



Queen Berengaria School

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Children are at the heart of all we do

School Governance Committee (SGC) &  
Terms of Reference (ToR) Policy

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### 1. Aims

This policy aims to:

1. to define the purpose and structure of the School of Governance Committee (SGC) and Terms of Reference (TORs) for QBS (SGC) following the 'DCYP Directive 3.2.14 School Governance Committees TORs (2019) and working practices outlined in the National Governance Association guidance 'School Visits' (2015).
2. clarify the statutory duties for SGC members and the roles, responsibilities, and expectations for all stakeholders.

### 2. Purpose of SGC

The SGC has a critical role in ensuring positive outcomes for pupils in school by working closely with the senior leadership team (SLT) in agreeing priorities for improvement, ensuring accountability, and monitoring and evaluating school performance. The SGC acts in the best interests of all pupils in the school, focussed by the question:

**'What difference will this make to the pupils in the school?'**

### **3. Meetings**

A full meeting of the SGC must be held every term. Additional meetings of sub-committees will also be necessary. The head teacher will present a written report to each termly meeting and, where necessary, to other meetings. This report should be sent out to all SGC members at least 10 working days prior to the meeting. Items for inclusion in this report are laid out at Appendix A.

Items for discussion at SGC meetings may be proposed by any member of the SGC, and DCYP MOD Schools to the Clerk, Chair, or head teacher. Standing items for the agenda can be accessed in Appendix B.

It is helpful if the SGC can agree, and review annually a code of conduct for working together. (Appendix C).

## **4. Roles, Responsibilities & Terms of Reference (TOR)**

### **4.1 Roles**

The SGC may involve itself in a range of matters consistent with the aim of improving educational provision and outcomes for pupils and families. The head teacher retains responsibility for internal management and for the school's delegated budget. Supporting the headteacher and staff, the SGC has a role to support the provision of a strategic view, act as critical friend and to ensure accountability.

### **4.2 Responsibilities**

The SGC will work closely with senior leaders to ensure the responsibilities detailed in DCYP Directive 3.2.14 Version 1.1 Sep 19 serial 8 page 3 is planned for, implemented and regularly reviewed. A list of responsibilities that do not fall to the responsibility of the SGC is presented in Appendix D (Ref: Annex C of the DCYP Directive, page 9).

### **4.3 Terms of Reference (TOR)**

This SGC adheres to the DCYP Directive 3.2.14 School Governance Committees TORs (2019) and working practices outlined in the National Governance Association guidance 'School Visits' (2015). Sub-committees and individual named Governors have TORs which are provided as part of the Committee structure.

## **5. Selection of Governors**

### **5.1 The Chair of the SGC**

The Chair of the SGC is nominated by Chief of Staff (COS/ ACOS) HQ British Forces Cyprus. The choice of nominee should also take account of the Chair's ability to further the interests of the school and both communities and to take forward, where relevant, the decisions of the SGC. The Chair should be able to attend meetings and to fulfil the responsibilities associated with the position.

## 5.2 Application to be a Governor

Applications to become a new Governor are advertised by the school at the request of the Chair of the SGC. Each applicant should outline why they are interested and what they could bring to the committee. Applications which are received are sifted and selected by the Chair on the grounds of suitability for the needs of the school and the SGC. All interested parties are contacted after application, whether successful or not, and thanked for the interest in supporting the school and volunteering for the SGC. The Chair of the SGC can organise elections to become a Governor, if deemed necessary due to numbers of volunteers and suitability.

## 6. Composition of the SGC

The composition of the SGC should be reviewed annually and with the agreement of the Chair individuals may attend as observers or contributors. It is recommended that membership includes:

Role/representation	Name of Governors
1. The Chair	Stn Cdr DHK (Lt. Col Tim Wildish)
2. The Vice-Chair	Stn Cdr AYN (Lt. Col Oliver Lees)
3. One representative of all teaching staff	Jenny Tidman
4. One representative of all support staff	Samantha Telford
5. MOD Schools 0-3 Early Years setting manager	Kate Campbell (Early Years Manager)
6. A minimum of two, preferably four parent representatives	a) Dave Dimmock (DHK) (Safeguarding Lead) b) Vacancy (DHK) c) Rachel Coulson (AYN) d) Charlotte Thompson (AYN)
7. Four community representatives	a) Padre Caroline Rogers (AyNik) b) Charmaine Smith (home start) c) Cpt Richard Scarcliff (UWO) (Safeguarding lead) d) Darren Winter (AyNik)

8. Education Welfare Officer	Rebecca Miller
9. Two representative from Defence Children's Services (DCS)	A) Damon Donaldson -School Improvement Advisor (SIA) B) Helen Lakey (Early Years Advisor)
10. The head teacher (as an ex officio member) or nominated representative	Julie Hemsley
11. The Deputy Head Teacher	Lisa Milner
12. DIO Representative	Darren Winter
12. Clerk to the SGC (does not need to be an SGC member)	Vacant position

## 7. Sub-committees and TORs

### 7.1 School Improvement Plans Sub-committee

Membership	Name
1) Three/four named Governors 2 x from AyNik Station / 2 x DHK Station 2) clerk 3) headteacher 4) DIO Representative	a) Julie Hemsley b) Vacancy (DHK) c) Charlotte Louise Thompson (AyNik) d) Charmaine Smith (DHK) e) Caroline Rogers (AyNiK) f) Darren Winter g) Vacant position
<b>Terms of Reference</b>	

1. To understand why school improvement priorities have been identified.
2. To review the intent, implementation and impact of the school improvement plans with a focus on 'Are they having the desired impact'?
3. To ensure that attention is given to key stakeholders' views (i.e., If improving behaviour is a school priority, children's, staff and parents' views on improving behaviour should be sought and understood).
4. To report back to the SGC on the school improvement plans and complete visit reports as required using the NGA School Visits 'Knowing your school' materials for Governors.

**Meetings:** The Committee shall meet at least twice per year and otherwise as required. Each meeting will commence with a "Learning Walk" of the school, focussed on the committee area of responsibility (AOR) and meet with key staff and other stakeholders as required. It may be more effective for individual governors within this committee to be assigned to a core strand within the school improvement plan (SIP) and to follow the TORs, organising separate individual meetings.

## 7.2 Curriculum Sub-Committee

Membership	Name
4) Two named Governor 1x Ay Nik Station and 1 x DHK Station 5) clerk 6) headteacher/nominated representative.	a) Lisa Milner b) Kate Campbell (DHK) c) Rachel Coulson (AyNik) d) vacant position
Terms of Reference	
<ol style="list-style-type: none"> <li>1. To focus on individual subjects within the school curriculum to understand the intent, implementation and impact of how they are taught. It is not a requirement to focus on all the subjects but should focus on a rolling programme or where there is greatest need. Appendix F provides sample questions for subject leaders based on intent, implementation and impact.</li> <li>2. To ensure that attention is given to key stakeholders' views (i.e. children's' views on their learning of individual subjects).</li> <li>3. To monitor and evaluate the success of school improvement plans relevant to the curriculum.</li> <li>4. To report back to the SGC on the curriculum and complete visit reports as required, using the National Governance Association's (NGA) School Visits 'Knowing your school' materials for Governors. Annex E provides the example form.</li> </ol>	
<p><b>Meetings:</b> The Committee shall meet at least twice per year and otherwise as required. Each meeting will commence with a "Learning Walk" of the school, focussed on the committee area of responsibility (AOR) and meet with key staff and other stakeholders as required. Curriculum Governors must meet with relevant subject leaders.</p>	

### 7.3 Individual Areas of Responsibility (IAOR)

IAOR	Name & Focus
Governors with Individual Areas of Responsibility (IAOR)	<b>Meetings:</b> The Governor is responsible for contacting the relevant school staff to arrange a meeting to discuss provision. They should complete visit reports and reports back to the
	SGC as required using the NGA School Visits 'Knowing your school' materials for Governors found in Appendix E. There should be a minimum of one meeting per year.
<b>Early Years' Governor</b>	Helen Lakey
Focus:	Meeting with: Foundation Stage Leader, 'learning walk' around the provision which should include discussions with children and Early Years' staff.
<b>Terms of Reference</b>	
<ol style="list-style-type: none"> <li>1. To review and discuss provision in the Early Years, including the intent, implementation, and impact of the curriculum.</li> <li>2. To review and discuss how the Early Years unit meet the standards outlined in the Statutory framework for the Early Years Foundation Stage.</li> <li>3. To monitor and evaluate the impact of school improvement plans relevant to Early Years.</li> <li>4. To report back to the SGC on the IAOR and complete visit reports as required using the NGA School Visits 'Knowing your school' materials for Governors, Appendix E.</li> </ol>	
<b>Safeguarding Governor</b>	Dave Dimmock (DHK) and Richard Scarcliff (AyNiK)
Focus:	Meeting with: Headteacher or nominated representative
<b>Terms of Reference</b>	

<ol style="list-style-type: none"> <li>1. To review the previous Safeguarding audit and appraise the current situation through questioning.</li> <li>2. To attend any relevant training with outside agencies to ensure good understanding of safeguarding.</li> <li>3. To review the annual Safety, Health, and Environment (SHE) school improvement plan and previous SHE audits</li> <li>4. To monitor and evaluate the impact of any actions required relevant to Safeguarding.</li> <li>5. To report back to the SGC on the IAOR and complete visit reports as required using the NGA School Visits 'Knowing your school' materials for Governors, Appendix E.</li> </ol>	
<b>Finance Governor</b>	Rachel Coulson
Focus:	Meeting with: School Business Manager, Headteacher or nominated representatives
<b>Terms of Reference</b>	
<ol style="list-style-type: none"> <li>1. To monitor the use of the school budget by gaining an overview of expenditure and how this relates to school effectiveness in delivering positive outcomes for pupils and consistency with the school's priorities.</li> <li>2. To understand the checks used to ensure financial regularity and to ensure that value for money is achieved.</li> <li>3. Ongoing (no need to complete record of visit as this is evident through audit) - To complete half-termly checks on expenditure in non-public fund accounts.</li> <li>4. To report back to the SGC on the IAOR and complete visit reports as required using the NGA School Visits 'Knowing your school' materials for Governors, Appendix E.</li> </ol>	
<b>SEND Governor</b>	Caroline Rogers
Focus:	Meeting with: SENDCO, 'learning walk' around school to see and discuss provision.
<b>Terms of Reference</b>	
<ol style="list-style-type: none"> <li>1. To review and discuss provision for SEND, including the current needs in the school, provision maps and impact the provision is having on the children's learning.</li> <li>2. To review and discuss how effectively the school's SEND policy is being implemented and whether there are any changes requires.</li> <li>3. To monitor and evaluate the impact of school improvement plans relevant to SEND</li> <li>4. To report back to the SGC on the IAOR and complete visit reports as required using the NGA School Visits 'Knowing your school' materials for Governors, Appendix E.</li> </ol>	



## 8. Appeals Sub-Committee

The SGC should establish a sub-committee **when** required to consider appeals from parents.

Membership	Name
1. Two named governors 1x AyNik and 1 xDHK 2. CEO MOD Schools, or their nominated representative 3. The Chair or Vice-Chair of the SGC who will chair the meeting  No members of the sub-committee should have any prior involvement in the case. Staff members at the school may not serve on the complaints sub-committee.	a) Lt. Col Tim Wildish b) Lt. Col Oliver Lees c) Damon Donaldson d) Dave Dimmock (DHK) e) Richard Scarcliff (AyNik)
Terms of Reference	
Further guidance can be found in the Complaints Procedure for MOD Schools	

## 9. Exclusion Review Panel (ERP)

An Exclusion Review Panel (ERP) will be convened as and when required, to address a parental representation following a fixed term or permanent exclusion. The membership and remit of an ERP is outlined in the **MOD exclusions policy** and includes one member of the SGC, either the chair or a member nominated by the chair.

## 10. Procedure for resolution of disagreements.

If the SGC or its sub-committees are unable to reach agreement with the head teacher concerning how the school budget is allocated or on any other matter, the chair of the SGC should refer the matter to the relevant Assistant Chief Education Officer (ACEO) for resolution. If a resolution is not reached at this level, the matter will be referred to the Chief Education Officer, whose decision will be final.

## 11. Training

An induction pack is provided by the Clerk for new Governors (SGC member induction) and the SGC must agree and complete the SGC Code of Conduct agreement. Training for SGC members in their roles and responsibilities is supported by a member of the MOD Schools Improvement Team (SIT) based in Cyprus. Specific safeguarding training for the Safeguarding Governor role is required and should be arranged through the School as can Level 2 Safeguarding training for all new Governors. This training is provided online. Further role specific can be requested as required through the Cyprus SIT.

## 12. Links to other Policies

All School Policies, particularly:

DCYP Directive 3.2.14 School Governance Committees TORs (2019) Complaints Procedure for MOD Schools and MOD Exclusions Policy.

APPENDIX A

### Headteacher's Report

#### Items should include:

- a. School roll, class organisation and staffing.
- b. Pupils' achievement - end of previous year pupil progress and attainment at end of each key stage (autumn term), and update on pupil progress and attainment (spring and summer terms).
- c. School Improvement Plan - sharing of school priorities (autumn term) and progress towards achievement of school priorities (spring and summer terms).
- d. Safeguarding Update including number of children and families that are supported at each stage.
- e. Special Educational Needs and Disabilities (SEND).
- f. Attendance.
- g. Continued Professional Development (CPD) of staff.
- h. Budget updates.
- i. Major and minor new works (Premises).

- j. Health and Safety.
- k. Forthcoming school events (where not listed on school website).

## APPENDIX B

### SGC Standing Agenda

Items should include:

- a. Opening remarks by Chair
- b. Matters arising from previous minutes
- c. Headteacher's Report
- d. Safeguarding/Health & Safety Update
- e. Finance update
- f. Sub-Committee Feedback/Updates/Reports
- g. Issues raised by:
  - (1) Teacher/Practitioner Representatives
  - (2) Parent Reps
  - (3) Unit Representatives
  - (4) AOB
  - (5) Date of next meeting

## APPENDIX C

**Code of Conduct Agreement**  
**School Governance**  
**Committee**

## **CODE OF PRACTICE FOR GOVERNORS**

As a member of the School Governance Committee (SGC), I agree to abide by the Seven Nolan Principles of Public Life:

Selflessness Integrity      Objectivity      Accountability      Openness      Honesty      Leadership

I will focus on our core governance functions:

- **Supporting the provision of a strategic view:** The SGC contributes to the setting up and review of the school's operational framework, focussing on raising standards of achievement, establishing high expectations and promoting effective teaching and learning;
- **Acting as critical friend:**  
The SGC supports the head teacher and staff through provision of advice, guidance, information and constructive challenge;
- **Ensuring accountability:**  
The SGC holds the school to account on its performance and management.

As an individual School Governance Committee member, I agree to:

1. Fulfil my roles and responsibilities.
2. Accept that my role is strategic and so will focus on our core functions rather than involve myself in day-to-day management.
3. Develop, share and live the ethos and values of our school/s.
4. Adhere to school policies and procedures as set out by the MOD through Defence Children Services and the school and setting.
5. Work collectively for the benefit of the school and setting.
6. Be candid but constructive and respectful when holding school and setting leaders to account.
7. Strive to uphold the school's reputation in the community and in my private communications (including on social media).
8. Not discriminate against anyone and will work to advance equality of opportunity for all.

***To demonstrate our commitment to the role, I will:***

1. Involve myself actively in the work of the SGC and accept my fair share of responsibilities, serving on committees or as named Governor where required.
2. I will make every effort to attend all meetings and where I cannot attend explain in advance why we are unable to.
3. I will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. I will get to know the school and respond to opportunities to involve myself in school activities.
5. I will visit the school and when doing so will arrange this with the relevant staff in advance.

***To build and maintain relationships, I will:***

1. Develop effective working relationships with school leaders, staff, parents, DCS and other relevant stakeholders from our local community/communities.
2. Express views openly, courteously and respectfully in all our communications with SGC members and staff both inside and outside of meetings.
3. Work to create an inclusive environment where each SGC member's contributions are valued equally.

***To respect confidentiality, I will:***

1. Observe strict confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. Ensure all confidential papers and electronic documents are held and disposed of appropriately.
3. Maintain confidentiality even after I leave the role.

***To declare conflicts of interest and be transparent, I will:***

1. Declare any business, personal or other interest that I have in connection with the SGC business when accepting the role.
2. Declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, I will offer to leave the meeting for the duration of the discussion.
4. I will act in the best interests of the school as a whole and not as a representative of any group or individual.
5. I accept that in the interests of open governance, our names, date of appointment, terms of office, roles on the committee, category of SGC member and photo may be published on the school website.

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**Name of Governor:**

I agree to abide by this Code of Conduct agreement and will endeavour to complete the role to the best of my ability. I understand that if I fall short of the expectations in this agreement, the Chair of the SGC (DCS CEO in case of the Chair) may instruct me to leave my role as SGC member.

I declare the following as potential conflicts of interests (i.e. child attending the school, spouse works in the school etc):

**Signed:**

**Date:**

*Once completed, please return this form to the Clerk of the SGC, via the school office. This form and training records is stored securely in an SGC file kept in the school office*

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**APPENDIX D**

**List of Responsibilities that do not fall to the SGC**

- HR
- Payroll
- Education Inspection
- Leadership and CPD
- Energy supplier and energy management

Financial management systems

Management information systems

ICT systems and ICT hardware supplier contracts

Telecommunication systems

Stationery and consumer supplier contracts

Catering contracts

Cleaning contracts

Facilities management

Capital works

Health and safety management systems

**APPENDIX E**

**Model Visit Report from National Governance Association (NGA) guidance ‘School Visits’ (2015)**

<b>Name:</b>	<b>Date:</b>
<b>Focus of visit</b> (link to strategy and school development plan)	
<b>Summary of activities</b> e.g. talking to staff and pupils, looking at specific resources, having lunch etc.	
<b>What have I learned as a result of my visit?</b> (relate this back to focus of visit)	
<b>Aspects I would like clarified/questions that I have:</b>	

**Actions for the governing committee to consider:**

**Actions for the governing committee to consider:**

**Any other comments/ideas for future visits:**

**Signed** \_\_\_\_\_

**Date** \_\_\_\_\_

(SGC Committee Member)

## APPENDIX F

### Questions for subject leaders in Primary Schools (based on the revised OFSTED framework January 2019).

#### Intent

- a) In your subject area, what are you aspiring for the children to learn and achieve, in terms of **what they know** and **can do**, by the time they leave Y6?
- b) How do you ensure that the curriculum is coherently planned and sequenced so that it cumulatively builds knowledge and skills to reach this 'end point'?
- c) How do you ensure that children who move between schools are able to 'catch-up' or be extended in their learning, when their experience of curriculum may have been fragmented?
- d) Do you base your curriculum offer on the National Curriculum? How do you know that has been covered and to what depth/quality?
- e) How do you ensure that the curriculum is ambitious and that all our children, including those with SEND or EAL needs, are appropriately challenged to learn and achieve?
- f) How do you plan to develop the children's character in your curriculum subject with such attributes as curiosity, resilience, confidence and independence?



## **Implementation**

- a) How strong is the teacher's subject and subject pedagogical knowledge in your subject area? How do you know? What support do you provide and what impact is this having?
- b) What is the quality of the pupils' progress and attainment in your subject area? How do you know? How do you ensure that there is sufficient time devoted to your subject?
- c) How do teachers assess achievement in your subject area and use this information to develop the children's learning?

## **Impact**

- a) How effectively is the curriculum of knowledge and skills learnt and developed in your subject area? How do you know?
- b) Do all children, regardless of SEND and or/disadvantage, reach the aspiration that you have set out for your 'end point' at the end of Y6? If not, why not and what are you doing to improve this so that all children can succeed?
- c) Have you had to take any actions to improve children's learning and if so what impact are these having?
- d) What can we do as Governors to help you provide the best curriculum offer you can to our children in this school?