thrive
co-operative learning trust

Local Governing Body
Terms of Reference

Policy reviewed and adopted by the Board of Trustees	**Summer 2022**
Version	**V2**
Date of next review:	**Summer 2025**
Responsible Committee:	**Trust Board**
Monitoring:	**Trust Board**
Related Policies	**Scheme of Delegation**

Contents

1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values[1]

Thrive Co-operative Learning Trust **understands *thriving* to mean learning**, and *learning* to mean **growing in knowledge, *self-reliance* and in *responsibility towards others*.** Achieving this will allow pupils and staff to **develop a sense of *agency* and *co-agency*,** which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when *we work together for the common good*. This sense of agency plays out at three scales as it affects the future of *the individual, their community (local and national), and their planet*.

To thrive, pupils and staff need **environments that are safe**, for **equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.

- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.

- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.

- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.

- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding The Seven Principles of Public Life.

- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.

- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

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[1] Thrive's values are directly descended from the Co-operative Values

2 Scheme of Delegation

2.1   The Trust Scheme of Delegation details the responsibilities of governance at all levels. It is the responsibility of the LGB to understand and apply the Thrive Scheme of Delegation. All Governors and in particular, Chairs and Vice Chairs will be issued with a copy of the Scheme of Delegation and should refer to it regularly when planning or preparing for meetings.

3 Introduction

3.1   These Terms of Reference are the joint product of The Trust Board and Chairs via the Chairs' Consultation Group (CCG). Advice and guidance has also been sought from the Development Team. The purpose of these Terms of reference is to ensure the purposeful and efficient governance of schools in Thrive Co-operative Learning Trust (Thrive), to the benefit of pupils and having given due consideration to the workload of all concerned.

3.2   The task of ensuring high quality provision for all pupils results from the joint endeavours of all staff, pupils, and all levels of governance (Members, Trustees and Governors). The Trust Board is the ultimate accountable body for all schools in the Thrive Co-operative Learning Trust (Thrive). Varying accountabilities and responsibilities are itemised in the Scheme of Delegation.

3.3   The Local Governing Body (LGB) is a committee of the Board of Thrive Co-operative Learning Trust (Thrive) to which the Board of Trustees delegates aspects of the monitoring and support of each school and specific decision making power. In these ways the Local Governing Bodies play a crucial role in assisting the Trustees in meeting the demands of their accountability, by providing focused governance at local school level, most accountability particularly in representing the views of the school's stakeholders, including pupils, parents, staff and the local community.

3.4   A general description of accountabilities across the 3 levels of governance within the Trust is that;

3.4.1 **Members** ensure that Thrive is true to its articles of association and that the Trust carries out its charitable objects. Members receive the annual report and accounts, appoint external auditors, approve the effectiveness of governance arrangements and appoint/remove Trustees including the Trust Board Chair.

3.4.2 **Trustees** set the mission, vision and strategic direction of the Trust and its schools and monitor progress in these within the spirit of the Thrive Charter (values statement). Trustees are accountable for setting all Trust policy, including financial and pay policy, approving budgets for each school, and ensuring that these meet the requirements of the Trust funding model and each school's funding agreement, thereby ensuring financial regularity, probity and value for money. Trustees establish a Trust corporate risk register and ensure that the Trust complies with charity, company and employment law, including Health and Safety, GDPR, equality and diversity, and environmental responsibility. Trustees establish a redundancy policy and any necessary processes. Staff conduct and discipline is the responsibility of the Trust Board, as is the overall strategy for staff development. Trustees are accountable for ensuring that a Single Central Record is maintained in each locality. Setting the admissions policy of each school is an accountability of the Trust Board, as is any amendment to the

Published Admission Number (PAN) and the setting of term dates and the school day. Trustees are accountable, via the Quality of Education Committee, for ensuring that the school has a School Development Journey that is ambitious and relevant, and a fit-for-purpose curriculum is established in each school, including what is taught (intent), how it is taught (implementation) and how well pupils achieve (impact).

3.4.3 **Governors** hold specific accountabilities including the approval of certain school level policies. Each LGB appoints link Governors in the following areas:

- SEND;
- Safeguarding;
- Curriculum enrichment (includes clubs, visits);
- Inclusion (includes attendance, behaviour, suspensions and exclusions, and pastoral care systems);
- Voice (pupil, parent, staff, local community);
- Premises and quality of the learning environment;
- Careers advice and guidance (Secondary only).

3.4.4 Governors also have accountability for ensuring that appropriate arrangements have been made for the setting of sex and relationships education, and for British Values education.

3.5 The work of link Governors will often involve them in being present at key moments where members of the Thrive Development Team are present in school working with school leaders offering challenge and support. Link Governors may also follow up these opportunities by making other opportunities to offer challenge and support to the school. These opportunities are explained in **Appendix 4a and 4b**, where suggestions are given for how link Governors can carry out their crucial work. Link Governors also have responsibility for challenging the school in the delivery of the School Development Journey in so far as it pertains to the Governors area of link responsibility (this is indicated in the SDJ document).

3.6 As well as the opportunities mentioned above, the Chair will also have regular opportunities to witness and challenge the work of the Trust during:

- Safeguarding audits and action planning;
- Inclusion audits and action planning;
- SEND audits and action planning;
- School Development Review meetings;
- Finance Briefing Paper (Chair may also request a meeting with CFO).

3.7 Members of the Board of Trustees, and members of the Development Team, may attend LGB meetings as appropriate and after notifying the Chair.

4 Clerking

4.1 From September 2022, the Board of Trustees is bringing the clerking of formal LGB meetings in-house

4.2 The Clerk will report to Helen Harrison, who is the Governance Professional in the Trust.

5 Membership of the Local Governing Body

5.1   The total membership of the Local Governing Body (LGB) should be no less than 8 and no more than 10 members. This will be made up as follows:

- 2 Parent Governors;
- 1 Staff Governor;
- The Headteacher/Head of School;
- 3 - 5 Co-opted Governors
- 1 other from the above categories

5.2   **Definitions**

5.2.1 Parent Governor **-** a parent (or carer with parental responsibility for a registered pupil at any school) at the time of their nomination (or as a result of a parental election if there are more nominations than vacancies). Parent Governors are able to complete their term of office, even if their child leaves the school. If a role is advertised and there are insufficient nominations to cover the LGB vacancies, Governors can approach a parent or carer directly, including parents or carers of school age children not necessarily at the school, to enquire if they are interested in the role. In this instance, Governors would consider this nomination based on their skill set and an election at the LGB meeting would take place.

5.2.2 Staff Governor **-** a member of staff at the time of their nomination (or election by staff if there is more than one nomination. Their term will end if they leave the school.

5.2.3 Headteacher **-** the Headteacher shall be treated as an ex officio Governor. They do not serve a fixed term as the post is fixed to the role. Their time as Governor will end if they move on from the role.

5.2.4 Co-opted Governors **-** are nominated for the role, based on the skillset they hold and the strengths they can offer to the LGB. They are elected by Governors and ratified by the Trustees, to sit a four year term.

5.2.5 Associate Governors - may be recruited for their specialist expertise. They do not have voting rights and are recruited for a fixed term, initially of no more than one year (this should be confirmed at the point they are elected.) Associate Governors are in addition to the 8-10 Governors on the LGB and can be Staff/Thrive employees.

5.3   When electing and appointing parent and staff Governors, Local Governing Bodies will follow the Governance Professional's guidance on conducting these elections.

6 Recruiting and Appointing Governors

6.1   Thrive will support the recruitment of Co-opted Governors, working together with the LGB. When a vacancy for a Co-opted Governor occurs, we will follow the Governance Application Process set out by the Trust. The Chair/Head will inform the/Governance Professional, who will work together with the Chair of Governors to ensure the LGB can fill the vacancy as quickly as possible.

6.2   Safer recruitment

6.2.1   In the interests of safeguarding, all governance appointments will follow this procedure;

6.2.2   Application form

Non-parent Governors application form sent by, and returned to the Governance Professional
Parent Governors.
Nomination forms and seconder forms received by school and shared with the Governance Professional

6.2.3   Application form review

Non-parent Governors reviewed by LGB Chair, EHT / HT / HoS (as appropriate).
Parent Governors by LGB Chair and EHT / HT.

6.2.4   Interview held for

Non-parent Governors carried out by LGB Chair, EHT / HT / HoS (as appropriate).
Parent Governors election process and recorded conversation with LGB Chair and feedback to the Governance Professional.

6.2.5   References / DBS check / Section 128 (barred from management check)

Requested by the Governance Professional (for Parent Governors nomination forms will suffice).
DBS and Barred List safeguarding checks for Governors carried out and checked by school staff and the Governance Professional informed - NB: Prior to satisfactory DBS and Barred List return and recording - Governors can attend meetings only as an observer i.e. no decision-making authority.

6.2.6   Appointment verified

By letter from the Governance Professional.

6.2.7   Induction

Including Safeguarding Level 1 coordinated by Governance Professional (Level 1 safeguarding training must be completed within a month of appointment)

6.3   The appointment of all Governors is approved by the Board of Trustees. Provided that the balance of skills within the LGB is maintained and all other conditions of appointment as a Governor are fulfilled, the general expectation would be that proposed Governor appointments would be approved. In order to ensure there is no unnecessary delay, the Board of Trustees has delegated the responsibility for approving appointments of Co-opted Governors to the Chair and Vice Chair of Thrive Board, where necessary.

6.4   The term of office of all Governors will be 4 years, unless a Governor becomes ineligible or resigns. A co-opted Governor may be re-appointed at the end of their term. With the exception of the Headteacher/Head of School, all Governors must be re-elected. The Board of Trustees must approve all appointments.

6.5   All Governors must have an Enhanced DBS certificate, carried out by the school. A copy of the certificate

should be retained by the school and each school should enter its Governors on its Single Central Record. All Governors will also be expected to sign the Code of Conduct of the LGB annually.

6.6   Declarations of interest forms (pecuniary and non-pecuniary) must be completed annually by all Governors and all Governors must confirm they are content for this to be shared on the website and Edubase or Getting Information About Schools (GIAS) system when available. This process will be led by the Governance Professional and GIAS updated accordingly.

7 Role of Chair and Vice Chair of Governors

7.1   Local Governors must elect a Chair and Vice-Chair of the Local Governing Body at the start of each academic year. The term of office for Chair and Vice-Chair is one year. A Chair or Vice-Chair may be reappointed. The process of election of the Chair and Vice Chair will be managed each year by the Trust-appointed clerk. Staff Governors are not eligible for the position of Chair or Vice-Chair.

7.2   The Board of Trustees will be informed of the appointment of the Chair and Vice-Chair of each Local Governing Body. The Trust Board reserves the right to remove the Chair or Vice-Chair from office if they fail in their duties of responsibility to their LGB or fail to uphold the standards and expectations of Thrive.

7.3   In exceptional circumstances, Co-Chairs may be appointed. In order for co-chairing to work, there needs to be a clear understanding of what is required from both Co-Chairs. The Co-Chair role description given in **Appendix 3** must be adhered to.

7.4   The role of the Chair, supported by the Vice-Chair is to be responsible for ensuring the effective functioning of the Local Governing Body, setting the highest expectations for professional standards of governance. This includes:
●   Ensuring all Governors understand what is expected of them;
●   Ensuring the LGB is focussed on its core functions;
●   Ensuring Governors work together as an effective team;
●   Leading all meetings effectively and efficiently, ensuring all Governors engage constructively in meetings by contributing their relevant skills and experience;
●   Working with the Governance Professional to ensure that all Governors receive appropriate induction and training as well as continuing to participate actively in ongoing training and development;
●   Meeting termly with relevant Thrive staff and the Headteacher / Head of School to receive information on all aspects of school life that are monitored and quality assured by Thrive staff (finance/budget, teaching and learning standards and pupil outcomes);
●   Briefing Governors succinctly and clearly on the information provided by Thrive staff and ensuring all Governors have a thorough understanding and knowledge of this information;
●   Working with the Governance Professional in the conduct of the annual review of LGB performance, including conducting the LGB self-review process and skills audit and putting in place

an action plan to address any issues identified; undertaking a Chairs 360 annually.

- Participating actively in the Chairs' Consultation Group, working together with Trustees to ensure that governance across the Trust as a whole, as well as within the individual school is of the highest possible quality.
- Considering the wellbeing of all at the school, including the Headteacher / Head of School, staff and pupils.

8 Quorum for Meetings

8.1   The quorum for meetings of the Local Governing Body is half of all currently appointed Governors - subject to a minimum of three Governors in attendance for the meeting to be quorate.

9 Frequency and length of meetings, and agendas

9.1   There is provision for 3 types of LGB meeting;

- Scheduled formal meetings;
- Extraordinary formal meetings;
- Informal meetings.

9.2 Scheduled Formal Meetings

9.2.1   The Governance Professional coordinates dates of LGB meetings, in consultation with the CFO and the CEO, and within the environment of feedback from the CCG.

9.2.2   The Governance Professional will collate and distribute all papers electronically for meetings (via email and Google Drive), in consultation with Thrive staff. Governors will receive their meeting pack at least 5 working days prior to a meeting.

9.2.3   Agenda items should be agreed with the Chair who will notify the Governance Professional.

9.2.4   Supporting papers will be prepared in a timely manner, by the deadline indicated on the Governance Calendar.

9.2.5   The Local Governing Body will hold four meetings a year. In the Autumn Term there will be a meeting in each half term. In the Spring and Summer terms there will be a meeting in the second half term only.

9.2.6 Autumn 1 meeting

The agenda will cover:

- Summary of pupil outcomes received since the last meeting;
- Main School Development Journey priorities for the academic year ahead;
- General update on school reopening.

9.2.7 Remaining Termly LGB meetings

The meeting divides broadly in three parts:

- Actions from previous meetings;

- The Headteacher's / Head of School's Report, and updates from link Governors;
- Chair's briefing.

9.2.8 **Part 1 - actions from previous meetings**

The minutes of each LGB conclude with an action list, which will include any request for the school or Trust to supply any additional information, or any clarifying information. The meeting will check progress against these actions.

9.2.9 **Part 2 - Headteacher's / Head of School's Report, and updates from link Governors.**

9.2.9.1 This phase of the meeting will give detailed updates on:
- Curriculum enrichment provision (including link Governor update);
- Careers advice and guidance update (secondary only - including link Governor update);
- Safeguarding and Child Protection (including link Governor update);
- SEND provision (including link Governor update);
- Inclusion (including link Governor update);
- Voice (including link Governor update);
- Formal complaints;
- Premises and Learning Environment (including link Governor update);
- Staff development and wellbeing.

9.2.9.2 During the presentation of the report ample time will be given to Governors with link responsibilities for the areas indicated above to offer challenge and support and to present any visit form they have completed.

9.2.9.3 The completed LGB Link Visit Report is expected to be sent to the Governance Professional at least one week prior to the LGB meeting in order for it to be included in the meeting pack.

9.2.10 **Part 3 Chair's Briefing**

This phase of the meeting gives the Chair the opportunity to feedback to the LGB the headline information resulting from partnership working between the school and the Development Team, and covers:
- Current budget/financial position;
- School Development Review Summary (which includes headline information on curriculum and progress against the School Development Journey);
- Headlines from the Trust Board shared with Chairs at the CCG.

9.2.11 The Governance Professional will arrange for the clerking of the meeting.

9.3 **Length of meeting**

In normal circumstances the length of the meeting should be approximately 90 minutes. This can be achieved when:
- Contributors have considered all papers ahead of the meeting;
- Contributors have prepared questions ahead of the meeting;

- Any possibly complex or contentious issue has been discussed by key contributors ahead of the meeting, so that options for solutions can be brought to the meeting. This should not be to the exclusion of any relevant contributor;
- Ad hoc issues needing attention from the school, are brought to the attention of the school as soon as it practicable and not stored up for the next LGB meeting, which could be some weeks away;
- Contributors presenting papers give a brief summary, or draw the meeting's attention to the salient points, rather than working through their paper line by line. The assumption will be that papers have been read in advance.

9.4 Extraordinary formal meetings
9.4.1 From time to time it may be necessary for an extraordinary formal meeting, usually because a matter is urgent and cannot be delayed until the next scheduled meeting.

9.4.2 A Governor may request the Chair to call the meeting, and the Chair will inform the Governance Professional who will make the necessary arrangements.

9.4.3. The Governance Professional will arrange for the clerking of the meeting.

9.5 Informal meetings
9.5.1 The Chair can convene informal meetings as necessary.
9.5.2 The school will arrange for the clerking of the meeting.

10 Governor Link Areas and Time Needed to be a Governor
10.1 Being a Governor can be rewarding and enjoyable, but it also requires commitment and time. Governors are expected to undertake training and spend time completing monitoring, in addition to reading papers and attending meetings each half term.

10.2 Each Governor brings a different skillset to the LGB, and each will have differing capacity in terms of time commitment. The basic commitment required is that Governors will attend the scheduled meetings.

10.3 Link Governors will also need to give time to visit the school, approximately once a term. Wherever possible, these visits should take place during the school day. Some Governors may be in a position to visit more frequently and this will be valuable in keeping the LGB informed of the realities of school life. For the LGB to function effectively, it is important that a range of perspectives should be shared so that all Governors have a full and thorough knowledge of all aspects of school life.

10.4 It is a statutory responsibility that all LGBs have named Governors with responsibility for SEND and Safeguarding.

10.5 It is the responsibility of the Chair to agree a schedule of link visits with the Heateacher / Head of

School.

10.6   In order to fulfil their responsibility to monitor and assure quality of provision in all these areas, Governors will need to gather information and question, understand and verify information provided to them by the school. In **Appendix 4** potential ways LGBs can organise themselves to carry out this work are outlined. **Appendix 4A** provides sample questions[2] that Governors may wish to use.

11 Committees of the LGB

11.1   There will be no standing sub-committees, although Governors may be required to form a committee for specific short-term purposes such as complaints, disciplinary hearings etc. in accordance with the Scheme of Delegation.

12 Thrive policy formation and review

12.1   There are three types of policy within Thrive:
- Required Trust policies. These policies are generally statutorily required. These are drafted by the Development Team in partnership with school based colleagues and Trustees. Many of these policies are presented to the Joint Consultative Committee where union colleagues have input. *These policies are presented to the LGB for adoption*;
- Required school based policies. In order to reduce school based staff workload, these are drafted by the Development Team and amended by school based staff to ensure that they are fit-for purpose in that locality. *These policies are presented to the LGB for approva*l;
- Other school based policies. From time to time, and with the approval of the Chair, a school may wish to present a locally produced policy *to the LGB for approval*.

12.2   There is no requirement for the LGB to write policies, but rather to offer comments on policies submitted for approval.

12.3   The Governance Professional works with other Development Team colleagues to maintain a cycle for required Trust policies and Required school based policies. Policies are scheduled into LGB agendas at the appropriate time of the year, to ensure that the Trust and school remain statutorily compliant.

12.4   LGB members may wish to give close questioning to *school based policies* prior to and during the LGB meeting.

12.5   If a Governor has a significant issue with a school based policy (most of which will deal with operational matters) they should discuss this with the school ahead of the LGB to seek clarification. In the majority of cases, it is expected that in operational matters Governors will respect the Headteacher's/Head of school's expertise and approve the policy.

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[2] These are based on information from the National Governance Association to which each Governor has a subscription.

13 Attendance at meetings and disqualification

13.1   There will be times when a Governor will not be able attend an LGB meeting. As Governors are part of the leadership and management of the school, it is important that every effort is made to attend.

13.2   Any Governor who needs to submit an apology for absence should give this to the Governance Professional.

13.3   The LGB meeting will decide to consent to any absence.

13.4   Any Governor who does not attend a meeting for six months (non-consented absence) will be disqualified from holding the post. Governors may also be removed from Office if they do not meet the standards agreed in the NGA Code of Conduct (amended for the LGB). Trustees also reserve the right to remove a Governor at any time.

14 Monitoring Local Governing Body Performance and training

14.1   The Local Governing Body will carry out a self-evaluation process annually. The Governance Professional will work with the Chair of each LGB to ensure this process is conducted. Further to the self-review feedback, the Chair and LGB will develop a plan to address any actions identified. The review will include an updated skills audit, current composition and balance of skills of the Governing Body as a whole and will cover effectiveness of meetings, Governor participation in training and any other relevant matters.

14.2   All Governors will undertake training as appropriate. This training will be provided by the Thrive School Development Team or other providers as appropriate. Membership of the National Governors Association (NGA) for all Governors will be provided centrally as indicated in the Governor induction booklet. This will help to ensure that all Governors receive regular and timely updates to keep them informed of governance issues at a national level. All Governors are required to complete Safeguarding Level 1, GDPR, PREVENT training, KCSiE and the in-house safeguarding training for your school in compliance with KCSiE.

15 Standards

15.1   The role of a Governor is to offer challenge and support to the school, acting as a critical friend.

15.1   Governors will abide by:
- The Framework for Ethical Leadership in Education as outlined in the NGA guidance (**Appendix 1**);
- The Seven Principles of Public Life (Nolan Principles - **Appendix 2**);
- Thrive Charter (above).

16 Reservation of Powers

16.1   The Board of Trustees may themselves exercise functions and powers normally delegated to the Local

Governing Body under the Scheme of Delegation, in the event of one of the following circumstances occurring:

- The school is graded 'inadequate' following an Ofsted inspection;
- The school is graded 'requires improvement' following an Ofsted inspection and is not demonstrating the necessary capacity to improve.

16.2   In addition, reservation of powers may be enacted at the discretion of the Board of Trustees if the school is deemed not to be acting in accordance with the Scheme of Delegation or is otherwise not acting in accordance with the values and mission of the Thrive Co-operative Learning Trust given in paragraph 1.

16.3   If the CEO advises the Trust Board that the school is at risk of either of the outcomes in paragraph 16.1, Trustees may, as necessary, reserve to themselves functions and powers otherwise delegated to the Local Governing Body under the Scheme of Delegation. In such circumstances, or in the circumstances outlined above, Trustees may, in addition, commission an external review of governance.

17 Review of the Terms of Reference

17.1   These Terms of Reference will be reviewed by the Board of Trustees annually, in consultation with Chairs through the Chairs' Consultation Group.

FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION

1. **SELFLESSNESS** | School and college leaders should act solely in the interest of children and young people.
2. **INTEGRITY** | School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
3. **OBJECTIVITY** | School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4. **ACCOUNTABILITY** | School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. **OPENNESS** | School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6. **HONESTY** | School and college leaders should be truthful.
7. **LEADERSHIP** | School and college leaders 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. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do.

Leaders should show leadership through the following personal characteristics or virtues:

a. **TRUST** | *leaders are trustworthy and reliable*
We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

b. **WISDOM** | *leaders use experience, knowledge and insight*
We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

c. **KINDNESS** | *leaders demonstrate respect, generosity of spirit, understanding and good temper*
We give difficult messages humanely where conflict is unavoidable.

d. **JUSTICE** | *leaders are fair and work for the good of all children*
We seek to enable all young people to lead useful, happy and fulfilling lives.

e. **SERVICE** | *leaders are conscientious and dutiful*
We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

f. **COURAGE** | *leaders work courageously in the best interests of children and young people*
We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

g. **OPTIMISM** | *leaders are positive and encouraging*
Despite difficulties and pressures, we are developing excellent education to change the world for the better.

FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION

APPENDIX 2 The Seven Principles of Public Life (the Nolan Principles)[3]

The Seven Principles of Public Life (also known as the Nolan Principles) apply to anyone who works as a public office-holder. This includes all those who are elected or appointed to public office, nationally and locally, and all people appointed to work in the Civil Service, local government, the police, courts and probation services, non-departmental public bodies (NDPBs), and in the health, education, social and care services. All public office-holders are both servants of the public and stewards of public resources. The principles also apply to all those in other sectors delivering public services.

1 Selflessness

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

2 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.

3 Objectivity

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

4 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.

5 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.

6 Honesty

Holders of public office should be truthful.

7 Leadership

Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.

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[3] Taken from https://www.gov.uk/government/publications/the-7-principles-of-public-life/the-7-principles-of-public-life--2

APPENDIX 3 Co-Chair Role Description

Co-Chairs

In order for co-chairing to work effectively, there needs to be a clear understanding of what is required from both co-chairs. Thrive have taken advice from the NGA on the creation of this document which addresses how Co-Chairs will work together, work with the Central Team, the Head of School, the Executive Headteacher and the Governance Professional.

	Co-Chair Role Description
Legalities	● The two Co-Chairs are standing together as a joint candidate, and that a vote will be for the two together not for each individual. ● If one of the Chairs resigns mid-term, a new election or appointment process will be organised, as the previous vote will have been for the two individuals whose separate candidature may not have been supported. At the time of a resignation, the LGB may wish to reconsider the Co-Chair option and have the chance to go to a single chair if that is their preference. ● Co-Chairs must still adhere to the LGB Terms of Reference and Scheme of Delegation for the Trust.
Communication	● Co-Chairs to decide how they will communicate with each other and with the LGB, Head of School, Executive Headteacher, and Governance Professional. ● School Development Review meetings to be alternated so that both Co-Chairs are up to date with how well the school is delivering on its School Development Journey. ● Make sure the Exec Head/Head of School/Governance Professional is happy with the arrangements and does not feel the need to repeat themselves, and does not have the need to schedule duplicate briefings / meetings.
Meetings and other events	● Decide who will chair which meeting (only one person should chair each meeting). ● A clear plan of how Co-Chairs share attendance at other events e.g Governor Days. ● Both parties need to decide how the work will be divided and ensure that that the division is fair.
Chair's actions	● This is only required in limited circumstances – Co-Chairs to make a joint decision in these cases as to who is directly responsible to take certain actions. ● Either Co-Chair should be able to make the decision effectively if required.
Working with the LGB	● The LGB must be willing to accept the authority of both Co-Chairs and ready to champion this arrangement with stakeholders. ● Take time to discuss the arrangements with the rest of the board and answer any questions.
Joint responsibility	● Both Co-chairs need to accept and stand by actions taken by the other Co-Chair. ● Co-Chairs will maintain general oversight of each other's contributions – both will be equally responsible for all of the chair's duties. ● The Vice Chair will step up in the absence of one of the Co-Chairs
Review of Co-Chairs	● The Co-Chair arrangement will be reviewed at the end of every academic year.

I understand and agree to the above Co-Chair Role Description:

Name:	Signed:
Date:	

APPENDIX 4a Governor Link Visit Guidelines and Role Description

A4a.1 Thrive Terms of Reference for LGBs do not stipulate the ways in which LGBs must allocate areas of responsibility or link Governors. LGBs are free to decide whether Governors will share responsibility for one or more areas and also the ways in which contact and visits to the school will be carried out.

A4a.2 Chairs must ensure that the way in which the LGB carries out its monitoring responsibilities meets the expectations of these Terms of Reference and should discuss this at an LGB meeting.

A4a.3 The areas provide Trustees with a record of how it proposes to do this, as soon as possible after the first meeting each academic year. In accordance with paragraph 21 above, Chairs must cover all areas listed.

A4a.4 LGBs must have the following link areas:
- SEND (a statutory requirement);
- Safeguarding (a statutory requirement);
- Curriculum enrichment (includes clubs, visits);
- Inclusion (includes attendance, behaviour, suspensions and exclusions, and pastoral care systems);
- Voice (pupil, parent, staff, local community);
- Premises and quality of the learning environment;
- Careers advice and guidance (Secondary only).

A4a.5 If an LGB does not appoint an SEN and a Safeguarding Governor at the first meeting in the Autumn term, the Chair or Vice-Chair must cover this link until such time as SEN and Safeguarding link Governors are appointed.

A4a.6 There are many ways in which link visits can be conducted and it is important that the school is open and transparent in its dealings with Governors. Governors should also take into account the pressures of the school day and may have to be flexible and understanding in making arrangements to visit. They must also be careful not to move into areas that are monitored by the School Development Team, such as quality of teaching and learning, data on progress and outcomes and evidence from pupils' work other than what may be out on public display. The purpose of links and visits is for Governors to get to know the school and be able to make judgements and evaluations from their perspective of their link areas. Governors are a very important source of this evidence; careful and perceptive records of contact will be invaluable in allowing the school and its senior leaders to reflect on their practice and provision at the school and will provide Trustees and central Trust staff with a vital closely involved stakeholder's view of the school.

A4a.7 Governors, who have visited the school or met with staff, parents or pupils for the purpose of evaluating their link responsibility, should write a report on the Governor Link Visit/ Contact form. This is a simple and brief form and it is not necessary to go into great detail. It is a record that contact has taken place and a brief record of impressions gained and any agreed actions. The form will be included in the following LGB papers and the Governor concerned should expect to add verbal

comments at the meeting, which can then be included in minutes of the meeting if relevant. These then form important evidence of the ways in which we are monitoring specific and crucial areas as well as a record that actions are being taken to address any concerns.

Thrive Governor Link Visits

Introduction

Monitoring visits provide Local Governing Bodies with essential information about how their strategy is being implemented and how issues discussed at LGB level translate into the everyday life of the school.

Visiting school on a planned, regular basis allows Governors to:

- Better understand their school's strengths and areas for development;
- Determine if agreed policies and procedures are working in practice;
- Identify how resources are being used;
- Show staff and pupils that they are interested in school life, work and achievements;
- Experience the culture and ethos of the school.

Do's and Don'ts:

Do:

- Ensure your visits are well planned and focused on school and Trust priorities.
- Make the most of visits and ensure they have impact.
- Ensure you are familiar with the School Development Journey's strategic objectives for your link area to confirm they are being carried out by the school and reflect this in your link visit report.
- Look at the evaluation of progress in your link area: are the things people say are happening actually happening?
- Seek assurance that the needs of pupils are being met (such as safeguarding and SEND).
- Ask open questions beginning with 'What?', 'How?', 'When?', 'How often?', 'Why?', 'Who?' and 'Where?'
- Ask to see evidence for the information you're told by staff, or ask what evidence they've used to make any judgements in your link area.
- Clarify any terms or acronyms you're not familiar with.
- Stay observational: you're not there to pass judgement on staff or inspect them.
- If you're going to spend time in a classroom, all parties need to be very clear about why you're there, and it should be clear that you are not there to assess the quality of teaching.
- Check with teachers before asking pupils questions.
- Tell staff you'll pass on any concerns they raise with the relevant people. This helps build trust and demonstrates that you're there to support them.
- Remember that you are representing the Governors. Be friendly but professional, and dress appropriately, bearing in mind the standards of dress set for teachers and pupils.

Don't

- Pass comment on classroom practice or any specific incidents that happen. You are not there to inspect the school, and it is not your role to judge teaching methods, assess the quality of teaching, quality of education or comment on the extent of learning.
- Interfere with the day-to-day running of the school. You are not school managers.
- Raise concerns at the moment. If you have concerns about anything you have seen, note them down and raise them with the head of School/headteacher later.

Many Thrive schools have now adopted a 'Governor Day' model of carrying out link visits. If LGBs wish to use this method, it would generally operate as follows:

- The 'day' takes place generally once a term (and is in fact often a morning);
- The programme and objectives for the day are set in advance and should be agreed between the Chair of Governors and the Headteacher or Head of School;
- As many Governors as possible will attend each Governors' Day. We would hope that all Governors would be able to attend at least one such day per year. Our experience is that employers are usually sympathetic to time needed for carrying out Governor duties. Thrive can support Governors in their requests for time off if this is helpful;
- The programme would usually include the possibility for Governors to meet informally with parents, pupils and staff. Meeting parents, particularly in primary schools, will often be at the start of the day and schools have found that offering parents the opportunity to stay and 'chat' over a cup of tea with Governors works very effectively! This can give an invaluable opportunity to form a view as to whether outcomes reported via voice surveys are confirmed by impressions gained on visits;
- Time should be allocated for Governors with specific responsibility/link areas to visit those areas, speak to relevant people and to gather evidence for their report;
- Following the event, Governors will write up their impressions for inclusion in the following LGB. It is important to note that this is inevitably a 'snapshot' of the school in operation, but our experience has been that this view is at a minimum very helpful and usually gives an accurate picture of the school. Even where impressions are perhaps disproportionately weighted by minority views, the overall view formed by Governors and the school's perspective on this allows for very useful discussions.

It may be that some Governors are unable to attend all three termly Governors' events. If that is the case, it will be necessary for the Chair and Vice-Chair to ensure that all areas are covered, perhaps by re-allocating link areas for a specific Governors' Day or by sharing areas around all Governors present.

Thrive Link Governor Role Description

Monitoring visits provide governing bodies with essential information about how the Trust's strategy is being implemented and how issues discussed at LGB meetings translate into the everyday life of the school.

Link roles do not remove the Governor's collective responsibility. The LGB should ensure that any area assigned to a link Governor is covered on the agenda of local governing body meetings as appropriate, so that all members of the governing body remain informed of the key issues, strategy outcomes and areas for development, and participate in any relevant decision making.

Areas of responsibility:	- Inclusion - SEND - Safeguarding/LAC - Curriculum Enrichment *Voice (1 or 3 Governors) - Premises/H&S - Careers advice and guidance (Secondary)
Duties and responsibilities:	- Ensure your link area is following the School Development Journey's strategic objectives. - Build productive working relationships and establish regular contact with relevant staff, while having due regard to their work-life balance. - Ensure necessary policies and procedures are in place. - Arrange focused visits, based on strategic priorities, to the school – normally a maximum of one visit each term, following an agreed visits protocol. - Report back to the governing body following monitoring visits or discussions with staff. - Be well informed and prepared ahead of meetings with staff by reading relevant information, such as policies and data. - Keep the governing body fully informed about issues and actions in the assigned area. - Participate in relevant personal development to improve skills and knowledge. - Complete the Link Governor visit form following the visit. - Become familiar with the day to day operations of the school so that, as critical friends, they can monitor, support and challenge school staff. - To monitor and assure quality of provision in all these link areas, Governors will need to gather information and question, understand and verify information provided to them by the school. - Carry out its monitoring responsibilities meeting the expectations of the Trust Board. - Do not move into areas that are monitored by the School Development Team, such as quality of teaching and learning, quality of education, data on progress and outcomes and evidence from pupils' work other than what may be out on public display.

	- Get to know the school and be able to make judgements and evaluations from the perspective of their link areas. - Ensure feedback on your link area is a careful and perceptive record of contact that will be invaluable in allowing the school and its senior leaders to reflect on their practice and provision at the school and will provide Trustees and Central Trust staff with a vital closely involved stakeholder's view of the school.
Development and training expectations:	- Read the purpose of visits set out in the Governance Handbook - On the NGA Learning Links complete the e-learning module on Governor visits.
Role review date:	June 2022 (Reviewed annually)

*Voice Link - These Governors will link with Paul Browning and their school. Hull University are involved with this project Timetables and agendas will be available for different voice activities involving the Trust schools. Individual Governors can join Paul Browning for discussions/activities with students and report back to their LGBs.

![thrive co-operative learning trust logo]

School Logo

Record of Governor's Visit/Contact: School Name

Governor's Name:			
Area for contact/visit:			
Name(s) of staff contacted/visited:			
Date/time of contact/visit:		Length of visit: (if applicable)	

Area covered: (Ring as applicable)	Wider Curriculum	SEN Provision	Inclusion	Safeguarding / LAC	Voice	Premises / H&S	Careers advice and guidance
Details: (if applicable)	SMSC, British Values, Creativity, Sport	Effectiveness of provision, EHCPs	PP, Attendance, Suspension	Safeguarding LAC Provision	Pupil Staff Parent	Quality of building, Impact on learning	Careers provision

Comments/notes:
What I have learnt as a result of my visit:
Suggested/agreed/ follow up actions (if applicable):
Matters to be raised at next LGB (if applicable):

Please return this form (by email) to the Head of School/Headteacher and Helen Harrison who will include copies in the papers for the next relevant LGB meeting.
Do's and Don'ts:

Do:
- Use neutral language at all times
- Remain observational, and describe only what you see
- Focus closely on the agreed reasons for the visit, and its strategic role
- Send reports to the Head of School/Headteacher and Helen Harrison

Don't:
- Make qualitative judgements, particularly about any incidents you may see
- Get distracted and talk about other issues that aren't related to the focus of the visit

Sample Governor Questions

Below are sample Governor questions to aid you in your meetings with school leaders. This is not an exhaustive list and does not replace any other questions you may have.

Curriculum Enrichment
- What is the current curriculum enrichment offered to pupils?
- How does the school let families know about the curriculum enrichment offer?
- How does the school target pupils for these opportunities?
- Are opportunities accessible to all pupils?
- Does the school charge for clubs?
- Who runs the clubs?
- How would a family in receipt of free school meals access a club?
- Who runs these opportunities? Are they paid?
- How often do pupils get to go on educational visits?
- How does the school ensure that all pupils have access to educational visits?
- Does the school partner with any external provider of educational visits?
- Does the school take pupils on residential visits?
- How are educational visits risk assessed?
- What is the impact of the curriculum enrichment offer?

Careers Advice and Guidance (CAG):
- Is CAG available to all students in all year groups?
- What work based placements are offered?
- How does the school take feedback from pupils about the effectiveness of CAG?
- How does the school take feedback from pupils about the effectiveness of work based placements?
- What partnership arrangements are in place to support CAG?

Safeguarding
- Who is responsible for maintaining the Single Central Record (SCR)? How well is that person supported by the Trust Development Team?
- Does the Designated Safeguarding Lead (DSL) have dedicated non-contact time to fulfil the role?
- What depth of training has the DSL received?
- What are the current safeguarding challenges facing the school?
- How effective is the relationship with Social Care?
- How well are pupils supported to develop their own awareness and responsibility to stay safe?
- Do pupils feel safe in school, outside of school and when online?
- What is the teaching plan to strengthen pupils' knowledge and skill in being safe online?
- What are the arrangements for teaching Personal, Health, Social and Economic Education in (PHSE) school?
- What support and CPD have staff received to support their PHSE teaching?
- What are the school's procedures for monitoring a Childing Missing in Education (CME)? How effective are these processes?
- How often do staff undertake Level 1 Safeguarding? Is everyone up to date? Who is responsible for ensuring this training happens and who monitors to ensure all staff are up to date in their knowledge?
- Have all staff completed current KCSiE training? What are the processes for checking understanding?
- Are concerns raised from a wide range of staff?

- What are the current priorities for improvement arising from the annual Safeguarding audit? What are the successes? What are the barriers to improvement and progress?

SEND
- How does the school communicate its offer to parents of pupils with SEND?
- How are staff supported to meet the needs of pupils with SEND?
- What guidance is given to staff about meeting the needs of pupils with SEND in lessons? By what methods?
- How frequently do parents of pupils with SEND receive feedback on their child's progress?
- How is the progress of children with SEND monitored, who is this reported to and how?
- What is the current proportion of pupils with SEND? How does this break down boys/girls? What is the profile of the SEND Register? How are you addressing any areas where there is a spike?
- Is the proportion of pupils with SEND rising or falling? What are some of the reasons for this?
- Does the school have any additional provision for pupils with complex needs?
- What are the skills, experience and expertise of staff working with pupils with complex needs?
- How many pupils have an Education Health and Care Plan? What are the primary areas of need for these pupils? How do you secure delivery of Section F of the EHCP for these pupils?
- How well is the school linking in to the support available from agencies?
- How responsive is the Local Authority when support is needed or an EHCP is applied for?
- Does the SENDCo have dedicated non-contact time to fulfil the role?
- How well is the SENDCo supported by the Trust Development Team?
- Does the SENDCo hold the National Award for SENCo or are there plans to work towards gaining this?
- What are the current priorities for improvement arising from the annual SEND audit? What are the successes? What are the barriers to improvements and progress?

Inclusion - General
- Is the school culture one of inclusion?
- How does the school promote equality of opportunity and provision?
- Does the school create a calm and orderly learning environment ?
- Do marginalised groups have a voice in school?
- What are the current priorities for improvement arising from the annual Inclusion audit? What are the successes? What are the barriers to further progress?
- How well are these priorities known across the school?

Inclusion - Attendance
- What are the current challenges concerning pupil attendance?
- How effective are systems for supporting attendance in school?
- How effective are the staff in using those systems?
- How does the school communicate attendance expectations with parents?
- What is the current annual rate of attendance? How does this compare to national averages?
- What is the current annual rate of Persistent Absence (<90%)? How does this compare to national averages?
- How frequently are parents referred for prosecution due to Persistent Absence? How effective is this as a strategy? Is the use of Fixed Penalty Warning letters successful in avoiding prosecution?
- What initiatives are there to promote improved and sustained attendance?
- Does the school partner with agencies to strengthen attendance? How effective are these partnerships?

Inclusion - Behaviour and Attitudes
- What is the overall picture of behaviour in this school? What are you basing your judgement on?
- What is behaviour like in lessons?
- What is behaviour like at social times?

- How well does the school deal with incidents of bullying?
- Are reported incidents of sexual harrassment or sexual violence taken seriously?
- How well does the school deal with incidents of sexual harrassment or sexual violence?
- What CPD and support has been given to staff to ensure that they are confident in dealing with incidents of sexual harrassment or sexual violence?
- Are staff clear about the school's Behaviour Policy and the extent of their disciplinary authority/powers?
- What impact does the Behaviour Policy have on classroom practice? How do you know? Is the Policy applied consistently?
- How do you assess/monitor pupils' attitudes to learning?
- How are pupils rewarded for good behaviour and attitudes?
- What support and CPD have staff been given to support them in developing pupils' good attitudes to learning?
- What measures are in place to deal with persistent poor behaviour? E.g. systems to identify and address the needs of pupils who continuously display disruptive behaviour. Are these systems effective?
- How many successful managed moves 'in' have taken place this year?
- How do you deal with online bullying?
- What steps have you taken to inform/educate parents about the pitfalls of social media, for example, online bullying, 'grooming' and 'unfriending'?

Inclusion - Suspensions, Permanent Exclusions, Internal Exclusion, Elective Home Education
- How many suspensions have there been this year? What percentage is this ? How many are pupils suspended more than once? How does this compare with national averages?
- How many permanent exclusions have there been this year? How does this compare with national averages?
- What arrangements are used to avoid permanent exclusions?
- How many pupils currently have placements at alternative provision? How do you monitor these placements? How effective are arrangements for reintegration back into school?
- How effective are the school's arrangements for internal exclusion?
- How many pupils are on a Pastoral Support Plan? Who is responsible for the safeguarding of these pupils when they are not in school? How is their safeguarding and wellbeing secured when they are not in school? Is the Local Authority always included and always aware of these arrangements?
- How many parents have removed their child from the school to be Electively Home Educated? What arrangements are in place to avoid this?

Inclusion - Additional Provision
- What additional provision does the school offer? How many pupils access this? How does the school train and support the staff that deliver this additional provision?
- How long do pupils stay in additional provision? How effective are the arrangements for reintegrating these pupils back into mainstream classrooms?
- How many pupils have accessed this and are now in mainstream full-time?

Voice - Parents
- What are the current priorities arising from soliciting the views of parents in Parent Voice surveying?
- What feedback have parents been given after Parent Voice surveying?
- What other opportunities are there for parents to share their views?
- How does the School Development Journey take account of parents' views?
- How effective is communication with parents?

Voice - Pupils
- What are the current priorities arising from soliciting the views of pupils in Pupil Voice surveying?
- What feedback have pupils been given after Pupil Voice surveying?

- What other opportunities are there for pupils to share their views?
- How does the School Development Journey take account of pupils' views?

Voice - Staff
- What are the current priorities arising from soliciting the views of staff in Staff Voice surveying?
- What feedback have parents been given after Staff Voice surveying?
- What other opportunities are there for staff to share their views?
- How does the School Development Journey take account of staff views?
- How effective is communication with staff?

Premises and Learning Environment
- What are the current priorities for developing the school learning environment? How have these been agreed with the Trust?
- How has the school's learning environment been developed in the last year?
- How effective is the cleaning provision in the school?
- How effective is the facilities management in the school?
- How promptly are issues resolved by facilities management workers?
- Do pupils show an appropriate level of care and respect for their learning environment?
- How well does IT provision support learning?
- Are there any current issues that could constitute a health and safety issue?
- Do pupils have routes to raise concerns about the premises?
- What more could be done to improve the environmental rating of the school?

APPENDIX 5 Google Drive and Electronic Communication

A5.1 Thrive provides all papers for meetings and general information in all matters relevant to Governance, both at LGB and Trust Board level via Google Drive. This is better for the environment, reduces costs and provides a safe and secure way to communicate. Full training will be provided for Governors in the use of Google Drive and frequent refresher courses will also be offered. In addition, any Governor who encounters any difficulty can contact the Governance Professional, who will either resolve the difficulty herself or will ensure that Thrive IT team are informed and resolve the issue as soon as they can. Governors will be provided with a Guide to using Google Drive.

A5.2 The Trust has to ensure that the most efficient and confidential methods of communicating are used by staff, Governors and Trustees, but recognises that some Governors may well be less experienced in the use of electronic devices and web based means of communication. Governors should never be afraid to ask for help and support. If an individual Governor feels they would benefit from one to one support, that can be arranged. It is important that Governors should feel confident and at ease with the technology. In addition, if Governors need support with equipment to enable them to access papers, Thrive will do its best to help in individual cases, potentially with the loan of a suitable device. In addition, devices such as Chromebooks will always be available in school should Governors who access Google Drive on home computers wish to borrow a device for the meeting.

A5.3 Where Governors wish to have a 'hard' copy of the papers prior to the meeting, they need to communicate directly with the school, who will make arrangements for the papers to be printed off and made available. It is helpful to the school if Governors can keep this to a minimum and where possible if they have requested printed papers, to make arrangements to collect these from the school, as schools will have to carry the cost of staff time, paper and postage.

A5.4 All Governors will be notified via email when electronic papers are available in Google Drive and any other communications regarding meetings and events will also be via email. For this purpose, Governors will be issued with a Thrive email address (name@thrivetrust.uk) and only this email address will be used. For reasons of confidentiality Thrive cannot use a Governor's personal email address. Again, if any Governor needs support in accessing two different email accounts this can be given. It is easy to set up two email accounts on smart phones should Governors be using such a device and Thrive IT staff can assist any Governor in setting this up, if they wish.