

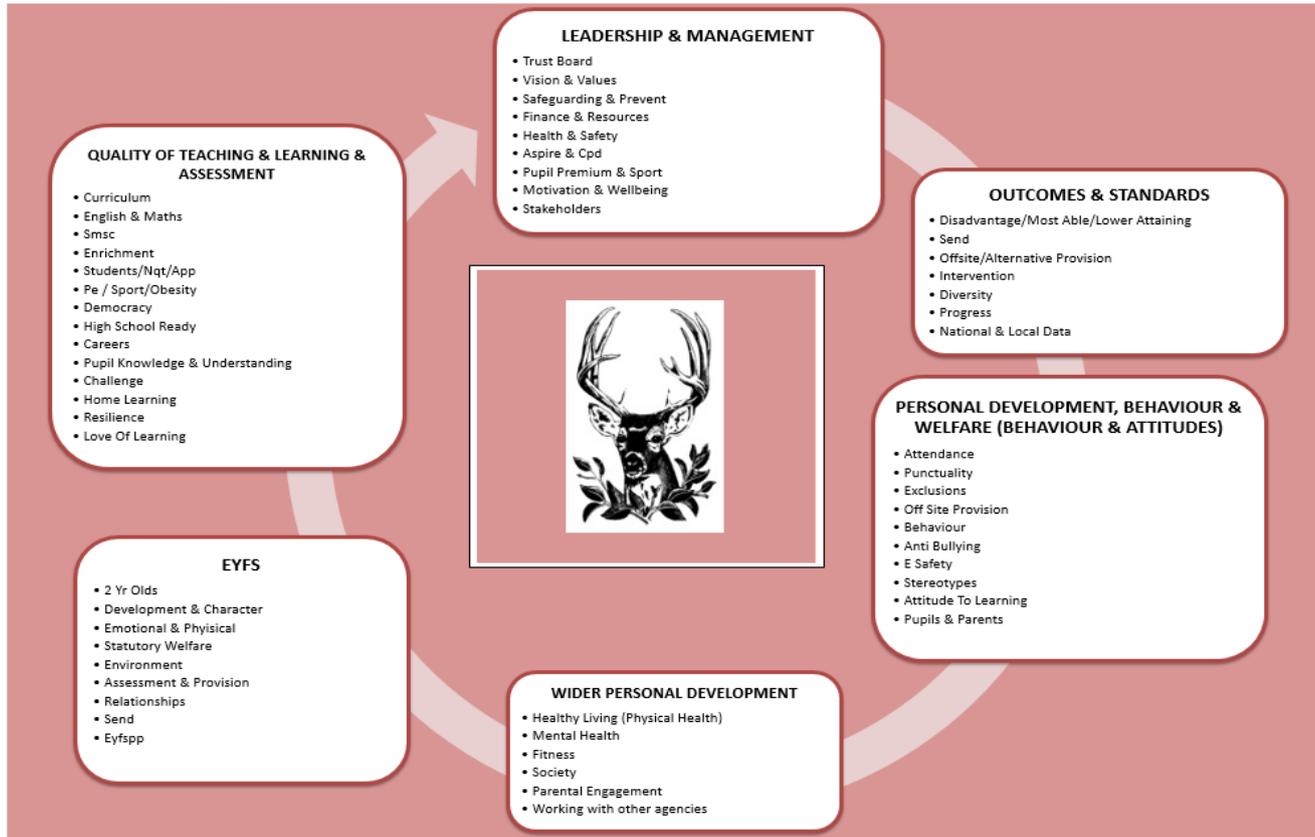


# REDHILL PRIMARY SCHOOL

## Governors' Committee Structure & Committee Terms of Reference October 2020 v2



### Committee Structure:

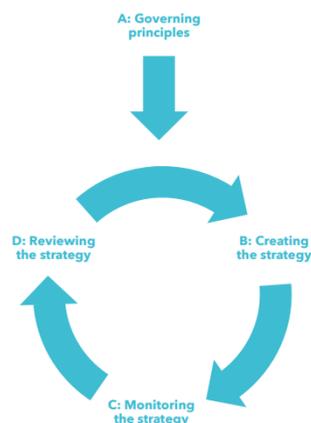


### Being Strategic:

Strong governance is a key part of a successful school. Every governing board, no matter the type, has three core functions as set out in the Department for Education (DfE) Governance Handbook:

- 1. ensuring 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**

### Four Stages of the Annual Strategic Cycle:



### **Effective Governance:**

The NGA's eight elements of effective governance are a good starting point for ensuring that our board successfully carries out its responsibilities.

An effective board has:

- 1. the right people round the table***
- 2. an understanding of the role and responsibilities of the governing board***
- 3. good chairing***
- 4. professional clerking***
- 5. good relationships based on trust***
- 6. knowledge of the school – the data, the staff, the parents, the children, the community***
- 7. a commitment to asking challenging questions***
- 8. the confidence to have courageous conversations in the interests of the children and young people.***

Other useful resources are the DfE's Governance Handbook and Competency Framework for Governance, which provide guidance on the duties of governing boards and advice on the skills, knowledge and behaviours we need to be effective.

### **The line between governance and management**

It is important that the governing board understand where their strategic responsibilities end and the responsibilities of the senior executive leader begin. Stepping over the line into operational matters is inappropriate and can make the job of the senior executive leader more difficult. More detailed guidance can be found in What Governing Bodies Should Expect from School Leaders and What School Leaders Should Expect from Governing Bodies.

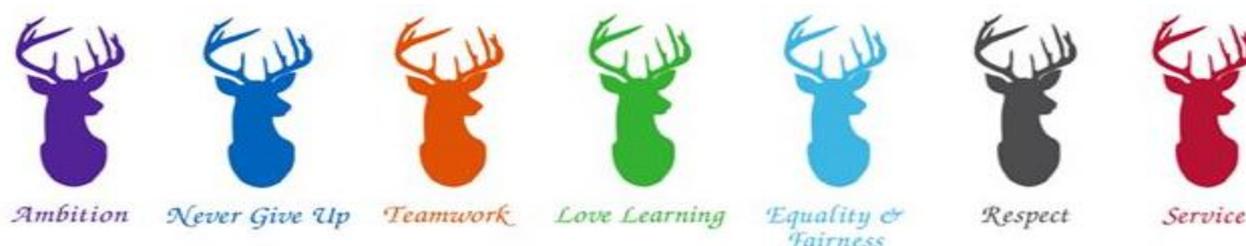
### **Ethical governance**

The Governing board must act in the best interests of children and young people, and as guardians of the organisation's ethos they must be willing to challenge any unethical behaviours or decisions. The Governing board should have a code of conduct, and should adhere to the Nolan principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

### **Values: a value is a principle that guides our thinking & behaviour**

The Governing board is responsible for the values of the school, these should be at its core and a reference point for all decisions. The school's values underpin its culture, strategy, policies and procedures. They encompass the Nolan principles, such as integrity, but also others that are particular to the school, which could include inclusivity, generosity and respect.

### **Our Values:**



They help to distinguish our school from others. The school's values are meaningful, discussed and lived. Redhill's values are communicated and understood by everyone in the school community – They are referred to as our **ANTLERS**. When we review our values we should consider:

- Do your values speak to every member of the school community?***
- Are all of your decisions and actions consistent with your values?***
- Where can you find your values best represented?***
- Can you think of any instances in which you fell short of your values?***
- Have you considered the seven Nolan principles of public life?***

**Vision: The school's vision should, in a few sentences, describe what the school will look like in 3-5 years time.**

Every organisation needs to have a vision of what it is trying to achieve. We should be aiming to continuously improve, to make the experience of the school the very best it can be for pupils, parents and staff. Projecting forward a few years, what specific goals do we want the school and its pupils to have achieved? There is no need to rewrite the vision annually, but it is good practice to review it against the following questions:

***Is the vision:***

- ***Based on your shared values?***
- ***Ambitious but achievable?***
- ***Open to new opportunities?***
- ***Descriptive of what the pupils will have achieved in the broadest way – in terms of attainment, progress and being prepared for the next stage of their education?***
- ***Reflective of the views of pupils, parents and staff?***
- ***Agreed by the governing board?***
- ***Communicated to the school community?***

**Our Vision:**

The Governing Body needs to take a strategic role, act as a critical friend to the School and be accountable for its decisions. It should set aims and objectives and agree, monitor and review policies, targets and priorities. Over the next 3 years our aims are:

**LEADERSHIP & MANAGEMENT:**

We will strive to continue to have the right people round the table with an accurate knowledge of the school, (the data, the staff, the parents, the children, and the community) & who have a commitment & confidence to have courageous conversations in the interests of the children and young people.

**TEACHING & LEARNING (including curriculum):**

We endeavour to provide an accessible, bespoke, broad and balanced curriculum that is knowledge rich and actively engages all pupils including those with SEND. We will continue to make learning purposeful to build inquisitive minds that can willingly problem solve and strive for success through deep thinking and articulate communication. We believe that reading should stand at the core of everything we do, therefore we will build on and study an array of authors/fiction and non-fiction texts through all areas of the curriculum.

We aspire to improve teaching so that every student is provided with the best life chances. All teachers will learn from each other to produce good lessons on a daily basis so that all pupils making progress is the key judgement that will determine whether teaching and learning has been successful. We will create a learning environment that is supportive of all staff, who consistently challenge themselves to move learning forward without fear, and we will continue to provide challenge and stay updated with current initiatives to improve teaching and learning.

**OUTCOMES & STANDARDS:**

We strive for pupils to make outstanding progress in all areas of the curriculum from their starting points on entry to the school irrespective of circumstances. We will continue to believe that any barriers our pupils face will be tackled head-on, and any additional funding provided will have a profound impact on their achievement. Disadvantaged pupils will be making rapid progress and pupils who have SEND will continue to make strong progress from their starting points based on their 'personal learning plan' targets. Teachers will provide high quality and accurate assessment for learning through knowledge of individual pupils. Feedback provided will impact on pupils' academic ability along with future planning. All staff members will uphold high standards and continue to challenge pupils to achieve their best.

**EARLY YEARS FOUNDATION STAGE:**

Governors are dedicated to promoting children's health & well-being. We want our children to be healthy, safe and love learning, so that they continue to develop and grow. We actively promote independence and encourage resilience in all areas of learning & work tirelessly to help children acquire transferable life skills that will help them to be ready for their next steps in learning. We prioritise speech and language development and early reading by creating a language rich environment, filled with high quality stories, rhymes and talk. Our dedicated and approachable team, work in partnership with parents and families to promote learning within the setting and at home, ensuring all children meet their potential.

## **PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE:**

We aim for all of our pupils to be responsible, respectful active citizens who are able to play their part and become actively involved in public life as adults. We will continue to nurture an understanding of the fundamental British values of democracy, the rule of law and mutual respect and tolerance. We aim to foster pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy by understanding their own personal needs, and how to seek help where necessary. We will build on relationships in our community and inspire others to become physically healthy, eat healthily and maintain an active lifestyle. We will supply many opportunities for pupils to be active during the school day and through extra-curricular activities.

## **WIDER PERSONAL DEVELOPMENT:**

We strive to provide equality of opportunity in everything we do so that all pupils can thrive together, understanding that difference is positive and that individual characteristics make people unique. We will provide an inclusive environment that meets the needs of all pupils demonstrating our school values. We aim to build on our pupils' social skills so that they are able to adapt in different context and situations as they grow. We aim for our pupils to willingly participate and cooperate well with others and being able to resolve conflicts effectively.

## **LEARNING ENVIRONMENT:**

To use our physical assets to the maximum which includes the development of the Community Learning Area. To further improve standards of behavior, ensuring that pupils can learn in a safe & positive environment.

## **COVID-19 Addendum**

Governing boards should seek assurances on the following points when monitoring the safe return of pupils and staff to school:

- the implementation of control measures (e.g. hygiene and social distancing) - government guidance specifies the measures that must be in place, but schools will have considered how best to apply controls in their own setting
- that safeguarding remains highest priority, that safeguarding arrangements and procedures have been updated to reflect changes to day-to-day operations in the school/trust, that all staff have been briefed and have received relevant training
- contingency planning: in the event of a local outbreak, schools may need to close temporarily; flexible plans will need to be ready to manage closure (this might include remaining open for vulnerable children only)
- remote education provision: in a local lockdown scenario, these plans will need to be deployed immediately and align with in-school provision
- the school's approach to maintaining a broad and balanced curriculum, including support for those pupils who have SEND
- the school's re-engagement of pupils and securing regular attendance - the DfE have published a behaviour and attendance checklist for school leaders to support full opening.
- how issues and concerns raised by staff, their representatives and wider stakeholders will continue to be sought and taken into account

### **Leadership & Management**

### **Questions Governors Could ask about the Recovery Plan**

#### Leadership:

- Monitor Continuity & Recovery Plans

#### Finance:

- Catch Up Funding
- COVID-19 Costs

#### Health & Safety:

- H&S Risk Assessments & Updates

#### Safeguarding:

- Have there been any changes to the school's policy and procedures since COVID?

- a. How are we defining the "recovery phase" – is this the next academic year?
- b. What are our priority actions for the "recovery phase"?
- c. How should we, as a board, monitor and evaluate this?
- d. What level of reporting can we expect from senior leaders (that is reasonable and proportionate)?
- e. What data can we expect to have available to triangulate with executive reports and other sources of evidence?

<ul style="list-style-type: none"> <li>• Is online/blended/remote learning included in the policy? Details?</li> <li>• Have your vulnerable pupils become more vulnerable since COVID?</li> <li>• Who are they, how are they identified?</li> <li>• Have newly vulnerable families been able to access support?</li> <li>• Safer recruitment. Has school recruited any staff since COVID? If not since the school's last Ofsted inspection?</li> <li>• Number of DSLs? When has last training taken place?</li> <li>• Have there been any serious safeguarding issues involving staff since COVID?</li> </ul>	<p>f. Should we approach our monitoring differently e.g. appoint different link governor/trustee roles?</p> <p>g. Should we prioritise reviewing certain policies (e.g. pupil premium) and align them to the "recovery phase"?</p> <p>h. Are there financial planning and resource implications that the governing board/finance committee need to consider?</p> <p>i. Should the governing board hold shorter meetings on a more frequent basis during the "recovery phase"?</p> <p>j. Should we maintain or adapt our existing committee structure during the recovery phase?</p> <p>k. Have we accounted for statutory compliance and annual tasks that still need to be undertaken throughout the year?</p> <p>l. Have we considered the board's own development needs during this period?</p>
EYFS	
<p>Environment:</p> <ul style="list-style-type: none"> <li>• Revision of H&amp;S procedures</li> <li>• Revised policies</li> <li>• Update on 2yr checks</li> <li>• Impact on other agency support eg SALT</li> <li>• Curriculum &amp; resource review</li> </ul> <p>Curriculum – Prime Areas</p>	
<b>Quality of Teaching, Learning &amp; Assessment</b>	<b>Questions for governing boards to ask about full opening:</b>
<p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Are you aiming to return all pupils to the full curriculum by Summer 21? How close are you now? Any barriers?</li> <li>• Curriculum Breadth – are any subjects not currently being taught? When do you think that these subjects will be taught?</li> <li>• Has content been prioritised in core subjects?</li> <li>• What are your curriculum priorities? What about reading? What does it look like in EYFS, KS1 and KS2? Have there been any changes in the way phonics is taught?</li> <li>• What about the other subjects across the school?</li> <li>• What the support for SEND look like, in reality?</li> <li>• What do you perceive as the potential difficulties/barriers to returning to a full, broad, and balanced curriculum?</li> <li>• How do you identify and support gaps in pupil knowledge?</li> <li>• How do you know that the things that you've put in place are having the desired impact?</li> <li>• Remote learning – are you providing remote learning, for what reasons, is it in-line with your pre-COVID curriculum? Is it something that pupils can do by themselves? Are there any subject differences? Are pupils engaged with it? How do you know? Are parents</li> </ul>	<p>a. Are the control measures working effectively throughout the school/trust – how do we know?</p> <p>b. Have control measures been adapted to account for presenting issues, public health advice, feedback etc.?</p> <p>c. Are required staffing levels being maintained?</p> <p>d. What are the contingency plans should it not be possible to maintain the required staffing levels?</p> <p>e. Are specialist staff being deployed as expected to support vulnerable pupils?</p> <p>f. What is the overall assessment of staff wellbeing?</p> <p>g. How are staff being supported to manage any workload implications arising from full opening and the control measures?</p> <p>h. Is the expectation of mandatory attendance being met - what is attendance data and feedback saying?</p> <p>i. Are there areas where targeted support is required – how might the governing board play a supportive role in this?</p> <p>j. Do communications need to be changed/finetuned to reinforce expectations and encourage full attendance?</p> <p>k. Does the attendance data raise any safeguarding concerns – is external support being used effectively?</p> <p>l. Are the school/trust contingency plans for dealing with a local outbreak up to date and in line with public health advice?</p> <p>m. Are the school/trust plans for providing remote education considering the needs of all pupils?</p>

<p>engaged with it? How do you know?</p> <ul style="list-style-type: none"> <li>• How are you monitoring home learning? Who SLT, class teacher, SENDCO? Are there any barriers?</li> <li>• Have you got any plans to adapt the curriculum in the event of a future lock down?</li> <li>• Will you be using COVID funding to support catch-up?</li> <li>• Have there been any changes for the better regarding curriculum? Are any pupils doing better? What have you learnt from lockdown moving forward in terms of the curriculum?</li> </ul>	<p>n. Do the plans provide alternatives to on-line learning activities if required?</p> <p>o. How does the school/trust intend to monitor pupil and family engagement with remote education activities?</p> <p>p. Is monitoring sufficient to allow teachers to gauge how pupils are progressing through the curriculum?</p> <p>q. How are the learning needs of pupils being assessed following lockdown?</p> <p>r. What, if any, adjustments have been made to the curriculum?</p> <p>s. Is the school/trust continuing to provide a broad and balanced curriculum?</p> <p>t. Will pupils educated at home have the support they need to make good progress?</p>
<p><b>Outcomes &amp; Standards</b></p>	<p><b>Questions for governing boards to ask about disadvantaged pupils and the use of “catch-up” funding</b></p>
<p>Reducing the COVID-19 impact on disadvantaged learners:</p> <p>Defined groups:</p> <ul style="list-style-type: none"> <li>• MA/Dis/LA-SEND</li> <li>• Alternative Provision</li> </ul> <p>Engagement:</p> <ul style="list-style-type: none"> <li>• Are all families engaging with Remote Learning?</li> <li>• What are the barriers?</li> </ul> <p>Monitor uptake &amp; create a group to monitor in data sets.</p>	<p>a. What do we know about options for catch-up education for disadvantaged pupils – what research is available?</p> <p>b. What can we do to support our pupils to re-socialise and re-establish positive learning habits?</p> <p>c. What about the impact of COVID-19 on the mental health and wellbeing of our pupils?</p> <p>d. How can we increase pupil attendance and parental engagement?</p> <p>e. How do we optimise the situation for all pupils and their learning?</p> <p>f. How do we support and develop our staff to close the disadvantaged gap?</p> <p>g. What are the resource implications of focusing on new and/or different priorities – do we need to adjust our strategy for spending our Pupil Premium grant funding?</p>
<p><b>Personal Development, Behaviour &amp; Welfare</b></p>	
<p>Behaviour:</p> <ul style="list-style-type: none"> <li>• Have pupils returned to school ready to learn?</li> <li>• Has school changed any routines? (the start or end of a school day)</li> <li>• Has there been any changes to your school behaviour policy?</li> <li>• Has COVID has any impact on the behaviour of the children?</li> <li>• Has school experienced an increase in social or mental health issues?</li> <li>• Has school had any ‘newly vulnerable’ pupils since lock down?</li> <li>• Have there been any concerning behavioural incidents since September?</li> <li>• Schools relationship with external agencies – have they been more or less available?</li> <li>• Have any pupils been removed from the school role from March to date?</li> <li>• Does school plan to use ant COVID 19 funding</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<p>to support behaviour?</p> <ul style="list-style-type: none"> <li>• Have there been any changes in behaviour for the better?</li> </ul> <p>Attendance:</p> <ul style="list-style-type: none"> <li>• What is your attendance since return in September? How does this compare to the same period last year?</li> <li>• Are there any pupils on a part-time timetable? Why? When will they be back to full-time attendance? (This can be either COVID related or not)</li> <li>• Has anything else stopped pupils from returning to school?</li> <li>• What virtual safeguarding procedures has school put in place? (during lock-down)</li> <li>• Has COVID had any effect on staff attendance?</li> <li>• Has there been any changes made to your attendance policy?</li> <li>• Have any parents not had any contact with you since the start of term?</li> <li>• Have you had any 'reluctant to return' pupils?</li> <li>• Have you used any external agencies concerning attendance?</li> <li>• Does school plan to use COVID funding to support attendance?</li> <li>• Have there been any changes for the better with regards to attendance?</li> <li>• Have there been any SEND issues with attendance?</li> </ul>	
<b>Wider Personal Development</b>	
<p>Mental Health:</p> <ul style="list-style-type: none"> <li>• KORRS outcomes</li> <li>• Support in place</li> </ul> <p>Parental Engagement:</p> <ul style="list-style-type: none"> <li>• Impact of new technology</li> <li>• Supporting families</li> </ul> <p>Fitness:</p> <ul style="list-style-type: none"> <li>• Impact of revised PE curriculum</li> </ul>	



This Code of Conduct sets out the behaviour expectations and conduct expected of all school Governors. **It is expected that all Governors will know, understand and work within the prescribed regulatory framework. They must comply with the updated General Data Protection Regulations (GDPR) 2018.**

### **The Governing Board**

The Governing Board is legally responsible for the conduct of the school with a view to promoting high standards of educational achievement.

The purpose of Governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

### **Core functions of the Governing Board**

#### **1. Ensuring clarity of vision, ethos and strategic direction**

It is the job of the Governing Board to:

- Set a clear and explicit vision.
- Ensure strong and clear values and ethos are defined and modelled by the board.
- Set the school's strategic framework, defining medium to long-term goals and processes to monitor and review progress.
- Ensure mechanisms are in place for the board to listen, understand and respond to the voices of parents, pupils, staff and the local community.

#### **2. Holding the headteacher/senior executive leader to account for the educational performance of the organisation and its pupils, and the performance management of staff**

This will take place through:

- A rigorous analysis of pupil progress and attainment.
- Clear processes for overseeing and monitoring school improvement.
- A transparent system for the performance management of the Headteacher / executive leaders.
- Effective oversight of the performance of all other employees.
- A regular cycle of meetings.

#### **3. Ensuring the sound, proper and effective use of the school's financial resources**

The Governing Board is responsible for making sure the school's money is well spent with effective controls for managing it. They should do this by ensuring they have at least one Governor with specific skills and experience of financial matters, but everyone on the board should have a basic understanding of the financial cycle and legal requirements.

**The Governing Board should play a strategic role and leave the running of the school to the Headteacher they have appointed. The Governing Board must not interfere in the day-to-day (operational) running of the school.**

### **Ways of Working**

- The way the Governing Board operates and organises itself should be kept under review.
- The Governing Board should consider how to use their powers to delegate functions and decisions to committees or individual Governors.
- The Governing Board must review the establishment terms of reference, constitution and membership of any committee of the Governing Board annually.
- The Governing Board must meet at least three times a year.

- Headteachers / executive leaders and Chairs should work together to ensure that meetings are well planned at appropriate intervals and that agendas are fit for purpose.
- The Governing Board must appoint a Clerk to Governors to advise them on the nature of their functions and duties and ensure the Governing Board operates efficiently and effectively.

### **The Headteacher / Senior Executive Leader (SEL)**

- The Headteacher's / SEL's responsibilities include the internal organisation, management and control of the school and the educational performance of the school.
- The Headteacher / SEL will deliver the aims of the Governing Board through the day-to-day management of the school, implementation of the agreed policy framework and school improvement strategy and the delivery of the curriculum.
- It is the Headteacher's / SEL's legal duty to provide the Governing Board with all the information they need to do their job well. This means they should help the Governing Board access the data published by the DfE and Ofsted. They should also provide regularly a wide range of other management information so that the Governing Board can monitor different aspects of life in the school throughout the year.
- The Headteacher / SEL must comply with any reasonable direction of the Governing Board.
- The Headteacher / SEL is accountable to the Governing Board for the performance of all his or her responsibilities.

### **The Chair**

- The Governing Board must appoint a Chair to lead and manage the Governing Board.
- The Chair plays a crucial role in setting the culture of the Governing Board but has no individual power.
- The Chair may only make decisions or act on behalf of the Governing Board if:
  - The Governing Board have delegated that decision to the Chair of Governors
  - The Chair is of the opinion that a delay in exercising a function would be detrimental to the school, anyone who works at the school or any pupil at the school or their parent.
- The Chair is the principle link between the Governing Board and the Headteacher. The Headteacher and Chair should meet regularly at mutually convenient times to discuss school matters and the Chair should be a critical friend by offering support, challenge and encouragement.
- The Chair works with the clerk to set Governing Board agendas and approves draft minutes of Governing Board meetings.

### **The Vice-Chair**

In the absence of a Chair of Governors, the Vice-Chair will take on that role.

### **Chairs of Committees**

Chairs of committees work with the Clerk to set committee meeting agendas and approve draft minutes for those meetings. They have responsibility for ensuring that if a function of the Governing Board has been delegated to the committee or a function of the Governing Board has otherwise been exercised by the committee, it is reported to the Governing Board.

### **Governors**

In law, the Governing Board is a corporate body, which means that no Governor can act on her/his own without proper authority from the Governing Board. All Governors carry equal responsibility for decisions. If a function of the Governing Board has been delegated to an individual, the individual must report to the Governing Board in respect of any action taken or decision made.

The overriding concern of all Governors has to be the welfare of the school as a whole, regardless of the route by which they were appointed and the type of Governor they are i.e. Staff, Parent, Community, Local Authority, Foundation, Co-opted.

For Governing Boards to carry out their role effectively, Governors must be prepared and equipped to take their responsibilities seriously. They should:

- Be committed to improving education and welfare for all pupils.
- Prepare for meetings by reading papers beforehand.
- Ask questions to clarify understanding and gain assurances.

- Make every effort to attend meetings promptly, regularly and for the full time.
- Take responsibility for their own learning, training and development as a Governor.

In addition, they should:

- Work as a member of a team at all times and be loyal to collective decisions made by the Governing Board.
- Recognise that all Governors have the same rights.
- Act in the best interests of the school at all times.
- Not do anything that might undermine the Governing Board's statutory requirement to promote community cohesion.
- Promote British Values with particular regard to the protected characteristics set out in the Equality Act 2010
- Respect confidentiality.
- Listen to and respect the views of others.
- Express their own views clearly and succinctly.
- Declare any conflicts of interest.
- Take their fair share of work/positions of responsibility.
- Know, understand and work within the prescribed regulatory framework.
- Report any evidence of fraud, corruption or misconduct to an appropriate person or Authority.
- Adhere to the seven principles of public life (below) originally published by the Nolan Committee.
- Ensure that communication undertaken via social networking sites is comparable to one to one interaction, meaning that all aspects of this code of conduct are taken account of when posting information, messages, pictures or video footage on-line.
- [Schools to add in any specific expectations with regard to their own organisation here]

### **The Seven Principles of Public Life and the Framework of Ethical Leadership**

As recommended by the Committee on Standards in Public Life 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.

- 1. Selflessness** - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.
- 2. Integrity** - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.
- 3. Objectivity** – In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.
- 4. Accountability** - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
- 5. Openness** - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.
- 6. Honesty** - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
- 7. Leadership** - Holders of public office should promote and support these principles by leadership and example.

## **The Framework for Ethical Leadership in Education**

The Ethical Leadership Commission has developed the following Framework for Ethical Leadership to help school leaders take difficult decisions. As important as the language is, these aren't just fine words, they are meant to support a culture in which ethical decision making can flourish.

1. **Selflessness:** School and college leaders should act solely in the interest of children and young people.
2. **Integrity:** School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
3. **Objectivity:** School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4. **Accountability:** School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. **Openness:** School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6. **Honesty:** School and college leaders should be truthful.
7. **Leadership:** School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

## **The Agreement**

### **In General**

- a) We understand the purpose of the Governing Board and the role of the Headteacher, Chair, Vice, Chair and Chairs of Committees as set out above.
- b) We are aware of and accept the Nolan seven principles of public life.
- c) We accept that we have no legal authority to act individually, except when the Governing Board has given us delegated authority to do so, and therefore we will only speak on behalf of the Governing Board when we have been specifically authorised to do so.
- d) We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- e) We will encourage open government and will act appropriately.
- f) We accept collective responsibility for all decisions made by the Governing Board or its delegated agents. This means that we will not speak against majority decisions outside the Governing Board meeting.
- g) We will consider carefully how our decisions may affect the community and other schools.
- h) We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school and to promote community cohesion. Our actions within the school and the local community will reflect this.
- i) In making or responding to criticism or complaints affecting the school we will follow the procedures established by the Governing Board.
- k) We understand that communication via social networking sites in a variety of formats is deemed comparable to one to one interaction for the purposes of this code of conduct.

### **Commitment**

- a) We acknowledge that accepting office as a Governor involves the commitment of time and energy.
- b) We will each involve ourselves actively in the work of the Governing Board, and accept our fair share of responsibilities, including service on committees or working groups or as nominated Governors.
- c) We will prepare for meetings by reading papers beforehand.
- d) We will make every effort to attend all meetings promptly, regularly and for the full time. Where we cannot, we will endeavour to explain in advance in full why we are unable to.
- e) We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- f) Our visits to school will be arranged in advance with the staff and undertaken within the framework established by the Governing Board and agreed with the Headteacher.
- g) We will consider seriously our individual and collective needs for training and development and will undertake relevant training.
- h) We are committed to actively supporting and challenging the Headteacher.

### **Relationships**

- a) We will strive to work as a team in which constructive working relationships are actively promoted.
- b) We will express views openly, courteously and respectfully. The Governor chairing a meeting is responsible for ensuring appropriate conduct at all times, and the other Governors are responsible for supporting the Chair in that role.
- c) We are prepared to answer queries from other Governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- d) We will seek to develop effective working relationships with the Headteacher, staff and parents, the Local Authority and other relevant agencies and the community.

### **Confidentiality**

- a) We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- b) We will exercise the greatest prudence at all times when discussions regarding school business arise outside a Governing Board meeting.
- c) We will not reveal the details of any Governing Board vote.
- d) We will not reveal the details of discussions in Governing Board meetings or comments made by individual Governors at those meetings.

### **Conflicts of interest**

- a) We will record any pecuniary interest that we have in connection with the Governing Board's business in the Register of Business Interests.
- b) We will declare any personal or pecuniary interest in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

### **Implementation of this Code of Conduct**

- a) We understand that any allegation of a material breach of this code of conduct by any Governor shall be raised at a meeting of the Governing Board and, if agreed to be substantiated by a majority of Governors, shall be minuted.
- b) We understand that any Governor whose conduct is minuted twice in twelve months shall be suspended for a period of six months from the date of the second minute.
- c) We are aware of the provisions of regulation 15(1) of the School Governance (Procedures) (England) Regulations which pertain to qualification and disqualification for the role of school Governor and grounds for suspension and the 2017 amendment regarding parent and staff governors.
- d) We understand that no Governor/Associate member can refuse a DBS check and that all Governors must hold an Enhanced DBS certificate.

### **Publication on Website**

The following information about each Governor / Associate member will be published on the school's website:

- Name.
- Category of Governor.
- Which body appoints them.
- Term of office.
- The names of any committees the Governor serves on.
- Details of any positions of responsibility such as Chair or Vice-Chair of the Governing Board or a committee.
- Attendance at meetings.

*Governing Boards have 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.*

### **Get Information About Schools (GIAS)**

The following additional Governor information will be held, but not published, on GIAS – a Government National database.

- Post Code / Date of Birth / Previous names / Nationality / Direct email address for Chair.

### The Role of the Chair of the Governing Body

- To ensure the business of the Governing Body is conducted properly, in accordance with legal, Staffordshire Local Authority delegation requirements.
- To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making.
- To arrange for the Governing Body to be represented at School Improvement discussions with the Local Authority and for reports to be received by the Governing Body.
- To establish and foster an effective relationship with the Headteacher based on trust and mutual respect for each other's roles. The Chair has an important role in ensuring that the Governing Body acts as a sounding board to the Headteacher and provides strategic direction.

DISQUALIFICATION: Headteacher, Staff Governors, Pupils & Staff Members

### The Role of the Clerk to the Governing Body

- To work effectively with the Chair of Governors, the other Governors and the Headteacher to support the Governing Body.
- To advise the Governing Body on constitutional and procedural matters, duties and powers.
- To convene meetings of the Governing Body.
- To attend meetings of the Governing Body and ensure minutes are taken.
- To maintain a register of members of the Governing Body and report vacancies to the Governing Body.
- To give and receive notices in accordance with relevant regulations.
- To perform such other functions as may be determined by the Governing Body from time to time

DISQUALIFICATION: Governors, Associate Members, Headteacher

### The Role of the Chair of a Committee

- To ensure the business of the Committee is conducted properly, in accordance with legal requirements.
- To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making.

DISQUALIFICATION: None

### The Role of the Clerk to a Committee

- To convene meetings of the Committee.
- To attend meetings of the Committee and ensure minutes are taken.
- To perform such other functions with respect to the Committee as may be determined by the Governing Body from time to time.

DISQUALIFICATION: Headteacher

Committee	Full Board of Governors
Terms of Reference	<p>To agree constitutional matters*, including procedures where the Governing Body has discretion.</p> <ul style="list-style-type: none"> <li>• To recruit new members as vacancies arise and to appoint and induct new governors* where appropriate.</li> <li>• To hold at least three Governing Body meetings a year*.</li> <li>• To appoint or remove the Chair and Vice Chair*.</li> <li>• To appoint or remove a Clerk to the Governing Body*.</li> <li>• To establish the committees of the Governing Body and their terms of reference*.</li> <li>• To appoint the Chair of any committee (if not delegated to the committee itself).</li> <li>• To appoint or remove a Clerk to each committee*.</li> <li>• To suspend a Governor*.</li> <li>• To decide which functions of the Governing Body will be delegated to committees, groups and individuals*.</li> <li>• To monitor the progress of work being undertaken by committees and individuals, to receive reports from any individual or committee to whom a responsibility or decision has been delegated and to consider whether any further action by the Governing Body is necessary*.</li> <li>• To consider recommendations made by committees in respect of the working of the Governing Body.</li> <li>• To approve the first formal budget plan of the financial year.</li> <li>• To keep the Health and Safety Policy and its practice under review and to make revisions where appropriate.</li> <li>• To review the delegation arrangements annually*.</li> <li>• To agree, by early in the autumn term, the programme of work and calendar of meetings for the Governing Body and its committees for the school year, based on known cycles of school improvement, financial management, staffing issues and communicating with parents.</li> <li>• To establish and keep under review the Critical Incidents policy and procedures.</li> <li>• To establish and keep under review the Governing Body Code of Conduct.</li> <li>• To establish and keep under review arrangements for Governors' visits to school.</li> <li>• To oversee arrangements for Governor involvement in formulating and monitoring the School Improvement Plan.</li> <li>• The conduct an annual self-assessment review.</li> <li>• Any other items which the Governing Body may wish to include.</li> </ul> <p>*these matters cannot be delegated to either a committee or an individual</p>
Membership	
Disqualification	
Date Terms of Reference Agreed	1-10-2020
Name of Governors	RW, IK, AS, FA, NT, TB, CF, JT, JN,
Chair	Richard Worth
Clerk	Julie Windsor
Quorum	
Date of Review:	Sept 2021

Committee	Strategic/Trust Steering Group
Terms of Reference	<p>To review annually the values, ethos and strategy for the School.</p> <ul style="list-style-type: none"> <li>• To make recommendations to the Governing Body to establish exceptional working arrangements where particular circumstances arise e.g. a joint committee to oversee a building project or a special committee to oversee an Ofsted inspection or consider a move the federation.</li> <li>• To be available and respond to matters of particular complexity, difficulty, sensitivity or emergency and offer advice to the Headteacher.</li> <li>• To undertake tasks delegated by the Governing Body.</li> </ul>
Membership	
Disqualification	
Date Terms of Reference Agreed	
Name of Governors	LH, CW, RW, LB
Chair	
Clerk	
Quorum	
Date of Review:	

Committee	Leadership & Management/Finance/ Resources/Premises & Personnel
Terms of Reference	<p>In consultation with the Headteacher, to review the first formal budget plan of the financial year.</p> <ul style="list-style-type: none"> <li>• To ensure that the School operates within the Financial Regulations of the Local Authority.</li> <li>• To establish and keep under review the Finance Policy.</li> <li>• To make decisions on expenditure following recommendations from other committees.</li> <li>• In consultation with the Headteacher oversee funding bids.</li> <li>• To oversee arrangements, including Health and Safety, for the use of school premises by outside users, subject to Governing Body policy.</li> <li>• To keep under review staff work/life balance, working conditions and well-being, including the monitoring of absence.</li> </ul> <p><b>Policy &amp; Planning</b></p> <ul style="list-style-type: none"> <li>▪ To review, adopt and monitor a Finance Policy which includes the local scheme of delegation for spending and budgetary adjustments (virements) for the committee, headteacher and other nominated staff.</li> <li>▪ To review, adopt and monitor all additional financial policies, including a charging and remissions policy.</li> <li>▪ To establish and maintain a three year financial plan, taking into the account priorities of the School Improvement Plan, roll projection and signals from central government and (if applicable) the LA regarding future years' budgets, within the constraints of available information.</li> <li>▪ To draft and propose to the governing body for adoption an annual school budget taking into account the priorities of the School Improvement Plan.</li> <li>▪ To make decisions in respect of service level agreements.</li> <li>▪ To ensure that sufficient funds are set aside for pay increments as set out in the Pay Policy and as recommended by the headteacher.</li> </ul> <p><b>Financial Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ To monitor the income and expenditure throughout the year of all delegated and devolved funds against the annual budget plan.</li> </ul>

- To receive at least termly budget monitoring reports from the headteacher.
- To report back to each meeting of the full governing body and to alert them of potential problems or significant anomalies at an early date.
- To meet with other committees and provide them with the information they need to perform their duties.
- Subject to the local scheme of delegation, to approve any budgetary adjustments that will from time to time be necessary in response to the evolving requirements of the school.
- Local authority maintained schools:
  - To review, complete and submit the School Financial Value Standard (SFVS).
  - To undertake any remedial action identified as part of the SFVS.
  - To receive and act upon any issues identified by a local authority audit.

#### Premises

- To provide support and guidance for the governing body and the headteacher on all matters relating to the maintenance and development of the premises and grounds, including Health and Safety.
- To ensure that an annual inspection of the premises and grounds takes place and a report is received identifying any issues.
- To inform the governing body of the report and set out a proposed order of priorities for maintenance and development, for the approval of the governing body.
- To arrange professional surveys and emergency work as necessary.
- *The headteacher is authorised to commit expenditure without the prior approval of the committee in any emergency where delay would result in further damage or present a risk to the health and safety of pupils or staff. In this event the headteacher would normally be expected to consult the committee chair at the earliest opportunity.*
- To create a project committee where necessary to oversee any major developments.
- To establish and keep under review an Accessibility Plan and a Building Development Plan
- To review, adopt and monitor a Health and Safety policy.
- To ensure that the governing body's responsibilities regarding litter, refuse and dog excrement are discharged according to Section 89 of the Environmental Protection Act 1990, so far as is practicable.

#### Staffing:

- To keep under review the staffing structure in consultation with the Headteacher.
- To keep under review the staffing structure in consultation with the Headteacher.
- To ensure that the school is staffed sufficiently for the fulfilment of the school's development plan and the effective operation of the school.
- To establish and oversee the operation of the school's Appraisal Policy - including the arrangements and operation of the school's appraisal procedures for the Headteacher.
- To establish a Pay Policy for all categories of staff.
- To be responsible for the administration and review of the Pay Policy.
- To ensure that staffing procedures (including recruitment procedures) follow equalities legislation.
- To annually review procedures for dealing with staff discipline and grievances and make recommendations to the governing body for approval.
- To monitor approved procedures for staff discipline and grievance and ensure that staff are kept informed of these.

	<ul style="list-style-type: none"> <li>▪ To recommend to the governing body staff selection procedures, ensuring that they conform with safer recruitment practice, and to review these procedures as necessary.</li> <li>▪ In consultation with staff, to oversee any process leading to staff reductions.</li> <li>▪ To establish the annual and longer-term salary budgets and other costs relating to personnel, e.g. training.</li> </ul> <p>Where the governing board is the employer, it has a duty of care to school staff and therefore needs to be aware of their wellbeing. There is also a direct correlation between staff morale and staff performance. In short, happy workers perform better; where staff morale is high, the quality of teaching is more likely to be high. The DfE's 2016 Teacher Workload Survey found that the vast majority (93 per cent) of teachers think that teacher workload is a "fairly serious problem". It found that the top three workload concerns are marking, planning and data.</p> <p>Staff surveys • Staff absence data • Staff turnover • Feedback from teacher exit interviews • What support is available to staff and feedback on the support offered</p>
Membership	
Disqualification	
Date Terms of Reference Agreed	1-10-2020
Name of Governors	RW, LB, JT, IK,
Chair	
Clerk	
Quorum	
Date of Review:	

Committee	Quality of Teaching & Learning & Assessment / Outcomes & Standards
Terms of Reference	<ul style="list-style-type: none"> <li>• To consider and advise the Governing Body on standards and other matters relating to the School's performance and its curriculum, including statutory requirements and the School's policies on teaching, learning and the curriculum.</li> <li>• To consider curricular issues which have implications for Finance and Premises decisions and to make recommendations to the relevant committees or the Governing Body.</li> <li>• To oversee arrangements for educational visits.</li> <li>• To make any determination or decision in respect of National Curriculum disapplications.</li> </ul> <p style="background-color: yellow;"><b>Curriculum Planning &amp; Delivery</b></p> <ul style="list-style-type: none"> <li>▪ To review, monitor and evaluate the curriculum offer.</li> <li>▪ To recommend for approval to the full governing body the: <ul style="list-style-type: none"> <li>- Self-evaluation form</li> <li>- School/Trust Improvement Plan</li> <li>- Targets for school/academy improvement to the governing body</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ To develop and review policies identified within the school’s policy review programme and in accordance with its delegated powers (e.g. sex education and pupil behaviour/discipline).</li> <li>▪ To ensure that the requirements of children with special needs are met, as laid out in the Code of Practice, and receive termly reports from the headteacher/SENCO and an annual report from the SEN governor(where appointed).</li> </ul> <p><b>Assessment &amp; Improvement</b></p> <ul style="list-style-type: none"> <li>▪ To monitor and evaluate the effectiveness of leadership and management</li> <li>▪ To monitor and evaluate the impact of quality of teaching on rates of pupil progress and standards of achievement</li> <li>▪ To monitor and evaluate rates of progress and standards of achievement by pupils, including any underachieving groups</li> <li>▪ To monitor and evaluate the impact of continuing professional development on improving staff performance</li> <li>▪ To set priorities for improvement, and monitor and evaluate the impact of improvement plans which relate to the committee’s area of operation.</li> <li>▪ To monitor and evaluate provision for all groups of vulnerable children (e.g. looked after children) and ensure all their needs have been identified and addressed, and to evaluate their progress and achievement.</li> <li>▪ To regularly review and develop the Assessment Policy and to ensure that the policy is operating effectively.</li> <li>▪ To consider recommendations from external reviews of the school (e.g. Ofsted or local school improvement advisers), agree actions as a result of reviews and evaluate regularly the implementation of the plan.</li> <li>▪ To ensure that all children have equal opportunities.</li> <li>▪ To advise the resources committee on the relative funding priorities necessary to deliver the curriculum.</li> </ul> <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>▪ To monitor the school’s publicity, public presentation and relationships with the wider community.</li> <li>▪ To identify and celebrate pupil achievements</li> <li>▪ To oversee arrangements for educational visits, including the appointment of a named co-ordinator.</li> <li>▪ To ensure all statutory requirements for reporting and publishing information are met and the school website content is fully compliant and presented in an accessible way</li> </ul>
Membership	
Disqualification	
Date Terms of Reference Agreed	1-10-2020
Name of Governors	Libby Banks, Kat Adams, Richard Worth
Chair	
Clerk	
Quorum	Minimum of 3
Date of Review:	

Committee	Early Years Foundation Stage including Robins Management
Terms of Reference	
Membership	
Disqualification	
Date Terms of Reference Agreed	1/10/2020
Name of Governors	CF, JT, TB
Chair	
Clerk	
Quorum	
Date of Review:	

Committee	Personal Development, Behaviour & Welfare (Behaviour & Attitudes)
Terms of Reference	<p>In maintained schools the governing board has a legal duty to “promote the wellbeing of pupils at the school”. Governing boards in all settings should consider a wholeschool approach to mental health. Children with higher levels of emotional, behavioural and social wellbeing are, on average, more engaged in school and have higher levels of academic achievement, both during school and in later years.</p> <ul style="list-style-type: none"> <li>• Provision and access to mental health services</li> <li>• Pupil and parent surveys</li> <li>• Pupil and parent focus groups</li> <li>• Anonymised reports from pastoral staff</li> <li>• Pupil absence data and behaviour data</li> </ul> <p>Pupil behaviour has a significant impact on the learning environment. Challenging behaviour disrupts teaching and learning and consequently pupils’ achievement. As well as being one of the four areas for which Ofsted makes a graded judgement, behaviour has a wider influence on both pupil and staff wellbeing.</p> <p>Headteacher reports, including information on incidents of bullying</p> <ul style="list-style-type: none"> <li>• Staff, parent and pupil surveys</li> <li>• Governor school visits (looking at implementation of behaviour policy)</li> <li>• Number of behaviour-management incidents (eg exclusions, detentions, etc)</li> <li>• Amount of authorised/unauthorised absence</li> <li>• Recognition and tracking of positive behaviour through school reward schemes</li> </ul>
Membership	
Disqualification	
Date Terms of Reference Agreed	
Name of Governors	
Chair	
Clerk	
Quorum	
Date of Review:	

Committee	Wider Personal Development
Terms of Reference	<p>A school needs to understand its parents and their views of the education being provided to their children. Parents care about their children's future and are influential in shaping their aspirations and educational outcomes. Ofsted uses responses to Parent View when making inspection judgements, and will consider how effectively the governing board engages with parents</p> <p>Parent surveys • Feedback at parents evenings • Number and nature of parental complaints • Number of authorised/unauthorised absences</p> <p>All state-funded schools are required by law to promote community cohesion. Developing a good relationship with the local community benefits a school in many ways. It opens up experiences that support the curriculum and enhance pupils' learning (for example, enhancing careers education via links with local businesses). It also improves cohesion between the different ethnic and religious groups within a school. The school's standing in the local community will also affect applications for places.</p> <p>• Applications and admissions data • Level of participation in community and voluntary activities at the school • Parent surveys • Encounters with local employers and speakers (primary and secondary) • Number of pupils</p>
Membership	
Disqualification	
Date Terms of Reference Agreed	
Name of Governors	
Chair	
Clerk	
Quorum	
Date of Review:	

Committee	Hearings Committee
Terms of Reference	<ul style="list-style-type: none"> <li>• To consider any appeal against a decision on pay grading or pay awards.</li> <li>• To make any decisions under the Governing Body's personnel procedures e.g. disciplinary, grievance, capability where the Headteacher is the subject of the action*.</li> <li>• To make any decisions relating to any member of staff other than the Headteacher, under the Governing Body's personnel procedures (unless delegated to the Headteacher).</li> <li>• To make any determination or decision under the Complaints Procedure for parents and others.</li> <li>• Any other items which the Governing Body may wish to include.</li> </ul> <p style="text-align: center;">*cannot be delegated to an individual</p>
Membership	not less than 3 members of the Governing Body (NB. The number appointed to this committee directly affects the number required for an Appeal Committee)
Disqualification	Headteacher

	(It is suggested that only experienced governors be appointed to this committee and that the Chair of Governors, due to probable prior knowledge, should not be a member)
Date Terms of Reference Agreed	
Name of Governors	To be convened as needed and selecting Governors with no prior knowledge of the issue at stake.
Chair	As above
Clerk	As above
Quorum	Minimum of 3 – committee can agree a higher number but need to consider potential appeal.
Date of Review:	

Appeals	
Terms of Reference	To consider any appeal against a decision to dismiss a member of staff made by the Hearings Committee* <ul style="list-style-type: none"> <li>• To consider any appeal against a decision short of dismissal under the Governing Body's personnel procedures e.g. disciplinary, grievance, capability*</li> <li>• To consider any appeal against selection for redundancy*</li> <li>• Any other items which the Governing Body may wish to include.</li> </ul>
Membership	No fewer members than the Hearings Committee
Disqualification	Headteacher Any members of the Hearings Committee (It is suggested that only experienced governors be appointed to this committee and that the Chairman of Governors, due to probable prior knowledge, should not be a member)
Date Terms of Reference Agreed	
Name of Governors	To be convened as needed and selecting Governors as outlined above
Chair	As above
Clerk	As above
Quorum	Minimum of 3, committee can determine higher number
Date of Review:	

Pupil Discipline Committee	
Terms of Reference	
Membership	To consider representations from parents in the case of exclusions of 5 days or less (Committee may not re-instate). <ul style="list-style-type: none"> <li>• To consider representations from parents in the case of exclusions totalling more than 5 but not more than 15 school days in one term (meeting to be held between 6th and 50th school days after receiving notice of the exclusion).</li> <li>• To consider the appropriateness of any permanent exclusion or any exclusion where one or more fixed period exclusions total more than 15 school days in one term or where a pupil is denied the chance to take a public examination (meeting to be held between 6th and 15th school days after receiving notice of the exclusion).</li> <li>• To ensure that the guidance contained in the 'Improving Attendance and Behaviour' document is practised in the school, with specific reference to the role assigned to the Governing Body.</li> </ul>

	<ul style="list-style-type: none"> <li>• To review the School Behaviour Policy and the Governors' Statement of General Principles with Regard to Behaviour, and make recommendations on changes to the Governing Body or relevant committee.</li> <li>• Any other items which the Governing Body may wish to include.</li> </ul> <p>Not less than three members of the Governing Body NB. The Governing Body may nominate a pool of governors from which three will serve as the Discipline Committee to consider particular exclusions.</p>
Disqualification	<p>If a Governor has a connection with the pupil or the incident that could affect their ability to act impartially they should not serve at the hearing.</p> <p>The Headteacher Any Governor with prior knowledge of the pupil or the incident.</p>
Date Terms of Reference Agreed	
Name of Governors	Frank Allen, Ian Kenney, Jo Palmer, Angela Schulp, Julie Taylor
Chair	Frank Allen
Clerk	Julie Windsor
Quorum	3
Date of Review:	