

Brunshaw Primary School



Governor Handbook

Sept 2026

Agreed by Governors: 09/07/2026

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Introduction

You are warmly welcomed to Brunshaw Primary School. We hope your time in our school will be a happy, rewarding time for you and for our pupils. This is a happy, vibrant school where all children will be given the opportunity to learn in a child-centred environment. We are proud of our children and our school community. All staff work together to nurture and develop the whole child. We aim to ensure our children develop into happy, well rounded, respectful and confident individuals by modelling and teaching our values of Ambition, Inspiration and Resilience.

Our children's wellbeing and development is at the heart of all that we do. The first priority of the school is to safeguard the children on all occasions and eventualities. Our experienced staff are dedicated to their task of caring for our children and providing an innovative and stimulating curriculum.

Our partnerships with parents and the wider community are an integral part of our curriculum. Visitors are very welcome and help to provide our children with a range of enriching experiences.

This handbook has been compiled to provide you with brief but necessary information for our governor & school procedures.

School Aims

- To inspire children to be resilient and aspirational learners
- To provide a relevant curriculum for all. To equip each child with the basic skills, knowledge and understanding appropriate to their needs through a broad, balanced and creative curriculum designed to promote their moral, social and cultural development in preparation for adult life.
- To encourage a mature and positive attitude to work, to relationships and life in within the community
- For children to value themselves, have excellent standards of behaviour and respect for others
- To foster a social and moral awareness that will enable each child to become a happy, well balanced individual with a sense of belonging to a community.

Instrument of Government

1. The name of the school is Brunshaw Primary School
2. The school is a community school
3. The name of the governing board is "The Governing Board of Brunshaw Primary School"
4. The school aims to serve its community by providing an education of the highest quality
The governing board shall consist of:
 - (a) 2 parent governors
 - (b) 1 local authority governor
 - (c) 1 staff governor
 - (d) 1 headteacher (ex-officio)
 - (e) 8 foundation governors
5. The total number of governors is: 13
6. This instrument of government comes into effect on 25th September 2017
7. This instrument was made by order of Lancashire local authority on 22nd September 2017
8. A copy of the instrument must be supplied to every member of the governing body (and the headteacher if not a governor)

The Skills Governing Boards Need

(taken from the constitution of governing bodies statutory guidance August 2017)

- The Regulations, as amended, create an explicit requirement that all appointed governors have the skills required to contribute to effective governance and the success of the school. The specific skills that governing bodies need to meet their particular challenges will vary. It is therefore for governing bodies and other appointing persons to determine in their own opinion, having regard to this guidance, what these skills are and be satisfied that the governors they appoint have them. They may interpret the word skills to include personal attributes, qualities and capabilities, such as the ability and willingness to learn and develop new skills.
- Experience has shown that all governors need a strong commitment to the role and to improving outcomes for children, the inquisitiveness to question and analyse, and the willingness to learn. They need good inter-personal skills, appropriate levels of literacy in English (unless a governing board is prepared to make special arrangements), and sufficient numeracy skills to understand basic data. Foundation governors need the skills to understand the ethos of the school and its implications for the way it is governed.
- Experience also shows that effective governing boards seek to secure or develop within their membership as a whole expertise and experience in analysing performance data, in budgeting and driving financial efficiency, and in performance management and

employment issues, including grievances. They seek to recruit and/or develop governors with the skills to work constructively in committees, chair meetings and to lead the governing board.

- It is governing boards' responsibility to identify and secure the induction and other ongoing training and development governors need. Governing boards should set aside a budget for this purpose.

The Role of the School Governor

(NGA Model Governor Role Description © National Governance Association 2017)

To contribute to the work of the governing board in ensuring high standards of achievement for all children and young people in the school by:

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

As part of the governing board team, a governor is expected to

1. Contribute to the strategic discussions at governing board meetings which determine:

- the vision and ethos of the school
- clear and ambitious strategic priorities and targets for the school
- that all children, including those with special educational needs, have access to a broad and balanced curriculum
- the school's budget, including the expenditure of the pupil premium allocation
- the school's staffing structure and key staffing policies
- the principles to be used by school leaders to set other school policies

2. Hold executive leaders to account by monitoring the school's performance; this includes

- agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan
- considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance
- asking challenging questions of school leaders
- ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits
- ensuring senior leaders have developed the required policies and procedures and the school is operating effectively according to those policies
- acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing board on the progress on the relevant school priority
- listening to and reporting to the school's stakeholders: pupils, parents, staff, and the wider community, including local employers

3. Ensure the school staff have the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (Continuing Professional Development), and suitable premises and that the way in which those resources are used has impact.

4. When required, serve on panels of governors to:

- appoint the headteacher and other senior leaders
- appraise the headteacher
- set the headteacher's pay and agree the pay recommendations for other staff
- hear the second stage of staff grievances and disciplinary matters
- hear appeals about pupil exclusions

The role of a governor is largely a thinking and questioning role, not a doing role.

A governor does NOT:

- write school policies
- undertake audits of any sort – whether financial or health & safety - even if the governor has the relevant professional experience
- spend much time with the pupils of the school – if you want to work directly with children, there are many other voluntary valuable roles within the school
- fundraise – this is the role of the PTA – the governing board should consider income streams and the potential for income generation, but not carry out fundraising tasks
- undertake classroom observations to make judgements on the quality of teaching – the governing board monitors the quality of teaching in the school by requiring data from the senior staff and from external sources
- do the job of the school staff; if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing board need to consider and rectify this

In order to perform this role well, a governor is expected to:

- get to know the school, including visiting the school occasionally during school hours and in agreement with the headteacher, and gaining a good understanding of the school's strengths and weaknesses
- attend induction training and regular relevant training and development events
- attend meetings (full governing board meetings and committee meetings) and read all the papers before the meeting
- act in the best interests of all the pupils of the school
- behave in a professional manner, as set down in the governing board's code of conduct, including acting in strict confidence

The Role of the Clerk

The purpose of the clerk's role is to:

- Provide advice to the governing board on governance, constitutional and procedural matters.
- Provide effective administrative support to the governing board and its committees.
- Ensure the governing board is properly constituted.
- Manage information effectively in accordance with legal requirements.

Publication of Governor's Details and the Register of Interests

(taken from the constitution of governing bodies statutory guidance Mar 15)

Governors hold an important public office and their identity should be known to their school and wider communities. Governing boards should therefore publish on their website information about their members. The information they should publish should, as a minimum include for each governor:

- their name;
 - their category of governor;
 - which body appoints them;
 - their term of office;
 - the names of any committees the governor serves on; and
 - details of any positions of responsibility such as chair or vice-chair of the governing board or a committee of the governing board.
- Governing boards should also publish this information for associate members, making clear whether they have voting rights on any of the committees they serve on.
 - From 1 September 2015, governing boards will be under a duty to publish on their website their register of interests. The register should set out the relevant business interests of governors and details of any other educational establishments they govern. The register should also set out any relationships between governors and members of the school staff including spouses, partners and relatives.
 - Governing boards should make it clear in their code of conduct that this information will be published on their governors and, where applicable, their associate members. Any governor failing to reveal information to enable the governing board to fulfil their responsibilities may be in breach of the code of conduct and as a result be bringing the governing board into disrepute. In such cases the governing board should consider suspending the governor.

List of Current Governors

Name	Appointing Category	Term of office
Mr Adrian Herbert	Parent Governor	26/03/2029
Mr S Jackson	Co-opted	10/09/2029
Mrs G Smith	Headteacher	N/A
Mrs J Cunningham	Ex-officio Foundation	17/03/2030
Mrs E Venske	Staff Governor	26/11/2028
Rev. Father R Parker	Co-opted	06/09/2026
Mrs J Ludlum	Parent Governor	17/11/2026
Mrs K Ridge	Parent Governor	31/03/2028
Mr B Brown	Co-Opted	27/05/2025
Mrs L Sturgeon	Parent Governor	31/03/2028
Mrs T Parkinson	Local Authority	25/03/2030

Clerk to the Governors: (Governor Support Ltd)

Committee Structure

Teaching, Learning & Standards	Resources
Mrs G Smith Mr S Jackson Mr A Herbert Mrs J Ludlam Mrs J Cunningham Mrs L Sturgeon Mr B Brown	Mrs G Smith Rev. Father R Parker Mrs K Ridge Mr S Jackson Mr A Herbert Mrs J Cunningham Mrs E Venske Mrs K Ridge Mrs T Parkinson

Pay Review	HT Appraisal	Appeals & Complaints
Mr A Herbert Mrs J Ludlum	Mr A Herbert Mrs J Ludlum	Mr S Jackson Rev. Father R Parker Plus 1 untainted Governor

Dates of Meetings 2025-2026

Full Governor's Meetings:

Autumn	Thu 26/11/2026 17:00 - 18:30
Spring	Thu 18/03/2027 17:00 - 18:30
Summer	Thu 08/07/2027 17:00 - 18:30

Teaching, Learning & Standards Committee:

Autumn	Thu 15/10/2026 17:00 - 18:00
Spring	Thu 15/01/2027 17:00 - 18:00
Summer	Thu 27/05/2027 17:00 - 18:00

Resources Committee:

Autumn	Thu 05/11/2026 17:00 - 18:00
Spring	Thu 07/03/2027 17:00-18:00

Summer	Thu 10/06/2027 17:00 - 18:00
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Terms of Reference – Resources Committee
(Finance, Buildings and Staffing)

Membership

1. The Committee shall consist of three or more members of the Governing Board. The Headteacher is, ex-officio, a member of the Committee.
2. The Committee will elect a Chairman from within its membership.
3. The Committee shall have such co-opted, non-voting members as the Governing Board shall appoint. The Committee may make recommendations for these appointments.
4. The membership of the Committee shall be reviewed and determined annually by the Governing Board.

Quorum

The quorum shall be at least two members, including the Headteacher, but excluding any co-opted non-voting members.

Meetings

The Chairman shall be responsible for convening meetings of the Committee. Procedures of any meetings held must be minuted and these minutes presented to the next meeting of the Governing Board.

The Committee shall meet at least once a term and otherwise as required.

Terms of Reference (Finance and Staffing)

1. To provide guidance and assistance to the Headteacher and the Governing Board on all financial issues.
2. To recommend to the Governing Board internal financial regulations for the financial management of the school in accordance with guidance issued by the Authority.
3. To consider budget plans presented by the Headteacher and to make recommendations to the Governing Board for approval.
4. In consultation with the Headteacher, to draft the first formal budget plan of the financial year
5. To establish and maintain an up to date 3-year financial plan
6. To consider budget monitoring reports relating to all public funds (i.e. school budget share and any other funds devolved by the Authority including Standards Fund) and make recommendations to the Governing Board.
7. To recommend virements between budget headings where the value is in excess of the sum delegated to the Headteacher under the school's internal financial regulations.
8. To ensure that the school operates within the Financial Regulations of the County Council
9. To consider and make recommendations on all finance policies of the school including those relating to charges, lettings and income.
10. To make decisions in respect of service agreements
11. To make decisions on expenditure following recommendations from other committees

12. To contribute to the school's development plan including consideration of the longer-term resource requirements of the school.
13. To consider the appropriate level of reserves and balances bearing in mind guidance produced by the Authority.
14. To consider the annual audited accounts of all unofficial funds prior to presentation to the Governing Board.
15. To determine whether sufficient funds are available for pay increments as recommended by the Headteacher
16. To consider audit reports and other relevant reports and make recommendations to the Governing Board.
17. To consider and advise on any financial matter referred to it by the Governing Board.

Terms of Reference (Buildings/health and safety)

1. To present the GB with an annual planned maintenance, repair and replacement programme (including school grounds).
2. To monitor the effects of vandalism.
3. To ensure that the school's statutory responsibilities relating to the security of the building, staff, pupils and visitors are met, in line with the school's H&S policy and related policies;
4. To consider lettings policy matters, including charges and to advise the GB on such matters.
5. To consider any alterations and extensions to the building.
6. To have an overview of the building's accessibility in line with the appropriate requirements.
7. To ensure, as far as is practical, that Health and Safety issues are appropriately prioritised
8. To review Health and Safety Premises report.
9. To review the Educational Visits policy and regularly review requests for visits.
10. Refer residential visits request to Full Governing Board

These terms of reference shall normally be reviewed at the committee's first meeting of the academic year.

Code of Conduct for Governing Boards

This code sets out the expectations on and commitment required from school governors and trustees in order for the governing board to properly carry out its work within the school and the community.

The governing board has the following core strategic functions:

- ensuring there is clarity of vision, ethos and strategic direction for the school
- holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
- overseeing the financial performance of the organisation and making sure its money is well spent
- ensuring the voices of stakeholders are heard as recognized by the National Governance Association

These core objectives will be met by

- Establishing the strategic direction, by:
 - setting the vision, values, and objectives for the school
 - agreeing the school improvement strategy with priorities and targets
 - meeting statutory duties.
- Ensuring accountability, by:
 - appointing the headteacher
 - monitoring progress towards targets
 - performance managing the headteacher
 - engaging with stakeholders
 - contributing to school self-evaluation.
- Ensuring financial probity, by:
 - setting the budget
 - monitoring spending against the budget
 - ensuring value for money is obtained
 - ensuring risks to the organisation are managed.

As individuals on the governing board we agree to the following:

Role & Responsibilities

- We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
- We will develop, share and live the ethos and values of our school.
- We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
- *We shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring checks.
- We will work collectively for the benefit of the school.
- We will be candid but constructive and respectful when holding senior leaders to account.
- We will consider how our decisions may affect the school and local community.
- We will stand by the decisions that we make as a collective.
- Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
- We will only speak or act on behalf of the board if we have the authority to do so.
- We will fulfil our responsibilities to school staff, ensuring a safe working environment, support for their wellbeing, and acting fairly and without bias.
- When making or responding to complaints we will follow the established procedures.
- We will strive to uphold the school's reputation in our private communications (including on social media).
- We will have regard to our responsibilities under The Equality Act and will work to advance equality of opportunity for all.

Commitment

- We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
- We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.

- We will visit the school and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
- When visiting the school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
- *We will participate in induction training, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis.

Relationships

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

Confidentiality

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

Conflicts of interest

- We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the [register of business interests](#).
- We will also declare any conflict of loyalty at the start of any meeting should the need arise.
- If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
- We accept that the Register of Business Interests will be published on the school's website.

- We will act as a governor; not as a representative of any group.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school website.
- We accept that information relating to board members will be collected and recorded on the DfE's national database (Get Information about Schools), some of which will be publicly available.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate.

The Seven Principles of Public Life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness

We will act solely in terms of the public interest.

Integrity

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

Objectivity

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

Accountability

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

Openness

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

Honesty

We will be truthful.

Leadership

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

(Adapted from the NGA Code of Practice for school and academy governing bodies, August 2023)

Safeguarding

In our school, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all governors to share this commitment.

All governors should understand their responsibility to safeguarding and promoting the welfare of children and young people. Governors are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Governors should work, and be seen to work in an open and transparent way. Everyone in regulated activity and in school as a governor is part of the DBS process.

The Designated Senior Leader (DSL) for Safeguarding is the Headteacher, Gina Smith and the Backup Designated Senior Lead is Deputy Headteacher Carole Atkinson. Deputy Safeguarding Leads are Jo Cunningham (Assistant Headteacher), Helen Bull (Assistant Headteacher), Anna Scurfield (Pupil & Family Support Worker), Kay Wood (Pupil and Family Support Worker) Sarah Preston (Pupil Mentor) and Andrea Rodger (Administrator).

- If you have **any** concern about a child, you should bring this to the immediate attention of the Designated Senior Lead for Safeguarding. Having taken advice, you may be required to complete a written statement which may then be uploaded to CPOMs. Once you have passed on your concerns and you are satisfied that this has been acknowledged by the DSL in the school your responsibility has been fulfilled and you may not be included or informed of the next stage of the process.
- Not all concerns result in a referral, small pieces of information may not be significant on their own but can help to contribute to a jigsaw of abuse. If you continue to have concerns and are not satisfied that the child protection procedure has been followed it is your duty to challenge – you should then follow the Whistle Blowing Policy. The Child Protection Governor is Adrian Herbert.

Review September 2027