

Bosco Catholic Education Trust

Governors' Handbook

'Known & Loved'

September 2023

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1. Bosco Catholic Education Trust Mission Statement

The Bosco Catholic Education Trust is a Christ-centred family of Catholic schools, within the Diocese of Arundel and Brighton, working together to provide an outstanding education for all. As Catholic schools, we endeavour to develop confident, compassionate and faithful young people. Through partnership, collaboration and mutual support, we seek to enable all those entrusted to our care to become the person God called them to be.'

“Serve the Lord joyfully”

Don Bosco

2. Welcome Letter

Dear Governors,

Representatives of the Local Governing Committees of all the schools in Bosco have been working together to provide this guidance. We hope you find it useful.

The guidance is not designed to be a panacea for governance of a school. It is to provide an overview of what is required and give pointers for people taking on lead governor roles. The role of the Local Governing Committees is a strategic one within the Trust, with three key functions:

- Overseeing the financial performance of the school and making sure its money is well spent.
- Alongside the Chief Executive Officer, holding the Headteacher to account for the educational performance of the school and its pupils.
- Ensuring clarity of vision, ethos and strategic direction within the Trust.

The Headteacher is responsible for the internal organisation, management and control of the school and the implementation of the strategic framework established by the Local Governing Committee.

Please find enclosed a calendar based on 6 meetings per year with no sub-committees. This is the suggested model but individual LGCs will decide how best to structure themselves to carry out their role and serve the school (for example forming sub-committees or working parties). Please also find enclosed guidance for the role of lead governors in the following areas

1. Catholic Ethos
2. Safeguarding
3. Pupil Premium
4. SEND
5. Health and Safety
6. Finance
7. Induction and training of governors

Thank you for all that you do to serve our school communities. You play an invaluable role for the children, staff and families entrusted to our care.

Dave Carter
CEO

3. Calendar based on 6 meetings – LGC work programme

AUTUMN 1 st meeting	AUTUMN 2 nd meeting
Overview of what needs doing	Overview of what needs doing
<ul style="list-style-type: none"> ● Agree annual work programme suggested by BCET ● Elect Chair / Vice Chair, consider succession plans and governor skillset ● Feedback on summer data outcomes, gaps for disadvantaged, etc. ● Feedback on school-led tuition funds (is this published on school website?) ● Feedback on attendance ● Staffing update ● Marketing of school, arrangements for Open evening ● Review Barker Associate premise survey and agree priority items in conjunction with BCET team ● Agree the SEF / SDP ● All governors to have read and signed declaration for KCSiE, including safeguarding training update. 	<ul style="list-style-type: none"> ● Headteacher report* ● Feedback on pupil progress ● Feedback on closing the gap for disadvantaged and other key groups ● Teacher appraisal– feedback ● Salary reviews to be agreed by LGC and salary letters sent to staff (use EPM or personalize) ● Governor action plan agreed ● Support from BCET – review the impact ● School Fund update ● Admissions policy – agreed and sent to be determined by BCET board and Diocese ● Catholic Leader development. Are staff signed up to the BCET Catholic leader course?
This could include..	This could include..
<ul style="list-style-type: none"> ▪ Finance update ▪ Summer works & Building update ▪ Admissions update ▪ Website compliance check <p>Governance actions:</p> <ul style="list-style-type: none"> ○ Appoint Chair and Vice Chair ○ Appoint Headteacher appraisal panel ○ Appoint Admissions sub committee ○ Appoint appeals panel members ○ Sign LGC code of conduct ○ Emergency contact information to be completed ○ Pecuniary interests to be updated ○ Business register to be updated ○ Confirm meeting dates for the year 	<ul style="list-style-type: none"> ▪ Compliance checks feedback ▪ External improvement review visit/health check reports ▪ Confirmation that Headteacher appraisal has taken place ▪ Quality of teaching to date information. Review school documentation and data on this. What are leaders doing about any learning / lessons which are less than good? What does a support programme look like? What evidence of impact does these have? ▪ Policies – note BCET policies and school polices agreed ▪ Feedback re Ofsted readiness ▪ Feedback on any looked after children ▪ Feedback on any children not attending school long-term
Safeguarding questions	Safeguarding questions
<ul style="list-style-type: none"> ❖ Have all staff received updated safeguarding training? ❖ Who are the DSLs? ❖ LGC members to sign KCSiE declaration / pecuniary interests ❖ Agree date for safeguarding training 	<ul style="list-style-type: none"> ❖ Site safety check taken place? ❖ SCR check – date taken place? ❖ Annual audit and any actions arising ❖ Training update ❖ Have all staff signed the code of conduct?
LGC self-evaluation	LGC self-evaluation

<p>Does the LGC receive enough information to challenge the LT? How have governors responded to the most recent H&S audit or compliance report from the Trust? If relevant, how have any asbestos or RAAC management plans been implemented?</p>	<p>How does the LGC evaluate the support from BCET? What further governing training is required from BCET / Diocese? Have the relevant online modules from the Called to Serve app been completed? How does the school promote itself and celebrate success? Are articles regularly sent to local papers?</p>
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SPRING 3rd meeting	SPRING 4 th meeting
Overview of what needs doing	Overview of what needs doing
<ul style="list-style-type: none"> • SDP/SEF update • Progress, attainment and analysis all year groups Autumn 2023 • Progress, attainment and analysis all vulnerable groups Autumn 2023 • Data dashboard - update • Pupil premium – how much, what it is spent on/impact – report for website • Sport premium – how much, what it is spent on/ impact – report for website • Catch-up Premium - how much, what it is spent on/ impact – report for website • Attendance – are there any concerns? 	<ul style="list-style-type: none"> • Headteacher report* • BCET deep dives, curriculum reviews or collaboration with others • Staffing update • Parent surveys feedback • Student Council/Pupil Voice feedback • Update on progress against governance action plan • Review of governor training on Safeguarding / KCSIE • Review of governor induction plans – any new governors this year and how have they been supported into their roles.
This could include..	This could include..
<ul style="list-style-type: none"> ▪ Catholic distinctiveness and ethos – what does it look like in our school? ▪ Finance update ▪ Buildings update ▪ Update from Bosco on central services ▪ Risk assessment update ▪ Agree SEND information report for website ▪ School website – is it up to date with statutory information? ▪ Proposals and admissions arrangements 	<ul style="list-style-type: none"> ▪ Reports from ‘lead’ governors ▪ Quality of teaching to date ▪ Governor visits to school feedback ▪ Policies – note BCET policies and school policies agreed ▪ SENDco report to LGC ▪ Pupil welfare information ▪ Compliance checks feedback– GDPR, H&S etc.
Safeguarding questions	Safeguarding questions
<ul style="list-style-type: none"> ❖ How is online safety taught in school? ❖ How do we support children with mental health problems? ❖ Does our recruitment process comply with safeguarding requirements? 	<ul style="list-style-type: none"> ❖ SCR check – date taken place ❖ How are our Catholic values promoted and lived out within the school and how do we know?
LGC self-evaluation	LGC self-evaluation
How does the LGC evaluate the impact of Pupil Premium expenditure?	Is the current structure of meetings working well? What could be better?

SUMMER 5th meeting	SUMMER 6th meeting
Overview of what needs doing	Overview of what needs doing
<ul style="list-style-type: none"> ● SDP/SEF update ● Progress, attainment and analysis all year groups Spring 2024 ● Progress, attainment and analysis all vulnerable groups Spring 2024 ● Proposed budget 2024-25 to be submitted to BCET board 	<ul style="list-style-type: none"> ● Headteacher report* ● Raw SAT results ● Staffing update including staff survey and staff welfare ● Feedback from exit interviews ● Approve 1- and 3-year budget plan
This could include..	This could include..
<ul style="list-style-type: none"> ▪ Finance update feedback on Top 10 Efficiency checks ▪ Bosco update ▪ Health and safety update ▪ Core Subject leaders reports to LGC ▪ School's work with other schools in BCET ▪ Catholic distinctiveness and ethos feedback ▪ Feedback from Heads and Chairs Forum 	<ul style="list-style-type: none"> ▪ Reports from 'lead' governors ▪ Quality of teaching to date ▪ Governor visits to school feedback ▪ Pupil welfare information ▪ Agree meeting dates/times for the following year
Safeguarding questions	Safeguarding questions
<ul style="list-style-type: none"> ❖ How do we identify and support children who may be experiencing emotional problems? 	<ul style="list-style-type: none"> ❖ SCR check – date taken place ❖ Annual audit – action plan update
LGC self-evaluation	LGC self-evaluation
How does the LGC know that assessment is robust?	Is the current structure of meetings working well? What could be better? Is the MAT providing value for money?

- The Headteachers Report should be short and concise, one per term only. Templates are available if required.

4. Committee Meetings - Quorum

Any meeting of the LGC is considered at Quorum provided that a minimum of a third of total committee members are present, or a minimum of 3 people, whichever is greater.

5. Length of Service of Governors

The standard term of office for a LGC Governor is 4 years with a maximum of 2 terms permitted.

Any deviation from the standard term should be handled on a case-by-case basis with the support and guidance of the Trust Board.

The caveats to this are that:

Foundation Governors are elected / renewed via the Diocese

Parent Governors' terms end in the year that their child leaves the school

Staff Governors' terms end with their employment at the school

6. Headteacher Report

The Headteachers Report will include:

- The Catholic life of the school
- Pupil numbers, number on roll/places filled
- Pupil attendance by year group and vulnerable groups
- Incidents to be reported including pupils leaving to EHE, suspensions, PEX, bullying, racial, parental complaints, accidents and Injuries to staff and children
- Teaching and learning quality including data from learning walks and formal observation
- Safeguarding overview and any concerns
- General report – progress against SDP (target/progress made)
- Achievement data and interventions put in place
- School trips, events and parents' evenings
- Pupil premium/Catch-up premium/PE& Sports grant updates
- Stakeholder views
- CPD update
- HR matters, PM, leavers, joiners, promotions
- Update on working with other MAT schools
- Last fire drill and feedback

7. Responsibilities of Individual Governor Roles

a. Catholic Ethos Governor

Purpose

The Catholic Ethos Governor role is to be the link between the school and the Local Governing Committee (LGC) to support them in their role of assisting the Bishop by ensuring the school is sustaining and developing the Catholic ethos, and distinctive Catholic nature of the school in which they serve.

What is my role?

- Monitoring the Catholic mission of the Bosco Catholic Education Trust and that it is being carried out within the school on a day-to-day basis.
- Ensuring the LGC is providing appropriate strategic oversight of the three key areas of Catholic life, worship and religious education within the school.
- Ensuring that the school considers religious education (RE) to be a core subject and delivers RE accordingly.
- Ensuring standards are raised and maintained in the teaching, learning and assessment of RE in the school.
- Being the link between the LGC and the school on all matters to do with the Catholic mission for pupils and staff.

What activities could I undertake to carry out my role?

- Meet regularly with the school RE lead and keep up to date with developments in the school.
- Support the school and encourage other LGC members to support the school through Governor visibility at school masses and worship.
- Ensure there are opportunities for spiritual development for all staff and pupils.
- Walk round the school to ensure the daily interactions between members of the community are underpinned by gospel values.
- Provide a summary briefing to each LGC meeting on those key actions, decisions and issues.
- Ensure regular monitoring of Catholic life, worship and RE within the school.
- Support and challenge the school in their preparation for and follow-up of Catholic Schools Inspection (CSI) / Section 48.
- Review RE and Catholic related responses in the school's parental survey.
- Support the school in accessing CPD to ensure an enriching and consistent delivery of the RE curriculum.
- Support and challenge the school in their encouragement of a proactive parent/ school/ parish relationship.

b. Safeguarding Governor

Purpose

The Safeguarding Governor acts as the link between the Local Governing Committee (LGC) and the school to help the LGC ensure it is fulfilling its statutory duties with regard to safeguarding / child protection and related issues. The Safeguarding Governor shall be appointed annually by the LGC.

What is my role?*

- Ensuring the LGC is providing appropriate strategic oversight of safeguarding and child protection procedures and practices within the school.
- Being the strategic link between the LGC and the school on matters to do with the safeguarding of pupils and staff, including eSafety.
- Ensuring the LGC and staff are appropriately trained in relation to safeguarding and eSafety and that the training is regularly updated as required (inc. KCSIE)
- Ensuring the LGC is kept properly informed with regard to safeguarding / eSafety issues.

* Please note, named Governors should not be involved with individual children / cases, and where identities are known, confidentiality must be respected. Whilst it is good practice for the LGC to appoint a named Governor, overall responsibility for safeguarding remains with the LGC.

What activities could I undertake to carry out my role?

- Carry out regular monitoring of safeguarding procedures and practices within the school.
- Meet regularly with the Designated Safeguarding Lead (DSL) and keep up to date with developments in school as they relate to these terms of reference.
- Work with the DSL to complete the annual safeguarding audit.
- Check the school's implementation of the Single Central Register and risk assessments. Ensure they are kept up to date.
- Monitor safer recruitment practices within the school and ensure that they are current.
- Monitor eSafety procedures and issues within the school and ensure that they are current.
- Monitor the procedures for handling allegations of abuse made against staff and volunteers.
- Provide a summary briefing to each LGC meeting on those key actions, decisions and issues arising
- Ensure that both Child Protection records and Incident Log are maintained
- Ensure that safer recruitment best practices are being adhered to and that training for the DSL, leadership team and nominated Governor is up to date.
- Ensure that the school has appropriate systems in place for visitors and for the private hire of facilities.

c. Pupil Premium Governor

Purpose

The Pupil Premium (PP) Governor acts as the link between the Local Governing Committee (LGC) and the school, focusing on the allocation of resources and consequent audit trail, linking expenditure to impact on outcomes for disadvantaged pupils.

What is my role?

- Ensuring Governors are involved in discussions when reviewing the Pupil Premium strategy, and decisions about how the Pupil Premium is spent.
- Ensuring the school has published information on its website about Pupil Premium allocation, its spend and impact, and that parents can find this information.
- Providing support and challenge while monitoring and evaluating the work of the school in raising the achievement of Pupil Premium children.
- Meeting regularly with the Senior Leader who is responsible for overseeing how the Pupil Premium is spent, to monitor and evaluate the specific actions that it is funding.

What activities could I undertake to carry out my role?

- Understand PP funding purpose and eligibility, including the PP cohort.
- Have knowledge of resources and money available for PP.
- Support and challenge the school and understand the effectiveness of PP expenditure to ensure that value for money is delivered for all PP pupils.
- Understand the PP strategy and how is it to be executed.
- Understand PP data and be able to question and tackle issues arising.
- Feedback findings to the LGC and stimulate discussion with the school.
- Hold termly meetings to discuss PP strategy and how the school is performing against it.
- Monitor first-hand interventions to gather anecdotal feedback
- Ensure it is a regular agenda item for LGC meetings.

d. Special Educational Needs & Disabilities (SEND) Governor

Purpose

The SEND Governor is the Local Governing Committee's (LGC) champion for children with SEND, and those with inclusion needs. The SEND Governor should support and challenge the school to ensure that no child is treated less favourably, denied opportunity, or left behind because they have additional needs. Also, ensuring that the SEND and inclusion needs of children are given due consideration in all school planning and evaluation.

What is my role?

- Acting as the champion on the LGC for children with SEND and inclusion needs.
- Ensuring that the school is fulfilling its duties to children with SEND.
- Undertaking required training, including school-specific induction with the SENDCo.
- Asking questions and raising awareness relating to SEND and inclusion provision, at LGC meetings.
- Supporting the SENDCo in managing the staffing, budget and efficiency of resources.
- Working with the SENDCo to produce a SEND Annual Report to Governors.
- Confirming that the school's duties have been fulfilled.
- Helping the school hold the LA to account on their statutory responsibilities.

What activities could I undertake to carry out my role?

- Review the school's vision, ethos and strategic direction for SEND Children.
- Ensure SEND is highlighted on the school improvement plan and reflected in the Self Evaluation Form (SEF).
- Meet termly with the person who is responsible for SEND ensuring they are clear about the school's expectations for SEND children and how it intends to support them to achieve this.
- Review training and development provided for staff involved in supporting SEND children and ensuring they have been appropriately trained.

e. Health and Safety Governor

Purpose

The Health and Safety Governor plays a vital role in overseeing the management of health and safety in a school, including the allocation of adequate funds. The nominated Governor should link with the named School Business Manager of the school, and report to the Local Governing Committee (LGC) on health and safety matters.

What is my role?

- Ensuring that responsibilities for health, safety and welfare are allocated to specific people and that these persons are informed of these responsibilities.
- Ensuring that the relevant people have sufficient experience, knowledge and training to perform the tasks required of them.
- Ensuring there are documented risk assessments that identify hazards and safe systems of work are produced where required.
- Setting aside sufficient funds and resources with which to operate the safety management system.
- Ensuring that statutory risk assessments are carried out as appropriate, e.g., fire risk and water hygiene.
- Ensuring that the school has a suitable number of trained fire wardens and a nominated lead for emergency situations.
- Ensuring that the school is fully compliant with relevant policies & procedures, codes of practice, and statutory requirements, and that professional standards are maintained.
- Lead by example and ensure that health and safety is considered during all decision making.

What activities should I undertake to carry out my role?

- Complete meeting with relevant staff to ensure that the health and safety requirements of Bosco Catholic Education Trust are met, and that evidence of checks and assessments are stored centrally.
- Ensure that compliance checks identified within Parago are completed and report back on this to the LGC.
- Report back to the LGC following focused visits to the school.
- Keep the LGC informed of health and safety issues that have occurred at the school.
- Ensure that an annual health and safety inspection is completed and any recommendations are implemented by the school.
- Ensure the school keeps up to date with the health and safety requirements set by the Trust and comply with them.
- Ensure appropriate risk assessments are carried out for day-to-day activities, the premises, trips and events.
- Attend appropriate training to undertake this role effectively.

f. Finance Governor

Purpose

Financial management of the school is set out in the Trust's 'Finance Policy' which must adhere to the terms of the Funding Agreement and Academies Financial Handbook.

The aim of the Finance Governor is to act as a 'link Governor' between the school's finance planning and operations, and the Local Governing Committee (LGC) and Chief Financial Officer.

What is my role?

- Acting as an objective sounding board for the Headteacher and Finance operations.
- Undertaking regular reviews of the financial planning position and reporting.
- Leading a culture of achieving value for money.
- Providing information to the LGC as required.

What activities could I undertake to carry out my role?

- Review quarterly reports.
- Hold termly meetings, through a finance committee or finance working group, to discuss the school's financial position, including income, expenditure, commitments and forecasts.
- Evaluate benchmarking reports and ensuring that the Department for Education's School Resource Management resources including the 'Top 10 tips for Governors' are part of the evaluation process.
- Review annual and 3-year budgets.
- Discuss budget implications of major initiatives, current commitments, and changes to existing arrangements or external influences on budgets.

g. Link Governor – Induction and Training

Purpose

The help support, mentor and induction new governors to the school and enable them to contribute successful within the team.

The aim of the Link Governor is to enable new governors to get a clear understanding of how the school works, linking with key areas of importance to the school's development plan.

What is my role?

- To be a friendly, encouraging and supportive face for new governors joining the LGC.
- To ensure that the induction programme of activities (as below) is undertaken successfully.
- To continue to check in with new governors and ensure they are well-supported.
- To feedback to the Headteacher or Chair where additional support or information is required.

What activities could I undertake to carry out my role?

- Liaise with the Chair and Headteacher about new appointments to the LGC.
- Arrange to meet and discuss with newly appointed governors the support on offer and to provide a sounding board.
- Liaise with the Clerk and Chair regarding appropriate internal or external training programmes.
- Ensure that DBS checks have been undertaken prior to appointment.
- Ensure that safeguarding training is provided by the school on appointment.
- Ensure the Induction Programme of activities is completed – either on one day or over a series of days (tailored perhaps to the specific areas of need/responsibility)

Typical Induction Programme – to be formulated in conjunction with new governor, Head and Chair

- Tour of the school with Headteacher or lead for learning and teaching
- Meet with key personnel on leadership team to find out about the school development plan and priorities.
- Meet with any or all of the following to discover their roles and responsibilities: School Business Manager, Leadership Team (perhaps observe a meeting), Premise team, Office team, Assessment Lead, Phase or Department Leads, Student Council, Safeguarding Lead, Inclusion Lead/Sendco.
- Opportunity for reflection, feedback and discussion.

8. Glossary

CPD	Continuous Professional Development
DSL	Designated Safeguarding Lead
LGC	Local Governing Committee
PP	Pupil Premium
RE	Religious Education
SEF	Self Evaluation Form
SENDCo	Special Educational Needs & Disability Coordinator
SEND	Special Educational Needs & Disability
Section 48 inspection (pre-2021)	Inspection of Denominational Education under Section 48 of the Education Act 2005
CSI (post-2021)	Inspection of Denominational Education. Catholic Schools Inspection

9. TEMPLATES & CHECKLISTS

Local Health & Safety Governor - Performance Monitoring Check List

This document has been developed to assist School Health and Safety Governors to monitor Health & Safety procedures and to identify areas for improvement. This document does not provide or replace a comprehensive Health and Safety Audit.

Section 1: General Health & Safety Management check that should be completed by the School Health & Safety Governor termly.

Section 2: Should be completed by the Health and Safety Governor. The Governor should feedback on the outcomes of this Inspection to the Head Teacher at Local Governor Meetings.

Section 3: Statutory Compliance/Compliance FM. For discussion between the School Business Manager, Bosco Estates Compliance Manager and the Health & Safety Governor on an annual basis. This can be completed at the same time as the annual health and safety Inspection. The outcome of this check should be fed back to the LGC meetings.

Section 1: General Health & Safety Management	Y	N	Guidance
Are regular inspections of the premises undertaken and recorded to identify and monitor deterioration in condition and to identify any unsafe conditions? See Appendix A			SBM to complete Appendix A on a regular basis.
Does the school have access to the Trust Health & Safety Policy and has it been communicated to all staff?			Is it kept in the school office?
Is there a Health & Safety Law poster displayed in a prominent position in the school and has it been completed?			Display in reception area
Have all staff had Health & Safety training in order to perform specified tasks satisfactorily and safely?			See training records
Has the school got an Educational Visits Coordinator?			Who?
Are accidents reported and reviewed?			
Has the school got an Emergency Plan & Lockdown Procedure? Are evacuations practiced?			How often is it practiced?
Does the school have adequately trained First Aiders in place and is first aid training renewed every 3 years?			First Aid certs in place?
Are contractors checked for competency before appointment?			Copy of method statements on file.
Are contractors made aware of any Health & Safety issues such as Asbestos prior to work commencing and are contractor inductions completed?			
Are suitable and sufficient risk assessments in place for the school activities?			
Section 1 Comments:			

Section 2: School Health & Safety Inspection Checklist



For use by the Health and Safety Governor for the annual inspection of the premises to identify, record and monitor unsafe conditions.

Person Undertaking Inspection	
Date:	

Housekeeping	Yes	No	NA	Comments	Action required
Are all areas kept clean and tidy?					
Is all rubbish put in a suitable receptacle and removed at the end of the day?					
Are items stored at height (e.g., files/folders on shelves) accessible, secure and safe?					
Lighting	Yes	No	NA	Comments	Action required
Is the lighting provision sufficient in all areas?					
Is emergency lighting provided in critical areas?					
Flooring	Yes	No	NA	Comments	Action required
Are the floor surfaces free from damage?					
Are the floor surfaces free from slip, trip or fall hazards?					
Ceilings	Yes	No	NA	Comments	Action required
Are all ceiling tiles secure and free from damage?					
Glazing	Yes	No	NA	Comments	Action required
Are critical areas fitted with safety glass or otherwise made safe?					
Is the glazing free from damage?					

Windows	Yes	No	NA	Comments	Action required
Are all windows free from damage?					
Toilets	Yes	No	NA	Comments	Action required
Are all toilets in a clean usable condition?					
Are all toilets free from damage?					
Do emergency pull cords work and are they hanging to the floor?					
Doors	Yes	No	NA	Comments	Action required
Are vision panels free from obstruction?					
Do all self-closures function correctly?					
Are all final exit doors openable from the inside (whilst in school use) without the use of a key?					
Storage	Yes	No	NA	Comments	Action required
Is all shelving secure?					
Are storage areas kept tidy?					
Are items stored safely? E.g., heavy items should not be at high level					
Are step ladders/kick stools available for use when necessary?					
Furniture/Equipment	Yes	No	NA	Comments	Action required
Is furniture damage free and stable?					
Is the furniture sited safely?					
Is equipment free from damage and is guarding in place where required?					
Environment	Yes	No	NA	Comments	Action required
Are temperatures adequate in all areas?					

Fire Precautions	Yes	No	NA	Comments	Action required
Are fire evacuation instructions displayed at key points?					
Are all escape routes free from obstruction?					
Electricity	Yes	No	NA	Comments	Action required
Are all sockets and switches free from damage?					
Are all leads, wires and plugs free from damage and kept tidy?					
Stairs	Yes	No	NA	Comments	Action required
Are all stairs including coverings and treads in good condition?					
Are all stairwells and under-stairs areas kept clear of combustible materials?					
School Kitchens	Yes	No	NA	Comments	Action required
Is the main kitchen clean, in good condition and free from pest infestation?					
Are food technology kitchens in good order and floors, counters and fridges clean?					
Signage	Yes	No	NA	Comments	Action required
Is directional signage in place for evacuation in an emergency and general way-finding around the school?					
External Areas	Yes	No	NA	Comments	Action required
Are external escape routes clear of obstructions?					
Are Fire Assembly Points identified and kept free from obstruction?					
Are playground surfaces in good condition?					
Is play equipment in good condition?					

Is there external lighting provided to allow movement around the outside of the building?					
Is salt and grit readily available to treat paths and walkways in icy weather?					

Section 3:			
Statutory Compliance Maintenance	Y	N	Discussion notes
Are the following Statutory R/A's and Inspections in place and are records available on site if applicable? <ul style="list-style-type: none"> • Fire Risk Assessment • Legionella Risk Assessment & Written Scheme • Asbestos file, management plan & Register • LOLER Lifts & Hoists Inspections • GAS Safety Report • COSHH Assessments i.e., Kitchen/Cleaning/Maintenance Staff 			
FM Compliance	Y	N	Discussion notes
Are the FM Inspections in place and records kept on site? Such as: <ul style="list-style-type: none"> • Fire alarm and detection testing records, servicing and weekly call point testing • Portable appliance testing report • Emergency Light, monthly and annual Inspections • Lightning Protection Inspection report • 5 Year Fixed Wire Inspection • Water hygiene tasks being completed regularly? 			
Section 2 Comments:			
Governors Name:			
Date of Audit:			

a. SEND Report for Governors

SEND Cohort

Year	K (LAN)	E (EHCP)	Total
R			
1			
2			
3			
4			
5			
6			

Percentage of Children on SEND register:%

Commentary: Any EHCP’s? Being applied for, any being scaled down or lost, any movement of children? New identification? New children coming or expected? Transition... Implication on staffing?

Results achieved

Year	% K Meeting Expectations	% E Meeting Expectations
R		
1		
2		
3		
4		
5		
6		

Commentary

Who has done well? Any particular groups? Any worrying trends? What is being done about it? What are reasons for it? Include attendance if necessary...

Staffing

Any changes? Training happening? Upskilling? New strategies? Observations?

Successes

New initiatives or interventions, what has gone well? Improvements to disability or access? Any equipment purchased? IT/ laptops? Etc.... any outside agencies working in the school well?

Actions

What is happening next? What is going to be improved upon? What is in your department development plan?

Date of report:

b. Headteacher’s Report - Safeguarding School:

This document provides an update report to the Governing Body on safeguarding practice that enables the Governing Body to monitor compliance with the Education Act 2002 Section 175, and to identify areas for improvement.

Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times

(Keeping Children Safe in Education 2023)

A copy of the completed document should be shared in Part Two of a Local Governing Full Committee meeting.

Term: _____

Name of DSL	
Name/s of DDSL	
Nominated Safeguarding Governor	

Number on Roll and Attendance			
Number on roll			
Whole school Attendance %		Persistent Absence %	
Number of children not accessing full time provision in school (PMOOE)		Number of children off roll to Elective Home Education	

Behaviour			
Number of fixed-period exclusions		Total number of days fixed-period exclusion	
Number of permanent exclusions		Number of bullying incidents recorded	
Number of racist incidents recorded		Number of homophobic incidents recorded	
Number of incidents of peer-on-peer abuse recorded		Number of physical restraints recorded	

Vulnerable Children			
Number of looked-after children		Number of children open to Early Help	
Number of children in need		Number on child protection plans	
Number of closed cases to Children’s Services		Number of Referrals to C-SPA	
Number of referrals to Early Help		Number of concerns completed	
Number of Female Genital Mutilation (FGM) concerns		Number of Prevent concerns	

Number of Forced Marriage concerns		Number of young carers	
Number with EHC plans		Number receiving SEN Support	
Number of children open to CAMHS		Number of Operation Encompass Notifications received	

Safer Recruitment and Managing Allegations

The Single Central Record is up to date	Yes/No
Date Single central record last checked by a Senior Member of Staff	
Number of allegations made against staff	
Number of staff reported to the Independent Safeguarding Authority	

Health and Safety

Number of Accident/Injuries Children		Number of Accident/Injuries Staff	
Date of last Fire alarm drill		Date of termly health & safety inspection and statutory maintenance checks	

Policy Review

Policy	Date of last Review	Date of next review
Safeguarding and Child Protection		
Staff Code of Conduct	December 2022	September 2024
Online / eSafety	July 2023	July 2026
Relationship and Sex Education	November 2020	November 2023
Acceptable Use	July 2023	July 2026
Use of Images		
Whistleblowing	December 2022	December 2023
Allegations against staff (included in CP and Safeguarding Policy)	November 2020	November 2023
Health and Safety	July 2023	July 2024
Recruitment Policy	February 2021	February 2024
Behaviour Policy		
Equality & Diversity	May 2022	May 2026

Highlighted in blue are the Trust-wide policies adopted by all schools www.boscocet.org.uk/policies/

Training	Completed	Date of Training
Safeguarding and Child Protection update training for all staff and volunteers	Yes/No (delete as app)	
Safeguarding and Child Protection training for new staff and volunteers and those returning from sickness/maternity after the update training	Yes/No (delete as app)	
Safer Recruitment training	Yes/No (delete as app)	
DSL New to Role training	Yes/No (delete as app)	
DSL update training	Yes/No (delete as app)	

How has the curriculum been used to teach children about how to stay safe	
Time, support and resources allocated to fulfil the designated safeguarding lead role	
Progress against areas identified in the school's safeguarding action plan	
Areas identified for development	Actions Required

c. Headteacher Appraisal (example)

Performance Management 2023-24

Name:

Appointed governors:

Prior Year Targets – 2022/2023

1. [Insert data target and bullet point key aims/actions/outcomes]
2. [Insert professional target relating to role and bullet point key aims/actions/outcomes]
3. [Insert CPD / personal target and bullet point key aims/actions/outcomes]

Self-review: before the meeting, please complete the self-evaluation questions:

1. What aspects of your role this year have been particularly successful?
2. What areas of your role have you found difficult or have been less successful with?
3. How would you like to develop your career moving forward, what would you need in terms of training or different experiences/opportunities?
4. How well have you managed your well-being? What support might you need?

Discussion with line-manager / school improvement partner

1. Areas that have gone well
2. Any area that could be improved related to the role?
3. Which targets from last year were met / not met / partially met?

Performance Related Pay

1. Has it been a successful year?
2. Has the salary range for this role been defined and benchmarked?
3. Is there scope within the pay range and will a pay award be made as a result of this appraisal?

Summary feedback from 360° appraisal – 2023/2024 (if completed)

On a biennial basis, you should receive feedback from a range of colleagues that you work with. Alternate years should be used to revisit and update the areas identified in the original process. Please use the supporting documentation for this process.

Areas of strength identified by colleagues:

-

Areas of development identified by colleagues.

-

360° appraisal targets

-

Targets – 2023/2024

<p>Agreed Objective 1: Results</p>	<p>TARGETS:</p>										
	KS 1		Reading		Writing		Maths		GLD%		P
		ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	AF	
KS 2		Reading		Writing		Maths		SPAG			
	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	AF		
<p>Progress scores for KS2 - e.g. top 25%ile _____</p>											
<p>Key Actions</p>											
<p>Mid-year review</p>											
<p>End of year summary</p>											

Agreed Objective 2: Tackling a significant school issue	[Insert target here]
Key Actions	
Mid-year review	
End of year summary	

Agreed Objective 3: Coaching and developing others	[Insert target here]
Key Actions	
Mid-year review	
End of year summary	

Agreed Objective 4: Personal CPD	[Insert target here]
Support for Headteacher well-being:	
Support needed from Bosco central team:	
-	

End of year review

Comment by Headteacher

Comment by Chair of Governors

Comment by CEO

Signed: _____
Chair of Governors

Date: _____