



Structure and Rhythms of Governance

Governors of Middle Street Primary School

As of FGB 1 October 2023 (v2.0)

Overview

Middle Street Primary School is a maintained school in the heart of Brighton. This document outlines the ways of working of its governing board. The governing board will always operate in accordance with the requirements of the Education Act, the School Governance Regulations, the Local Authorities Scheme for Financing Schools, the Local Authorities Financial Regulations and Procedures and all other relevant legislation. In addition, this document explains how the governing board currently organises the structure and rhythms of the work it undertakes for the school.

This is a living document that will be updated as necessary and reviewed at least annually.

The latest version of this document was approved by the Full Governing Board (FGB) on: **23rd March 2023**

The next scheduled review of this document is to be completed by: **FGB 1 of academic year 2023-2024**

Governance Structure and Rhythm

The **Full Governing Board (FGB)** meets six times a year, typically on the penultimate Thursday of each half term. These are the core, formal decision making meetings. However, the on-going governance work is then organised into four **governance areas** (as depicted in Appendix I). These areas are:

- **Education**
- **Safety and Wellbeing**
- **Finance and Resources**
- **Strategic Leadership**

Within each of these **governance areas** there are a set of **working groups** that are responsible to coordinate and discuss at greater depth the monitoring and other work that the governors do in relation to particular issues. For example there is a **Budget Oversight Group** that sits within the **Finance and Resources** area of governance. It is actually at this working group level that most of the time and effort of governor monitoring and other work takes place.

These groups are not formal committees as there was agreement that as a small governing body, with busy members, the governors do not want these groups to require the same degree of formality and procedural process as is needed by the FGB meetings. Rather these groups have been setup as standing **working groups** with a clear remit defined by a **simple terms of reference** document and a named **chair** person whose main role is to do some basic coordination of the group.

While called 'groups', some of these areas of monitoring and reporting may only have one person in the responsible 'group' although ideally all groups should have more than one person involved.

There is also a **Headteacher Appraisal Panel** that sits separate from these areas of governance and working groups.

While working groups will discuss issues in depth and have a delegated remit to make certain recommendations or decisions within their area of responsibility, the final monitoring reports will be submitted to the FGB for formal consideration and for additional challenge and support to be offered by all the governors to the school.

Therefore, it is the papers and minutes of the FGB that still form the primary evidence of the governors work in discharging their duties.



Full Governing Board

The Full Governing Board (FGB) has the overall responsibility to discharge the three core school governance functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the headteacher to account for improving the performance of the school
- Ensuring financial health, probity and value for money

The FGB is also collectively responsible for monitoring the **School Improvement Plan (SIP)** and each working group will be responsible for more in depth monitoring of the aspects of the SIP that relate to their area. Updates about progress on the SIP priority areas will also be included in the head teacher's dashboard reports to FGB.

The FGB meets once every half term in accordance with the annual planner that has been set out in Appendix II. This planner also shows the expectations of when specific pieces of monitoring will be undertaken that will then feed into the subsequent FGB. The key agenda items for each of the six FGBs are then listed in Appendix III. Key parts of the FGB agendas are organised around the four key governance areas.

The agenda and all papers for a given FGB must be uploaded to GovernorHub seven days before the meeting.

Governance Areas and Working Groups

The following are the currently established working groups within each of their governance areas:

1. The **Education** has the following working groups:
 - a. Pupil Progress and Curriculum Monitoring
 - b. Pupil Premium
 - c. Sports Premium
 - d. SEND
 - e. Inclusion and Equality
2. The **Safety and Wellbeing** has the following working groups:
 - a. Children's Wellbeing
 - b. Child Protection and Safeguarding
 - c. Staff Wellbeing
 - d. Health and Safety
 - e. Behaviour and Attendance
3. The **Finance and Resources** has the following working groups:
 - a. Budget Oversight
 - b. Premises
 - c. Teachers' Pay Progression
4. The **Strategic Leadership** has the following working groups:
 - a. Future Options
 - b. Community Development
 - c. Governance Improvement

Each of the working groups have been established with Terms of Reference (ToR) that have been approved by FGB. The current membership and chair of each working group is listed in Appendix IV. More details about each of the work areas is laid out in Appendix V which also contains some links to further information and training relating to these work areas. The policies that each group is responsible to further scrutinise are listed in Appendix VI

The chair of each work group is expected to ensure that the working group meets or communicates appropriately to organise its work. Tools like WhatsApp or others can be used by working groups solely for the co-ordination of meetings, but all substantive online discussions must either take place on email or GovernorHub. The chair of each group is also



Structure and Rhythms

Middle Street Primary School

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responsible for providing brief bullet point updates on GovernorHub to other governors about significant meetings, decisions or concerns of the working group, especially for issues that ought to be noted or discussed before the next FGB.

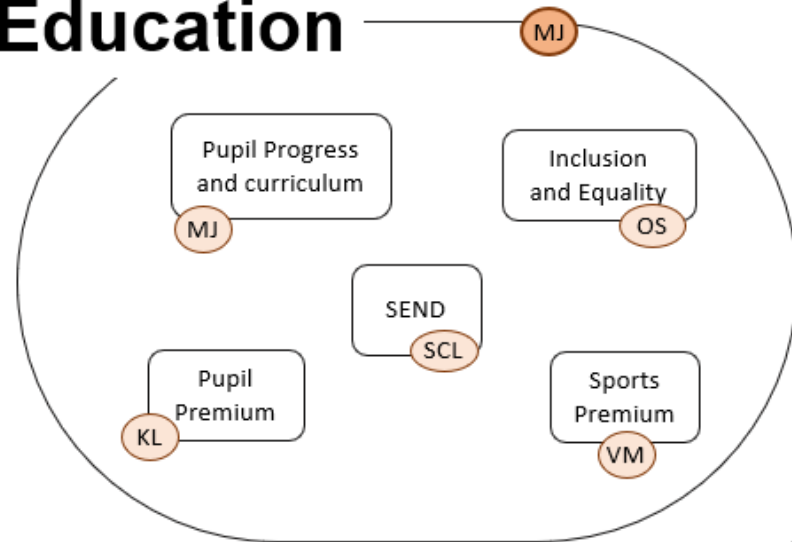
It will typically be expected that the person who wrote a given monitoring report will give a brief highlight of the report and answer questions about it at the FGB where it is presented.

All documents evidencing the work of the working group should be uploaded to the group's folder in GovernorHub.

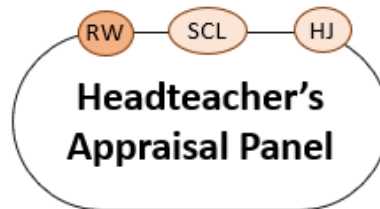
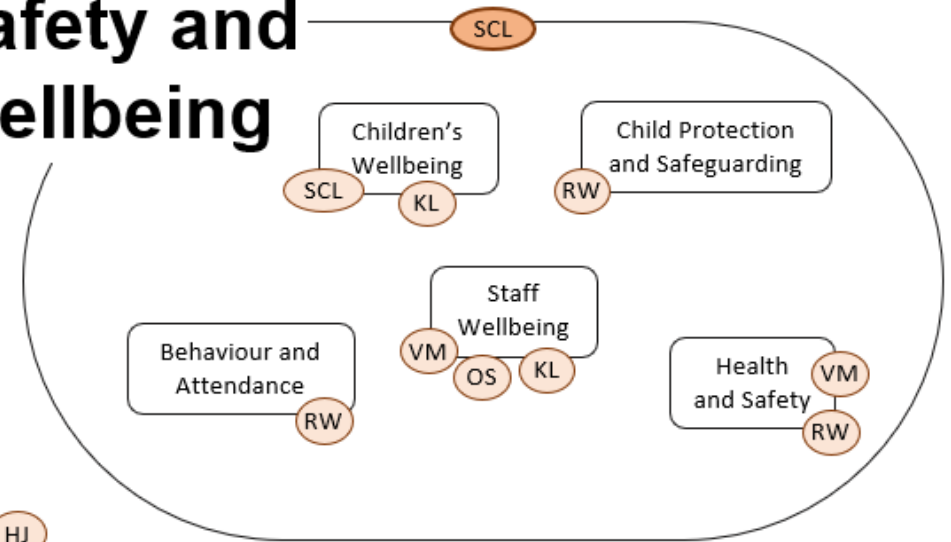
APPENDIX I: Diagram of MSS Governance Structure – as of FGB 1 October 2023

The governance work is organized into four main governance areas.

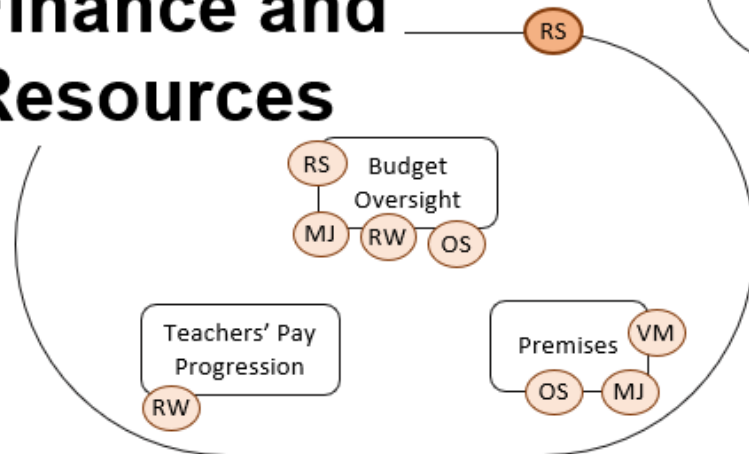
Education



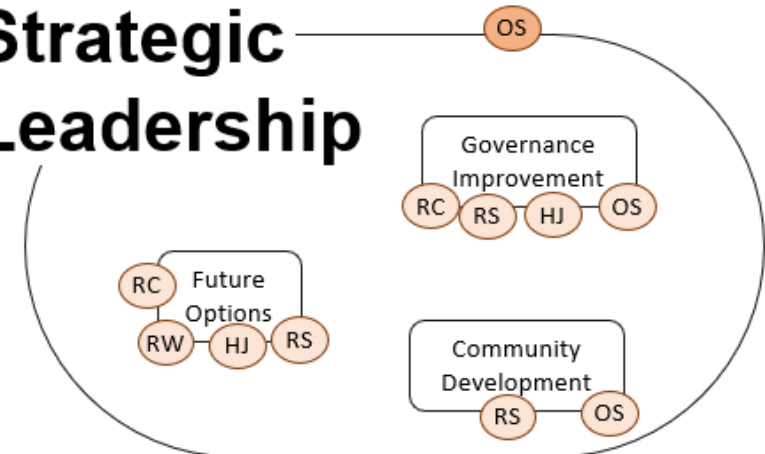
Safety and Wellbeing



Finance and Resources



Strategic Leadership



APPENDIX II: Rhythms of Meetings MSS Governors – as of FGB 1 October 2023

Autumn Term (approximate structure)

September				October				November				December		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Half term	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
		Pupil Premium	Sports Premium Finance Monitoring	Census		Finance Monitoring		Teacher's Pay	Children's Wellbeing		HT perf Finance Monitoring			Finance Monitoring
					FGB 1								FGB 2	

Spring Term (approximate structure)

January				February				March					April
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Half term	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	Safeguarding audit SIP monitoring Budget monitoring	H&S monitoring	Finance Monitoring	SEND report from SENDCo			Finance Monitoring	Staff wellbeing	Behaviour and Attendance Budget monitoring	Inclusion and Equality		Submit SFVS Finance Monitoring	Pupil Progress (data) monitoring
				FGB 3								FGB 4	

Summer Term (approximate structure)

April	May				June					July		
Week 1	Week 2	Week 3	Week 4	Week 5	Half term	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
KS1 Tests Reception numbers Finance Monitoring	KS2 Tests SEND Submit Budget to LA	HT 6 th months performance review		Finance Monitoring			Premises SENDCo	SIP monitoring	Finance Monitoring		Self-evaluation (SEF)	Finance Monitoring
			FGB 5							FGB 6	SEF	

APPENDIX III: FGB Agenda Year Planner – as of FGB 1 October 2023

Autumn Term		Spring Term		Summer Term	
FGB 1	FGB 2	FGB 3	FGB 4	FGB 5	FGB 6
- Governor Business --- Elect Chair + Vice-chair --- Approve HT Appraisal Panel	- Pupil Progress Presentation - HT performance	- SEND report (SEDNCo)			- End of Year SIP and school SEF Discussion
<i>Standing Items</i>	<i>Standing Items</i>	<i>Standing Items</i>	<i>Standing Items</i>	<i>Standing Items</i>	<i>Standing Items</i>
- Minutes and actions of last meeting - Consent items - HT Dashboard (including SIP priorities update)	- Minutes and actions of last meeting - Consent items - HT Dashboard (including SIP priorities update)	- Minutes and actions of last meeting - Consent items - HT Dashboard (including SIP priorities update)	- Minutes and actions of last meeting - Consent items - HT Dashboard (including SIP priorities update)	- Minutes and actions of last meeting - Consent items - HT Dashboard (including SIP priorities update)	- Minutes and actions of last meeting - Consent items - HT Dashboard (including SIP priorities update)
<i>Education</i>	<i>Education</i>	<i>Education</i>	<i>Education</i>	<i>Education</i>	<i>Education</i>
- Pupil Premium - Sports Premium			- Equality and Inclusion	- Pupil progress monitoring	- SEND monitoring report
<i>Safety & Wellbeing</i>	<i>Safety & Wellbeing</i>	<i>Safety & Wellbeing</i>	<i>Safety & Wellbeing</i>	<i>Safety & Wellbeing</i>	<i>Safety & Wellbeing</i>
	- Children’s wellbeing	- Safeguarding monitoring - H&S monitoring	- Behaviour & Attendance - Staff wellbeing		
<i>Finance & Resources</i>	<i>Finance & Resources</i>	<i>Finance & Resources</i>	<i>Finance & Resources</i>	<i>Finance & Resources</i>	<i>Finance & Resources</i>
- Census data discussion - Finance Monitoring	- Pay progression - Finance Monitoring	- Draft Budget - Finance Monitoring	- Provisional Final Budget - Finance Monitoring	- Formal Budget Signoff - Finance Monitoring - HT 6th month performance review	- Premises monitoring - Finance Monitoring
<i>Strategic Leadership</i>	<i>Strategic Leadership</i>	<i>Strategic Leadership</i>	<i>Strategic Leadership</i>	<i>Strategic Leadership</i>	<i>Strategic Leadership</i>
- Approve SIP for this year - Community engagement - Update Structure and Rhythms document	- Governor Skills Audit - Governor training	- Future options discussion			- Preparation for gov SEF

APPENDIX IV: Membership of Working Groups – FGB 1 2023

The current membership of the work groups is as follows (many of the 'groups' only have one member).

1. The **Education** governance area has the following working groups:

a. **Pupil Progress and Curriculum Monitoring**

- i. Mark Juba

b. **Pupil Premium**

- i. Karlynn Layzell

c. **Sports Premium**

- i. Vanessa Mcgeachin

d. **SEND**

- i. Sally Coleman-Lewis

e. **Inclusion and Equality**

- i. Oli Sharpe

2. The **Safety and Wellbeing** governance area has the following working groups:

a. **Children's Wellbeing**

- i. Sally Coleman-Lewis
- ii. Karlynn Layzell

b. **Child Protection and Safeguarding**

- i. Ray Williams
- ii. Karlynn Layzell (in supporting role)

c. **Staff Wellbeing**

- i. Karlynn Layzell
- ii. Vanessa Mcgeachin
- iii. Oli Sharpe (in supporting role)

d. **Health and Safety**

- i. Ray Williams
- ii. Vanessa Mcgeachin

e. **Behaviour and Attendance**

- i. Ray Williams

3. The **Finance and Resources** governance area has the following working groups:

a. Budget Oversight

- i. Mark Juba
- ii. Ray Williams
- iii. Oli Sharpe
- iv. Rob Shepherd

b. Premises

- i. Oli Sharpe
- ii. Mark Juba
- iii. Vanessa Mcgeachin

c. Teachers' Pay Progression

- i. Ray Williams

4. The **Strategic Leadership** governance area has the following working groups:

a. Future Options

- i. Hannah Jefferies
- ii. Ray Williams
- iii. Rob Shepherd
- iv. Rob Cooper

b. Community Development

- i. Rob Shepherd
- ii. Oli Sharpe

c. Governance Improvement

- i. Oli Sharpe
- ii. Hannah Jefferies
- iii. Rob Shepherd
- iv. Rob Cooper

5. The **Headteacher's Performance Management** has the following members:

- i. Ray Williams
- ii. Hannah Jefferies
- iii. Sally Coleman-Lewis

APPENDIX V: Resources for Working Groups – FGB 1 2023

Governance Area	Working group Monitoring + Report / Workgroup + Output	Comments and links to resources	Which governors are doing this work?
Education			
Education	Pupil Progress and Curriculum Monitoring	<p>Monitoring the way that the curriculum is structured and how pupil progress is then measured, recorded and analysed.</p> <p>The Key: Monitoring pupil progress https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/pupil-achievement/pupil-progress-and-attainment/monitoring-progress/</p> <p>The Key: Governors with responsibility for data analysis https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/governors-with-responsibility-for-data-analysis/</p> <p>The Key: Curriculum: role of the link governor https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/link-governor-for-the-curriculum/</p> <p>The Key: Assessment: role of the link governor https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/link-governor-for-assessment/</p>	Mark Juba
Education	Pupil Premium	<p>Report to evidence the governors’ oversight of the way that the school is spending the pupil premium on children who need additional help.</p> <p>DofE: Using pupil premium: guidance for school leaders https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p> <p>The Key: Pupil premium: questions to ask</p>	Karlynn Layzell

		https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/pupil-premium-questions-ask/	
Education	Sports Premium	<p>Report to evidence the governors' oversight on the way that the sports funding is being used.</p> <p>The Key: Primary PE and sport premium https://schoolgovernors.thekeysupport.com/school-staff/school-finance/school-funding/primary-pe-sport-premium/</p>	Mark Juba Vanessa Mcgeachin
Education	SEND	<p>The Key: SEND: role of the link governor https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/the-role-of-the-send-link-governor/</p> <p>BEEM training: Introduction to SEND for governors (3rd Feb 6-7pm) https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=160507</p> <p>BEEM training: Governors' SEND Forum: The Role of the SEND Link Governor (3rd March 6-7pm) https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=158640</p>	Sally Coleman-Lewis
Education	Inclusion and Equality	<p>The Key: Inclusion/equality: role of the link governor https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/link-governor-for-inclusion/</p>	Oli Sharpe
Safety and Wellbeing			
Safety and Wellbeing	Children's Wellbeing	<p>A wellbeing link governor with a particular focus on children's wellbeing</p> <p>The Key: Wellbeing link governor: role description https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/wellbeing-link-governor-role-description/</p>	Sally Coleman-Lewis Karlynn Layzell

		<p>Wellbeing for Education Return: A Mental Health Toolkit for Everyone (elearning)</p> <p>https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=134691</p> <p>Governor SEND Forum video</p> <p>https://secure2.sla-online.co.uk/v3/Resources/Page/2396</p>	
Safety and Wellbeing	Child protection & safeguarding	<p>Reports to evidence the work that the governors are doing to oversee the child protection and safeguarding work done by the school.</p> <p>The Key: Safeguarding: role of the link governor</p> <p>https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/role-and-responsibilities-of-safeguarding-governors/</p> <p>Child protection training for governors (elearning)</p> <p>https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=133069</p> <p>The Governance of Safeguarding in 2021 (elearning)</p> <p>https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=158044</p>	<p>Ray Williams</p> <p>Karlynn Layzell (in supporting role)</p>
Safety and Wellbeing	Staff Wellbeing	<p>A wellbeing link governor with a particular focus on staff wellbeing</p> <p>The Key: Monitoring and supporting staff workload and wellbeing</p> <p>https://schoolgovernors.thekeysupport.com/school-staff/employment-and-conditions/staff-wellbeing-and-absence/monitoring-staff-wellbeing/</p> <p>See also resources and training in the children's wellbeing section.</p>	<p>Vanessa Mcgeachin</p> <p>Karlynn Layzell</p> <p>Oli Sharpe (in supporting role)</p>
Safety and Wellbeing	Health and Safety	<p>Reports to evidence the work the governors are doing to oversee H&S issues at the school.</p> <p>The Key: Health and safety: role of the link governor and questions to ask</p> <p>https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/link-governor-for-health-and-safety/</p>	<p>Ray Williams</p> <p>Vanessa Mcgeachin</p>

		<p>BEEEM training: Health & Safety - Risk Assessment (no current date)</p> <p>https://secure2.sla-online.co.uk/Training/sTrainingDetailsOnDemand.aspx?id=22266</p>	
Safety and Wellbeing	Behaviour & Attendance	<p>Reports to evidence the work the governors do to oversee the way the school is handling behaviour and attendance at school.</p> <p>The Key: How to evaluate your school's absence and attendance figures</p> <p>https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/behaviour-attendance/attendance-absence/how-evaluate-your-school-attendance-figures/</p> <p>The Key: How to monitor behaviour in your school</p> <p>https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/behaviour-attendance/promoting-good-behaviour/how-to-monitor-behaviour-your-school/</p>	Ray Williams
Finance and Resources			
Finance and Resources	Teachers' Pay Progression	<p>Report to evidence the oversight and agreement on the pay progression of teachers.</p> <p>The Key: Your role in teachers' pay progression</p> <p>https://schoolgovernors.thekeysupport.com/school-staff/performance-pay-and-progression/staff-pay-progression/your-role-in-teachers-pay-progression/</p>	Ray Williams
Finance and Resources	Budget Oversight	<p>Reports about progress towards an acceptable budget for next year(s)</p> <p>Also reports about oversight that day to day financial procedures are in place and are actually being followed. And reports about progress towards implementing improvements outlined by the LA Audit report</p> <p>The Key: How to monitor and scrutinise the budget in finance committee meetings</p> <p>https://schoolgovernors.thekeysupport.com/school-staff/school-finance/school-budget-expenditure/how-to-monitor-and-scrutinise-the-budget-in-finance-committee-meetings/</p>	<p>Mark Juba</p> <p>Ray Williams</p> <p>Oli Sharpe</p> <p>Rob Shepherd</p>

		<p>BEEM training: School Finance Part 1: The School Budget (elearning) https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=158638</p> <p>BEEM training: School Finance Part 2: Sound Financial Management, Budget Monitoring and Forecasting (elearning) https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=158641</p> <p>The Key: Finance: role of the link governor https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/link-governor-for-finance/</p>	
Finance and Resources	Premises	<p>Report about the current premises issues and plans for resolving or improving those issues. Street safety improvements and parking issues could come under this working group.</p> <p>The Key: Governors' role in premises management https://schoolgovernors.thekeysupport.com/school-staff/premises-facilities/governors-role-in-premises-management/</p>	<p>Oli Sharpe Mark Juba Vanessa Mcgeachin</p>

Strategic Leadership

Strategic Leadership	Future options	<p>Preparing documents / report to help FGB evaluate and decide upon future potential options for the school.</p> <p>The Key: School federation & collaboration</p> <p>https://schoolgovernors.thekeysupport.com/school-improvement-and-strategy/school-organisation/federation-collaboration/</p>	<p>Hannah Jefferies</p> <p>Ray Williams</p> <p>Rob Shepherd</p> <p>Rob Cooper</p>
Strategic Leadership	Community Development	<p>Reports about work being done to encourage a healthy, vibrant parents/carers community around the school and with local business.</p> <p>The Key: Engaging with parents & the community</p> <p>https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/parents-and-community/parents-carers/</p>	<p>Rob Shepherd</p> <p>Oli Sharpe</p>
Strategic Leadership	Governance Improvement	<p>Reports to update the ways that the governors are working – e.g. updates to this document!</p> <p>The Key: Governing board self-evaluation in 3 steps</p> <p>https://schoolgovernors.thekeysupport.com/the-governing-body/recruitment-and-competence/governor-skills-and-effectiveness/governing-board-self-evaluation-3-steps/</p>	<p>Oli Sharpe</p> <p>Hannah Jefferies</p> <p>Rob Shepherd</p> <p>Rob Cooper</p>

Headteacher's Appraisal Panel

HT's Appraisal Panel	Headteachers' performance management	<p>Report to evidence the work to evaluate the headteacher's performance</p> <p>The Key: Headteacher performance & appraisal</p> <p>https://schoolgovernors.thekeysupport.com/school-staff/headteacher-appraisal-pay-wellbeing/headteacher-performance-appraisal/</p> <p>BEEM training: Headteacher Appraisal & Objective Setting (elearning)</p> <p>https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=154545</p>	<p>Ray Williams</p> <p>Hannah Jefferies</p> <p>Sally Coleman-Lewis</p>

APPENDIX VI: Policies for each Governance Area – FGB 1 2023

Review Cycle	Policy	Review Cycle	Possible Approval level			Approval Level Agreed	Governance Area responsible for Intense scrutiny (and approval if level of approval is IND GOV)
			FGB	Ind Gov	HT		
Autumn (1) FGB 1	Register of business interests of headteachers and governors	Live document	<input checked="" type="checkbox"/>			GB	Strategic Leadership
	Child protection policy and procedures	1 Year	<input checked="" type="checkbox"/>			GB	Safety and Well Being
	Admission arrangements	1 Year	<input checked="" type="checkbox"/>			GB	Strategic Leadership
	Instrument of government	1 Year	<input checked="" type="checkbox"/>			GB	Strategic Leadership
	Charging and remissions	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Finance and Resources
	Data protection	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Finance and Resources
	Register of pupils' admission to school and attendance	Live document	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Strategic Leadership
	School information published on a website	Live document	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Finance and Resources
	Single central record of recruitment and vetting checks	Live document	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Safety and Well Being
	Accessibility plan	3 Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Safety and Well Being
	Early years foundation stage (EYFS)	Varies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Education
	Supporting pupils with medical conditions	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Safety and Well Being
	Behaviour in schools	1 Year			<input checked="" type="checkbox"/>	HT	Safety and Well Being
	Premises management documents	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Safety and Well Being
Autumns (2) FGB 2	School exclusion	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	GB	Safety and Well Being
	Special educational needs and disability	1 Year	<input checked="" type="checkbox"/>			GB	Education
	Capability of staff	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		GB	Strategic Leadership
	Staff discipline, conduct and grievance (procedures for addressing)	1 Year	<input checked="" type="checkbox"/>			GB	Strategic Leadership
	Teachers' pay	1 Year	<input checked="" type="checkbox"/>			GB	Finance and Resources
	Sex and relationships education	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	IND GOV	Education
	Governors' allowances (schemes for paying)	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	IND GOV	Finance and Resources
Spring (1) FGB 3	Protection of biometric information of children in schools and colleges	1 Year	<input checked="" type="checkbox"/>			GB	Finance and Resources
	Early Career Teachers (ECTs)	1 Year	<input checked="" type="checkbox"/>			GB	Strategic Leadership
	Children with health needs who cannot attend school	1 Year	<input checked="" type="checkbox"/>			GB	Safety and Well Being
	Designated teacher for looked-after and previously looked-after children	1 Year	<input checked="" type="checkbox"/>			GB	Safety and Well Being

Spring (2) FGB 4	Behaviour principles written statement	1 Year	<input checked="" type="checkbox"/>			GB	Safety and Well Being
	Health and safety	1 Year	<input checked="" type="checkbox"/>			GB	Safety and Well Being
Summer (1) FGB 5	First aid in schools	1 Year	<input checked="" type="checkbox"/>			GB	Safety and Well Being
	Equality information and objectives (public sector equality duty) statement for publication	4 Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Strategic Leadership
	School complaints	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	IND GOV	Strategic Leadership
Summer (2) FGB 6	Statement of procedures for dealing with allegations of abuse against staff	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	GB	Strategic Leadership