

St Michael's Church of England Primary School Louth



Governors' Handbook February 2023

Welcome from the Chair of Governors

A big warm welcome to you and thank you for becoming a Governor in our Church of England community primary school.

It is an important role which your skill and dedication that you bring to the governor team will help secure and grow the school for the foreseeable future.

While we all have our particular set of aims, we all work together sharing the wide range of duties and responsibilities to achieve the optimal outcome for our school community and especially the children. We do so involving all our stakeholders and steered by our school vision and strategy.

This is our first of our three essential jobs to be responsible for the school vision and strategy, along with ensuring the finances are used to best effect, and the Head Teacher and senior management are held to account.

I wish you every success in your role as a school governor.

Best wishes

Rod Baddon

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School Context

St Michael's Church of England Primary School is a school situated towards the east of Louth, a small Georgian market town at the edge of the Lincolnshire Wolds. The school was newly built in 1974, replacing the Victorian original and it attracts children mainly from the town itself with few children who live out of Louth. We currently have eleven classes with a Pupil Admission Number (PAN) of 45 pupils and NOR currently stand at 313 [SEF 2022/23].

For an introduction to the financial overview of the school, the gov.uk school dashboard is very useful. There is a link to this on the school website but you can also access it by clicking [here](#). Using the school website to access key information is an excellent starting point to understanding the school. The Statutory Information page holds all key documentation that is required and is a great place to start. The monthly newsletter also keeps you up to date with the day to day running of the school.

A clear understanding of the school can soon be gained by examining the school vision and ethos. On the next page, you can find the 'Curriculum and Intent on a Page' document designed by Miss Addison. This is also reflected in the school's motto: Caring-Learning-Excelling. In addition, the curricular aims are stated on the school website as:

Our values are at the core of everything we do.
The key principles behind the design of our curriculum are for our children to:

- Be confident, independent and resilient; displaying a thirst for learning.
- Be kind; showing empathy and compassion whilst valuing diversity.
- Achieve academically across the entire curriculum, meeting at least the national expectation by the end of their primary education.
- Be culturally knowledgeable about our country and our world.
- Have aspirations for the future and know that these can be reached through hard work and determination.
- Be well prepared for the challenges of the secondary school curriculum.



St Michael's Church of England Primary School Vision

In our inclusive and caring church school community our actions are mirrors of our Christian values.

We strive to instil a love of learning through empowering all with the knowledge and skills that encourage them to be independent life-long learners; widening horizons and providing opportunities for all irrespective of their different starting points.

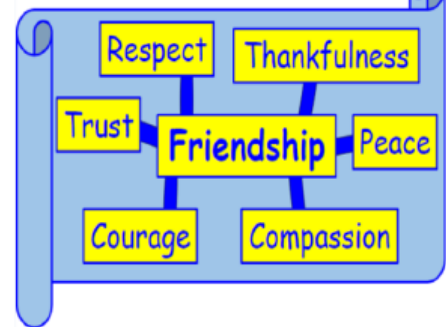
We have pride in who we are and excitement about who we can be.

Curriculum Intent

We pride ourselves in offering our pupils a broad, creative and exciting curriculum, which is delivered through imaginative and knowledge-rich projects based around the Cornerstones Curriculum model of a thematic approach. Our curriculum is personalised to our school, exposing all of our children to enriching experiences, immersing them in progressive knowledge and skills; equipping them with personal characteristics required to succeed in life. Pupils study the full curriculum; it is not narrowed. There are many opportunities for curriculum enrichment, including: music, choir, trips, residential visits, gardening, sports and a range of clubs after school.

Our curriculum puts the child at the centre of learning, providing them with a wealth of learning challenges that require them to use and build on their knowledge and skills base in order to be curious, confident and independent life-long learners.

Our School Values



Our Curriculum Drivers 'weave together' our Strategic School Vision, Values and Curriculum Intent

Values



St Michael's curriculum is a values-based curriculum where values are modelled, interwoven and celebrated throughout the school day, constantly underpinning our thinking and behaviour.

Empowering Knowledge



Our curriculum provides opportunities for children to thrive academically, emotionally and socially ensuring that they are well prepared for the challenges of the future, including secondary education. Empowering them with the knowledge and equipping them with the skills they need to succeed in life.

Inclusion



At St Michael's, we encourage culturally knowledgeable pupils who have a wider understanding about our country and our world; growing kind, empathetic pupils who show compassion whilst valuing diversity in our inclusive community.

Aspiration



At St Michael's we have high aspirations for our pupils and their future, knowing that these can be reached through hard work and determination. We strive for our pupils to be confident, independent and resilient; displaying a thirst for learning.

Ultimately, we want all of our children to be the best they can be, making a positive contribution to the world they live in.

Our School Be Rules



Be Safe: on the playground; on the Internet; around school

Be Caring: be kind and not hurt each other; be a friend

Be Respectful to all; my community and surroundings

Be Proud: of your work; of your appearance; of representing the school

Be Your Best: always try your hardest

The intent for each National Curriculum Subject will outline our Curriculum drivers and what the intent of these is within every subject.

Being a Faith School

As a Church of England school, supporting the values that faith brings is important. One element of this which the children know and share comes from the school prayer.

St. Michael's School Prayer

Father God
Make us a family
We need one another
We care for each other
We forgive one another
We worship together
We learn together
We play together
Together we
G
R
O
W
Help us make our school the
caring place You want it to be. Amen

The students are involved in daily collective worship which reflects the seven key values of the school. There is also a Collective Worship Council who work together in their faith to complete various activities, even leading worship events.

Being a Church of England School also impacts upon the inspection and governance of the school. The School falls under the jurisdiction of the Diocese of Lincoln's Board of Education. You can find out more about their work by clicking [here](#).

You will notice from the 'Instrument of Government Order' that the school's governing body has three seats for 'Foundation Governors'. These are agreed by the Diocese and these colleagues have their faith in mind as they participate in the Governor role.

St Michael's also has an assigned Chaplain who meets with the students and leads worship at various points throughout the year. You can find out more about this role [here](#).

Governor Induction

As a new governor, there are a variety of tasks which will be expected of you. Some of these are statutory and some advisory to help you to develop within the role. To support you, the governing body will allocate you a mentor who you can be in regular contact with for any queries or support.

On the following page is an Induction Checklist. This details all the documents or activities which you will need to complete. These will arrive with you from different sources: the school administration team; the Clerk to the Governors; the Chair of Governors; or the Lincolnshire County Council Governor Support Team.

Once you have been given a school issued email address, please use this for all governor correspondence. This will also give you access to the shared Google Drive between the Governors and Head of School. Important 'live' documents will be kept here, including the School Development Plan and Governor Training Log. If you do not have these documents, please ask your mentor.

A good starting point for understanding the role of governor and the activities required of you is through the Terms Of Reference. This is one of the items in the checklist and will be shared with you electronically. This is a working document which is updated yearly and should, therefore, be an up to date reference point. If you have not been sent a copy of this document, ask your mentor for it to be sent to you.

EFFECTIVE GOVERNANCE ELEMENTS

- The right people around the table
- Understanding their role and responsibilities
- Good chairing
- Professional clerking
- Good relationships based on trust
- Knowing the school – data, staff, pupils, parents, community
- Committed to asking challenging questions
- Confident to have courageous conversations

National Governance Association "Eight Elements of Effective Governance"

Lincolnshire
COUNTY COUNCIL
Working for a better future

Inspection Reports

St Michael's is also subject to external scrutiny from the Local Authority, OFSTED (Office for Standards in Education, Children's Services and Skills) and SIAMs (Statutory Inspection of Anglican and Methodist Schools). Reading these reports will assist in your knowledge of the school and the strategic work required.

The most recent inspections can be found as follows:

[Ofsted](#) (There is always a link to this on the school website also)

[SIAMs](#)—(can be found on the school website also)

St Michael's Church of England Primary School

GOVERNOR INDUCTION CHECKLIST

Name of Governor:

Date of Joining:

Task	Responsibility	Completed by	Completed
Documentation			
Terms of reference	Clerk	First meeting	
Code of conduct	Clerk	First meeting	
Ofsted Report	Headteacher	First meeting	
SIAMS report	Headteacher	First meeting	
School plan	Headteacher	First meeting	
School Development Plan	Headteacher	First meeting	
Governance Handbook	Governor Support	First meeting	
Competency Framework for Governance	Governor Support	First meeting	
Maintained Governance Role Descriptors	Governor Support	First meeting	
The School Governance Regulations Constitution	Governor Support	First meeting	
The School Governance Regulations Roles, Procedures & Allowances	Governor Support	First meeting	
Instrument of Government Order	Governor Support	First meeting	
Governance Support, Training & Development Offer	Governor Support	First meeting	
NGA Learning Link	Governor Support	First meeting	
NGA Guide to being Strategic	Governor Support	First meeting	
Wheel of Governance	Governor Support	First meeting	
Forms			
Skills audit	Clerk	Prior to appointment	
Governor information form	Clerk	Prior to appointment	
Eligibility to serve as governor	Clerk	Prior to appointment	
Register of business interests	Clerk	First meeting	
DBS	School Admin	First meeting	
General Information/Resources			
School email address	Clerk/Admin	On appointment	
Access to governor portal	Clerk	On appointment	
Meeting dates	Clerk	On appointment	
List of governors	Clerk	On appointment	
Governing Body			
Introduction phone call, email or letter	Chair	On appointment	
Tour of school & introduction to Headteacher	Chair	First meeting	
Allocation of mentor	Chair	On appointment	
Discussion regarding potential governance responsibilities	Chair	First meeting	
Training			
Safeguarding training: Statutory - Keeping Children Safe in Education - Prevent	Headteacher	End of first term	

Child Protection: Safeguarding and Prevent

Safeguarding is a key role of any school. We have a responsibility to ensure that all children are safe in school and to report any concerns we have, either from in school or out of school. The Safeguarding Policy is reviewed and approved by the governing body annually and the most recent copy can be found on the policies section of the St Michaels website ([here](#)).

It is important that every member of staff, school community and the governing body know who to turn to if needing to make a report. These are termed the 'Designated Safeguarding Lead' (DSL). There is also a governor with responsibility for overseeing this area. Currently these are:

DSL—Emily Wood, Deputy Head, Senco

DSL in her Absence—Sarah Addison

Deputy DSL—Gemma Pyatt

Deputy DSL—Tracy Leverton

Safeguarding Governor—Lynda Taylor

Keeping Children Safe in Education Document

Each year, all school staff and governors are asked to update their knowledge of safeguarding and policy changes by reading Part 1 of the Keeping Children Safe in Education Document (KCSIE). If a governor begins a role during the school year, they must complete this training as part of the induction process.

Once this has been read by governors, this must be recorded into the Governor Training Log held on the shared Google Drive. Please make sure you add the month and year this was carried out.

For the latest copy of the document, click [here](#).

Prevent

All governors must also have an understanding of the Prevent programme. For this, you will need to complete the online learning programme found at:

<http://www.elearning.prevent.homeoffice.gov.uk/>

Once you have completed the training, this also needs to be recorded into the Governor Training Log in the shared Google Drive.

Governor Training

When you begin as a Governor at St Michaels you will be provided with a Governor Mentor who can guide you through the transition. However, more formal training will also be necessary for you to make the most of your post. There is some required training but lots more that it open to you.

Required Training

Keeping Children Safe In Education – updated each year

Prevent

NGA 'Safeguarding—How to Fulfil The Governance Role

LCC Governance Support

You will have received a welcome letter and some documentation from Governance Support when you were registered as a St Michaels' Governor. These also provide a range of training throughout the year, including New Governor sessions. Annually, they will publish a list of training available or they can be contacted on Governorsupport@lincolnshire.gov.uk.

National Governance Association (NGA)

St Michael's School is part of the NGA, which offers advice, support and training to Governors. You will need to register for the Learning Link for the training modules you will need, the details are below. It is also advisable to check the homepage for updates and information, this can be found [here](#)

REGISTER FOR NGA LEARNING LINK

1. Visit nga.vc-enable.co.uk/Register to find the online self-registration form
2. Add your details to the self-registration form in the following order:
Your first name
Your last name
Your email address
Your school or academy – use the search to select the right school.

If your school or academy is not listed, please select the "my school has not been listed" box to resolve this issue.
3. Read the statement in the green box at the bottom of the form and then click to confirm your registration.
4. Registration is not immediate and you must wait for email confirmation.
5. Once you receive your email confirmation, which includes your login details, you can log in.

Governor Code of Conduct

Once this code has been adopted by the governing board, all members agree to faithfully abide by it.

We agree to abide by the Seven Nolan Principles of Public Life:

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.

We will focus on our core governance functions:

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

NGA recognises the following as the fourth core function of governance:

4. ensuring the voices of stakeholders are heard

As individual board members, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. We will develop, share and live the ethos and values of our school/s.
3. We agree to adhere to school/trust policies and procedures as set out by the relevant governing documents and law.
4. We will work collectively for the benefit of the school/s.
5. We will be candid but constructive and respectful when holding senior leaders to account.

6. We will consider how our decisions may affect the school/s and local community.
7. We will stand by the decisions that we make as a collective.
8. 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.
9. We will only speak or act on behalf of the board if we have the authority to do so.
10. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
11. When making or responding to complaints we will follow the established procedures.
12. We will strive to uphold the school's / trust's reputation in our private communications (including on social media).
13. We will not discriminate against anyone and will work to advance equality of opportunity for all.

Demonstrate our commitment to the role

1. 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.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. 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.
7. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

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

Respect confidentiality

1. 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.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent

1. 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](#).
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. 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.

4. We accept that the Register of Business Interests will be published on the school/trust's website.
5. We will act in the best interests of the school/trust as a whole and not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the school/trust website.
7. 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.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

Adopted by: St Michael's CE Primary School Governing Body on 29th September 2021

The governing body agree that this code of conduct will be reviewed annually, upon significant changes to the law and policy or as needed and it will be endorsed by the full governing board.

Declaration of Eligibility for a Governor Role

You will be asked to sign and submit the following form as part of your induction as a governor.

Declaration of Eligibility to Serve As a School Governor

Name:

I declare that I am not disqualified from serving as a school Governor and that:

I am aged 18 or over at the date of this election or appointment.

I do not already hold a governorship at the same school.

I am not liable to be detained under the Mental Health Act 1983.

I am not a bankrupt or subject to a disqualification order under the Company Directors Disqualification Act 1986 or to an order made under section 429(2)(b) of the Insolvency Act 1986.

I have not been removed from the office of a charity trustee or trustee for a charity by an order made by the Charity Commissioners or the High Court on the grounds of any misconduct or mismanagement or, under section 7 of the Law Reform (Miscellaneous Provision) (Scotland) Act 1990, from being concerned in the management or control of any body.

I am not included in the list (List 99) of teachers and workers with children or young person whose employment is prohibited or restricted.

I am not disqualified from being the proprietor of any independent school or for being a teacher or other employee in any school.

I have not, in the five years prior to becoming a governor, been convicted as aforesaid of any offence and had passed on me a sentence of imprisonment for a period of not less than two and a half years.

I have not, at any time, had passed on me a sentence of imprisonment for a period of not less than five years.

I have not been fined, in the five years prior to becoming a governor, for causing a nuisance or disturbance on education premises.

I am not subject to a disqualification order under the Criminal Justice and Court Services Act 2000

Signed:

Date:

Declaration of Business Interests

Dear Colleague,

Register of Business Interests

Please find attached the Register of School Business Interests form which I should be grateful if you would complete and return to me.

This is a statutory document and you should give careful consideration to it when completing it. It is important that governors and staff not only act impartially, but are also seen to act impartially. The governing body and school staff have a responsibility to avoid any conflict between their business and personal interests and affairs and those of the school. There is a legal duty on all governors and school staff to declare an interest likely to lead to questions of bias when considering any item of business at a meeting and for the governor or member of staff concerned to withdraw, if necessary, whilst the matter is considered.

To help put this duty into practice, a governing body is required to establish and maintain a register of pecuniary interests indicating, for all governors and school staff, any business interests. This should include, if appropriate, the company by whom they are employed, directorships, significant shareholdings or other appointments of influence within a business or other organisation which may have dealings with the school. They should include their own interest and those of any member of their immediate family (including partners) or other individuals known to them who may exert influence. The register sheet should be signed by the governor or member of staff. The register will enable governors to demonstrate that in spending public money they do not benefit personally from decisions that they make.

The register is reviewed annually, but governors and members of staff are reminded that they should declare any changes as and when they occur.

If you require any assistance with this, please do not hesitate to contact me.

Yours sincerely,



Georgia Brown

Clerk to Governors

Register of Business Interests

Name: _____ Position: _____
 Date of Appointment: _____ Date of Resignation/Retirement: _____

Name of Organisation	Nature of Interest	Date from which involved	Signature	Date of signature	Date interest ceased	Signature	Date of signature	Notes

- Notes:**
1. Use the notes column to indicate relationships.
 2. One page for each Governor or member of staff or more if required.
 3. Make all entries in ink.

Record of Reviews (Senior Administrator/Clerk of Governors to distribute amendment and signature annually)

Date									
Initials									

Governors and members of staff are reminded that completion of this form does not remove the requirement upon them to disclose orally any interest at any specific meeting and to leave the meeting for that agenda item.

Financial Scrutiny

Scrutiny of the finances is a key task of the governing body. At each Full Governing Body Meeting, the Headteacher will present a Financial Report for discussion and querying by the governors. This will be available to you at least 7 days before the meeting.

To begin to learn how to scrutinise the Financial Report, have a look at the slides below. These have been provided by the LCC Governor Support (Governor Induction Training) and offer areas to focus upon and initial question to ask. For further training, you could also look for specific training modules in the NGA Learning Link.

N.B. The Headteacher asks that if you have specific questions regarding the Financial Report that you email these to her at least 24 hours prior to the FGB meeting so she has adequate time to prepare the data needed for a response.

February 2023—the school will soon be transferring to a new financial monitoring software. Once this is completed, this page will be updated.

Overseeing Financial Performance

- Set the financial priorities for the school in line with the school's strategic priorities;
- Approve the annual budget plan and monitor spending throughout the year
- Determine the level of delegation to the head teacher and set appropriate financial limits on that delegation
- Ensure the school is meeting all statutory financial requirements, including the Schools Financial Value Standard (SFVS) completion



EFFICIENT FINANCIAL MANAGEMENT/VALUE FOR MONEY

Revenue Funding:-

- To cover the day-to-day running costs of the school – such as staff salaries, utilities, stationery, routine maintenance costs
- The majority of a school's budget is allocated according to a formula set out in statutory regulations – the bulk of which is determined by the number and age of pupils on roll.
- National Funding Formula now in place
- Other income/grant monies might include Pupil Premium funding, primary school PE and sport funding
- Any year end surplus/deficit is carried over to following year
- Schools may raise extra funds from voluntary contributions and letting out premises/facilities

Capital Funding:-

- to cover spending on school buildings and major items such as IT equipment. NB this money cannot be spent on the day to day running costs of the school nor on routine maintenance



EFFICIENT FINANCIAL MANAGEMENT/VALUE FOR MONEY

Value for Money – getting the right balance between quality and cost

Does the Board:-

- Benchmark the school's income and expenditure annually against similar schools
- Procedures for purchasing goods/services - meet legal requirements and secure value for money?
- Are balances at a reasonable level and are there clear plans for using the money it plans to hold in balances at the end of each year?
- Does the school maintain its premises and other assets to an adequate standard to avoid future urgent need for replacement?
- Does the school follow correct procedures for purchasing as per the schools finance handbook?



In-School Governor Visits

Reasoning for School Visits

In-School visits are essential for monitoring the strategic work of the school and financial scrutiny is carried out. The governing body should ensure that progress is being made towards the targets of the SDP and also for scrutiny of external testing is completed correctly.

The SDP for 2022/23 states *Areas for improvement are identified as a result of monitoring and evaluation by the school leaders and areas indicated by partners such as the local authority. Continued self-evaluation and regular monitoring will lead to further revisions of this plan, including feedback from parents/carers and other stakeholders. The results of these actions, in conjunction with our termly data monitoring, will enable us to identify areas for further work and where success in one area can be applied in new areas.*

Governor Visits should always be planned in advance and agreed with the Headteacher. In the first instance, Governors should approach the headteacher to discuss the visit rather than contacting other staff directly.

Governors will be assigned specific foci from the SDP to look for when visiting the school and these should be reported to the Full Governing Body using the Record of Governor Visit. This should be submitted to the Clerk for appropriate records to be kept.

Update November 2022—Sarah Addison to propose a Governor Visits Policy. Potentially to be discussed at next Full Governor's Meeting.



St Michael's Church of England Primary School

*Caring, Learning & Excelling
Since 1864*



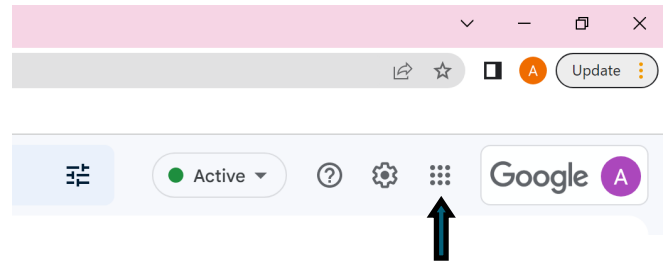
Record of Governor Visit

Name of governor:
Date of visit:
Staff visited:
Purpose of Visit:
Visit reported to:
Focus of visit e.g. school development plan priority area
Key questions to ask
Answer/information shared
Evidence provided to support answers/information shared
Key learning outcomes
Next steps and additional questions

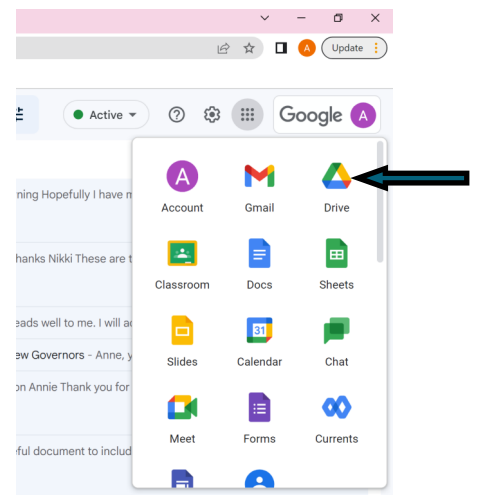
Accessing the Google Shared Documents Drive

Enter your school email account as you would normally.

Look to the top right corner and click on the square pattern of 9 dots.



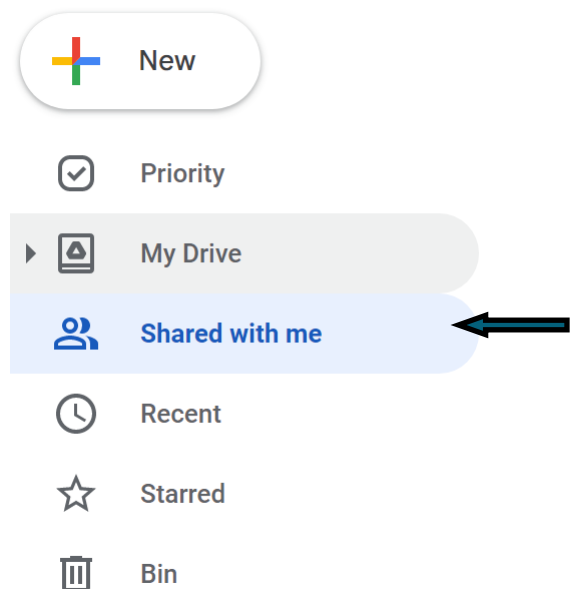
A menu will appear. Click on the triangle for 'Drive'. This is for your 'Google Drive'.



This will take you to a new page which will have different documents stored in the middle of the page.

If you cannot see any, check in the 'Shared with Me' option on the left side of the screen.

N.B. As you start as a Governor, these documents will need to be shared with you via email. If you have not yet received them, you will not be able to see them. Speak to your mentor to request that they are sent.



Useful Links

[St Michael's C Of E School Website](#)

[St Michael's C of E Policy Page](#)

[Gov.uk School Dashboard for St Michael's C of E School](#)

[DfE Governance Handbook](#)

[DfE A Competency Framework for Governance](#)

[DfE Maintained Schools Governance: Structures and Role Descriptors](#)

[Ofsted Report](#)

[SIAMs Report](#)

[Keeping Children Safe in Education Gov.uk Website](#)

[Gov.uk statutory requirements for school websites](#)

Education Acronyms

BOSS— Behaviour Outreach Support Services

CIC—Child/Children in Care

CIN—Child in Need

CP—Child Protection

CPD—Continuing Professional Development

CPOMS—School Safeguarding Database

DfE—Department for Education

EAL—English as an Additional Language

EHCP—Educational Health Care Plan

ELSA—Emotional Literacy Support Assistant

EWO— Education Welfare Officer

EYFS—Early Years Foundation Stage

FSM—Free School Meals

INSET—In Service Educational Training

KS—Key Stage

LAC—Looked After Child

LSA— Learning Support Assistant

LSCP—Lincolnshire Safeguarding Children Partnership

NOR— Number on Roll

PAN—Pupil Assessment Number

PP— Pupil Premium

PPA—Planning, Preparation and Assessment Time

PRT—

PSP— Personal Support Plan

PTA—Parent Teacher Association

SATs—Standard Assessment Tests

SDP—School Development Plan

SEF—Self Evaluation Form

SEND—Special Educational Needs and Disabilities

SENDSCO—Special Education Needs and Disabilities Co-ordinator

SEN-E—SEN EHCP Supported

SEN-K—SEN Support

SEN-N—No Special Educational Need

TAC—Team Around the Child