



## **Governing Body TERMS of REFERENCE**

Upholding The School's Core Values of HAPPINESS RESPECT AND CREATIVITY

The three core functions of the Governors are:

1. Ensuring clarity of vision, ethos and strategic direction.
2. Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of the staff
3. Overseeing the financial performance of the school and making sure its money is well spent.

### **Membership**

The governing body will ensure it has sufficient governors to undertake its duties effectively and in accordance with the School Governance (Roles, Procedures and Allowances) Regulations 2013. The governing body consists of

- 3 parent governors [at least two parent governors]
- One local authority governor
- One headteacher
- One staff governor
- 6 Co-opted governors
- Total number of governors 12
- The quorum for a FGB meeting is one half (rounded up to a whole number) of the membership of the governing body, excluding any vacancies.
- The total number of co-opted governors who are eligible to be elected as staff governors, when counted with the staff governor and the headteacher, must not exceed one third of the total membership of the governing body

Governors will be appointed for a 4-year term of office. A term of office may be renewed or extended, and Governors will need to redeclare suitability and eligibility to be a governor by completing and signing the HCC School Governor Personal Declaration Form and an updated DBS check will be undertaken. The Local Councillor will also need to confirm reappointment of the local authority governor.

The governing body will ensure that it creates an environment which enables it to recruit and retain effective governors and which encourages the participation of all groups and sections of the community.

Associate governors may be appointed by the governing board to serve on one or more committees. However, they are not governors and although they have the right to attend FGB meetings they do not have voting rights.

A copy of the formal Scheme document can be found in Appendix A

### **Election of chair and vice-chair**

The chair and vice chair will be elected annually in July with the official term of office continuing until the end of the summer term of the following year. Candidates may self-nominate at any time in advance of a vote. Candidates will be able to make a personal statement to the meeting before the vote if they wish. The clerk will take the chair for the election of the chair.

Where an election is contested, voting will be by secret ballot with the candidate receiving the largest number of votes being elected.

### **Appointment of clerk**

The clerk for Full Governing Body meetings will be supplied via the Governor Services Service Level Agreement. The clerk will have an annual performance review.



## **Governing Body TERMS of REFERENCE**

The governing body will support the clerk in their continuing professional development, for example, the clerks' accreditation programme, the clerks' development programme, support meetings and whole governing body training.

Clerking for sub committees (eg HAP and Pay) is currently undertaken by the committee members.

### **Governing Body Organisation - structure**

The governing body will review its overall effectiveness, structure and membership annually.

The current structure is:

- Full Governing Body (FGB) meetings 6 x per academic year
- Head Teacher Appraisal Panel (HAP)
- Pay Committee (Pay)

Terms of reference must be reviewed annually by each committee, preferably at the final meeting of the academic year for subsequent ratification by the governing body.

Committee chairs will be elected annually at the final full governing body meeting of each academic year.

Subject to Regulations, the governing body will make provision for staff dismissal and appeal and pupil discipline committees. Governors will not be allocated in advance to additional committees but will be chosen in the following ways:

- Complaints – Alphabetically by surname
- Staff issues – Reverse Alphabetically by surname
- Exclusions – Alphabetically by first name

Governors will be asked whether they are available or are tainted by the subject, in which case it moves to the next on the list.

A list of current Governor Roles can be found in Appendix B

### **Delegation**

In addition to responsibilities retained at governing body level by Regulations, the governing body will not delegate:

- Approval of the school improvement plan
- Approval of the first annual budget in each financial year
- Approval of statutory and other key policies

Additional committees and working parties may be formed to meet the needs to the Board and a committee may instigate projects related to one or more of its responsibilities. Project teams may be formed to meet the needs of specific tasks and the team will be responsible for the project but accountable to the Board/Committee. Any resolutions and/or activities undertaken by a project team must be ratified by the Board/committee.

### **Meetings**

Meeting dates for FGB meetings will be set by the HT and Chair during the summer term and agreed by the board at July FGB for the forthcoming academic year and recorded in the minutes. It is expected that all Governors will attend all FGB meetings.

The governing body will hold the minimum number of meetings necessary to ensure the strategic business of the school is properly addressed. The current number of FGB meetings is set at 6 per year.



## **Governing Body TERMS of REFERENCE**

Governors will receive agendas and relevant information a week in advance of meetings to enable sound discussion and decisions to be made.

Recording the acceptance of apologies does not imply the consent of the governing body for a governor to be absent with regards to the Disqualification Regulations for non-attendance. Consent for absence may be granted by the governing body on request from governors who know they will be unable to attend meetings for an extended period. Where a governor's pattern of attendance is causing concern, they will be alerted to this by the clerk or the chair.

Where a Governor is unable to attend a meeting, it is their responsibility to ensure that they forward any materials or reports for consideration at the meeting to the clerk and chair prior to the meeting.

The governing body will aim to complete full governing body and committee meetings within two hours.

### **School Improvement**

The governing body will seek a shared understanding of the key strengths and weaknesses of the school. The governors will participate in the completion and updating of the Self-Evaluation Form (SEF) and consider its contents.

The governing body will be actively involved in the planning and agenda for school improvement and will contribute to the strategic development of the school.

The governors will consider a variety of internal and external information and use this to inform decision making.

Governors will visit the school regularly to review progress against the School Improvement Plan in key curriculum areas.

The governing body will ensure that there is an opportunity for all parents to express their views at least annually.

The governing body will ensure that there is an opportunity for all staff to express their views at least annually.

The Headteacher will report at each full governing body meeting. These reports will comprise one verbal report and one written report per term. In extreme circumstances a verbal report may be presented instead of a written report with the expectation that there will be a minimum on two formal written reports per academic year. The reports will cover:

- Pupil achievement and progress
- Performance data
- Progress against the School Improvement Plan
- Effectiveness of the Performance Management Policy
- School self-evaluation
- Fulfilment of statutory responsibilities
- Safeguarding Update
- Context of the School
- Attendance data
- Staffing Update

The governing body will be made aware and make use of external inspection reports from the school's Leadership and Learning Partner/Ofsted/County Council officers.

### **Governor Relationships**

The governing body and headteacher will respect each other's roles and maintain a professional and open relationship, acknowledging the skills and contributions of all.

## **Governing Body TERMS of REFERENCE**

The governing body will use staff and governor time appropriately, sensitively and effectively.

The governing body will, in the way it conducts its business, have regard to the need for the headteacher, staff and governors to maintain a reasonable work/life balance.

When planning the frequency and timing of meetings the governing body will have equal regard to the availability of all members to enable maximise attendance.

It is expected that all governors should contribute to discussions, support the decision-making process and maintain appropriate levels of confidentiality and discretion. Conflict is best resolved openly through discussion, decision-making and acceptance of the majority view. Where this cannot be achieved, suspension of a governor will be used as a last resort in accordance with current Regulations.

New governors will be welcomed and provided with appropriate induction and training.

All governors will undertake training relevant to their role and responsibilities and to enhance overall understanding of the school and priorities.

All governors will share the workload and agree to undertake additional responsibilities and roles as required.

Governors agree to abide by the school code of conduct, safeguarding, health and safety and e-safety responsibilities.

Succession planning and shared responsibility may mean that specific roles are shared and/or swapped around.

### **Curriculum and Standards responsibilities:**

- To advise on the School's Curriculum statement/Learning policy, the LA Curriculum Statement and statutory obligations regarding the National Curriculum.
- Monitor and evaluate the use and effectiveness of Pupil Premium for all disadvantaged children.
- To ensure that the requirements of children with SEND are met, and to appoint a member of the committee to liaise with the SENCo.
- To annually analyse Success and Performance Data (for example ISDR and FFT) and to use this analysis when setting targets and measuring the impact of the School Improvement Plan.
- With the assistance of curriculum leaders, to provide information about how the curriculum is taught, evaluated and resourced.

### **Resources responsibilities:**

To address matters pertaining to the provision of resources (premises, staffing, finance, safeguarding etc) for the school.

The primary objective is to achieve best value for the current pupils with due consideration to the future. For the Best Value Statement – see Appendix C

### **Tasks – Premises incorporating Health & Safety:**

- To carry out School Termly Premises Safety Inspection Checklist
- Annually review Risk Assessments
- Monitor recommendations on Health and Safety arrangements and the priorities for maintenance and new work;
- To consider the arrangements and evaluate tenders for all work on the premises and grounds proposed by the Headteacher within the budget allocation for this work;
- To monitor any premises issues that are undertaken in respect of a School improvement.
- In collaboration with the LA, to assist the Headteacher and Governing Body to discharge their statutory responsibilities for Health and Safety at work;

## Governing Body TERMS of REFERENCE

- To review of the school's Health and Safety policy, to ensure that it is in line with the LA's policies, and make recommendations to the Governing Body;
- To be responsible for ensuring that the school's Health and Safety policy is implemented and that the guidance in the Disability and Discrimination Act (DDA) and the school's own Accessibility Plan is adhered to.

### Tasks -Safeguarding:

- To review and monitor the school's safeguarding policies and procedures according to the most recent legislation so that Safeguarding is at the forefront by including it on each agenda.
- To undertake the annual safeguarding audit and follow up on any actions.
- To carry out regular monitoring of safeguarding and ensure that CPOMs in being used effectively
- To bear in mind when reviewing other policies & procedures that the school's view is that safeguarding encompasses all aspects of keeping children safe.
- To facilitate relevant and appropriate staff training pertaining to safeguarding in line with government guidance.

### Tasks - Staffing:

- To carry out an annual review of the school's Personnel, Performance Management and Pay Policies, ensuring that they are in line with the Manual of Personnel Practice and Procedure, and make recommendations to the Governing Body.
- To consider all changes in both the staffing structure and levels proposed by the Headteacher in order to deliver the curriculum:
- To be responsible for all arrangements relating to the appointment of the Headteacher and to share this responsibility with the Headteacher when making the appointment of the Deputy Headteacher.
- To consider the use of the in-service training budget for both staff and governor.
- To convene a pay committee to review annual staff pay recommendations and monitor performance management.

### Tasks -Finance:

- On matters relating to finance (applying the principles of best value) and to consider all issues which have significant financial implications for the school both in the short (current budget year) and long (future budget years) term.
- To agree the roles and responsibilities for budgetary control for the Headteacher, Admin Officer and FGB.
- To consider reports on income and expenditure to date and monitor significant variations from the budget together with a recommended course of action.
- To consider the School Improvement Plan (SIP) priorities and a draft budget prepared by the Headteacher for Governing Body for approval.
- To consider and approve all alterations to the approved budget at budget revision and report accordingly to the Governing Body. This does not include the following areas where the Headteacher has delegated authority:
  - A. alterations to the budget to reflect resources made available by the LA for the statements of Special Educational Need (SEN) and cases of extended sickness.
  - B. alterations to the budget including virements (up to 2% of the total budget) which neither increase nor decrease the total expenditure. When these powers are exercised, the Headteacher must report to the next FGB meeting.

To consider individual items of non-staffing expenditure (in line with the SIP) exceeding £3,000 except where these have been specifically agreed by the Governing Body as part of its approval of the budget for the year. All other spending in accordance with the approved budget may be incurred by the Headteacher without reference to the Governing Body.

- To receive the School's Annual Financial Statement.
- To undertake a rolling program of self-assessment to ensure effective financial control.
- To review the statement of financial expectations from HCC annually to ensure compliance.
- To complete on an annual basis the Statement of Internal Control (SIC) checks.
- To ensure compliance with the Schools Financial Value Standard SFVS.
- To review the Charging Policy.

## Governing Body TERMS of REFERENCE

- To ensure, on an annual basis, that the school is complying with the Freedom of Information Act.
- To receive the auditor's report and review and monitor any recommendations.

### Responsibilities / authority delegated to Head Teacher

- Ensure the allocation of resources meets the school's educational priorities, as approved by GB
- Responsible for the day-to-day management of the school budget and for ensuring that all financial decisions, procedures and practices are undertaken in line with the Financial procedures manual for schools
- Evaluate and report on the effectiveness of budget allocations.
- Ensure regular monthly monitoring of the school budget.

### Specific responsibilities delegated / limits on delegated authority imposed by the Governing Body

- To authorise all expenditure within the agreed budget plan for the school, subject to any limits on the virement (transfer) of funds between budget

The head teacher is given delegated power to incur up to £3,000 on any single item, issue or contract within the financial year and will report all contracts at budget setting & review. (The limit set should cover all but exceptional levels of payment). Governors will monitor the budget and will review the delegated power which may be suspended if the impact on the annual school budget is likely to cause it to go into deficit.

### IMPACT of Governing Body:

Governors are required to present information annually in an impact statement.

1. Ensuring clarity of vision, ethos and strategic direction includes:
2. Hold the Headteacher to account for the educational performance of the school and its pupils, and the performance management of the staff
3. Oversee the financial performance of the school and made sure its money is well spent

This is done by:

- Scrutinising and discussing the HT's written/verbal report, in particular focussing upon the impact on pupils of (new staff/staffing absence/budget restriction/expenditure on SIP priorities)
- Scrutinising data presented by the HT, discussing the impact of agreed expenditure on the SIP priorities.
- Planning/reporting back on Governor monitoring visits for each term, focussing upon the SIP priorities and Core Values agreed.
- Scrutinising and evaluating the school according to the Ofsted Education Inspection Framework (EIF) section on (one of):
  - quality of education
  - behaviour and attitudes
  - personal development
  - leadership and management
- Discussing the findings of the LLP/Inspector/external provider of info's report/verbal feedback to evaluate the quality of education provided for the pupils/determine next steps for action
- Evaluating the progress of actions on the SIP
- Determining the next strategic improvements the school will implement to improve outcomes for pupils
- Governors shared knowledge of racist incidents, bullying

## Governing Body TERMS of REFERENCE

- Reviewing the school's Code of Conduct which sets the expectations for staff, students on placement, volunteers and Governors.
- Approving a balanced budget
- Discussing staffing arrangements which are affordable and meet the needs of the school
- Reviewing the budget for the financial period
- Scrutinising the sustainability of the After School Club costs balanced with the benefits of the provision
- Sharing the findings from the Internal Control checks
- Sharing findings from Benchmarking and SVFS process

### Documents:

The Governing Body currently uses Teams for sharing meeting documents and recording Governors interests and recording statutory documents have been read eg. Keeping Children Safe in Education (KCSIE). Meeting documents are uploaded to Hampshire services for Schools online portal.

### Policies:

Governors will be responsible for the development and approval of policies and documents as defined in the master policy index on Teams. Governors should also consider: How do we know the policy is being implemented? What is the policy's impact?

Review: September 2025

### Appendices:

A: HCC Instrument of Government

B: Overview of Governor Roles

C: Best Value Statement

D: A-Z Policies List as at 01/09/2025

E: Governor List as at 01/09/2025

F: Explanation of Pecuniary Interests (NEW for 2025)

G: New Governor Appointment Process (To Do!)

H: New Governor Induction (To Do!)

I: HCC School Governor Personal Declaration Form (to complete on re-appointment) (to Do!)



**Governing Body TERMS of REFERENCE**

Appendix A



**INSTRUMENT OF GOVERNMENT (VARIATION)**

1. The name of the school is Wootey Infant School
2. The school is a community school
3. The name of the governing body is “the Governing Body of Wootey Infant School”
4. The governing body shall consist of:
  - a. 3 parent governors *[at least two parent governors]*
  - b. One local authority governor
  - c. One headteacher
  - d. One staff governor
  - e. 6 Co-opted governors *[Such number as the governing body consider necessary. The total number of co-opted governors who are eligible to be elected as staff governors, when counted with the staff governor and the headteacher, must not exceed one third of the total membership of the governing body]*
5. Total number of governors 12
6. This instrument of government comes into effect on 1<sup>st</sup> December 2014
7. This instrument was made by order of Hampshire Local Authority on XXX
8. A copy of the instrument must be supplied to every member of the governing body (and the head teacher if not a governor).

<p><b>Authorised by .....</b></p> <p style="text-align: center;"><b>Deputy Chief Executive &amp; Director of Children’s Services</b></p>
--

With regard to renewal- it depends upon the type of governor.

Co-opted - if they are willing, they just have to re-appointed at a meeting & it is minuted.

LA - the local county councillor has to agree to the appointment. Governor Services used to do the admin, but it now falls to clerks/schools. I've already written one letter for another school which I can tweak when it is needed.

Parent governors. Cannot continue automatically when their term of office ends. They have to apply like other parents and go through an election if necessary.

If a parent is particularly valued by a School and there is a suitable vacancy they often convert to a co-opted governor. Governor Boards can now ask in their letter for parent applicants to have specific skills and a lot are saying (amongst other things) that candidates must be have the time to attend meetings and visit school at least once a year.

## Governing Body TERMS of REFERENCE

### Appendix B

#### Overview of Governor Roles as at Sept 2025

Role	Current	Brief Overview
Chair – elected position	ST	Setting FGB agendas and schedule in line with the SIP and statutory requirements. Chairing FGB meetings, reviewing minutes. Delegating tasks and following up actions. Providing support to HT. Ensuring that all statutory requirements are met. Working with the HT to develop the SIP and monitoring. Signing statutory reports eg budget, SVFS and HT expense claims.
Vice Chair – elected position	TC	Providing support for the chair and deputising in absence. Working with HT to develop the SIP and monitoring
Steering Group	ST/TC/JA	Provide support to the chair to discuss Governor matters outside of designated meeting, for strategic and forward planning the work of the GB – generally meeting half termly (to monitor the new structure) and also to record meeting impact to prepare for the Impact statement.
Pay committee- 3 members	ST/JA/TC	Updating the pay and performance management policies. Undertake annual audit of performance management. Agree salary progression for staff. A chair needs to be appointed. The committee are responsible for their own minutes. Terms of Reference to be reviewed annually in Autumn Term
HT Appraisal Panel (HAP) - 3 members	BB/LM/HC	Undertaking the performance management of the HT. Setting targets with the LLP in line with the SIP and monitoring performance and wellbeing. A Chair needs to be appointed. The committee are responsible for their own minutes. Terms of reference to be reviewed annually
Health and Safety (ideally 2 Govs)	AW / TT	To ensure that the termly health and safety audit has been undertaken and submitted and that all H&S policies and checks are in place and reporting back to FGB
Safeguarding/Child Protection/LAC (ideally 2 Govs)	JA/ RM	To ensure that safeguarding remains high focus area and that all statutory requirements are being adhered to and that all the policies and processes are being adhered to in practice and are current and in date and reporting back to FGB
E-Safety	HC	To ensure that the e-safety policy is checked and monitored and that the school is operating within the remit of the policy.
Pupil Premium Champion	TC	To ensure that the Pupil Premium is being used effectively and that statutory requirements are met in regards to reporting and monitoring expenditure as well as pupil progress and attainment and feedback to FGB
SEND	BB /RM	Provide additional challenge and support to the SEND lead, monitoring budget spend and how well resources are being used feedback to FGB and annual SEND report for website.
EAL	ST	Review and monitor the EAL provision
Equalities Governor	TC	Ensure that the equalities statutory requirements are being met and updated
Training & Development	RM	Providing updates to Governors on training courses and requesting feedback on training undertaken to share knowledge. Governor Training is an agenda item for each FGB meeting
GDPR Governor	HC	Ensure that the GDPR statutory requirements are being met.
Website Champion (inc Statutory inclusions)	LM	Checking the website to ensure that all the statutory documents are listed and in date and reporting termly to FGB
Looked after Children (LAC)	JA	To ensure that all LAC in the school are making good progress through regular monitoring and feedback to FGB
Finance Lead	TC/ST	Ensure that the budget is reviewed at each meeting and the budget revision and budget setting are undertaken on time. Scrutiny can happen outside of the meeting with feedback to FGB
SIP Monitoring	TC/BB	Reviewing progress against SIP targets with HT and reporting back to the Board. This includes “lov a gov” liaison with HT and summarise feedback and actions and impact points
Policies Co-Ordinator	ST	To ensure that the policies are reviewed on time and updated on the website once approved
Self-Evaluation Task Force	BB/TC	To review the Ofsted Self Evaluation criteria and update the master sheet and feedback to the board key points / areas to monitor.
SVFS/Benchmarking 3 Govs	TC/ST	Undertake the benchmarking process and ensure the SVFS return is completed – feedback to FGB

## Governing Body TERMS of REFERENCE

### Appendix C

#### BEST VALUE STATEMENT:

Best value principles will be adopted by the Governors and school managers.

Best value goes beyond the traditional value for money principles of economy, efficiency and effectiveness. Best value is about continually reviewing, challenging and improving the use of resources in a way that leads to:

- The raising of education standards
- Continuous improvement

Best value supports and influences all management and decision-making activities, including:

- Target setting
- Managing implementation
- Planning for improvement
- Monitoring and evaluating the performance of the school
- Allocating resources to priorities
- Managing the performance of staff
- Improving the school environment to ensure it is safe and fit for purpose

Best value principles involve the school and governors reviewing and questioning:

- School performance
- Routines
- Processes

Governors and school managers will challenge assumptions:

- Regularly review and question performance, school routines and processes in line with the School Development Plan.
- Consider if there are better ways to achieve the desired results and if current methods are the most economical, efficient and effective.
- Consider who the stakeholders are and if school aims are in their best interests.
- Question whether procedures are competitive compared with possible alternatives.
- Governors and school managers will compare performance to judge how well they are using resources to meet their educational aims.
- Consider how the school is achieving against targets and compare to other schools.
- Why is the school a high/low performer.
- Are all subjects and classes performing consistently well, investigate discrepancies.
- Use county/national benchmarking data to compare costs. Any significant differences will be investigated and reported to Governor meetings.
- Link the results to the School Development Plan when forming an action plan to bring performance up to the level of the best.

Gathering local views and forging purposeful partnerships with outside bodies will support continuous improvement and secure efficient and effective services.

At various points of the school's management cycle, the governors and school managers will consult, as appropriate, with the following stakeholders:

Pupils	Parents	Governors
Teaching and Support Staff	Professional Associations	The LA
Local Community	Neighbouring Schools	Supplier
Employers	Early years development of children partnerships	
Schools and colleges that are destinations for leavers		

## Governing Body TERMS of REFERENCE

### Appendix D: A-Z POLICIES LIST as at 01/09/2025

Policies	Cycle	Safeguarding *	Review	DUE
Accessibility Plan	3 years		May-24	May-27
Administration of Medicines	Annual	*	Oct-24	Oct-25
Anti-Bullying	3 years	*	Sep-22	Sep-25
Appraisal (Performance Management)	3 years		Sep-25	Sep-28
Attendance	Annual	*	Sep-24	Sep-25
Behaviour Policy	Annual	*	Jul-25	Jul-26
Capability	3 years		Sep-25	Sep-28
Charging	3 years		Jul-24	Jul-27
Child Protection	Annual	*	Sep-24	Sep-25
Code of Conduct	Annual	*	Jul-25	Jul-26
Collective Worship	3 years		Jan-25	Jan-28
Complaints	3 years		Jul-25	Jul-28
Confidentiality	3 years	*	Mar-24	Jan-27
Data Protection	Annual	*	Nov-24	Nov-25
E Safety	Annual	*	May-25	May-26
EAL Policy	3 Years		May-25	May-28
Equalities Annual Review of Objectives	Annual		Jul-25	Jul-26
Equality Information	3 years		May-24	May-27
Exclusion	3 years		Jan-24	Jan-27
First Aid	Annual	*	Oct-24	Oct-25
Freedom of Information	3 years		Nov-23	Nov-26
Health and Safety	Annual	*	Jan-25	Jan-26
Home School Agreement	Annual		May-25	May-26
Learning	Annual		Jul-25	Jul-26
Lettings Policy	3 years		Feb-24	Feb-27
Lettings Rates	Annual		Feb-25	Feb-26
Low Level Concern	Annual	*	Jul-25	Jul-26
No Smoking	3 years		Jul-25	Jul-28
Off-Site Activities	3 years		Apr-24	Apr-27
Pay	Annual		Oct-24	Oct-25
PSHE	3 years		Sep-22	Sep-25
Relationships Policy	3 years	*	Jul-23	Jul-26
Restrictive Physical Intervention	2 Years		May-24	May-26
Safe Recruitment	3 years	*	Feb-24	Feb-27
Safeguarding	Annual	*	Sep-24	Sep-25
SEND	Annual		Jul-25	Jul-26
Staff Discipline and Grievance (HCC)	3 years		May-25	May-28
Staff Dismissal (HCC)	3 years		May-25	May-28
Supporting Pupils with Medical Needs	Annual		Oct-24	Oct-25
Uniform Policy	3 years		Sep-23	Sep-26
Visitors in to School	3 years		Sep-23	Sep-26
Whistleblowing	Annual	*	Sep-24	Sep-25

## Governing Body TERMS of REFERENCE

### Appendix E: Governor List as at 01/09/2025

Name	Type	Term	Term End Date	Resigned	Appointed
Tracey Thomas	Head Teacher				
Sarah Thirkell	Local Authority	4	Mar 26		Mar 10
Steph Barton	Staff	4	Sept 28		Sept 24
Jess Anton	Co-Opted	4	May 27		May 19
Lisa McAllister	Co-Opted	4	Nov 25		Nov 21
Trudie Cole	Co-Opted	4	Sept 26		Sept 22
Rebecca Murphy	Co-Opted	4	May 28		May 24
Vacancy	Co-Opted	4			
Vacancy	Co-Opted	4			
Ben Bastin	Parent	4	Sept 26		Sept 22
Alex White	Parent	4	May 28		May 24
Harnam (Harry) Chana	Parent	4	July 29		July 25

## Governing Body TERMS of REFERENCE

### Appendix F: What is the difference between a conflict of interest and a pecuniary interest?

A conflict of interest is any situation where someone's personal interests or obligations potentially interfere with their impartial judgment or decision-making in a professional context. A pecuniary interest is a type of conflict of interest, specifically one that involves a financial interest or benefit, either actual, potential or perceived. In essence, a conflict of interest is the broader term, while a pecuniary interest is a specific type of conflict that involves money.

This can include financial interests, family relationships, social connections or other factors that could lead to bias or a perceived lack of impartiality.

It is important boards have clarity and understanding around what represents a conflict or a pecuniary interest and can demonstrate transparency whilst supporting governors in executing their roles.

#### What constitutes a conflict of interest?

**Impaired judgment:** A conflict occurs when an individual's ability to make objective decisions is affected by their personal interests, relationships or other external factors.

**Perceived conflict:** Even if an interest doesn't influence a decision, a perceived conflict exists if an observer would reasonably conclude that it could influence the decision.

**Competing loyalties:** Loyalties to other organisations, family members or personal connections can create conflicts when they clash with the individual's duties to the GB. This includes when a governor is a governor at another school (either a maintained school or as a local governing board member at a school that is part of a multi academy trust or a holds a position on the trust board).

Examples of conflicts of interest in governance include:

- A governor/trustee's loyalty to another charity/education establishment
- A governor/trustee is married/co-habiting or in a relationship with a member of staff

#### What constitutes a pecuniary interest?

A pecuniary interest refers to a specific type of conflict of interest that involves a financial interest or benefit, including from a contract or close relationship with someone involved in a decision. It can be an actual financial gain or loss or a perceived or potential financial benefit or loss.

Examples of pecuniary interests in governance include:

- A member of a school governing board owning a business that the school hires for supplies or services
- A board member of a charity working for a company that the charity contracts with
- A governor who is a member of a local governing board in a multi academy trust or a trustee of an academy trust whose organisation may benefit from a school's engagement with that trust
- A board member who is married to/co-habiting with, or in a relationship with, a member of staff and may benefit financially from a decision regarding that staff member's employment conditions

The above examples are not an exhaustive list and are intended to guide decision making to ensure that boards are clear about where a declaration (of either a conflict or a pecuniary interest) is necessary. If governors/trustees are in any doubt, or if there is a lack of clarity in a particular situation, then further advice should be sought without delay.