**ELMWOOD SCHOOL**

**GOVERNOR HANDBOOK**



**WELCOME TO ELMWOOD SCHOOL**

[**www.elmwood.walsall.sch.uk**](http://www.elmwood.walsall.sch.uk)

A warm welcome to Elmwood School and as a governor, we hope that you find the role interesting and useful.

Elmwood School is a small secondary aged special school for pupils with social, mental and emotional health difficulties.

Governors are encouraged to be involved with school life and visit school as regularly as possible. Regular newsletters are sent to governors so that they are kept informed of what is going on in and out of school.

In addition to the contents within this handbook the Clerk will forward the following for further information:

* RAP (School Improvement Plan)/Ofsted Action Plan
* Keeping Children Safe in Education September 2023 document
* Minutes of last full Governing Body Meeting
* Whistleblowing Policy
* Staff list
* School Policy list
* Current budget analysis – (the scheme for financing schools document is available and Governors are encouraged to read this to ensure that the school is compliant with the rules and regulations. The Council’s financial and contract rules document is also available for Governors; both documents are available on the School Website Governors Page or can be provided electronically if preferred, please contact the Clerk to the Governors)
* Latest newsletter

**KEY INFORMATION**

The Governing Body consists of 9 Governors and 2 Associate Members. The Clerk to the Governing Body is Dawn Canham c/o Elmwood School.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NAME | PHOTO | TYPE OF GOVERNOR | POSITION | LINK GOVERNOR  AREA |
| Mr Lee Cross |  | Staff | Headteacher |  |
| Mrs Tracy MacDonald |  | Co-opted | Joint Chair of Governors | Behaviour/Staff Support |
| Mrs Sallyann Tuckwell-Allen |  | LA | Joint Chair of Governors | Safeguarding |
| Vacancy |  | Co-opted |  |  |
| Mrs Sandra Mills |  | Co-opted |  | Health and Safety |
| Mr Leon Donaldson |  | Staff |  |  |
| Miss Sarah Thornton |  | Parent | Vice Chair of Governors | Pupil wellbeing |
| Mr Johnathan Matthews | A person wearing glasses and a blue sweater  Description automatically generated with low confidence | Parent |  |  |
| Miss Lisa Jones |  | Parent |  |  |
| Mrs Di Cadman | 54-54C443546D | Associate Member |  | Elmwood Values |
| Vacancy |  | Associate Member |  |  |
| Mrs D Canham |  |  | Clerk to the Governors |  |

A number of useful documents are available on the school’s website ([www.elmwood.sch.uk](http://www.elmwood.sch.uk)) such as Policies, most recent Ofsted report and latest newsletter (copies of newsletters are sent directly to Governors).

****INSTRUMENT OF GOVERNMENT

A copy of the instrument is available on the Governor page of the school website. The Instrument was dated 8.10.13 and consists of 9 Governors.

****COMPETENCY FRAMEWORK

The DfE have produced a competency framework for governance these include:

Strategic leadership

Accountability

People

Structures

Compliance

Evaluation

The guidance identifies the knowledge, skills and behaviours needed for effective governance.

****CODE OF CONDUCT

**We agree to abide by the Seven Nolan Principles of Public Life:**

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

**We will focus on our core governance functions:**

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent
4. ensuring the voices of stakeholders are heard

**As individual board members, we agree to:**

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. We will develop, share and live the ethos and values of our school.
3. We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
4. We will work collectively for the benefit of the school.
5. We will be candid but constructive and respectful when holding senior leaders to account.
6. We will consider how our decisions may affect the schooL and local community.
7. We will stand by the decisions that we make as a collective.
8. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
9. We will only speak or act on behalf of the board if we have the authority to do so.
10. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
11. When making or responding to complaints we will follow the established procedures.
12. We will strive to uphold the school’s reputation in our private communications (including on social media).
13. We will not discriminate against anyone and will work to advance equality of opportunity for all.

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school well and respond to opportunities to involve ourselves in school activities.
5. We will visit the schooland when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting the school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community/communities.
2. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
3. We will work to create an inclusive environment where each board member’s contributions are valued equally.
4. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board’s business, and these will be recorded in the [register of business interests.](https://www.nga.org.uk/Knowledge-Centre/Compliance/Policies-and-procedures/Declaration-and-register-of-interests-forms.aspx)
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school’s website.
5. We will act in the best interests of the school as a whole and not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, 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.
7. We accept that information relating to board members will be collected and recorded on the DfE’s national database (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

**GOVERNOR TRAINING**

Governor Training is available via Walsall Council, Governor Support and Development Team. A list of available courses is available by calling 01922 686416 or email: [govsupport@walsall.gov.uk](mailto:govsupport@walsall.gov.uk). The Governing Body is also a member of the Walsall Governors’ Association which has training videos for new governors on their website, [walsallgovernors.com](http://walsallgovernors.com) (log in details will be forwarded to you) and currently have access to the National Governors’ Association (again log in information will be provided by the Clerk). The Chair of Governors also has to Perspective which contains useful documents relating to the school such as the SEF and RAP documents.

**COMMITTEE MEMBERSHIP AND TERMS OF REFERENCE**

Annually (usually the Autumn Term) Governors discuss and may be appointed to any relevant sub committees. These are normally agreed in conjunction with completed skills audit proformas so that governors with the relevant skills are utilised effectively.

** GOVERNOR EXPENSES**

**Elmwood School: Governing Body**

Governors’ out-of pocket expenses claim form

Governing bodies are allowed to pay expenses necessary for the performance of members’ duties as governors. These may, for example, include:

* Travel and subsistence payments
* Child care and similar expenses
* Telephone charges, photocopying and stationery

Loss of earnings expenses cannot be paid. All expenses paid to governors will be reported at termly meetings.

Name of Governor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of governors’ meeting** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Meeting attended \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Expenditure incurred

1. **Travelling Expenses** (If Public transport please supply receipt. If claim is for car mileage this will be paid at the current rate).

**Journey from** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Journey to** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Single or Return?** \_\_\_

**Total miles** \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ claimed

**Public transport claim** (Please state amount and attach receipt) **£**\_\_\_\_\_\_\_\_\_\_

**2. Child care expenses** (Please state hours x hourly rate and attach receipt)

**Hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ X Hourly Rate** \_\_\_\_\_\_\_\_\_\_\_\_\_ = **£** \_\_\_\_\_\_\_\_\_\_

1. **Other Expenses** (Please specify and attach receipts)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **£** \_\_\_\_\_\_\_\_\_\_

1. **Total claim** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **£** \_\_\_\_\_\_\_\_\_\_

I certify that the above expenses were actually and necessarily incurred by me in undertaking my duties as a governor of Elmwood School

**Signed** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Authorised** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Headteacher) **Date**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Chair) **Date**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DATES OF MEETINGS**



ELMWOOD SCHOOL

SUGGESTED DATES FOR GOVERNOR MEETINGS – 2023-2024

EB = electronic board meeting so no physical attendance required. Papers are shared via email.

GOVERNING BODY TERMLY MEETINGS – 4.00 pm

|  |  |
| --- | --- |
| Autumn Term | Thursday 28th September 2023 (review of last academic year and Safeguarding Policy sign off  Thursday 30th November 2023 |
| Spring Term | Thursday 11th January 2024 (EB)  Thursday 22nd February 2024 |
| Summer Term | Thursday 11th April 2024 (EB)  Thursday 23rd May 2024 |

FINANCE AND PAY COMMITTEE MEETINGS – 4.00 pm

|  |  |
| --- | --- |
| Autumn Term | Thursday 19th October 2023 |
| Spring Term | Thursday 8th February 2024 |
| Summer Term | Thursday 16th May 2024 |

CURRICULUM AND POLICIES COMMITTEE MEETINGS – 4.00 pm

|  |  |
| --- | --- |
| Autumn Term | Thursday 9th November 2023 |
| Spring Term | Thursday 14th March 2024 |
| Summer Term | Thursday 4th July 2024 |

SITES AND BUILDINGS COMMITTEE MEETINGS – 3.00 pm

|  |  |
| --- | --- |
| Autumn Term | Thursday 19th October 2023 |
| Spring Term | Thursday 8th February 2024 |
| Summer Term | Thursday 16thMay 2024 |

**** GOVERNOR DECLARATION FORM

When joining the Governing Body and on an annual basis, governors complete a Governor’s Declaration Form which is forwarded to the Local Authority in addition to the Clerk maintaining a central record. New governors need to complete and return the form within this handbook – please refer to Appendix B.

****REGISTER OF BUSINESS INTEREST FORM

All governors (and staff) complete the above form annually disclosing any business interests as well as any other relevant interests they may have and a central record is held by the Clerk to the Governors. New governors joining the team need to complete and return the form within this handbook – please refer to Appendix C.

****ETHNIC ORIGIN MONITORING FORM

It is necessary for all governors to complete and return an Ethnic Origin Monitoring Form under the requirments of the Race Relations Amendment Act. Please refer to Appendix D.

****SKILLS AUDIT FORM Appendix A

***School or setting*** *\_\_\_Elmwood\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

***Name of governor*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* ***Date*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Governors are asked to indicate their level of experience in the following areas. No single governor is expected to have all of these, but they should appear across the governing body and can be considered as essential for the governing body as a whole.*

| Governors, trustees and academy committee members of single schools  Knowledge, experience, skills and behaviours | **Enter a score (1 to 4) below** 1 = strong disagreement  4 = strong agreement | | | | |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |
| 1. Strategic leadership | | | | | |
| I have governing experience in a school or in a different sector |  |  |  |  |  |
| I am/have been chair of a board or committee |  |  |  |  |  |
| I have experience and expertise in developing a strategy |  |  |  |  |  |
| I know what the school’s strategic priorities are |  |  |  |  |  |
| I can identify key risks and evaluate their potential impact |  |  |  |  |  |
| 2. Accountability | | | | | |
| I am aware of how the school is funded and what the funding is spent on |  |  |  |  |  |
| I can interpret budget monitoring reports and ask relevant questions |  |  |  |  |  |
| I understand how the school’s curriculum meets the needs of all pupils |  |  |  |  |  |
| I understand how my governing board engages with stakeholders – pupils, parents, staff and the wider community – and how this informs decisions |  |  |  |  |  |
| I feel confident being part of the panel that conducts headteacher appraisal |  |  |  |  |  |
| 3. People | | | | | |
| I know how to build the knowledge I need to be effective in my governance role |  |  |  |  |  |
| I can build positive, collaborative relationships with members of my board |  |  |  |  |  |
| 4. Structures | | | | | |
| I understand the strategic nature of the board’s role and what governing boards and school leaders should expect from each other. |  |  |  |  |  |
| I know what the governing board’s core functions are |  |  |  |  |  |
| I understand how the board delegates its work |  |  |  |  |  |
| 5. Compliance | | | | | |
| I feel confident being part of a panel to make decisions (such as on pupil exclusions or complaints) |  |  |  |  |  |
| I know how the board meets its legal and compliance responsibilities |  |  |  |  |  |
| I feel able to speak up if I am concerned about non-compliance and unethical behaviour. |  |  |  |  |  |
| I can identify when independent, expert advice may be required |  |  |  |  |  |
| 6. Equality, diversion and inclusion | | | | | |
| I know and empathise with the community served by the school |  |  |  |  |  |
| I understand the legal responsibilities of governing boards in relation to equalities. |  |  |  |  |  |
| I have influenced an organisation’s culture of equality and diversity (through communication, appropriate challenge, awareness raising or developing policies and practices). |  |  |  |  |  |
| I have knowledge, experience or training that will help me to promote diversity and inclusion. |  |  |  |  |  |
| I can recognise and challenge behaviour, attitudes, policy and practice which go against the inclusive culture we want for our school. |  |  |  |  |  |
| I understand how to use relevant data and insight to identify and resolve issues relating to inequality. |  |  |  |  |  |
| Is there any support or training you would like to engage in to help you promote equality and diversity in your school? |  |  |  |  |  |
| 7. Self Evaluation |  |  |  |  |  |
| What are the areas you feel you need to prioritise to develop your governance knowledge and skills? |  |  |  |  |  |
| Are there any additional areas of the board’s responsibilities which you would like to contribute to in the future? |  |  |  |  |  |

**OPTIONAL:**

Do you have any further comments on your development needs and or your continuing contribution to the governing board?

|  |
| --- |
|  |

**Existing governors/trustees only**

What contribution do you feel you have made to the governing board over the past year?

|  |
| --- |
|  |

Please give brief details of courses you have undertaken in the past year - include governor/trustee training, work based training/development and/or any other development/training activities.

Are there any additional areas of the governing board’s responsibilities to which you would like to contribute in the future?

**ELMWOOD SCHOOL**

**GOVERNOR COMMITTEE MEMBERSHIP**

|  |  |
| --- | --- |
| **STAFF DISMISSAL (QUORUM 3)** | **STAFF DISMISSAL APPEAL COMMITTEE (QUORUM 3)** |
| Vacancy – Co-opted (Chair)  Sallyann Tuckwell-Allen – LA  Sandra Mills – Co-opted | Tracy Macdonald, Co-opted (Chair)  Vacancy – Associate Member  Di Cadman – Associate Member |
| Clerk – Dawn Canham | Clerk – Dawn Canham |

|  |  |
| --- | --- |
| **FINANCE AND PAY (QUORUM 3)** | **FINANCE AND PAY APPEALS COMMITTEE (QUORUM 3)** |
| Vacancy – Co-opted (Chair)  Tracy MacDonald – Co-opted  Sandra Mills – Co-opted  Lee Cross – Staff | Sallyann Tuckwell-Allen (Chair)  Sarah Thornton, Parent Governor  Vacancy – Associate Member |
| Clerk – Dawn Canham | Clerk – Dawn Canham |

|  |  |
| --- | --- |
| **PUPIL SUPPORT (QUORUM 3)** | **SITES AND BUILDINGS COMMITTEE (QUORUM 3)** |
| Vacancy – Co-opted (Chair)  Sandra Mills – Co-opted  Tracy MacDonald – Co-opted  Sallyann Tuckwell-Allen – LA | Leon Donaldson – Staff (Chair)  Lee Cross – Staff  Di Cadman – Associate Member  Sarah Thornton – Parent  Sandra Mills – Co-opted |
| Clerk – Dawn Canham | Clerk – Dawn Canham |

|  |  |
| --- | --- |
| **COMPLAINTS PANEL (QUORUM 3)** | **CURRICULUM AND POLICIES (QUORUM 3)** |
| Tracy MacDonald – Co-opted (Chair)  Vacancy – Co-opted  Leon Donaldson – Staff  Di Cadman – Associate Member | Sallyann Tuckwell-Allen – LA (Chair)  Leon Donaldson – Staff  Lee Cross – Staff  Vacancy –Associate Member  Vacancy |
| Clerk – Dawn Canham | Clerk – Dawn Canham |

|  |  |
| --- | --- |
| **APPRAISAL COMMITTEE (QUORUM 2)** | **APPRAISAL REVIEW OFFICER (APPEALS)** |
| Tracy MacDonald– Co-opted (Chair)  Vacancy – Co-opted  Sallyann Tuckwell Allen - LA | Sandra Mills – co-opted |

GOVERNOR’S DECLARATION APPENDIX B

|  |
| --- |
| Name |
| Address |
| Tel:  (Home) |
| (Work)  (Email) |
| **School: ELMWOOD SCHOOL, KING GEORGE CRESCENT, RUSHALL, WALSALL, WS4 1EG** |

I declare that I am not disqualified from serving as a school governor and that:

* **I am** aged 18 or over at the date of this election or appointment;
* **I do not** already hold a governorship of the same school;
* **I have not** (a) had my estate sequestrated (temporarily repossessed) and the sequestration has not been discharged, annulled or reduced; or (b) “I have not been subject of a bankruptcy restrictions order, an interim bankruptcy restrictions order, a debt relief restrictions order or an interim debt relief restrictions order.”
* **I am not** subject to a disqualification order under the Company Directors Disqualification Act 1986 or to an order made under section 429 (2) of the Insolvency Act 1986;
* **I have not** been removed from the office of a charity trustee or trustee for a charity by the Charity Commissioners or the High Court on the grounds of any misconduct or mismanagement or, under section 7 of the Law Reform (Miscellaneous Provisions) (Scotland) Act 1990, from being concerned in the management or control of anybody;
* **I am not** included in the list (List 99) of teachers or workers prohibited or restricted from working with children or young people;
* **I am not** disqualified from working with children;
* **I am not** disqualified from being an independent school proprietor, teacher or employee by the Secretary of State;
* **I have not** been sentenced to 3 months or more in prison (without the option of a fine) in the 5 years before becoming a governor or since becoming a governor;
* **I have not** received a prison sentence of 2½ years or more in the 20 years before becoming a governor;
* **I have not**, at any time, received a prison sentence of 5 years or more;
* **I have not** been fined for causing a nuisance or disturbance on school premises during the 5 years prior to or since appointment or election as a governor;
* **I have not** refused to an application being made to the Criminal Records Bureau for a criminal records certificate.

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Declaration of Business and Other Interests APPENDIX C

**Governor name: ……………………………………………………. Position: ………………………………………………………………**

Declaring a conflict of interest is a legal requirement for board members of both maintained schools and academies.

Any governor, board member, trustee, associate member, head teacher or principal (whether or not that person is a governor) or any person appointed as the clerk to the governing body or to the committee must declare any relevant business and pecuniary interests. These interests are anything that might sway your decision making, or affect your ability to act in an impartial way solely to the benefit of the school rather than yourself personally. The school is required to publish a register of business interests on the website.

Governors are reminded that completion of this form does not remove the requirement upon you to disclose orally any interest at any specific meeting and to withdraw. If you make a declaration you must leave the meeting. If there is a matter to be voted upon, then only the members of the governing board should vote.

Please fill in the form below and return it to Dawn Canham, Clerk to the Governors

|  |  |  |  |
| --- | --- | --- | --- |
| **Relevant business interests  (name of organisation and nature of interest)** | **Links to other educational establishments**  **(name of school and nature of link)** | **Personal relationships**  **(name of staff member/governor and nature of relationship)** | **Date interest registered** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Declarations should include any links with individuals, businesses, charities, contractors, or other organisations from whom the school may purchase services. It should also include interests of other persons such as parent, spouse, co-habitee, or business partners where influence could be exerted by that person over a governor or member of staff. If in doubt seek advice or record it for the sake of transparency.

To the best of my knowledge the information above is correct. I understand that I must withdraw from any meeting during the discussion where I have a conflict of interest. I agree to review and update this declaration annually or as and when changes occur.

**Signed: …………………………………………………………………. Date: ……………………….**

ETHNIC ORIGIN FORM APPENDIX D

We would be grateful if you could take a minute to complete this form. Information about the ethnic origin of governors is required to enable us to fulfil our responsibilities under the Race Relations Amendment Act (2000).

**Name** ……………………………………………………………………………………….

**School** …………………ELMWOOD SCHOOL…………………………………...

I would describe my ethnic origin as… (Please tick box)

|  |  |
| --- | --- |
| **White**  British  Irish  Other white | **Black or Black British**  Black Caribbean  Black African  Other Black |
| **Asian or Asian British**  Indian  Pakistani  Bangladeshi  Other Asian | **Mixed**  White and Black Caribbean  White and Black African  White and Asian  Other Mixed |
|  | **Chinese or Other Ethnic Group**  Chinese  Other Ethnic Group |

The categories used are the census categories.

**Form Completed by …** ………………………………………………………..**Date** ……………………………………………