

**RICHARDSON DEES PRIMARY SCHOOL GOVERNING BODY**

**GENERAL PURPOSES COMMITTEE**

(Staffing, Communications, Safeguarding and Special Educational Needs and Disabilities)

**IMPACT STATEMENT: 2022-2023**

<b><u>TERMS OF REFERENCE</u></b>	<b><u>EVIDENCE OF IMPACT</u></b>
<b>GENERAL TERMS</b>	
To act on matters delegated by the full Governing Body.	Terms of reference have been assigned to termly meetings and continue to ensure all areas are addressed and this has been reviewed to ensure appropriate delegations.
To contribute to the School Improvement Plan.	The monitoring of provision for vulnerable learners provides all Governors with an accurate overview of the progress against targets. This allows committee members to share key points when SEND reports are shared as part of the termly headteacher reports to the full GB.
To consider safeguarding and equalities implications when undertaking all Committee functions.	The school's safeguarding practices are in line with statutory regulations and good practice guidance. The sub-committee monitors that external checks and routines are carried out annually.
<b><u>OVERALL</u></b>	
To monitor and evaluate the effectiveness of leadership and management.	Good Governor/HT communication to address issues quickly. Items from agendas or training are raised with Governing Body and/or Headteacher and actions are taken.
<b><u>STAFFING</u></b>	
To ensure that the school is staffed sufficiently for the fulfilment of the School Development Plan and the effective operation of the school.	Questioning and challenging the headteacher, especially in respect of allocating staff to COVID recovery plans and supporting children with SEND and vulnerable children.
To establish and oversee the operation of the school's performance management, including the arrangements and operation of the school's performance management for the Headteacher.	Performance Management for the Headteacher is supported by three governors and the Headteacher reports to the General Purposes Committee when each stage of performance management is completed across the school.
To ensure that staffing procedures (including recruitment procedures) follow equalities legislation.	Review of the requirements ensured that safer recruitment training for governors was checked and two additional governors have been identified to be trained in safer recruitment.

To annually review procedures for dealing with staff discipline and grievances and make recommendations to the Governing Body for approval.	The process relating to the administration of policies has been streamlined and the annual cycle has been fully complied with this year. This allows more rigorous discussion of policies before they are presented to the full GB.
To monitor approved procedures for staff discipline and grievances and ensure that staff are kept informed of these.	Evidence that issues raised are dealt with in line with good practice supported by external advice and demonstrated a transparent and appropriate process was followed.
<b><u>COMMUNICATION</u></b>	
To communicate with wider community, parent, NTLT and other collaborative partnerships.	Annual reviews of the North Tyneside Learning Trust SLA ensures the school is getting the best value for money. The Governor with Special Responsibilities for Communication has worked with the HT to develop an action plan which has been implemented through 2022-23. Responding to challenges by Governors has improved communication with parents.
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.	Changes in Governor roles have led to at least termly reviews of the website content to ensure it complies with the latest guidance and reflects the ethos of the school.
To ensure that all pupils have equal opportunities.	HT and SENCO are questioned on how SEND pupils are able to access the curriculum to ensure that curriculum statement apply to all learners.
<b><u>SAFEGUARDING</u></b>	
To check school safeguarding is effective.	Termly reviews of procedures along with external review by the school improvement partner ensures that all procedures are in place to keep children safe.
<b><u>SPECIAL EDUCATIONAL NEEDS AND DISABILITIES</u></b>	
To monitor and evaluate provision for all groups of vulnerable pupils (e.g. looked after pupils, non-English speakers) and ensure all their needs have been identified and addressed and to evaluate their progress and achievement.	The SENCO now attends all committee meetings to respond to questions about the provision for children with SEND and to review progress against SDP targets.