SCHOOL GOVERNING BOARD (SGB) HANDBOOK

Guiding Excellence

BEAM Creative Science Schools

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Welcome

Our aspiration is to establish strong, effective governing boards in every BEAM Creative Science School. We recognize the paramount role governors play in ensuring our schools' success and shaping our students' futures. Your dedication and expertise are invaluable to BEAM.

While some schools are relatively new, our network is expanding rapidly. Effective governance is essential for our continued growth and achievement. This handbook offers foundational knowledge for governors at all stages of their journey. However, it's merely a starting point. We encourage open dialogue and collaboration among governors to collectively enhance our practices.

Let's work together to build a strong foundation for our schools.

Our Team and Governors

- Shadi Hassan, BEAM General Manager and Chair of Governors
- Hesham Abdeen, Head of Accreditation and Evaluations and Chair of Governors
- Malak Hussain, Head of Academic Standards and Support
- Samar Murad, ISCS MUW Principal
- Majd Hussain, ASCS MAL Principal
- Ataullah Parkar, ISCS NAS Principal
- Sara Hollis, ASCS NAS Principal
- Dalia Kamel, ASCS Al Layyah Principal
- Ahmed Nadhim Al-Talib, ISCS Bahrain Principal
- Nabil Khalfey, ISCS Bahrain Vice Principal
- Fahd Kahlaoui, ISCS MUW Vice Principal
- Roshan Mohammad Chaudhry, ISCS MUW Assistant Principal
- Shaimaa Mukhtar, ASCS MAL Vice Principal
- Tarek Majbour, ASCS Vice Principal
- Farhaan Patel, ISCS NAS Vice Principal
- Mohamed Elbotaty, ASCS Al Layyah Vice Principal

Chairs of Governors at BEAM Creative Science Schools

ISCS MUW	ASCS MAL	ISCS NAS	ASCS NAS	ASCS LAY	ISCS Riffa
Sharjah	Sharjah	Dubai	Dubai	Sharjah	Bahrain
Hesham Abdeen	Shadi Hassan	Hesham Abdeen	Shadi Hassan	Malak Hussain	Hesham Abdeen

About the School Governing Board (SGB) Handbook

This handbook is designed to give both general advice on schools' governance, and advice and information specific to BEAM Schools. It should be read in conjunction with THE GIFT OF GOOD GOVERNANCE | A GUIDE FOR THE PRIVATE SCHOOLS COMMUNITY IN DUBAI published from time to time by Knowledge & Human Development Authority (KHDA) and BEAM Code of Conduct for governance, which should be adopted by each individual SGB.

This handbook is intended as an introduction and a reference guide whatever your current role and level of experience. Inevitably, elements will state the obvious for some of you, but we hope that each of you will find some of the information useful. The Governing Body, BEAM believes that effective SGB should be local, considering knowledge of the whole school community and therefore,

the delegation of responsibilities to Schools Governing Boards is deliberately wide. The best outcome for governance of all our schools will depend upon communication and collaboration, not intervention. This handbook is designed to give both general advice on schools SGB, and advice and information specific to BEAM Schools. This SGB Handbook sets out the schools' vision and priorities for effective governance by:

- Outlining the core role and functions of the schools' Governing Board (SGB)
- Summarizing and providing a first point of reference on all the duties on boards, signposting to more detailed information, guidance, and resources.
- Providing information on the support available to boards to be effective.
- Good governing boards ensure that their schools' ethos aligns with Dubai Vision 2021 and UAE law promotes mutual respect and tolerance, and that these are reflected and implemented in both policy and practice.

Review date

This Handbook initially was written in October 2021 and reviewed in August 2024. It will be kept under review and updated to reflect changes to the law affecting governing boards and changes to the education policies the school operates usually on an annual basis.

Terminology

Throughout the Handbook, references to:

- Governance: The authority and responsibility for the operation and quality of a school, usually undertaken by a Board of Governance comprising a group of designated people other than those employed for their professional teaching expertise. They ensure the clarity of the vision, ethos, and strategic direction. They hold the senior leaders to account for the educational performance and oversee the school self-evaluation, the school improvement planning, and the financial performance where relevant.
- The Board should be taken to mean the SGB
- The Organization means the BEAM school or BEAM group of schools
- The Governing Body is BEAM
- Senior leaders should be taken to mean those held to account for the performance of the school. This may be the executive Principal, Principal or Vice principal, as well as other senior employees/staff, depending on the structure of the organization.
- School governing board (SGB) means a school level governing board that is established and is responsible for key areas as deemed appropriate by Beam.
- Beam: Bukhatir Education and Advancement Management International, is the operator and manager of Creative Science schools.

Audience

This Governance Handbook is for:

- BEAM who is the school operator and or managing partner
- BEAM schools Governing Boards (SGB's)
- Inspectorates or Accreditors

Governors Aims

- To be involved in discussions about teaching and learning, ask questions that encourage reflection on how to achieve the best in every child.
- To have a detailed knowledge of the school and its people.
- To consistently communicate high expectations that are ambitious for the school and its people.
- To Monitor and evaluate the school's performance.
- To systematically challenge senior leaders to consolidate strengths and improve areas for development.

Schools Governing Board (SGB) Overview

Schools governing boards consist of representatives from the local community, the parents, and staff. The governors always strive to act with integrity, objectivity, and honesty and in the best interests of the school and its learners. They are accountable and as such will undertake to be transparent and open about the way in which they act and make decisions.

Their role is largely a strategic one in the running of the school. This includes assisting in setting up a strategic plan and priorities for the school, setting its aims and objectives, setting policies and targets for achieving the objectives, reviewing progress, and reviewing the strategic framework in the light of progress. The Governing Body is accountable for making effective use of its monitoring, evaluation and reviewing activities to hold the school to account for the quality of the education provided.

The principal is responsible for the management of the school and its internal organization, for advising the school governing board on the strategic plan and priorities and for implementing it. The principal will formulate aims and objectives, policies, and targets for the governors to consider adopting and will regularly report to them on the progress of such items.

Core Functions of The School Governing Board (SGB)

1 **Strategic Direction**: **Focus on strategic leadership that sets and champions vision, ethos, and strategy.**

- Provide strategic leadership.
- Build robust arrangements in place to ensure appropriate strategic leadership.
- Set out the organization's overall strategic framework, including its vision and strategic priorities, and set and model its culture, values, and ethos.
- Ensure the school has a clear vision which is articulated in a specific written statement.
- Promote a stronger emphasis on parental engagement as part of strategic leadership to inform its strategic decision-making.
- Ensure that mechanisms are in place for the organization to engage meaningfully with all parents and carers.
- Review the strategic plan to achieve improvement.
- Develop and review the long-term vision for the school.
- Signing off policies, plans and targets for achieving them.
- Preserving and developing the school culture, values, and ethos.

2 Students Achievements: Good rates of progress, equity, & achievement for all students via a rich and diverse curriculum.

- Hold executive leaders to account for the educational performance of the organization and its students, and the effective and efficient performance management of staff.
- Ensure core functions are well established in law and are underpinned by statutory arrangements relating to the constitution of governance. Core functions involve driving up educational standards by the rigorous analysis of pupil progress, attainment, and data usage information.
- Students' attendance
- Review of teaching and learning quality
- Highlight on the impact of the curriculum and participation in enrichment activities.

3 Sufficiency and quality of resources

- Ensuring that there is a sufficient number of very well qualified leaders, teachers, specialists, and support staff.
- Ensuring that the school has sufficient high quality learning resources, including technology, to enrich the curriculum and enhance students' academic achievements and wellbeing.
- Ensuring the premises and facilities are accessible for all students, provide inspiring learning environments, and are consistently maintained in a high-quality condition.

4 Professional development of school leaders and other staff

- Ensuring school leaders fully and proactively encourage all staff to participate in a wide range of internal and external professional development opportunities, including the provision of safeguarding training for all staff, that respond to school needs and individuals' areas for development.

5 Safeguarding and Wellbeing: Putting the students, staff, and the school community at the heart of what the school does.

Safeguarding will be on all SGB agendas and will vary with every school, as each will have their own specific requirements. These could be ensuring anti-bullying measures are in place to make sure any cases of abuse or neglect are treated in the same manner. Governors can aid in the safeguarding process through enacting a number of responsibilities:

- Maintain an up-to-date knowledge of local and national guidance concerning safeguarding. For example, this could include knowledge of …
  - Working Together to Safeguard Children (2018), Safeguarding Children and Safer Recruitment in Education and Every child matters (2003).
  - NEASC Child Protection Standards (2015).
  - Wadeemah Law, Article 3 of (2016).
- Review and update policies and robust safeguarding procedures.
- Ensure all school policies consider any and all potential safeguarding issues. For example, how is safeguarding policy implemented with school trips, events, and staff recruitment?
- Report back to SGB Chair on the state of safeguarding within a school when needed.
- Ensure all pre-employment checks are carried out effectively and properly recorded on the Single Central Record.

Ensure that each School Governing Board has a safeguarding lead. Safeguarding leads are integral liaisons between a school and a governing body. They're crucial for a number of reasons, including being responsible for:

  - Ensuring a school has an effective safeguarding policy in place.

- Ensuring safer recruitment practices are put in place.
- The creation and foreseeing of abuse allegation procedures.
- Maintaining a good working relationship between the school they represent, local government bodies and any external organizations.
- Promoting safeguarding children training for all school staff and making sure this training is of a high caliber and up to date.

6 Health, Safety, and Security: Compliance and effectiveness ensuring adherence to school and statuary policies and guidance in regard to health, safety, and security of schools.

- The school governing board has a responsibility to ensure that students and employees are not put at unnecessary risk while at school or on educational trips.
- Day-to-day responsibility for health and safety lies with school leaders and staff. This includes operational activities such as health and safety inspections of school premises.

School governing board oversight of health and safety means:

- Ensuring that the school's health and safety policy is proportionate, compliant, implemented and reflects the context.
- Seeking assurance that procedures set out in the policy are being followed and staff access suitable CPD where required.
- Maintaining effective risk assessment and management.
- Ensuring that direction from the relevant authority and accreditors is being followed.
- Evaluating reports from school leaders, including data on accidents.
- Monitoring the outcomes of health and safety audits and inspections, ensuring that any identified areas for improvement are acted on.

7 Accountability: Holding leaders to account, challenge and support through monitoring dialogue and engagements with the school leadership team.

The governing board serves as the focal point and custodian of governance in the school. Boards hold senior management accountable for both the educational and the performance of the school. The board is accountable for monitoring and verifying the performance of the school in accordance with its agreed purpose and strategy, with a view towards improving the quality and impact of educational outcomes. It is the board's role to provide constructive feedback to senior management of the school, assuming the role of a guardian rather than a police officer. The board listens and learns from education professionals in order to impart relevant advice and ask challenging and usefully provocative questions.

As per the UAE inspection Framework, accountability is seen as two (2) different categories.

Accountability: Representation, capacity, and compliance

- Ensuring governance includes wide representation from all stakeholders and has sufficient expertise.
- Ensuring governance understands its roles and responsibilities. It uses its expertise effectively and creatively to improve provision and outcomes.
- Ensuring that the school is compliant with all regulatory requirements.

Accountability: Ensuring accountability of school leaders for school performance

- Ensuring governance is actively involved in systematically and effectively monitoring the school's improvement actions.
- Ensuring governance holds senior leaders fully to account for the continuous improvement in school provision and students' outcomes, including their personal development and well-being.

8 School Governing Board Self Evaluation and Monitoring

- The SGB monitors the school's progress towards its goals and ensures accountability by reviewing performance data, educational outcomes, and other key indicators. They hold the school leadership accountable for achieving the set targets.

9 Induction and Trainings

The chair of governors will ensure that all new governors receive an induction program in order to bring clarity on how the governing board functions. Some of the aims of the induction are not limited to, …

- Promoting a better understanding of the roles and responsibilities of governors.
- Bringing awareness of the importance of the Governor's role in child protection.
- Promoting a better understanding of how an effective Board of Governors operates according to the scheme of management

All new governors to have Initial Safeguarding and Child Protection Training delivered by a trained professional, principal, designated staff member, etc.

Working Strategically

The school management decides what they want the school to achieve and plan the strategy or framework for achieving it. This will include setting suitable aims and objectives, agreeing policies, targets and priorities and monitoring, and reviewing those aims and objectives and whether the policies, targets and priorities are being achieved.

Self-Evaluation Form and School Improvement Plan (SEF & SIP)

The School Improvement Plan (SIP) will provide strategic goals and will be supported by the school's Self-Evaluation form (SEF) and other specific development plans and policies. Working strategically, governors should use monitoring evidence to evaluate and review progress against agreed improvement targets to establish the effectiveness of policy and practice. The principal is responsible for providing any data or information that the school governing board has agreed as necessary for it to effectively monitor progress.

Governors will be able to review the SEF and SIP of the school and ensure that they …

School Self Evaluation (SEF)

- Involve representatives of all stakeholders in school self-evaluation and evaluate the extent of their contributions.
- Ensure that the school's own judgements of the indicators, standards and overall performance align with the framework quality descriptors.
- Use the self-evaluation judgements to assess the effectiveness of systems and processes in raising outcomes and in meeting national priorities, the school's development plans, its targets and recommendations from the previous inspection.

School Improvement Plan (SIP)

- Ensure that priorities for improvement are precisely defined and resourced, so that progress towards these priorities is measurable.
- Regularly monitor the effect of the school's action and strategies on the priorities for improvement, particularly for their effectiveness in improving students' achievements and personal development.
- Check the validity of the monitoring process and adjust plans, as necessary.
- Consider all the available, documented data and information to determine the critical improvement priorities, anticipating and addressing potential barriers.

- Evaluate how well senior leaders' actions enable and support middle leaders and teachers to drive forward the school improvement priorities and all national priorities.

The principal is responsible for facilitating the school governing board's agreed monitoring systems and the arrangements necessary for governors to fulfil that function, including visits into classrooms, attendance at staff meeting, CPD days, senior management team meetings, termly principal and chair of governors' meetings, where applicable.

Key Characteristics of Effective School Governing Board

The School Governing Board is a strategic Board that always has the best interests of the school and the local community at heart. The purpose of SGB is to provide confident, strategic leadership and to create robust accountability, oversight, and assurance for educational performance. The School Governing Board has various key characteristics:

- Positive relationships between governors and school leaders are based on trust, openness, and transparency.
- Governors systematically monitor the school's progress towards meeting agreed development targets to make a strong contribution to robust planning for improvement.
- School Leaders share information about what is going well and why, and what is not going well and why, with all governors.
- Governors consistently ask for more information, explanation, or clarification.
- Governors are well informed and knowledgeable because they are given high- quality, accurate information that is concise and focused on Students' achievement and being presented in a wide variety of formats, including charts and graphs.
- Outstanding governors support honest, insightful self-evaluation by the school, recognizing problems and supporting the steps needed to address them.
- School leaders and governors behave with integrity and are mutually supportive.
- School leaders recognize that governors provide them with a different perspective which contributes to strengthening leadership. The questions they ask challenge assumptions and support effective decision-making.
- Governors use the skills they bring, and the information they have about the school, to ask challenging questions, which are focused on improvement, and hold leaders to account for students' outcomes.
- Governors use time efficiently because there are clear procedures for delegating tasks, for example well organized committees. These committees have clear terms of reference, provide high levels of challenge, and use governors' expertise to the best effect.
- Systems are in place for sharing information and reporting back to the full school governing board (SGB). This does not merely reiterate what has already been discussed in detail by the committee but focuses on the key points and decisions.
- The role of the secretary to the governors is pivotal to ensuring that statutory duties are met, meetings are well organized, and governors receive the information they need in good time. Consequently, governors come to meetings well prepared and with pertinent questions ready so that they can provide constructive challenge.
- There are clear induction procedures for all new and returning governors which help them to understand their roles and responsibilities and ensure that best use is made of their varied skills and expertise.

- The School Governing Board constantly reflects on their own effectiveness and readily makes changes to improve. They consider their own training needs, as well as how they organize their work.

Onboarding Governors: Ways of Joining the School Governing Board (SGB)

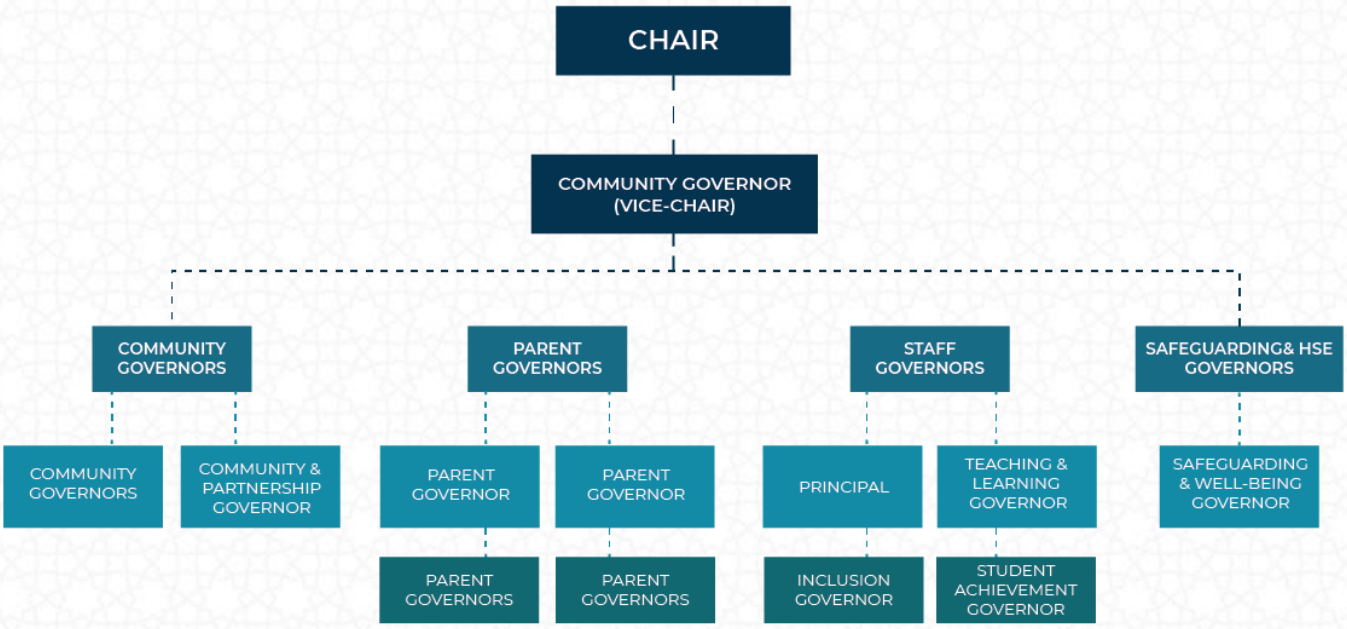
The School Governing Board acts as a critical friend to the school. This means acting in a supporting role, offering advice and assistance. It also means asking challenging questions when required.

All governors are expected to attend all full SGB meetings and become a member of at least one sub-committee and join a working group as an additional option.

Some governors also have specific responsibilities – often because of their background, interests and/or experience, for example:

- Special educational needs, disability, and inclusion
- Partnership with parents
- Safeguarding
- Health and Safety

School Governing Board Composition



Effective governance structures are described above including:

- appropriate board and committee structures that reflect the scale and structure of an organization and ensure “sufficient and robust oversight” of key priorities

- a clear separation between strategic non-executive oversight and operational executive leadership
- processes for ensuring appropriate communication between all levels and structures of governance and to students, parents/carers, staff, and communities.

Chair of School Governing Board
By nomination and invitation of the Governing Body (BEAM) in conjunction with the school principal

Vice-Chair of School Governing Board
By nomination and invitation by the chair of SGB in conjunction with the school principal.

Community Governors
By nomination and invitation: with a key role to reflect the perspective of the local community but also bringing their skills and experience to SGB.

Parent Governors
By nomination and invitation: with a key role to reflect the perspective of parents and the local community but also bringing their skills and experience to SGB.

Inclusion Governor
By nomination and invitation: bringing a particular skill or area of expertise to the governing body.

Safeguarding Governor
By nomination and invitation: bringing a particular skill or area of expertise to the governing body.

Health and Safety Governor
By nomination and invitation: bringing a particular skill or area of expertise to the governing body.

Staff Governor(s)
Elected by staff or nomination and invitation: bringing the views perspective of teaching and support staff.

Associated Member(s)
By nomination and invitation: members are not Governors but are appointed by the SGB to bring expertise and experience in specific areas to, bringing a particular skill the SGB.

Code of Conduct

The Code of Conduct is a very important guide to how governors conduct themselves, and their commitment to holding themselves to account against the high standards it sets. All Governors are required to confirm every year that they agree to behave and act in accordance with all elements of the Code of Conduct.

No governor has individual authority or power by being a member of the School Governing Board (SGB), unless it has specifically been delegated; only the SGB can take actions or decisions in accordance with the scheme of delegation, unless agreed otherwise and formally documented.

No governor should use his or her position to gain advantage in other relationships with the school or community (e.g., as a teacher, employee, or parent).

All governors, however appointed or elected, recognize that they are individually accountable to certain bodies or constituencies. All governors, therefore, have a duty to consider the significance of SGB discussions and decisions during their appointment.

Many governors have other relationships with the school, such as employees or parents. They should be particularly careful to ensure that these relationships are conducted in a proper and ethical manner, and that their standing as a governor is not compromised or open to misinterpretation.

Governors will attend meetings punctually and be well prepared as far as possible, having read supporting material and considered the contributions they may make on agenda items.

Governors will not use any material learned at meetings for other purposes, and no item designated as confidential will be discussed outside the SGB.

Governors will consider what individual skills, personal qualities, and knowledge they possess, and put them to use for the good of the school. They will be prepared to engage in appropriate continuing professional development throughout their period of service.

Role of the SGB Chair

- To Lead by giving the school a clear strategic direction and is responsible for the oversight of all the work of the Governing Body. Ensure the governors work as an effective team and understand their accountabilities, the part they play in the school's self-evaluation process, strategic leadership of the school and in driving school improvement.
- To ensure meetings are run effectively, focusing on priorities, and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making.
- To be responsible for the oversight of all the work of the Governing Board; their attendance at meetings is crucial. The Chair should attend all full meetings of the LGB; however, in their absence the Vice-Chair will take their place.

Role of the SGB Vice-Chair (Community Governor)

- To develop a close working relationship with the Chair, support the chair in ensuring the SGB functions effectively, take on responsibilities delegated by the Chair, and act as Chair of the SGB in the absence of the appointed chair.
- Listen and be a critical friend to the chair.
- With the Chair of Governors, coordinate the SGB role and response during Inspection.
- Monitor the work of the SGB.

Core Responsibilities: SGB and Individual Governors

- To ensure the well-being, safety and achievement of the children in BEAM schools and to maintain the highest level of trust and confidence of the families served by the schools.
- To maintain and develop the ethos and reputation of our schools and this will be reflected in our actions in meetings and within the school and community.
- To work in ways consistent with the best interests of the schools, its students, and families & staff, and support its aims and objectives.
- To encourage open and transparent communication.
- To consider carefully how our decisions may affect school, organization, and people.

We, the Governors – in close partnership with the school

- have responsibility for determining, monitoring, and keeping under review the strategic direction of the school and the broad policies, plans and procedures within which the school operates.
- have responsibility and accountability for ensuring the best possible outcomes for all of children in terms of their progress, standards, achievement, and well-being – especially the most vulnerable members of the school community.
- recognize that the Leadership Team is responsible for the implementation of policy, day-to-day management of the schools and the delivery of the curriculum.

SGB Confidentiality

- All members and governors are required to respect the confidentiality of the information they are exposed to.
- All governors, when dealing with difficult and confidential issues, are required to act with discretion and care in the performance of their role.
- Governors should never speak to the media without the permission of the principal.
- In situations concerning potential whistleblowing matters, governors are encouraged to adhere to the school's whistleblowing policy.
- We will observe complete confidentiality when required or asked to do so, especially regarding matters concerning individual staff or students.
- As a matter of trust, we will not discuss the views of fellow governors with anyone outside our meetings.
- We will use discretion and tact if a potentially contentious issue affecting the school arises outside the governing board, and we will inform the Chair of Governors and Principal.

SGB Agenda

The SGB achieves its function by effectively challenging, scrutinizing and supporting senior leaders through its meeting agenda during the year, the format of which should encompass:

- Quality of Education, standards, and outcomes
- Safeguarding, Health, and Safety
- Community & Risk management
- Effective Use of Resource (for school improvement)
- Human Resources

Meeting Frequency and Decision Making

All members of the School Governing Board (SGB) work together, as well as with the school management, to make important decisions about how the school is supported and how to best ensure that all learners receive the best possible education to achieve their maximum potential. SGB accomplishes this by performing these key tasks:

- Holding three-five (3-4) meetings each academic year (October, February, May, June) as appropriate.
- All SGB meetings/induction must be embedded into the school master calendar.
- Receiving the minutes of meetings 3 days after the date of each meeting for approval.

- Reviewing, approving, and monitoring the School Improvement Plan
- Ensuring that matters arising from SPEA, KHDA, BSO, NEASC inspections and other evaluation processes are considered and 'action planned' as appropriate.
- Reviewing annually the delegation of functions and sub-committee structures

Meetings Notifications

The Governors will receive notice, agenda, and principal report for the SGB meeting **5 business days** before the date of the meeting. Governors should read all papers in advance of the meeting and prepare any questions they may have – this preparation really does help the meeting to move forward. Some SGBs may agree with the principal to send questions in advance of the meeting so that a fuller discussion can be achieved within the timeframe. Questions obviously need to be pertinent to the documents provided.

Minutes will be signed by the School Governing Board Chair at the next meeting to verify that the minutes are a true record.

Minutes of Meetings

All meetings of the School Governing Board are carefully planned and conducted to match the key aims of the School and SGB.

All meetings will be recorded and approved by the SGB Chair

The school will maintain a high quality and detailed record of the work of the School Governing Board in accordance with the key aims of each scheduled meeting: recording clearly both challenges and support for the school.

Principal's Report

Governors should expect to receive a report from the principal at least 5 business days prior to each meeting and regularly review the School Improvement Plan (or equivalent).
The principals' report should include information on:

Enrollment updates/Attendance:
Including information on school target; enrollment updates/attendance to date; persistent absence; authorized absence; unauthorized absence and late arrivals. Information should also be provided on the absence of vulnerable groups of pupils as appropriate.

News About School - Any upcoming Events, developments, and relevant happenings.

Academic Updates:

- Curriculum updates
- Teaching and Learning Data
- Students' achievements – if not provided as a separate report
- Progress against school priorities – if not provided as a separate report

School Improvement Priorities - if not provided as a separate report

Safeguarding & Incidents–including notifiable accidents; e-safety; cyberbullying; bullying; formal parental complaints.

School, Students, and staff achievements

Staff Training Opportunities

Staff Changes, especially SLT and or MLT

Health and Safety and Premises issues/Building Needs/Conditions–if not provided as a separate report.

Other

This is not an exhaustive list, and governors should agree the structure of the report with the principal to ensure they receive information in the most accessible and useful format as outlined above.

The SGB is supported in holding the schools' senior leadership team to account. Governors are expected to triangulate the information they receive from the principal with information generated from a range of sources, including evaluative reports from senior leaders, school development plans from quality assurance reports and inspection or review evidence.

Questions often asked by inspectors.

During school inspections, inspectors often inquire about various aspects of the School Governing Board to assess its effectiveness and contribution to the school's overall performance and improvement. These questions provide a glimpse into the areas that inspectors may explore when assessing the effectiveness of a School Governing Board during an inspection. Inspectors aim to understand how the governing board contributes to the overall effectiveness and improvement of the school.

1. **Composition and Structure:**
    - Can you provide an overview of the composition and structure of the School Governing Board? How many governors are there, and what are their roles and responsibilities?
    - How are governors appointed or elected? Is there a clear process in place for selecting governors?
2. **Skills and Expertise:**
    - What range of skills, expertise, and backgrounds do the governors bring to the board? How do these skills contribute to effective governance?
3. **Training and Development:**
    - How does the School Governing Board ensure that its members receive appropriate training and development opportunities to effectively carry out their roles?
4. **Strategic Leadership:**
    - How does the governing board participate in setting the strategic direction and vision for the school?

- How do the governors contribute to the development and implementation of the school's improvement plans?
- What are three strategic or improvement priorities the school is working on?

5. **Monitoring and Accountability:**
    - Can you describe the ways in which the governing board monitors the school's progress and holds school leadership accountable for its performance?
    - How frequently does the governing board receive updates on the school's performance data and other key indicators?
6. **Financial Oversight – This is answered by a representative from the Governing Body:**
    - How does the governing body oversee the school's financial management? What mechanisms are in place to ensure financial transparency and accountability?
7. **Safeguarding and Wellbeing:**
    - How does the governing board ensure that the school maintains a safe and supportive environment for students and staff? What measures are in place to address safeguarding concerns?
8. **Parent and Community Engagement:**
    - How does the governing board engage with parents, carers, and the wider community? Are there mechanisms for gathering input and feedback from these stakeholders?
9. **Relationship with School Leadership:**
    - How would you describe the relationship between the governing board and the school's leadership team? Is there effective communication and collaboration?
10. **Challenges and Improvement Strategies:**
    - What challenges has the governing board identified in the school's performance, and what strategies have been implemented to address these challenges?
11. **Governance Impact:**
    - Can you provide examples of specific instances where the School Governing Board's actions or decisions have positively impacted the school's development and outcomes?
12. **Policies and Compliance:**
    - How does the governing board ensure that the school operates in compliance with relevant policies, regulations, and statutory requirements?

School Visits, where applicable

Where required and from time to time, governors will be required to visit the school. However, this should be conducted in line with specific protocols and school policies.

The major purpose of visiting the school is to observe and explore the impact and effectiveness of the policies and procedures the school has in place. It is not judgmental, and the observations made should enable a governor to do the job to a higher standard. Schools are busy workplaces, and nobody should expect to just turn up, be shown around or wander around on their own – however informal your relationship with the staff. Governors have no automatic right to visit the school. They only do so on invitation or by a decision taken by the SGB and always within the terms of the school's visiting Policy. Governors must ensure the visit fits in with the needs of the school and its learners.

If approved and where applicable, school visits by governors are always:

- Arranged in advance.
- For an agreed length of time.
- For an explicit and agreed purpose, which the people you are visiting know in advance.
- Well prepared beforehand.
- Have an agreed outcome.
- Contribute to the monitoring role of the SGB (not of the individual governor); and
- To show teachers, parents, and children that we are interested in what the school is doing.

Limitation of Liability

The Governing Board (BEAM) is legally responsible for the conduct of its school(s). However, individuals are generally protected from personal liability. Provided they act honestly, reasonably and in good faith, any liability will fall on the board even if it exceeds its powers, rather than on individuals.

Pay

The governance of BEAM schools in UAE is rooted firmly in the principle of voluntary service.

Publishing Information about Individuals Profiles

People that govern hold an important role and their identity should be known to their school(s) and wider communities. Boards are encouraged to publish details on the school's website about each member of the SGB.

Beam requires boards to provide certain details they hold about people involved in governance, as volunteered by individuals, and keep the information up to date. Not all the information collected will be published, but all will be held securely by the group.

Code of non-compliance

Non-compliance with the code of conduct (referred to earlier) may result in action being taken as follows:

Where misconduct takes place, the chair or vice-chair may be authorized to take such action as may be immediately required, including the exclusion of the person concerned from a meeting.

Where such misconduct is alleged, it shall be open to the school governing board to decide, by simple majority of those in attendance, to lay a formal charge of misconduct. In such instances it will be the responsibility of the relevant board to:

- inform the chair of governors in writing of the nature of the allegation of the breach, detailing the specific action or behavior considered to be detrimental to the school, and inviting and considering their response within a defined timescale.
- inviting the chair of governor to address the relevant board in person if the matter cannot be resolved satisfactorily through correspondence.
- deciding, by simple majority of those present and voting, whether to uphold the charge of the breach and conduct detrimental to the school.
- impose such sanctions as shall be deemed appropriate. Sanctions will range from the issuing of a written warning as to the member or governor's future conduct and consequences, and the removal of the individual from the board.

Where the board cannot agree on a course of action in a situation that is deemed detrimental to the school, the school has the power to remove the member or governor.

Revised and ratified August 2026