

Committee terms of reference 2026

SEPTEMBER 2026



**Low Road and Windmill
Music Federation**



GOVERNING BOARD SCHEME OF DELEGATION AND COMMITTEE TERMS OF REFERENCE MAINTAINED SCHOOLS

Models of Working for Governing Boards

The current terms of reference for committees has been reviewed in light of the [DfE Governance handbook](#); [Education Act 2011](#), [The School Information \(England\) \(Amendment\) Regulations 2012](#), [the School Governance \(roles, procedures and allowances\) \(England\) Regulations 2013](#) the DfE's [Statutory Policies for Schools](#), [Statutory Guidance](#), [Departmental Advice](#) and [The Leeds Scheme for Financing Schools](#) to ensure that they meet all statutory requirements. Reference and links are given to model policies and other advice and guidance, where appropriate. Some links to Leeds City Council documents are through the Leeds Education Hub or Leeds for Learning site and governors must sign in to access them.

Overview

Some responsibilities must be addressed/approved in a meeting of the full governing board – these are listed on pages 3 and 4. Other responsibilities can be delegated to committees or individuals and a suggested structure is included. Statutory responsibilities, including policies defined in the DfE's [Statutory Policies for Schools](#), are in **bold**, other items are strongly recommended/good practice. (Responsibility can only be allocated to unshaded boxes). The suggested committee structure is:

- **Resources committee** - responsible for staffing including the SENCO being suitably qualified, performance management, finance, property management, health and safety and risk management, including GDPR.
- **Teaching and learning committee** - responsible for the quality of education including ensuring a broad and balanced curriculum is being taught, target setting, assessment and outcomes and the quality of teaching and ensuring that the governing board is represented at school improvement discussions.

- **Pupil support** - responsible for behaviour, safeguarding, attendance, children's spiritual moral social and cultural development, children, parent and staff voice, equality and diversity, extra-curricular activities, cluster and other partnerships.
- **Daycare** - The committee provides strategic oversight, scrutiny and assurance of Windmill Daycare in accordance with the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013, the EYFS Statutory Framework and the Governing Body's Scheme of Delegation. The Committee is advisory unless specific delegated powers are agreed by the Governing Body. The Committee provides robust strategic governance by ensuring statutory compliance, monitoring the quality of education and care, assuring safeguarding, scrutinising leadership and management, monitoring financial sustainability, overseeing continuous improvement and Ofsted preparedness, and providing appropriate support and challenge to leaders. The Committee will not become involved in the operational management of the daycare.
- **Other responsibilities**
 - Pay review committee - consisting of a minimum of three governors- Pay appeal committee – three different, impartial governors
 - Complaints – three impartial governors plus an investigating officer for the governing board
 - Admissions committee – for VA, and trust/foundation schools

It is a legal requirement that any decision made by a committee or an individual under delegated powers be reported at the next governing board meeting. **It is therefore essential that minutes are taken at committee meetings which detail the decisions made.** Committee minutes should be circulated to all governors at least 7 days prior and tabled at each full governing board meeting, where governors should minute that they have noted the decisions made by committees.

Quorum - the quorum for a committee meeting is a minimum of three governors (the Headteacher is included in this number). Where associate members are allocated to committees, and have been given voting rights, they also count towards the quorum.

FULL GOVERNING BOARD RESPONSIBILITIES (Cannot be delegated to Committee, Individual Governor or Headteacher)

1.01	Register of interests of Headteachers and governors Interests declared must be displayed on the governing board page of the school website (statutory requirement) Review frequency: Governing board free to determine subject to the local authority scheme Legislation: School Finance (England) Regulations 2012 (Regulation 26 read with paragraph 15 of Schedule 5)
1.02	Instrument of Government Changes to the composition/seats on the governing board must be approved by the board and submitted to the local authority. Review frequency: Governing board free to determine Guidance: DfE Governance handbook (section 5.3)
1.03	Agree a school vision, ethos and strategic direction which promotes British Values and supports leaders in making informed decisions about curriculum development Guidance: DfE Governance handbook (section 2.1)
1.04	To agree and adopt a code of conduct, ideally referencing the Nolan Principles of public life, publishing of governor information and commitment to continued self-development. Guidance: DfE Governance handbook (section 4.1)
1.05	To agree the limit of virement that may be authorised by the Headteacher or resources committee and authorise the Headteacher to enter into contracts/service level agreements up to an agreed limit (a minimum of £5,000 and maximum of £20,000 are suggested). Governing boards should set the level annually at the time of budget approval. Statutory guidance - The Leeds Scheme for Financing Schools (section 2.5)
1.06	To agree the level of delegation to the Headteacher for day to day financial management of the school. Legislation - The Leeds Scheme for Financing Schools (section 1.5)
1.07	To authorise staff responsibilities for signing orders, invoices and petty cash claims. Statutory guidance - The Leeds Scheme for Financing Schools (section 2.10)
1.08	Ensure that the full governing board has minuted the adoption of, and compliance with, the Leeds Scheme for Financing Schools. Statutory guidance - The Leeds Scheme for Financing Schools (section 2.10)
1.09	To approve and keep under review the staff discipline policy, staff grievance policy and staff code of conduct Leeds model policies for staff discipline and staff grievance are available on request. Schools are free to create their own code of conduct but staff in all settings should have sight of the guidance document produced by the Safer Recruitment Consortium "Guidance for Safe Working Practice" May 2019. Review frequency: Governing board free to determine Legislation: The School Staffing (England) Regulations 2009 and The School Staffing (England) (Amendment) Regulations 2013 Guidance: DfE Governance handbook (section 6.5.9)
1.10	To approve and implement the Teacher's Pay policy A Leeds Model Policy, reflecting the School Teachers Pay and Conditions Document (STPCD), is available from the schools HR team. Review frequency: Annually Legislation: The Education Act 2002 section 122 and guidance: DfE Governance handbook (section 6.5.7)

1.11	To appoint an external advisor and performance management governors and make arrangements for the Headteacher's appraisal Guidance: DfE Governance handbook (section 6.5.7)
1.12	To approve a policy for Special Education Needs & Disabilities (SEND), ensure suitable provision is in place, and arrange to publish information about the policy and school provision, a SEND information report (also known as the school offer), on the school website Support material: A model SEND policy and guidance for the governor who will monitor SEND are available on Leeds for Learning. Review frequency: Governing board free to determine Legislation: The Education (Special Education Needs) (Information) Regulations 1999: SI 1999/2506 and SEND Code of Practice Guidance: DfE Governance handbook (section 6.4.11)
1.13	To ensure that the school has a Child Protection policy and effective safeguarding procedures and policies in place Support material: A child protection policy and guidance for the governor who will monitor procedures are available on Leeds for Learning. Review frequency: Annually Statutory guidance: Keeping Children Safe in Education Guidance: DfE Governance handbook (section 6.7)
1.14	To approve a policy for Supporting Pupils with Medical Conditions A model policy is being developed. Review frequency: Governing board free to determine Statutory guidance from DfE Guidance: DfE Governance handbook (section 6.4.11)
1.15	To produce a behaviour principles written statement and to ensure suitable behaviour and discipline policies are in place and arrange for these to be published on the school website Support material: A template to consider when drafting the statement is available on Leeds for Learning. Statement review frequency: Governing board free to determine Policy review frequency: HT free to determine Legislation: Education and Inspections Act 2006: Section 88 Statutory guidance: Behaviour and discipline in schools https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools Guidance: DfE Governance handbook (section 6.8,3)
1.16	To ensure that a member of the committee oversees the SATS process to ensure there are no actions which could compromise the integrity of results
1.17	To ensure all statutory information is published on the school website Support material: A checklist of statutory content for a school website is available on Leeds for Learning. Review frequency: Live must be updated as soon as possible after a change and at least annually Legislation: The School Information (England) (Amendment) Regulations 2012: SI 2012/2124 * The constitution of governing bodies of maintained schools Statutory guidance 2015 Guidance: DfE Governance handbook (sections 4.8, 5.5 and 6.14.4)
1.18	To present the school calendar and agree the scheduling of training days Guidance: DfE Governance handbook (section 6.8.8.)

Abbreviations **GB = Governing Board, Com = Committee, IND = Individual Governor, HT = Headteacher)**

	RESOURCES COMMITTEE	Delegation			
2.00	Finance	GB	COM	IND	HT
2.01	To draft and approve an annual budget. It is the responsibility of the Governing Board to set and approve the school's budget. Where the overall (rather than in-year) school budget is, or is likely to be in deficit it would be good practice for the budget to be ratified by the full governing board. Statutory guidance - The Leeds Scheme for Financing Schools (section 2.3)				
2.02	To discuss any changes required to the limit of virement, contracts or service level agreements that may be authorised by the Headteacher or resources committee, the level of delegation to the Headteacher for the day to day financial management of the school or staff responsibilities for signing orders, invoices and petty cash claims. Included in the agenda for the first full governing board meeting of the academic year; after which recommendations can be discussed by the committee but must go to the board for ratification. Statutory guidance - The Leeds Scheme for Financing Schools (section 1.5, 2.5, 2.10)	See Item 1.05			
2.03	To ensure school has in place an inventory of non-capital assets and follows procedures for the disposal of assets Statutory guidance - The Leeds Scheme for Financing Schools (section 2.14)				
2.04	To complete a self-assessment against the Schools Financial Value Standard (SFVS). The governing board may delegate the consideration of the questions to a relevant committee, but the Chair of governors must sign the completed form. A report should be provided to the full governing board. The School The assessment should be completed by governors in conjunction with, and not by, the Business Manager. Statutory guidance - The Leeds Scheme for Financing Schools (section 2.16) Gov.uk guidance Schools Financial Value Standard and Checklist				
2.05	To review and approve the school statutory Charging and Remission policy and to arrange for this to be published online A model policy is available on Leeds for Learning. Review frequency: Governing board free to determine Legislation: Maintained schools- Education Act 1996, section 457 Education (School Sessions and Charges and Remissions Policies) (Information) (England) Regulations 1999 The School Information (England) (Amendment) Regulations 2012 Guidance: DfE Governance handbook (section 6.6.5)				
2.06	To review and approve the statutory policy for paying Governor Expenses Support material: A model policy is available on Leeds for Learning. Review frequency: Governing board free to determine Legislation: The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 Guidance: DfE Governance handbook (section 4.6.1)				

		GB	COM	IND	HT
2.07	To approve a whistleblowing policy (this is not a statutory requirement) Arrangements should be based on the local authority policy which is available on Leeds for Learning. Review frequency: Governing Board free to determine Guidance: DfE Governance handbook (section 6.16)				
2.08	To ensure the pupil premium (including Covid-19 catch up funding), PE and sports premium and other resources, including 16-19 bursary and year 7 catch up funding (high school only) are used to overcome barriers to learning The governing board should ensure that funding is appropriately allocated, that processes are in place to measure the impact, and that reports on the use and impact of government grants (pupil premium and PE and sports premium) are available on the school website (statutory). Support material: Guidance for the governor who will monitor pupil premium and primary sports funding are available on Leeds for Learning. Guidance: DfE Governance handbook (section 6.6.3)				
2.09	To consider latest monthly reports for oversight of expenditure and, where appropriate, respond to any audit reports on the management of the budget and financial procedures. DfE recommend that <u>all</u> governors should receive monitoring reports and have an opportunity to raise questions or concerns at least 6 times a year, see point 3 of SFVS checklist guidance				
2.10	To consider the resourcing of priorities in the school development plan				
2.11	To review pupil numbers and the effect on budgets Where places are not filled, the governing board should determine the reasons and, where appropriate, agree a set of actions to address this.				
2.12	To liaise with those responsible for the unofficial school funds to ensure audit arrangements are in place and planned expenditure is agreed to the best advantage of the school Statutory guidance - The Leeds Scheme for Financing Schools (section 2.8)				
2.13	Keep service level agreements under review and ensure efficiency and value for money through regular benchmarking, consideration of collaboration on the employment of staff or joint purchases Statutory guidance - The Leeds Scheme for Financing Schools (section 2.10, 2.16 and 8.3)				
2.14	Agree the price of paid-for school meals (which shall not exceed the cost of providing them) Guidance: DfE Governance handbook (section 6.8.9)				
2.15	Review and manage risks, especially those associated with strategic priorities and improvement plans Guidance: DfE Governance handbook (section 2.3.13)				
2.16	Ensure robust controls are in place in relation to fraudulent or improper use of public money Statutory guidance - The Leeds Scheme for Financing Schools (section 2.17)				

3.00	Personnel	GB	COM	IND	HT
3.01	To review and approve the Data Protection Policy. A local authority Data Protection policy, which complies with General Data Protection Regulation(GDPR), is available for subscribing schools Review frequency: At least every two years Legislation: The Data Protection Act 2018 Further information is on the Information Commissioner's Office website Guidance: DfE Governance handbook (section 6.14.5)				
3.02	To review and approve the Freedom of Information Policy and ensure a publication scheme is in place The local authority Freedom of Information policy, dated 2015, is available on the Leeds.gov.uk website. Review frequency: Governing board free to determine Legislation: The Freedom of Information Act 2000:Section 19 Further information is on the Information Commissioner's Office website . Guidance: DfE Governance handbook (section 6.14.6)				
3.03	Ensure the statutory procedures for dealing with allegations of abuse against staff are in place and staff facing an allegation are effectively supported There is no separate policy as content is included in the safeguarding and child protection policy defining the procedures which should be followed where an allegation of abuse is made against a member of staff. If an annually approved policy is in place schools are meeting the statutory requirement. Guidance: DfE Governance handbook (section 6.7.2)				
3.04	To ensure the school has capacity to properly induct NQT's prior to their appointment and to ensure that the Headteacher fulfils their statutory responsibilities in respect of NQT's.				
3.05	To monitor staffing considerations including staff wellbeing and review staffing levels/structure whenever a vacancy occurs, or at least annually, and liaise with other committees where changes have an impact on or are determined by their decisions (e.g. finance, teaching and learning).				
3.06	To appoint staff other than the Headteacher and deputy Headteacher - it is recommended that this is delegated to the Headteacher Guidance: DfE Governance handbook (section 6.5 no.66)				
3.07	To approve and implement the Capability of Staff Policy Review frequency: Governing board free to determine Legislation: The School Staffing (England) Regulations 2009 and as subsequently amended: the School Staffing (England)(Amendment) Regulations 2013 Guidance: DfE Governance handbook (section 6.5.9)				

		GB	COM	IND	HT
3.08	To monitor the implementation of the Teacher's Pay Policy (if there is a pay committee, see 4.01) To ensure the provisions of the School Teachers' Pay and Conditions Document (STPCD) and any associated regulations relating to terms and conditions, including performance management and induction, have been implemented for all teachers and the Headteacher. Recommendations must be ratified by the governing board. Support material: Guidance summarising the duties of the pay committee and governors allocated to performance management are available on Leeds for Learning. Guidance: DfE Governance handbook (section 6.5.8)	See Item 1.10			
3.09	To approve the Teacher Appraisal Policy and ensure it is effectively implemented. Receive evidence that pay awards are linked to performance and continuing staff development opportunities are identified and resources are available to support implementation (unless there is a pay review committee in place, see item 4.02) Support material: A model policy and guidance summarising the duties of the pay committee and governors allocated to performance management are available on Leeds for Learning. Review frequency: Governing board free to determine Legislation: The Education (School Teachers' Appraisal) (England) Regulations 2012 and as subsequently amended: The Education (School Teachers) (Qualifications and Appraisal) (Miscellaneous Amendments) (England) Regulations 2012 and the Education (School Teachers' Appraisal) (England) (Amendment) Regulations 2012 . Guidance: DfE Governance handbook (section 6.5.7 no.97)				
4.00	Pay Review Committee (unless there is no separate Pay Review Committee and the responsibilities remain with the Resources committee)				
4.01	To monitor the implementation of the Teacher's Pay Policy (if there is no Pay Review Committee in place see item 3.11) To ensure the provisions of the School Teachers' Pay and Conditions Document (STPCD) and any associated regulations relating to terms and conditions, including performance management and induction, have been implemented for all teachers and the Headteacher. Recommendations must be ratified by the governing board. Support material: Guidance summarising the duties of the pay committee and governors allocated to performance management are available on Leeds for Learning. Review frequency: Annually Guidance: DfE Governance handbook (section 6.5.8)	See Item 1.10			
4.02	To approve the Teacher Appraisal Policy and ensure it is effectively implemented. Receive evidence that pay awards are linked to performance and continuing staff development opportunities are identified and resources are available to support implementation (if there is no Pay Review Committee in place see item 3.12) Support material: A model policy and guidance summarising the duties of the pay committee and governors allocated to performance management are available on Leeds for Learning. Review frequency: Governing board free to determine				

	Legislation: The Education (School Teachers' Appraisal) (England) Regulations 2012 and as subsequently amended: The Education (School Teachers) (Qualifications and Appraisal) (Miscellaneous Amendments) (England) Regulations 2012 and the Education (School Teachers' Appraisal) (England) (Amendment) Regulations 2012 . Guidance: DfE Governance handbook (section 6.5.7 no.97)				
5.00	Health and Safety (Including First Aid and Property Management)				
5.01	To review, approve and implement a Health and Safety policy and ensure that the school meets all relevant health and safety legislation including first aid and assurance that fire safety precautions are suitable and risk assessed annually and ensure there is an effective system of consulting with and informing staff (including in induction) of health and safety issues Support material: A model policy and guidance for the governor who will monitor health and safety are available on Leeds for Learning. Review frequency: Free to determine Legislation: The Health and Safety at Work Act 1974: Sections 2(3), 3 and 4 Risk Assessments: The Management of Health and Safety at Work Regulations 1999: SI 1999/3242 Statutory guidance - The Leeds Scheme for Financing Schools (section 11.5) and DfE Governance handbook (sections 6.8.14, 6.8.16)				
5.02	To ensure there is an annual inspection of the premises and grounds and ensure priorities for maintenance and development are identified Review frequency: See link below Legislation: Compliance Monitoring for Council Buildings report DfE additional non-statutory advice; Managing asbestos in your school Statutory guidance - The Leeds Scheme for Financing Schools (section 12)				
5.03	To monitor and report regularly to the governing board on property matters, including the monitoring of contracts for minor works related to improvements or repairs to the buildings or grounds Statutory guidance - The Leeds Scheme for Financing Schools (section 12)				
5.04	To review and advise the governing board on all matters relating to the use of premises for extended activities and community use, ensuring the Director of Children's Services is notified of potential agreements. (see also charging and remissions item 2.05) Statutory guidance - The Leeds Scheme for Financing Schools (section 13.2) and DfE Governance handbook (section 6.11.2)				
5.05	To ensure the school complies with any direction from the LA concerning the health and safety of pupils involved in school activities off-site, including signing off relevant visits on the Evolve system. Departmental Advice : Health and safety: advice on legal duties and powers				

TEACHING AND LEARNING COMMITTEE		GB	COM	IND	HT
6.01	Ensure that school is teaching the national curriculum, teaching time allocated for this is appropriate, assessment arrangements are in place and information is provided on the school website (for high schools governors should receive information on 16-19 study programmes). During 2020/21 governors should understand how school in planning to implement: • The teaching of compulsory RSE lessons. All primary age children should be taught Relationships Education and Health Education and all secondary age children should be taught Relationships and Sex Education and Health Education by the summer term at the latest (see also 7.11 below). • The engagement model for pupils with special educational needs and disabilities (SEND). This is a new form of assessment and replaces P scales 1-4 (see also 7.02 below). • Primary only - The multiplication tables check (likely June 2021) • Primary only – The reception baseline assessment Legislation: Education Act 2002 Statutory guidance: The national curriculum Guidance: DfE Governance handbook (section 6.4.1, 6.14.4)				
6.02	Primary Schools only – To ensure the school complies with the requirements of the Early Years Foundation Stage framework Support material: Guidance for the governor who will monitor EYFS is available on Leeds for Learning. Statutory Guidance: Statutory framework for the Early Years Foundation Stage Please see information on the DfE website about the EYFS curriculum Guidance: DfE Governance handbook (section 6.4.10)				
6.03	Ensure religious education (RE) is being taught and school is complying with collective worship requirements. NOTE: this is not a statutory policy although collective worship is a statutory requirement. Review frequency: Governing board free to determine Regulations: Section 70 School Standards and Framework Act 1998 Guidance: DfE Governance handbook (section 6.4.6 and 6.4.7)				
6.04	High Schools only – To ensure the school complies with its duties under Section 29 of the Education Act 2011 in respect of careers advice and careers guidance provision for young people in schools Statutory Guidance: Careers guidance and inspiration in schools Guidance: DfE Governance handbook (6.4.9) Legislation: http://www.legislation.gov.uk/ukpga/2011/21/contents Support material: Guidance for the governor monitoring careers advice is available on Leeds for Learning.				
6.05	High Schools only – To ensure the participation of young people in education, employment and training. Legislation: Participation of young people: education, employment and training September 2014 Guidance: DfE Governance handbook (section 6.4.2)				

		GB	COM	IND	HT
6.06	To consider annual performance data from a number of sources such as school performance tables, Analysing School Performance (ASP) and Fischer Family Trust's dashboard to support governors in monitoring priorities and outcomes for pupils. Guidance: DfE Governance handbook (section 3.3)				
6.07	To monitor the impact of pupil premium, and other similar government funding, on outcomes for children				
6.08	Analysis of examination outcomes and test results				
6.09	To monitor through the triangulation of evidence the quality of teaching and to evaluate strategies in place to bring about improvement.				
6.10	To monitor and evaluate assessment and target setting procedures to ensure that all groups of children, including the most vulnerable and high achievers make good progress				
6.11	To monitor the implementation of the school teaching and learning policy, marking and feedback policy and homework policy. The teaching and learning policy should include the teaching of and a support for fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs.				
6.12	To receive reports on the effectiveness of collaboration and partnership work including Family of Schools, Learning Alliance and Teaching School Alliance focussed on teaching and learning				
6.13	Ensure school reports at least annually to parents on their child's achievement and general progress Statutory Guidance: Reporting to Parents 2015 Guidance: DfE Governance handbook (section 6.4.13)				

	PUPIL SUPPORT COMMITTEE	GB	COM	IND	HT
7.01	To ensure that the school has an effective Child Protection policy and safeguarding policies and procedures in place which include arrangements to keep pupils free from the dangers of radicalisation and extremism and understand how these are monitored (e.g. staff training) Support material: A child protection policy and guidance for the governor who will monitor safeguarding and/or child protection procedures are available on Leeds for Learning. Any decisions or recommendations must go to the governing board for ratification. Review annually. Statutory guidance: Keeping Children Safe in Education Prevent Duty Guidance: for England and Wales Guidance: DfE Governance handbook (section 6.7)	See Item 1.13			

7.02	To monitor and evaluate the effectiveness of provision for the welfare of children with special education needs and disabilities (SEND) ensuring there is a qualified teacher designated as special educational needs co-ordinator (SENCO) including the new statutory assessment approach (the engagement model) (see 6.1 above) Support material: A model policy and guidance for the governor who will monitor SEND provision are available on Leeds for Learning. Statutory Guidance: SEND code of practice Legislation: The Education (Special Education Needs) (Information) Regulations 1999: SUI 1999/2506 Guidance: DfE Governance handbook (section 6.4.11)				
7.03	To monitor and evaluate the effectiveness of provision for children looked after including regard to the duties in the statutory guidance for sex and relationships education. Support material: Guidance for the governor who will monitor provision is available on Leeds for Learning. Statutory guidance: The role and responsibilities of the designated teacher for looked after children Guidance: DfE Governance handbook (section 6.4.12)				
7.04	To ensure that a central record of recruitment and vetting checks is kept and updated and includes whether a check was made to establish that an individual is not subject to a prohibition order or an interim prohibition order Review frequency: Live document covering staff currently employed Legislation: The School Staffing (England) Regulations 2009 (Amended 2013) Guidance: DfE Governance handbook (section 6.5.3)				
7.05	To ensure that staff and governors are fully aware of their responsibilities regarding safer recruitment and governors who will be involved in recruitment have completed training Review frequency: Annually Statutory guidance: Keeping children safe in education Guidance: DfE Governance handbook (section 6.7.3)				
7.06	To monitor and evaluate partnerships with children, staff, parents and carers including promoting Parent View and ensuring surveys are carried out on a regular basis Statutory Guidance: Listening to and involving children and young people Guidance: DfE Governance handbook (section 2.4 no.15)				
7.07	Review and recommend for full governing board approval the arrangements and policy for Supporting Pupils at School with Medical Conditions and ensure that statutory guidance is followed Support material: A model policy is available on Leeds for Learning. Review frequency: Governing board free to determine Statutory guidance: Supporting pupils at school with medical conditions Legislation: Children and Families Act 2014 Section 100 Guidance: DfE Governance handbook (section 6.4.11)	See Item 1.14			
		GB	COM	IND	HT

7.08	Ensure school promotes the cultural development of pupils through spiritual, moral, cultural, mental and physical development requirements. Guidance: DfE Governance handbook (section 6.4.3)				
7.09	To ensure the school promotes children and young people's emotional health and wellbeing Good practice guidance: Promoting children and young people's health and wellbeing Guidance: DfE Governance handbook (section 6.8.1)				
7.10	To monitor the use of exclusions and the support available pre and post exclusions and to receive reports on the number of pupils who are electively home educated. Statutory Guidance: Exclusion from maintained schools, Academies and pupil referral units Legislation: Education and Inspections Act 2006: Section 88 Guidance: DfE Governance handbook (section 6.8.5)				
7.11	To ensure statutory guidance is followed and to review and approve the Relationships and Sex (and Health for secondary schools) Education policy (see also 6.1 above) A model policy is available from the Local Authority Health and Wellbeing Service. Review frequency: Governing board free to determine Statutory Guidance: https://www.gov.uk/government/publications/sex-and-relationship-education Legislation: The Education Act 1996: Section 404 Guidance: DfE Governance handbook (section 6.4.4)				
7.12	To ensure the school meets its statutory obligations in respect of equality • Publish equality information annually (following a review of school data, policies and practice and how the school engages with protected groups.) This should include consideration of any gaps in performance for any groups of children. • Identify where practice could be improved and publish equality objectives (to be reviewed at least every four years) • Assess the impact of practices under the Public Sector Equality Duty ensuring school: • Eliminates unlawful discrimination , harassment and victimisation • Advances equality of opportunity • Fosters good relations Support material: Guidance for the governor who will monitor equalities is available on Leeds for Learning. Guidance: DfE Governance handbook (section 6.3) • Approve an accessibility Plan - Review frequency: every three years A template for a school accessibility plan/audit is available on request. Legislation: Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005				
7.13	To ensure that where the governing board provides school lunches and/or other school food and milk, this meets DfE standards.				

	Statutory guidance: (The Education (nutritional Standards and Requirements for School) School-food-standards-resources-for-schools Guidance: DfE Governance handbook (section 6.8.9)				
7.14	To review and approve the Complaints policy and ensure it is published on the website Support material: A local authority toolkit containing a model policy template is available. Review frequency: Governing board free to determine Legislation: The Education Act 2002: Section 29 Complaints procedure toolkit – DfE Guidance: DfE Governance handbook (section 6.15)				
7.15	To ensure registers of pupils' admission and attendance are in place Review frequency: Live document Support material: Guidance for the governor who will monitor attendance is available on Leeds for Learning. Legislation: The Education (Pupil Registration) (England) (Amendment) Regulations 2010 and The Education (Pupil Registration) (England) (Amendment) Regulations 2013 Guidance: DfE Governance handbook (section 6.8.6)				
7.16	Ensure regular targeted services reports are received from partnerships in place (Cluster, Trust, Area Inclusion Partnership, Learning Alliance) which evidence the impact of provision/initiatives on children on roll at school. To question/challenge provision ensuring there is appropriate governance and school/governing board involvement in decision making				

	ADMISSIONS COMMITTEE (VA and trust/foundation schools)	GB	COM	IND	HT
8.01	To determine within statutory provisions the school's Admission policy (foundation schools) and propose this to the full governing board for approval Review frequency: Arrangements to be determined annually. Any changes must be consulted on. Where no changes are made, consultation is required every seven years. Guidance and Legislation: Section 88C of the School Standards and Framework Act 1998 and the Schools Admissions Code www.gov.uk/government/publications/school-admissions-appeals-code Guidance: DfE Governance handbook (section 6.9)				
8.02	To determine whether a child should be admitted to the school				