STUDENTS, FAMILIES AND COMMUNITY COMMITTEE

Membership
The Committee will comprise up to 6 governors and where appropriate associate members to provide specific expertise and or skills.

School Representative
Lead: Mr Roddy Lloyd-Jones

Quorum
The quorum for meetings of the Committee is 3 governors. The meeting will not take place unless the headteacher or her/his representative is present.

Meetings
The Committee will meet at least once a (long) term, in advance of the main governing body meeting, with additional meetings as necessary.

Responsibilities: all committees have the following responsibilities:
1. To receive reports from members of staff about matters relating to any of the issues listed in their terms of reference.
2. To contribute to, monitor and evaluate relevant parts of the SEF, the school improvement plan and the policies allocated to them, reporting or making recommendations to the full governing body.
3. To consider recommendations from relevant external reviews for example audit, Ofsted or local authority review, to agree the actions needed to address any issues identified and to monitor and evaluate regularly the implementation of any plan agreed, reporting or making recommendations to the full governing body.
4. To consider the views of students when making strategic decisions that will impact on them
5. To consider the impact on equality, referencing the protected characteristics, when making recommendations and when reviewing/drafting policies. See annex A for information re the General Equality Duty. **See Annex A for information about the General Equality Duty**
6. To take appropriate action on any other relevant matter referred by the governing body.

The Students, Families and Community Committee will monitor and evaluate students' personal development and their behaviours and attitudes. The committee will also monitor and evaluate relevant Equality Objectives, policies, assigned sections of the SEF and linked key issues in the SIP notably:

- the school's contribution to student personal development and well-being, including the extent to which students feel safe, are helped to keep themselves safe, adopt healthy lifestyles, are prepared for life in Modern Britain and contribute to the school and wider community;
- attendance, punctuality, leaver and joiners patterns and trends, behaviour patterns and trends including internal and external exclusions;
- the views of pupils and how these are taken into account;
- the effectiveness of partnerships with other schools, external agencies and the community including business, to improve the school, extend the curriculum and increase the range and quality of learning experiences for pupils including Careers Education;
- the engagement of parents with the school, parental views and how these are taken into account and consider ways in which home-school links can be further developed, making appropriate recommendations;

- community links and community use of the school, monitoring and evaluating the school's contribution to promoting community cohesion;

Statutory policies and documents

Behaviour Policy and Behaviour Policy Sixth Form
Careers Guidance Provider Access Policy
Child Protection & Safeguarding Policy
Inclusion Policy
RSE Policy
Supporting Students with medical conditions (Medicines Policy)

Non Statutory policies and documents

Anti-Bullying Policy
Attendance Policy
Drugs Policy
Intimate Care & Toileting Policy
Lost Property Policy
Online Safety Policy
Physical Intervention Policy
Uniform Policy

Voting

Every question to be decided at a committee meeting must be determined by a majority of votes of those governors and associate members present and voting. If there is an equal number of votes, the chair (or the person acting as chair), provided that he or she is a governor, has a second (or casting) vote. The committee can only vote if the majority of the committee members present are governors.

Voting rights of associate members on committees

The 2013 Procedures Regulations removed the limitations on voting rights of associate members in committees. The GB has decided to exercise its option to ask associate members to withdraw when individual staff or pupils are being discussed.

Terms of Reference agreed on 15 September 2021.

Annex A

The General Equality Duty

A school must have **due regard to the need to**:

- • a) eliminate **discrimination**, harassment, victimisation and any other conduct that is prohibited by the Act
- • b) advance **equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- • c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Protected characteristics

- ☐ Age (not pupils)
- ☐ Disability
- ☐ Ethnicity and race
- ☐ Gender
- ☐ Gender reassignment
- ☐ Marriage and civil partnership
- ☐ Pregnancy and maternity
- ☐ Religion and belief
- ☐ Sexual identity and orientation

To be reviewed September 2022

Ensuring accountability

The Governance handbook for academies, multi-academy trusts and maintained schools, published in October 2020, suggests a number of relevant questions that governors might wish to ask school leaders. The following questions are taken from section 3.3 Accountability for educational performance, paragraph 16 and section 3.5 Accountability for financial performance, paragraph 46. I have aligned them to our committee structure:

Students, Families and Community Committee

1. Is the school adequately engaged with the world of work and preparing their pupils for adult life, including knowing where pupils go when they leave?

2. How is the school ensuring that it keeps pupils safe from, and building their resilience to, the risks of extremism and radicalisation? What arrangements are in place to ensure that staff understand and are implementing the Prevent duty?

3. To what extent is this a happy school with a positive learning culture? What is the school's record on attendance, behaviour and bullying? Are safeguarding procedures securely in place? What is being done to address any current issues, and how will it know if it is working?

4. How good is the school's wider offer to pupils? Is the school offering a good range of sports, arts and voluntary activities? Is school food healthy and popular and compliant with the School Food Standards?

5. Is the school encouraging the development of healthy, active lifestyles?

6. How effectively does the school listen to the views of pupils and parents?

7. Are senior leaders including the Deputy Headteacher i/c of this committee getting appropriate CPD?

8. Are the mental health and emotional well-being needs of the school community being met through the implementation of short, mid and long term action plans?