Governance Policy

Policy agreed by Proprietor: Feb 2021

Rationale

Every Governing Body has a statutory responsibility to establish and monitor its school's policies and evaluate the effectiveness of the school and its curriculum. Governors are also held to account for their own school's performance. The Office for Standards in Education (Ofsted) assumes that Governors know the strengths and weaknesses of the school, and will test that assumption during a school inspection.

One of the best and most effective ways in which a Governor can get to know their school is to visit during the school day and see it at work. The Proprietor has appointed link governors to facilitate the liaison between the governing body and specific curriculum areas or aspects of the work of the school. The role of a link governor is a source of support to the school and a source of information for the School Performance Team. An integral part of the link governor role is to view lessons in particular curriculum areas and to learn about the general running of the school. It is not an inspection but a fact finding and observational opportunity.

This policy is written to provide governors and leaders with the over-arching structure necessary to ensure the operation and day to day leadership and management of Overley Hall School to enable the highest of standards to be reached and to support continuous school development. It is designed to lead governors to provide a balance of challenge and support to leaders, through understanding of the strengths of the school and its leaders, and establishing the areas needing improvement at the school. The role of the Governing Body is an intrinsic part of the leadership of the school. The Governor Handbook published by the DFE 2017 clearly sets out three core functions of the Governing Body:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance management of the staff
- Overseeing the financial performance of the school and making sure its money is well spent

The Governing Body is focused on meeting the requirements of these functions. The outcome is that the governors know the school well, are confident that all statutory and legal requirements are met. They ensure that any issues are addressed in a timely and effective manner and the strategic planning through the school improvement plan ensures the school is effective in the long term.

The Governors should fulfil their duties in line with the seven principles of public life (the Nolan Principles) and that equality and diversity is respected and promoted at all times.

The Nolan Principles:

- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- leadership

The policy includes a sample Governors' Visits report form which will help guide discussion on the issues raised and also provide a formal record for Ofsted of the Governors' structured involvement in the work and life of the school. It should not, however, form part of any other evidence base e.g. a member of staff's performance management.

<u>Legislation and Guidance</u>

The policy is to ensure that the school is fully compliant with legislative and regulatory requirements. Overley Hall School is an independent special school and must comply with:

- Independent School Standards – Section 109 Education Act 2008
- Non-association independent school inspection handbook – Ofsted April 2018 & Draft Jan 2019
- A Competency Framework for Governance – DFE January 2017
- Governance Handbook – DFE January 2017
- School inspection handbook, GOV.UK Ofsted, Paragraph 28 of the Common Inspection Framework
- Equality Act 2010

<u>Protocols</u>

All visits to be by prior arrangement with the Principal Head Teacher who will arrange the visit with the staff concerned. All feedback, either verbal or written, to be given to the member of staff or team and the Principal Head Teacher following the visit.

<u>Monitoring and Evaluating the Policy</u>

The Governing Body and Senior Leadership Team will review this policy annually and report back to the Principal Head Teacher and Proprietor. The review will consider:

- If the policy supports the Governing Body to achieve its goals?
- If the policy supports the Governor's to become effective sources of information about the schools performance?
- If the policy supports the Governors to become better-informed and enabled to make sensible decisions?

- If the policy supports effective communication and support for staff and leaders? Does it support a further method of direct communication with staff?

- If the policy supports opportunity to ensure staff feel affirmed and valued?

- If the policy supports any unexpected benefits?

- If the policy and practice could be even better?

Competency areas for effective Governance

Based on six key competencies of effective governance

Key feature of effective governance	Principles and personal attributes	Function
Strategic leadership	• Set direction and strategy • Ensure clarity of vision, ethos, culture and values • Collaborative working with stakeholders • Risk Management	Purpose and to offer support with development
Accountability	• Promoting educational improvement • Rigorous analysis and reflection • Drives up educational standards and financial performance	
People	• Effective teamwork with the right skills, experience, qualities and capacity	Organisation of the Governing Body to become an effective team to support school
Structures	• Clearly defined roles and responsibilities	
Compliance	• To ensure statutory and contractual requirement are met	Ensuring the quality and the compliance of the school
Evaluation	• To manage self-review and personal skills; managing the Governing Body's effectiveness	

Structure of Governing Body

To ensure the Governing Body are able to provide the six key principles for effective governance, at Overley Hall School we will endeavour to recruit members from across a broad cross section of stakeholders. We will endeavour to include members from:

- Parents
- Proprietor
- Head Teacher
- Senior leaders (Finance, Education and its various departments)
- Clinical & Therapy Department
- SEND department
- Independent educational consultancy

The school will publish details of the members of their Governing Body on the schools website www.overleyhall.com

Roles and Responsibilities

The Governing Body is responsible for ensuring this policy meets the needs of Overley Hall School and is regularly reviewed and monitored for its effectiveness. The Principal Head Teacher is responsible for ensuring all staff, students and parents are aware of the policy and that the policy is fully implemented.

Once fully established, each Governor will have a specific focus of responsibility. These responsibility areas will include:

- Safeguarding
- Teaching and Learning
- The curriculum
- SEND and finance
- Personal development, behaviour and welfare
- Health & Safety

Support for Governors

All Governors will be provided with an induction which will include safeguarding and child protection training. Further training will be provided by the senior leadership team.

Overley Hall School Governance Model

Basis	Review	Report	Responsible	Information to be available upon request (if applicable)
Ongoing	Ensure all relevant documentation is collated into a file which is archived every three years	Governance File	Principal Head Teacher	Proprietor, Governing Body, made available to Ofsted
Termly	School Performance	Head Teachers Report	Principal Head Teacher	Proprietor, Governing Body, made available to Ofsted
Monthly	Staff performance Outcomes for pupils	Data will feature in monthly performance audit. Minutes of meetings	School senior leaders, middle managers	Head Teacher Deputy Head Head of Sixth Form
Daily Weekly Monthly Annually	Attendance	Monthly performance report Termly Head Teachers Report Variety of reports (PEP, AR)	Attendance officer (Learning Coordinator)	Head Teacher Deputy Head Head of Sixth Form Local Authorities
Monthly	School Improvement Meeting (SIM)	Monthly performance audit where information is collated from various staff and departments	Principal Head Teacher and Deputy Head Teacher	Senior Management team, Proprietor, Governing Body
Monthly	School self-evaluation update	Monthly Performance Audit **Appendix 3**	Head Teacher	Ofsted, School Improvement Partner, Governors
Termly X3 per year	Analysis of attendance considering group comparisons	Attendance analysis and report	Attendance Officer (Learning Coordinator)	Website Made available to Ofsted
Termly X3 per year	School Improvement Partner visit to challenge and support	School improvement Report **Appendix 5**	School Improvement Partner (SIP)	Head Teacher, School Senior Leaders, Proprietor, Governing Body, made available to Ofsted
Termly X3 per year	Governor visits	Record of Governor Visit **Appendix 2**	Governor	Staff visited Head Teacher (Verbal and written feedback)
Termly	Stakeholder feedback	Feedback and analysis	Deputy Head Teacher	Proprietor, Head Teacher, Governing Body, made available to Ofsted
Termly	Behaviour and wellbeing	Data and analysis	Deputy Head Teacher	Proprietor, Head Teacher, Governing Body, made available to Ofsted
Termly X3 per year	Governance Meeting	Governance Report (Head Teachers Report HTR) **Appendix 4**	Head Teacher	Proprietor, Governing Body, made available to Ofsted

APPENDICES

Appendix 1 - Governor Visit's procedures
Appendix 2 - Record of Governor's Visit
Appendix 3 – Template of Monthly Performance Audit
Appendix 4 – Template of Governance Report (HTR)
Appendix 5 – Template of School Improvement Report

Appendix 1

Objectives to be met by Governor Visits to Overley Hall School

To establish and develop effective relationships with the staff
To have a greater understanding of pupils' needs
To monitor the effectiveness of safeguarding systems
To recognise and celebrate success
To monitor the implementation of the School Improvement Plan
To increase their first-hand knowledge of the school which will inform strategic decisions
To understand the environment in which staff work and teachers teach
To see policies and learning plans in practice
To find out what resources are used, what resources are needed
To show support and encouragement to staff and students
To demonstrate that the Governing Body is contributing to the school's self-evaluation process
To develop links with the various departments across school

Responsibilities of visiting Governors and Staff

    (a) Governors will not make judgements about the effectiveness of the teaching they observe;

    (b) Governors will not pursue a personal agenda or seek to take advantage of their position;

    (c) Governors will express their gratitude, and any positive feedback to staff (and learners) as soon as possible and provide informal verbal feedback to the Principal Head Teacher at the conclusion of each visit.

    (d) Governors will provide a written report for the Governance file with the Principal Head Teacher; (see sample report form below)

    (e) Governors and staff will respect confidentiality arising from any aspect of the visit;

    (f) Any action points arising from the visit will be discussed and agreed by appropriate parties.

Overley Hall
School

Record of Governors Visit

Name of Governor:	Date of Visit:
Focus of visit	
Areas of school or class groups visited during the visit:	
Sources of information: For example Head Teacher, class teacher, display work, learners' workbooks, talking to learners, looking at resources	
General comments:	
Summary of what was learned from the visit:	
Points to take forward for discussion at the Senior Improvement Meeting or the Governors Meeting:	

Signed:	Date:
Received and discussed with PHead Teacher:	
Received by the Proprietor:	

Placements – Supporting Leadership and Management Judgement

1. What is the number of children in placement at the end of the month?		BDo
2. What is the number of available placements?	Res = Day =	BDo

Summary (BDo)

Meeting Pupils Needs – Supporting the Overall Effectiveness of the School Judgement (3), (5), (6).

3. How many MAC meeting took place this month?		LDe
4. How many Core Group Meetings took place this month?		LDe
5. How many Transition meetings took place this month?		LDe
6. How many MAT meetings took place this month?		LDe

Summary

Consultancy

7. How many team consultancies were there in the month?		BDo

Summary

Education Performance Supporting the Overall Effectiveness of the School Judgement and **Behaviour and Attitudes Judgement.**

8. Is the 'Attendance Policy' current, with clearly defined expectations and consequences		LDe
9. What % of lessons during a spot check started on time?		SL's
10. How many children have greater than 95% school attendance during the month?		LDe

11. What is the percentage of attendance over the course of the month?				LDe
Summary: Are there any trends showing linked to attendance?				

<table>
<tr><td colspan="5">Supporting the Quality of Education Judgement
(How are we supporting pupils with SEND, disadvantaged & most able?)</td></tr>
</table>

12. How many learners have a current PEP on file?				BDo
13. What is this as a percentage of LAC?			%	BDo
14. How many pupils are CIN and what is this as a percentage?			Number: %:	BDo
15. How many reviews took place this month?	Annual Reviews: Post Admission Meetings: LAC: CIN: Termly EHCP update meetings: PEP: Multi agency strategy meetings: Transition meetings: MAC meetings: CAPS/Independent planning meetings: Bridge the Gap Meetings: Other:			
16. Have tutors assessed IEP objectives?	Oak: Ash: Willow: Maple: Holly: Birch:			BDo MBa
17. What percentage of the review paper work was completed on time?				LDe
18. Has pupil premium been spent during this period? Specify how much and on what below				LDe
19. Has there been anything to celebrate and share from therapy?				RHa
20. How many therapy play extracurricular sessions took place during this period?				KJo
21. What % of pupils with anxiety charts been analysed during this period? Specify findings below				BCr

Summary of therapy/clinical developments		

Training (Supporting the Quality of Education Judgement)		
22. This month's online training?		MBa
23. Examples of training provided to support the development of understanding of the **curriculum offer**		BDo
24. How many staff meetings took place during this month?		BDo
25. How many moderation meetings took place this month?	Internal = External=	BDo
26. Number and type of external training courses attended		BDo
27. Of the courses attended how many were shared with the staff?		BDo
28. Of the courses attended how many are directly linked to the school improvement plan?		BDo
29. How many displays were updated?		DMa

Training and its effectiveness Summary		

Human Resources – Supporting the School's Overall Effectiveness Judgement – (meeting the children's needs) and Personal Development		
30. How many external professionals support (service level agreements) education? Number of days?		BDo
31. How many staff lost days due to absence?		AGr
32. Monthly staff attendance percentage?		AGr
33. Percentage of them have had a return to work interview?		BDo

34. Number of positions unfilled?		BDo
35. How many RIDDOR accidents were reported this month?		BDo
36. How many accidents/injuries were reported for staff this month?		BDo
37. How many accidents/injuries were reported for learners this month?		MBa
38. Of the number of accidents/injuries, what percentage of these were as a result of RPI's?		MBa
39. How many injuries reported were as a result of self-injury?		MBa
40. What % of incidents/RPI's/significant events were referred to our CP, SaLT or OT?		MBa
41. How many near misses were reported during this month?		BDo

Summary and trends

Behaviour Management (supporting 'Overall effectiveness' of the school & 'Behaviour and Attitudes' judgement)		
42. Number of RPI's in education during this month?		MBa
43. Have PSPs been updated according to policy? 44. % outstanding		DMa MBa
45. Has there been any occurrences of bullying during this period?		MBa
46. Has the counter bullying log been completed and has a MAC meeting been called to ensure strategy is planned to prevent a repeat occurring?		MBa BDo DMa
47. What percentage of the RPI's were reported to parents?		MBa

48. What percentage of the RPI's were reported to the placing authority?		MBa
49. Number of pupils having RPI's?		MBa
50. Percentage of pupils having one or more RPI?		MBa
51. Number of advanced techniques used during this period?		MBa
52. What percentage of RPI's recorded this month did staff and student debriefing occur?		MBa
53. What is the percentage increase this month of RPI's compared to last month? (State possible reasons below)		MBa
54. What is the percentage decrease this month of RPI's compared to last month? (State possible reasons below)		MBa
55. What is the percentage increase this month of incidents & significant events compared to last month? (State possible reasons below)		MBa
56. What is the percentage decrease this month of incidents & significant events compared to last month? (State possible reasons below)		MBa
57. Number of reductions in medications made this month by CAHMs?		MBa BDo
58. What number of pupils had an increase in medication made this month?		MBa BDo
59. List evidence of individual progression either linked to attendance or behaviour		MBa BDo DMa
60. % of staff debriefs taken place		MBa DMa
61. For those at risk of Overley Hall not being able to meet need, have any attempts been made to engage local/home authority support services?		BDo MBa DMa
62. List alternative strategies used to prevent terminating placements		BDo MBa

Summary and trends of behaviour and support provided(MBa)		
Safeguarding, Complaints, Staff Supervisions, Referrals – Supporting the School's Overall Effectiveness Judgement & Leadership and Management		
63. List the number of Safeguarding Referrals made?		BDo
64. What percentage of these referrals have completed logs?		BDo
65. List the number of Ofsted notifications made this month?		BDo
66. How many complaints have been received and logged?	Pupil = Parent = Other =	BDo
67. How many grievances have been opened this month?		BDo
68. What percentage of required supervisions took place this month?		BDo
69. What percentage of supervisions are outstanding?		BDo
70. Questionnaires for feedback sent out?		BDo
71. Number of questionnaires received? Supporting '**Behaviour and attitudes**' judgement	Parent: SW: Staff: **Pupils**: Other:	BDo
Summary (BDo)		
Governance, Leadership and Management – Supporting the Overall Effectiveness Judgement		
72. Number of Business Planning Meetings during this period?		BDo
73. Has an audit been carried out against The Independent School Standards (ISS). If so which standards?		BDo MBa DMa
74. Number of School Improvement Meetings (SIM) during this period?		BDo

75. Number of suitable referrals followed up?	Day only = Residential=	BDo
76. External inspections	Body: Grade Awarded:	BDo
77. Number of SIP visits		BDo
78. Number of Challenge and support Governor Visits		BDo
79. Number of Governance Meetings		

Summary (BDo)

Sixth Form Supporting The Overall Effectiveness of the School Judgement and Personal Development

80. How many students are part of the sixth form?		DMa
81. How many sixth form management meetings have taken place this month?		DMa
82. Has the Sixth Form Development Plan been updated this month?		DMa
83. How many pupils are presently attending weekly work experience?		DMa
84. How many students have transition plans in place?		DMa
85. Has an audit of the careers offer been carried out?		DMa
86. How many reviews took place during this period?		DMa
87. Has any feedback been received about any aspect of the sixth form? Include quotes in the summary below		DMa
88. Has a scrutiny of programmes, student work and displays been carried out to ensure work is relevant to that of a young person approaching adulthood?	Programmes of study: Student Work: Displays: Work Experience:	DMa

Summary (DMa & CMc)

Overall Effectiveness of the School, Quality of Education - IMPACT Monitoring in Education				
89. Observations made and rating	Class	Number	% Red/Orange/Green	BDo/MBa/DMa
	Oak	Tutor_____ Other_____		
	Willow	Tutor_____ Other_____		
	Birch	Tutor_____ Other_____		
	Maple	Tutor_____ Other_____		
	Ash	Tutor_____ Other_____		
	Holly	Tutor_____ Other_____		

Summary (BDo, MBa, DMa) including any details of any staff member on capablity

Further Developments, Wider Context - Supporting Quality of Education, Personal Development and the Overall Effectiveness of the School Judgement

Assessment: (Supporting the Quality of Education Judgement, - **Implementation** – how well we **assess** the curriculum to support pupils to build their knowledge)

Evidence supporting the implementation of the curriculum:
(Q of E)

Curriculum: (Supporting the Quality of Education Judgement, we must consider INTENT, IMPLEMENTATION, and IMPACT), (Curriculum is BROAD and RICH);		
Strong evidence of curriculum drivers and supporting the schools mission statement: (PD and Q of E judgement)		
Careers and vocational opportunities/developments: (Q of E and PD)		
Examples of High Expectations/aspirations for pupils: (Q of E and PD)		
Examples of reducing social disadvantage/improving social understanding: (Q of E)		
Curriculum reflecting the local context addressing gaps in pupils' knowledge and skills: (Q of E)		
Themes during this period: (Q of E and PD)		
Examples of curriculum intent/movement towards end points: (Q of E)		

Active citizenship examples: (PD and Q of E)		
How has the school promoted equality and respect for differences? (PD)		
How has the school developed pupils' characters, helping them to reflect wisely, learn eagerly, behave with integrity and cooperate with each other well? (PD)		
Curriculum approaches: (Q of E)		
Promoting reading opportunities:(Q of E)		
High academic/social/emotional ambition: (PD and Q of E)		
Movement towards end points/examples of 'stickiness': (Q of E)		
Inclusion/mixing with others/breadth of opportunity: (Q of E and PD)		

Off Site/alternative placements/enrichment placement visits/supporting the next stages of education, independent living or employment: (B & A)		
Policies (Overall effectiveness)		
Learning: (Supporting the Quality of Education Judgement, measuring the **IMPACT**);		
Promoting physical health/active lifestyles (B & A)		
Pupil Voice: (Q of E – Impact);		
Behaviour Management: (B & A)		
Progress made to promote progression/ working towards action plans:(Q of E)		
Resources: (Q of E/implementation)		
Environment: (Q of E/implementation)		
Staff Development: (Q of E/implementation)		

Evidence of how staff are being supported to ensure their own speaking, listening, writing and reading of English support pupils in developing their own language and vocabulary: (Q of E/impact) Technology: (Q of E/implementation) Groupings: (Overall effectiveness of school – meeting need) Pupils Work (work scrutiny): (Q of E judgement, outcomes for young people, impact) KS2: KS3: KS4: KS5: Triangulated scrutiny carried out & outcomes: (Q of E/impact) Staff satisfaction: (L & M) Cultural capital, British values, human creativity, and achievement: (Q of E and PD) SMSC: (Q of E and **PD**); (Supporting the schools overall effectiveness judgement): SPIRITUAL - Ability to be reflective - Acceptance of differences, faiths, feelings and values - Enjoyment in learning about themselves, others and the world around - Imagination and creativity in their learning - Willingness to reflect on their own experiences MORAL		

- Differences between right and wrong
- Understanding consequences of their behaviour
- Thinking about other people's problems
SOCIAL
  - Practicing social skills in a variety of contexts such as religious, ethnic, socio-economic backgrounds
  - Participation in a variety of communities and social settings including volunteering
  - Acceptance of British values, democracy, rule of law individual liberty and mutual respect, tolerance of others differences to contribute positively
CULTURAL
  - Cultural influences shaping their own lives
  - Cultural influences from further afield
  - Participation in artistic, musical, sporting and cultural opportunities
  - Exploring different faiths and cultural diversity
  - Tolerance of others religious, ethnic and socio-economic groups locally, nationally and globally
 	
PSHE/SEX EDUCATION: (PD)
 	
Debate/discussion work: (PD)
 	
Assemblies: (PD)
 	
Enrichment &/or Creativity: (Q of E judgement, outcomes for young people, impact and **PD**)
 	
Extracurricular work strengthening the schools offer: (Q of E - breadth, intent, implementation & impact and **PD**)
 	
Celebration: (Q of E and **PD**); (Supporting the schools' overall effectiveness judgement);		

Examples which demonstrate that the leaders know the curriculum is having an **impact**: (Q of E)		
Examples of how leaders promote high expectations (L & M)		
How leaders ensure they have a greater focus on the education provided by the school: (L & M)		
Parent engagement: (L & M)		
Work/life balance yet still strengthening the quality of the workforce: (L & M)		
High ambition for harder to reach pupils: (L & M)		
Work carried out to prepare governors to understand: (L & M) - vision, ethos and strategic direction - hold senior leaders to account for educational performance - performance management of staff - Oversee financial performance ensuring money is well spent - School improvement work, and impact of external support		

Examples of inclusion for those who are struggling: (L & M) Other:		

Termly Governance Report

Overley Hall
School

Completed by:

Date:

1.0   Review of the school's current self-evaluation

1.1 Review of Self Evaluation

Area	Update on actions for improvement
Effectiveness of leadership and management	
Quality of teaching, learning and assessment	
Personal development and welfare	
Outcomes for learners	
Sixth Form Provision	
Independent School Standard Audit	

1.2 Challenge and support/School improvement partner (SIP) visit reports and action plans

1.3 List of all visits made to the school since the last meeting

2.0 Learner Outcomes

2.1 Notable individual progress and outcomes, including recent admissions

2.2 Assessment (insert data)

2.3 Assessment analysis (including groups)

2.4 Social and emotional progress

2.5 Progress towards external examinations

3.0 Quality of teaching and learning

3.1 Observations (insert data collected lesson observations, learning walks, work scrutiny)

Number of lesson observations with twenty minutes or longer spent in a lesson	General strengths	Areas requiring further attention or specific training	Date of training	Achieved Yes No Outstanding

Concerns made from lesson observations requiring specific attention	Comments	Plan of action	Start Date	Finish Date

Number of learning walks carried out	General strengths observed	Areas requiring further attention or specific training	Date of training	Achieved Yes No Outstanding

Number of strengths seen as outstanding which may include support for lessons	Particular strengths	How these strengths were shared with the team	When	Completed or not completed

Work scrutiny	Strengths	Areas of concern	Action Required	Action Completed

3.2 Teaching, Learning, Assessment Policy

Policy	Development	Update	Agreed by SMT Date	Circulated by:

4.0 Personal Development, Behaviour and Welfare:

4.1 Percentage learner attendance

Current 2018/2019 Academic Year	September	October	November	December	January	February	March	April	May	June	July
Authorised											
Unauthorised											
Overall											
Last academic year 2017/2018	September	October	November	December	January	February	March	April	May	June	July
Authorised											
Unauthorised											
Overall											

Comments:

4.2 Pupils attendance less than 90% - 95%

Name	Attendance %	Comments/Interventions

4.3 Fixed term exclusions

Academic Year	September	October	November	December	January	February	March	April	May	June	July
2018/2019											
2017/2018											
Comments											

4.4 Missing Persons and absconding incidents

Academic Year	September	October	November	December	January	February	March	April	May	June	July
2018/2019											
2017/2018											
Comments											

Academic Year 2018/2019	September	October	November	December	January	February	March	April	May	June	July
RPI											
Ground											
Learner Injuries											
Staff Injuries											
Academic Year 2017/2018	September	October	November	December	January	February	March	April	May	June	July
RPI											
Ground											
Learner Injuries											
Staff Injuries											
Comments											

4.5 RPI's, injuries arising from RPI's, ground holds

4.6 RPI Analysis by:

- Number of incidents, type of incidents, holds used, staff involved, length of hold
- Commentary should include details of learners involved, intervention and the impact of the intervention

4.7 Safeguarding (Names of staff must not be included in this section)

4.8 Closed Safeguarding Referrals

Ref	Learner	Date Referral was made	Family, care or school related	Brief Details	Outcome

4.9 On-going Safeguarding Referrals

Ref	Learner	Date Referral was made	Family, care or school related	Brief Details	Status

4.10 Safeguarding analysis

4.11 Safeguarding review by SIP

4.12 Dates of latest DSL training

4.13 Health and Safety

4.13a Accidents

	September	October	November	December	January	February	March	April	May	June	July
Number of staff accidents											
Number of Pupil Accidents											
Number of Riddor notifications											
Comments											

4.13b H & S Monitoring checks

Date of last fire drill	
Date of last PAT testing	
Date of water temperature checks this month	
Date of last fire risk assessment	
Update on actions from last FRA	
Date of last H & S visit from OFGL	
Date of last fridge temperature check	
Date of last H & S audit	
Comments on maintenance, property, IT issues	

4.14 Therapy

Clinical Governance Meeting Dates	Key Points	Impact
MAC meeting dates	**Name of students**	**Impact**
Brad Time Appointments	**Names of those with appointments**	**Impact**
Impact of therapy provision: Group sessions, 1:1 session, MAC meetings, interventions,		
Comments on Developments:		

4.15 Policies

Policy	Development	Update	Agreed by SMT Date	Circulated by:

5.0 **Equality and Diversity:**

5.1 Reported incidents of bullying

	September	October	November	December	January	February	March	April	May	June	July
2018/2019											
2017/2018											

Comments on bullying or concerning behaviour:

Developments linked to equality and diversity:

Policy updates:

6.0 Performance Management

6.1 Staff Attendance (%)

	September	October	November	December	January	February	March	April	May	June	July
2018/2019											
2017/2018											

6.2 Comments on attendance:

6.3 Staffing matters

6.4 Overtime cost

6.5 Proposed recruitment

6.6 HR issues

6.7 Single Central Register

Is it compliant?

Date the SCR was last checked and signed off by HT & DHT:

8.0 Stakeholder relationships

8.1 Placing Authority and commissioner comments

8.2 Parents & Carer feedback and questionnaire feedback analysis

8.3 Pupil voice including survey feedback and analysis

8.4 Staff engagement survey – Action Plan update

8.5 Multiagency relationships

8.6 Work with other schools

8.7 SIP Visit reports

8.8 Challenge and support/governor visits & reports

8.9 Complaints of a formal variety made by a learner, staff member, or any other individual such as a parent or local authority

Academic Year	September	October	November	December	January	February	March	April	May	June	July
2018/2019											
2017/2018											
Comments											

8.10 Compliments

9.0 Summary and forward planning

9.1 Summary of key events	
9.2 School vision, ethos and strategic direction, including log term planning	
9.3 List of policies requiring ratification	
9.4 Is the admission register compliant?	

9.5 Date the Admission Register was last signed off by HT or DHT	

Date on Governance Meeting _____

Date set for next Governance Meeting _____