



BOURNEMOUTH SCHOOL FOR GIRLS

Scheme of Delegation 2022

A scheme of delegation is the key document defining which functions have been delegated and to whom.

It is designed to be a simple yet systematic way of ensuring who has responsibility for making which decisions in the trust.

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Note of reference: Sections A to F are extracted from the BSG Governor Handbook.

Section A: The Governing Body / Board of Directors

1. Bournemouth School for Girls is a Single Academy, set up under the Companies Act 2006 as a Company limited by guarantee with registered Company number 077039312011. The date of conversion to an Academy was 1st August 2011
2. The Academy is governed by a governing body ('the Governing Body') who are directors of the Academy Trust constituted under the Memorandum and Articles of the Academy Trust
3. The name of the governing body is 'The Governing Body of Bournemouth School for Girls'
4. The Governing Body shall consist of up to 18 governors as follows:

5 parent governors
3 staff governors
1 Headteacher (ex officio)
9 governors appointed by the governing body

The Articles of Association allow for the appointment of 3 additional governors co-opted by the governing body, this to be regarded as a reserve power.

5. The Academy is conducted in accordance with:
 - the Memorandum and Articles, which may not be amended by the Academy Trust without the written consent of the Secretary of State, such consent not to be unreasonably withheld
 - all provisions by or under statute which confer rights or impose obligations on Academies including, without limitation, the independent schools standards prescribed under section 157 of the Education Act 2002 to the extent they apply to the Academy
 - Its own Standing Orders which are the rules established by the Governing Body to regulate the work of its governors
6. The Governing Body shall have regard to (but for the avoidance of doubt shall not be bound by) any guidance as to the governance of academies that the Secretary of State may publish. This includes guidance from the DfE in its November 2015 (updated October 2020) publication setting out the government's vision and priorities for effective school governance set out in the 'Governance handbook for academy trusts and maintained schools'.

Section B: Roles and Responsibilities of Governors and Headteacher

The Governing Body/Board of Directors has three core functions:

1. Ensuring 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 effective and efficient performance management of staff; and
3. Overseeing the financial performance of the organisation, and making sure its money is well spent.

The Governing Body recognises that the key features of effective governance include:

1. Boards must be ambitious for all children and young people and infused with a passion for education and a commitment to continuous school improvement that enables the best possible outcomes. Governance must be grounded in reality as defined by both high-quality objective data and a full understanding of the views and needs of pupils/students, staff, parents, carers and local communities. It should be driven by inquisitive, independent minds and through conversations focussed on the key strategic issues which are conducted with humility, good judgement, resilience and determination.
2. In our rapidly developing education system, the range of organisations being governed is more diverse than ever – ranging from single small primary schools to large MATs governing numerous academies. Regardless of the

scale or nature of the organisation being governed, the features of what makes for effective governance remain the same. They are common across the education sector and share their fundamental principles with governance in the charity and business sectors.

3. Effective governance is based on six key features:
 - Strategic leadership that sets and champions vision, ethos and strategy.
 - Accountability that drives up educational standards and financial performance.
 - People with the right skills, experience, qualities and capacity.
 - Structures that reinforce clearly defined roles and responsibilities.
 - Compliance with statutory and contractual requirements.
 - Evaluation to monitor and improve the quality and impact of governance.

4. The first two features are the core pillars of the board's role and purpose. The second two are about the way in which governance is organised, and the last two are about ensuring and improving the quality of governance.
 1. Strategic leadership that sets and champions vision, ethos and strategy through:
 - a clear and explicit vision for the future set by the board, in collaboration with executive leaders, which has pupil progress and achievement at its heart and is communicated to the whole organisation;
 - strong and clear values and ethos which are defined and modelled by the board, embedded across the organisation and adhered to by all that work in it, or on behalf of it;
 - strategic planning that defines medium to long-term strategic goals, and development and improvement priorities which are understood by all in the organisation;
 - processes to monitor and review progress against agreed strategic goals and to refresh the vision and goals periodically and as necessary including at key growth stages or if performance of the organisation drops;
 - mechanisms for enabling the board to listen, understand and respond to the voices of parents/carers, pupils, staff, local communities and employers;
 - determination to initiate and lead strategic change when this is in the best interests of children, young people and the organisation, and to champion the reasons for, and benefits of, change to all stakeholders;
 - procedures for the board to set and manage risk appetite and tolerance; ensuring that risks are aligned with strategic priorities and improvement plans and that appropriate intervention strategies are in place and risk management is embedded at every level of governance; and
 - an informed decision on whether to form, join or grow a group of schools which is underpinned by robust due diligence and an awareness of the need to review the effectiveness of governance structures and processes if and when the size, scale and complexity of the organisation changes.

 2. Accountability that drives up educational standards and financial health through:
 - rigorous analysis of pupil progress, attainment and financial information with comparison against local and national benchmarks and over time;
 - clear processes for overseeing and monitoring school improvement and financial health, providing constructive challenge to executive leaders;
 - a transparent system for performance managing executive leaders, which is understood by all in the organisation, linked to defined strategic priorities;
 - effective oversight of the performance of all other employees and the framework for their pay and conditions of service;
 - a regular cycle of meetings and appropriate processes to support business and financial planning; and
 - effective controls for managing within available resources and ensuring regularity, propriety and value for money.

 3. People with the right skills, experience, qualities and capacity who:
 - understand the purpose of governance and the role of non-executive leadership and have all the necessary skills, as outlined in the department's Competency frameworks: for governance and professional clerking, to deliver it well;
 - include an effective chair and vice-chair with the ability to provide visionary strategic non-executive leadership;
 - provide sufficient diversity of perspectives to enable robust decision making;

- are recruited through robust and transparent processes against a clear articulation of required skills, which are set out in a role specification;
- use active succession planning to ensure the board, and the whole organisation, continues to have the people and leadership it needs to remain effective; and
- employ a professional clerk, and as necessary a company secretary, to provide expert advice and guidance and to ensure the efficient and compliant operation of the board.

4. Structures that reinforce clearly defined roles and responsibilities through:

- appropriate board and committee structures that reflect the scale and structure of the organisation and ensure sufficient and robust oversight of key priorities;
- clear separation between strategic non-executive oversight and operational executive leadership, which is supported by positive relationships that encourage a professional culture and ethos across the organisation;
 - processes for ensuring appropriate communication between all levels and structures of governance and to pupils/students, parents/carers, staff and communities – particularly to ensure transparency of decision-making;
- in academy trusts, significant separation between Members and academy trustees to enable Members to exercise their powers objectively;
- published details of governance arrangements including the structure and remit of the board and any committees, which are understood at all levels of governance and leadership and are reviewed regularly; and
- in MATs, complementary and non-duplicative roles for the board, any committees or local governing bodies (LGBs), and MAT executives in holding school-level leaders to account.

5. Compliance with statutory and contractual requirements, through:

- awareness of, and adherence to, responsibilities under education and employment legislation and where applicable, charity and company law and all other legal duties including Church of England Measures and Catholic Canon law where applicable;
- regard to Keeping Children Safe in Education (statutory guidance) to ensure that key safeguarding and safer recruitment duties are undertaken effectively;
- plans to ensure that other key duties such as inclusion, special education needs and disability (SEND) are undertaken effectively across the organisation, and monitoring and oversight of the impact of pupil premium and other targeted funding streams;
- for academies, adherence to the requirements of the Education and Skills Funding Agency's (ESFA) Academies Financial Handbook (AFH) and the academy trust's funding agreement and articles of association; and
- understanding of, and adherence to, responsibilities under the Equalities Act, promoting equality and diversity throughout the organisation including in relation to its own operation.

6. Evaluation to monitor and improve the quality and impact of governance through:

- regular skills audits, aligned to the organisation's strategic plan, to identify skill and knowledge gaps and which both define recruitment needs and inform a planned cycle of continuous professional development (CPD) activity including appropriate induction for those new to governance or to the board;
- processes for regular self-evaluation and review of individuals' contribution to the board as well of the board's overall operation and effectiveness;
- commissioning external reviews of board effectiveness, particularly at key growth or transition points, to gain an independent expert assessment of strengths and areas for development; and
- documentation which accurately captures evidence of the board's discussions and decisions as well as the evaluation of its impact and which complies with legal requirements for document retention.

(extract from DfE's 'Governance Handbook for trustees of academies and multi-academy trusts and governors of maintained schools, published in November 2015 – latest update September 2022.)

Parent and Staff Governors - Parent and Staff Governors are important elements within the Governing Body. Their role and responsibilities are aligned completely with other Governors. Key obligations for the Governing Body are strategic direction, ethos, holding leaders to account for educational performance and staff management, ensuring money is well spent and listening to the voices of stakeholders. Parent and Staff Governors, are therefore Governors who happen to be parents or staff, they do not speak on behalf of parents or Staff. By virtue of experience they may be able to provide a perspective on issues, but cannot actually represent the wider parents or staff of the school.

Section C: Standing Orders

The Governing Body

1. The Governing Body will ensure it has sufficient governors to undertake its duties effectively and to maintain the quorum for full governing body meetings. A quorum consists of 50% of governors eligible to vote, excluding vacancies.
2. All governors will be appointed for a 4 year term of office with the exception of the Headteacher who is an ex-officio governor.
3. The governing body will ensure that it creates an environment which enables it to recruit and retain effective governors and which encourages the participation of all groups and sections of the community.
4. The governing body will be proactive in recruiting governors whose appointment is their responsibility.
5. Any changes to the governing body's arrangements for elections will be made in advance of any election.

Election of Chair and Vice Chair

6. The chair and vice chair will be elected for one year at a time.
7. Nominations will be invited in advance of the first meeting of the school year.
8. Candidates will be able to make a personal statement to the meeting in advance of a vote.
9. The Clerk will take the chair for the election of the Chair.
10. Where an election is contested, voting will be by secret ballot with the candidate receiving the largest number of votes being elected.

Appointment of Clerk

11. The clerk will have a contract of employment that includes specific provisions in relation to their duties.
12. The governing body will arrange for the clerk to discuss their role with governors on an annual basis.
13. The governing body will support the clerk in their continuing professional development.

Meetings

14. An annual calendar of dates for main and committee meetings will be set and published. The full Governing Body meets 4 times a year, once per term with an additional meeting in the Autumn Term.
15. The Company Annual General Meeting will normally be held in parallel with the second full Governing Body Meeting of the Autumn Term.
16. The governing body will, as far as possible, plan its business across the year to take account of the school's internal management cycle and the ready availability of information and reports.
17. The governing body will hold the minimum number of meetings necessary to ensure the strategic business of the school is properly addressed.
18. The programme of meeting agendas will have a focus on the governors' responsibilities in monitoring progress and evaluating outcomes of the School Development/Improvement Plan, within the full range of governing body responsibilities.
19. Governors will receive relevant information sufficiently in advance of meetings to enable sound discussion and decisions to be made.
20. Recording the acceptance of apologies does not imply the consent of the governing body for a governor to be absent with regard to the Disqualification Regulations for non-attendance. Consent for absence may be granted by the governing body on request from governors who know they will be unable to attend meetings

for an extended period. Where a governor's pattern of attendance is causing concern they will be alerted to this by the clerk or chair.

21. The governing body will aim to complete full governing body and committee meetings within two hours. Full Governors' meetings are to be less concerned with the detail (which will be dealt with in the committees), but more concerned with the strategic.
22. Meetings may be cancelled in the absence of significant agenda items.

Virtual Meetings

23. Sometimes it is necessary and appropriate to hold a Governors' Meeting as a virtual meeting. Reasons for doing so include considering matters where there are reasons not to wait until the next formal face-to-face meeting, or considering matters where it would assist members by giving them more time to do their own research and investigation prior to taking a decision. Where there is a virtual meeting, the following standing orders apply:
 24. Normally, a Virtual Meeting will be convened by the Chair of the Board of Governors or the appropriate Committee Chair, in conjunction with the Clerk to the Governors.
 25. A Virtual Meeting will be convened by issuing an Agenda setting out the decision or decisions required. Urgent matters may have less than 5 working days' notice.
 26. Each proposal on the Agenda will have a Proposer and a Secunder and will be subject to a vote which records the number of votes for, against and abstentions.
 27. Virtual Meetings will commence at the time the agenda and decisions required are sent electronically to members and will have a set closing date and time.
 28. The Clerk will maintain a record of all members who can normally be reached electronically, and those who cannot, along with a note of how each member may be reached for any urgent business if not electronically.
 - (i) The Agenda will be circulated electronically usually by email
 - (ii) Alternative methods will be used to contact members not available by usual electronic means
 - (iii) Any rejected emails will be noted and an attempt will be made by either the Clerk or Chair to contact the affected member directly by any other means to bring to the notice of that member the issue of the Agenda and the matter(s) being considered
 - (iv) Before the closing date and time, the Clerk or Chair may use other means to contact any member from whom a response has not yet been received
 - (v) Meetings may be held asynchronously by means such as electronic mail or a discussion forum, or synchronously by means such as instant messaging or electronic conferencing. Any method selected must be one where no member is disadvantaged from participation by lack of access to appropriate facilities
 - (vi) Members may vote by email or any other conferencing or collaboration system set up or used for that purpose
 - (vii) At, or shortly after, the closing date and time the numbers of votes cast will be recorded as votes in favour, votes against, and abstentions. The vote of any member who has not responded will be recorded as an abstention
 - (viii) For a valid Virtual Meeting decision, there must be sufficient votes cast to constitute a quorum as if a real meeting had been held

- (ix) Minutes will be produced by the Clerk following the Virtual Meeting. The minutes will record the closing date as the date of the meeting, will note that it was a Virtual Meeting, and will show the results of votes cast in terms of the quorum required, the numbers in favour, against, or abstentions
- (x) The minutes of all Virtual Meetings will be presented to the next available meeting of the relevant Committee or Full Governing Body as appropriate

Section D: Governing Body Committees

1. There is no legal requirement for the Governing Body to set up any Committees apart from the statutory Admissions, Discipline, Staff and Audit Committees, with a separate committee for appeals in each case. However it is recognised that Committees are necessary to carry out the extensive and often highly specialised work required of the Governing Body.
2. The governing body is required to review its overall committee effectiveness, structure and membership annually.
3. Subject to Regulations, the governing body will make provision for staff dismissal and appeal, pupil discipline and admissions committees.
4. Terms of reference must be reviewed annually by each committee at their first meeting of the academic year for subsequent ratification by the governing body.
5. Committee Chairs will be appointed at the first full Governing Body meeting of the Autumn Term. Committees should be clerked by a trained individual who is not a member of the committee.
6. The Governing Body normally encourages governors to serve on more than one committee. With the merging of the Curriculum and Personnel Committees and the merging of the Finance and Premises Committees, serving on a single merged committee would be seen as meeting this objective. A governor may serve on both merged committees, or attend a second committee in a non-voting capacity, if that is their wish.
7. The governing body must decide which decisions should be taken by the whole governing body by committees or by individuals in accordance with relevant legislation. Actions taken or decisions reached by committees or individuals will be reported to the next meeting of the Governing Body.
8. In addition to responsibilities retained at whole governing body level by regulations, we would regard it as good practice for the whole governing body to approve:
 - (i) The alteration, discontinuance or change of status of a school
 - (ii) The first formal budget plan of the year
 - (iii) All school policies within the review cycle
 - (iv) The school improvement/development plan
9. **Committees and meeting frequency 2021/22**

| Committee | Meetings per year |
|---|--------------------------|
| Finance & Resources (incorporating Audit) | 6 (2 meetings per term) |
| Staff & Students | 6 (2 meetings per term) |
| Pay* | 3 (1 meeting per term) |
| Headteacher Performance Review* | 1 (early in Autumn term) |
| Staff* | When required |
| Admissions Panel* | When required |
| Discipline Panel* | When required |
| Appeals | When required |

*denotes Statutory Committee/Panel

10. Additional Committee meetings may be required from time to time. Reports from the Committee meetings are received by the full Governing Body meetings. These reports will usually be presented by the relevant Committee Chair referring to the circulated but unapproved minutes.

11. For both Finance & Resources Committee and Staff & Students a quorum to consist of 5 governors who are committee members appointed by the Governing Body. Governors who are not appointed committee members are welcome to attend meetings but have no voting rights and cannot count towards a quorum.

12. Committee Structure:

Finance & Resources: To include Chair and / or Vice Chair of Governing Body and the Headteacher

Note: The Audit and External Scrutiny is incorporated within this document.

Staff & Students To include Chair and / or Vice Chair of Governing Body and the Headteacher

Note: this Committee provides the 3 members of the statutory Staffing Committee (but not the appeals members).

Pay: 5 governors as follows: Vice Chair of Governing Body, the Headteacher and 3 elected governors (excluding staff governors)

Headteacher PR: 3 governors as follows: Chair of Governors and 2 elected governors

Staff: 3 Governors drawn from the Staff & Students Committee

Admissions: 2 governors: A nominated governor and Headteacher; also a Deputy Headteacher. In addition an experienced advisor may be invited to attend Panel meetings

Disciplinary: 3 governors drawn from the Staff & Students Committee

Appeals: 3 governors who have not previously discussed/considered the issues

13. There is provision for persons other than Governors to serve as non-voting members of committees. It is recognised that Senior Leadership Team involvement is a key contributor to moving the school forward.

14. Committee Terms of Reference

Finance and Resources Reviewed: 13.10.22

next review October 2023 - *first F&R meeting of the new academic year*

Financ3

1. To receive and consider estimates of expenditure from the Governors' other committees.
2. To advise the Governing Body on financial strategy and policy within the resources available.
3. To receive, consider and present to the Governing Body annual estimates of the school's budget.
4. To keep under review the staffing costs of the school and to recommend to the Governing Body the financial limits for salaries and wages within the school's budget.
5. To receive regular reports on the school's income and expenditure including catering, showing a comparison of these against the annual budget and report to the Governing Body accordingly. The reports to include those submitted to other agencies.
6. To receive and approve significant variations to the annual budget proposed during the year.
7. To advise the Governing Body on the provision of resources to the school.
8. To review annually the delegated expenditure to the Headteacher.
9. To oversee the distribution of the school's private funds.
10. To establish and review the school's policy on charging and remissions.
11. To monitor the performance of contracts
12. To pay due regard to the Terms of reference within the Academies Financial Handbook.

Resources

13. To receive reports on the condition of the school premises and grounds both internally and externally.
14. To establish a policy for repair and maintenance including planned maintenance and the level of funding required for unplanned maintenance.
15. To establish a policy for premises improvement and expansion of facilities as approved by the Governing Body.
16. To monitor the use of the repair and maintenance budget.
17. To advise on and monitor energy conservation matters.
18. To monitor performance on competitive tendering contracts and service level agreements concerned with the premises and to give consideration to the possibility of replacing these by in-house arrangements if appropriate.
19. To monitor the provision of catering arrangements.
20. To establish a lettings policy for approval by the Governing Body and to monitor its operation.

21. To monitor the arrangements for caretaking.
22. To review emergency plans
23. To monitor the school's Health and Safety, Compliance and Accessibility Policies.
24. To establish and monitor a policy for security arrangements for the premises/school and thereby further considering/strengthening the school's Safeguarding arrangements.
25. To consider suggestions for and monitor the preparation of any bids made by the school to external bodies such as the EFSA for capital building projects.
26. To monitor the progress of successful bids for capital funding.
27. To consider and make recommendations to the Governing Body on insurance matters relating to premises and on any proposals for the acquisition or disposal of buildings and sites.
28. To receive annual engineering and other inspection reports and take appropriate action.
29. To review on an annual basis the inspection schedule including inspections required by the Insurance Company, and any outstanding land issues.
30. To contribute to the relevant sections of the School Development Plan in the context of whole school developments.

Audit

31. To oversee the trust's risk register and, on the advice of the CEO/accounting officer and CFO, conduct a regular review of risks
32. To take delegated responsibility on behalf of the board of trustees for examining and reviewing all systems and methods of control both financial and otherwise including risk analysis and risk management; and for ensuring the Trust is complying with the overall requirements for internal scrutiny, as specified in the Academies Financial Handbook.
33. To agree an annual programme of internal scrutiny with the trust's internal auditors for checking financial systems, controls, transactions and risks.
34. To ensure that the programme of internal scrutiny delivers objective and independent assurance.
35. To provide assurance to the Trust Board that risks are being adequately identified and managed
36. To advise the Trustees on the adequacy and effectiveness of the Academy Trust's systems of internal control and governance processes, securing economy, efficiency and effectiveness (value for money)
37. To consider the appropriateness of executive action following internal audit/internal scrutiny reviews and to advise senior management on any additional or alternative steps to be taken
38. To advise the Trust Board on the appointment, reappointment, dismissal and remuneration of auditors (both external auditors and internal audit)

39. To monitor the effectiveness of auditors
40. To review the findings of the external auditors and agree any action plan arising from it
41. To ensure there is co-ordination between internal audit and external audit and any other review bodies that are relevant
42. To ensure that additional services undertaken by the auditors is compatible with the audit independence and objectivity
43. To consider the reports of the auditors/scrutineers and, when appropriate, advise the Trust Board of material control issues.
44. To encourage a culture within the trust whereby each individual feels that he or she has a part to play in guarding the probity of the Trust, and is able to take any concerns or worries to an appropriate member of the management team or in exceptional circumstances directly to the Board of Trustees
45. To provide minutes of all Audit Committee meetings for review at board meetings

Staff & Students Committee Reviewed: 6.10.21 (next review October 2022) –to review at first S&S meeting of the academic year

Human Resources

1. To receive, consider and make recommendations to the Governing Body on the overall staffing provision of the school.
2. To review annually the school's staff development policies.
3. To review annually the governors' implementation of its statutory responsibilities in respect of Safeguarding.
4. To review annually the governors' implementation of its duties in respect of its Anti-Bullying Policy.
5. To review annually the governors' implementation of its duties in respect of its Whistleblowing Policy.
6. To monitor and review annually the school's Performance Management systems
7. To review annually the school's Equal Opportunities Policies.
8. To determine, approve and keep under review policies relating to the employment, recruitment, selection, appointment and promotion of staff and to act as members of interview panels as appropriate.

9. To establish, approve and keep under review procedures for staff appointments.
10. To establish, approve and keep under review policies relating to grievance, discipline, remuneration and terms and conditions of service of all staff.
11. To review annually the school's communications structures.
12. To advise the Governing Body on the implication of any changes in employment legislation affecting the school.
13. To propose to the Governors' Finance & Resources Committee annual estimates of expenditure in the areas covered above.
14. To contribute to the relevant sections of the School Development Plan in the context of whole school developments.
15. To appoint members to the statutory Staffing Committee in the event of employee human resource cases such as disciplinary or grievance being referred to the Committee.
16. To monitor the organization, delivery and resourcing of the curriculum and ensure that statutory requirements are being met, also that the freedoms of academy status are utilised.

Curriculum

17. To keep abreast of developments in the curriculum in the national scene.
18. To review the school's performance in public examinations, to highlight any apparent difficulties and to recommend appropriate action.
19. To monitor the provision of education for pupils with Special Needs and disabilities.
20. To monitor the provision of education for Looked-after children.
21. To establish and review policy documents on Sex Education, Religious Education and Collective Worship and Curriculum Complaints machinery for submission to the full Governing Body.
22. To establish and review other policy documents in connection with the curriculum.
23. To monitor arrangements for the school's pastoral system, including assessment arrangements, reports and appropriate communication with Parents.
24. To propose to the Governors' Finance & Resources Committee annual estimates of expenditure in the areas covered above.
25. To contribute to the relevant sections of the School Development Plan in the context of whole school developments.

Headteacher Performance Review Committee - Reviewed September 2021 (next review September 2022) To review at the HTPR meeting 2022

1. To review the Headteacher's Performance as measured against his agreed targets for the previous academic year.
2. Together with the Headteacher to set his targets for the academic year
3. To prepare a confidential report on the outcomes of the Headteacher's Performance Review for the Chair to present verbally to the Pay Committee.

Pay Committee - Reviewed 14.9.21 (next review September 2022)

1. To review the school's staffing structure annually and propose modifications where appropriate.
2. To review and set the salaries and conditions of service of all staff.

Section E: Governor Code of Conduct - Reviewed 9.12.20 (next review September 2021)

1. This Code of Conduct is to be used as a basis for clarifying the behaviour and conduct expected of all school governors and the Governing Body itself. There is no statutory framework for enforcing the Code of Conduct or for dealing with situations where the behaviour of governors is deemed to be unacceptable. In adopting this Code of Conduct the Governing Body of Bournemouth School for Girls is acknowledging the high standards embodied within the Code. It is expected that governors will be mindful of the Code of Conduct in all their actions.

2. Aims and Standards

- The purpose of the Governing Body is to help the school provide the best possible education for each of its pupils, and to enable them to reach the highest standards of achievement.
- All governors are expected to contribute to the development of the school; its strategic framework; determining the character, aims, ethos and values of the school; and developing its policies.
- Governors are expected to challenge and question in a constructive and positive manner. This includes monitoring and evaluating the work of the school; offering support, constructive advice, a sounding board for ideas, a second opinion on proposals and help where needed. This will also include challenging and asking questions of the Headteacher.
- The Governing Body is accountable to its parents, pupils, employees, the wider community and the Secretary of State.
- The Governing Body acts at all times in accordance with the requirements laid down in Acts of Parliament and Regulations, and the Articles and Memorandum of Association.
- The Governing Body acts at all times fairly, without prejudice, and in accordance with the principles laid down by the Committee on Standards in Public Life

3. Individual Responsibility

Individual Governors will:

- Acknowledge that the office of governor involves a commitment of time and energy to the role.
- Become actively involved in the work of the Governing Body, attending meetings regularly and accepting a fair share of responsibility, including serving on committees and working groups, and visiting the school.
- Consider what individual skills, personal qualities and knowledge they possess to put into use for the good of the school.
- Accept the necessity of addressing individual and collective needs for training and development
- Get to know the school and respond to opportunities to involve themselves in school activities.

- Have equal status whose overriding concern must be the welfare of the school and its pupils.
- Have no legal authority to act individually, except when the Governing Body has given delegated authority to do so.
- Have a duty to act fairly and without prejudice as would be expected of a good employer.
- Conduct business in an open manner subject to specific requirements of confidentiality.
- Carefully consider how decisions may affect other schools.
- Be mindful of their responsibility to maintain and develop the ethos and reputation of our school
- In making or responding to criticism or complaints affecting the school, will follow the procedures established by the Governing Body.

4. Collective Responsibility

- The Governing Body is a corporate entity and acts as a group. No one category of governor has any right to act individually, except when the governing body has given delegated authority to do so, or when the Chairman [or Vice-Chairman] has to take urgent action.
- The strength of a Governing Body lies in the talents and commitment of its members, and in their ability to work together as a team for the good of the school. Every governor has an equal right to participate and to state his or her own views. No governor has the right to expect preferential treatment because of his or her status on this or any other body or group.
- Governors are elected or appointed by different groups. Although chosen by different groups each governor has a responsibility to make up his/her own mind about issues that are considered by the governing body. Once decisions are made by the Governing Body (or under the delegated authority of the governing body), individual governors are bound by them and are expected to support and abide by them.
- Governors should recognise and support the Headteacher with his overall responsibilities for the day-to-day internal organisation, management and control of the school and for advising on, and implementing, the Governing Body's strategic framework.
- Governors have a responsibility to act fairly and without prejudice at all times, and in so far as they have responsibilities for staff, will fulfill all that is expected of a good employer. Concerns about individual members of staff will be dealt with through the Headteacher and not aired publicly.
- Governors have a duty to get to know the school and are encouraged to involve themselves in school activities. Visits to the school will be undertaken within the framework established by the Governing Body and agreed with the Headteacher.
- Governors are accountable to the community in the way they carry out their functions.
- Governors, as Directors of the Academy Trust, must conduct their business in accord with the Articles of Association. Their statutory duties under the Companies Act comprise the duties to:
 - Act within their powers
 - Promote the success of the Company
 - Exercise independent judgement
 - Exercise reasonable care, skill and diligence
 - Avoid conflicts of interest
 - Not accept benefits from third parties
 - Declare any interest in proposed transactions or arrangements

5. Confidentiality

- The Governing Body encourages open governance, and should be seen to be doing so.

- Governors will observe complete confidentiality when required especially with respect to matters concerning individual pupils or staff.
- The Governing Body decides if an item for discussion is confidential and all governors must abide by that decision. Individual governors are expected to respect that confidentiality and not disclose information deemed as confidential in any other forum. All discussion in reaching decisions should remain confidential to those present at the meeting.
- Governors should not use information learned at meetings for other purposes or personal gain.
- All reports to the Governing Body and its committees are public documents after the meeting has considered them and must be available at the school to anyone wishing to view them unless the governing body specifically decides they are confidential.
- Only those governors specifically authorised by the Governing Body will speak or act on behalf of the governing body.
- As a matter of trust and respect, governors will not discuss the view of fellow governors with members of the public outside our meetings.

6. Conduct

The Governing Body will:

- Encourage full and frank discussion at meetings and accept collective responsibility for all their decisions.
- Only speak and act on behalf of the Governing Body when specifically authorised to do so.
- Follow the complaints procedure established by the Governing Body.
- Undertake visits to the school within the established framework.
- Discharge their duties always being mindful of their responsibility to maintain and develop the ethos and reputation of the school.
- See it as imperative that it works in a truly collaborative manner and act as ambassadors for the good of the school.

7. Governor Relationships

- The Governing Body and Headteacher will respect each other's roles and maintain a professional and open relationship, acknowledging the skills and contributions of all.
- The Governing Body will use staff and governor time appropriately, sensitively and effectively.
- The Governing Body will, in the way it conducts its business, have regard to the need for the headteacher and staff to maintain a reasonable work/life balance.
- In planning the frequency, times and location of meetings the Governing Body will have regard to equality of opportunity for current and future governors.
- All governors should aim to contribute to discussions, support the corporate decision-making process, maintaining appropriate levels of confidentiality and discretion.
- New governors will be welcomed and will be provided with appropriate induction and training.
- All governors will share the workload and take on additional responsibility at appropriate times.
- All governors will undertake training relevant to their role.

8. Complaints / Breach of Code of Conduct

In the event of a complaint against a governor or an allegation of a material breach of the Code of Conduct it will be for the Chair of Governors to investigate under the framework of the governors' complaints procedure and if deemed necessary, to present a report to a meeting of the Governing Body.

If the alleged breach /complaint is considered by a majority of governors to be substantiated, the governing body may consider suspension or removal from the governing body. This should always be regarded as a last resort after seeking to resolve any difficulties or disputes in a more constructive manner. Suspension should not be seen as a way for a governing body to restrict debate, dissent or the expression of minority views.

Section F: Principles of Public Life (from the Second Report of the Committee on Standards in Public Life or "Nolan Committee")

Governors hold a public office and are expected to abide at all times by the principles governing those in public life. These principles apply at all times and should also guide the work and operation of the governing body.

These principles are:

Selflessness

Holders of public office should take all decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family or friends.

(In the case of school governors this means not seeking to pursue a policy or course of action solely because it benefits family or friends and recognising that the reason for holding office is for the benefit of all the children at the school not one particular group in isolation. In cases where a governor has a pecuniary or direct interest they should declare this, withdraw from the meeting and not take part in the decision making process).

Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.

Objectivity

In carrying out public business, including making appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness

Holders of the public office should be as open as possible about the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands this.

(Governing bodies should be mindful of the reasons for determining information as confidential in cases other than when individuals are named or directly affected).

Honesty

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects public interest.

Leadership

Holders of public office should promote and support these principles by leadership and example

Financial Levels of Authority

| Delegated Duty | Value | Delegated Authority | Notes |
|--|---------------------------|--|--|
| Ordering goods and services | Within allocated budget | Cost centre budget holder | Evidence of three prices/quotes for all items over £100 or Formal tendering process for high value contracts are required to meet the Public Contracts Regulations 2015 and observe the Find a Tender Service |
| Trials or ordering of IT software/online resources | Any | IT Technician | To operate within purchasing level guidelines |
| Exams expenditure | Any | Cost centre budget holder | Subject to evidence of exam entry data/requirements |
| Operating leases or contracts | Any | All contracts and leases must be approved and signed centrally by the Headteacher and DOFO | Any lease arrangement must maintain the principles of value for money, regularity and propriety and meet the requirements of the AFH |
| Finance leases | Any | All finance leases are considered and managed by Central Finance as ESFA approval is required | ESFA prior approval must be sought for the following leasing transactions: <ul style="list-style-type: none"> • Taking up a finance lease on any class of asset for any duration from another party (borrowing) • Taking up a leasehold or tenancy agreement on land and buildings for another party for a term of seven or more years • Granting a leasehold interest, including a tenancy agreement, of any duration, on land and buildings to another party. |
| Signatories for cheques | To £5,000 Over £5,000 | Any two mandate signatories Two mandate signatories, one of which must be a governor | |
| BACS | £300,000 3 day refresh | To £10,000 per individual item any two bank mandate signatories Over £10,000 per individual item two bank mandate signatories subject to governor sign off of originating paperwork | |

| | | | |
|---|--|--|---|
| Inter Account Transfer | £250,000 | As Above | |
| BACS Payroll | £400,000 | When operated via payroll bureau | |
| Credit card | Company limit £15,000 Individual card limits: Headteacher £5,000 DOFO £10,000 | Limits as detailed As per purchasing requirements | Monthly account checked by RO |
| Capital Projects | Over £5,000 | Cost centre budget holder Subject to programme and contract approval by Governing Body | |
| Purchase or sale of any freehold property | Any | ESFA approval required | All discussions with ESFA will be carried out by the Headteacher and DOFO. |
| Disposal of other assets | £100 to £5,000 | Headteacher, and Central Finance | |
| | Over £5,000 | Headteacher and DOFO subject to notification to Finance and Resources Committee | ESFA approval is required for single disposals are 1% of annual income or over £45,000, or for cumulative disposals above 5% of annual income (2.5% applies where academies have unqualified accounts) All subject to £250,000 ceiling in any financial year per category |
| Write off bad debts | Any | DOFO subject to reference to Finance and Resources Committee | Finance and Resources Committee advised. ESFA approval required as for disposal of other assets. |
| Granting or take-up of any leasehold or tenancy agreement exceeding three years | Any | ESFA approval required | All discussions held will be carried out by Headteacher/DOFO as approved by Governing Body |
| Raising invoices to collect income | As per cost centre | Finance Manager | Supporting evidence to be provided |

**DOFO – Director of Finance and Operations*

Novel, Contentious or Repercussive transactions

Novel payments or other transactions are those of which the Academy Trust has no experience, or are outside the range of normal business activity of the Trust.

Contentious transactions are those which might give rise to criticism of the Trust by Parliament, and/or the public, and/or the media. Repercussive transactions are those which are likely to cause pressure on other trusts to take a similar approach and hence have wider financial implications. **BSG does not authorise any activity that would fall into this category of transaction.**