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**Federation of Newington Green and Rotherfield Primary Schools**

The governing Boards of Newington Green Primary School and Rotherfield Primary School have been working together informally through a strategic partnership, supported by the London Borough of Islington (LBI), since February 2017. On 7th February 2022 both boards voted unanimously to Federate.

This document sets out how the new Governing Board will operate, and its work be structured.

**Our Federation vision is as follows:**

*We believe by working together we can achieve more than working as stand-alone schools. These are our core aims for both schools:*

*• A rich and well-balanced curriculum offer, with enriching experiences;*

*• High outcomes for all pupils;*

*• Ensuring that all children, regardless of circumstance, achieve well; and*

*• Meeting children’s individual needs through a nurturing ethos.*

We will be known as The Governing Board of Newington Green and Rotherfield Community Primary Schools.

**What is the purpose of our board?**

The Governing Board will undertake the three core functions as set out in the Department for Education (DfE) Governance Handbook:

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| *1. Ensuring clarity of vision, ethos and strategic vision.*  *2. Holding 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.* |

**Who will be on the board?**

The membership of the Federated Governing Board is determined by the School Governance (Federations) (England) Regulations 2012, as amended in 2016, and specifically as stated in Regulation 21:

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| *1. The governing board of every federation must be constituted in accordance with this regulation.*  *2. The total membership of the governing board of a federation must be no fewer than seven governors.*  *3. The governing board of a federation must include the following —*  *a. two parent governors;*  *b. the head teacher of each federated school (in this case, the Executive Head) unless any such headteacher resigns the office of governor in accordance with regulation 19 of the Constitution Regulations 2012;*  *c. one staff governor; and*  *d. one local authority governor.*  *4. The governing board may in addition appoint such number of co-opted governors as they consider necessary provided that the requirements in regulation 22 are met in respect of governing boards of federations comprising foundation and voluntary schools.*  *5. The total number of co-opted governors who are also eligible to be elected as staff governors under Schedule 3, when counted together with the staff governor and the head teachers, must not exceed one-third of the total membership of the governing board.* |

In line with the regulations above the make-up of the Governing Board of Newington Green and Rotherfield Community Primary Schools will be:

* **15 members, comprising:** 
  + **2 parents (elected)**
  + **One Executive Headteacher**
  + **One staff governor (elected)**
  + **One LA governor**
  + **10 co-opted governors**

For voting purposes, a quorum will be 50% of the active membership. Once formed, the Governing Board will appoint the Chair(s)and Committee Members.

We will seek to add a parent from each school into co-opted places, making 4 parent governors in total. We will seek to Co-opt a staff member too if possible.

Everyone is a Governor of both schools in the new structure, despite representative make up.

Terms Governors serve will be 4 years.

There will be 4 committees in the revised structure. To be quorate for committees 3 Governors will be required to attend.

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| **Full Governing Board** | | | |
| Meets 3 times a year(termly) 2 Full day conference training days, plus 1 evening. | | | |
| **Revenue and Resources** | **Teaching and Learning** | **Children, Families and Communities- Newington Green** | **Children, Families and Communities- Rotherfield** |
| Meets 5 times a year. | Meets 5 times a year. | Meets 3 times a year(termly) | Meets 3 times a year(termly) |

**Link Governors** (will serve across both schools)

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| **Governor Lead** | Safeguarding | SEND | Curriculum | Parent and Pupil Voice |
| **Link School Staff** | DSLs in both schools | SENCos in both schools | Heads of School | Heads of School |

**Responsibilities of each committee through the year which drive the agendas**

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| **Full Governing Board** | | |
| **Autumn** | **Spring** | **Summer** |
| Appoint a clerk, declare interests, review committee/board membership, approve previous minutes, accept or decline apologies. | Appoint a clerk, declare interests, review committee/board membership, approve previous minutes, accept or decline apologies. | Appoint a clerk, declare interests, review committee/board membership, approve previous minutes, accept or decline apologies. |
| Elect a Chair and Vice Chair. | Ensure school websites are compliant | Establish date and membership for pay committee- Autumn 1 |
| Appoint external advisor to support review of Executive Heads performance | Receive reports from the 4 committees | Receive reports from the 4 committees |
| Receive reports from the 4 committees | Receive report on pay decisions made in Autumn 1 | Review the School Evaluation Forms |
| Receive reports from external advisors or OFSTED | Receive reports from external advisors or OFSTED | Receive reports from external advisors or OFSTED |
| Review the School Improvement Plans | Review Islington classification of the schools | Receive Executive Heads Report on termly progress |
| Receive Executive Heads Report on termly progress | Receive Executive Heads Report on termly progress | Receive reports from Link Governor Visits |
| Receive reports from Link Governor Visits | Receive reports from Link Governor Visits | Receive reports of complaints, exclusions, roll and incidents. |
| Review Instrument of Governance | Receive reports of complaints, exclusions, roll and incidents. | Review Budget position |
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| **Revenue and Resources** | | | | |
| **1** | **2** | **3** | **4** | **5** |
| Appoint a Chair and clerk, declare interests, review committee/board membership, approve previous minutes, accept or decline apologies. | Declare interests, review committee/board membership, approve previous minutes, accept or decline apologies. | Declare interests, review committee/board membership, approve previous minutes, accept or decline apologies. | Declare interests, review committee/board membership, approve previous minutes, accept or decline apologies. | Declare interests, review committee/board membership, approve previous minutes, accept or decline apologies. |
| Review Pay Policy | Review Complaints Policy | Approve SFVS | Review GDPR Policies and guidance | Review HS Policy |
| Review staff code of conduct policy | School fund audits | Approve staffing structure for following year | Review how school complies with Food standards | Review Premises compliance |
| Review Charging Policy | Review Disciplinary, grievance and capability policies | Review 3rd Quarterly Budget Report | Approve budget for following year | Review appraisal Policy |
| Review Governors Allowances Policy |  |  | Review Year End Report and Outturn figures | Review 1st Quarterly Budget Report |
| Review 2nd Quarterly Budget Report |  |  |  |  |

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| **Teaching and Learning** | | | | |
| **1** | **2** | **3** | **4** | **5** |
| Appoint a Chair and clerk, declare interests, review committee/board membership, approve previous minutes, accept or decline apologies. | Declare interests, review committee/board membership, approve previous minutes, accept or decline apologies. | Declare interests, review committee/board membership, approve previous minutes, accept or decline apologies. | Declare interests, review committee/board membership, approve previous minutes, accept or decline apologies. | Declare interests, review committee/board membership, approve previous minutes, accept or decline apologies. |
| Receive update on pupil progress across all pupil groups, including actions to secure improvements | Receive update on pupil progress across all pupil groups, including actions to secure improvements | Receive update on pupil progress across all pupil groups, including actions to secure improvements | Receive update on pupil progress across all pupil groups, including actions to secure improvements | Receive update on pupil progress across all pupil groups, including actions to secure improvements |
| Review behaviour Policy | Review Subject Action Plans for Maths, English, science | Review RSE policy | Review subject action plans for all other curriculum subjects | Update on quality of teaching and monitoring in both schools |
| Review PE Impact Report impact | Review pupil premium | Review Subject Action Plans for Specialist staff | Update on quality of teaching and monitoring in both schools | Annual update on SEND pupil progress |
| Update on quality of teaching and monitoring in both schools | Update on quality of teaching and monitoring in both schools | Update on quality of teaching and monitoring in both schools | Review ECT policy | Review EYFS Policy |

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| **Children, Families and Communities** | | |
| 1 | **2** | **3** |
| Appoint a Chair and clerk, declare interests, review committee/board membership, approve previous minutes, accept or decline apologies. | Declare interests, review committee/board membership, approve previous minutes, accept or decline apologies. | Declare interests, review committee/board membership, approve previous minutes, accept or decline apologies. |
| Review Safeguarding and CP Policy | Review section 11 report on Safeguarding | Review allegations against staff policy |
| Review equalities policy and objectives | Review Medical Conditions/Needs Policy | Review ASC BC and Clubs Offer |
| Review attendance action plan and data | Agree questions for annual parent survey | Receive outcomes of annual parent survey |
| Whistleblowing Policy review | Review SEND Information Report | Review Safer Recruitment Policy |
|  | Review SEND Policy | Review SCR checks through the year |
|  | Agree questions for annual pupil survey | Receive outcomes of annual pupil survey |

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| **Membership of Committees and Board** | | | | |
| **FGB** | **RR** | **TL** | **CFC** | **Pay Committee** |
| Quorate- 50% of active members | Quorate- 3 Governors | Quorate- 3 Governors | Quorate- 3 Governors | Quorate- 3 Governors |
| Link/Lead from Schools- Exec HT | Link/Lead from Schools- Exec HT | Link/Lead from Schools- Heads of School | Link/Lead from Schools- Heads of School | Link/Lead from Schools- Heads of School |
| Executive Head  (Ex officio) | Executive Head  (Ex officio) | Executive Head  (Ex officio) | Executive Head  (Ex officio) | Executive Head  (Ex officio) |
| Salome Raij Staniland(14/10/25) Parent Governor  Rebecca Wolff( 26/2/25) Parent Governor  Linda Wickstrom(14/7/26) Co-opted Governor  Donna Shah(25/7/25)Co-opted Governor  Rachel Howard(31/8/25) Staff Governor  Mark Boyle(17/3/23)Co-opted Governor  Heather Eggins(14/7/26)Co-opted Governor  Andrew Bosi(11/10/22) LA Governor  Andrew Grazebrook(11/10/22)Co-opted Governor  Charlie Radcliffe(14/7/26)Co-opted Governor  Miriam Grigg(31/8/25)Co-opted Governor  Jenny Kay(14/7/26)Co-opted Governor  Abi Misselbrook-Lovejoy- Ex officio Governor  Cressida Jupp- Associate Governor/member(14/7/26) | Mark(Chair), Charlie, Andrew Bosi, Rachel, Heather | Cressida, Jenny, Salome, Rebecca(Chair), Donna, Andrew G | **Members of NG CFC**  Donna(Chair), Heather, Salome, Andrew G  **Members of RF CFC**  Linda(Chair), Rebecca, Charlie, Miriam | Donna Shah  Mark Boyle |

**Governor Code of Conduct**

**Seven principles of public life-**We expect all governors to uphold the seven principles of public life (the Nolan principles) which form the basis of the ethical standards expected of all public office holders: selflessness, integrity; objectivity; accountability; openness; honesty; and leadership.

1. **Attend meetings regularly**

• Give the chair/clerk as much notice as possible if you are unable to attend.

• Regular non-attendance at full governing body meetings can lead to eventual disqualification.

1. **Prepare for meetings**

• By attending induction training and other relevant training courses in order to increase your knowledge and ability to contribute to discussion/decision making.

• By reading all papers.

• By getting your thoughts together on the things you need to ask about and the things you want to say.

1. **Be a ‘team player’.**

• Treat all governors as equal.

• Abide by all the decisions of the Governing Body whether you agree or not.

• Do not disagree in public with the Governing Body after a decision has been taken.

• If you want the Governing Body to reconsider a decision you must ask for it to be put on the agenda.

1. **Follow proper procedures in meetings**.

• Do not interrupt others when they are speaking.

• All discussion must take place through the chair: signal to the chair when you want to speak, then wait your turn.

• Do not hog the discussion or hark back to matters about which a decision has been taken.

1. **Remember that, as an individual you have no authority.**

• You can only speak or act on behalf of the Governing Body when it has formally delegated power to you. When you have something that you think needs saying or doing, talk to the Chair, or Headteacher, and then ask for it to be put on the agenda of the next meeting.

**6. Declare any personal interests you have.**

• If the outcome of a decision that the Governing Body is about to take affects you personally, you should declare your interest. If your interest is pecuniary, either directly or indirectly, you should declare your interest and then withdraw from the meeting whilst the matter is discussed.

1. **Maintain confidentiality.**

• The minutes of meetings are not for public view until they have been adopted and signed by the chair. Governors should also be discreet about the detail of discussion that takes place in governors’ meetings.

• Governors must ensure that all communications remain confidential. This includes ‘hard copy’ of documents, and all emails to do with school/governor business.

• Individual governors should never become involved in any complaint or similar matter which may come before the governing body, to avoid being compromised. If approached about a school matter, governors must adhere to the appropriate school policies and refer the other party to those procedures.

1. **Be committed.**

• Visit the schools during the normal working day.

• Seek out and read information about the performance of your schools.

• Undertake relevant training.

**Governor person specification**

We expect all governors to be able to demonstrate the following essential qualities and attributes (adapted from the NGA skills audit checklist):

* commitment to improving education for all pupils at both schools
* ability to work in a professional manner as part of a team and to take collective responsibility for decisions;
* willingness to learn and to engage in training and development;
* commitment to equality and diversity
* commitment to the Federations’ vision and ethos and to the democratic values of freedom, tolerance and respect for the rule of law;
* literacy, numeracy and IT skills, sufficient to deal with governing board papers and school data.

We are seeking to build a diverse governing board which is broadly representative of our community and takes account of the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).  Across the Governing board as a whole, we are also looking to ensure that a range of specialist skills are covered (but we do not expect any individual governor to have all of these), including: understanding and experience of governance; strategic planning; human resources and performance management; data analysis; financial planning/budgeting; community engagement and volunteering; legal understanding; premises and property management; and experience of working in education/social care/health settings.

The Governing board may also decide to appoint Associate Governors to serve on a particular committee if they provide a specific skill that the committee requires. Associate Governors can vote at committee meetings. They can also attend full Governing board meetings in a non-voting capacity.

**Time commitment**

We expect a governor to be committed to regular attendance at, and contribution to, governing board meetings and associated committees. Typically, a governor will need to spend about 10 days each year on governor responsibilities.

Under Section 50 of the Employment Rights Act 1996, if you are employed you are entitled to reasonable time off to undertake public duties, including school governance. ‘Reasonable time off’ is not defined in law, so you will need to clarify with your employer how much time you will be allowed.

**Training and development**

We expect all governors new to the role to complete the recognised Department for Education induction training course. This is provided by the London Borough of Islington and paid for by the school. In addition, we expect all governors to attend other relevant training and development sessions, including those provided as part of governor day meetings at the school.

The school also requires all governors to undertake a Disclosure and Barring Service (DBS) enhanced check.

**Expenses**

Governors may receive out of pocket expenses incurred as a result of fulfilling their role. This can cover incidental expenses such as travel or childcare, but not loss of earnings.