



Brindishe  
Federation

# A Policy for Governing

Document status	
Author	CoG, EHT
Creation	Summer 2022
Version	1
Reason for review	1 yearly
Date of next review	September 2024
Approval Body	Governing Body
Publication approval	
Purpose	To ensure all Governs have a clear understanding of Governance within the Brindishe Federation
Supporting Documents	

# Contents

**The Brindishe Federation 3**

**The Brindishe Governors 4**

**What we do 7**

**How we work 9**

**How we communicate within the Federation 12**

**How we continue to move forward 13**

**Appendices 14**

**Appendix A: New Governor Checklist**

**Appendix B: NGA Governors Code of Conduct**

**Appendix C: Other useful sources of information**

**Appendix D: A list of current governors**

**Acknowledgments**

**Acceptance Signing Sheet**

## **THE BRINDISHE FEDERATION**

In September 2010 Brindishe Green and Brindishe Lee schools came together as The Brindishe Federation of Schools, the first of its kind in primary schools in Lewisham. The Federation was added to in September 2014 when Lee Manor joined as Brindishe Manor.

While the three schools in the Federation have their own identity and separate school numbers, they have one governing body – a group of 12 people who share the single aim of ensuring that all Brindishe children have the opportunity to achieve their full potential through the very best primary education possible.

The influence of the Governing Body and the schools extends wider than the Brindishe community. We share our experience and our expertise with other primary schools in the Lewisham borough, and have built links with secondary schools and universities.

In order to achieve our aim and to support other schools, the Brindishe Governing Body has to be forward-thinking, working smarter and focussed on the priorities, have the confidence to share learning, embrace the right challenges and changes when they're beneficial to our children, be responsive, responsible and receptive. Above all, we have to have the patience to allow the schools to grow and develop while still ensuring that all the children are receiving an outstanding, rounded education.

Aspirations within the Brindishe Federation are high and the Governing Body, staff, parents and children are prepared to work as a team to reach them because we're all firmly of the belief that while individually we're effective, together we're more.

## THE BRINDISHE GOVERNORS

The Governing Body of the Brindishe Federation was constituted on 1<sup>st</sup> September 2014 to govern Brindishe Green, Brindishe Lee and Brindishe Manor community primary schools.

We are responsible for the school budget, raising standards, training, individual pay arrangements, staffing, premises, performance management and the curriculum, as well as the future direction of and continuing success of the schools. The Governing Body is formed of 12.

We are:

The **Executive Head** who is in overall charge of the schools and who is a governor ex officio.

**Two Parent Governors** who are elected by the parent communities of the three schools as representative or typical parents, not as representatives of the parents. They have an important role facilitating communication between parents and the school. Parent governors are elected for four years and are legally allowed to finish their term of office even if their children no longer attend a school in the Federation. Parents who are a Lewisham councillor or who work at one of the federated schools for more than 500 hours in a year are not eligible to be parent governors.

**One Staff Governor** who will represent the teaching staff and members of support staff from all of the member schools. The staff governor is elected by the combined staff community of all three schools and has an important role facilitating communication between all the staff and the Governing Body. Staff governors hold office for four years unless they resign.

**Seven Co-opted Governors**, who have been invited to join the Governing Body to broaden our expertise or perspective. Co-opted governors are not restricted to people who live or work in the community served by the school but they will always be people who, in the opinion of the Governing Body, are committed to the good governance and success of the schools. Lewisham councillors or someone who works at the school can't be appointed as a community governor. When recruiting for a co-opted Governor, the EH/Chair of Governors will arrange a meeting to talk through the working of the Governing Body. They will then be asked to write a statement which will be presented to the rest of the Governors to decide if their skill set is suited to the current Governing Body. New co-opted governors are recruited in a variety of different ways for example active recruitment service or volunteers coming forward and are people who have an interest in supporting the school.

**One Local Education Authority Governor** who has been appointed to the Governing Body by Lewisham's Mayor and Cabinet.

All of the full members hold office for four years unless they resign or fail to attend a meeting for six months without an accepted reason, or in the case of a staff governor, stop working at the school.

**Advisors** These are not members of the Governing Body, but can be invited to assist the Governing Body when required. The Headteachers and Deputy/Assistant Headteachers of each school within the Federation attends each Governing Body meeting in an advisory role. They can take full part in discussion but do not have a formal vote. Only full members of the Governing Body have a vote.

## HOW WE ORGANISE OURSELVES

### The Executive Head

- The main professional advisor, the Executive Head, advises on the strategic direction of the Federation, formulates policy, keeps the governors informed and oversees the day-to-day management of the schools.
- The Executive Head and governors will always act in a spirit of mutual support. The Executive Head frequently seeks the advice of the Governing Body and expects it to offer general guidance whenever possible.

### The Chair of Governors

- Is the leader of the Governing Body team, co-ordinating its activities, keeping an eye on its overall effectiveness and a broad view of policy development and implementation. The Chair is elected by the full Governing Body, which also decides on his or her term of office, which can be between one and four years. The Chair can only be removed by a majority vote of the governors at two separate meetings held within 14 days of each other.
- The Chair represents the Governing Body in its dealings with others.
- Occasionally action has to be taken on the Governing Body's behalf that can't wait until its next meeting. This falls in law to the Chair and is known as Chair's Action. This is a fairly rare occurrence and is done in close liaison with the Executive Head. Any Chair's action taken will be reported at the next full governing body meeting.
- The Chair is the principal link between the Brindishe governors and the Executive Head, and so the relationship between them must be good as it's one of the most crucial in the school. Confidence, respect and support for each other is essential. Meetings between Chair and Executive Head take place at least once a fortnight.

### The Vice-Chair

- The Vice-Chair may need to deputise for the Chair and all of the above points also apply to the Vice-Chair.
- The Chair and Vice-Chair work closely together managing the work of the Governing Body

The remaining governors offer advice, viewpoints and expertise where and when required. Lead governors are appointed to focus on priority areas identified within the School Development Plans, and committees are set up to fulfill the minimum legal requirement. All other work is done as required by the Governing Body through working parties made up of volunteers drawn from across the range of governors, and once a piece of work is completed the working party is disbanded. There's no hierarchy within the Governing Body, and all governors are encouraged to be involved in all aspects of the work.

## **WHAT WE DO**

### **What we have to do: the legal responsibilities**

As governors we have legal responsibilities and duties, which we carry out with diligence, intelligence and respect. Briefly, we are responsible for:

#### **Finance**

Each school gets its budget from Lewisham's Directorate for Children and Young People (DCYP) as well as additional direct funding.

Each school's budget is worked out according to an agreed formula that allocates money largely on the basis of the number and ages of its pupils. The Governing Body is responsible for spending the budget 'as it sees fit' for the purposes of each school.

#### **Staffing**

Lewisham's DCYP is the employer of staff and as such is entitled to offer advice in a number of circumstances but the law gives the Governing Body extensive staffing powers.

The responsibilities of the Governing Body include:

- Approving staffing policy
- Appointing the Executive Head, Headteachers and Deputy Headteachers.
- Agreeing rates of pay for staff in accordance with the law and national and local agreements
- Performance management
- Following currently agreed disciplinary rules and procedures for staff

#### **The Curriculum**

Every school must provide the national curriculum, religious education and collective worship for all pupils. The Governing Body shares responsibility with the Executive Head and the DCYP for making sure these regulations are complied with, that national strategies are followed and that assessments are carried out in accordance with the Government's wishes.

#### **Pupil Discipline**

Governors work with the Executive Head to provide a written statement of general principles of good behaviour but it is the Executive Head and Headteachers who are legally responsible for putting this into practice and dealing with individual cases. If the Executive Head decides to suspend or exclude a pupil, parents may appeal to the Governing Body. Governors will have a significant role in deciding whether to re-admit the pupil.

#### **Premises**

The school buildings are owned by the DCYP but the Governing Body is responsible for ensuring that the building is maintained.

## **OUR OTHER RESPONSIBILITIES**

At the heart of every piece of work the Brindishe Governing Body does is the single aim of ensuring that all Brindishe children have the opportunity to achieve their full potential through the very best primary education possible.

We are always looking to improve our practises and ways of working, and we follow an ethos which reflects the work and the collaboration we see between the three schools. The Brindishe Governing Body encourages everyone within the Federation – governors, children, parents/carers, staff – to work together, feeding ideas to each other, sharing, experimenting, listening, debating and concluding. It's a constant highway.

As is reflected in the schools, we operate a single culture, but with plenty of room within that for questioning, discussion and debate, for differences to be celebrated, ideas shared, and for feedback, even if it's critical, to be considered, accepted where appropriate and respected.

As governors we have overall responsibility for the strategic direction and management of the schools within the Federation, and for creating, managing and communicating to the whole community the policies that form the basis of the way the schools are run. We include in the community not just the governors, children and staff of the schools themselves, but parents, guardians and carers, the DCYP, local schools, and the wider community in which the Brindishe schools are situated.

It's important here to point out the clear distinction between the role of the Governing Body and that of the Executive Head and Headteachers. While the Governing Body has overall responsibility, the Executive Head and Headteachers have clearly defined strategic and day-to-day management responsibilities. Very good channels of communication between us all, as well as a mutual trust and respect, ensures that this works well.

## **HOW WE WORK**

Most of our work is carried out at two meetings of the full Governing Body per term.

### **The Agenda for meetings**

Agenda setting is very important because our regular meetings lie at the very heart of our work. It's here that we discuss the issues before us and make informed decisions. Setting an agenda lays out the priorities and is a very important device by which the work of the Governing Body is monitored and controlled. We believe that setting the agenda should be a thoroughly open process, accessible to all governors.

- The agenda is usually set by the Chair, the Executive Head, the Headteachers and the Clerk
- We identify deadlines, to allow other governors' input
- We try to prioritise items and estimate meeting length

- Those presenting or leading agenda items will be asked to provide the clerk/chair with an estimate of time needed for the item - we will always appreciate that discussion following this might be difficult to estimate

There is one very important aspect of the agenda structure that is worth emphasising here. We take our role as strategic planners very seriously and to enable us to keep that as our focus at our strategic meeting we always have as a priority a section called Main Discussion Item, which includes such matters as progress and outcomes for the children, issues relating to the curriculum or finance, strategic direction setting and discussion on new challenges and opportunities – informally, we call this final section Horizon Scanning. The time allowed for agenda section forms approximately one half of one of the meetings to reflect its importance.

### **Structure of the meetings**

The rules governing how we conduct ourselves are laid down in school government regulations, which set out what we can and cannot do in any given circumstances.

Two full governors' meetings are held per term. Both meetings are clerked by an administrator from the LA's Governors' Services Unit. Our clerk is very important to us and is a fund of knowledge and experience of governing Body work.

At both meetings, the Governing Body delegates certain responsibilities to individuals and/or committees where appropriate. If during a meeting, the Governors feel that a matter requires further discussion, information and thought, it will set up a working party to deal with it, made up of governors and staff and, where appropriate children, parents and advisors. A lead for the WP is appointed at the time of setting up to contact members and organise meetings, which can be held in person or virtually. Each working party will meet outside of the meeting of the full Governing Body, and report back to it at a future meeting either with a document or verbal report. The full Governing Body will then agree on the next step, and if its work is done, the working party will be disbanded.

Apart from the chair, there is no hierarchy within the Governing Body and everyone is encouraged to play a part in the working parties depending on interest, skills and availability.

All decisions are taken or ratified by the full Governing Body, and this is done by reaching a consensus, which means that all governors agree with the decision being made. We do not use voting as a way of making important decisions, and it's important that all governors accept and abide by this collective decision making.

We try to keep reasonable control over the length of meetings. Meetings will start promptly at 6pm with refreshments available from 5.30pm. In general, we would expect meetings to finish at around 9pm. We consider prompt starting and finishing for all meetings to be good practice.

Information and documents for consideration and discussion are to be made available to the Executive Headteacher three weeks prior to each meeting and then final papers are expected to reach governors



at least two weeks before they are to be discussed, apart from the leadership report which arrives 7 days before. Papers are loaded onto the Managed Learning Environment, It's Learning. Any governor requiring a paper copy should contact Katie Matthews.

To allow plenty of time for the Major Strategic Item, we expect all governors to arrive at the meeting of the full Governing Body prepared to take part. This means they should have read all the paperwork submitted and be ready to question and discuss it, and having prepared documents or reports as appropriate. Governors are encouraged to have a pre-meeting with a senior leader or group of governors if papers are complex and require some 'unpicking and interpretation' before the main meeting. This is so that our discussions are well informed and sharply focussed.

The protocol we expect every governor to observe at each meeting is:

- Arrive on time for the start of the meeting
- Read all relevant papers before the meeting
- Make contributions through the chair
- Avoid having 'side conversations'
- Switch mobile phones off or on to silent
- Be aware that all governors should have the opportunity to contribute and that they may be prevented from doing so if individuals dominate the discussion
- Wherever possible, inform the chair or clerk before the meeting if we want to place an item on the agenda
- Only raise items under the 'urgent business' agenda item that are urgent
- Be polite and courteous to others
- Respect the views of others, verbally and non-verbally
- Be aware of the constraints of time
- Make a note of any tasks we agree at the meeting to undertake
- Exercise extreme caution when naming individuals and be aware of the implications for grievances/complaints/disciplinary and other panel hearings
- Take collective responsibility for decisions of the Governing Body, whatever our personal opinion may be

We also make use of email, survey monkey and Itslearning to communicate with others, inform our thinking and work more flexibly, speedily and effectively. All governors can access Itslearning and all papers and policies are posted on this so that governors have easy and smart access.

### **Who can attend Governing Body meetings**

Apart from advisors, we also welcome members of the schools' community as observers as a means of promoting confidence in and greater understanding of the Governing Body. All we ask is that we're informed beforehand so that we can arrange seating. Observers may contribute to discussions only by invitation of the Chair, and where confidential items arise on the agenda they will be asked to leave the meeting temporarily. Observers are asked to respect the same code of practice that the Governors demand of themselves.

## **What happens when new governors join**

Joining an established and successful governing Body can be a daunting experience and so to help newly elected or appointed people we have an induction scheme.

This involves:

- Each new governor being issued with a checklist (Appendix A) which includes arrangements for applying for a DBS check, and will be given access to It's Learning which contains all the latest governing body material.
- Each new governor is allocated an experienced 'Buddy' governor who will act as their main point of reference. The Buddy will help the new governor become familiar with all matters concerning the governance of the Brindishe schools. The relationship will continue until both parties feel it is no longer necessary.
- A guided visit around all schools in their first term of office.
- Attendance at the 'Training for New Governors' session run by Lewisham Local Authority within their first year of office and the schools Level 1 Safeguarding training. This is mandatory and information on booking onto this is part of the induction checklist.

## **Training**

When governors join the Brindishe Federation they have access to all governor training through Lewisham's services to schools. A log-in is required which will be provided to you and there is an expectation that governors attend training at least once a year, more if they are a lead governor with an area of focus which will benefit from specific training. There is also a number of governor on-line training programmes and we have a subscription to The Key for School Governors <https://schoolgovernors.thekeysupport.com/> which includes a huge range of information to support school improvement.

## **Governors' allowances**

The Governing Body has decided not to award itself allowances in respect of subsistence or travel.

However, in exceptional circumstances where a governor could be prevented from undertaking their duties, the Governing Body may pay for childcare expenses. Any such payment would be at the discretion of the Chair or Vice-Chair and would be for a maximum of £10 per hour. In using their discretion the Chair/Vice-Chair will take into account the nature of the duties to be undertaken, personal circumstances, alternatives considered, the age of the children and previous payments made.

Payments can only be made on production of a receipt giving details of the name and address of the childminder. Payment will not be made to family members. The Governing Body accepts no liability for any childcare arrangements and reserves the right to review this policy.

## **HOW WE COMMUNICATE WITHIN THE FEDERATION**

Brindishe governors believe it's vital to communicate as widely and as effectively as possible with everyone who makes up the Brindishe Federation community. We do this in several ways.

### **Contact between the Governing Body and parents:**

- Via regular items in the weekly newsletters distributed by each school.
- The minutes of Governing Body meetings are available at the schools for anyone wishing to look at them. Please ask!
- At each school we publish on the website a variety of policy documents and statements of practice
- Opportunity for parents to attend FGB meetings

### **How parents can communicate with the Governing Body?**

- Via email or letter to the school

### **Contact between governors and staff:**

- Visits, reports back and working groups where appropriate. Governors visit each school formally at least once a year so that they get to know each school, its set-up, people and its daily routine. All visits to school will be recorded by the clerk and reminders given to ensure these happen at least once a year per school.
- If important issues are being discussed by the staff, governors have a chance to attend those meetings so that there can be joint governor and staff discussions
- Invitations to in-service training days and learning walks where appropriate

### **Communication with and between governors:**

- Email, telephone and It's Learning are the main forms of communication and therefore it is key to inform the clerk of any changes.
- Emails to governors whether from the EH, Heads and staff of any of the schools, or fellow governors must be read and answered promptly. Ensure that the email address you provide is one that you use regularly so that you can respond to emails promptly.
- Please refer to the GDPR policy on confidentiality when dealing with any school related communications.

### **Papers for the meetings**

The papers for the meeting will be placed on Itslearning within two weeks of each meeting. If paper copies are required, please inform Katie Matthews who will arrange for them to be printed and delivered to you.

## HOW WE CONTINUE TO MOVE FORWARD

### SELF EVALUATION

Constant evaluation of their progress is key to the success of the Brindishe children, and as governors we feel that self-evaluation should be central to the way we work. We continue to reflect on our effectiveness by asking questions such as:

- Does everyone understand what the role of a governor is, our core function, and what the vision, ethos and strategic direction of the Brindishe Federation Governing Body is?
  - Does everyone have the information they need?
  - Do we know our schools, children and staff, and do we know how to support and challenge the data effectively?
  - Are meetings effective and worthwhile?
  - Are people's strengths employed to the full?
  - Is each governor contributing as fully as they can?
  - Are we aware of the priorities for each school, and are we using those priorities to inform our questioning and challenge?
  - Do we all feel valued and part of a successful team?
  - Does the Governing Body take everything it has to do in its stride?
  - Do we have the right skills set across the Governing Body?
-

## APPENDIX A Brindishe Schools: New Governor Induction Checklist

Meeting the governing board			
Action	Owner	Completed?	Notes
Assign mentor/buddy	CoG		
Meet the chair of governors	CoG		
Complete a tour of each school	CoG/EHT head		
Meet the headteacher	CoG/EHT/HT		
Attend first full governing body meeting	Governor		

Training and paperwork			
Action	Owner	Completed?	Notes
Book induction training	Mentor		
Sign up the governor for The Key for School Governors	FBM		
Complete skills audit and identify future training needs	New governor Mentor		
Complete paperwork. This may include: Governor declaration form DBS/barred list check Declaration of interests form	Governor		

Items the new governor should receive			
Action	Owner	Completed?	Notes
Information on the composition of the governing body	CoG/mentor and clerk		
List of school staff and their responsibilities	Chair/mentor and clerk		
Terms of reference for the governing body	Chair/mentor and clerk		
Terms of reference for each committee	Chair/mentor and clerk		
List of future meeting dates	Chair/mentor and clerk		
Governors' code of conduct	Chair/mentor and clerk		
Information on governor visits	Chair/mentor and clerk		
Information on where governors can access all of the school's policies	Chair/mentor, clerk and senior leadership		

### Items the new governor should receive

<p>Information on:</p> <ul style="list-style-type: none"> <li>- Number of pupils at the school</li> <li>- Number of boys and girls</li> <li>- Percentage of children eligible for the pupil premium</li> <li>- Number of children with English as an additional language (EAL)</li> <li>- Breakdown of pupil ethnicity</li> <li>- Number of children on the special educational needs (SEN) register</li> <li>- Number of children with statements of SEN or education, health and care (EHC) plan</li> <li>- Number of looked after children</li> </ul>	Chair/mentor, clerk and senior leadership		
Summary of the school improvement plan	Chair/mentor, clerk and senior leadership		
Minutes from the last governors' meeting	Chair/mentor and clerk		
A list of current governors and their contact details	Chair/mentor and clerk		
The clerk's contact details	Clerk		

### Actions for the new governor

Action	Owner	Completed?	Notes
Ask your workplace about time off for governor duties (if applicable)	Chair/mentor and clerk		
Read the Governance Handbook from the Department for Education (DfE)	Chair/mentor and clerk		
Read the school's latest Ofsted report and Ofsted action plan (if appropriate)	Chair/mentor and clerk		
Look at the schools' websites	Chair/mentor and clerk		
Research recent news items on school governance/education	Chair/mentor and clerk		

### Other actions

Action	Owner	Completed?	Notes
--------	-------	------------	-------


## **APPENDIX B: Governors code of conduct (read in conjunction with the NGA code of Conduct)**

<https://www.nga.org.uk/codeofconduct2018>

This is a guide to how we expect all governors to conduct themselves.

### **DBS checks**

We expect all our governors to be able to be fully involved in school life and it is therefore our policy that all members of the Governing Body undertake a CRB check. This can be arranged through the schools.

### **Confidentiality**

- Where an item has clearly been classed as confidential, that confidentiality should be respected absolutely.
- Breaches of confidentiality are brought to the attention of the Governing Body.
- Confidential minutes are not available for inspection.

### **Collective responsibility**

- All decisions are made collectively by consensus and are owned by the whole Governing Body. Reports back to other stakeholders on decisions made by the Governing Body should be consistent and accurately reflect that decision.
- All governors have a collective responsibility and an equal say, and cannot take individual action unless authorised by the Governing Body.
- All governors are expected to be well informed and attend training courses when required.
- We accept that in the interests of open government, our names, terms of office, roles on the Governing Body, category of governor and the body responsible for appointing us will be published on the school's website.
- We will record any pecuniary or other business interest, including those related to people we are connected with, that we have in connection with the Governing Body's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests will be published on the school's website.

### **Equal opportunities**

- All governors must actively promote and support the school and the LA Equalities Policy. Published statements are available in school.

### **Behaviour of governors**

- Be discreet and remain confidential and only communicate the collective, joint or agreed view
- Any undercurrents should be acknowledged if felt and brought out into the open.
- Declare interests. Governors' views will still be seen as valid but it is important to know where they are coming from.
- Stick to specific or concrete examples and own the view or criticism. Not 'some people say' or 'parents think that'.
- Criticisms should be owned and aired inside the Governing Body not outside. Ask for objections to be noted at the meeting and in the minutes.
- Governors are to be supportive of each other, especially to new governors.
- If you want a full report or response to a question give the recipient notice of the question – at least a week before the meeting.
- Stick to the agreed agenda – if you want to put something on the agenda, contact the Chair or Executive Headteacher at least three weeks before the meeting.



- Everyone should be willing to take an active role within the Governing Body and to take on the work of working parties depending on time, interest and skills.
- Be careful with use of educational jargon and clear up confusions immediately.
- Agree and understand in the meeting
  - What is confidential
  - What is resolved or decided
  - What is to be communicated
  - How it will be communicated – especially for issues involving individuals or groups of people
  - What action individuals have agreed to undertake and when this will happen

## **GOVERNORS' VISITS \*please see the Governor Visit Handbook**

Governors need to know all three Brindishe schools and one of the most effective ways of getting to know them is to visit them. Each governor is expected to make at least one visit to each school every year.

### **The conduct of the visit**

- The visit is to be arranged through the relevant Headteacher.
- All visits are to have a particular purpose and purpose of the visit will be agreed before it takes place. This may be linked to the work of a particular working party, or as a result of a particular area raised at a governors' meeting.
- The governor may or may not be accompanied during the visit, depending on the purpose of the visit.
- A visiting governor may visit the whole school or just one part of the school, depending on the focus of the visit.
- The Headteacher will ensure that staff are aware of the visit, its purpose and how it relates to the responsibilities of the Governing Body.
- The visit should be made in order to gain information about certain aspects of the school and to make informed decisions, not as an inspection.
- All new governors will have a guided visit around each school in their first term.
- The visiting governor should meet with the Headteacher before leaving the school to report on impressions and ask questions arising from the visit.
- During the governors visits slot on the agenda, give a brief written and verbal report on your visit at the next meeting.
- Individual names should not be mentioned in a report and any concerns a governor may wish to raise following a visit should be discussed in advance with the Executive Headteacher and Chair.

### **Updating and creating policies**

When a policy needs to be updated, revised or created, the Governing Body can allocate to an individual governor or appoint a working party made up of governors and other co-opted interested people to consider the policy.

Volunteers are asked for from the Governing Body to form the nucleus of the group, and a lead person nominated. The lead takes responsibility for arranging the meetings of the working party, chairing them and then reporting back to the Governing Body the recommendations of the working party via the agreed proforma.

A timeframe may be set by the Governing Body depending on the urgency of the policy, but it's important that the working party has enough time to consider the issue before presenting its recommendations.

## **APPENDIX C: Other useful sources of information**

Details of the rules and regulations for schools and school governors are contained in 'Terms of Reference' a guide to school government regulations. Another LEA publication, 'The Instruments of Government' sets out the composition of the Governing Board and the rules about meetings and proceedings. These and other information on the work of governors can be obtained from the:

*School Improvement and Governors' Services*

Lewisham Directorate for Children and Young People  
Laurence House  
1 Catford Road  
London  
SE6 4RU

Telephone: 020 8314 8313

Another useful publication is 'A guide to the Law for School Governors' which is available from the Department for Education and Skills ([www.dfes.gov.uk](http://www.dfes.gov.uk))

## **APPENDIX D Current governors**

A list of all current governors is on the top of the agenda for every Governing Body meeting, together with their term of office dates, and available on each school website.



Brindishe  
Federation

**ACCEPTANCE OF THE POLICY FOR GOVERNING AND APPENDIX A THE CODE OF CONDUCT in conjunction with NGA Code of Conduct**

I.....as a member of the Governing Body for the Brindishe Federation of Schools, accept this Policy for Governing and all items within Appendix A The Code of Conduct, and agree to act and abide by its contents.

SIGNED.....

DATED.....