

Mission Statement

Jesus said, “Love one another as I have loved you”

We believe that Our Lady’s Catholic Primary School provides a true Catholic learning environment for the children entrusted to our care. The individual worth of all those who participate in the life of our school community is recognised and valued. We believe that Catholic education is fundamentally concerned with the growth towards our full potential and that talents and gifts should be developed for the good of the whole community. These beliefs are characterised and summarised through the Mission Statement.

It is a statement that expresses the values and standards expected in our school. In short, people matter; individual differences are respected; and everyone in the school is valued. Implicit in the aspiration of the Mission Statement is an emphasis on the distinctive Catholic nature and on educational attainment.

Our School Aims

- To offer a broad and balanced curriculum as we strive to prepare our children for life in the modern world.
- To develop children’s joy and understanding of the Catholic faith enriching their lives with an understanding of the way Jesus showed us to live our lives
- To provide a happy, secure and caring environment enabling high quality education to flourish.
- To build in our children high self-esteem and a strong sense of wellbeing within a loving atmosphere, developing spiritually and emotionally in partnership with the home, parish and local community.
- To provide equal access to the curriculum sharing opportunities to explore, experiment and learn.

GOVERNORS' MEMBERS POLICY

The Governing Body of Our Lady's Catholic Primary School is committed to strong and effective governance of our school with the ethos and mission statement at its core. The Governor's Member's policy covers the following areas:

- | | |
|--------------------|---|
| Section 1: | Governors Code of Conduct |
| Section 2: | Induction Policy for New Governors |
| Section 3: | Governors' Formal Visits to School |
| Section 4: | Governors' Allowances Policy |
| Appendix A: | Catholic Education Service - Governance of a Catholic School, Clarification of Roles and Responsibilities for England and Wales. |
| Appendix B: | Report Form for Governor's Visits to School |
| Appendix C: | Governors' Allowances Claim Form |

SECTION 1

GOVERNORS CODE OF CONDUCT

This code sets out the expectations and commitment required from the governors of Our Lady's Catholic Primary School in order for the governing body to properly carry out its work within the school and the community in line with Diocesan guidance and the School Mission Statement.

All schools have a governing body comprising of different types of governors, for example parent governors, teacher governors etc. In addition to these categories, Governing bodies in Catholic schools also include Foundation Governors.

The main role of a governing body is to operate at strategic level, ensuring that the Catholic vision and ethos of the school is upheld, holding the Headteacher and leadership team to account and overseeing the financial performance of the school.

Foundation Governors are appointed by the local Bishop specifically to preserve and develop the Catholic ethos of the school and represent the Bishop's education policy to the governing body. In order to achieve this, it is a requirement that Foundation Governors form a majority of the Governing Body.

Like all governors, a Foundation Governor will come from all walks of life and all ages and it is important that each governing body has a good balance of skills, knowledge and experience. NORES manages the process for the appointment of Foundation Governors and provides support to governing bodies in carrying out their responsibilities.

The Governing Body has the following core strategic functions:

Establishing the strategic direction by:

- Setting the vision, values and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability by:

- Appointing the headteacher and deputy headteacher in conjunction with the Diocese of Northampton
- Monitoring progress towards targets
- Performance managing the headteacher and monitoring the performance management of staff
- Engaging with stakeholders (eg: NORES, Local Authority, Partnership Schools)
- Contributing to school self-evaluation

Ensuring financial probity by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed.

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

Role and Responsibilities

- We understand the purpose of the governing body and the role of the headteacher and deputy headteacher.
- We accept that we have no legal authority to act individually, except when the governing body has given us delegated authority to do so, and therefore we will only speak on behalf of the governing body when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the governing body or its delegated agents. This means that we will not speak against majority decisions outside the governing body meeting.
- We will use social media in a sensitive and thoughtful way and at no time use this as a platform for personal views that affect the good name of the school.
- 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.
- We will encourage open government and will act appropriately
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by the governing body.
- We will actively support and challenge both the headteacher and deputy headteacher

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing body and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.

- We will visit the school, with all visits arranged in advance with the headteacher and undertaken within the framework established by the governing body (see Section 3)
- We will consider seriously our individual and collective needs for induction, training and development, and we will undertake relevant training. (see Section 2)
- We accept that in the interests of open government, our full names, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- In the interests of transparency, we accept that information relating to governors will be collected and logged on the Dfe's national database of governors.

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors and the clerk to the governing body.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- 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.
- We will seek to develop effective working relationships with the headteacher, deputy headteacher, staff and parents, the Diocese of Northampton, the local authority and other relevant agencies and the wider community.

Confidentiality

- 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.
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting.
- We will not reveal the details of how individual governors voted.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing body's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business interests will be published on the school website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing body will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, the matter will be referred to the Vice Chair who may wish to defer this to another member of the Governing Body for the appropriate investigations.

The Seven Principles of Public Life

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

- **Selflessness** – 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.
- **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 their performance of their official duties.
- **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.
- **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.
- **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.
- **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.
- **Leadership** – Holders of public office should promote and support these principles by leadership and example.

SECTION 2

INDUCTION POLICY FOR NEW GOVERNORS

The Governing Body of Our Lady's Catholic Primary School and the headteacher believe it is essential that all new governors receive a comprehensive induction package covering a broad range of issues and topics. There is a commitment to ensure that the new governors are given the necessary information and support to fulfil their role with confidence. The process is seen as an investment, leading to more effective governance and retention of governors.

Purpose:

- To welcome new governors to the governing body and enable them to meet other members
- To encourage new governors to visit the school to experience its atmosphere and understand its ethos
- To meet the headteacher, staff and children
- To explain the partnership between the headteacher, school, governing body and Diocese
- To explain the role and responsibilities of governors
- To give background material on the school and current issues
- To allow new governors to ask questions about their role and/or the school
- To explain how the governing body and its committees work
- To allow new governors to join a committee(s) best suited to their skills base

New governors will:

- Receive a written welcome to the governing body by the chair
- Be invited by the headteacher to visit the school
- Have the opportunity to tour the school and meet staff and children
- Have the opportunity to meet informally with an existing governor who will then act as their mentor
- Have the opportunity to review their first meetings with the mentor if necessary
- Be provided with induction materials electronically

New governors will have access to:

- The Governance Handbook
- The Governing Body Members Policy
- The School Prospectus
- Details of governor training as and when available
- Details of the committee structure and membership
- Dates for future governors' meetings, including committees
- Details of how to contact the other governors

- A calendar of school events and term dates and newsletters
- The schools' Ofsted reports and data dashboard information (or online links)

New governors are also encouraged to read:

- The School Improvement Plan
- The latest Ofsted report and action plan
- The Ofsted Data Dashboard
- The School Evaluation Report
- The RE SEF
-

Further information:

- Ofsted reports can be viewed at <http://reports.ofsted.gov.uk/>
- School Improvement Plan- this can be accessed through the school
- Further help/advice is available from your mentor, the Chair, Head or Clerk to governors

Areas that the mentor/Chair can cover will include:

- An overview of expectations of the governor's role
- How and when the full governing body and committee meetings are conducted
- How to propose agenda items
- Governor training
- To provide support as necessary

SECTION 3

GOVERNORS' FORMAL VISITS TO SCHOOL

INTRODUCTION

Every governing body is expected to have a good understanding of the strengths and weaknesses of its school. Governors acquire this knowledge in many different ways:

- Reports from the Headteacher, other senior staff and curriculum coordinators
- LA monitoring reports from the SIP, sent to the headteacher and chair of governors, to be shared with the whole governing body
- The school's key performance indicators, from the data collection tools
- Ofsted inspection reports
- Statutory reporting

Firsthand knowledge can only be gained by governors visiting their school. Regular planned visits give governors an insight and understanding about their school and help to strengthen the governing body's strategic and monitoring role.

"If governors are to monitor and evaluate the school's work they need to visit the school. When handled well these visits build up trust and respect between staff and the governing body, and they allow governors to monitor the school's work in a way that is far more supportive than if they just attend meetings. The visits to school by governors work well when the focus of the visit is agreed in advance and understood by all involved."

Source: Ofsted

Governors have the right to make formal visits to the school provided they do so in connection with their responsibilities as governors, and the visit is on behalf of, or has been sanctioned by, the governing body.

Formal visits should have a clear focus, ideally linked to priorities in the School Improvement Plan. Governors' visits should 'add value' both to the school and to the effectiveness of the whole governing body.

Governors' school visits should not be confined to the classroom.

Ideally governors should consider a series of different types of visits, some of which are focused on the classroom but others might include other aspects of school life e.g. the playground, the school environment, health and safety, parents'/carers' consultation evenings, induction meetings for new parents, meetings with senior staff, looking at displays, attending a school assembly, reporting on the school's extra-curricular activities, joining in specified staff activities such as moderation of standards, discussions of achievement data or curriculum development workshops.

PURPOSE OF GOVERNORS' VISITS

- To fulfil the governing body's legal duty *"to conduct the school with a view to promoting high standards of educational achievement."* (Section 21, Education Act 2002)
- To develop governors' understanding of the school's strengths and weaknesses
- To support the school's work
- To contribute to the governing body's monitoring role (visits are only one of the ways in which governors fulfil this role)
- To enable individual governors to ask informed and challenging questions at governing body meetings
- To help governors understand the teaching and learning process
- To see policies in action
- To demonstrate to staff and pupils that governors are interested in what goes on in school
- To give governors an enhanced sense of identity with their school and the people who work in it
- To review progress against the school improvement priorities

GOVERNORS' ROLE ON VISITS

Governors visit the school as lay people, not as inspectors, even where they have personal professional expertise in the particular subject area. A visit will only ever provide a snapshot of what goes on. It may not always give a full and balanced picture of the real state of affairs. That is why it is always important that the information and impressions gained by individual governors during a visit are checked and, if necessary, revised in consultation with the headteacher or an appropriate member of staff.

Governors should use their visits as occasions on which to collect information to report back to the governing body/relevant committee on the progress of key priorities or initiatives in the School Improvement Plan. Planned and focused governors' visits contribute significantly to better informed decision-making by the governing body as well as contributing to school self-evaluation.

TEACHING AND LEARNING

Governors must not judge the quality of teaching and learning in the school but can put forward questions about what they have observed during a classroom visit. Judgments on the quality of teaching and learning can only be made by those qualified to do so. The headteacher is responsible for ensuring the quality of teaching. Headteachers have a duty under the School Teacher Appraisal Regulations to ensure governors receive appropriate information on this key issue.

BEFORE A VISIT

- Negotiate a mutually convenient time with the school
- Agree the level of participation by governor/s during school visits, especially visits to classrooms and involvement with pupils
- Agree the purpose and focus of the visit with the head and relevant teacher
- Ensure individual governors receive any relevant supporting information

DURING A VISIT

- Be punctual
- Don't lose sight of the purpose of the visit
- Be courteous, friendly not critical
- Listen; don't talk too much and be discreet
- Observe discreetly
- When visiting during a lesson get involved with activities, ask pupils questions if and when appropriate and if you are invited to but otherwise don't intervene
- Never comment to the teacher concerned on the conduct of the lesson or on individual pupils
- Thank staff and pupils at the end of the visit

AFTER A VISIT

- Discuss your observations, including any concerns with the headteacher
- Draft a short-written report using the agreed pro forma as soon as possible, while the visit is still fresh in your mind
- Reports should give an honest account of what was seen and learned and what issues, if any, need to be considered by the governing body
- In your report, never make judgements on teachers or individual pupils
- Show your draft report to the headteacher so that he/she can check its accuracy in consultation with the staff member and advise on potential sensitivities
- Arrange for the report to be circulated to other governors for information, and/or discussion at committee
- Reflect on how well the visit went so you, the governor can make improvements or adjustments next time
- Staff governor to feedback staff comments on governors' visits at the meeting where the visit report is discussed.
- Staff governor is asked to comment on what staff felt worked well and what could be improved
- **Ensure that anything seen or heard on a visit is kept confidential within the governing body**

GOVERNORS' VISITS TO SCHOOL

DO	DON'T
Prepare the report in draft as soon after the visit as possible.	Be lengthy. A single A4 sheet is enough.
Ensure the report is typed.	Write like an inspector (even if you are one), and never make observations about the quality of teaching and learning. If there are concerns these should be raised with the headteacher.
Discuss the draft with the headteacher in case there are mistakes or misunderstandings that need to be clarified.	Name staff or pupils.
Give a copy of the agreed report to the clerk of the governors to circulate with the papers for the next relevant committee or full GB meeting, following which it will (like other GB papers) be available for public inspection	Hand around the report at the GB meeting as governors will not have had a chance to read it and give it proper attention.
Come to the meeting prepared to answer questions governors may raise.	Expand on your report at length or read it out to the meeting.
Reflect on what you can do to make your next visit even more effective.	

SECTION 4

GOVERNORS' ALLOWANCES

This policy statement has been developed in accordance with the Education (Governors' Allowances) Regulations 2003. These regulations give Governing Bodies the discretion to pay allowances from the school's annual budget allocation to governors for certain allowances which they incur in carrying out their duties. The Governing Body of Our Lady's Catholic Primary School believes that paying governor allowances or expenses in specific categories as set out below, is important in ensuring equality of opportunity to serve as governors for all members of the community and so is an appropriate use of school funds. The specific items allowable reflect this objective.

All governors of Our Lady's Catholic Primary School will be entitled to claim the actual costs which they incur as follows:

1. Governors will be able to claim expenses provided that they are incurred in carrying out their duties, as a Governor of Our Lady's Catholic Primary School and are agreed by the Chair **prior to any reimbursable costs being incurred**. It is expected that receipts will be obtained.
2. Governors will be able to claim for the following, on a case-by-case basis and with the prior approval of the Chair.
 - The extra costs they incur in performing their duties either because they have special needs or because English is not their first language.
 - The cost of travel relating only to travel to training courses at a rate per mile which does not exceed the specified rates for school personnel.
 - Travel and subsistence costs, payable at the current rates specified by the Secretary of State for the Environment, Transport and the Regions, associated with attending local/national meetings, training events or other Governor related business unless these costs can be claimed from the LA or any other source.
 - Telephone charges – reasonable requests will be considered.
 - Photocopying and postage relating to governors' meetings should, whenever possible, be carried out at school. In circumstances where this is not possible reasonable costs will be considered.
 - Childcare – Governors may claim an allowance for childcare costs incurred whilst carrying out approved duties.
 - Any other justifiable allowances.

The Governing Body at Our Lady's Catholic Primary School acknowledges that:

- Governors may not be paid attendance allowance.
- Governors may not be reimbursed for loss of earnings.

Governors wishing to make claims under these arrangements, should complete a claims form, obtainable from the School Office, attaching receipts where possible, and return it to the School within two weeks of the date when the allowances were incurred. Claims for expenses will be submitted for approval by the Chair of Governors.

Claims will be subject to independent audit and may be investigated by the Chair of Governors if they appear excessive or inconsistent.

Reviewed: March 2019
Next Review: September 2020

Appendix A



Governance of a Catholic School A Clarification of Roles and Responsibilities for England & Wales

The Diocesan Bishop and Trustees

A Diocese is a portion of the people of God entrusted to a bishop. It constitutes a particular Church in which and from which the one and only Catholic Church exists.

The diocesan bishop governs the particular Church entrusted to him as Vicar of Christ: he has proper, ordinary and immediate jurisdiction, exercised by him personally in Christ's name.

Canon law provides that each diocesan bishop has strategic responsibility to commission sufficient school places to meet the needs of baptised Catholic children resident in his area. A Catholic school¹ is one which is recognised as such by the diocesan bishop.

Canon 803 provides the definition of a Catholic school. **Canon 803§1** provides that a school is Catholic if:

- (a) It is controlled by a diocese or religious order (or other public juridical person²); or
- (b) It is acknowledged in a written document as Catholic by the diocesan bishop.

The 'control' specified in canon 803 is normally established where the diocese or religious order owns the school and appoints the governing body (or at least a majority of it).

In addition **canon 803§3** provides that no school, even if it is Catholic, may use the title 'Catholic school' without the consent of the bishop.

As works of the apostolate, all Catholic schools are subject to the jurisdiction of the diocesan bishop, even those that are not in diocesan trusteeship. **Canon 806§1** provides that the diocesan bishop has the right of supervision, visitation and inspection of Catholic schools in his diocese, even those established or directed by members of religious orders. He also has the right to issue directives concerning the general regulation of Catholic schools.

Inspection is where the diocesan bishop or his delegate inspects a school according to criteria determined by the bishop. In practice, this is normally carried out under section 48 of the Education Act 2005 (or equivalent) in a way which is complementary in scope to the s.5 inspection, but it can extend to all aspects of the school's curriculum and life at the bishop's discretion.

Visitation is a particular form of inspection which the diocesan bishop is obliged to carry out from time to time. Whereas inspections are usually carried out according to a schedule and specific framework, visitations tend to be carried out on an ad hoc basis. They are carried out by the Ordinary or his delegate, and can be broad ranging or specific in focus. They can be carried out in response to concerns that come to the attention of the Ordinary, or as part of the bishop's general duty of visitation. Schools are most likely to experience visitations as part of a broader visitation of, for example, a parish, deanery or religious institute, but all Catholic schools can be the subject of a visitation by the diocesan bishop.

Supervision, or episcopal oversight, is the duty of the diocesan bishop, personally or through others, to ensure that all Catholic institutions within his diocese are acting in conformity with the teachings and regulations of the Church and the mission of the Diocese, to regulate all works of the apostolate, and to take all necessary actions to ensure such conformity.

Most Catholic schools, and the land they are built on, are owned by the diocese. They are held in charitable trusts by diocesan trustees, appointed by the bishop. The role of the diocesan trustees is to safeguard the interests of the Catholic community as a whole in the diocese and to serve its needs. Other Catholic schools, mainly owned by religious orders, have their own trustees, but are nevertheless within the authority of the bishop.

Catholic schools are provided by the trustees for the purposes set out in their governing documents, known as the trust deed. Most trust deeds state that the school is provided 'for the maintenance and advancement of the Roman Catholic religion', and the provisions of canon law form part of the trust deed in every Catholic school. Under charity and education law, the school is regulated by its trust deed, and the school's Instrument of Government must reflect those requirements.

The Governing Body

The governing body of a Catholic school occupies and conducts the school on behalf of their trustees and under the supervision of the diocesan bishop as the occupier of the premises, proprietor of the undertaking, and employer of the staff. It occupies the school subject to the parameters laid down by their trustees, and ultimately any decisions relating to the land and buildings rest with the trustees, except in so far as these have been delegated to the governing body by the trustees.

Diocesan Officers

In order to assist him in carrying out his responsibilities, the diocesan bishop has a diocesan curia: offices, departments and officers appointed to assist him and to act in his name in the governance of the diocese. For schools in the Trusteeship of the diocese, they also act on behalf of the diocesan trustees. This usually includes a Diocesan Education Service, or Schools' Commission, and a Diocesan Department of Religious Education or a Director of Religious Education. Each diocese has a Director of Education, or equivalent, who acts in the name of the diocesan bishop and is responsible for exercising the bishop's authority and implementing his education policy at a local level.

Foundation Governors

The governors of a Catholic school work as a team, in close co-operation with the headteacher and all staff. All governors and staff contribute to the Catholic character of the school and the Catholic nature of the education provided, as set out in its mission statement.

Successive Governments have recognised the responsibilities of the trustees and the rights of the Catholic community as a whole to ensure that the long-term future of Catholic education is secure. The law enshrines a number of guarantees from the State to ensure the Catholic character and ethos of the schools is maintained; particularly in the areas of admissions, staffing and governance.

The diocese (or religious order) has the legal right to appoint (and remove) an overall majority of governors, who are known as foundation governors. In addition to all the other legal responsibilities of the governing body, the law recognises that foundation governors are appointed specifically to ensure:

- That the Catholic character of the school is preserved;
- That the school is conducted in accordance with its trust deed; and
- That the religious education curriculum is in accordance with the bishop's policy for his diocese, based on the Bishops' Conference Curriculum Directory.

Foundation governors are, therefore, appointed by the bishop, or religious order, to represent their interests and those of the Catholic community as a whole. Foundation governors play a leading role in the Catholic community: they collaborate with the bishop in his ministry in education. It is, therefore, important for them to:

- Know and implement the bishop's policies on education, including religious education;
- Represent those policies to the governing body;
- Understand and promote the distinctive nature of Catholic education;
- Act for the good of Catholic education as a whole within the diocese, considering not only the interests of the individual school or college, but the interests of other schools and colleges;
- Respond to the needs of the Catholic community as a whole, as represented by the bishop;
- Secure the long-term future of Catholic education;
- Always act in accordance with the mind of the bishop.

The Governing Body of a Catholic School

All governors of Catholic maintained schools have legal rights and responsibilities which ensure that they safeguard and promote their school's denominational character. These rights and responsibilities have been recognised by Government as central to the continuing success of Catholic education. The following are key aspects of the governing body's legal duties in voluntary aided schools relating to their religious character.

1. Appointment of Teachers

Since all Catholic maintained schools are voluntary aided, the governing body of those schools is the employer of staff. In Catholic voluntary academies the board of directors of

the academy trust is the employer of staff. For the purposes of this paper, the term 'school(s)' includes academies.

For the purposes of protecting the Catholic character of the schools, the bishops have collectively issued the *Bishops' Memorandum on the Appointment of Teachers in Catholic Schools*. The Memorandum sets down the bishops' expectation that the employers of staff in Catholic schools will issue clear guidelines about the Catholic character of the education and life in their school and will issue the appropriate contract of employment and associated documentation as published by the Catholic Education Service ("CES").

The Memorandum sets out as a minimum requirement, that in all Catholic schools the Headteacher, Deputy Headteacher and the Head or Co-ordinator of Religious Education must be a practising Catholic. The Memorandum is due to be updated shortly to reflect the fact that there are different emerging terms for senior school leaders, such as Head of School, Executive Head, Associate Headteacher etc, and the Bishops' Memorandum will be amended to reflect the fact that those with overall responsibility for the day to day management of the school, and the person who is the second most senior person in the leadership team, regardless of the descriptor applied to their role, will be required to be practising Catholics. The Memorandum also refers to the employment of practising Catholics for other teaching posts within the school as being a "high priority" whilst recognising the contribution of teachers of other traditions.

In Catholic schools in England it is possible to objectively justify that a support staff post can *only* be filled by a practising Catholic. This is, of course, subject to the school being able to satisfy the requirements for 'objective justification' and the CES always advises that governing bodies of Catholic schools in England take legal advice before applying such a requirement. This provision does not apply in Wales i.e. there can never be a justification for a requirement that a support staff post be filled *only* by a practising Catholic.

It is important to ensure that the Catholic character of the school is preserved and developed. In the CES model contracts all school staff are required to have regard to the Catholic character of the school at all times. All staff will be expected to be conscientious and loyal to the aims and objectives of the school and not to act in any way that would be detrimental or prejudicial. Senior levels of staff will be required to maintain and develop the Catholic character of their school. Furthermore, all staff are bound to carry out their contractual duties in accordance with the requirements of canon law in respect of the governance of the Catholic character of the school, and the Trust Deed and Instrument of Government of the school.

The governing body, as the employer, is required to ensure that the CES model documents are used in their school. Furthermore they are required to ensure that provisions of the contractual documents are fulfilled and to take steps in relation to any breaches of contract, taking advice from their diocese. The CES model workplace policies provide that where disciplinary allegations concern misconduct which could bring the Catholic character of the school into disrepute then the school must notify the diocese.

2. Admissions

As a voluntary aided school, the governing body of every Catholic school is the admission authority. The governing body is therefore responsible for drawing up its own admission policy for the school. This must of course comply with legislation and with the School Admissions Code.

Catholic maintained schools are of course permitted to give priority first and foremost to Catholic children, and this is a legal requirement in some dioceses. The School Admissions Code provides for the admission authority of the school to follow any guidance issued by the Church or religious authority where preference is given on the basis of faith criteria.

All Catholic dioceses will provide guidance to their schools setting out the bishop's requirements in relation to his schools admission arrangements. The bishop will expect his requirements to be followed, and these will include the requirement that priority is given to Catholic children.

3. The Curriculum

The governing body of a Catholic maintained school is responsible for policy relating to the whole curriculum, including religious education. This ensures that the curriculum of the school, including all the subjects of the National Curriculum, is taught in the light of the Gospel values and actively promotes the spiritual and moral development of the pupils. Foundation governors have special responsibility for the religious education curriculum and have a duty to ensure that it is taught in accordance with the Curriculum Directory and the bishop's policy.

Christine Fischer
Assistant Director and Legal Adviser
Catholic Education Service
September 2014

¹ In this document 'school' includes sixth-form colleges.

² 'public juridical person' means a body recognised as having corporate personality within the Church, e.g. a diocese and its constituent parishes; or a religious order and its constituent provinces or houses.

Appendix B

REPORT ON GOVERNOR'S VISIT TO SCHOOL

Governor's name:	
Purpose of the visit:	
Links with the School Improvement Plan:	
Governor's observations:	
Any items arising for the governing body/headteacher:	
Focus for follow up visit	
Signed	Date

Appendix C

Our Lady's Catholic Primary School

Governors' Allowances Claim Form

Name of Governor.....

Details of Claim

	Amount Claimed
Travel Expenses	
Subsistence Allowance	
Childcare	
Specific Needs	
Other Needs	
Miscellaneous Expenses	

Claim authorised by Chair/Vice Chair.....

Date.....

Completed forms should be sent to the School Business Manager for payment

Payment received by.....Date.....