

Sandy Lane Vision:

Fulfilling potential
Unlocking Opportunity
No-one left behind

The Sandy Lane Way:

Resilience
Excellence
Self-awareness
Passion
Empathy
Communication
Teamwork



**Governance, Conduct & School Information Policy
Handbook**

Policy Handbook Approval Date	January 2026
Policy Handbook Renewal date	January 2027
Share with Staff	Yes

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**INSTRUMENT OF GOVERNMENT
SANDY LANE PRIMARY SCHOOL**

1. The name of the School is **SANDY LANE PRIMARY SCHOOL**
2. The School is a **Community school**
3. The name of the Governing Body is **The Governing Body of Sandy Lane Primary School**
4. The Governing Body shall consist of:
 - (a) **4 Parent governors**
 - (b) **1 Local Authority governor**
 - (c) **The Headteacher (except at any time when the Headteacher has given notice that s/he chooses not to be a governor)**
 - (d) **1 Staff governor**
 - (e) **5 Co-opted governors (the number of Co-opted governors who are also eligible to be elected as staff governors must not exceed two)**
5. The total number of governors is **12**
6. This Instrument of Government comes into effect on **16 September 2014**
7. This Instrument was made by order of the City of Bradford Metropolitan District Council.

THE COMMON SEAL of
City of Bradford Metropolitan District
Council was hereunto affixed
this *27th day of November 2014*
in the presence of



Authorised by the Assistant City Solicitor

96633

Sandy Lane Primary School
Resources Committee
Terms of Reference 2025-26

1. Overall Roles of the Committee

- To assist the Governing Body in fulfilling its statutory responsibilities for all staff employed in school and to generate the best possible professional environment within which all staff can contribute to the raising of pupils' progress and attainment.
- To assist the Governing Body in directing the management of the school budget in support of the School Improvement Plan and ensuring sound financial management practices.
- To determine, in accordance with the pay policy, the salary level for new appointments to all posts and to consider the recommendations of the Executive Headteacher for performance related pay increases for staff.

2. Terms of reference:

A. General

- To establish, recommend to the Governing Body and/or review all policies related to the remit of this Committee, as set out in the annual Governing Body workplan, and to monitor their implementation.

B. Staffing

- To recommend to the Governing Body and keep under review the staffing structure, in consultation with the Executive Headteacher.
- To oversee the management of workforce change as necessary.
- To keep under review the work/life balance, working conditions, wellbeing and attendance of staff, including the Executive Headteacher.
- To ensure that all staff have a clear job description and contract of employment.
- To ensure that the performance of all staff is managed effectively.
- With the Executive Headteacher, to keep under review the in-service training needs of all staff, taking account of the priorities in the School Improvement Plan.
- To ensure that all requirements of equal rights legislation are observed throughout school.

C. Finance

- To recommend to the Governing Body the opening budget for the following financial year and three-year budget plan, in consultation with the Executive Headteacher.
- To review the budget position and consider any requests for virement of monies between budget headings, and to report any significant variations from the original approved budget to the Governing Body.

- To ensure that the school operates in accordance with the Local Authority Financial Regulations.
- To monitor expenditure of, and review the annual audit of the accounts holding, all voluntary funds received by the school.
- To make decisions in respect of entering into or terminating Service Level Agreements or contracts for the provision of goods or services and ensure that they represent value for money.
- To advise on expenditure recommended by other Committees.
- To ensure that a register of Governors' interests is maintained.
- To advise on opportunities to maximise school income.

D. Premises

- To advise the Governing Body on priorities, including Health and Safety, for the maintenance and development of the school's premises.
- To ensure effective monitoring of the security of the premises and that appropriate action is taken as required.
- To monitor the condition of the fabric of the buildings and to approve an annual rolling 3-5 year plan of premises maintenance and development.
- To oversee the effectiveness of arrangements for repairs and maintenance.
- To agree specifications for any building works to be undertaken by a contractor, within the limits of the Committee's financial delegation.
- To oversee bids for funding for matters related to the premises.
- To oversee arrangements, including for Health and Safety, for the use of the school premises by external users within policies agreed by the Governing Body or this Committee.
- To consider the impact of the school on the environment and make recommendations for action to minimise that impact wherever possible and affordable.

3. Delegation of powers

So far as permitted by Regulations, the Governing Body delegates to this Committee powers of decision making on all matters within its remit as described in Section 2, except as set out in this section.

A. General

B. Staffing

(1) The Governing Body retains to itself the following powers:

- Approval of the school staffing structure.
- Review of the salaries of the Executive Headteacher and Deputy Headteacher in line with national Regulations and the Governing Body's pay policy.

(2) The Governing Body delegates the following powers to the Executive Headteacher:

- All aspects of the day to day management of staff.
 - Consideration of staff applications for leave of absence within the normal terms and conditions of relevant employment guidance and/or the policies and protocols approved by the Governing Body or this Committee.
 - Appointment of temporary supply staff.
 - Appointment of staff to posts authorised by the Governing Body or this Committee.
 - Approval of overtime working.
 - In consultation with the Chair of the Governing Body or the Chair of this Committee, urgent action on staffing issues.
- (3) The Governing Body delegates the following powers to the Chair of the Governing Body or the Chair of this Committee:
- Consideration of staff applications for leave of absence outside the normal terms and conditions of relevant employment guidance and/or the policies and protocols approved by the Governing Body or this Committee.

C. Finance

- (1) The Governing Body retains to itself the following powers:
- Approval of the annual opening budget.
 - Decisions on expenditure in excess of £20,000 or for which there is no budget provision.
 - All decisions on write-off of debts below £500. (Approval to write off debts in excess of £500 must be sought from Bradford Council's Chief Financial Officer.)
- (2) The Governing Body delegates the following powers to the Executive Headteacher:
- Expenditure of up to £5,000 at any one time, on non-recurring items without any prior reference to the Committee, provided that expenditure is within budget provision.
- (3) The Governing Body delegates the following powers to the Committee:
- Approval of expenditure of between £5,001 and £20,000 at any one time.
- (4) In **emergency situations**, the Governing Body delegates the following powers to the Chair of the Governing Body or, in the absence of the Chair of the Governing Body, the Chair of this Committee:
- Authorisation of expenditure for which there is no budget provision

All expenditure will be made in accordance with the Local Authority (LA) *Guide to Financial Procedures* document and reported to the next meeting of this Committee. Authorisation of expenditure in accordance with subsection (4) above will be reported as a Chair's Action at the next meeting of the Governing Body.

D. Premises

- (1) The Governing Body retains to itself the following powers:
- Approval of proposals for works for which there is no provision in the school budget.

- Approval of specifications and contracts for works whose cost exceeds the delegated financial authority of this Committee.
- (2) The Governing Body delegates the following powers to the Executive Headteacher:
- Day to day management of Health and Safety matters.
 - Day to day repairs and maintenance.
 - Management of arrangements to let the school premises.
 - Liaison with Bradford Council's Asset Management Team and/or contractors on works funded from the school's delegated budget, and day to day oversight of such works.
- (3) The Governing Body delegates the following powers to the Chair of the Governing Body or, where the Chair of the Governing Body cannot be contacted, to the Chair of this Committee:
- Approval of emergency works to secure the safety and usability of the premises, in consultation with Bradford Council's School Funding Team if the cost cannot be contained within the school budget.

4. Reporting

- The minutes of Committee meetings shall be circulated to all governors as quickly as possible after their approval by the Chair and Executive Headteacher.
- Items that are deemed to be confidential by the Committee shall be recorded as a separate confidential minute and reported orally at the next Governing Body meeting by the Chair of the Committee, wherever possible.
- The Chair of the Committee shall answer any questions concerning the minutes at the next Governing Body meeting

5. Membership and quorum

- The Governing Body shall appoint Governors as members of this Committee.
- The Governing Body may also appoint non-Governors as Associate Members to this Committee; in doing so, the Governing Body shall specify whether the Associate Member has voting rights on the Committee within the limits specified by Regulations.
- The Committee shall have the right to involve other governors and members of staff as and when agreed.
- Voting rights shall be restricted to members of the Committee.
- The quorum for the meetings shall be 3 governors.
- Further, for this Committee to be quorate there must be at least 1 non-school based governor in attendance.

6. Disqualification and declarations of interest

- Any person, other than the Executive Headteacher, employed to work at the school when the matter under consideration is the pay or performance of any person employed to work at the school, is disqualified from participation in, and shall withdraw during, discussion of that matter.
- Any person employed to work at the school when the matter under consideration affects them more than it affects the generality of staff shall declare an interest. That person may then be required by the Committee to withdraw during discussion of that item.

7. Review

These Terms of Reference are to be reviewed by the Governing Body at its last meeting of the academic year in preparation for the new academic year.

Approved by the Governing Body at its meeting on.....

Signed: _____

Date:

Joint Committee Terms of Reference 2025-26

The Governing Bodies of Sandy Lane and Steeton Primary Schools

Joint Committee Terms of Reference 2025-26

1. Overall Roles of the Committee

To oversee the partnership between Sandy Lane and Steeton Primary Schools on behalf of the two Governing Bodies, ensuring that the partnership brings maximum value to the pupils and staff of both schools while respecting and maintaining the distinct identities, visions and budgets of each.

2. Terms of reference

- To maximise economies of scale through joint purchasing.
- To maximise the effective use of each school's facilities and resources across both schools. Examples might include shared use of minibuses, shared access to playing fields, cooking kitchen etc.
- To maximise the opportunities for pupils from both schools to learn and play together. Examples might include joint sports events, learning projects, visits, occasional joint meetings of the School Councils etc.
- To maximise the opportunities for staff development across both schools through, for example, joint training and CPD; visits to observe and share good practice; shared planning; shared resources; career development moves or secondments between the schools; succession planning across the two schools.
- To consider the merits of running joint events for parents. Examples might include [joint workshops on online safety.
- To consider any matters referred to the Committee by either Governing Body.
- To keep under review the collaboration agreement that allows each Governing Body to draw upon governors from the other to participate in all types of panel hearing.
- To consider continually any other opportunities for the schools to work together for the benefit of both.

3. Delegation

The Committee has powers solely to make recommendations to the two Governing Bodies.

4. Reporting

The minutes of Committee meetings shall be circulated to all governors of both schools as quickly as possible after their approval by the Chairs of both Governing Bodies and the Executive Headteacher. The Chair of each Governing Body shall answer any questions at the next meeting of their Governing Body.

5. Membership, Chairing, Clerking and quorum

a) Membership

- The membership of this Committee shall consist of the Chair and the Vice Chair of each Governing Body and the Executive Headteacher.
- The Committee shall have the right to involve other governors and members of staff as and when agreed by the Chair(s).
- Voting rights shall be restricted to members of the Committee.
- The Governing Bodies shall not appoint non-Governors as Associate Members to this Committee.

b) Chairing

- The Chairmanship of the Committee shall alternate from meeting to meeting between the Chairs of the two Governing Bodies.

c) Clerking

- The committee will appoint its own clerk.

d) Quorum

- The quorum for meetings shall be three members of the Committee.

6. Review

These Terms of Reference are to be reviewed by each Governing Body at its last meeting of the academic year in preparation for the new academic year.

Approved by the Governing Body of Sandy Lane Primary School at its meeting on

Signed: _____

Date:

Approved by the Governing Body of Sandy Lane Primary School at its meeting on 21 July 2022.

Signed: _____

Date:

NGA Governors Code of Conduct

NGA Governors code of conduct

Once this code has been adopted by the governing board, all members agree to faithfully abide by it.

We agree to abide by the Seven Nolan Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

We will focus on our core governance functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent
NGA recognises the following as the fourth core function of governance:
4. ensuring the voices of stakeholders are heard

As individual board members, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. We will develop, share and live the ethos and values of our school.
3. We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
4. We will work collectively for the benefit of the school.
5. We will be candid but constructive and respectful when holding senior leaders to account.
6. We will consider how our decisions may affect the school and local community.
7. We will stand by the decisions that we make as a collective.
8. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
9. We will only speak or act on behalf of the board if we have the authority to do so.
10. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
11. When making or responding to complaints we will follow the established procedures.
12. We will strive to uphold the school's reputation in our private communications (including on social media).
13. *We will have regard to our responsibilities under [The Equality Act](#) and will work to advance equality of opportunity for all.

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting the school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community/communities.
2. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
3. We will work to create an inclusive environment where each board member's contributions are valued equally.
4. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the [register of business interests](#).
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school's website.
5. *We will act as a governor; not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get Information about Schools), some of which will be publicly available.

**New statement added or updated in 2022*

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

We agree that this code of conduct will be reviewed annually and it will be endorsed by the full governing board.

Further reading

[What governing boards and school leaders should expect from each other](#)

[Governing board skills audit](#)

[Model role descriptions for chairs, governors, trustees and governance professionals](#)

[Effective teamwork](#): a guide for governing boards

Thank you for using this document. If you have any feedback you'd like to share, please email kcfeedback@nga.org.uk

GOVERNORS' ALLOWANCES

POLICY FOR PAYING GOVERNORS' ALLOWANCES

This policy statement has been developed in accordance with the Education (Governors' Allowances) (England) Regulations 2003 and The School Governance (Roles, Procedures and Allowances) (England) (Amendment) Regulations 2013. These regulations give Governing Bodies the discretion to pay allowances from the school's annual budget allocation to governors for certain allowances which they incur in carrying out their duties.

School governors provide a voluntary service, and cannot be paid for their role as a governor. However, they can receive out of pocket expenses. This may include reasonable expenses to cover travel costs or child care costs incurred as a result of fulfilling their role as governor. Where the board has a delegated budget, whether to pay allowances and what allowances might reasonably be paid are matters for the board to decide. Where a board does not have a delegated budget, allowances and expenses may be paid by the local authority at a rate determined by them.

Payments can only be paid for expenditure necessarily incurred to enable the person to perform any duty as a governor. This does not include payments to cover loss of earnings for attending meetings. Travel expenses must be at a rate not exceeding the HM Revenue and Customs (HMRC) approved mileage rates which are changed annually and are on HMRC website. Other expenses should be paid on provision of a receipt and be limited to the amount shown on the receipt.

Sandy Lane Primary School believes that paying governors' allowances, in specific categories as set out below, is important in ensuring equality of opportunity to serve as governors for all members of the community and so is an appropriate use of school funds. The specific items allowable reflect this objective.

Governors may claim allowances in respect of actual expenditure incurred whilst attending meetings of the Governing Body and its committees, undertaking governor development and otherwise acting on behalf of the governing body:

Governors may not claim for actual or potential loss of earnings or income.

Governors may not be paid attendance allowance.

All governors and associate members are eligible to claim allowances in accordance with this scheme.

ELIGIBLE EXPENSES

Categories of eligible expenditure are as follows:

Care Arrangements	Child care or baby-sitting expenses, where these are not provided by a relative or partner. Care arrangements for an elderly or dependent relative, where these are not provided by a relative or partner.
Telephone Calls & Postage	
Travel	
Subsistence	
Other	The extra costs they incur in performing their duties either because they have special needs or because English is not their first language.

ALLOWANCE RATES

Rates at which allowances are payable are as follows:

Care Arrangements	Actual costs incurred, up to a maximum of [minimum wage] per hour
Telephone Calls & Postage	Also include photocopying costs and stationery - actual costs incurred.
Travel	The cost of travel relating only to travel to meetings/ training courses. In accordance with HRMC Authorised Mileage Rate, which is 45p per mile for the first 10,000 miles and 25p above 10,000 for cars and vans, 24p per mile for motorcycles.
Subsistence	For public transport, actual costs incurred. However, where more than one class of fare is available, the rate shall be limited to second-class fares. For travel by taxi the cost must not exceed [3 miles] per journey.
Other	If additional expenses are incurred because work as a governor requires taking meals (i.e. breakfast, lunch or dinner) away from your school area, reimbursement will be made for the food/drink items bought on the day claimed.

CRITERIA FOR CLAIMS

All claims must be submitted to the head teacher on the attached claims form (Appendix A) within one calendar month of the expenditure being incurred (except for telephone calls).

Receipts must be supplied to support claims for reimbursement, e.g. bus ticket, phone bill, taxi receipt, till receipt.

In the case of telephone calls, an itemised phone bill should be provided, identifying the relevant calls.

FINANCIAL SYSTEMS

The school's normal systems for authorising and processing payments will apply to claims made under this scheme.

[*] The Governing Body may vary these rates to meet their particular circumstances. The rates must be agreed at a full governing body meeting.

FURTHER GUIDANCE

Further guidance can be found at:

The Education (Governors' Allowances) (England) Regulations 2003
<http://www.legislation.hms.gov.uk/si/si2003/20030523.htm>

DfES Guidance on Paying Allowances to School Governors

<http://media.education.gov.uk/assets/files/pdf/g/paying%20allowances%20to%20governors%20%20%20october%202003.pdf>

The School Governance (Roles, Procedures and Allowances) (England) (Amendment) Regulations 2013 <http://www.legislation.gov.uk/uksi/2013/2688/contents/made>

The DfE 'The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 – Departmental Advice for School Leaders and Governing Bodies of Maintained Schools and Management Committees of PRUs in England', January 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270783/school_governance_regulations_2013_departmental_advice.pdf

Code of conduct for all staff, governors and volunteers

Code of conduct for all staff, governors and volunteers

Introduction

1. The public is entitled to have trust and confidence in the integrity of The School Community and the staff working within it.
2. Your conduct must therefore be of the highest standard. Trust in the integrity of people working (paid or unpaid) within the school is a crucial part of the success of the school.
3. This Code of Conduct has therefore been prepared to achieve these aims:
 - To tell you about some of the statutory, national and local obligations which govern your conduct as an employee/volunteer of Sandy Lane Primary School
 - To help you on issues of conduct by providing a framework of guidelines.
4. Read the code of conduct, sign the form and return it to the office. In doing so you are agreeing to follow this Code. This code must be signed at the start of each school year.
5. If any points are unclear or you are not sure of the appropriate action to take in a situation, whether or not it is covered in this code you must consult your Executive Headteacher.

Children's Rights

6. The aim of this code is also to ensure that children and young people have the right to:
 - respect;
 - information about themselves;
 - be protected from harm;
 - have a say in their life;
 - a good start in life; and
 - be and feel safe and secure.

Scope

7. This Code of Conduct applies to all people working in Sandy Lane Primary School whether they be paid, contracted, governors or volunteers (see appendix 1).

General Obligations

8. You must act with utmost good faith with regard to the business of Sandy Lane Primary School, and must do all in your power to promote the school's interests and not do anything which may adversely affect the School's reputation.
9. You must be an outstanding role model to children working professionally at all times. Smoking, including E cigarettes and vapour cigarettes is strictly prohibited in school and on the school premises as in all Local Authority buildings
10. Dress should be professional at all times. Shoes must be worn (not trainers or pumps). Jeans should not be worn in school and children should not be able to see 'up, down or through' clothing. Whilst on school outings / sports events, clothing should be suitable for the outing (eg outdoor clothing or work clothing for indoor trips).

11. Staff must not wear any item of clothing or accessory which may be linked to an extremist organisation.

12. Statutory, National and Local Obligations

Teaching staff must also adhere to the terms and conditions outlined in The School Teachers Pay and Conditions Document, annually updated. A copy of which can be found on:

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

13. Sections 35 and 36 of the Education Act 2002 and 2011 applies to the staffing aspects in relation to schools.

14. Other relevant documents include:

- staff handbook
- disciplinary procedure
- ICT acceptable use for staff
- Staff privacy notice
- Section 1 'Keeping children safe in education'
- Sexual Offences Act 2003 (Staff are aware that under the Sexual Offences Act of 2003, it is an offence for any person over 18 to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child).
- Safeguarding & Child Protection Policies.
- Care & Control policy
- Equality policy and principles

These documents will be shared at induction. The Executive Headteacher is responsible for telling you about these. If you are not certain about a course of action, you must ask.

Public Duty and Private Interest

12. Your off-duty hours are your own personal concern. It is important, however, that you do not put yourself in a position where your duty to the School and your private interests conflict. (e.g. attendance at a march or rally could result in disciplinary action.)

13. You are expected to abide by the policies of the School. Your own personal or political opinions and beliefs must not interfere with the provisions of balanced professional advice or your duty to carry out those policies.

Confidentiality and Information Disclosure

14. You must conform to the requirements of the General Data Protection Requirement May 2018 (GDPR) and must take all reasonable steps to ensure that the loss, destruction, inaccuracy or disclosure of information does not occur as a result of your actions. This includes information relating to school business and pupil data.

15. You must not disclose personal or financial information about any pupil, volunteer, governor or other member of staff to any unauthorised person, external organisation or agency without the express consent of the individual concerned or that of the Executive Headteacher.

16. You must not use information obtained in the course of your duties to the detriment of the School or for personal gain or benefit; nor should you impart this information to others who might use it in such a way.

17. Confidential information belonging to the School must not be disclosed to any person not authorised to receive it.

Other Employment

18. You may not set up a business or accept employment with a business engaged in work which is in direct competition with the School.

19. If you do have another job it must not conflict with the School's interest or bring the School into disrepute.

20. If you have another job with another organisation you should not act as a messenger, go between or arbitrator between that organisation and the School. Formal channels of communication should be maintained.

21. Your working commitments to another employer must not interfere with your work for the School; you must be able to work for the School at the contracted/arranged times rested and refreshed.

Use of School Time and Facilities

22. Whilst on duty you should be working. The School's property and facilities (eg stationery, display screen equipment, photocopier) may only be used for official school business unless permission for their private use has been granted.

23. You may use the School telephone to make important private calls.

24. You must account for all money and property for which you are given responsibility in the course of your work.

Publication of Books/Articles

25. If you want to publish books, articles, letters, dissertations etc which you have written in connection with your duties and in which you describe yourself as holding an appointment with the School, you must first consult your Executive Headteacher.

General

26. In accordance with The School's Equality Policy you must ensure that you do not discriminate in recruitment and employment practices nor in the delivery of services. You must also ensure that in your dealings with the local community, all members of the public are treated with respect and fairness.

27. You must also comply with the requirements of any professional body of which you are a member.

28. Serious misconduct and/or criminal offences committed during or outside of working hours which bring you or the School into disrepute will be the subject of disciplinary action which could lead to dismissal.

Financial Inducements, Gifts, Hospitality and Sponsorship

- 29. You must not seek or receive preferential rates by virtue of your dealings on behalf of the School. Offers of hospitality, including visits to exhibitions, business meals, social functions, etc should only be accepted if there is a genuine need to represent the School as part of your official duties. These must be authorised in advance by your Executive Headteacher.

- 30. Where an external organisation wishes to sponsor or is sought to sponsor a School activity, the above rule 29 applies. Particular care must be taken when dealing with contractors or potential contractors.

Disciplinary Action

- 31. Any breach of this Code of Conduct will be the subject of a management instruction or disciplinary action which could result in dismissal. A volunteer or governor will receive a caution in the event of any breach.

Further Information

- 32. This Code of Conduct cannot cover every eventuality. Its purpose is to alert you to some of the matters about which queries are received. It does not replace the general requirements of the law, common sense and good conduct.

- 33. If you are uncertain about what to do in a particular situation or you require further information or guidance on the appropriate course of action to take in any situation you must contact your Executive Headteacher for advice before you taken any action.

- 34. Please sign the slip below and forward it to the Executive Headteacher.

Sandy Lane Primary School

Code of Conduct (Staff and Governors)

I confirm that I have read and understood the Code of Conduct for Sandy Lane Primary School and agree to abide by its contents.

Print Name

Signed: Date:

Please return this slip to the Executive Headteacher as soon as possible.

**Sandy Lane Primary School
Volunteer Code of Conduct Appendix 1**

NAME _____

This code of professional conduct is a guide to our professional relationships and interactions. It relates to conduct both in and outside school and via any social networking sites e.g. Facebook and mobile phones or any other media. It is expected that all volunteers will work within these agreed parameters.

When dealing with colleagues we will:

- Treat colleagues with courtesy, professional respect and trust.
- Ensure that we take actions which take account of and support the roles and responsibilities of others.
- Respect and value the diversity of views and backgrounds represented.
- Try to keep a sense of perspective and understand differing viewpoints.
- Strive to be flexible.
- Work together in the best interests of the whole school to solve problems.
- Share ideas and resources to help colleagues and pupils.
- Strive to remain calm in potentially difficult situations.
- Respect confidentiality.
- Value the differing talents of each other for the good of the whole school.
- Seek a solution rather than blame each other.
- Avoid personal disputes.
- Avoid behaviours that may be interpreted as harassment.

When dealing with children we will:

- Show a genuine interest in them and listen to what they say.
- Respect and treat them as individuals.
- Expect them to treat all others with respect – peers and adults alike.
- Model and constantly show our high expectations.
- Value them for who they are.
- Foster an atmosphere of trust in a safe environment.
- Aim to motivate and inspire.
- Address children appropriately using agreed names.
- Celebrate success by encouraging, praising and supporting them.
- Work with them to maximise their learning potential.
- Treat them appropriately for their age and their needs.
- Be sensitive to their needs.
- Strive to remain calm in potentially difficult situations.

When dealing with parents we will:

- Direct parents to appropriate members of staff.
- Respect confidentiality at all times.
- Respect that parents and carers may come from different backgrounds.
- Remain calm and show a degree of empathy.

When talking about our school we will:

- Emphasise the positive.
- Show loyalty.
- Are sensitive to our audience.
- Support the agreed structure and policies.
- Work for the common good and strive to see the whole school picture.
- Acknowledge our position as an ambassador for the school.
- Uphold confidentiality.

Print Name _____

Signed.....

Dated.....

Governor Monitoring Visits Policy

Governor Monitoring Visits Policy

Context

One of the key roles and responsibilities for the Governing Body is to monitor the progress and performance of the school. Undertaking visits demonstrates the Governors' role in the strategic management of the school by helping to hold the school to account and evaluate its progress. The Governors visiting programme is an integral part of the school's yearly monitoring calendar. Each Governor is encouraged to make at least one visit a year during school time and governors will often monitor an area of school life in order to verify the school leadership self-evaluation of the school.

Visits enable Governors to:

- Observe first-hand the quality of education at the school.
- Understand how the school focuses in on the pupil's personal development
- See the school at work and observe the range of behaviour and attitudes.
- Demonstrate that they understand the progress that children are making ensuring that school leaders place sufficient emphasis on tracking the progress of each individual child.
- See first-hand that the leadership and management of the school is such that it improves the outcomes for all pupils.
- Ensure that the needs of SEND pupils and those pupils in the lowest 20% of the ability range are properly planned for and taught within school.
- Get to know the staff and demonstrate their commitment to the school
- Give active support to the staff and the activities of the school
- Be aware of the effect of change and different approaches to teaching and learning
- Evaluate resources and discuss with staff further requirements; ensuring that at all times school leaders are deriving value for money from school budgets.
- Gain first-hand information to assist with policy making and decision taking
- Work in partnership with the staff

Before making a visit, Governors will

- Contact the Executive Headteacher or Head of School and agree a date, time and focus for the visit.
- Clarify the etiquette, courtesies and expectations for the visit.
- Plan which classes will be visited.
- Draw up a timetable for the visit with the Business Manager or subject-coordinator.
- Business Manager and/or the subject coordinator ensure that all staff are aware of the visit and the expectations on them.

On the day of the visit the Governor will remember to:

- Arrive on time and clarify the timetable with the Business Manager /subject coordinator.
- Act as an observer and only participate in the class at the invitation of the teacher.
- Respect the professionalism of the teacher, supporting but not interfering.
- Be calm and enjoy the visit

After the visit the Governor will:

- Remember to thank the teachers and children
- Meet with the Executive Headteacher or Head of School to give a verbal report, and to raise any issues that arose
- Complete the Governor Visit proforma, reporting on the focus. The completed form should be given to the Executive Headteacher or Head of School and then, after any possible alterations, the form will be circulated to the governing body.
- Governors must report without giving opinions and where possible individuals should not be able to be identified.

It is important to remember that visits are a snapshot in time, and judgements should not be made arbitrarily.

The visit is not about:

- Inspection
- Making judgements about the professional expertise of the teacher
- Checking on your own children
- Pursuing a personal agenda
- Arriving with inflexible pre-conceived ideas

Governors are an important part of the school team and are welcomed into the school by staff. It is important that Governors remember to respect the professionals and the children, support the Executive Headteacher or Head of School and the staff, and acknowledge that they represent the full Governing Body. If the agreed principles and procedures are followed then Governor Visits will be an enjoyable experience for all involved, and will result in effective monitoring by the Governing Body, which will contribute to school improvement.

NGA New Governor Induction Plan

A step-by-step guide to inducting new governors and trustees

A well-planned induction programme helps new governors and trustees to become familiar with their school or trust and what their role entails.

Governing boards are diverse groups – the most effective induction programmes take into account the knowledge, skills and experience of new board members, rather than applying a one-size-fits-all approach.

This guide provides a starting point for those planning induction programmes – use it to develop a programme that suits your context and the experience of the new board member.

Step 1. Arrange an introductory visit and meeting

This step will help the new board member to settle in and appreciate that they are part of a team. Extend an early invitation to visit the school (or schools) as an opportunity to:

- be welcomed by and have a conversation with the chair and the senior executive leader
- have a guided tour, experience the culture, meet staff and talk to pupils
- complete preliminary tasks such as appointment verification or a photograph for the website

At this point, discuss any help and support that the new board member may need to participate fully in governance duties. Be open to talking about individual needs and circumstances, such as caring responsibilities, disabilities and religious observances. Make them aware that they can [claim for certain expenses](#) such as childcare or caring costs for dependents. (see Governor Allowances above)

Step 2. Introduce other contacts

Following the introductory visit, conversations should be arranged with others who have a role in supporting the new board member, such as:

- **The governance professional (clerk to the board)** to talk through meeting arrangements, protocols, compliance and administration matters such as the business interest register and access to governance portals or file sharing platforms.
- **Committee chairs and relevant link governors** to help explain committee responsibilities and areas of focus.
- **The mentor** assigned to help guide the new board member in the first few months of their role. The mentor should be an experienced governor or trustee on the board who can help answer questions.

If you are part of a multi academy trust who is inducting a new member of an academy committee (local governing body), you may wish to arrange a meeting with a trustee or member of the trust's central team for the committee member to learn about the vision and aims of the trust as a whole.

Step 3. Provide an information pack

The information pack that new board members receive from their school or trust is an essential resource to help them understand their role and fulfil their governance duty. We

encourage boards to think about how this information can be provided in a way that is easy to navigate and refer to in the first few weeks and on an ongoing basis.

The information pack should be tailored to fit the context of the school or trust and the needs of the individual. As a guide, we recommend that it includes information that covers:

Roles, responsibilities and conduct

Governors and trustees need to have a clear understanding of the responsibilities and duties associated with their role. Our [model role descriptions](#) can be adapted for this purpose and can also be used to explain the important roles of chair and governance professional.

We recommend that all boards adopt a [code of conduct](#) that sets out the behaviour and professional standards required for the board to carry out its work. New members should agree to follow the board's code of conduct on being appointed.

The current context and priorities

Information that helps the new governor/trustee to know the school or trust they are governing, such as:

- A prospectus or a link to information on the school's website including the school or trust mission, vision and values.
- The current strategy document that references the school/trust improvement priorities.
- Information about performance standards in the school/trust plus relevant external data.
- A copy of the funding agreement (in academies).

How governance works in the school or trust

The following will help to give new board members a clearer idea:

- Details of the governing board's committees and their terms of reference.
- A copy of the school's instrument of government or articles of association and scheme of delegation or delegation planner.
- A calendar of meetings for the year, for both the full governing board and its committees and other key dates such as strategy days.
- The school and governing board's most recent self-evaluation or facilitated review.

Step 4. Signpost to an induction training course

NGA believes that everyone who is new to school governance should attend an induction training course. This is typically provided by the local authority, the foundation charitable body (associated with the school or trust), the academy trust or a specialist organisation [such as NGA](#). As a minimum, the training must ensure that new board members have a clear understanding of what governance is.

All governors and trustees must also undertake appropriate [safeguarding and child protection](#) training (that includes online safety). We recommend that this forms part of your induction programme and takes place regularly thereafter.

While new governors and trustees must take responsibility for undertaking induction training, this expectation should be made clear, courses signposted, and take-up monitored. A [skills audit](#) should be used to help identify and prioritise any further areas of development for the new board member.

Step 5. Offer support prior to the first meeting

Your induction programme should help new board members to make meaningful contributions during meetings as soon as possible. To help them prepare, we advise that you provide:

- an opportunity to observe a meeting before being expected to contribute
- access to meeting papers, logins and digital platforms – the governance professional and/or mentor should be able to provide support if needed
- a copy of your virtual meeting protocol or explanation of [ground rules for virtual meetings](#), if applicable
- access to previous minutes to get an understanding of the type of topics covered – you may also wish to talk the new board member through an agenda
- examples of [the type of questions asked during meetings](#)

Developing skills and knowledge beyond induction

- New volunteers should remain proactive in developing governance skills and knowledge. We recommend prioritising training and support in key areas of responsibility, such as financial governance or safeguarding, before exploring wider areas.
- You may wish to direct new board members to chapter four of [Welcome to Governance](#) or chapter five of [Welcome to a Multi Academy Trust](#) for an overview of development routes and opportunities.

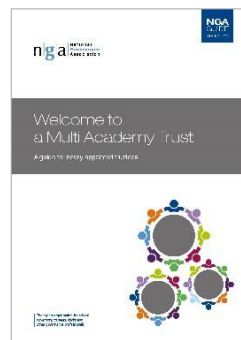
NGA resources to support new governors and trustees

- [NGA's Knowledge Centre](#) offers exclusive online access to practical governance resources
- Subscribers to NGA [Learning Link](#) can access flexible e-learning including [core modules for new governors and trustees](#).
- [NGA networks](#) offer opportunities to share knowledge and experiences.
- [Welcome to Governance LIVE training sessions](#) for NGA GOLD members help new governors and trustees make an impact in their first six months.
- NGA's [glossary of governance terms](#) is a useful addition to any induction information pack.

NGA induction guides

We recommend that new governors and trustees receive a copy of [Welcome to Governance](#) or [Welcome to a Multi Academy Trust](#).

These are essential entry-level guides to help those new to governance become effective.



Don't miss out on membership benefits

If you're an NGA member, check your account details are correct by logging in at nga.org.uk and visiting the account management page. Every member of your governing board needs an up-to-date account to access benefits including our Governing Matters magazine and weekly e-newsletter. If you don't have an account or you're not sure, talk to your governance professional or chair or [contact us](#).

Thank you for reading this guide. If you have any feedback you'd like to share, please email kcfeedback@nga.org.uk.

Governor role description

Governor role description

For those governing in maintained schools

How to use this model document

This model role description should be adapted to suit the needs of your school. It is neither definitive nor exhaustive but is intended as a guide for those wishing to clarify the role of the governor.

Thank you for using this document. If you have any feedback you'd like to share, please email kcfeedback@nga.org.uk.

Governors work together to carry out their core functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent

NGA recognises the following as the fourth core function of governance:

4. ensuring the voices of stakeholders are heard

Governors must also ensure that the governing body complies with all legal and statutory requirements. Governors should seek the advice of the clerk to the governing board and other professional advice as appropriate.

Governing body strategic responsibilities

Governing bodies work closely with headteachers and senior leaders. Headteachers are responsible for day-to-day management whereas the role of the governing body is strategic. As such, governors are responsible for:

determining the mission, values and long-term ambitious vision for the school

deciding the principles that guide school policies and approving key policies

working with senior leaders to develop a strategy for achieving the vision

ensuring that parents, pupils, staff and the wider community are involved, consulted and informed as appropriate

ensuring that all pupils have access to a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life

setting the school's budget and ensuring it is managed effectively together with premises and other resources

agreeing the school's staffing structure and keeping it under review to ensure it supports delivery of the strategy

ensuring robust risk management procedures are in place and that risk control measures are appropriate and effective

Monitoring and evaluating school performance

Governors must monitor the priorities that have been set to ensure progress is being made by:

measuring the school's impact and progress towards its strategic objectives

ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies

evaluating relevant data and feedback provided by school leaders and external reporting on all aspects of school performance

asking challenging questions of school leaders in order to hold them to account

holding the headteacher to account for standards, financial probity and compliance with agreed policies

visiting the school to monitor implementation of the strategy and reporting back to the board (this could be in a link governor capacity)

ensuring that there are policies and procedures in place to deal with complaints effectively

Panels and committees

When required, governors are expected to serve on panels or committees in order to:

appoint the headteacher and other senior leaders

appraise the headteacher and make pay recommendations

hear staff grievances and disciplinary matters

review decisions to exclude pupils

deal with formal complaints

Contribution to the governing body

Governors should ensure that they are making a positive and meaningful contribution to the governing body by:

attending meetings (a minimum of 3 full governing board meetings and a number of committee meetings each year), reading papers and preparing questions for senior leaders in advance

establishing and maintaining professional relationships with senior leaders and colleagues on the board

getting to know the school, including visiting the school occasionally during school hours

undertaking induction training and developing knowledge and skills on an ongoing basis

Expenses

Governors should receive out of pocket expenses incurred as a result of fulfilling their role as governor and NGA recommends that a governing board should have such an expenses policy. Payments can cover incidental expenses, such as travel and dependency care, but not loss of earnings.

Sandy Lane Primary School: Governor's Induction Checklist¹

Governor Name	Date of induction

School Governor's Induction Checklist

The Governing Board believe it is essential that all new governors receive a comprehensive induction package covering a broad range of issues and topics. There is a commitment to ensure that the new governors are given the necessary information and support to fulfil their role with confidence. The process is seen as an investment, leading to more effective governance and retention of governors.

The purpose of this policy/checklist is to ensure that new governors are aware of the following points:

1. Made aware of their role and responsibilities as a governor and Governor's Code of Conduct
2. Welcomed to the governing board and meet other governors and given the Governance, Conduct & School Information Policy Handbook
3. Encouraged to visit the school to experience its atmosphere, understand its ethos and meet the Executive Headteacher / Head of School, staff and children
4. Informed of the partnership between the Executive Headteacher / Head of School, and the governing board
5. Alerted to how the governing board, its committees and link governors work;
6. Alerted to the named governor roles and the expectation all governors will participate
7. Discuss background material on the school and current issues
8. Made aware of the requirement for a Disclosure & Barring Service (DBS) check
9. Allowed to ask questions about their role and/or the school.

Before being appointed the school will:

Actions	Comment
1. Hold a meeting with the potential new governor and Head of School to introduce them to the school;	
2. Have the opportunity to tour the school and ask and questions about the role;	
3. Receive an informal briefing on the school from the Head of School;	
4. Be required to complete an application for a DBS check and provide the necessary supporting documentation; The DBS check must come back clear before the new governor is appointed.	

New governors will:

Actions	Comment
1. Be welcomed to the governing board by the Chair of Governors and the Executive Headteacher / Head of School;	
2. Discuss their skill set to allow the Head of School and Chair of Governors to allocate their link governor role;	
3. Receive their school badge and door fob;	
4. Receive relevant information about the school – see governor information below;	
5. Have the opportunity to attend relevant training including governor induction events and safeguarding.	

All governors will meet with the Head of School or Inclusion Leader in school who will go through schools anonymised safeguarding systems and answer any safeguarding questions that new governors may have.

1. Safeguarding Guidelines & Reporting Procedures.	Received information	Sign as read or understood.
<ul style="list-style-type: none"> Keeping Children Safe in Education Part 1 (current year) Booklet 		
<ul style="list-style-type: none"> Keeping Children Safe in Education Part 1 Annex A (current year) Booklet 		
<ul style="list-style-type: none"> What to do if you're worried a child is being abused 		

• Child Protection Guidelines and Procedures for staff		
• Role of the Designated Safeguarding Lead		
• Flowchart- Who to contact if there are any issues		
• Provide an understanding of the CPOMs system within school		
All documents that are circulated to me are confidential and should not be shared.		
2. Pupil Security		
Make sure all doors are closed/locked		
Any individual on the premises not known to you or without a school pass must be challenged and/or reported		
Any pupil outside the secure premises must be challenged/reported		
All the above points have been explained to me		
Signed		
Dated		

New governors when joining the governing board will receive information about how to access:

Governor Information	Tick if received
• Information on how to access the latest edition of the Department for Education (DfE) school governors: <i>Governance Handbook</i> ;	
• The School Prospectus including the school's mission statement, list of staff and their responsibilities and a floor plan of the school;	
• The School Development Plan;	
• Schools most recent Self Evaluation	
• Schools latest Ofsted Report ²	

• List of governors and their status and contact details;	
• Details of the committees of the governing board;	
• Minutes of the last two meetings of the governing board and any committees;	
• Details of governor training programs;	
• Future dates of governing board meetings;	
• Explanation of Microsoft email and Teams account	

Child Protection Policy and flowchart



Child Protection Procedures Flow Chart December 2025

**On discovery or suspicion of child abuse
If in doubt – ACT**

**Inform a member of the Designated Safeguarding Team Leads (DSTL)
Fiona Newsome (DSL) Mark Hitchen (DDSL) Claire Dunsire (DDSL) Craig Drew (DDSL)
John Cooper (NP)**

Who should then take following steps

Where it is clear that a Child Protection Referral is needed contact:

Children's Services Integrated Front Door without delay **Tel No 01274 433999**

Out of hours Emergency Duty Team **Tel No 01274 431010**

Named Persons may also seek advice from the Education Safeguarding **Tel 01274
437043/also Police and the emergency services.**

**Where the DSL is not sure whether it is a child protection issue they may seek advice from
the Children's Safeguarding and Reviewing Unit Consultation Service Tel No 01274 433999
for the Children's services switchboard for direct contact.**

If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to.

Remember always make a written record on CPOMS of all events.

Ensure immediate referral to:

- Children's Social Care (Via telephone) 01274 433999
- Follow directions from Children's Social Care

USEFUL TELEPHONE NUMBERS

Children's Social Care Initial Contact Point: 01274 433999

Emergency Duty Team: 01274 431010

Police: Child Protection Unit: 01274 376061

Education Safeguarding: 01274 437043

Public Sector Equality Duty and Equality Objectives: Sandy Lane Primary School Statement

At Sandy Lane Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We are committed to ensuring equality of education and opportunity for all pupils.

Inclusion at Sandy Lane Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. This is a whole school policy – equality applies to all members of the school community: pupils, staff, governors, parents and community members.

We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

Our principles

We see our first task as equipping pupils with an awareness of an increasingly diverse society. On such foundations, pupils will develop a sense of their own place in, and contribution to, a pluralistic society. The School acknowledges the complexity of society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society. Thus,

1. Discrimination on the basis of colour, culture, origin, sex, ability, political and religious belief is unacceptable in this school.
2. Every pupil, member of staff and Governor will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
3. The primary objective of this school will therefore be to educate, develop and prepare all our pupils, whatever their sex, colour, culture, origin or ability, for life.
4. An equal opportunities philosophy will be practised by all staff.

Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation.

The Governing Body of Sandy Lane Primary School is responsible for ensuring that the School meets the requirements of the Equality Act. The Governing Body welcomes this responsibility and will:

- Ensure that everything the School does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage.
- Ensure the school takes all reasonable steps to see that its employees do not carry out unlawful discriminatory actions or behaviour
- Support and guide the school to have 'due regard' for equality in all its functions
- Ensure the school complies with the two new 'specific' duties to publish equality information and objectives.

- To ensure the success of every pupil, equal opportunity is at the heart of our vision with an insistence that all pupils will do well.

The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

How will we put this into practice?

1. Admission

The school follows the Local Authority Admission Policy, which does not permit (providing resources are available) sex, race, colour or disability to be used as a criteria for admission, augmented by creed and ability. This will be revised as the Local Authority change recommendations.

2. Registration

Pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.

3. Discrimination

All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the playground, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable and further action could be taken.

3.1 Pupils

If there are subsequent incidents, then the appropriate senior staff member should be informed and consideration should be given to involving the parents. Racist and political symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti should be immediately removed.

The Staff:

The school values diversity amongst the staff. In all staff appointments, the best candidate will be appointed, based on strict professional criteria. All staff should be aware of possible cultural assumptions and bias within their own attitudes.

In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families in the school is beneficial to all concerned. Support and advice is available from the authority's multicultural support service. The school's pastoral care organisation should be used, particularly with regard to home/school liaison and for dealing with any situations of discrimination or harassment.

4. The Curriculum

All pupils must have equal opportunity of access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive, and must not highlight sexual and cultural diversity.

5. Language

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist

connotations in the language they themselves use. Pupils and staff must feel that their language or dialect is valued.

6. Resources

The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origins. Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural and non-sexist.

Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences.

The Public Sector Equality Duty

Since April 2011, schools have been bound by a part of the Equality Act 2010 called the public sector equality duty (hereinafter referred to as the PSED or the 'equality duty').

The equality duty replaces the previous three sets of duties on schools to promote disability, gender and race equality through having equality policies and action plans for these groups.

Whilst there is now no requirement for schools to have these equality policies, schemes and/or action plans the Governing Body will ensure that there will be no discrimination, harassment or victimization of a pupil or potential pupil because of their race, sex, disability, religion or belief, or sexual orientation, in accordance with the 'protected characteristics' in the Equality Act. These 'protected characteristics' are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex

Sexual orientation

Note : The protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in relation to their provision for pupils.

The new equality duty has two parts: the 'general' duty and 'specific' duties.

The general duty

The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact pupils and staff.

Schools are required to have 'due regard' to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

The specific duties

The two specific duties for schools aim to assist them in meeting the general duty. These are:

- To publish information to show how they are complying with the equality duty. This must be updated at least annually
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

As a School we will publish information on :

- The diversity of the school population.
- How we are performing in relation to the three aims of the equality duty.
- We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

How will we achieve equality?

The School makes 'reasonable adjustments' to ensure equality and that no pupil is placed at a substantial disadvantage. To make these reasonable adjustments we:

- plan ahead;
- identify potential barriers;
- work collaboratively;
- identify practical solutions through a problem-solving approach;
- ensure staff have the necessary skills;
- monitor the effects of the adjustments and this policy;
- Consider the effect of any proposed change upon all members of the school community and the available resources.

Sandy Lane Primary School Equality Objectives

The Governing Body have set the following Equality Objectives for the four academic years commencing 2016/17. These will be monitored by the Governing Body regularly, and reviewed at least annually in the summer term.

1. To ensure that we maintain an engaging, purposeful curriculum that inspires, motivates, challenges and excites our pupils.
2. To provide our pupils, whatever their starting point (e.g. SEND), with key experiences which will develop their cultural capital and enhance their learning and personal development to help them become successful, confident learners.
3. To review standards in school, assessing the long-term impact of the pandemic and to challenge pupil performance targets and monitor pupil progress data.
4. To challenge school leaders to provide the best systems and practices which will improve outcomes for children at Sandy Lane.