



WORTH PRIMARY SCHOOL
"lifelong learning"

**Worth Primary School
New Governor Induction
Policy and Pack**

2019-2020

September 2019

To be reviewed: September 2020

Worth Primary School

Induction Policy for New School Governors (Including Induction Pack)

The Governing Body and Executive Head Teacher believe it is essential that all new governors receive a comprehensive induction package covering a broad range of issues and topics. There is a commitment to ensure that the new governors are given the necessary information and support to fulfil their role with confidence. The process is seen as an investment, leading to more effective governance and retention of governors.

Purpose

- ✓ To welcome new governors to the Governing Body and enable them to meet other members.
- ✓ To encourage new governors to visit the school to experience its atmosphere and understand its ethos.
- ✓ To meet the Leadership Team, staff and children.
- ✓ To explain the partnership between the Leadership Team, School and Governing Body.
- ✓ To explain the role and responsibilities of governors.
- ✓ To give background material on the school and current issues.
- ✓ To allow new governors to ask questions about their role and/or the school.
- ✓ To explain how the Governing Body and its committees work.
- ✓ To allow new governors to join the monitoring pairs of their choice.

Induction Procedure

1. When Governorship is confirmed (following a successful DBS check), the Clerk will send an appointment letter and welcome pack with key items of interest.
2. The Clerk will request the new governor to complete declaration of eligibility form, verification of identity form, register of business interest form, Governors' code of conduct and permission to share information form.
3. Head of School to arrange tour of school, including meeting staff and children.
4. Head of School to provide informal briefing on the school, explaining the way it works, the current issues facing it, the number of children on roll and the trend in pupil numbers, the catchment area from which the children are drawn, an explanation of how classes are organised and how the curriculum

- is delivered, a list of staff (both teaching and non-teaching), plus a copy of the Governor Visit Policy.
5. Governor responsible for Drop Box to provide login, where general school information is accessed.
 6. Chair provides informal briefing on the role and responsibilities expected from governors
 7. CPD Governor to provide information on training courses available to assist them in their role. Chair also arranges links to CPD online <https://cpdgovernors.theeducationpeople.org/cpd/default.asp?sid=> a link to Kelsi where 'The Governor' magazine is found. <http://www.kelsi.org.uk/> and a link to the NGA for virtual NGA free courses <https://www.nga.org.uk>
 8. Chair arranges informal meeting with existing governor who then acts as the new governor's mentor.
 9. New governor accompanied by their mentor to their first full Governing Body meeting, where they are welcomed to the Governing Body by the Chair.
 10. Directed to the School website for information about the school, such as details about the pupil premium and the most recent performance results.
 11. Directed to Governor Services Team KCC and NGA website for updates and CPD opportunities.
 12. Directed to the DfE's 'Governors' Handbook' available directly from the DfE website at <http://www.education.gov.uk/>
 13. Directed to link on Keeping Children Safe in Education 2019 Parts 1 and 2.

New Governor Welcome Pack

The new governor welcome pack should include or have reference to:

General Items for Governors

- Governor Declaration of Eligibility form (to be provided by the Clerk of Governors)
- Ethnicity monitoring form (to be provided by the Clerk of Governors)
- Register of Business Interests form (to be provided by the Clerk of Governors)
- List of education acronyms
- Latest LA Governor Newsletter
- DfE Governors Handbook (DfE Websites)

Information on Your Governing Body

- Instrument of Government for your school (maintained schools)
- Governing Body Membership List
- Governing Body Code of Conduct (acceptance form enclosed for completion and return)
- Committee Structure and Terms of Reference (available via your clerk to

- governors)
- Governing Body Minutes (available via your clerk to governors)
 - Governing Body Agenda Papers (to be received via the Clerk to Governors prior to the next meeting).
 - Dates of future Meetings and school events

Information on Your School

- School Improvement Plan (available on request via school)
- School Self-Evaluation Information (available on request via school)
- Latest Ofsted Report (available via the Ofsted website at www.ofsted.gov.uk)

Adopted by the Governing Body on _____

Governor Induction Pack

Welcome to your role as Governor for our school. Your role is crucial for the continued success of the school and for the learning and wellbeing of our children. First of all, we would like to express our thanks that you are prepared to give up your time to devote to the role of Governor. We also hope that you enjoy your role in the knowledge of the difference you make to our children.

This pack is designed to give you more information about what the role of Governor involves, and to let you know more about the structure of the Governing Body at Worth Primary School. We realise that there is a lot of information but hope you find it useful as you begin to work with us.

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Why Have Governing Bodies?

To help schools provide the best possible education for their pupils by:

- thinking and working strategically to help raise standards
- monitoring and evaluating progress towards priorities and targets
- supporting the Executive Headteacher, Head of School and staff as well as challenging their expectations
- accounting to all stakeholders for the school's performance and for the decisions they make.

What School Governors Do

A school governing body has a strategic role in the development of the school but does not become involved in day-to-day management issues - that is the role of the Executive Headteacher and Head of School.

You are there to:

* **provide a strategic view** - help to set and maintain the broad framework within which the Executive Headteacher and Head of School and the staff should run the school.

* **act as a critical friend** - provide the Executive Headteacher and Head of School with support and offer advice and information but also to provide some challenge. The governing body is there to monitor and evaluate the school's effectiveness and governors should therefore be prepared to ask challenging questions.

* **to ensure accountability** - the Executive Headteacher and Head of School and staff report to the governing body on the school's performance. In turn the governing body is accountable to all stakeholders on the school's overall performance.

Who Are School Governors?

School governors are in place to ensure schools are well run. They are volunteers who help to decide on the direction, focus and ethos of the school. Governors represent school staff, parents, the local community and even the church organisation connected to the school. This means that school decisions are made by people with a wide range of experience and views.

Different types of governor:

Parent Governors - parents or carers elected by other parents or carers with children at the school or, on occasion, appointed by the governing body;

Staff Governors - the Executive Headteacher, Head of School and staff members elected by teaching and support staff;

Community Governors - individuals chosen by governors from the local community who represent community interests;

LA Governors - appointed by the Local Authority who take regard of the skills and experience which schools require and appoint candidates who support the schools' ethos and mission;

Sponsor Governors - a discretionary category appointed by the governing body from a business or an individual who has made significant contributions to the school;

Associate Members - a discretionary category appointed by the governing body from individuals who may be able to make specific contributions, but who is not a governor and has no vote at full governing body meetings.

The Seven Principles Of Public Life

From the Second Report of the Committee on Standards in Public Life (The Nolan Committee).

Selflessness

Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family or their friends.

Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.

Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands this.

Honesty

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership

Holders of public office should promote and support these principles by leadership and example.

Role of a Governor

- To have an awareness of the ethos, values and vision of the school and its strategic aims and objectives.
- To have an interest in, and consider the needs of, all children and not individuals or groups
- To be supportive of the staff whilst understanding that the governor role is strategic not operational.
- To recognise the shared values and mutual concerns which bind governors and staff together as a team.
- To work co-operatively with a common purpose to get the job done.
- To have mutual respect and tolerance for different points of view.
- To make full use of the knowledge, skills and experience that they have.
- To prepare well for meetings by reading relevant documents so that they can contribute positively and knowledgeably to discussions and decision making.
- To be prepared to listen and a common sense approach.
- To effectively undertake monitoring partnership role
- To maintain contact with other governors by regularly checking emails - even during school holidays
- To be able to identify, evaluate and prioritise issues.
- To always speak positively about the school whilst maintaining confidentiality of governor discussions
- To enjoy the challenge of Governorship!

Governing Bodies Do:

- set the overall budget for the school
- decide on the number of staff
- decide on the level of pay for teachers
- help to decide the priorities for the school when the school improvement plan is being developed
- ensure the national curriculum is taught to all pupils
- set targets for pupil achievement
- compare the performance of their school to similar schools
- receive information about the quality of teaching in the school
- have a published strategy for dealing with parental complaints and concerns
- ensure health and safety issues are addressed
- set the times of school sessions
- consult the Head of School or Executive Headteacher when making decisions
- ask challenging questions
- help develop school policies and procedures
- consider the repair and maintenance of school buildings
- consider the use of school premises outside school hours
- appoint monitoring pairs of governors to look at specific issues such as finance, staffing, curriculum and premises.

Governing Bodies Do not:

- inspect the school
- report on the quality of teaching after visiting the school
- authorise all expenditure
- share concerns about staff capability
- decide on how pupils are taught different subjects
- have the right to exclude a pupil
- write the school's policies on their own
- rubberstamp recommendations from the Executive Headteacher and Head of School
- automatically approve all apologies for absence for meetings sent by governors
- need to be aware of the performance objectives which had been set for individual teachers

The Executive Headteacher and Head of School are responsible for:

- the internal organisation, management and control of the school
- formulating aims, objectives and policies for the governing body to consider adopting
- advising on and implementing the governing body strategic framework
- giving governors the information they needed to help the school raise its standards
- reporting on progress at least once every school year

What Does The Effective Governor Need to be Familiar With?

- the recent history of the school
- the type of school and the nature of the pupil intake
- the number of pupils on roll and projected future numbers
- how the school is staffed, organised and managed
- the status of the school budget
- the contents of the school improvement plan
- the curriculum provided at the school
- the range of extra curricular activities on offer
- the school policies
- how the school communicates with parents, other schools and the community
- the layout of the buildings, grounds, their suitability and state of repair
- issues likely to impact the school

How Much Time Do Governor's Give?

A governor's term of office is usually for four years, but as a volunteer you can resign at any time. Previous governors can normally apply to be reappointed or re-elected if they wish to return and are still eligible.

Your main task is to attend meetings of the school governing body. Meetings of the full governing body normally take place once or twice each term. You should clarify with your governing body the time commitment required.

Governors also visit school as part of their role in monitoring and evaluation to observe practice, meet with staff and to familiarise themselves with the school. (see [Governor Visits Policy](#))

Governors are usually welcome, by invitation, to attend school performances, events and some staff training.

Am I Entitled to Any Time Off Work to Undertake My Duties as a Governor?

Under employment law, employers must give employees who are school governors "reasonable time off" to carry out their duties. The employee and employer have to agree on what is "reasonable time" off.

Issues to be considered when arranging time off with your employer include:

- how much time is needed to carry out your governor duties
- whether the employee also has time off work for other activities
- the circumstances of the employer's business and the impact the employee's absence may have on it

Employers do not have to give time off with pay. The Department of Trade and Industry has an online guide relating to time off to undertake public duties (www.dti.gov.ph).

DBS Check

This is primarily available to anyone involved in working with children or vulnerable adults. A **DBS Check** shows current and spent convictions, cautions, reprimands and warnings held on the Police National Computer.

If the post involves working with children or vulnerable adults, the following may also be searched:

- Protection of Children Act (POCA) List
- Protection of Vulnerable Adults (POVA) List
- Information that is held under Section 142 of the
- Education Act 2002 (formerly known as List 99)

As you are going to work as a volunteer for an organisation where your work will bring you into contact with children, you will be asked to apply for a **DBS** check.

Governing Body Meetings

Frequency, notice & duration of meetings

Clarify with your school how much time you will be expected to give, for example how frequent the governors meetings are. You will usually be given a term's notice of the next full governing body meeting date. The papers for discussion will be available on Dropbox seven days before the meeting including the Agenda which sets out details of the date, time and place. **Worth Governing body meets six times a year.**

In addition, monitoring pairs or working groups of governors also have to meet as necessary. At certain times of the school year governors have particular business to settle, for example the budget or production of the school profile. These occasions are predictable, and so should be built into a planned schedule of meetings, which are set out at the start of the year.

Agenda

The agenda, which will be contained with your notification for the meeting, will list all the items that are to be discussed at the meeting. Consider the agenda carefully before the meeting and make notes where there are items of particular interest or importance to you or where you want to ask a question. Ensure you have read all available documents.

You have the right to request that an item be placed on the agenda by contacting the Chair or clerk a few weeks before the meeting. If "Any Other Business" features on your agenda and you wish to raise an issue under this item you must discuss this with the Chair prior to the start of the meeting so the Chair can evaluate whether the meeting is an appropriate forum for the issue and can allow sufficient time for discussion.

Quorum

If a meeting of the governing body cannot be held for a lack of a quorum (50% of current membership) or has to be terminated on that account before all agenda items have been completed, the clerk must convene a further meeting as soon as reasonably practicable.

If the governing body decides to terminate the meeting before all agenda items have been completed, it must first fix the date and time for a further meeting at which the outstanding items will be considered and must direct the clerk to convene that meeting accordingly.

Governors need to consider the time and date of their meetings. They should take account of the personal commitments of individual governors. It is important that the timing should not always rule out a particular governor's attendance nor should be determined to suit the Head of School or Executive Headteacher rather than the other governors.

Minutes

The clerk takes minutes of the meeting which are a record of what happens at that meeting. All governors are given the opportunity to suggest amendments and raise matters arising at the next meeting. Once approved by the full governing body, the minutes are a **public** record.

School Governing Body Structure

Worth Primary School operates under the Circle Model of Governance. This can be found on Dropbox in the Terms of Reference folder.

There are no committees - just monitoring pairings.

Name	Responsible for
Carolyn McCrae	Chair Leadership and Management (including attendance and strategy) Governors' Monitoring Schedule Policy Diary Manager
Kaimes Beasley	Vice Chair Child Protection/Safeguarding E safety Pupil Premium/Sports Premium
Shelley Nye	AEN/SEND Looked After Children Pupil Premium Website
Vacant Parent Governor	Finance Curriculum Values Pupil Wellbeing (including Pupil voice and School Council)
Ian Armstrong	Finance Governor Training/Governor Induction/Mentoring
Tim Macklin	Health & Safety
Janet Dalrymple	Quality of Teaching and Learning
Jo Hygate	Executive Headteacher
Tracey Sandy	Head of School

Responsibilities in **red** are statutory

All governors are responsible in FGBs for monitoring Performance Data

Financial Matters

Register of Pecuniary Interests

Governors and school staff have a responsibility to avoid any conflict between their business and personal interests and affairs and the interests of the school. One important means by which a school may demonstrate it is applying these principles is by maintaining a Register of Pecuniary Interests. Such a register must be maintained for governors, Executive Headteacher and Head of School and must be freely available for inspection and reviewed annually or as and when an interest arises.

Responsibilities - Setting the Annual Budget

Your governing body is responsible for setting your school's annual budget. Most schools have a finance committee which reports to the full governing body but under the Circle Model Worth Primary School has a monitoring pair. **The budget is set by the end April by the Executive Headteacher and finance monitoring pair.** The finance pairing will then report back to the full governing body with a detailed budget for consideration and approval. This must then be submitted to the Local Authority by the end of May.

Finance Monitoring Pair

The finance pairing is non-statutory and as such the governors are able to determine their individual requirements and to delegate the financial responsibilities if desired. The finance monitoring minutes should be reported to the governing body in each financial year at 3, 6, 9 and 12 months.

The finance monitoring pair gives your governing body an on-going involvement in financial issues. It should arrange to meet frequently enough to discharge its responsibilities. All decisions made must be reported to the next meeting of the main governing body, usually via sufficiently detailed minutes.

The Productive Governing Body:

- works together as a group and makes decisions collectively as a team
- delegates
- takes reasoned decisions and follows them through
- holds meetings that are focused, a manageable length and achieves their aims
- supports the pupils, parents, staff, Executive Headteacher and Head of School
- works closely with the Executive Headteacher and Head of School

Be Prepared for a Meeting:

- read the papers before the meeting
- know who all the governors are (governors could be asked to wear name labels to help you)
- make sure you have access to all the necessary papers either in hard copy or on mobile electronic devices
- prepare your thoughts and questions before the meeting
- bring with you a pen, your diary and your annotated papers or your mobile electronic device

Attendance

Any governor who, without permission, is absent from meetings of the full governing body for a continuous period of six months will cease to be a governor. If you need to offer apologies for a meeting this should be done through the Chair or the clerk in advance of the meeting with the reason for your absence noted.

Confidentiality

- Governing body meetings are not open to the public.
- Visitors may attend by invitation but may be asked to leave if a confidential item is discussed.
- Governors observe confidentiality regarding proceedings of the governing body in meetings and from their visits to school as governors.
- How an individual governor votes should always be regarded as confidential.
- The minutes of any part of the meeting that are confidential should be kept separate.
- In the main confidential items will be those where the privacy of an individual needs to be respected. Governors should exercise the

greatest prudence if a discussion of a potentially contentious issue affecting the school arises outside the governing body.

The intention of the law is that governors should be accountable and business should be transparent with any confidential items being kept to a minimum. Any documents governors wish to dispose of should be shredded, given the sensitive nature of some of the information.

The Role of the Chair

The tasks of an effective Chair as listed by OfSTED.

Effective Chairs:

- give a clear lead in organising the governing bodies work, delegate and ensure other governors are fully involved
- manage meetings effectively
- keep other governors fully informed
- hold regular meetings with the Head of School or Executive Headteacher
- co-operate with other agencies to support school improvement

The Chair has a pivotal role to play in helping the governing body work as a team. The Chair must have a clear view of the governing body and understand the shared visions for the school and know how that vision is to be achieved.

A Guide to the Law for School Governors

This is a quick reference guide to the law for governors.

Remember in the Guide to the Law:

- "Must" means law
- "Should" means strongly recommended
- "May" means the governing body's choice

Many responsibilities, where the governing body has the legal responsibility, are carried out by the Executive Headteacher, Head of School and staff. The governing body needs to ensure they are happening; not necessarily perform them themselves. Delegating some decision-making to the Head of School or Executive Headteacher is very common and good practice.

The governing body must agree what decisions will be delegated annually.

The Executive Headteacher and Head of School has day-to-day responsibility for staff management and the running of the school. The Chair can take decisions in an absolute emergency but must report back to the governing body when this happens.

Top Tips for Governors in the First 12 Months

By Judy Burgess (Educational Consultant for Governance)

- don't bring up issues about your own children at governing body level
- always consider the best interests of the school
- remember you are equal to all governors
- remember decision making is corporate, bring your view, but abide by the corporate decision
- you have no power, responsibility or liability as an individual
- get to know your school, speak to the Executive Headteacher and Head of School, the Chair and the clerk
- ask for a mentor governor as a first point of contact
- your volunteer status means getting summaries - don't allow governance to become a full-time job
- remember the governing body steers, the Executive Headteacher and Head of School manages the rowing and the vessel
- when you are allocated a monitoring responsibility be familiar with its terms of reference
- find out about confidentiality
- don't be part of decision-making where a personal interest or occupation allows you to become biased - declare the interest and withdraw
- if you don't feel you have enough information to make a decision then say so - remember you can abstain
- prepare well for all meetings by reading all documents on Dropbox
- undertake training where possible, ask about options including distance learning or online training from your Local Authority. Training is an item on every Full Governing Body Meeting Agenda, The Training Governor can help with this.

Dealing with Parental Complaints

Handling complaints is not easy. Quite often it is a governor who parents turn to, in the first instance, when they have a particular concern about their child or a complaint about a member of staff in the school.

It is important to remember the following:

- be familiar with your school's complaints policy
- don't agree to solve the problem
- if parents approach you with clearly personal worries, then direct them through the proper channel - which is usually the Head of School or Executive Headteacher
- if you receive a lot of complaints or comments on one particular issue, discuss this with the Chair and Head of School or Executive Headteacher first
- the governing body meeting is not the place to bring up petty grumbles - you need to exercise good judgement
- never bypass the Head of School or Executive Headteacher in any action you feel should be taken in response to a complaint
- remain impartial, do not offer an opinion
- a serious concern may be dealt with by the Complaints Committee if the Executive Headteacher and Head of School cannot resolve the difficulty
- remember to pass on the nice things people say too!!

Useful contacts and websites

- www.klz.org.uk (Kent Learning Zone)
- www.NGA.org (National Governors Association)
- schoolgovernors.thekeysupport.com (The Key)
- www.gov.uk/government/organisations/department-for-education
- Or - simply use your search engine

Worth Primary School - Code of Conduct

A governor should:

- Support the Ethos, Values and Vision of the school in the wider community.
- Work co-operatively with other Governors in the best interests of the school.
- Attend the meetings of the Governing Body.
- Promote the interests of the school in the wider community.
- Have an equal right to participate and to state their views whilst respecting the views of others.
- Be loyal to the decisions made by the Governing Body.
- Respect the confidentiality of those items of business that have been designated as confidential and do not disclose what individuals have said and how they have voted.
- Withdraw from any meetings where they have any direct personal interest in the business being discussed.
- Have regard to the broader responsibilities as a governor of a public institution with regard to promoting public accountability for the actions and performance of the Governing Body.
- Acknowledge that they are part of a corporate entity and thereby have no right to take actions or express views as being that of the Governing Body, unless authorised to do so.
- Undertake training.

Induction Checklist

	Initialled	
<p>Has the Chair:</p> <ul style="list-style-type: none"> • welcomed you to the Governing Body? • provided you with a list of governors and their monitoring responsibilities? • provided you with a list of future Governing Board meetings? • introduced you to the CPD governor? 		
<p>Has the Head of School:</p> <ul style="list-style-type: none"> • invited you to tour the school and meet the staff and children? • explained something of the history of the school? • explained the issues currently facing the school? • briefed you informally on the school's Senior Leadership Team and staffing structure? 		
<p>Has the CPD governor:</p> <ul style="list-style-type: none"> • allocated you a governor as mentor? • facilitated your access to: <ul style="list-style-type: none"> ○ Dropbox? ○ klz email portal? ○ NGA e-learning and course sign-up? ○ The Education People CPD Online? 		
<p>Has your mentor:</p> <ul style="list-style-type: none"> • provided you with details of how to contact other governors and the school? • shared with you the procedure undertaking monitoring visits? • arranged for you to join them in a monitoring meeting? • Explained how to access, complete and post on Dropbox the Formal Report • ensured you have accessed the school website and shown you where you can find (<i>inter alia</i>) details of: <ul style="list-style-type: none"> ○ calendar of school events? ○ school newsletters? ○ latest OFSTED report? 		

<p>Has the Clerk/School Business Manager:</p> <ul style="list-style-type: none"> • confirmed your DBS check? • completed the legal declarations and business interest form? • Added your name to the relevant governor databases 		
<p>Have you:</p> <ul style="list-style-type: none"> • provided a photo and introduction text for school library and website? • registered on Governor Hub? • read: <ul style="list-style-type: none"> • documents (in Dropbox/Worth Governors/Governor Information): <ul style="list-style-type: none"> • NGA Code of Conduct? • Governance Handbook 2019? • Governing Board Action Plan 2019-2020? • Competency Framework for Governance? • Being Strategic - A guide for Governing Boards? • documents (in Dropbox/Worth Governors/Terms of Reference): <ul style="list-style-type: none"> • Circle Model Terms of Reference 2019-2020? • Code of Conduct for Governors? • documents (in Dropbox/Worth Governors/Policies): <ul style="list-style-type: none"> • Keeping Children Safe in Education 2019 Part 1? • Governor Visits Policy? • documents in previous/current year folder on Dropbox: <ul style="list-style-type: none"> • most recent School Improvement Plan? • agendas and minutes of 2 most recent FGB meetings? • any other documents of interest?: Please describe _____ 		

Name: *(Print FULL name of governor)*

Signed:

Date:

Please retain original signed copy for your own records and forward a copy to the Chair of Governors