**ELMWOOD SCHOOL**

**GOVERNOR HANDBOOK**



**WELCOME TO ELMWOOD SCHOOL**

[**www.elmwood.walsall.sch.uk**](http://www.elmwood.walsall.sch.uk)

A warm welcome to Elmwood School and as a Governor, we hope that you find the role interesting and useful.

Elmwood School is a small secondary aged Special School for students with social, mental and emotional health difficulties.

Governors are encouraged to be involved with School life and visit School as regularly as possible. Regular newsletters are sent to Governors so that they are kept informed of what is going on in and out of School.

In addition to the contents within this handbook the Clerk will forward the following for further information:

* RAP (School Improvement Plan)/Ofsted Action Plan
* Keeping Children Safe in Education September 2019 document
* Minutes of last full Governing Body Meeting
* Whistleblowing Policy
* Staff list
* School Policy list
* Current budget analysis – (the scheme for financing schools document is available and Governors are encouraged to read this to ensure that the School is compliant with the rules and regulations. The Council’s financial and contract rules document is also available for Governors; both documents are available on the School Website Governors Page or can be provided electronically if preferred, please contact the Clerk to the Governors)
* Latest newsletter

**KEY INFORMATION**

The Governing Body consists of 9 Governors and 2 Associate Members. The Clerk to the Governing Body is Dawn Canham c/o Elmwood School.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NAME | PHOTO | TYPE OF GOVERNOR | POSITION | LINK GOVERNOR AREA |
| Mr L Cross |  | Staff | Acting Headteacher |  |
| Ms T Brandwood |  | Co-opted | Chair of Governors | Behaviour/Staff Support |
| Mrs R Burley |  | Co-opted |  | Safeguarding/Staff Support |
| Mrs R Martin |  | Co-opted |  | Careers |
| Mr A Holmes |  | Staff |  | PSHE |
| Mrs S Hill |  | Parent |  | Parental Engagement |
| Ms D Webb |  | Parent |  |  |
| Mrs T Cheetham |  | Parent |  | Science |
| Mrs S Tuckwell-Allen |  | LA | Vice Chair of Governors | Safeguarding/Attendance |
| Mr D Watton |  | Associate Member |  | Health and Safety/Science |
| Ms G Edmunds | F:\DCIM\100PENTX\IMGP2423.JPG | Associate Member |  | Pupil Premium |
| Mrs D Canham |  |  | Clerk to the Governors |  |

A number of useful documents are available on the School website ([www.elmwood.sch.uk](http://www.elmwood.sch.uk)) such as School Prospectus, Policies, most recent Ofsted report and latest newsletter (copies of newsletters are sent directly to Governors).

****INSTRUMENT OF GOVERNMENT

A copy of the instrument is available on the Governor page of the School website. The Instrument was dated 8.10.13 and consists of 9 Governors.

****COMPETENCY FRAMEWORK

The DfE have produced a competency framework for governance these include:

Strategic leadership

Accountability

People

Structures

Compliance

Evaluation

The guidance identifies the knowledge, skills and behaviours needed for effective governance.

****CODE OF CONDUCT

**The governing board has the following strategic functions:**

Establishing the strategic direction, by:

* Setting and ensuring clarity of vision, values, and objectives for the school(s)/trust
* Agreeing the school improvement strategy with priorities and targets
* Meeting statutory duties

Ensuring accountability, by:

* Appointing the lead executive/headteacher (where delegated)
* Monitoring the educational performance of the school/s and progress towards agreed targets
* Performance managing the lead executive/headteacher (where delegated)
* Engaging with stakeholders
* Contributing to school self-evaluation

Overseeing financial performance, by:

* Setting the budget
* Monitoring spending against the budget
* Ensuring money is well spent and value for money is obtained
* Ensuring risks to the organisation are managed

**As individuals on the board we agree to the following:**

**Role & Responsibilities**

* We understand the purpose of the board and the role of the executive leaders.
* We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
* We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
* We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
* We will encourage open governance and will act appropriately.
* We will consider carefully how our decisions may affect the community and other schools.
* We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school/group of schools. Our actions within the school and the local community will reflect this.
* In making or responding to criticism or complaints we will follow the procedures established by the governing board.
* We will actively support and challenge the executive leaders
* We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation;
* We will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements;
* We agree to adhere to the school’s rules and polices and the procedures of the governing board as set out by the relevant governing documents and law
* When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views;
* when communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation

**Commitment**

* We acknowledge that accepting office as a governor/trustee/academy committee member involves the commitment of significant amounts of time and energy.
* We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
* We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
* We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
* We will visit the school/s, with all visits arranged in advance with the senior executive leader/headteacher and undertaken within the framework established by the governing board.
* When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor/trustee/academy committee member.
* We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
* We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school’s website.
* In the interests of transparency we accept that information relating to governors/trustees/academy committee members will be collected and logged on the DfE’s national database of governors (Get information about schools).

**Relationships**

* We will strive to work as a team in which constructive working relationships are actively promoted.
* We will express views openly, courteously and respectfully in all our communications with other governors/trustees/academy committee members, the clerk to the governing board and school staff both in and outside of meetings.
* We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
* We are prepared to answer queries from other board members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
* We will seek to develop effective working relationships with the executive leaders, staff and parents, the trust, the local authority and other relevant agencies and the community.

**Confidentiality**

* We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
* We will exercise the greatest prudence at all times when discussions regarding school/trust business arise outside a governing board meeting.
* We will not reveal the details of any governing board vote.
* We will ensure all confidential papers are held and disposed of appropriately.

**Conflicts of interest**

* We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board’s business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.
* We accept that the Register of Business Interests will be published on the school/trust’s website.
* We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
* We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board.

**Ceasing to be a governor/trustee/academy committee member**

* We understand that the requirements relating to confidentiality will continue to apply after a governor/trustee/academy committee member leaves office

**Breach of this code of conduct**

* If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
* Should it be the chair that we believe has breached this code, another governing board member, such as the vice chair will investigate.

**The seven principles of public life**

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

**Selflessness** - Holders of public office should act solely in terms of the public interest.

**Integrity** - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

**Objectivity** - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

**Accountability** - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

**Openness** - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

**Honesty** – Holders of public office should be truthful

**Leadership** – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

**GOVERNOR TRAINING**

Governor Training is available via Walsall Council, Governor Support and Development Team. A list of available courses is available by calling 01922 686416 or email: govsupport@edu.walsall.gov.uk. The Governing Body is also a member of the Walsall Governors’ Association which has training videos for new governors on their website, [walsallgovernors.com](http://walsallgovernors.com) (log in details will be forwarded to you) and currently have access to the National Governors’ Association (again log in information will be provided by the Clerk). The Chair of Governors also has to Perspective which contains useful documents relating to the School such as the SEF and RAP documents.

**COMMITTEE MEMBERSHIP AND TERMS OF REFERENCE**

Annually (usually the Autumn Term) Governors discuss and are appointed to a number of Sub Committees. These are normally agreed in conjunction with completed skills audit proformas so that Governors with the relevant skills are utilised effectively.

** GOVERNOR EXPENSES**

**Elmwood School: Governing Body**

Governors’ out-of pocket expenses claim form

Governing bodies are allowed to pay expenses necessary for the performance of members’ duties as governors. These may, for example, include:

* Travel and subsistence payments
* Child care and similar expenses
* Telephone charges, photocopying and stationery

Loss of earnings expenses cannot be paid. All expenses paid to governors will be reported at termly meetings.

Name of Governor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of governors’ meeting** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Meeting attended \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Expenditure incurred

1. **Travelling Expenses** (If Public transport please supply receipt. If claim is for car mileage this will be paid at the current rate).

**Journey from** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Journey to** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Single or Return?** \_\_\_

**Total miles** \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ claimed

**Public transport claim** (Please state amount and attach receipt) **£**\_\_\_\_\_\_\_\_\_\_

**2. Child care expenses** (Please state hours x hourly rate and attach receipt)

**Hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ X Hourly Rate** \_\_\_\_\_\_\_\_\_\_\_\_\_ = **£** \_\_\_\_\_\_\_\_\_\_

1. **Other Expenses** (Please specify and attach receipts)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **£** \_\_\_\_\_\_\_\_\_\_

1. **Total claim** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **£** \_\_\_\_\_\_\_\_\_\_

I certify that the above expenses were actually and necessarily incurred by me in undertaking my duties as a governor of Elmwood School

**Signed** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Authorised** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Headteacher) **Date**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Chair) **Date**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DATES OF MEETINGS**



ELMWOOD SCHOOL

SUGGESTED DATES FOR GOVERNOR MEETINGS - 2019-2020

GOVERNING BODY TERMLY MEETINGS – 4.00 pm

|  |  |
| --- | --- |
| Autumn Meeting | Thursday 14th November 2019 |
| Spring Meeting | Thursday 12th March 2020 |
| Summer Meeting | Thursday 21st May 2020 |

FINANCE & PAY COMMITTEE MEETINGS – 11 am or 1 pm

|  |  |
| --- | --- |
| Autumn Term | Friday 18th October 2019 |
| Spring Term | Friday 7th February 2020 |
| Summer Term | Friday 15th May 2020 |

HEAD’s APPRAISAL MEETING – 4.00 pm

|  |  |
| --- | --- |
| Autumn Term | Tuesday 17th September 2019 |

CURRICULUM AND POLICIES COMMITTEE - 4.00 pm

|  |  |
| --- | --- |
| Autumn Term | Thursday 28th November 2019 |
| Spring Term | Thursday 16th January 2020 |
| Summer Term | Thursday 23rd April 2020 |

SITES AND BUILDINGS – 3.00 pm

|  |  |
| --- | --- |
| Autumn Term | Tuesday 1st October 2019 |
| Spring Term | Tuesday 30th January 2020 |
| Summer Term | Tuesday 28th April 2020 |

**** GOVERNOR DECLARATION FORM

When joining the Governing Body and on an annual basis, Governors complete a Governor’s Declaration Form which is forwarded to the Local Authority in addition to the Clerk maintaining a central record. New Governors need to complete and return the form within this handbook – please refer to Appendix B.

****REGISTER OF BUSINESS INTEREST FORM

All Governors (and staff) complete the above form annually disclosing any business interests as well as any other relevant interests they may have and a central record is held by the Clerk to the Governors. New Governors joining the team need to complete and return the form within this handbook – please refer to Appendix C.

****ETHNIC ORIGIN MONITORING FORM

It is necessary for all Governors to complete and return an Ethnic Origin Monitoring Form under the requirments of the Race Relations Amendment Act. Please refer to Appendix D.

****SKILLS AUDIT FORM Appendix A

***School or setting*** *\_\_\_Elmwood\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

***Name of governor*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* ***Date*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Governors are asked to indicate their level of experience in the following areas. No single governor is expected to have all of these, but they should appear across the governing body and can be considered as essential for the governing body as a whole.*

| Governors, trustees and academy committee members of single schools Knowledge, experience, skills and behaviours | Level of knowledge or skills/behaviour, rate on scale of:No 🡪 🡪 🡪 Yes |
| --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |
| 1. Strategic leadership
 |
| Experience of being a governor/trustee in another school or being a board member in another sector. |  |  |  |  |  |
| Experience of chairing a board/governing board or committee. |  |  |  |  |  |
| Awareness of the key aspects of national education policy e.g. school funding, curriculum, teaching, learning etc. and education locally e.g. the types of school, local education issues etc.  |  |  |  |  |  |
| Knowledge and or experience of the community served by the school that can be useful to the board.  |  |  |  |  |  |
| Experience of strategic planning and translating a vision into clear objectives.  |  |  |  |  |  |
| Experience of engaging and working with stakeholders (e.g. parents, community groups, local business etc.) within or outside of the school sector. |  |  |  |  |  |
| Understand the principles of risk management and how to prioritise, assess and mitigate against risks. |  |  |  |  |  |
| Experience and or involvement in change management activities e.g. planning a re-structure or reorganisation. |  |  |  |  |  |

| 2. Accountability |
| --- |
| Experience of working with leaders to establish expectations for improvement, outcomes and of how progress is to be reported. |  |  |  |  |  |
| Knowledge of the elements that make up a broad and balanced school curriculum and how the attainment and progress of pupils is assessed and measured. |  |  |  |  |  |
| Ability to interpret data and statistics presented in a range of formats relating to the progress and outcomes achieved by pupils and using it to identify strengths, weaknesses and areas for development.  |  |  |  |  |  |
| Ability and confidence to ask questions and challenge leaders in an appropriate way on matters relating to the educational outcomes, behaviour, welfare and wellbeing of all pupils. |  |  |  |  |  |
| General experience of financial planning, monitoring, decision making, compliance and control.  |  |  |  |  |  |
| Experience of financial planning, monitoring, decision making, compliance and control within the school sector.  |  |  |  |  |  |
| General experience of human resource (HR) policy and processes outside of the school sector. |  |  |  |  |  |
| Experience of human resource (HR) policy and processes within the school sector. |  |  |  |  |  |
| General experience of preparing for and responding to inspection and oversight.  |  |  |  |  |  |
| Experience of inspection and oversight within the schools sector.  |  |  |  |  |  |

| 6. Evaluation |
| --- |
| Have experienced the process of evaluating the working practices of a team and of applying the learning to make improvements. |  |  |  |  |  |
| 7. Positive contribution |
| Aware of my strengths, weaknesses and am committed to personal development. |  |  |  |  |  |
| Able to work as part of a team and build positive working relationships with different personality types. |  |  |  |  |  |
| Honest, transparent and act with integrity. |  |  |  |  |  |
| The ability and confidence to speak up when I have concerns e.g. about non-compliance.  |  |  |  |  |  |

| 3. People |
| --- |
|  Ability to listen, reflect and learn from a range of viewpoints and consider impartial advice before reaching my own view. |  |  |  |  |  |
| Capable of working alongside and of building strong, collaborative relationships with a range of personalities.  |  |  |  |  |  |
| The skills, tact and diplomacy required when discussing issues that are of a sensitive nature and are used to bring people together in adversarial situations. |  |  |  |  |  |
| 4. Structures |
| Clear and practical understanding of what the strategic role of a governing board is and how it is different from the management responsibilities that are carried out by the headteachers and senior leaders in the school. |  |  |  |  |  |
| Experience of reviewing governance structures.  |  |  |  |  |  |
| 5. Compliance |
| Experience of complying with legal, regulatory and financial frameworks and statutory guidance.  |  |  |  |  |  |
| Working knowledge of the legal duties and responsibilities of a governor e.g. in relation to the safeguarding of children and in respect of pupils with special educational needs and disabilities (SEND). |  |  |  |  |  |
| Understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues.  |  |  |  |  |  |
| 6. Evaluation |  |  |  |  |  |
| Have experienced the process of evaluating the working practices of a team and of applying the learning to make improvements. |  |  |  |  |  |
| 7. Positive contribution |  |  |  |  |  |
| Aware of my strengths, weaknesses and am committed to personal development. |  |  |  |  |  |
| Able to work as part of a team and build positive working relationships with different personality types. |  |  |  |  |  |
| Honest, transparent and act with integrity. |  |  |  |  |  |
| The ability and confidence to speak up when I have concerns e.g. about non-compliance.  |  |  |  |  |  |

**ELMWOOD SCHOOL**

**GOVERNOR COMMITTEE MEMBERSHIP**

|  |  |
| --- | --- |
| **STAFF DISMISSAL (QUORUM 3)** | **STAFF DISMISSAL APPEAL COMMITTEE (QUORUM 3)** |
| Rose Burley – Co-opted (Chair)Sallyann Tuckwell-Allen – LA Rita Martin – Co-opted | Tracy Brandwood, Co-opted (Chair)Vacancy – ParentDave Watton – Associate Member  |
| Clerk – Dawn Canham | Clerk – Dawn Canham |

|  |  |
| --- | --- |
| **FINANCE AND PAY (QUORUM 3)** | **FINANCE AND PAY APPEALS COMMITTEE (QUORUM 3)** |
| Rose Burley – Co-opted (Chair)Tracy Brandwood – Co-optedDave Watton – Associate MemberLee Cross – Staff |  Rita Martin – Co-opted (Chair)Sallyann Tuckwell-Allen - LASuzanne Hill - Parent |
| Clerk – Dawn Canham | Clerk – Dawn Canham |

|  |  |
| --- | --- |
| **PUPIL SUPPORT (QUORUM 3)** | **SITES AND BUILDINGS COMMITTEE (QUORUM 3)** |
| Rose Burley – Co-opted (Chair)Rita Martin – Co-opted Tracy Brandwood – Co-optedSallyann Tuckwell-Allen – LADave Watton – Associate Member | Dave Watton – Associate Member (Chair)Ashley Holmes – StaffLee Cross – StaffTheresa Cheetham - Parent |
| Clerk – Dawn Canham | Clerk – Dawn Canham |

|  |  |
| --- | --- |
| **COMPLAINTS PANEL (QUORUM 3)** | **CURRICULUM AND POLICIES (QUORUM 3)** |
| Tracy Brandwood – Co-opted (Chair)Rose Burley – Co-optedRita Martin– Co-opted Ashley Holmes - Staff | Ashley Holmes – Staff (Chair)Lee Cross – StaffVacancy – ParentSallyann Tuckwell-Allen – LA Rita Martin – Co-opted |
| Clerk – Dawn Canham | Clerk – Dawn Canham |

|  |  |
| --- | --- |
| **APPRAISAL COMMITTEE (QUORUM 2)** | **APPRAISAL REVIEW OFFICER (APPEALS)** |
| Tracy Brandwood – Co-opted (Chair)Rose Burley – Co-optedSallyann Tuckwell Allen - LA | Dave Watton– Associate Member |
| **SCRUTINY PANEL WORKING PARTY** |  |
| Tracy BrandwoodSallyann Tuckwell-AllenRita MartinAshley Holmes |  |

GOVERNOR’S DECLARATION APPENDIX B

|  |
| --- |
| Name |
| Address |
| Tel: (Home) |
| (Work)(Email) |
| **School: ELMWOOD SCHOOL, KING GEORGE CRESCENT, RUSHALL, WALSALL, WS4 1EG**  |

I declare that I am not disqualified from serving as a school governor and that:

* **I am** aged 18 or over at the date of this election or appointment;
* **I do not** already hold a governorship of the same school;
* **I have not** (a) had my estate sequestrated (temporarily repossessed) and the sequestration has not been discharged, annulled or reduced; or (b) “I have not been subject of a bankruptcy restrictions order, an interim bankruptcy restrictions order, a debt relief restrictions order or an interim debt relief restrictions order.”
* **I am not** subject to a disqualification order under the Company Directors Disqualification Act 1986 or to an order made under section 429 (2) of the Insolvency Act 1986;
* **I have not** been removed from the office of a charity trustee or trustee for a charity by the Charity Commissioners or the High Court on the grounds of any misconduct or mismanagement or, under section 7 of the Law Reform (Miscellaneous Provisions) (Scotland) Act 1990, from being concerned in the management or control of anybody;
* **I am not** included in the list (List 99) of teachers or workers prohibited or restricted from working with children or young people;
* **I am not** disqualified from working with children;
* **I am not** disqualified from being an independent school proprietor, teacher or employee by the Secretary of State;
* **I have not** been sentenced to 3 months or more in prison (without the option of a fine) in the 5 years before becoming a governor or since becoming a governor;
* **I have not** received a prison sentence of 2½ years or more in the 20 years before becoming a governor;
* **I have not**, at any time, received a prison sentence of 5 years or more;
* **I have not** been fined for causing a nuisance or disturbance on school premises during the 5 years prior to or since appointment or election as a governor;
* **I have not** refused to an application being made to the Criminal Records Bureau for a criminal records certificate.

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Declaration of Business and Other Interests APPENDIX C

**Name of School: Elmwood School**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The purpose of this declaration is to provide protection for individuals involved in purchasing goods or services from the school budget. The declaration should be completed by the Headteacher, all members of the Governing Body and those members of staff involved in procurement arrangements, the preparation of information for/ discussion in Governor’s meetings or in the management of the school’s finances.

I, declare as a Governor of Elmwood School that I hold the following personal and/or pecuniary interest(s):

|  |  |
| --- | --- |
| **Pecuniary interests** | **Please provide details of the interest** |
| Current employment |  |
| Businesses (of which I am a partner or sole proprietor) |  |
| Company directorships – details of all companies of which I am a director |  |
| Charity trusteeships – details of all companies of which I am a trustee |  |
| Membership of professional bodies, membership organisations, public bodies or special interest groups of which I am a member and have a position of general control or management |  |
| Gifts or hospitality offered to you by external bodies while acting in your position as a governor/trustee and whether this was declined or accepted in the last 12 months |  |
| Contracts offered by you for the supply of goods and/or services to the trust/school  |  |
| Any other conflict |  |
| **Personal interests** | **Name** | **Relationship to me** | **Organisation** | **Nature of the interest** |
| Immediate family/close connections to governor/trustee |  |  |  |  |
| Company directorships or trusteeships of family/close connections to governor/trustee |  |  |  |  |

**If you are a governor or trustee of any other schools and/or academies, please provide details below:**

|  |  |
| --- | --- |
| **Name of school/academy:**  |  |
| **Position held:**  |  |
| **Date appointed/elected to post:** |  |
| **Date of termination to post:** |  |

To the best of my knowledge the information supplied above is correct and complete. I understand that it is my responsibility to declare any conflict of interest/loyalty, business or personal that relates directly or indirectly, to myself or any relation in any contract, proposed contract or other matter when present at a meeting at the school where such contract or matter comes under consideration. I understand that I must withdraw from any meeting during the discussion of such contract or matter and must not vote in respect of it.

I agree to review and update this declaration annually and give consent for the information provided to be used in accordance with the trust/school’s conflicts of interest policy.

|  |  |
| --- | --- |
| **Signed:** |  |
| **Date:** |  |

ETHNIC ORIGIN FORM APPENDIX D

We would be grateful if you could take a minute to complete this form. Information about the ethnic origin of governors is required to enable us to fulfil our responsibilities under the Race Relations Amendment Act (2000).

**Name** ……………………………………………………………………………………….

**School** …………………ELMWOOD SCHOOL…………………………………...

I would describe my ethnic origin as… (Please tick box)

|  |  |
| --- | --- |
| **White**  British Irish  Other white  | **Black or Black British**  Black Caribbean  Black African  Other Black  |
| **Asian or Asian British**  Indian Pakistani  Bangladeshi  Other Asian  | **Mixed** White and Black Caribbean White and Black AfricanWhite and Asian  Other Mixed  |
|  | **Chinese or Other Ethnic Group**  Chinese  Other Ethnic Group  |

The categories used are the census categories.

**Form Completed by …** ……………………………………………………………………..

**Date …** ………………………………………………