



Elemore Hall School

**GOVERNORS
INFORMATION
and
INDUCTION
PACK
2018**

INFORMATION PACK

The purpose of this pack is to give Governors of Elemore Hall, information about the school and how the school works. The pack also outlines some of the duties and responsibilities of being a Governor. This information is not exhaustive and Governors are encouraged to find out more about the school by asking questions either in meetings or at other times, or by visiting the school.

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LETTER FROM THE HEADTEACHER

Dear Governor

Welcome to the Governor Information Pack for Elemore Hall School. As a Governor you have a very responsible role in the strategic management of the school; this can appear a daunting and complicated task. The information in this pack attempts to give you an insight into the school and the role of Governor. It would be impossible to include all of the information that you will need or to answer every question through what is provided here, but this document should cover the basics and allow you to feel more comfortable about the role that you have in making the school function successfully.

The Governing Body at Elemore Hall has 14 places. As Headteacher, I have a place; there is one other elected staff place, there are three places for parents, 1 for a person nominated by the Local Authority and eight co-opted.

I am very appreciative of the time and commitment that Governors put into the school, I know that in many ways it may appear to be an onerous and thankless task, however can I assure you that the role you play is essential in ensuring that the school functions well. I am also aware that Governors can sometimes find themselves a little confused by some of the information that they receive or wondering what they can contribute. If there are things that you don't understand please ask, you probably won't be alone! Just by turning up to meetings and/or events you are showing support for the school. By asking questions or seeking clarification at meetings or at other time you are helping to ensure that we have thought through our plans and decisions and that they are understandable. By offering challenge and scrutiny you will be ensuring that the school is constantly trying to improve and develop in order to provide the best possible outcomes for the children in our care. Please do not underestimate the importance of your role. The meetings are usually very relaxed and everyone is friendly although the essential work of the Governing Body does get done in a very thorough and professional manner.

Finally thank you for being a Governor at Elemore Hall, I hope that you enjoy the experience.

Yours

Richard Royle
Headteacher

SCHOOL DETAILS

GENERAL

Elemore Hall is a Durham Local Authority Special School catering for the social, emotional, behavioural and educational needs for approximately 86 boys and girls in the secondary age range. There are 25 resident and 48 extended day pupil spaces. The school occupies a former old country house, situated in East Durham between the villages of Pitlington and Easington Lane. As a school, it has been in existence since 1958 and occupies a site of almost 40 acres, consisting of grounds, woodland, playing fields, arable and horticultural land.

The school has established good practice in meeting the needs of children with social, emotional and mental health difficulties and seeks to be at the forefront of work in this area of education.

AIMS

The school has a comprehensive Vision and set of underpinning Value statements however the principal aim of the school is to assist pupils in developing the necessary skills, knowledge and self confidence to be INCLUDED in the mainstream of society. This aim is achieved through a number of routes including the following:-

- encouraging adequate (or better) personal and social development by assisting pupils in the building of sound lasting relationships and promotion of independence;
- rewarding effort, endeavour and learning;
- the setting and achievement of challenging, yet attainable educational goals to allow pupils to attain recognised qualifications at an appropriate level;
- supporting pupils in making realistic adjustments to meet the demands of society in general, and their home, school or work place in particular;
- encouraging pupils to take responsibility and ownership for their own learning, conduct and behaviour;
- development of sound working relationships with parents, carers and professionals;
- supporting pupils during their transition into education, employment or training post-16.

In order to enable the school to fulfil its aims a structure/regime has been established which gives support and enhances security while allowing sufficient flexibility for the development of the individual in his/her own right. Support strategies include individual programmes and target setting, close liaison with families and other agencies, behaviour contracts, systems for positive reward for learning, achievement and effort and consequentiality for unacceptable behaviour, as well as individual and group counselling and meetings. All pupils have a Statutory Annual Review to examine whether their Education Health and Care Plan is still relevant or needs modification. Additionally, once a term pupils have individual meetings with their key staff (Teacher Tutor and Personal Tutor) and their Parents/Carers where progress and achievements made since the last meeting in personal and social skills are discussed. At these meetings pupils are encouraged to set themselves realistic and relevant targets for the forthcoming term.

The school itself is internally inclusive in that pupils are actively included in the activities and programmes that are on offer in the school. The school also aims to assist pupils in being included in the wider world, this takes many forms and is based on the individual needs and skills of pupils, however it may include pupils attending part time college placements, pupils being reintegrated part-time or full time into mainstream schools, or pupils being supported

in joining a club or activity in the evening time in their home area. Additionally all pupils are encouraged to represent the school in events, most frequently these are of a sporting nature, where the school has an excellent reputation for positive participation and success.

The school is very fortunate in its location and we make good use of our facilities and grounds. We are constantly seeking out new ways to use or develop what we have.

PUPILS

The school's catchment area is the whole of County Durham and therefore pupils come from a wide range of social and domestic situations presenting a diversity of educational, social and behavioural needs and challenges. Major common factors are general under functioning both socially and academically, immaturity and disruptive behaviour. All the children have experienced some failure and/or rejection in their previous schools and have damaged self-esteem, self-worth and self-confidence, many pupils have been permanently excluded from at least one previous school and all have a statement of Special Educational Needs or Education Health and Care Plan. In addition to social, emotional and mental health difficulties, many pupils have additional generalised or specific learning difficulties. The school has many pupils who have been diagnosed with a medical need or condition, these include, ADHD, ASC, Aspergers Syndrome and Tourettes.

The school has been repeatedly awarded 'Investing in Children' status.

STAFFING

The current staffing composition is as follows: - Headteacher

Deputy Head

2 x Assistant Heads

Head of Support Services

2 x Joint Heads of Care

2 x Teachers with Teaching and Learning Responsibility

8 x Teachers (F/T), 1 x Teacher (P/T)

Casework Manager

4 x Child Care Officers (residential)

15½ x Child Care Officers (Learning Support Assistant)

1 x part time Literacy Support Worker

The school has, in addition: Secretarial and Administrative Support, 2 handymen/drivers and a full range of domestic and ancillary staff commensurate with its size.

A Senior Specialist Educational Psychologist, an Educational Welfare Officer, a Post16 advisor and a School Nurse are attached to the school on a part-time basis. The school also has frequent visits from other professionals.

Staff at Elemore work as part of a team. Whilst everyone has their own role, we recognise that no-one can work effectively in isolation and that everyone contributes to the whole, therefore all staff are treated equally. This approach has very positive outcomes as it develops good working practice and relationships between staff that are then modelled to pupils. All Teaching and Child Care staff are involved in staff development days and activities and the school actively encourages staff to develop individually and pursue further qualifications, etc.

EDUCATION

The achievement of educational success is regarded as an integral part of each child's individual plan and is seen as a therapeutic tool in itself. Each Pupil has a Teacher Tutor and a Personal Tutor who are involved in the pastoral care of the children in their class group and are responsible for liaison with other Teachers and staff concerning educational progress of the group and individuals. The Personal Tutor also makes regular contact with parents/carers.

The school has a range of specialist and general teaching areas including classrooms for Art, PE, Resistant Materials, Science, Food Technology, Music and ICT. There is also a Motor Vehicle Workshop, Greenhouse & Horticulture area, a library and various other sports facilities. The school has ICT facilities throughout the building to support learning and also administration. In addition to classrooms, the school has a number of small meeting rooms where staff can work more intensively with pupils on areas such as literacy, numeracy and anger management, or that visiting professionals can use.

The organisation of education and the school curriculum is as follows: -

There are ten class groups of mixed ability, usually grouped according to age, and usually with no more than eight pupils in a group plus one mixed age low ability group. Pupils are taught in these groups across a broad range of curriculum subjects. In years 10 & 11, the school offers various accredited courses including: GCSE, BTec and/or Entry Level Certificate in most subjects. Staff are constantly reviewing the accreditation that is offered in order to allow all pupils the most relevant and best opportunities to achieve. Additionally there is a group of mixed age pupils who have very low academic ability – this group is taught together but follows a less academic programme and usually lower level qualifications.

RESIDENTIAL CARE

Resident pupils are accommodated on residential living units located in the main part of the Hall itself. Each residential unit has a number of bedrooms, a kitchen/dining area, a common lounge area and toilet and shower facilities. Additionally there is a staff room and sleeping-in facilities for overnight staff

Child Care Officers (residential) aim to create an environment which children are able to perceive as being consistent, caring and affording them security. A fine balance between the group living experience and individual programmes is aimed for. A living experience of this nature allows children who may be anxious, fearful, hostile or distrustful to thrive. They are encouraged to accept opportunities of participating in unfamiliar experiences, acquiring new skills and interests, involving themselves in a range of social relationships and developing personal and communal responsibility, competency and independence. All Child Care Officers also act as "Personal Tutors" for a small group of pupils. Whilst their primary role as Personal Tutor is providing nurture for their particular group, they also work with families over problems and liaise between parents, teachers and other helping agencies and professionals in order to facilitate the child's individual Care Plan.

The residential provision is inspected annually by OFSTED who test the school's provision against the National Minimum Standards. For a number of years the school has been judged to be meeting or exceeding all of the standards.

TEAM WORK

Child Care Staff and Teaching Staff are regarded as equal professionals at Elemore Hall and great emphasis is placed on teamwork, both internally and with other external agencies. The aim is for all groups to work together to contribute towards and facilitate the development and eventual reintegration of our pupils into the home setting and, where appropriate, mainstream school.

Importantly, all Child Care Officers work during the school day for part of the week, additionally all classroom staff have the opportunity to work for some extra hours in the evening, social time of the day. This crossover of staff allows for continuity and consistency to be maintained, it is also crucial in developing good relationships between staff and between staff and pupils.

OTHER BUILDINGS & FACILITIES

Communal

The school has a number of communal areas both inside and outside the building. The focal point of the school is the Dining room, this is also our largest room (outside the Sports Hall) and is used for whole school meetings. Other recreational facilities include a small basement complex with a well-equipped fitness room, Pool/Snooker room, reading area, TV/Music room and XBox room. Outside, the school has a five-a-side court, hard tarmac and grassed areas and an adventure playground.

Administration

Offices for: Headteacher, Bursar, School Secretary, Deputy Headteacher, Head of Care and Assistant Headteachers, Staff room, two small visitors rooms (for families or visiting professionals to use), Conference Suite/Staff Library and reprographics room. All these areas have networked computers that staff are expected to make full use of in their planning, recording and reporting.

GOVERNOR INVOLVEMENT

INTRODUCTION

The School has a Governing Body consisting, when full, of 14 members. Governors have the strategic responsibility and oversight for most of what happens in school and as such need to be well informed so that they can make a considered contribution to any decision making. This policy document should, hopefully, help Governors to understand how they can best get involved in the school and in doing so how they can become more effective as an individual Governor and as a Governing Body as a whole.

As a Governor it is important to see what goes on when the school is working, i.e. during the school day, and to have the opportunity to meet staff and others (including pupils at times) to discuss points of interest. It is also important to attend school functions such as Open Day and the Christmas School Meeting if possible. Realistically it is acknowledged that individual Governor's will be able to commit different amounts of time, however it is hoped that with flexibility on all sides, meaningful involvement in the life of the school can be achieved.

AIMS

The aims of this policy are:-

- To support and encourage Governors of the school to become actively involved in the life of the school;
- To help the Governing Body to develop a better understanding of the working of the school, therefore leading to a better informed Governing Body;
- To encourage scrutiny, constructive criticism, visits of special interest governors and development of Governors skills and knowledge;
- To better enable the governing body to fulfil their statutory responsibilities and requirements;
- To foster a sense of partnership between all members of the school community, including staff and governors knowing who each other are;
- For the school to benefit from a strong, well informed, involved, motivated and active Governing Body;

and to demonstrate how the above might be achieved.

ORGANISATION

Governors are, as a matter of normal process, invited to a full Governing Body meeting once a term. In addition to these meetings Governors might be involved in occasional meetings of smaller committees, appointments, staff training, performance management, staff or pupil discipline, etc. Whilst there is no requirement for Governors to be any more involved than the termly meetings, more effective governance can be achieved when Governors have had the opportunity to spend time in school. All Governors are invited to the main school events throughout the year; however Governors can also arrange to visit at other times to increase their knowledge and awareness. Most Governors are linked to an aspect of school life or a curriculum subject, it is often possible to arrange for a Governor to meet with the area coordinator immediately prior to a Governors Meeting so that they can maximise their visit. Alternatively, Governors can contact the Headteacher who will arrange visits and meetings at any time of the school year that are mutually convenient.

GOVERNOR VISITS

Governors are encouraged to visit at any time that is mutually convenient and will always be very welcome. To maximise time and effectiveness before making a visit, the following checklist is suggested:

- Contact the Headteacher to fix a time to visit the school or meet with the relevant co-ordinator – this would usually include a short meeting with the Headteacher at some point during the visit.
- It may be helpful to have a specific focus for your visit that could be discussed with the Headteacher/Co-ordinator prior to the visit.
- Essentially Governors visit their area of interest to gather information that they can then distil before feeding back the main points to the Governing Body. The visit record form has a number of helpful indications about the type of information that a Governor might try to find. The 'job description' for each of the special interest governor roles will also assist in helping governors to get the most out of their visit.
- Governors should not make judgements, especially regarding teaching, learning, or any technical aspects, this requires specialist knowledge, training and experience; a comment made to a member of staff about their practice (good or bad) may impact on performance management arrangements, staff morale, etc.
- Visiting classrooms or other areas where children are engaged in lessons, activities, etc. is welcomed. Listening to children talking about their work or involvement is one of the best ways of becoming informed about what they are gaining from being in school. The use of open questions, which have no right or wrong answers, (e.g. What can you tell me about this book?) is to be preferred to closed questions which are either right or wrong (e.g. What does this word say?) Please thank the children and the member(s) of staff for their time.
- After a visit, please feedback to the Headteacher before feeding back to the coordinator and before leaving the school. On most occasions it will be appropriate to write a brief written report of the visit; this should be agreed between the responsible governor, the Headteacher and the member of staff involved – there is a proforma for this. When convenient the governor can feedback any relevant points to the Governing Body.
- Please be aware that staff are working during your visit, and lengthy and important consultations are not possible when teaching. Arrangement should be made outside teaching hours for such a meeting, which all staff would welcome and appreciate. It might be appropriate to arrange to do this when the governor meets with the co-ordinator.

All Governors should be DBS checked and will therefore be afforded good opportunities for fact finding. Governors could make use of time either before or after a Governors Meeting to make a visit or hold a meeting. Tuesday afternoon between 4.00 and 5.00pm is a good time to meet teaching staff or LSAs. Senior staff are all in school between 1.00 and 3.00pm on Fridays.

PROCEDURES IN THE EVENT OF CONCERN

As a Governor, you are part of the team aiming to support and develop the school and help it to develop a positive reputation in the community. Staff work extremely hard and very successfully to provide a learning experience that is making a real difference to the pupils in our care. The support that Governors can give by being involved and interested in the life of the school can be enormous. Positive comments about the school are always welcome and Governors can and should contribute to the spreading of good news about the school. However it should also be remembered that it can be extremely damaging if criticisms or concerns are expressed openly in the school and wider communities. If you have any concerns about any aspect of the school (outside Governors Meetings) it is vital that they are discussed immediately with the Headteacher. It will be easy for Governors to question, misunderstand or be confused by events during a visit that may be viewed entirely as a matter of routine by staff who work in the school day to day. With time and experience a Governors understanding and awareness of the how the school operates will develop, however Governors should be sensitive about how they seek information to achieve a better understanding, it may be best to do this with the Headteacher, in any event staff should not be questioned about concerns, etc., in front of pupils. Additionally, staff might feel offended and reluctant to become involved in the future if a visiting Governor is critical, insensitive or disruptive. If you are not satisfied with the response and remain concerned, your next step should be to discuss your concerns with the Chair of the Governors.

APPROACHES BY PARENTS OR OTHERS

If a parent or other party raises an issue with you that might form the basis for a complaint, please address it in the first instance to the Headteacher and to the Chair as well if you think fit. There are policies and procedures in place, such as the Complaints Policy, that should be followed to ensure that matters are dealt with clearly, comprehensively and consistently. If an issue develops, you should be aware that you could be on a Governors committee that investigates, it is therefore essential that you do not take sides, nor try to deal with the matter yourself. Your important role is as a vital link in the successful communication chain.

GOVERNOR RESPONSIBILITIES

Governors' core functions are set out below:-

<u>Core Function</u>	<u>Ofsted Criteria for Effective Governance</u>
Setting Strategic direction	Clarity of vision and ethos Engaging stakeholders Meeting statutory duties
Creating robust accountability	Using data to provide challenge and hold leaders to account for teaching, achievement, behaviour and safety Strengthening school leadership, including the skills of GB Performance managing the Headteacher Contributing to school self-evaluation and evaluating the GB's impact
Ensuring the best use of financial resources	Use of Pupil Premium and other resources to overcome barriers to learning Solvency and effective financial management

Individually Governors carry no responsibility; it is only the full Governing Body that has legal duties and powers. Even then the Governing Body is a partner in sharing responsibilities with the Headteacher, the Local Authority and central government.

The Governing Body has a strategic overview of what is happening in school and holds the school to account for its buildings, resources, staff and the quality of the education young people receive. The Governing Body also acts as a critical friend to the Headteacher and the school.

The following list shows some of the areas where Governors have responsibilities:

- Conduct of the school
- Health and Safety
- Curriculum
- Sex Education
- Length of the School Day
- Ensuring that complaints are properly dealt with
- Discipline
- Appointments and dismissals
- Financial control
- Performance management

GOVERNOR MEETINGS

Meetings of the full Governing Body usually take place once a term (three times per year). The meetings are usually held on a Monday starting at 4.30pm and last approximately two hours.

In order for the Governing Body to work effectively it is essential that as many Governors as possible attend these main meetings. There are strict rules regarding how many Governors need to be in attendance in order to make decisions, but it is important that we try to have as many members present as possible to get the widest range of views, knowledge, experience, etc.

Agendas for the termly meetings of the Full Governing Body are sent out in advance by School and Governor Support Service (SGSS). If there are any items that you would like to find out more about before the meeting please contact the school or SGSS. You may be concerned that you might have a conflict of interest over a particular item, for example if you are a staff governor and we are looking at internal promotions, if so please check, this is a fairly common occurrence and recognising that we do have individual connections with the school, businesses, etc., is a healthy part of what we do.

In a Governors' meeting please do not be afraid to ask questions, seek clarification or state your own opinion. A Governors' meeting is not held to condone or rubber stamp decisions already taken by the Headteacher. For many things the Governors' Meeting is the time and place to make decisions on things that are going to happen in the school. Some of the aspects that will be discussed will include policy and practice issues for the school, school improvement objectives and looking at what we do as a school, other aspects involve buildings, grounds, finance and personnel. For some things your opinion is what is required, for others there are set guidelines/rules to follow. Governors are ultimately responsible for the performance of the school so it is crucial that all members feel confident in their knowledge of the school and its performance and that they have ensured that they are familiar with how the school operates and performs in comparison with other schools and what the school is doing to improve further. Governors should be inquisitive and bring challenge, they should also be critical friends to the Headteacher and wider school.

GOVERNOR COMMITTEES

In addition to the meetings of the full Governing Body, Governors are also members of various committees that explore aspects of the school's work in more detail and then report back to the full Governing Body Meetings. The two principle committees are '**Finance, Personnel and School Environment**' and '**Curriculum, Standards and Every Child Matters**'. In addition there are committees for looking at disciplinary issues (staff and pupils), pay review and appeals. The Governing body may decide to increase committees or to delegate items to a committee.

Finance, Personnel and School Environment

This committee examines the budget provided by the LA and recommends how we set the budget to ensure that there are sufficient funds to allow the school to function. This committee also meets to discuss any other items of expenditure and monitors activities such as improvements to buildings and facilities. On the personnel side, this committee is usually

delegated the responsibility for recruiting and appointing new staff to the school and for making any changes to the existing complement of staff, eg., internal promotions.

All Governors are kept abreast of the school budget and finance. At every meeting of the full governing body and at the Finance and Personnel Committee Meetings, governors are provided with an up-to-date Oracle report detailing actual expenditure against anticipated expenditure; this is supported by a report from the School Bursar that also comments on committed and earmarked funds.

Curriculum, Standards and Every Child Matters

The Curriculum, Standards and Every Child Matters Committee meets once per term. The remit of this committee is to have oversight of the curriculum diet that the school provides for the pupils and to ensure that the school is meeting its obligations as far as Every Child Matters is concerned including Safeguarding; (it is recognised that ECM is no longer active but we believe that the principles it included are still important). This committee is involved in examining how the school performs in terms of assessment, accreditation and pupil progress and achievement, what Inspections say about the school, the International aspects of the school, Residency and Extended Day. Again the list is not exhaustive and Governors on this committee are invited to look at things that particularly interest them. As with any committee, there is a responsibility to feed back to the full Governing Body where appropriate.

LINK GOVERNOR

Within each of these committees are **link governors** who will explore a specific area in greater depth and report back at full governors' meetings. Having a governor who can cast an interested and positively critical eye over an issue can be useful in identifying gaps, seeking explanations, etc.

Finance, Personnel and School Environment

Link governors cover the following areas:-

- Accidents and incidents
- Pupil Premium expenditure and review
- Health & Safety
- Stock Check
- SEND funding
- Website

Curriculum, Standards and Every Child Matters

Link governors cover the following areas:-

- Safeguarding
- Attendance
- Outcomes for pupils
- Pupil Premium funding
- SLEUTH
- Vulnerable pupils (LAC)

OTHER EVENTS

Governors are encouraged and invited to attend other events in the school calendar; in particular in July there is the Annual Open Day and in December there is the Christmas Lunch and School Meeting.

Governors are welcome to visit the school at other times this could be to meet with the Headteacher or to speak with a key member of staff, for example connected with a Special Interest (see below). Friday mornings are often a good time to visit, our curriculum allows this time to be used for Citizenship/PSHE/RE and there are often interesting activities and visitors to observe. Friday morning usually ends with a School Meeting when work from the week is shown, pupils and staff talk about the week's activities, certificates are given out and news is shared – it is a generally positive end to the week.

Additionally there are occasionally other activities on during the year, these may be charity fundraisers or grounds weeks when the whole school becomes involved in working to improve our environment for example, governors are very welcome to join us for these events and also for staff training days.

FINANCE

One of the main areas that the Governing Body is responsible for is finance. The school receives a budget each year from the Local Authority. From this Governors decide how much to allocate to different aspects, or budget headings, such as salaries, building maintenance, energy, provisions, telephones, curriculum, etc. Setting the budget in March/April each year is a challenging task. We keep good records detailing historic expenditure and have approximate costs for staff salaries so we can guesstimate roughly how much we need to spend on each budget heading. The difficulty arises when the amount that we think we need to allocate is greater than the amount available. Governors then have to discuss how savings can be made so that the budget can be set.

The school budget income is determined by a mixture of factors. We have a set pupil planned place number of 25 residents, 48 extended day and 13 day pupils. Each of these attracts a different level of formula driven funding. In addition we receive a variable amount based upon Pupil Premium. These combine to make a budget that we have to run the school. The budget is always tight and setting a balanced budget whilst meeting the needs of the school is always tricky. A separate amount of money is 'Capital'. This allowance can be spent on a limited number of things but importantly it can be saved over a number of years to enable larger projects to be undertaken.

Throughout the year Governors are provided with ORACLE reports that detail actual expenditure against predicted expenditure so that they can keep a track. Additionally in the summer term Governors are able to see the end of year figures for the previous financial year in order to see how well the budget was managed. Unfortunately the Oracle statements are always out of date and do not reflect actual expenditure or committed funds. For a better understanding of the financial situation at any given time I would recommend governors meeting with the school Bursar.

Whenever the Finance and Personnel committee meets there is also an opportunity to discuss any budgetary issues that are arising.

At each meeting of the Governing Body the Bursar will produce a report that outlines expenditure, trends, unexpected costs, committed funds and earmarked funds for projects.

Financial decisions are taken at different levels. The full Governing Body needs to approve the budget and the allocations to each budget heading. The day to day expenditure is then largely managed by the school Bursar with oversight from the Headteacher. The Head and Bursar report back to Governors at regular intervals and copies of ORACLE statements are made available. If any amount over the agreed expenditure or virement limits needs to be spent or moved then this would go either to the Chair for approval or to the Full Governors depending upon the amount.

The school is subject to monitoring and audit by different branches of the LA. The School Funding section of Children & Young Peoples Services/Treasurers oversees our budget. Essentially the LA holds almost all of our budget amount and payment to our creditors is made through the finance section. The only money that school ever sees is Petty Cash. Petty Cash is used to pay for things such activities/visits that cannot be invoiced, small items that need to be purchased from Tesco or B&Q to make the school run smoothly. The school has a procurement card for online transactions and other small payments that cannot easily be made through the normal procurement channels.

Each year governors have to return a report to the DfE that outlines how we are meeting the expected financial standards for schools.

GOVERNOR TRAINING and ADVICE

All Governors are given help and advice from other governors and from staff at the school. Governors should feel free to contact the school at any time to seek clarification, help or advice on any aspect of the role. Additionally Governors can contact School and Governor Support Service (SGSS) at County Hall (0191 383 3000).

The school operates Governor Induction (see below) to help new governors to understand the role and the school.

The local authority through SGSS provides a training programme that Governors can attend. There are many different topics offered including an induction programme for new governors. Certificates are awarded for each training event that a Governor attends, on reaching a certain number the Governor is awarded the 'Mark of School Governorship'.

Governors are welcome to attend any of the training days that the school has throughout the year.

COMMUNICATION

Good communication is essential if the Governing Body is to be effective. Governors receive a **Briefing** sheet from Mr Royle giving details of activities involving pupils.

A **Governor Update** is written each term to give parents and stakeholders of summary of the work of the governors.

Communication goes in all directions and, whilst you will receive letters and information from school and from SGSS, please feel free to contact the school yourself to find out what is going on.

A useful way for Governors to keep up to date with important information that is relevant to them is for them to log onto the Governor section of the school website. www.elemorehallschool.com Governors need a user name and password to access this site.

We also include Governors mobile telephone numbers on our Parents2Teachers system, this allows us to send messages, etc., to mobile phones.

In meetings please do not be shy in making a contribution, asking for clarification, etc. Your attendance is important, but your active participation is what will benefit the school.

The school produces a termly Newsletter that we send to all Governors so that you can see some of what has been going on in the school.

Please contact the school to let us know if you are intending to attend a meeting or function or not.

The school can be contacted on 0191 372 0275 or by e-mail to elemore@durhamlearning.net .

GOVERNOR INDUCTION

The induction of new governors is very important. All new governors would usually have a 1:1 meeting with the Headteacher to have a tour of the school/facilities and to find out a little more about the school and how we work. Following this new governors are invited to attend the first available Full Governors Meeting, before which the format of the meeting will have been explained either by the Headteacher or Chair of Governors. At this first meeting new governors may be encouraged to join a committee or nominate a special interest.

All new governors will receive the NGA "Welcome to Governance" handbook. This gives a comprehensive outline of governor roles and responsibilities.

CONCLUSION

The school welcomes visits and thanks Governors for their continued support for the work done in the school.

REVIEW

This policy will be reviewed bi-annually or sooner if appropriate.

November 2018