

# GRAISELEY PRIMARY SCHOOL



## Governors' Handbook



2016 - 2017

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**GOVERNING**

**BODY**

**INFORMATION**



## A Message from Penny Johnson, Chair of Governors

Dear Parents/Carers,

The governors of Graiseley Primary School, many of whom are parents of existing or past pupils of the school, are aware that the decision about the choice of a primary school for your child is extremely important.

We hope that this prospectus will give you an insight into the values and culture that we promote at Graiseley, and encourage you to send your child or children to Graiseley.

I know from my frequent visits to the school that Graiseley has a fine reputation for creating a friendly and homely atmosphere amongst pupils, staff and parents - an atmosphere in which all children are encouraged to do their best. Our size helps us to provide excellent pupil/teacher ratios.

We now are looking to strengthen our links with local industry and the community to enrich our children's education and experience.

Governors, staff, parents and pupils are extremely proud of Graiseley, which we believe creates an environment in which children from a range of backgrounds can work together to build a firm foundation for future academic and personal success.

If you wish to know more, please contact the head, Mrs. Sharifan Nasa, or any of the governors or staff. Please also feel free to come along and see us either formally or at one of our special events. We will be delighted to see you!

Yours very sincerely,

*Penny Johnson*

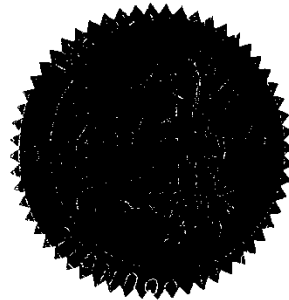
**INSTRUMENT OF GOVERNMENT**

- 1 The name of the School is **GRAISELEY PRIMARY SCHOOL**
- 2 The School is a Community School
- 3 The name of the Governing Body is **"THE GOVERNING BODY OF GRAISELEY PRIMARY SCHOOL"**
- 4 The Governing Body shall consist of:
  - a) **Five** Parent Governors
  - b) **Three** LA Governors
  - c) **Three** Staff Governors (including the Headteacher)
  - d) **Three** Community Governors
- 5 Total number of Governors is **Fourteen**
- 6 This Instrument of Government comes into effect on 1 January 2010
- 7 This Instrument was made by order of Wolverhampton Local Authority on .....
- 8 A copy of the Instrument must be supplied to every member of the Governing Body (and the Headteacher if not a Governor).

The Common Seal of Wolverhampton )  
City Council was hereunto affixed in )  
the presence of )

*Davis*

Authorised Officer



11/12/10

## GOVERNING BODY

TITLE	NAME	ROLE	GOVERNOR TYPE
Mr.	Hans Jakhu	Chair	Co-opted
Mr.	Simon Graeme	Vice Chair	Parent
Mrs.	Sharifan Nasa	Headteacher	Staff
Mrs.	Cath Drew		Staff
Mrs.	Bethan Lloyd		Staff
Mrs.	Mandeep Rai		Staff
Mrs.	Emma Pile		Community
Mr.	Simon Taylor		Community
Mr.	Malcolm Butt		Local Authority

If you would like to contact a Governor for any reason you can do so through the Headteacher at the school, you can contact the Clerk to the Governors at the Civic Centre, or you can approach the Governor directly.

## COMMITTEE STRUCTURE

<b>RESOURCES and FINANCE COMMITTEE (Quorum 3)</b>	<b>PREMISES &amp; SAFEGUARDING (Quorum 3)</b>
Mr. Malcolm Butt	Mr. Malcolm Butt
Mrs. Bethan Lloyd	Mrs. Sharifan Nasa
Mrs. Sharifan Nasa	Mrs. Cath Drew
Mr. Hans Jakhu	
<b>PAY REVIEW COMMITTEE (Quorum 3)</b>	
Mr. Malcolm Butt	Mr. Hans Jakhu
Mrs. S. Nasa	
Mr. H. Jakhu	
<b>STANDARDS COMMITTEE (Quorum 3)</b>	
No members elected	No members elected
	Any 3 Governors with a declaration of interest and not involved in deliberations of the original committee
<b>LINK GOVERNORS</b>	
Mr. Hans Jakhu - Safeguarding, Compliance	Mrs. Cath Drew - Looked After Children
Mr. M. Butt - Health & Safety, Teaching and Learning	Mrs. Mandeep Rai - Pupil Premium
Mrs. Beth Lloyd - SEN (D) and G&T	

## A GUIDE TO THE RESPONSIBILITIES OF COMMITTEES

The School Governance (Procedures)(England) Regulations 2003 (SI 2003/1377) give the governing body more flexibility to determine its own procedures. More emphasis is now given to the process of recording and reviewing the structure of the governing body and its decisions regarding delegation.

### **Responsibility**

#### **Establishment of committees**

The governing body must determine the membership and proceedings of any committee. Each committee must have a chair who has been either appointed by the governing body or elected by the committee. The governing body may remove the chair of a committee from office at any time. The governing body must appoint a clerk to each committee. The clerk to a committee (but not the governing body) can be a governor, but not the Headteacher.

#### **Delegation of functions of the governing body**

A governing body can delegate any of its statutory functions to a committee, a governor or to the Headteacher, subject to prescribed restrictions.

#### **The following functions can be delegated to a committee, but not to an individual:**

- functions relating to the alteration, discontinuance or change of category of maintained schools
- functions relating to the approval of the first formal budget plan of the financial year
- functions relating to school discipline policies
- functions relating to the exclusion of pupils (except in an emergency when the chair has the power to exercise these functions)
- functions relating to admissions.

#### **The Governing Body cannot delegate any functions relating to**

- the constitution of the governing body (unless otherwise provided by the constitution regulations)
- the appointment or removal of the chair and vice chair
- the appointment of the clerk
- the suspension of governors
- the delegation of functions
- the establishment of committees.

#### **Review of committees and delegation**

The governing body must review the establishment, terms of reference, constitution and membership of any committee annually. In addition, the governing body must review the delegation of functions to committees and individuals annually.

#### **Staffing functions**

Part 4 of the procedure regulations, which relates to governing body committees, does not apply to staffing matters in relation to individual members of staff. It is open to governing bodies to determine procedural arrangements beyond those they either must or should follow under the staffing regulations and guidance. For example, there are no particular requirements for the clerking of meetings in relation to individual members of staff and it is open to governing bodies to decide to clerk staff dismissal and appeal hearings in a similar way to that required for general governing body committees under part 4 of the procedure regulations, or, if appropriate, provide some other means for organising matters and providing legal and procedural advice. LAs may also wish to consider any such procedural requirements in drawing up or revising model staffing procedures for schools.

#### **Standing orders**

The Department recommends governing bodies record their non-statutory procedures and decisions, including recording delegation, in standing orders.

#### **Good practice**

The governor support website of Suffolk County Council contains downloadable recommended terms of reference for governing body committees that may prove a useful resource in establishing committee structure and terms of reference for committees.



## PURPOSE OF A GOVERNING BODY

These are to:

- help the school to set high standards by planning for the school's future and setting targets for school improvement
- keep the pressure up on school improvement
- be a critical friend to the school, offering support and advice
- help the school respond to the needs of parents and the community
- make the school accountable to the public for what it does
- work with the school on planning, developing policies and keeping the school under review
- exercise its responsibilities and powers in partnership with the Headteacher and staff
- not intervene in the day-to-day management of the school unless there are weaknesses in the school, when it then has a duty to take action.

A school's governing body is a corporate body. This means it has a legal existence separate from that of its individual members. As long as governors have acted honestly, without ulterior motive, and reasonably, within the law and regulations, the governing body can't be held to account as individuals for any liabilities incurred by the governing body.

Governors are appointed for four years. It is their responsibility to supervise the management of the school. At each meeting the Headteacher presents a report describing events of the term.

The Governors also have to manage the school's budget, they have to appoint teaching staff and they have to plan for the school's future development.

# THE ROLE OF THE SCHOOL GOVERNOR

## **School Governing Bodies**

All state maintained primary, secondary and special schools, are accountable to their governing bodies, which in turn are accountable to parents and the community. Parent and staff representatives are elected to the governing body; the local authority appoints governors to the governing body and the relevant faith bodies appoint foundation governors in faith schools. In addition the governing body can appoint its own community governors and it is traditionally these posts which the governing body uses to cover skills gaps, hence these posts often being offered to governors from the business community. Increasingly local authority appointment panels also look to the skills set of their appointees.

## **The Value of School Governance**

Governing bodies make decisions which are in the best interests of the children and young people. Keeping the decision making as close as possible to those that are affected by the decisions makes for sound and efficient leadership and governance.

The current government's commitment to the 'Big Society' supports this, and the school governance model fits into this concept neatly. Fulfilling the role of a school governor is, therefore, both a serious undertaking and enormously rewarding. Not only do governors bring their own knowledge and skills to the role, but, in learning how schools are run, they often develop their understanding of leadership.

The majority of employers appreciate this and are supportive of their staff taking on the responsibility. In addition, contributing to the growth and development of a school and seeing tangible improvements in the attainment and wellbeing of the children is a satisfying and important contribution to the local community.

## **The Role of the Governing Body**

The governing body is responsible for the conduct of its school, and must promote high standards of educational achievement at the school. It is the school's accountable body and as such:

- provides a strategic view of the school by establishing a vision and setting the purpose and aims of the school within an agreed policy framework. It appoints and performance manages the Headteacher, agreeing the school improvement strategy which includes setting statutory targets with supporting budgets and staffing structures;
- monitors and evaluates the work of the school by reviewing the performance of the Headteacher, the effectiveness of the policy framework, progress towards targets, and the effectiveness of the school improvement strategy;
- signs off the self-evaluation process and responds to school improvement service and Ofsted reports as necessary. In addition it holds the Headteacher to account for the performance of the school and ensures that parents are involved, consulted and informed as appropriate, with information to the community being made available as required.

In order to do this, governors need to gain knowledge of how their school operates through training, by attending meetings, and by getting to know their school community, for example through a small number of visits to the school during the school day.

Governors need to work together as a team, under the leadership of the Chair of the governing body. Most governing bodies require their governors to sign a code of practice,

## **Meetings**

Governing bodies are required to meet formally a minimum of three times a year. Meeting dates are usually set well in advance and meetings generally last between two and three hours. Governors are expected to be well prepared for these meetings and attendance is expected, with apologies only for good reasons. Some governing bodies will also have an annual 'away day' type event to review the previous year's strategy, and to set the following year's priorities.

## **Other Commitments**

Many governing bodies meet more frequently than this, and most also delegate work to committees and/or working parties and task groups which meet between the governing body meetings. Governors will be expected to play a full role in agreeing how their governing body works, and then in supporting this. In addition some governors volunteer to fulfil specific roles, such as being the Special Educational Needs governor, or the Health and Safety governor, or the link governor for a particular year or subject.

Most governors arrange a couple of shorter visits to school and classrooms focusing on key priorities so that they can see how the school is addressing issues identified for development. In addition, informal visits to special events such as drama productions and sports day are generally encouraged.

## **Skills and Training**

Governors do not need specific skills, but many of the tasks they are required to undertake can benefit from general business knowledge such as understanding management systems, budget planning and HR functions.

Local authorities are required to ensure that training for governors is available and most governing bodies buy into their local authority training packages (which may include online learning) to ensure that governors are properly inducted to their role and trained for specific tasks such as appointing the Headteacher and then carrying out the Headteacher's performance review. In addition a number of other training opportunities are available through a range of providers including Teachers TV which broadcasts programmes specifically aimed at governors.

Many governing bodies also belong to a local independent governor association, and join the national representative body, the National Governors' Association. It is often through these channels that governors develop their knowledge of wider issues affecting schools.

## **Support for Governors**

Each governing body must have a clerk who both advises and services the governing body. All governing bodies should have a comprehensive expenses' policy which covers out of pocket costs including those incurred caring for dependents. Loss of earnings is not covered, but employers are required to release employees in order for them to conduct their governor role. Release may, however, be unpaid.

# CODE OF CONDUCT FOR THE GOVERNING BODY

## Introduction

The following is not a definitive statement of responsibilities but is concerned with the common understanding of broad principles by which the Governing Body and individual Governors will operate.

The Governing Body accepts the following principles and procedures:-

## General

1. We have the responsibility for determining, monitoring and keeping under review the broad principles, plans and procedures within which the school operates.
2. We recognise that our Headteacher is responsible for the implementation of policy, management of the School and the implementation and operation of the curriculum.
3. We accept that all Governors have equal status, and although appointed by different groups (i.e. parents, staff, Authority, Diocese) our overriding concern will be the welfare of the School as a whole.
4. We have no legal authority to act individually, except when the Governing Body has given us delegated authority to do so.
5. We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all the legal expectations as, or on behalf of, the employer.
6. We will encourage open government and shall be seen to be doing so.
7. We will consider carefully, how our decisions may affect other schools.

## Commitment

1. We acknowledge that accepting office as a Governor involves the commitment of significant amounts of time and energy.
2. We will each involve ourselves actively in the work of the Governing Body, attend regularly and accept our fair share of responsibilities, including service on committees or working groups.
3. We will get to know the School well and respond positively to opportunities to involve ourselves in School activities.
4. We will consider seriously our individual and collective needs for training and development.

## Relationships

1. We will strive to work as a team.
2. We will seek to develop effective working relationships with our Headteacher, staff, parents, the LA, other relevant agencies and the community.

## Confidentiality

1. We will observe confidentiality regarding proceedings of the Governing Body in meetings and from visits to School as Governors.
2. We will observe complete confidentiality when required or asked to do so by the Governing Body, especially regarding matters concerning individual staff or students.
3. We will exercise the greatest prudence if a discussion of a potentially contentious issue affecting the School arises outside the Governing Body.

## Conduct

1. We will encourage the open expression of views at meetings, but accept collective responsibility for all decisions made by the Governing Body or its delegated agents. This means we will not speak out against decisions, in public or private, outside the Governing Body.
2. We will only speak or act on behalf of the Governing Body when we have been specifically authorised to do so.
3. In making or responding to criticism or complaints affecting the school we will follow the procedures established by the Governing Body.
4. Our visits to School will be undertaken within the framework established by the Governing Body, in agreement with the Headteacher and staff.
5. In discharging our duties we will always be mindful of our responsibility to maintain and develop the ethos and reputation of our School.

## Suspension

If the need arises to use the sanction of suspending a Governor, we will do so by following the Procedures Regulations so as to ensure a fair and objective process.

## Removal

1. We recognise that removing a Governor from office is a last resort, and that it is the appointing bodies which have the power to remove those they appoint.
2. If the need arises to use the sanction of removing a Governor, we will do so by following the Constitution Regulations so as to ensure a fair and objective process.

## TYPES OF SCHOOL GOVERNOR

### **Parent Governors**

Parents, including carers, of pupils are eligible to stand for election as governors. Parent governors are elected by other parents at the school. If insufficient parents stand for election, the governing body may appoint parents.

### **Staff Governors**

The Headteacher is a staff governor by virtue of their office. Other staff, both teaching and support, may become governors as long as they are paid (volunteers do not qualify). Staff governors are elected by the school staff. Any election that is contested must be held by ballot.

### **Local Authority Governors**

LAs are encouraged to appoint high-calibre governors to schools that need the most support and to appoint candidates irrespective of any political affiliation or preference. Authorities may appoint minor authority representatives, e.g. district and parish councillors, as authority governors.

### **Community Governors**

Community governors are appointed by the governing body to represent community interests. They can be individuals who live or work in the community served by the school are committed to the good governance and success of the school even though they do not work or live close to it.

The definition of community governor is wide. People from a business or professional background and minor authority representatives can be appointed as community governors.

### **Foundation and Partnership Governors**

Foundation governors are appointed by the school's founding body, church or other organisation named in the school's instrument of government. If the school has a religious character, the foundation governors must preserve and develop this. They must also ensure compliance with the trust deed, if there is one.

If a foundation school has no foundation or equivalent body, the foundation governors are replaced by partnership governors appointed by the governing body after a nomination process.

### **Sponsor Governors**

Sponsor governors are appointed by the governing body. They may be individuals who give substantial assistance to the school, financially or in kind provide services to the school. If the governing body wants to appoint sponsor governors it must seek nominations from the sponsor(s). The governing body can appoint a maximum of two persons as sponsor governors.

# A GUIDE TO THE LAW FOR SCHOOL GOVERNORS

*Note: This is a small section of the total guide; see the website for further details.*

## The purpose of the Guide

1. All school governors need to know what their legal responsibilities are and how these fit in with the responsibilities of the Headteacher, the Local Authority (LA) and the Secretary of State for Children, Schools and Families. This Guide explains what the law says and how it affects governors. It should be read alongside the Law and Guidance sections listed at the end of each chapter, and any information on governance provided by the LA. In this edition, information can be found on:
  - community schools, including community special schools and maintained nursery schools (MNS);
  - foundation schools, including foundation special schools and Trust schools;
  - voluntary aided schools;
  - voluntary controlled schools.
2. It must be stressed that this Guide cannot replace the law, and it is not possible to offer a full explanation of the law. If specific problems arise, governing bodies may want to seek advice from their LA or obtain their own legal advice.
3. This Guide has been revised to incorporate the changes that were current at 1 January 2010, but it may also refer to regulations that will be introduced at a later date.
4. At first sight, the range of responsibilities described in the Guide may seem daunting. However, governors do not need to be experts to tackle them. Help and advice is available from various sources in addition to this Guide. The Headteacher of your school and officers of the LA can provide professional advice and support, while the clerk to your governing body will also be able to help. Governors can develop their own knowledge through training schemes and other materials available locally and nationally.

## Using the Guide

5. The main text refers to community schools (including community special and maintained nursery schools) and is mostly generic for all other categories. Where paragraphs or information refer only and specifically to other categories of school, they are flagged in the margin as:
  - VA: voluntary aided
  - VC: voluntary controlled
  - F: foundation, including foundation special.

Where the breakdown of information is more complex, the differences will be explained in the text without the use of flags.

6. Throughout the Guide, the term Local Authority (LA) is used instead of Local Education Authority (LEA) to describe the councils listed in Section 12 of the Education Act 1996, which have responsibility for providing education to pupils of school age in their areas (county councils where there is a two-tier system of government, otherwise unitary authorities). Where terms are referred to that are defined in legislation, for example "LEA governor", the term Local Education Authority (LEA) is still used.
7. All references in the Guide to "the Headteacher" include the acting Headteacher at any time when the school does not have a permanent Headteacher, or when an acting Headteacher has been appointed in the absence of the Headteacher.
8. At the end of each chapter of the Guide there is a reference section listing where governors' rights and duties are set out in legislation. Acts and regulations referred to can be ordered from bookshops, accessed on the GovernorNet website at [www.governornet.co.uk](http://www.governornet.co.uk), the Office of Public Sector Information website at [www.opsi.gov.uk](http://www.opsi.gov.uk) or the Stationery Office's publications website at [www.tso.co.uk](http://www.tso.co.uk)

## PROPORTION OF GOVERNOR PLACES BY CATEGORY AND TYPE OF SCHOOL

This table shows the proportion of places that should be allocated to a governing body.

Type of school	Category of Governor				
	Parent	Staff	LEA	Community	Foundation/ Partnership
Community, community special, maintained nursery school	At least one-third	At least two, but no more than one third, including the Headteacher	One-fifth	At least one-fifth	
Foundation, foundation special (without a foundation)	At least one-third	At least two, but no more than one-third, including the Headteacher	At least one, but no more than one-fifth	At least one-tenth	At least two, but no more than one-quarter
Foundation, foundation special (with a foundation) but not qualifying foundation schools	At least one-third	At least two, but no more than one-third, including the Headteacher	At least one, but no more than one-fifth	At least one-tenth	At least two, but no more than 45%
Qualifying foundation schools	At least one, but enough to total at least one-third when counted with foundation governors who are eligible to be parent governors	At least two, but no more than one-third, including the Headteacher	At least one, but no more than one-fifth	At least one-tenth	They must outnumber the other governors by up to two
Voluntary aided	At least one, but enough to total at least one-third when counted with foundation governors who are eligible to be parent governors	At least two, but no more than one-third, including the Headteacher	At least one, but no more than one-tenth		They must outnumber the other governors by two
Voluntary controlled	At least one-third	At least two, but no more than one-third, including the Headteacher	At least one, but no more than one-fifth	At least one-tenth	At least two, but no more than one-quarter



## GOVERNOR TRAINING

- Chairs of Governors/Training Link Governors are requested to strongly encourage all new Governors to attend the central induction programme.
- Governing Bodies are encouraged to regularly consider their training needs and to encourage Governors to attend development training, as appropriate and to report back to the Governing Body.
- Governors are asked to book on training sessions at least two weeks before the date of the session, if possible, as a decision tends to be made approximately two weeks in advance as to whether a course will proceed or be cancelled due to low take-up. However, applications will normally be accepted up until the course date, if the course is proceeding.
- Governors are requested not to turn up to courses without prior booking, as they may find that a course has been cancelled.
- Governors who book a place on a course but subsequently find that they are unable to attend are asked to contact the Governors' Support and Advisory Service to submit an apology. The Governors' Support and Advisory Service reserves the right to charge if Governors fail to turn up to a session without an apology.

### Induction for new Governors Network Support for:

- National Training Programme for new Governors
- Headteacher Reviewers (Performance Management)
- Pay and Conditions Link Governors
- Communication and Meeting Skills Chairs of Governors
- School Budget Chairs of Committees
- National Curriculum - Primary Staff Governors
- OFSTED Inspection Authority Governors
- Equality Issues Community Governors
- RAISEonline: Understanding and Using Clerks
- Recruitment and Selection
- Every Child Matters SFVS
- Safeguarding **Plus**: Leadership Seminars

## FREQUENTLY ASKED QUESTIONS

### **Q. As a parent (or teacher, etc.) governor, do I**

a) represent and convey the views/opinions of the parents (or teachers, etc.) of the school, or

b) represent the views/opinions of 'a parent' (or 'a teacher', etc.)?

**A.** As a parent (or teacher, etc.) governor, you do represent the views/opinions of 'a parent' (or "a teacher", etc.). You are on the governing body to give a parental (teacher) perspective to discussions and decisions. The governing body is given its powers and duties as an incorporated body. Individual governors have no power except where the whole governing body has delegated a specific power to that individual.

If parents (teachers, etc.) of the school wish to have their views represented or conveyed at a governing body meeting, they should be advised to contact the chair, who will put it on the agenda. As a parent (teacher, etc.) governor, you are then able to express your own views/opinions of the item from your parental (teacher, etc.) perspective, and may if you wish, voice the views/opinions that have been put forward by other parents (colleagues), but are under no obligation to do so.

If parents ask you (as a representative) to deal with problems about their particular child, you should be firm and state that governors deal with school policies affecting all children. If they have a concern about their own child, they must take it up themselves with the head or class teacher. If it can't be resolved to their satisfaction, they may then complain formally to the governors, who will programme it as an agenda item.

### **Q. Can a person be a governor at more than one school?**

**A.** Yes. A governor can serve on as many governing bodies as they want.

## ***Governing body meetings***

### **Q. How often is the full governing body required to meet?**

**A.** A governing body must meet at least three times per school year.

### **Q. How much notice should be given?**

**A.** All members are entitled to have at least 7 clear days written notice of the date and the agenda of the meeting, unless something has to be discussed urgently

### **Q. How many people need to attend?**

**A.** There must be at least a certain number of governors (a quorum) for a meeting to take place. The quorum for governing body meetings is one half of governors (not including vacancies).

### **Q. What time of day are meetings held?**

**A.** It is up to the governors to decide on the timing of a meeting and to fix the arrangements which suit them best.

### **Q. What about other meetings at school?**

**A.** Besides meetings of the whole governing body there may be meetings of committees for areas like the curriculum or finance. Associate governors can be appointed to these committees and can be given limited voting rights by the governing body.

### **Q. Who else attends meetings?**

**A.** Associates may attend at the discretion of the governing body. If the Head teacher is not a governor he or she still has the right to attend. Other people may be invited to attend, for example, an LA advisor or Inspector might attend a meeting where a curriculum matter is on the agenda; a member of the ethnic minority community could be invited to discuss relevant matters in relation to equal opportunities and the curriculum.

### **Q. What if I don't understand something on the agenda?**

**A.** Try to contact your Chair before the meeting to discuss any difficulties you may be having. You can also contact the [Governors' Support & Advisory Service](#). If you wish to raise an item for discussion, discuss this with the Chair prior to the agenda being set. Meetings are important as they are the only way to take decisions and to make policy within the framework laid down by the law. Decisions are usually made by the governing body as a whole agreement or on a majority vote after discussion. They are then recorded and acted upon. You will receive and be expected to read a lot of information for each governing body meeting. It is important that you are aware of this. The information is provided to help you in your decision making.

## ***Disqualification***

### **Q. After what period of non-attendance can a governor be disqualified?**

A. Governors who have not attended meetings for a continuous period of six months from the first meeting of absence can be disqualified from the governing body. The governing body may agree not to accept apologies from governors who continually miss meetings.

### **Q. Can an ex-officio governor be disqualified due to non-attendance?**

A. No. A governor is ex-officio by virtue of being in a particular post. The Headteacher is an ex-officio governor and in a Church of England school the vicar of the school's founding church also has the same status.

## ***Attendance***

### **Q. What is the process for dealing with non-attendance at meetings by governors?**

A. The LA has a procedure in place to deal with non-attendance at governing body meetings at schools who have bought into the clerking service. The Governors' Support & Advisory Service monitors attendance and after six months non-attendance, from the date of first non-attendance, at the request of the governing body, a letter is sent to the governor informing them that they will be disqualified. There may be exceptional circumstances involved which need to be relayed to the Chair. If there is no response after two weeks, then the governor is removed.

### **Q. Are apologies counted as attendance?**

A. Yes. However, governors can choose not to accept apologies.

## ***Terms of office***

### **Q. How long is a governor's term of office?**

A. A term of office for all categories of governor is normally for the term stated in the Instrument of Government. In the majority of cases this is 4 years but the governing body can decide to set a shorter term of office for one or more categories of governor. If the term of office is shorter than four years, this has to be recorded in the instrument of government. The term of office cannot be shorter than one year and cannot be varied for individual governors. Any governor may at any time resign by giving written notice to the clerk.

### **Q. Does a Head teacher have a term of office?**

A. No. The Head teacher is ex-officio by virtue of being in that particular post. The Head teacher may choose not to be a governor but this will give them no voting rights. If they choose not to be a governor under the new constitution the governing body will always have a staff vacancy.

## ***End of term of office***

### **Q. What happens when a governor's term of office ends?**

A. At the end of a governor's term of office, arrangements should be made to fill the vacancy. Governors may stand again for re-election or re-appointment if they are still eligible. An item is placed on the next full governing body agenda to indicate that there is a vacancy. Sometimes governors choose not to continue to serve in office. If so, they should inform the chair or head teacher in writing.

## ***Time off***

### **Q. How much time off work should an employer give an employee to undertake their role as a school governor?**

A. Under employment law, an employer must give 'reasonable' time off work to their employees to undertake governor's duties. The actual amount of time off has to be negotiated with the employer. However, employers are not obliged to give this time off with pay. The DfE recommend that employers give a minimum of six days per year to their employees to undertake the role of school governor.

## ***Expenses***

### **Q. Can governors claim expenses for attending governor training?**

A. Governing bodies can now pay their members' expenses in addition to travel and subsistence, if they so wish. It is up to the governing body to set down the allowances that can be paid out. If governors agree to pay expenses, they will have to adopt a policy.

## ***Associate members of the governing body***

### **Q. What is the role of associate members on governing bodies?**

A. The governing body can appoint associate members to serve on one or more governing body committees and attend full governing body meetings. The definition of associate member is wide and pupils, school staff and people who want to contribute specifically on issues related to their areas of expertise (for instance finance) can be appointed as associate members. Associate members are not governors and they are not recorded on the instrument of government.

### **Q. Can an associate member take part in all discussions of the governing body?**

A. Associate members may be excluded from any part of the meeting when the business concerns an individual member of staff or a pupil. They may not vote on any resolution concerning admissions, pupil discipline, election or appointment of governors or budget and financial commitments of the governing body.

### **Q. Who can attend governors' meetings?**

A. The governing body determines who attends their meetings; this may include non-members of the governing body.

## ***Meetings***

### **Q. Can parents attend governors' meetings?**

A. Parents have no right to attend governing body meetings. Attendance at governing body meetings is decided by the governors themselves. The governing body can invite associates to meetings.

### **Q. Can governors other than the chair request a meeting?**

A. Yes. Any three governors can request a meeting by writing to the clerk.

The clerk must convene such a meeting as soon as reasonably practicable. A minimum of 7 days' notice must be given.

## ***Minutes***

### **Q. Who has access to governing body minutes?**

A. The minutes are a public document once they have been agreed by the governing body.

The minutes should be available in school for anyone to inspect. This also applies to committee minutes.

Confidential minutes should be kept separately and are not public documents.

**SLA / LA**

**AGGREEMENT**

## SLA AGREEMENT

This SLA relates to the agreement between an individual school & the Schools Finance & Business Support Team.

The SLA agreement will provide a Clerk who is regularly briefed on legislative changes which affect your responsibilities and other matters within the Authority. The Team has detailed knowledge of the operation of the School Government Regulations and ready access to Officers of the Education and Enterprise Directorate and other Services of the Council.

The Governors Support and Advisory Service offers two Service Level Agreements:

- The Clerking Service
- Governor Training and Development Programme

### **Clerking and support for full Governing Body Meetings:**

- Liaising with the Headteacher or Chair in between meetings and providing a draft agenda for their consideration.
- Photocopying and posting of meeting papers to all Governors within the legal deadline, or earlier.
- Provision of a Governor Services Officer to attend meetings of the Governing Body included in the service level agreement to: record all items of business; advise on membership and attendance issues; give advice on procedural matters in accordance with School Governance legislation; report back on matters arising from the previous meeting as appropriate; provide a brief verbal explanation of the termly local authority agenda papers.
- Providing the school with a set of meeting papers for public inspection.
- Producing accurate, high quality draft minutes and sending them to the Chair and Headteacher for approval.
- Sending approved minutes to all Governors, with the papers for the next meeting.
- Undertaking appropriate follow-up work on behalf of the Governing Body.
- Informing absent Governors of the date and time of the next meeting.

### **Advice and Support**

- Provision of advice on procedural matters at Governing Body meetings.
- Provision of advice on School Governance matters to all Governors in between meetings, through the allocated Governor Services Officer or the service Helpline (01902 554106).
- Monitoring the operation of committee meetings and other meetings not clerked by the service through checking minutes and advising on procedural matters.

### **Governing Body Membership Issues**

- Advising on and assisting with the preparation of new and revised Instruments of Government.
- Advising on the constitution of Governing Bodies in accordance with the School Governance (Constitution) (England) Regulations, including advice on the appropriate size and make-up of the Governing Body.
- Monitoring vacancies on the Governing Body and processing all Governor appointments during the year, including sending appointment letters to Governors and maintaining a Governor database.
- Liaising with Headteachers and new Governors to ensure agreed pre-appointment checks are carried out.
- Liaising with Headteachers in relation to the process and timescale for Parent and Staff Governor elections.
- Provision of an Information Pack for each new Governor.

**SUPPORTING  
LEADERSHIP  
&  
MANAGEMENT**

## Duties of the Full Governing Body in Supporting Leadership & Management

### AUTUMN TERM

Statutory Tasks	Recommended Tasks	School Self-Evaluation
Elect Chair & Vice Chair	Approve School Improvement plan	(Using SEF)
Establish terms of reference	Induction training for new Governors and approve Induction pack	Achievement & Standards
Review existing policies	Review racial incidents	
Agree pupil targets and attendance targets	Review incidents of bullying	
	Register of business interests	
	Approve School Fund A/C	

### SPRING TERM

Statutory Tasks	Recommended Tasks	School Self-Evaluation
Review existing policies	Review racial incidents	(Using SEF)
Admissions arrangements	Review incidents of bullying	Personal development and wellbeing
Agree school prospectus		Quality of provision
Report on Performance Management Systems		



## SUMMER TERM

Statutory Tasks	Recommended Tasks	School Self-Evaluation
Review existing policies	Review attendance of pupils, staff and Governors	(Using SEF)
Prepare draft SIP	Review pupil exclusions	Leadership & Management
Approve budget and staffing structure	Review pupil incidents	Overall Effectiveness
Approve financial regulations (including any variations) Powers of delegation	Review incidents of bullying	
	Agree Best value Statement	
	Approve staffing structure	
	Approve Statement of Internal Control (SIC)	
	Approve Service Level Agreements	
	Approve Financial Controls and Procedures Policies	
	Approve Fair Funding Scheme	

## Duties of the Committees of the Governing Body in Supporting Leadership & Management

AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Personnel Committee</b>	<b>Personnel Committee</b>	<b>Personnel Committee</b>
Review Principal performance	Review Principal performance	Review Principal performance
Review Performance Management Policy		Review staffing structure
<b>Curriculum Committee</b>	<b>Curriculum Committee</b>	<b>Curriculum Committee</b>
Curriculum issues	Curriculum issues	Curriculum issues
<b>Finance Committee</b>	<b>Finance Committee</b>	<b>Finance Committee</b>
Review expenditure and spending	Review expenditure and spending	Review expenditure and spending
Review Budget	Set Budget	Review pupil forecast
Review matrix of Financial Management Competency	Risk Management Audit	Review Service Level Agreements
Establish Financial Management Training needs	Review Benchmarking	Review Budget
Review Benchmarking data and prepare action plan	Review Best Value Statement	Review DFC expenditure
Financial Risk and Control Checklist	Review Financial Controls and Procedures Manual	Review Financial Summary including: Balances Cost Centre Summary Transactions CFR Report Out-turn Statement
	Review Fair Funding Scheme	
<b>Buildings &amp; Site Committee</b>	<b>Buildings &amp; Site Committee</b>	<b>Buildings &amp; Site Committee</b>
Review premises	Review premises	Review premises
Review Asset Management Plan	Review Health & Safety	Review Health & Safety
Review Health & Safety		
<b>Pay Review Panel</b>	<b>Pay Review Panel</b>	<b>Pay Review Panel</b>
Review pay of Headteacher and Deputy Headteacher	Review Pay Policy and procedures	Review pay of teachers (not UPS) and support staff
Review pay of teacher on upper pay scale		

# **SCHOOL INFORMATION**

## The SCHOOL STAFF 2016 - 2017

NAME	ROLE
Mrs. Sharifan Nasa	Headteacher
Miss Susan Effa	Deputy Headteacher
Mrs. Susannah Ahluwalia	Nursery Teacher
Mrs. Mandeep Rai	Nursery Teaching Assistant
Mrs. Asha Mattu	Nursery Teaching Assistant
Mrs. Ginny Denner	Reception Teacher
Mrs. Kay Broome	Reception Teacher
Miss Bethan Lloyd	Reception Teaching Assistant
Mrs. Dianne Cole	Reception Teaching Assistant
Mrs. Coreen Hutchinson	Year 1 Teacher
Mrs. Kerry Bickley	Year 1 Teaching Assistant
Mrs. Kiran Kanda	Year 2 Teacher
Miss Maria Forte	Year 2 Teaching Assistant
Ms. Laura Graham	Year 2 Trainee Teaching
Mrs. Linda Hickman	Year 3 Teacher
Mrs. Raj Rai	Year 3 Teacher (Maternity Leave)
Miss Maria Forte	Year 3 Teaching Assistant
Miss Gurjinder Kaur	Year 4 Teacher
Mrs. Cath Drew	Year 4 Teaching Assistant
Miss Susan Effa	Year 5 Teacher
Miss Sharalyn Shea	Year 5 Teaching Assistant
Mrs. Sonia Kalirai	Year 5 Teaching Assistant
Mr. Anit Mahay	Year 6 Teacher
Mr. David Squire	Year 6 Teacher
Mrs. Kayleigh Gedi	Year 6 Teaching Assistant
Mrs. Nise Cook	Year 6 Teaching Assistant
Mrs. Yemi Eyo	HLTA Key Stage 1
Mrs. Audrey Steadman-Watt	Home School Community Liaison Officer (HSCLO)
Mrs. Jay Mistry	Office Manager
Mrs. Anita Mehta	Office Support Clerical Assistant
Mr. David Hampton	Administrative Assistant; ICT Support
Mr. Suky Chahal	Site Supervisor
Mr. Simon Millard	ICT Technician (Wednesday morning)
Mrs. Wendy Baker	Senior Mid-day Supervisor
Mrs. Aruna Patel	Mid-day Supervisor and Cleaner
Mrs. Maya Mahay	Mid-day Supervisor
Mrs. Rajinder Marway	Mid-day Supervisor
Mrs. Louise Turner	Mid-day Supervisor
Mrs. Shilinder Athwal	Mid-day Supervisor
Ms. Manjit Kaur	Mid-day Supervisor
Mrs. Alison McGovern	Servery Assistant
Mrs. Sunita Bansal	Servery Assistant
Ms. Latoya Martin	Servery Assistant
Mrs. Vi Szwerc	Supply Teacher

## THE SCHOOL DAY

TIME	ACTIVITY
8:50am	School Day Begins
8:50am - 9:00am	Registration
9:00am - 9:45am	Period 1
9:45am - 10:30am	Period 2
10:30am - 10:45am	Morning Break
10:45am - 12:00am	Period 3
12:00pm - 1:00pm	Lunch Time
1:00pm - 1:10pm	Registration
1:10pm - 2:30pm	Period 4
2:30pm - 3:15pm	Period 5
3:15pm	School Day Ends
3:15pm - 4:15pm	After School Clubs

# School term dates

## Academic Year 2016/17

### Autumn Term 2016

Term time: Monday 5 September to Friday 21 October

Half term: Monday 24 October to Friday 28 October

Term time: Monday 31 October to Friday 16 December

### Spring Term 2017

Term time: Tuesday 3 January to Friday 17 February

Half term: Monday 20 February to Friday 24 February

Term time: Monday 27 February to Friday 7 April

Bank Holidays: Good Friday 14 April / Easter Monday 17 April

### Summer Term 2017

Monday 24 April to Friday 26 May

Half term: Monday 29 May to Friday 2 June

Term time: Monday 5 June to Tuesday 25 July

Bank Holiday: Monday 1 May / Monday 29 May

### School closures and Inset days

Information is available elsewhere on this website about [school closures](#) and [in-service training days](#) (inset days).

### Additional information

Teacher working days total 195. Pupils are expected to attend school on 190 working days within these overall arrangements.

# SCHOOL SITE PLAN

The school can be accessed using the Graiseley Hill entrance.

See map below.



## CONTACT US



Graiseley Primary School

**"Many Faiths, One Community"**



**Headteacher: Mrs. Sharifan Nasa**

Graiseley Primary School  
Graiseley Hill  
Wolverhampton  
WV2 4NE

Phone: (01902) 558745      Fax: (01902) 558746

Email: [graiseleyprimaryschool@wolverhampton.gov.uk](mailto:graiseleyprimaryschool@wolverhampton.gov.uk)

Website: [www.graiseleyprimaryschool.co.uk](http://www.graiseleyprimaryschool.co.uk)

**Chair of Governors:**

Graiseley Primary School  
Graiseley Hill  
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**ADDITIONAL  
INFORMATION**

ABBREVIATION	EXPLANATION
DfE	Department for Education
EAL	English as an Additional Language
EBD	Emotional and Behavioural Difficulties
EMAG	Ethnicity Minority Achievement Grant
EP	Educational Psychologist
EWO	Education Welfare Officer
FMS	Financial Management System, accounts software package FSS Formula Spending Share
FTE	Full Time Equivalent
GNVQ	General National Vocational Qualification
GTC	General Teaching Council
H&S	Health & Safety
HMI	Her Majesty's Inspector of Schools
ICT	Information and Communications Technology
INSET	In-Service Education of Teachers
IT	Information Technology
ITT	Initial Teacher Training
LA	Local Authority
MLD	Moderate Learning Difficulty
NAGM	National Association of Governors and Managers
NAHT	National Association of Headteachers
NASUWT	National Association Schoolmasters Union of Women Teachers
NFER	National Foundation for Educational Research
NNEB	National Nursery Examination Board (Nursery Nurse Qualifications)
NQT	Newly Qualified Teacher
NUT	National Union Teachers
OFSTED	Office for Standards in Education, a national schools' inspection service
PANDA	Performance and Assessment report (OFSTED)
QCA	Qualifications and Curriculum Authority
QTS	Qualified Teacher Status
R&R	Recruitment and Retention Allowance (School Teachers' Pay and Conditions)
RI	Registered Inspector, a 'Reggie' is the leader of an OFSTED Inspection Team
ROA	Record of Achievement
SATs	Standard Assessment Tasks
SDP	School Development Plan
SEN	Special Educational Needs, also an Allowance for SEN staff
SF	Standards Fund
SIP	School Improvement Plan
SLA	Service Level Agreement
SLD	Severe Learning Difficulty
SSA	Standard Spending Assessment
TA	Teaching Assessment
TES	Times Educational Supplement
UQT	Unqualified Teacher; also their pay scale

## USEFUL TERMS RELEVANT TO SCHOOL FINANCE

PHRASE	EXPLANATION
Activity led funding	Funding based on costing then number of staff etc. needed to run particular activities in schools.
Ancillary staff	See support staff.
Attainment targets	The knowledge, skills and understanding which pupils of differing ability and maturity are expected to have by the end of each Key Stage of the National Curriculum, e.g. assessed at ages 7 and 11.
Audit Commission	Independent body set up by Government to monitor the use of funds by local authorities and certain other bodies.
Best Value	A set of principles to promote value for money and service efficiency.
Capitation	Budget for books and equipment received by schools prior to LMS based on pupil's ages and numbers.
Capital Expenditure	Spending on building projects and equipment above designated value.
Catchment area	Area from which a school takes its pupils.
Clerk to the Governing Body	The person appointed to carry out administrative duties for the Governing Body such as preparing an agenda, minuting meetings and dealing with correspondence. Advises the Governing Body on legal and procedural matters.
CFR	Consistent Financial Reporting - the requirement for all schools to report their income and expenditure against a standards set of headings which was introduced in 2002-2003.
Contingency	Money set aside for unexpected costs.
Contracted in	Staff who pay a higher rate of National Insurance as they are not in a pension scheme.
Contracted out	Staff who pay a lower rate of National Insurance as they are in a pension scheme.
Delegated Budget	Maintained schools have a budget share calculated on the basis of a formula and the right to spend this budget share is normally delegated to the school's Governing Body to be spent for any purpose of the school or carried forward into subsequent financial years.
Devolved Funding	Funding that has been allocated for a specific purpose and can only be spent on that purpose. There are no powers of carry forward for this funding and unspent balance revert to the LA at the close of the relevant period (often the financial year but the following August for the Standards Fund).
Earmarked Funding	Funding that can only be spent on the purpose for which it was allocated and cannot be vired elsewhere or subsumed into delegated budget.
Fair Funding	The term that describes the system of funding for schools introduced in April 1999 which sets the framework for the financial relationship between schools and LAs.
Feeder School	A school which transfers pupils to another school e.g. a junior school 'feeding' a secondary school.
Formula / Formula Funding	Schools receive their funding by means of a formula to ensure equal treatment of all schools. The basis of the formula is laid out in the annual section 52 budget statement, 75% of the funding has to be delivered on a pupil led basis.
Formula spending share	Successor to SSA as the amount that Government uses as an indicator for the distribution of revenue support grant.
Increments	Process by which individuals move through their salary scale until they reach the top of the scale.

Individual School Budget	The total amount budgeted by an LA for the delegated budgets of all the schools it maintains.
January Count	Another name for PLASC.
Key Stages	Stages of pupils' progress in acquiring knowledge and skills as set out in the National Curriculum. Pupils are tested at the end of each Key Stage (KS). KS1 where the majority of pupils are aged 5-7 and KS2 where the majority of pupils are aged 7-11.
Key Stage Weighted Pupil Units	Every age group has a particular weighting e.g. KS1 = 1,000 that is built into the local formula to deliver a level of resource related to that age group's needs. So KSWPUs are the total result of multiplying the number of pupils in each age group by the appropriate KS weighting. Some LAs use different weightings within the KSs (AWPUs).
LA Budget	The amount budgeted by the LA for administration and support services as opposed to pupil provision.
Management Allowance	An additional sum of money paid as a supplement to a teacher's basic salary, generally in recognition of additional duties or special responsibilities within the school.
National Curriculum	The programmes of study laid down by law for all pupils aged 5 - 16 in state maintained schools. The National Curriculum provides a balanced education for pupils, divided into Key Stages.
Open Enrolment	Parental choice of school.
PLASC (January)	The Pupil Level Annual Schools Census, a census return of numbers of pupils and their ages and other characteristics from all schools to the DfE, completed on the third Thursday in January. See also September count.
Scheme for Financing schools	Document drawn up by the LA in consultation with schools and approved by the Secretary of State setting out conditions under which schools manage their budgets and their financial relationship with the LA.
Schools Budget	The total amount budgeted by the LA for direct provision for pupils, including the ISB and other provision, mostly for under-fives and pupils with SEN.
School Standards Grant	An additional grant paid to each school at the start of the financial year. No conditions are placed on the use of this grant other than those generally applying to a school's delegated budget.
Section 52	Section 52 of the School Standards and Framework Act 1998 requires LAs to provide all schools with a full account of their school's budget and LA budget and how the funding is derived for each school.
Section 151	Section 151 of the Local Government Act 1972 required local authorities to ensure the probity of the use of public funds.
Service conditions	The pay and conditions of service for an individual.
Staff Cover Scheme	Scheme run by LAs to cushion schools against the effects of long-term sickness.
Standard Spending Assessment	Annual amount used by central government to determine the distribution of revenue support grant (now FSS).
Standards Fund	A programme of specific grants supporting national initiatives such as the Primary strategies. Schools are free to vire between most Standards Fund grants in support of their improvement agenda, with the exception of EMAG and capital grants. Schools have until 31 <sup>st</sup> August of the following financial year to spend their allocation.
Standing Orders	Orders made by a LA for the regulation of their proceedings and business.
Statement	Statement of SEN, a written description of a child's educational needs made by an LA.
Support Staff	Clerical, welfare, technical, caretaking or supervisory staff employed in schools. Sometimes used to refer exclusively to Teaching Assistants.
Vertical grouping	Classes formed with children of different ages.
Virement	A transfer of funding from one budget heading to another.

## WEBSITES and CONTACTS

### The Governors' Support & Advisory Service

[http://www.wolverhampton.gov.uk/education\\_learning/schools/governors](http://www.wolverhampton.gov.uk/education_learning/schools/governors)

Tel: 01902 554106

### Obtaining copies of the Governor Guide and other documents

Copies of all the circulars mentioned in the Guide have been sent to your school. It is also possible to obtain copies of these and other Department for Education (DfE) publications from: Department for Education Publications, PO Box 5050, Sherwood Park, Annesley, Nottingham NG16 0DJ (tel: 0845 602 2260, fax: 0845 603 3360, minicom: 0845 605 5560, email: [dcsf@prolog.uk.com](mailto:dcsf@prolog.uk.com)). All Departmental publications are free unless a price is shown.

As changes are frequently introduced, and it is important that governors have current guidance, we will issue a new CD-ROM version of the Guide twice yearly. We will also maintain an up-to-date Guide on the GovernorNet website ([www.governornet.co.uk](http://www.governornet.co.uk)).

The DfE believes that each member of a governing body needs to have his or her own copy of the Guide. Please contact the DfE Publications Centre to order extra copies.

## OTHER SITES

### **GovernorNet**

The DCSF website for governors. It includes numerous sources of reference, legislation and a discussion board where governors can share information and experiences. GovernorNet can be accessed at [www.governornet.co.uk](http://www.governornet.co.uk). Free professional and confidential advice and assistance is also provided by GovernorLine at [www.governorline.info](http://www.governorline.info) (tel: 08000 722 181).

### **TeacherNet**

([www.teachernet.gov.uk](http://www.teachernet.gov.uk))

### **DCSF website**

([www.dcsf.gov.uk](http://www.dcsf.gov.uk)).

It is not possible to list every website on which governors can access information. However, the Department is working towards merging GovernorNet and TeacherNet to form a single, all-encompassing new website.

When TeacherNet and GovernorNet are merged into this new site, users will be automatically redirected to it for some time. In the meantime, if more information on DCSF policy is required, the various websites can be accessed via the "A to Z" search facility on the DCSF website ([www.dcsf.gov.uk](http://www.dcsf.gov.uk)).



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