SCHOOLS ALLIANCE for EXCELLENCE

AN EDUCATION SYSTEM THAT IS BETTER FOR ALL

SURREY COUNTY COUNCIL

Governor Welcome Pack 25/26

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1. Brief overview of school governance

Welcome to school governance in Surrey! School governors jointly provide strategic leadership and accountability in schools. Governing bodies have three core strategic functions as set out in the Department for Education (DfE) Maintained schools governance guide.

These are ensuring:

- that the vision, ethos, and strategic direction of the school are clearly defined
- that the headteacher performs their responsibilities for the educational performance of the school
- the sound, proper and effective use of the school's financial resources

Within maintained schools, the governing body appoints the headteacher and any deputy or assistant headteachers. Governors may only be involved with the appointment of other staff if invited by the headteacher, or it is written within the standing orders.

Governors also hold responsibility for financial decisions and for setting the budget annually and over the longer term.

The headteacher maintains responsibility for the day-to-day management of the school and the implementation of the vision and strategic framework established by the governing body.

The DfE's governance guides notes that there are six features of effective governance:

1. **Strategic leadership:** set strategy and champions the school's culture, vision and ethos
2. **Accountability:** strategic decision making to improve educational standards and financial performance
3. **People:** people with the right skills, experience, behaviours, and capacity
4. **Governance structures:** clearly defined governance roles, responsibilities, and accountabilities
5. **Compliance:** complying with statutory and contractual compliance
6. **Evaluation:** regular evaluation to monitor and improve the quality and impact of governance

2. A governor's role

Governors must ensure that they 'know' their schools well. They should attend all meetings and play an active role in those meetings. They should also visit regularly, and specific 'link' governors should be appointed to have oversight of particular areas (including the statutory requirements for Safeguarding and SEND).

Governors may also be required to sit on 'panels' to consider complaints, staff disciplinary or grievance issues, and permanent exclusions of pupils.

Governing bodies should have an overview of and/or input into, and monitor, the following areas:

2.1 Strategic direction

Governors should have opportunities to discuss, review, and determine both the school's vision and the strategy for achieving that vision. The governing body should set out its strategic priorities in a plan (separate to the school development plan (SDP) and should monitor progress in delivering the strategy and achieving the vision.

The DfE maintained schools' governance guides states that:

'*The detail of all school improvement actions does not form part of the governing body's strategy. These will be recorded in a separate school improvement plan (SIP), or school development plan (SDP) developed by the school leadership.' (Section 2.2)*

Governors should ensure that SIP/SDP actions are ambitious and support delivery of their strategy.

Governors should also ensure that all stakeholders are consulted regularly, and their views taken into account in decision making.

2.2 Teaching & learning (pupil performance)

Governors should receive information on the following:

- the quality of teaching & learning
- the curriculum intent, implementation, and impact
- performance data (split into subject areas/specific groups) termly
- an overview of strategies/interventions being used to support and improve learning
- the use of pupil premium and sports premium funding (primary schools) and the impact of this
- attendance data that enables governors to understand trends and patterns in attendance, including comparisons with other local schools.

2.3 Staffing

Governors should:

- be aware of the staffing structure and that it meets the needs of the school
- be aware of any proposed staffing restructures and the implications of these on the budget and teaching and learning

- ensure the headteacher's performance management review completed
- ensure staff appraisals are completed, and Pay Committee meet to discuss pay recommendations
- receive reports on staff absence
- receive reports on staff wellbeing and consider staff workload and wellbeing when setting direction.

2.4 Financial (and premises) management

Governors should:

- receive termly budget reports (usually through a committee) including details around the appropriate allocation of resources linked clearly to appropriate priorities
- set the 1 year and 3-year budgets annually in the Spring term
- receive information on other funding streams e.g., PTFA organisations/donations.
- receive information on contracts/service level agreements and agree these
- receive information on the use of pupil premium and sports premium (primary schools) funding
- review and approve the Finance Procedures
- review and approve the Schools Financial Value Statement (this should have input of governors)
- receive and discuss benchmarking information
- receive information on Health & Safety including accidents/fire drills and an annual audit
- receive information on premises condition including any necessary works required
- monitor the review of risk assessments and that they are implemented and effective.

2.5 Safeguarding*

Governors should:

- be fully aware of the Schools Safeguarding and/or Child Protection Policies and how these are implemented
- know who the Designated Safeguarding Leads (DSLs) are
- receive a termly safeguarding report with anonymised information on numbers of children on Child Protection Plans and referrals to outside agencies should be provided to governors
- receive information on the annual safeguarding audit

Governors **must** read, and understand, Keeping Children Safe in Education (part 2) annual updates and undertake regular annual safeguarding training. The safeguarding governor should have particular oversight and monitor that the SCR is regularly updated and reviewed.

2.6 Behaviour

Governors should:

- be aware of the school's Behaviour Policy and how it is implemented
- be made aware of strategies for maintaining or improving behaviour
- be aware of any permanent exclusions (although not the detail of them)

2.7 General

Other key areas in which the governing body must receive information/provide formal approval:

- review the school website, particularly the governors' area, to ensure that the information published is as required (What maintained schools must or should publish online - GOV.UK (www.gov.uk)
- approval of statutory policies - these can at the end of the Maintained schools governance guide (https://www.gov.uk/guidance/governance-in-maintained-schools/statutory-policies-for-maintained-schools)
- approval of term dates/INSET dates (voluntary aided schools only)

Most of the areas of work detailed in Section 2 should be reflected in an annual work plan produced by the clerk/chair which will provide a focus for the governing body business across the year. SAfE provide a model annual workplan which can be personalised for your governing body.

3. Who is who?

3.1 Surrey County Council

Director of Education: Julia Katherine

Assistant Director Educational Access Quality & Improvement: Matthew Rixson

Service Manager School Effectiveness: Jo Kenyon

Service Manager for School Relationships and Support: Jane Dufton

3.2 Area Schools Officers

Kate Charles and Cara Harding: West Surrey Area Schools Officers

(Guildford, Runnymede, Surrey Heath, Waverley, and Woking boroughs)

Kate Charles – 07792 587096 – kate.charles@surreycc.gov.uk

Ann Panton and Adelina Mason: East Surrey Area Schools Officers (Elmbridge, Epsom & Ewell, Mole Valley, Reigate & Banstead, Spelthorne, and Tandridge boroughs)

Ann Panton – 07976 924186 – ann.panton@surreycc.gov.uk

Adelina Mason - 07814 804 432 – adelina.ciobanu@surreycc.gov.uk

Countywide Schools Support Officer

Natalie Cull – 07814 811489 – natalie.cull@surreycc.gov.uk

Team mailbox: school.relationships@surreycc.gov.uk

3.3 Schools Alliance for Excellence

Our governance team members are:

Sarah-Jane Ashworth: Head of Governor Services

Penny Garry: Governance Adviser

Josie Loader: Programme Support.

All are contactable by email: govsupport@schoolsallexcel.com or by telephone on: 01483 749 954.

4. What services do SAfE's Governor Support team provide?

We provide a number of statutory services for Surrey including:

- maintenance of Surrey's statutory Governor Membership Database
- provision of this Governor Welcome Pack
- administration of Surrey's Local Authority Governor Nomination and Appointment Process
- administration of Surrey's Governor Recognition Awards
- management of the Local Leaders of Governance programme (a network of highly skilled governors who provide support to schools in need)

- advice and guidance on the reconstitution of governing bodies and administration of the process of the creation of new Instruments of Government
- advice and guidance on other key governance procedures and processes including staff and parent elections etc.
- A termly Governance Bulletin which is sent out to all governors at the beginning of each school term.
- A number of resources for governors and clerks to help them fulfill their statutory duties within our GovernorHub Resources area
- Regular governance webinars
- An annual governance conference

SAfE provides a number of webinars and training events throughout the year, many of which are free. You can book these directly through GovernorHub if you are in a maintained school or if you are in an academy by clicking on the governance events tab on our governance area of the website Book Events | Schools Alliance for Excellence. For any chargeable events, please ask your school to book a place for you.

SAfE also provides bespoke governance support to schools including external reviews of governance.

4.1 Governance Recognition Programme

Surrey and SAfE manage a programme which recognises nominated governors and governance professionals/clerks for their significant contribution and impact in Surrey schools.

The awards are open to governors and governance professionals/clerks of both maintained and academy schools.

The categories for recognition are:

1. Recognition of Long Service
2. Recognition of Significant Contribution and Impact at a Surrey School
3. Recognition of Significant Contribution and Impact at more than one Surrey School
4. Recognition of Outstanding Service as a Governance Professional/Clerk.
5. Recognition of a Local Leader of Governance's Outstanding Service to Governance in Surrey
6. Special Annual Award for Outstanding Contribution to Governance (Governor of the Year)

The last category is an annual award that is given annually to one governor who is considered, in the view of the panel, to have made an outstanding contribution and had a significant impact in their role as a governor and who provides an exemplar of exceptional practice in governance. Full details of this awards programme are available on SAfE's website.

5. Annual governance conference

Surrey County Council and SAfE host an annual governors' conference at the end of the summer term. Details of this event can be found on our website and communicated with all governors well in advance.

6. What information should you expect to receive from your school?

6.1 Induction

To be effective, governors **must** know their schools.

It is important to arrange to visit your school as soon as you are appointed. This first visit should include:

- a tour of the school site and facilities
- a conversation with the headteacher to provide an overview of the school
- a discussion with the chair about your assignment to committees and/or a link role

The visit will help you to build a picture of the context of the school and begin to understand its strengths and areas for development.

You should also familiarise yourself with the school's website, and particularly the information within the governors' area.

As part of an induction programme the school should provide you with the following information listed in in sections 6.2 and 6.3.

6.2 Governance information

- Contact details for chair/clerk/governors etc.
- A list of governing body meeting dates
- The governing body Code of Conduct (which you will be asked to sign up to)
- Governor privacy notice
- The Instrument of Government (setting out the constitution of the governing body)
- Information about the composition of the governing body: names and categories of governors and key roles e.g., link governors
- Information about the structure of the governing body/committees
- Terms of Reference/work plans for FGB and committees
- Information in relation to governor visits to school
- Information on how to access governor training

- Safeguarding information: how to access training and the latest version of Keeping Children Safe in Education, which is updated at least annually in the Autumn term and relevant governor training.

6.3 School Information:

- Vision and values
- 3–5-year Strategic Plan
- The last Ofsted report
- The Self Evaluation Form (SEF)
- The School Development/Improvement Plan (SDP or SIP)
- A list of the staffing structure including the names of the Senior Leadership Team (SLT)
- A copy/link to the last Ofsted report for the school
- Summary of the profile of the school including pupil numbers and groups e.g., Pupil Premium (PP); Special Educational |Needs and Disabilities (SEND), English as an Additional Language (EAL) Gypsy Roma Traveller (GRT) etc.
- Safeguarding information including the names of the Designated Safeguarding Leads (DSL) and Deputy Safeguarding Leads (DDSLs) and the school's Safeguarding and Child Protection Policy.

7. Administrative tasks

The school must carry out certain administrative tasks as you begin your role as a governor and also provide you with important information as soon as you take up your role as follows:

7.1 Disclosure and Barring Service (DBS) Check and Section 128 Check

The school must carry out these checks as soon as you are appointed and no later than 21 days after appointment. You will be contacted by the school for identification information to start the checking process. You will not be permitted to be on the school premises unaccompanied until this check is satisfactorily completed.

7.2 Declaration of interests

You will be asked to complete this as soon as you start as a governor and then annually or when your interests change. You must declare details of any interests that might present a conflict in either your role as a governor and/or any decisions that the governing body may need to take on a particular issue. The information you give will be published on the governance area on the school's website.

7.3 Allocation of a school email address and information on how to access governing body documents

Most schools are moving towards allocating all governors with a school email address which is best practice. Governors should not use 'family' email addresses for reasons of confidentiality. The school will provide you with information on how to access your governor email and the governance storage area e.g., Google/SharePoint/GovernorHub etc. for meeting papers. It should also provide information on how to access any other membership packages that it buys, e.g., GovernorHub/The Key/NGA etc.

7.4 School website and Get Information About Schools (GIAS)

It is a statutory requirement that all governor's full names, category and terms of office are published on the school website and the DfE's national database, GIAS*. Any personal information which you supply including date of birth, address, email address etc. will **NOT** be published but held securely. The school will also provide your information to SAfE in order that we can record it on Surrey's governor database. You should also be given a copy of the school's privacy notice for governors.

***See further information under Appendix B.

7.5 Governing body Code of Conduct

All governing bodies will ask governors to sign up to their Code of Conduct which sets out the expectations of governors in carrying out their role as a governor. The code of conduct is linked to the seven Nolan principles which are the basis of the ethical standards expected of anyone who holds public office.

8. Training and development

As a governor you must ensure that you attend regular governor training in order to develop your skills and knowledge and enable you to remain up to date with changes in governance practice and legislation. This is essential to ensure that you are well informed and able to contribute effectively and fulfill the requirements of your role.

You will automatically receive SAfE's termly Governance Bulletin and we would strongly encourage you to sign up for our Governance insights webinars (https://schoolsallianceforexcellence.co.uk/product/governance-insights-webinars-24-25/) in order that you receive the relevant, and important, up to date information from SAfE and Surrey.

The school should also have arrangements in place for you to access external training and/or may provide some governor training in-house. SAfE run a number of live webinars throughout

the year, many with contributions from Surrey officers, and you will be able to book all free events directly through the Governance Events tab on our website which links to our booking portal. The school can help you register for any paid events.

Governors **must** undertake safeguarding training annually and this is stipulated in Keeping Children Safe in Education (KCSIE) and the school will ask you to take part in this when you join the governing body (and annually at the beginning of the academic year). They will also ask you to read the updated KCSIE publication annually.

Your school may also buy into other services such as the National Governance Association (NGA), Governor Hub/Knowledge or Modern Governor. All provide excellent resources and training modules for governors.

9. Appendices

Appendices follow on the next page.

9.1 Governor induction checklist

Your induction should begin as soon as you join the governing body (and certainly within the first two to three weeks of your appointment). The meeting with the chair/headteacher should also take place as soon as possible so that you can begin your role as a governor with all of the knowledge/information you require.

Induction checklist	✓	**Comments/Questions**
Have you received the school's governor induction pack?		
Have you: • **watched the Welcome To Surrey webinar here:** GovernorHub • **Received the termly Governance Bulletin from SAfE**		
Administration Have you:		
Completed the identification process for the enhanced DBS check		
Completed the Declaration of Interests form and returned to school		
Completed information for GIAS and returned to school		
Been assigned a school email address and provided with instructions on how to access governing body documentation		
Signed the governors' Code of Conduct and understand your responsibilities as a governor		
Received a copy of the Instrument of Government (IoG)		
Received a list of the governing body meeting dates		
Received, and confirmed you have read, Keeping Children Safe in Education, **and** the schools Safeguarding Policies and been informed of the arrangements for safeguarding training.		
Provided a short governor profile and photograph for the school website (if applicable)		
Introduction to the school and governing body		

Have you been invited by the headteacher/chair of governors to visit the school and received an informal briefing on the school from the head or chair of governors?		
Have you received details of the structure/composition of the governing body and been assigned to a committee (if applicable)?		
Have you been assigned or met informally with an existing governor who will act as a mentor?		
Further information Has the chair of governors/headteacher informed you about:		
The relationship between the headteacher and governing body		
The background/context of the school and latest data		
Current issues facing the school/areas for development		
link governor roles		
Procedures for visiting the school		
Arrangements for governor training, particularly Safeguarding.		
Safeguarding and child protection arrangements including the names and contact details of the Designated Safeguarding Lead (DSL) and Deputy Safeguarding Leads (DDSLs) and the governor's role.		

9.2 Appendix B: Requirements for recording/reporting of governor information

9.2.1 Surrey County Council Governor Database

All statutory governor information for Surrey schools is maintained securely by each school on GovernorHub with oversight of this information by SAfE. When you join, your governing body clerk will ask you for your full name, date of birth, home address and email contact information. They may also ask you for diversity data (and this can be provided but is not mandatory). The clerk will record your personal details (but these are not visible to other governors) together with details of the category under which you have been appointed e.g., Co-opted, Parent etc. and your term of office. This information provides Surrey with an overview of all governors on Surrey school governing bodies and allows Safed to contact you in relation to statutory governance matters.

9.2.2 School Websites

Schools must publish statutory information on their websites, the details of which can be found on the Department for Education (DfE) website in the link below:

https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#governors-information-and-duties

Governance website information must include:

- The structure of the governing body including committees and the name of the Chair of Governors and Chairs of Committees.
- All governors' full names, by whom they were appointed, their category, terms of office and declarations of interest.
- Attendance at meetings for the previous academic year.

The same information **must** also be published for any Associate Members along with any voting rights agreed by the full governing body.

9.2.3 Get Information About Schools (GIAS)

GIAS is the DfE database of schools' information and lists important information about the school including the type of school and its Unique Reference Number (URN), the name of the Headteacher and most recent Ofsted grading. It also provides the full names of all current governors at a school, their categories, by whom they were appointed and terms of office and has a historic section which details any governors in post during the previous 12 months. The GIAS website can be found here: https://get-information-schools.service.gov.uk/

The school has a responsibility to update GIAS as soon as possible (and within 14 days of any changes in governor membership) and the Clerk should prompt whoever has responsibility for

this. Although governors are required to submit their personal details, i.e., name, date of birth, address, email address etc. these details are not made public. **Associate Members are NOT required to be included in the GIAS information.**

9.3 Education acronyms and glossary

Acronym/term	Meaning	Definition/explanation
AHT	Assistant Head Teacher	
ARE	Age Related Expectation	The attainment which should be expected by a child.
ASP	Analyse School Performance	The annual DfE analysis of your school's academic performance.
CPD	Continuous Professional Development	On-going training which staff and governors are expected to undertake.
DBS	Disclosure Barring Service	DBS check is made checks against the police criminal record database. All staff, governors and volunteers in school must have a DBS clearance before taking up their role fully and visiting the school without being accompanied at all times.
DfE	Department for Education	The government department that sets policy and monitors education across England.
DFC	Devolved Formula Capital	Funding which may only be spent on IT hardware and small building projects. In VA schools this is held by the Diocese.
DSL	Designated Safeguarding Lead	Every school must have a DSL and there are usually there are also Deputy DSLs (DDSLs) in place.
EAL	English as an Additional Languag	Children whose first language is not English. Children with EAL may require more support in the earlier years of their education or when they arrive in the country.
ECT	Early Careers Teacher	Teachers at the beginning of their career who will have further training and support and a mentor
ESFA	Education and Skills Funding Age	This agency delegates the funds from the DfE for MATs and SATs (academies)
EGM	Extraordinary General Meeting	EGMs are called when a decision is required on an urgent matter of business in outside of the usual meeting cycle.
EHT	Executive Headteacher	Headteacher across two or more schools.
EWO	Education Welfare Officer	EWOs work with schools to improve attendance.
EYFS	Early Years Foundation Stage	Early Years has a statutory framework. Early Years Framework

EHCP	Education Health Care Plan	Some children with SEND may also have an EHCP which will describe the support they must be provided for them. The school's SENDCO will draw up the application which must be approved by the local authority. EHCPs are reviewed annually with the child and parents.
FSM	Free School Meals	Free school meals are a part of the Universal Credit system of entitlement depending on family circumstances.
GAG	General Annual Grant	Funds given to MATs and SATs
GIAS	Get Information About Schools	Government database setting out information about schools and their governance
HT	Headteacher	
HLTA	Higher Level Teaching Assistant	Teaching assistants with a higher qualification who supports class teachers and may cover class teachers for short periods
INSET	In Service Education Training	School staff training when children are not required to be in school. There are 5 INSET days each academic year.
IEB	Interim Executive Board	Interim executive board. If a maintained school is judged 'eligible for intervention,' the local authority or Regional School's Commissioner (RSC) may require an IEB to be appointed replacing the governing body. The IEB is appointed by the LA and is a small group that normally includes individuals with financial skills and experience of transformational educational improvement.
IoG	Instrument of Government	Legal document that maintained school governing bodies must create and have signed off by the local authority to record the constitution of the governing board e.g. how many of each category of governor must be on the board.
KCSIE	Keeping Children Safe in Education	The DfE's guidance document which is updated annually and which all governors must read and understand.
KS	KS1 – Key Stage 1 KS2 – Key Stage 2 KS3 – Key Stage 3 KS4 – Key Stage 4	These are the key stages across schools: KS1 = Reception/YR/Y1/Y2 KS2 = years 3, 4, 5 & 6 KS3 = years 7, 8, 9 & 10 (up to GCSE) KS4 = years 11 and 12 (A Levels)
LA	Local Authority	Each local authority has responsibilities for the education and welfare of children.

LAC	Looked After Child	A child that has been placed with foster carers and/or another carer within the family other than the parents.
LLG	Local Leader of Governance	A governor who has more developed skills, experience and further training who can support governing bodies.
Link governor	Link governor	A member of the governor body who is appoint to monitor a specific aspect of its work.
LSA	Learning Support Assistant	Staff who work on a one to one basis with a child usually to support special educational needs.
Maintained schools		Schools maintained and funded by local authorities. They follow the national curriculum and rules on teacher pay and conditions. There are different subcategories of maintained schools: • **Community** The school is controlled by the local authority, with no influence from religious or other groups. The local authority is the employer and is responsible for admissions • **Voluntary Aided** The governing board is the employer and is responsible for admissions. They are usually faith schools, and the religious group owns the school's land and buildings. The majority of governors are appointed by the Diocese and PCC. • **Voluntary Controlled** The local authority is the employer and responsible for admissions, but Foundation governors are appointed by the Diocese and PCC. • **Foundation** The governing board is the employer and the admissions authority. The school's land and buildings are normally owned by the foundation. The foundation is usually non-religious, making it different to voluntary aided schools.
Management Committee		The equivalent of the governing board for local authority maintained pupil referral units (PRUs) and Hospital Schools
MAT	Multi Academy Trust	A group of independent schools working together under Articles of Association and

		funding agreement with the DfE with a governance structure of Members, Directors and local committees appointed by the Trust Board Directors.
NOR	Number on roll	The number of children registered at a school.
Ofsted	Office for Standards in Education.	The government body which inspects Early Years Providers, schools, and colleges.
PEX	Permanent Exclusion	Permanent exclusion may only be issued by the Headteacher and is the most serious sanction for a child who has breached the school's behaviour policy.
PP	Pupil Premium	If a child's family is eligible to access certain benefits, the school is able to claim Pupil Premium funding to further support learning.
PPA	Planning, preparation, assessment	All teachers have 10% of teaching time as PPA time in blocks of no less than 30 minutes
PRUs	Pupil Referral Units	Schools which provide short term educational provision for children unable to access mainstream education due to need or exclusion.
PSHE	Personal, Social and Health Education	This is a subject taught to children which encompasses a range of topics. May include relationship, sex, and health education (RSE/RHE)
Quorum		This indicates how many governors are required to be present in a meeting (committee or FGB) in order that decisions may be made.
QTS	Qualified Teacher Status	Fully qualified teacher, status gained after initial teacher training (ITT)
Register of Interests		Records the relevant business and pecuniary interests of all governors and senior staff that have served over the past 12 months. All boards must create one.
SAT	Single Academy Trust	An independent school with Articles of Association and funding agreement with the DfE.
SATS	Standard Assessment Tests	Children undertake these tests at KS1 (year 2) and KS2 (year 6)
SoD	Scheme of Delegation	Created by Trust Boards to set out what is delegated to its committees or individuals. SoDs are only created in MATS or SATs.
SCR	Single Central Record	Single central record. A record of employment and suitability checks a school has carried out on staff and volunteers. The SCR should be kept up-to-date by staff in the

		school, while the governing body must ensure its existence and monitor that it is being updated regularly. A statutory requirement for all schools.
SCITT	School Centred Initial Teacher Training	Teachers training to teach in schools supported by an outside provider.
SDP or SIP	School Development Plan **or** School Improvement Plan	These are the documents which set out the targets for development and the actions that will be put in place to achieve these. This should be linked to the school's overall vision.
SEND	Special Education Needs and Disability	This refers to children with a particular need and could be learning, emotional, behavioural, social, or physical needs.

9.4 Useful information and resources

9.4.1 DfE Website

There is a page on the DfE website with links to a variety of guidance documents and resources for governors of local authority maintained schools:

https://www.gov.uk/government/collections/local-authority-maintained-schools-governance

9.4.2 Maintained schools governance guide

This document provides a wealth of information for governors and clearly sets out the key features of effective governance and governors' roles and responsibilities in achieving this.

https://www.gov.uk/guidance/governance-in-maintained-schools

For academy trustees/governors the appropriate document is the Academy trust governance guide. https://www.gov.uk/guidance/-governance-in-academy-trusts

9.4.3 Governors' Competency Framework

The competency framework for governance (2017) has been withdrawn but this is still a useful document for governors to understand the knowledge, skills and behaviours needed for effective governance.
https://assets.publishing.service.gov.uk/media/65e9dd7d5b6524001af21bc8/_WITHDRAWN_Competency_framework_for_governance_.pdf

9.4.4 Keeping Children Safe in Education

This DfE guidance document is updated annually. Every governor must read, and follow, part 2 each year. Your school should ask you to indicate that you have done so. The latest version of Keeping Children Safe in Education can be found: https://www.gov.uk/guidance/governance-in-maintained-schools/7-compliance

9.4.5 Governance regulations

The School Governance Regulations and DfE guidance documents listed in the table below outline the requirements in relation to the proceedings of governing bodies including the following:

- roles of the governing body
- appointment, functions, and removal of officers
- meetings and proceedings of governing bodies
- committees
- governors' allowances
- pupil referral units

The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013* *These regulations apply to maintained schools and management committees (Pupil Referral Units).	https://www.legislation.gov.uk/uksi/2013/1624/contents/made
The School Governance (Federations) (England) Regulations 2012** Note: there are various amendments to these regulations (2015/206/2017) **these Regulations cover all aspects of Federation governance.	https://www.legislation.gov.uk/uksi/2012/1035/contents/made

The DfE has also published some shorter **guidance** on these Regulations:

The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 Departmental Advice (January 2014)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270783/school_governance_regulations_2013_departmental_advice.pdf
Arranging Alternative Provision Statutory Guidance (February 2025) There is different statutory guidance for alternative provision.	https://assets.publishing.service.gov.uk/media/67a1ee367da1f1ac64e5fe2c/Arranging_Alternative_Provision_-_A_Guide_for_Local_Authorities_and_Schools.pdf

The School Governance (Constitution) Regulations 2012 (and further amendments) and Guidance listed below outline the requirements in relation to constituting governing bodies (and Instruments of Government):

The School Governance (Constitution) (England) Regulations 2012** **Note:** there are various amendments to these regulations (2014/2015/2016/2017)	https://www.legislation.gov.uk/uksi/2012/1034/contents/made

The DfE has also published some shorter **guidance** on these Regulations:

The School Governance (Constitution) (England) Regulations 2012 **Statutory Guidance (issued 2017)**	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/640562/The_constitution_of_governing_bodies_of_maintained_schools_2017.pdf
Alternative Provision Statutory Guidance This sets out the differences in membership of management committees.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942014/alternative_provision_statutory_guidance_accessible.pdf

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