference for inspectors.	*	*		
	School Website Compliance	Ensure that the information on the school's website is compliant with the DfE Guidance What maintain/academies must publish online.	*			
Finance	School Fund Account	- The School Fund Account and the auditor can be approved at any time throughout the financial year. The year-end will differ from school to school. - Approval of the School Fund Account and the auditor can be delegated to the Finance Committee. This must be stated in the terms of reference of the committee.	*	*		
	Review Premium Spend Action Plans	- Governors should receive action plans for Sports Premium, and Pupil Premium as applicable. - This could be delegated to the Finance (or equivalent) Committee.	*	*		
	School Budget/ Five Year Plan	- Governors should receive and approve the School Budget for the current financial year and the Five-Year Financial Plan. - This can be delegated to the Finance Committee (or equivalent) if the committee has strong finance skills but must be stated in the committee terms of reference. - Governors may wish for approval to remain with the Full Governing Board. The Budget and Five-Year Plan may be recommended for approval by committee.	*	*		

		Governor (Chair of the governing board or Chair of Finance Committee) to sign off budget in Orovia				
Staffing	Headteacher Performance Management	Carry out spring term review		*		
	Instigation of Staffing Reductions including any end of temporary contracts	- Staffing reductions and the decision to enter the redundancy process must be approved by the Full Governing Board. For further advice contact Human Resources. - The end or renewal of temporary contracts should be considered for the next academic year. This may be considered further by the appropriate committee.	*			
School Improvement	Headteacher's Report	- Whilst a Headteacher's Report is not a statutory requirement best practice is to receive a termly report detailing the school's current position including attendance information, numbers on roll, school improvement activities, SEND and vulnerable groups, staffing, premises and safeguarding, behaviour and exclusions, outcomes etc. Some information may be received in the confidential section of the meeting. - Governors should agree the format and the content of the report with the Headteacher. Some of this information may be reported to the appropriate committee. - It is good practice for governors to receive the Headteacher's Report prior to the meeting so they can consider the information properly and formulate any questions for the Headteacher.	*	*		
	School Improvement Plan	Governors should review progress against the School Improvement Plan termly. The School Improvement Plan and the individual priorities may be considered at the appropriate committee.	*	*		
	In Year Data	Governors may receive in year data indicating pupil progress. This could be considered at the Teaching and Learning (or equivalent) Committee to allow full discussion.	*	*		
Safeguarding	Termly Safeguarding Report	- Whilst it is not a statutory requirement it is good practice that governors are presented with the Safeguarding Report termly. - The Safeguarding Report may be considered at the appropriate committee. - Information should be anonymised. - Governors are responsible for ensuring that the correct safeguarding procedures have been carried out by the school. - The Safeguarding Governor may wish to meet with the Child Protection Lead termly to discuss the Safeguarding Report prior to its presentation at a governor's meeting.	*	*		
Policy	Approval of Policies	Policies should be approved in accordance with the established review cycle by the Full Governing Board, the appropriate committee or Headteacher in accordance with the committee terms of reference.	*	*		*
	Admission Arrangements	- Governors may be asked to approve the admission arrangements for the next academic year. - Details of the admission arrangements must be published on the school website.	*	*		*

Summer Term

			Responsibility			
			GB	C	I	HT
Governing Board	Review governor vacancies	- Co-opted governors can be sought by individual governors and the Headteacher according to the skills and expertise required but must be appointed at a Full Governing Board meeting. - The school should arrange elections for parent and staff governors in a timely manner. - Local Authority governors are nominated by the Local Authority having received approval from the Chief Executive and appointed by the Full Governing Board. Governors can submit applications to the Local Authority for approval. - Foundation governors are appointed by the Diocese. Schools should liaise with the appointing board regarding any vacancies or end of term of offices. - The end of term of office of governors should be considered and appropriate action taken.	*		*	*
	Complete Skills Audit	Governors should complete a skills audit regularly to identify skills required by the governing board to allow for appropriate recruitment, succession planning and to inform governor Continuous Professional Development.	*			
	Review Governing Board objectives	Governors should review progress against the Governing Board's objectives. This may be considered at a specific committee.	*	*		
	Receive Governor Visit Records	Governors should report on all recent governor visits and highlight any issues. Governor visits could also be discussed at the relevant committee. Copies of written reports should be kept in school as evidence of monitoring for reference for inspectors.	*	*		
	Establish a schedule of meetings	Governors should identify appropriate dates for Full Governing Board and committee meetings for the next academic year and determine whether held in school or virtually.	*			
	Review Work Plan	Governors should review the Governing Board Work Plan for the next academic year.	*			
	Monitoring and evaluation	- Review the governing board's effectiveness, how well governors work together and governors' performance and their participation in discussions. - Evaluate the governing board's impact. - Carry out 360° of the Chair				
Finance	School Fund Account	Governors should consider and approve the auditor of the School Fund Account for the next academic year.	*	*		
	Review Premium Spend Action Plans	- Governors should receive action plans for Sports Premium, and Pupil Premium as applicable. - This could be delegated to the Finance (or equivalent) Committee. - The Sports Premium Statement must be uploaded onto the school's website by 31 July (17:00 hrs) each academic year the funding relates to.	*	*		

	School Budget/ Five Year Plan	- Governors should receive and approve the School Budget for the current financial year and the Five-Year Financial Plan. - This can be delegated to the Finance Committee (or equivalent) if the committee has strong finance skills but must be stated in the committee terms of reference. - Governors may wish for approval to remain with the Full Governing Board. The Budget and Five-Year Plan may be recommended for approval by committee. - Governor (Chair of FGB or Chair of Finance Committee) to sign off budget in Orovia	*	*		
Staffing	Staffing structure including any end of temporary contracts and the appointment of staff	- Governors should receive information regarding the school staffing structure for the next academic year. Staffing may be considered by the Personnel (or equivalent) Committee. - The end or renewal of temporary contracts should be considered for the next academic year. This may be considered further by the appropriate committee. - Governors may be involved in the appointment of staff. This will be outlined in the staffing delegation.	*	*		
	Headteacher Performance Management	Carry out summer term review.	*			
School Improvement	Headteacher's Report	- Whilst a Headteacher's Report is not a statutory requirement best practice is to receive a termly report detailing the school's current position including attendance information, numbers on roll, school improvement activities, SEND and vulnerable groups, staffing, premises and safeguarding, behaviour and exclusions, outcomes etc. Some information may be received in the confidential section of the meeting. - Governors should agree the format and the content of the report with the Headteacher. Some of this information may be reported to the appropriate committee. - It is good practice for governors to receive the Headteacher's Report prior to the meeting so they can consider the information properly and formulate any questions for the Headteacher.	*	*		
	School Improvement Plan	Governors should review progress against the School Improvement Plan termly. The School Improvement Plan and the individual priorities may be considered at the appropriate committee.	*	*		
	End of Year Data	Governors may receive end of year data indicating pupil progress. This could be considered at the Teaching and Learning (or equivalent) Committee to allow full discussion.	*	*		

Safeguarding	Termly Safeguarding Report	- Whilst it is not a statutory requirement it is good practice that governors are presented with the Safeguarding Report termly. - The Safeguarding Report may be considered at the appropriate committee. - Information should be anonymised. - Governors are responsible for ensuring that the correct safeguarding procedures have been carried out by the school. - The Safeguarding Governor may wish to meet with the Child Protection lead termly to discuss the Safeguarding Report prior to its presentation at a governor's meeting.	*	*		
	Health and Safety Report	- Governors have the responsibility of ensuring that Health and Safety procedures are adhered to. - The Health and Safety Governor may wish to join staff in the completion of a health and safety walk. - A Health and Safety report could be received by the Full Governing Board or appropriate committee. - This could be completed termly.	*	*	*	
Policy	Approval of Policies	Policies should be approved in accordance with the established review cycle by the Full Governing Board, the appropriate committee or Headteacher in accordance with the committee terms of reference.	*	*		*
	Establish a Schedule of policy review	Governors may wish to consider a schedule of policy review for the next academic year.	*	*		

School Policy Model Schedule

This is not intended to be a complete list of policies. Unless otherwise stated in relevant statutory or non-statutory guidance, it is up to governing boards to decide whether and how to delegate the creation, maintenance and approval of policy documents within their school or federation.

Governing boards remain accountable for these documents, and the policies and procedures contained within them.

Statutory Requirement

GB = Governing Board

C = Committee

I = Individual

HT = Headteacher

Policy/Statement	Frequency of Review (guide)	Date Last Reviewed	Next Review Date	Responsibility to ensure in place and reviewed			
				GB	C	I	H
Admissions Policy or Arrangements	Annual			*	*		*
Behaviour Policy	Annual			*	*		*
Careers Guidance	Annual			*	*		*
Charging and Remissions Policy	Annual			*	*		*
Data Protection Policy and Privacy Notice	Annual			*			
Equality Objectives and Accessibility Plan	Every four years			*			*
Governors' Allowances	Annual			*	*		*
Health and Safety Policy	Annual			*	*		*
Premises Management - estate vision - estate strategy - asset management plan strategic review process	Annual	Seek advice from Chris Jennings		*			
RSHE Policy	Annual			*	*		*
Safeguarding and Child Protection Policy	Annual			*	*		*
School Attendance	Annual			*	*		*
School Complaints Policy	Annual			*	*		*
School Exclusions Policy	Annual			*	*		*
School Uniform Policy	Annual			*	*		*
Special Educational Needs and Disability Policy (SEND)	Annual			*			*
Staff Behaviour and Grievance	Annual			*	*		*

Support of Pupils with Medical Conditions	Annual			*	*		*
Teachers Pay Policy	Annual			*	*		*
Teachers Performance and Capability	Annual			*	*		*
Highly Recommended (Policies can only be delegated to a committee if agreed by the full governing board and identified on the committee terms of reference)							
Adoption Pay and Leave Policy and Procedure	3 yearly			*			*
Adoption Pay and Leave Policy and Procedure School Based and Centrally Employed Teaching Staff	3 yearly			*			*
Artificial Intelligence Policy	Annually			*			*
Attendance at Work Policy and Procedures - Guidance Notes for Governors	2 yearly			*			*
Attendance at Work Policy Procedure (Schools)	2 yearly			*			*
Bullying & Harassment Policy & Procedure (schools)	3 yearly			*			*
Capability (Schools - Teachers & Support Staff)	2 yearly			*			*
Career Break Policy	3 yearly			*			*
Carers Leave and Support Policy and Procedure	3 yearly			*			*
Code of Conduct (Staff)	3 yearly			*			*
Counter Fraud & Corruption Policy (Schools)	3 yearly			*			*
Disciplinary Policy (Corporate + Schools)	2 yearly			*			*
Disciplinary Procedure & Guidelines Schools	2 yearly			*			*
Driving for Work	3 yearly			*			*
Equality, Diversity and Inclusion Policy	2 yearly			*			*
Facility Time off & Travel Allowances for Trade Unions	Annually			GB Approval not required			
Flexible Retirement Policy	3 yearly			*			*
Flexible Working Policy and Procedure	3 yearly			*			*
Fostering Leave policy	3 yearly			*			*

Gifts & Hospitality	3 yearly			*			*
Grading Policy and Procedure	2 yearly			*			*
Grievance Policy & Procedure – Schools	2 yearly			*			*
Home Working Policy & Procedure	3 yearly			GB Approval not required			
Joint Communication & Consultation Policy & Procedure	3 yearly			*			*
Learning & Development Fees & Expenses	3 yearly			*			*
Market Supplement Policy and Procedure For Managers	3 yearly			*			*
Maternity Pay and Leave Policy and Procedure	3 yearly			*			*
Maternity Pay and Leave Policy and Procedure School Based and Centrally Employed Teaching Staff	3 yearly			*			*
Mobile Device Policy & Procedure	3 yearly			*			*
Model Policy School Teachers Pay	Annually			*			*
Model School Appraisal Policy	3 yearly			*			*
Non RIPA Procedure	2 yearly			GB Approval not required			
Ordinary Parental Leave Policy				*			*
Overtime and Non Standard Working Arrangements	3 yearly			GB Approval not required			
Paternity/Maternity Support Leave Policy and Procedure (Corporate and Schools)	3 yearly			*			*
Pay Policy Statement	Annually			GB Approval not required			
Payment of Excess Travel Expenses Policy & Guidelines (and examples doc)	3 yearly			*			*
Probationary Policy (schools)	3 yearly			*			*
Professional Fees/Subscriptions	3 yearly			GB Approval not required			
Recruitment Policy	3 yearly			*			*
Redundancy school staff	2 yearly			*			*
Relocation Scheme (Schools)	3 yearly			*			*

Restructure Guidelines	3 yearly			GB Approval not required			
Retraining and Redeployment (Schools)	2 yearly			*			*
Right to Request Time off for Training and Study Procedure (Schools)	3 yearly			*			*
School and teachers' leadership pay scale	Annually			*			*
Secondment	3 yearly			*			*
Sector Pay Grade Policy and Procedure for Managers	3 yearly			*			*
Shared Parental Leave Policy	3 yearly			*			*
Special Leave Policy & Procedure (schools)	3 yearly			*			*
Staff Travel, Accommodation, Subsistence & Expenses Policy & Procedure	3 yearly			*			*
Structured Professional Assessments (Soulbury)	3 yearly			GB Approval not required			
Sustained Exceptional Performance Policy	2 yearly			*			*
Time Off for Public Duties Policy	3 yearly			*			*
Training Loans Policy	3 yearly			*			*
Use of Electronic Mail Policy and Guidelines	3 yearly			*			*
Use of the Internet Policy and Guidelines	3 yearly			*			*
Whistle Blowing Policy (Schools)	3 yearly			*			*
Workplace Drug & Alcohol Testing Policy & Procedure	3 yearly			*			*

GUIDELINES
(Governors to be aware of these guidelines but may not necessarily need GB approval)

Annual Leave Guidelines				GB Approval not required			
Appointment and Pay Progression Guidelines				GB Approval not required			
Armed Forces Reservist Guidelines				GB Approval not required			
Bereavement Support Guidelines for Managers				GB Approval not required			
Breastfeeding Guidance				GB Approval not required			
Contract Guidelines and Contractual notice provisions				GB Approval not required			

Domestic Violence & Abuse Policy and Guidelines				*			*
Employment References				GB Approval not required			
Ending of Fixed Term Contracts				GB Approval not required			
Exit Questionnaire Procedure				GB Approval not required			
Guidelines for Assessing Employment Status				GB Approval not required			
Guidelines for Dealing with Major Emergencies				GB Approval not required			
Honoraria and Ex Gratia Payments Guidelines for Managers				GB Approval not required			
Menopause Guidelines				GB Approval not required			
Politically Restricted Posts				GB Approval not required			
Retirement Guidelines				GB Approval not required			
Social Media Guidelines				GB Approval not required			
Sponsorship Guidance for Managers				GB Approval not required			
Support Staff Appraisal Guidance in schools				GB Approval not required			
Trans at Work				GB Approval not required			
TUPE Guidelines (currently Service contracts and staff transfers on the intranet)				GB Approval not required			
Understanding Faith and Belief in the Workplace				GB Approval not required			
Work Experience Placement Guidelines				GB Approval not required			
Violence and Aggression at Work Guidelines				GB Approval not required			
Locally Agreed Allowances				GB Approval not required			
Pay Grades				GB Approval not required			
Travel & Mileage Rates				GB Approval not required			
SCHEMES							
Business Car User Scheme and Form	3 yearly			*			*
Car Salary Sacrifice Scheme	3 yearly			*			*

Cycle to Work Scheme	3 yearly			*			*
Domestic Energy Reduction Scheme	3 yearly			*			*
Indemnity Arrangements	3 yearly			*			*
Long Service Award	3 yearly			*			*
Vehicle Purchase Scheme	3 yearly			*			*
Injury Allowance Scheme	3 yearly			*			*

INSPECTION COPY

Policies and other Documents that Schools/Governing Boards may still use. These also need to be included in the review schedule.

Policy/Statement	Frequency of Review	Date Last Reviewed	Next Review Date	GB	C	I	H
Access to education for C&YP with medical needs	GB to determine			*	*		
Action Plan following OFSTED Inspection	3 years			*	*		
Administration of prescribed medicines policy	3 years			*	*		
Anti-Money Laundering Policy	3 years			*	*		
Anti-Virus Policy	3 years			*	*		
Assessment Policy	2 years			*	*		
Bomb Threat Policy	3 years			*	*		
Conduct by Adults on School Sites	3 years			*	*		
Confidentiality Policy	3 years			*	*		
Contract Review Schedule	Annual			*	*		
Counter Fraud Arrangements	3 years			*	*		
Counter Fraud Strategy	3 years			*	*		
CCTV Monitoring Policy	3 years			*	*		
COSHH Policy Guidance	3 years			*	*		
Dealing with Nuisance and Disturbance Policy	3 years			*	*		
Display Screen Equipment Policy	3 years			*	*		
Education/Offsite Visits and Activities	Annual			*	*		
Emergency and Critical Incident Procedures	3 years			*	*		
Financial Control Checklist	Annual			*	*		
Fire Safety Policy	3 years			*	*		
Gifted and Talented	3 years			*	*		
Governor School Visits	Annual			*	*		
Home to School Transport Policy	2 years			*	*		

Homework Policy	2 years			*	*		
Inclusion Policy	2 years			*	*		
Induction of New Governors Document	GB to determine			*	*		
Interactive Whiteboard Policy	3 years			*	*		
Internet – Curriculum Policy	2 years			*	*		
In Years Fair Access Protocol	GB to determine			*	*		
Laptop Policy	3 years			*	*		
Lettings Policy	3 years			*	*		
Literacy Policy	2 years			*	*		
Marking Policy	2 years			*	*		
Midday Supervision Policy	3 years			*	*		
Mobile Phone Policy	3 years			*	*		
Nutritional Standards Policy	GB to determine			*	*		
Portable Media and Encryption	3 years			*	*		
Records Retention and Disposal Schedule	As updated by East Riding of Yorkshire Council			*	*		
RE Policy	2 years			*	*		
School Day Disruption Policy	3 years			*	*		
School Development Plan (SDP)	Annual			*	*		
School Mission Statement	3 years			*	*		
School Session Times	3 years			*	*		
Self-assessment Policy	3 years			*	*		
Social Media Guidelines	3 years			*	*		
Sun Screen Policy	3 years			*	*		
Teaching and Learning Policy	2 years			*	*		

Uniform and Appearance Policy	3 years			*	*		
Use of Force to Control/Restrain Pupils Policy	3 years			*	*		
Use of Images/Photographs	GB to determine			*	*		
Website Privacy Policy	3 years			*	*		
Whole School Food Policy	3 years			*	*		
Working at Heights Policy	3 years			*	*		

INSPECTION COPY

East Riding of Yorkshire Council

<https://hereforschools.co.uk>



1. Improvement & Learning Service/Continued Professional Development (CPD)

Training and Events

1. Core Function 2: Accountability for governors (10 Mar 2026 18:00 - 19:30)
2. Governors: embedding mental health and wellbeing provision in schools (12 Mar 2026 13:30 - 15:30)
3. Core Function 3: Effective use of school's financial resources for governors (17 Mar 2026 18:00 - 19:30)
4. Equality and diversity: for governors (18 Mar 2026 18:00 - 20:00)
5. Health & Safety in Schools: A Governor's Role in Ensuring Compliance and Oversight (26 Mar 2026 15:00 - 16:30)
6. Disciplinary Matters for Governors: Leading with Confidence on Investigations (14 Apr 2026 18:00 - 20:00)
7. Governors Termly Briefing (15 Apr 2026 18:00 - 19:30)
8. Governors: effective decision making, including risk management (16 Apr 2026 16:00 - 17:30)
9. New Governor Induction - Part 1 (21 Apr 2026 18:00 - 20:00)
10. New Governor Induction - Part 2 (28 Apr 2026 18:00 - 20:00)
11. Safeguarding: for governors (28 Apr 2026 18:00 - 20:00)
12. Working Effectively with your Governors - a course for Headteachers (05 May 2026 14:00 - 15:30)
13. Mastering Complaint Resolution: Essential Training for School Governors (05 May 2026 18:00 - 20:00)
14. Getting it Right as a Parent Governor (07 May 2026 10:00 - 11:30)
15. Getting it Right as a Staff Governor (07 May 2026 16:00 - 17:00)
16. Governors: Making the Most of Visits to Schools (07 May 2026 18:00 - 20:00)
17. Governors: holding senior leaders to account through effective challenge and support (Bridlington Cluster) (14 May 2026 17:30 - 19:30)
18. Keeping Schools Inclusive: A Governors' Look at Suspensions & Exclusions (10 Jun 2026 14:00 - 15:30)
19. Governors: preparing for Ofsted (15 Jun 2026 18:00 - 20:00)
20. Governors: embedding mental health and wellbeing provision in schools (17 Jun 2026 18:00 - 20:00)
21. Health & Safety in Schools: A Governor's Role in Ensuring Compliance and Oversight (23 Jun 2026 18:00 - 19:30)

EYFS

22. Governors: Early Years Foundation Stage (School-based Nurseries and Reception) (24 Jun 2026 18:00 - 19:30)



Post Agenda Documentation

SCHOOL – Inmans Primary School

DATE – Monday 16 March 2026

Following the publication of the agenda, the following documents were either circulated prior to the meeting or tabled at the meeting:

Agenda Number	Item
19	Wellbeing Governor Visit

Merlin Joseph

Executive Director of Children, Families and Schools

Governor Subject Focus Visit Report

Governor:	Sarah Daniels
Subject:	Wellbeing
Coordinator:	Vicky Smith
Date:	11/03/2026

Focus of Visit:	Wellbeing Champions Meeting
Discussion and actions:	1. Completed Actions Drinking Facilities Discussion - Concerns had previously been raised regarding staff access to drinks. - This has now been resolved with water and refreshments available for staff to access. Action - No further action required.
	Mental Health Policy and EAP Awareness Discussion - The Mental Health Policy has been re-shared with staff to ensure colleagues are aware of available wellbeing support. - Julie shared her personal experience of accessing the Employee Assistance Programme (EAP) to raise awareness of the support available and encourage staff to consider using the service if needed. Action - No further action required.
	December Social Gathering Discussion - A Christmas gathering was organised in December. - Attendance was low (six attendees including three members of SLT). - The group recognised that the effort to arrange the event was positive and appreciated.

	Action • No further action required. MHFA Training Research Discussion • Julie confirmed she had researched Mental Health First Aid training providers and identified suitable training options. Action • Research completed. 2. Actions in Progress Mental Health First Aid (MHFA) Training Discussion • The group agreed that Vicky and Kirsty should complete the adult/staff MHFA training. • This will be a two-day course. • Training has not yet been booked, as budget approval is required. • Now that Vicky and Kirsty have returned from Skirlaugh, this can now be progressed. Action • Seek budget approval and arrange two-day adult MHFA training. Physical Health Checks Discussion • Physical health checks are booked for 30 April. • Some staff have already signed up for appointments. • A reminder will be sent to encourage further bookings. • If demand requires, there is the option to arrange an additional date. Action • Vicky to send reminder for staff to book health check appointments.
--	---

	Time to Talk Sessions Discussion • The Time to Talk initiative has not yet been arranged. • Champions discussed whether these should be delivered as group sessions or individual discussions. • The group agreed 1:1 bookable sessions with Vicky and Kirsty would be most supportive. • It was also discussed that offering some sessions during the school day (e.g. assembly time) would demonstrate organisational care and support for staff wellbeing. • Some sessions may also be offered after school. Action • Vicky to arrange bookable 1:1 Time to Talk sessions.
	Spring Walking Group Discussion • Champions would like to restart the walking group during the spring term. • It was agreed that it does not need to run weekly initially. • A one-off session could be trialled first to gauge interest. • The walking group would not replace existing informal groups, but offer an additional wellbeing opportunity. Action • Vicky to circulate possible dates for a trial walking group session.
	3. New Actions / Discussion from This Meeting Quarterly Social Planning Discussion • Jane and a colleague had begun exploring ideas for social activities and gathering suggestions.

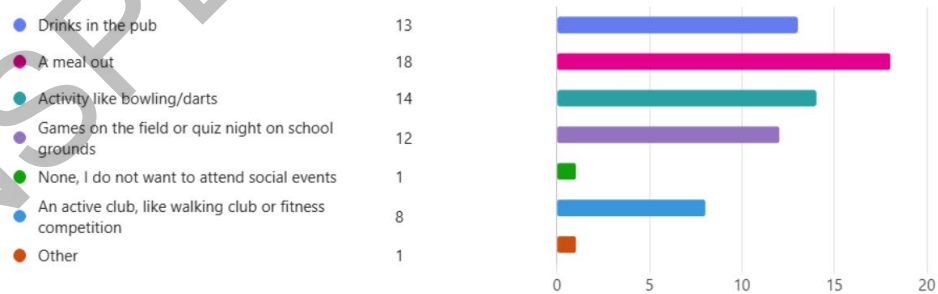
- It has been challenging to generate ideas and engagement where some staff indicated they may not wish to participate in social events.
- Sarah agreed to **review suggestions and preferred dates from the previous wellbeing survey** to help inform planning.
- The group agreed that a **simpler approach would be more manageable**, initially planning **one social opportunity per term**.
- It was agreed to:
 - begin this approach **from next term**,
 - clearly communicate that events are **optional**,
 - trial **different ideas and timings** to make them as inclusive as possible,
 - **publish dates through to the end of the academic year** so staff have plenty of notice.
- Vicky noted that communications about events may be **better received if shared by someone outside of SLT**, therefore the group will confirm who should send this communication once plans are agreed.

Action

- Sarah to **review survey feedback and propose ideas and dates for termly social events**.
- Group to **agree who will communicate plans to staff**.

32. What types work social events would you prefer to organised:

[More](#)



Building Works

Discussion

	- Champions acknowledged that ongoing building works continue to impact staff, particularly the working environment. - However, it was recognised that there is little that can currently be done, as the works are nearing completion. - Once finished, it is expected this will improve the working environment for staff. Action - No specific action required.
	Nature of Current Wellbeing Concerns Discussion - Champions discussed that many current wellbeing concerns raised by staff appear to be linked more to personal health and external factors, rather than work-related issues. - This reinforces the importance of ensuring staff are aware of available wellbeing support, such as the EAP and opportunities to talk. Action - Continue promoting available wellbeing support and resources.
	Staff Wellbeing Survey Discussion - The group agreed that the staff wellbeing survey should be circulated in April, a few weeks after the Easter break. - This timing will allow building works to be completed, ensuring feedback reflects a more typical working environment. Action - Wellbeing survey to be circulated in April.
	Wellbeing Forum Discussion - The Wellbeing Forum will take place in May, with the date to be confirmed. - Sarah confirmed she will be stepping down as governor in July.

	- It would be beneficial if the new wellbeing governor could attend the forum if possible. Action - Confirm date for the May Wellbeing Forum.												
Summary of action owners:	Action Summary <table> <thead> <tr> <th>Action</th><th>Owner</th></tr> </thead> <tbody> <tr> <td>Seek budget approval and arrange two-day adult MHFA training for Vicky and Kirsty</td><td>SLT</td></tr> <tr> <td>Send reminder for staff to book physical health check appointments</td><td>Vicky</td></tr> <tr> <td>Arrange 1:1 Time to Talk sessions</td><td>Vicky</td></tr> <tr> <td>Circulate dates for trial walking group</td><td>Vicky</td></tr> <tr> <td>Review wellbeing survey feedback and propose termly social event ideas and dates</td><td>Sarah</td></tr> </tbody> </table>	Action	Owner	Seek budget approval and arrange two-day adult MHFA training for Vicky and Kirsty	SLT	Send reminder for staff to book physical health check appointments	Vicky	Arrange 1:1 Time to Talk sessions	Vicky	Circulate dates for trial walking group	Vicky	Review wellbeing survey feedback and propose termly social event ideas and dates	Sarah
Action	Owner												
Seek budget approval and arrange two-day adult MHFA training for Vicky and Kirsty	SLT												
Send reminder for staff to book physical health check appointments	Vicky												
Arrange 1:1 Time to Talk sessions	Vicky												
Circulate dates for trial walking group	Vicky												
Review wellbeing survey feedback and propose termly social event ideas and dates	Sarah												