



Chilford Hundred Education Trust

Governance Plan

Approved by Board of Directors on 27th March 2018 updated November 2018

I. Introducing Chilford Hundred Education Trust (CHET) – Vision and Values

1. Strategic vision – Be inspired and achieve the exceptional

CHET is a thriving Multi Academy Trust with an all-through, cross-phase family of local schools and colleges. Our common aim is to provide children with excellent education and deliver continuous improvement through support and collaboration.

We value independence and interdependence. We appreciate each partner organisation's unique character and strengths. CHET believes in autonomous leadership, which is recognised through the preservation of head teachers and local governance, but believes that institutions are more effective when they work in partnership.

We seek to learn from and share with each other so that we continue to provide exceptional education across the Trust and beyond and improve standards in the region. Our partnership provides the conditions for the sharing and creation of best practice through high quality professional development and leadership.

We embrace each community. Our holistic provision, including wrap-around childcare, adult education and community facilities, demonstrates a commitment to life-long learning and being at the heart of our local communities.

We provide safe, supportive and inclusive learning environments that enable all students to thrive and flourish. We measure success in terms of students' personal development well as through the optimum academic outcomes.

2. Core values - Everyone is a learner and every learner matters

- Inclusive: offer high quality, comprehensive education for all across a range of phases and settings.
- Ambitious: realise every learner's potential, irrespective of prior attainment or background.
- Inspiring: keep learning excellence at the heart of everything we do.
- Holistic: value broad educational experiences and personal development.
- Enriching: provide rich and varied learning opportunities.
- Relational: foster strong and productive partnerships.

3. Trust principles and ambitions – Our whole is greater than the sum of our parts

- Grow strong, ambitious and positive leadership;
- Offer a broad, enriching and inspiring education;
- Enable our students to achieve remarkable success through the highest expectations;
- Prepare every student for a successful future as a valuable member of society;
- Serve our local communities and play an active role in local and national networks;
- Develop our colleagues through the best professional learning opportunities

II. Legal framework

As a Multi Academy Trust (MAT), CHET is governed by:

1. Memorandum of Association
2. Articles of Association – CHET’s Articles of Association were adopted in March 2017, based on the Department of Education’s Model Articles of Association for use by mainstream academies (Model 1)
3. Master Funding Agreement agreed in 2014 and Supplementary Funding Agreements for CHET Schools
4. Company law – CHET is a company limited by guarantee and registered with Companies House as company number 07482650
5. Charity law – As a MAT, CHET is an exempt charity with the charitable purpose of advancing education
6. Department for Education’s (DfE) regulations, including the Governance Handbook and Academies Financial Handbook
7. Other regulations, including Ofsted, GDPR and those relating to health & safety, property and employment.

III. Governance Structure and Roles and Responsibilities

1. Trust Members and their role

CHET has five Trust Members.¹ In accordance with DfE guidelines, the majority of Members are independent of the Trust Board and there are clear lines of communication between the Trust Board and the Trust Members. 3 Members are independent, 1 is the Chair of the Trust Board (ex-officio) and 1 is the Vice-Chair of the Trust Board (ex-officio). The Members were signatories to the Memorandum of Association and were appointed until they resign, except for ex-officio Members. They have ultimate control of the Trust on major decisions such as amending the Articles of Association, changing the company name, appointing and removing trustees, and appointing auditors. The Members appoint Trustees to ensure that the Trust’s charitable object is carried out and so must be able to remove Trustees if they fail to fulfil this responsibility. Accordingly, the Trust Board submits an annual report on the performance of the Trust to the Members. Decisions are made by a resolution or a special resolution. To enable Members to have a sense of how the Trust Board operates, annual general meetings are scheduled in as far as possible immediately preceding a Trust Board meeting and the Members are invited to stay for the Trust Board meeting.

¹ A list of Members and Trustees is attached in Appendix 1. Pen portraits are available on the CHET website www.chetrust.co.uk

2. Trust Directors and the role of the Trust Board

The Trust Board has nine Directors. The Directors for the purposes of company law are also the Trustees for the purposes of charity law, and these terms are used interchangeably. The Directors include the Executive Principal (ex-officio) and no fewer than 8 independent Directors recruited based on skills and appointed by Members. In addition, the Trust Board may co-opt up to 3 Directors based on skills. Currently, there are no co-opted Directors. Directors are appointed for a four year term of office. The Board seeks to ensure that collectively it holds all the skills and knowledge identified in DfE's Governance Competency Framework, both through ongoing professional development and recruitment.

The Trustees are collectively responsible for the general control and management of the administration of the Trust, and in accordance with the provisions set out in the Memorandum and Articles of Association and its funding agreement. The Trust Board is legally responsible and accountable for all statutory functions, for the performance of all schools within the Trust, and must approve a written scheme of delegation of financial powers that maintains robust internal control arrangements. The Trust Board must carry out the three core governance functions:

- i. Ensure clarity of vision, ethos and strategic direction
- ii. Hold the executive to account for the educational performance of the Trust's schools and their pupils, and the performance management of staff
- iii. Oversee the financial performance of the Trust and ensure best value for money in line with the Academies' Financial Handbook and master and supplementary funding agreements.

The Board of Trustees has the right to review and adapt its governance structure at any time which includes removing delegation. The Trust Board has four scheduled meetings per year plus any additional meetings which are scheduled as the need arises. There is also regular training for Directors and each year there is a meeting which focuses on strategy. Link directors and an associated programme of link visits are currently being proposed and may be developed.

3. Trust Committees and their role

The Trustees may establish committees to carry out some of its governance functions which may include some making decisions, although any decisions made will be deemed decisions of the Trust Board. The membership and responsibilities of Board committees are set out in the committee's terms of reference. The Trust Board appoints committee chairs and committee members according to their skills. The majority of Committee members on each committee are Directors, and Committee members also include people from the CHET community nominated by Local Governing Bodies. Nominees do not need to be involved in local governance but must have the composite skills to add value to the work of the committee they are being nominated for. Currently, CHET has two Committees:

- a) Standards Committee - the Trust Board has delegated aspects of scrutiny and monitoring of academic performance to the Standards Committee.
- b) Resources Committee – in accordance with The Academies Financial Handbook 2017, the Trust Board has delegated aspects of financial scrutiny and oversight to the Resources Committee. Due to the levels of total income, CHET is currently not required to have a separate Audit Committee and the functions required of an Audit Committee are performed by the Resources Committee. Having a separate Audit Committee will be reconsidered during 2018/19.

4. The Executive Principal's role

The Executive Principal is the chief executive officer and has the delegated responsibility for the operation of the Trust including the performance of the Trust's schools and so the Executive Principal performance manages the Headteachers. Performance management of the Headteachers is usually with the Academy LGB Chair alongside. The Executive Principal is the Accounting Officer so she has overall responsibility for the operation of the Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability; avoiding waste and securing value for money. The Executive Principal leads the Senior Leadership Team of the Trust. She delegates some executive management functions to other Senior Leaders across the Trust and is accountable to the Trust Board for their performance. The Executive Principal reports to the Chair of Trust Board with regular support and supervision meetings in place. Annually, she has a performance management meeting with a sub-group of Directors who have undergone the performance management training.

5. The Local Governing Bodies and their role

Each school has a Local Governing Body, which has powers delegated to it by the Trust Board. Delegated powers can be removed or augmented at any time as is the case with any committees of the Board. Each Local Governing Body meets termly and LGBs can set up LGB Resources and LGB Standards Committees along with any others they feel are necessary to discharge their duties under the Trust Scheme of Delegation. Usually, LGBs elect a Chair and Vice-Chair. The Trust Board may override the LGB decision in exceptional circumstances.

6. The role of the Principals' Forum

The Executive Principal chairs the Principals' Forum, which is attended by the headteachers of all schools within the Trust, the Trust Finance Director and the Trust Primary Executive Headteacher. On average, it meets twice a term. It considers the strategic direction of the Trust as well as operations and ensures there is a holistic vision of all schools.

7. The role of the Headteachers/Principals

The Headteacher/Principal is responsible for the day to day management of each school and is managed by the Executive Principal but reports to the LGB on matters which have been delegated to it which may include an element of monitoring and scrutiny of the schools' management processes.

8. Communication between the Board, its Committees and the Executive

As the MAT grows, work is underway to ensure that communication between LGBs and the Trust Board and among LGBs continues to be effective. The meetings schedule and a cycle of business are set up so that appropriate information can flow well at appropriate times of the year between the committees, including Local Governing Bodies, and the Trust Board. In addition to informal communication, minutes and other appropriate information is shared both ways. The Resources and Standards Committees have non-director members, in addition to the directors. The non-director members may come from MAT schools which may aid the communication process. This helps to ensure that channels of communication are open, whilst not relying on one person. The Chair of CHET and the Executive Principal have been participating in LGB meetings regularly, but this is becoming less sustainable as the Trust grows, and the Board will consider establishing link directors for each school. The MAT Clerk and LGB Clerks are in contact with each other.

The Executive Principal regularly presents her report to the Board, and headteachers present their reports to the LGBs. Other members of the management team also contribute to Committee and Board meetings, as appropriate. The Chair meets monthly with the Executive Principal and the Clerk. These meetings take place at one of the MAT schools during the school day, which enables the Chair to informally talk to staff and see the school during the working day.

9. Mechanisms to listen and respond to stakeholders

Each LGB has at least two parent governors and at least one staff governor to ensure that parents' and staff views are included in discussions. These are elected positions. There are other mechanisms for parents to voice their views; these are established by each school and can include parents' fora, helping hands sessions and parent questionnaires. CHET is keen to work with the local community. Several local business people sit on the Board and LGBs. Information on the MAT and all school websites includes how to contact the Chairs and Clerks.

IV. Schemes of Delegation and Terms of Reference

The delegated powers are broken down into different levels in line with the Trust's principles of governance, leadership and operation. The delegated autonomy for individual Academies is aligned with the need for the Trust to fulfil its corporate responsibilities and accountabilities to the Department for Education, Education Funding Agency, Charities Commission, HMRC and Companies House.

There are two different schemes of delegation (included in Appendix 2):

1. Standard scheme of delegation for schools which perform at least in line with national expectations for the previous two years, have received or in case of new schools are likely to receive a grade 2 Ofsted, and do not have a budget deficit.
2. Scheme of delegation with reduced powers – this is for schools which do not meet any one or more of the criteria listed above. This scheme of delegation is complemented by additional support from the Trust. In those schools, Local Governing Bodies and Academy Headteachers/Principals have fewer powers.

The aim is for all Trust schools to receive powers within the standard scheme of delegation as soon as possible after they are established/join the MAT/have their powers reduced as a result of not meeting criteria set out in point 1 above.

It should be noted that more than one body contributes to a number of the areas within the SoD. Ultimately, the Members and Trust Board are collectively accountable for all decisions as detailed in the Articles of Association and in IV above. The Schemes of Delegation should be read in conjunction with the Terms of Reference for the relevant body. While the Schemes are designed to be comprehensive it will not cover every task. The scheme of Delegation the terms of reference of the Committees are reviewed by the Trust Board.² The Board's powers and responsibilities are set in the Articles of Association.

V. Trustees' and Governors' Conduct, Roles, Skills, and Development

² The terms of reference of the committees are included in Appendix 3.

1. Code of Conduct and Register of Interests

CHET Trustees and LGB governors abide by a Code of Conduct which is reviewed regularly. The Code of Conduct (attached in Appendix 4) is adapted from the National Governance Association's model Code of Conduct. It is based on the Nolan Principles of service in public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

In line with these principles, most Trust and Local Governing Body business is conducted in the main meetings. Approved minutes of the meetings are available publically. On rare occasions a confidential minute of the discussion may be taken to protect Trust business. Very limited business is conducted in confidential parts of the meetings without anyone 'in attendance' and without staff governors, except the Executive Principal. This is limited to business discussing individual staff or students.

A Register of Interests is completed by Members, Trustees and LGB governors annually and published on the website.

2. Roles

The Trust Board appoints a Chair and Vice-Chair each school year for a period until their successor has been elected. The Chair, and in their absence vice-Chair, chairs meetings. S/he liaises with the Executive Principal and Clerk on a regular basis and offers guidance and support. S/he may take urgent action between meetings if this is necessary/practical, which then has to be reported to the next meeting of the Board. Other actions may be delegated to the Chair/Vice-Chair.

Each Committee and Local Governing Body proposes a chair and vice-chair annually to the Trust Board.

3. Skills Audit

Trustees and governors, who are not elected, are appointed based on skills, in accordance with the Department for Education's 2017 *Governance Handbook and Competency Framework*. A skills audit is completed each academic year, using the National Governance Association's audit tool, to ensure that skills gaps are identified, individually and collectively so that ongoing training and recruitment can address needs. Local Governing Bodies have been monitoring skills and this information will also be held centrally to ensure appropriate recruitment and will development.

4. Trustee and Governor induction and development

All newly appointed trustees and governors are required to undergo an induction programme, which includes information about the MAT and the schools, organisational structure, key performance indicators, finances as well as the role of governors and scheme of delegation. CHET directors and LGB governors have access to a number of resources to help support any training needs identified. Directors and governors who participate in any training are requested to share key points with their committees and the Board, as appropriate. The CHET Clerk and LGB Clerks regularly participate in briefings and share key issues as appropriate.

A programme of link visits is currently being developed. A proposed link visit protocol will be considered at a Trust Board meeting this year. The Board and LGBs have link directors/governors for safeguarding. Introducing link directors for SEND, pupil premium, standards and data is being considered; however, this has not been implemented due to lack of capacity. In 2018/19 the Board

is participating in the Board Review and Development Programme carried out by the National Governance Association. Priorities for development will be also identified as part of this process.

An annual training programme is organised for all directors and governors. The programme is developed by the Chair, Executive Principal and MAT Clerk, based on Trust, local and national developments and skills gaps identified by the skills audit. LGB Chair and LGB Clerks are consulted on priorities for training. All involved in governance across the Trust are encouraged to participate in training events. In 2018/19, this has included risk management training and will include a strategy day.

A plan for individual Trustee review and development meetings has been agreed, but with the advice from the National Governance Association has been put on hold until the Board Review and Development is completed. This will include development and review of the Chair. It is envisaged that the Chair and Vice Chair would meet with each director to discuss their strengths and areas for development. The Chair's review will be more comprehensive and include input from Vice-Chair, Committee Chairs and the Executive Principal. Once the scheme is in place for Directors, it may be recommended for LGB governors, or LGBs may be asked to develop their own plan if they do not have one.

VI. Policies

CHET believes in local leadership; therefore, many policies are delegated to the Local Governing Body to approve and monitor. The delegated autonomy for is aligned with the need for the Trust to fulfil its corporate responsibilities and accountabilities to the Department for Education, Education & Skills Funding Agency, Charities Commission, HMRC and Companies House. Some policies are therefore approved at the Trust level, such as, for example, employment related policies.

VII. Monitoring School Improvement including Key Performance Indicators

Based on school self-assessment report, each Local Governing Body agrees a school improvement plan and associated key performance indicators at the start of the academic year. The improvement plan and progress towards KPIs is monitored throughout the year by each LGB and by the Standards Committee of the Trust Board. The Trust Board agrees a CHET wide school improvement plan and associated key performance indicators at the start of the academic year. The level of support from the Trust to individual school has varied depending on need. CHET has been able to deploy considerable expertise both within and outside the MAT through its Teaching Schools Alliance (Cambridge and Suffolk School Alliance) including that of National Leaders of Education. School to school support has been offered as needed. As the Trust grows, a more systematic approach to providing central leadership and is being developed and it will include early triggers for additional support, such as decline in student body or a particular group's performance. Progress towards KPIs is discussed at each LGB and Standards Committee meeting and headlines are reported to the Trust Board. This includes monitoring both pupil progress and pupil attainment with specific attention paid to monitoring vulnerable groups' performance, including pupil premium, SEND, girls/boys, minority ethnic group, students with English as an Additional Language. In cases in which numbers belonging to each group are too small to be significant or are easily identifiable groups may be clustered, as appropriate. An annual report is also produced by the Executive Principal with input from the Headteachers.³ Governors and Directors also rely on external data, including Progress and

³ The KPI report for 2016/17 is attached in appendix 5.

Attainment 8 data published by the Department for Education, local and national comparisons and sources such as Analysing School Performance.

VIII. Management of Risk

At the start of the academic year, key risks are initially identified by the Executive Principal and subsequently discussed in a relevant Committee and finally approved at the Trust Board level. This includes Trust wide risks and school specific risks. School specific risks will have been initially identified by each Headteacher and considered by each LGB. Mechanisms to monitor and mitigate risk are developed. School specific and Trust wide risks are identified in the risk register, quantified, and RAG rated. Some of the work is delegated to Committees, but the overall responsibility for risk monitoring lies with the Trust Board and is considered each term.

As well as the Board maintaining a Scheme of Delegation for all items, including financial delegation, they also approve the internal controls procedure which gives guidance to all staff about the appropriate use of resources. The Board has a named lead director with responsibility for finance and each LGB has lead governors with responsibility for finance. CHET submits termly outturn and budget reports to the Education and Skills Funding Agency. The Board appoint internal audits to challenge certain areas believed to be a significant risk to the Trust.

A Register of Interests is updated regularly and published on the CHET website. Directors and governors are required to declare interests, and do not participate in discussions or decision making in cases of potential conflict.

Setting and monitoring budgets, and ensuring regularity and value for money

CHET follows the applicable regulations to ensure regularity and value for money.

Annual budgets are initially recommended by the Local Governing Bodies, scrutinised and recommended for approval by the Trust Resources Committee, and approved by the Trust Board. The Director of Finance coordinates the work and advises on ensuring that money is spent most effectively. The budgets are agreed with ESFA in line with the principles set out in the Academies Financial Handbook and the Trust Funding Agreement. LGBs monitor budgetary oversight within agreed school budgets and the Trust Resources Committee monitors the overall spend within the Trust, as well as the CHET central budget on the basis of monthly management accounts produced by the Director of Finance. The Director of Finance also produces regular reports and answers Trustees' questions during Committee and Board meetings. The Executive Principal is the Accounting Officer. She works closely with the Finance Director and others to ensure she has the technical advice she needs.

Financial statements are produced and audited in line with regulations set out by the ESFA. Once approved, they are submitted to the Department for Education and published on the CHET website.

External auditors are recommended for appointment by the Board and approved by Members. A full tendering process is carried out by the Finance Director with clear specifications and with directors' involvement. The Finance Director has no say on the approval of auditors.

IX. Governance self-assessment and improvement

A comprehensive review of governance was completed in early 2017 in order to self-assess and to put in place a governing structure which would have the capacity to grow the Trust effectively. The review resulted in a restructure of the Trust Board and Local Governing Bodies. Processes have been put in place to ensure that CHET has the capacity to grow in a sustainable way. This included further separation of roles between Directors and LGB governors and streamlining communication between the Trust Board and Local Governing Bodies. This work continues, some aspects of which have been

outlined throughout this document. Notably in 2018/19 the Trust Board is undergoing a Board Review and Development facilitated by the National Governance Association. This will inform a development and improvement plan.

Appendix 1

Chilford Hundred Education Trust

Turst Members

1. **Jane Bowen.** Jane comes from an education background and has experience as Trust Chair.
2. **Andrew Gore.** Andrew is a barrister.
3. **Liz Hunt.** Liz is an Associate Director of Operations for Cambridge University Hospitals NHS Foundation Trust.
4. **Rob Loe** (Vice Chair of Trustees, ex-officio). Rob has been in education for 15 years, including as a teacher and in a range of leadership roles. Currently, he is the Director of a research think tank, Relational Schools Foundation.
5. **Tom Meeks** (Chair of Trustees, ex-officio). Tom is a Chartered Accountant working as a senior manager in a medium sized practice covering London and the east of England. He works with a number of academy trusts across the region, helping to meet their audit and other EFSA compliance needs.

Trust Board

1. Jill Carter
2. Linda Fisher
3. Deborah Gould
4. Anne Harvey
5. Rob Loe (Vice Chair of Trustees, Chair of Standards Committee)
6. Helena Marsh (Executive Principal, ex-officio)
7. Tom Meeks (Chair of Trustes, Interim Chair of Resources Committee)
8. Mark Slater

Appendix 2

Schemes of Delegation

In 2018/19, CHET has two schemes of delegation:

1. Main CHET Scheme of Delegation
2. Interim CHET Scheme of Delegation with reduced powers for schools opening / joining the MAT before the revised Scheme of Delegation

Chilford Hundred Education Trust Main Scheme of Delegation for well-performing schools (1)

		Members	Directors / Trustees	Executive Principal	LGB Governors	Head teacher
1	Establish and maintain the vision and principles of the MAT	X	x	x		
2	Appoint/ Remove Trust Directors	X				
3	To be the guardian of the objects of the Trust	X				
4	To ensure effective child protection and safeguarding arrangements are in place	X	x	x	X	x
5	To determine the governance structure		x			
6	Ratify appointments of Co-opted Trustees onto the Trust Board		x			
7	To remove governors from LGBs		x		X	
8	Determine level of delegation to LGBs		x			
9	To have executive powers in case of emergency		x	x		
10	Receive risk register		x			
11	Produce risk register			x		
12	Receive Audit Reports and Financial Statement		x			
13	Act as accounting officer for Trust			x		
14	To monitor the Funding agreement		x			

15	To Agree delegated budgets, monitor all Trust Finances		x	x		
16	To Monitor the Articles of Association	X	x			
17	To ensure effective leadership and governance		x	x		
18	To monitor standards of teaching and learning across Trust		x	x		
19	To receive reports and minutes from the Trust Groups inc .Ofsted reports		x	x		
20	To approve the Strategic aims of the Trust Resources and Standards Groups		x	x		
21	To ratify the appointment of Executive Principal of the MAT and Head teachers of the Schools in the MAT		x			
22	To determine and approve the ISR of the MAT		x			

23	To monitor Standards of education and outcomes for all Students in Trust		x	x		
24	To monitor Standards of education and outcomes for all Students at individual Academy level;				X	x
25	Implement Trust's vision and principles and establish the academy's ethos within it;			x	X	x
26	Approve School's Improvement Plan;				X	x
27	To receive Headteacher's or Principal's reports;				X	x
28	To receive reports from Standards and Resources Groups (sub groups of LGB);				X	x
29	To establish an Admissions and Marketing plan (with Trust Resources Group);				X	x
30	To monitor Pupil recruitment;				X	x
31	To monitor systems for personal development, behaviour and welfare		x	x	X	X
32	To encourage and support parent relations;				X	x

33	To support and encourage community activities in best interests of school;				X	x
34	To establish forums and local groups in best interests of the school;				X	x
35	To monitor and give assurance of equality and opportunities;				X	x
36	Recruitment and election of Parent and Staff Governors;				X	x
37	Recruitment of Community and Local Community Governors;				X	X
38	Nominations to the Trust Board committees;				X	X
39	To establish sub-committees when required;				X	x
40	To monitor the training record of governors;				X	x
41	To ensure an effective policy review system is in place for a) Trust wide policies b) School specific policies		<u>x</u>	<u>x</u>	<u>X</u>	<u>x</u>
42	To appoint the Executive Principal		x			
43	To appoint the Academy Headteachers		x	x		
44	To appoint all staff excluding the Head teacher				X	
45	To produce and approve the short list for the post of Head teacher				X	
46	To recommend the delegated budget and resources to Trust				X	
47	To determine curriculum for the Academy			X	x	x
48	To line manage the Academy Headteacher			X	x	
49	To ensure high standards of teaching and learning in the Academy				x	x
50	Implementing the agreed policies and procedures laid down by the LGB including compliance with the Funding Agreement, Financial handbook and all statutory and regulatory requirements;					x

51	Advising the LGB on strategic direction, forward planning and quality assurance;					x
52	The leadership and management of the Academy;					x
53	Managing the delegated budget and resources agreed by the LGB;					x
54	Advising the LGB on the appointment of the Deputy Head teacher and such other senior posts as the LGB may determine;					x
55	The appointment of all other staff and (except to the extent directed otherwise by the Directors and/or the LGB), the salary grading, allocation of duties, appraisal and discipline of all staff;					x
56	The maintenance of good order and discipline by the pupils including their suspension and/or exclusion within the framework laid down by the LGB; and					x
57	All such additional functions as may be assigned under the job description or contract of employment.					x

CHET Scheme of Delegation 2

Scheme of Delegation with reduced powers for Schools which do not have a track record of strong performance

July 2018

Below is an indication of powers within the Scheme of Delegation 2. The letters in parentheses show the level of power and how this is different from well-performing CHET schools.

A means approval

R means recommend.

		Members	Directors / Trustees	Executive Principal	LGB Governors	Head teacher
1	Establish and maintain the vision and principles of the MAT	X	x	x		
2	Appoint/ Remove Trust Directors	X				

3	To be the guardian of the objects of the Trust	X				
4	To ensure effective child protection and safeguarding arrangements are in place	X	X (A)	x	X (R)	x
5	To determine the governance structure		x			
6	Ratify appointments of Co-opted Trustees onto the Trust Board		x			
7	To remove governors from LGBs		X (A)		X (R)	
8	Determine level of delegation to LGBs		x			
9	To have executive powers in case of emergency		x	x		
10	Receive risk register		x			
11	Produce risk register			x		
12	Receive Audit Reports and Financial Statement		x			
13	Act as accounting officer for Trust			x		
14	To monitor the Funding agreement		x			
15	To Agree delegated budgets, monitor all Trust Finances		x	x		
16	To Monitor the Articles of Association	X	x			
17	To ensure effective leadership and governance		x	x		
18	To monitor standards of teaching and learning across Trust		x	x		
19	To receive reports and minutes from the Trust Groups inc .Ofsted reports		x	x		
20	To approve the Strategic aims of the Trust Resources and Standards Groups		x	x		
21	To ratify the appointment of Executive Principal of the MAT and Head teachers of the Schools in the MAT		x			
22	To determine and approve the ISR of the MAT		x			
23	To monitor Standards of education and outcomes for all Students in Trust		x	x		
24	To monitor Standards of education and outcomes for all Students at individual Academy level;				X	x

25	Implement Trust's vision and principles and establish the academy's ethos within it;			x	X	x
26	Approve School's Improvement Plan;		(A)		X (R)	x
27	To receive Headteacher's or Principal's reports;				X	x

28	To receive reports from Standards and Resources Groups (sub groups of LGB);				X	x
29	To establish an Admissions and Marketing plan (with Trust Resources Group);				X	x
30	To monitor Pupil recruitment;				X	x
31	To monitor systems for personal development, behaviour and welfare	x		x	X	X
32	To encourage and support parent relations;				X	x
33	To support and encourage community activities in best interests of school;				X	x
34	To establish forums and local groups in best interests of the school;				X	x
35	To monitor and give assurance of equality and opportunities;				X	x
36	Recruitment and election of Parent and Staff Governors;				X	x
37	Recruitment of Community and Local Community Governors;				X	X
38	Nominations to the Trust Board committees;				X	X
39	To establish sub-committees when required;		(A)		X (R)	x
40	To monitor the training record of governors;				X	x
41	To ensure an effective policy review system is in place for: a) Trust wide policies b) School specific policies	x (A)		X	X (R)	x
42	To appoint the Executive Principal	x				
43	To appoint the Academy Headteachers	x		x		
44	To appoint all staff excluding the Head teacher				X	
45	To produce and approve the short list for the post of Head teacher				X	
46	To recommend the delegated budget and resources to Trust		(RA)		X(R)	
47	To determine curriculum for the Academy			X	x	x

48	To line manage the Academy Headteacher		X	X		
49	To ensure high standards of teaching and learning in the Academy				X	X
50	Implementing the agreed policies and procedures laid down by the LGB including compliance with the Funding Agreement, Financial handbook and all statutory and regulatory requirements;					X
51	Advising the LGB on strategic direction, forward planning and quality assurance;					X
52	The leadership and management of the Academy;					X
53	Managing the delegated budget and resources agreed by the Board					X
54	Advising the Board on the appointment of the Deputy Head teacher and such other senior posts as the Board may determine;					X
55	The appointment of all other staff and (except to the extent directed otherwise by the Directors and/or the LGB), the salary grading, allocation of duties, appraisal and discipline of all staff;					X
56	The maintenance of good order and discipline by the pupils including their suspension and/or exclusion within the framework laid down by the LGB; and					X
57	All such additional functions as may be assigned under the job description or contract of employment.					X

Appendix 3 – Terms of Reference

DATED _____ 2014

CHILFORD HUNDRED EDUCATION TRUST

TERMS OF REFERENCE

for

THE TRUST RESOURCE GROUP

- 1 General
 - 1.1 Chilford Hundred Education Trust (the MAT) is a charitable company limited by guarantee and is governed by a board of Directors who are ultimately responsible for, and oversee, the management and administration of the MAT and the academies run by the MAT.
 - 1.2 Because it is impracticable and undesirable for the Directors to deal directly with the detailed functioning of the Trust they delegate responsibility to sub committees (Trust Resources and Standards Groups). Legally, each committee of the MAT and any powers or duties given to each committee has to be given directly by the MAT Board. This document defines the roles and responsibilities of The Resource Group (committee) and the extent of their decision-making powers.
 - 1.3 The establishment, terms of reference, constitution and membership of the committee shall be reviewed by the Directors at least once in every twelve months.

Powers reserved to the Directors

- 2 The following powers are reserved to the Directors and cannot be exercised by the committee unless in any specific instance the Directors delegate a power to the committee. The Directors may delegate any of their functions to the Executive

Principal as they think fit and any such delegation may include the power to sub-delegate and give directions to the committee.

- 2.1 Generally
 - 2.1.1 Establish and maintain the vision and principles of the MAT
 - 2.1.2 To be the guardian of the objects of the Trust
 - 2.1.3 To determine the governance structure
 - 2.1.4 Ratify appointments of Community Governors onto and as recommended by LGBs
 - 2.1.5 To remove governors from LGBs
 - 2.1.6 Determine level of delegation to LGBs
 - 2.1.7 To have executive powers in case of emergency
 - 2.1.8 Receive risk register
 - 2.1.9 Receive Audit Reports and Financial Statement
 - 2.1.10 To monitor the Funding agreement
 - 2.1.11 To Monitor the Articles of Association
 - 2.1.12 To receive reports and minutes from the Trust Groups inc. Ofsted reports
 - 2.1.13 To approve the Strategic aims of the Trust Resources and Standards Groups
 - 2.1.14 To ratify the appointment of Executive Principal of the MAT and Headteachers of the Schools in the MAT
 - 2.1.15 To determine and approve the ISR of the MAT
- 2.2 The Directors may take immediate and decisive action on any matter without prior consultation with the committee when in the reasonable opinion of the Chair of Directors it is necessary to do so, and shall report such actions to the LGB at the next opportunity.
- 3 The Trust Resource Group
 - 3.1 The committee of the Directors and will act in accordance with these Terms of Reference unless otherwise directed by the Directors. The committee will report and be accountable to the Directors for its decisions.

Composition

- 3.2 The Directors will determine the membership of The Resource Group and terms of office from time to time. The current membership of the committee is set out;
 - 3.2.1 Up to 10 members including:
 - 3.2.2 Executive Principal
 - 3.2.3 Chair/Vice Chair of Board of Directors
 - 3.2.4 Governors as recommended by LGBs
 - 3.2.5 A Director to act as Chair
 - 3.2.6 Director of Finance (non-voting)
- 3.3 The Directors hold the right to change the numbers of members.

Resignation or removal of members

- 3.4 A member of the Committee shall cease to hold office if
 - 3.4.1 He resigns by giving notice to the LGB
 - 3.4.2 He is disqualified under any of the circumstances set out in Schedule 2
 - 3.4.3 He is removed by the person or persons who appointed him. This does not apply in respect of elected parent or staff governors.
 - 3.4.4 He no longer holds the position and is replaced by the new officer.
- 4 The Trust Resource Group Delegated powers
 - General Provisions
 - 4.1 The committee specifically has the following duties;
 - 4.1.1 Chair to be a Director
 - 4.1.2 Recruitment of Executive Principal
 - 4.1.3 Recruitment of Headteachers of Schools
 - 4.1.4 Recruitment of Director of Finance
 - 4.1.5 Performance Management of Executive Principal (Sub group)
 - 4.1.6 Approval of Salary decisions for members of SLT (Sub group)
 - 4.1.7 Approval of Staffing Policies
 - 4.1.8 Chair to be involved in Executive Principal's Performance Management
 - 4.1.9 Approval of whole MAT and schools' finance policies
 - 4.1.10 Monitoring of all finances
 - 4.1.11 Approval of MAT Budget
 - 4.1.12 Approval of delegated budgets to LGBs
 - 4.1.13 Set procedure for financial planning and reporting and budgeting for LGBs
 - 4.1.14 Approval of contracts
 - 4.1.15 Set strategies for IT across the MAT
 - 4.1.16 To apply a marketing strategy for the MAT
 - 4.1.17 To monitor shared services across the MAT
 - 4.1.18 To monitor the administration and support services across the MAT
 - 4.1.19 Approval of maintenance and premises plans as recommended by LGBs
 - 4.1.20 To receive any Health and Safety issues across the MAT
 - 4.1.21 Report to Board of Directors
 - Committees and Delegation Powers
 - 4.2 Each member of the Committee shall act in the best interests of the Trust at all times and must keep confidential all information of a confidential nature obtained by them relating to the Trust.
 - 4.3 It shall have the following sub-committee
 - 4.3.1 Performance Management of Executive Principal
 - 4.4 The committee shall determine the extent if at all to which such sub-committees are to have decision-making powers. Any such decision-making powers may not be wider than the powers conferred on the committee. Subject to this, these terms

of reference will apply to any such sub-committees unless the Directors direct otherwise.

- 4.5 The committee will review the sub-committee structure, terms of reference, constitution and membership of any sub-committee and all other delegations of power at least once each year.
- 4.6 Every decision made by the committee either directly or under sub-delegation shall be reported to the next available meeting of the Directors. Every decision made by an individual or sub-committee of the committee shall be reported to the next available meeting of the committee
- 4.7 The Executive Principal shall be a member of every sub-committee established by this committee.
 - 4.7.1 Except committee 4.3.1
- 4.8 Unless prohibited under its terms of reference, a sub-committee may invite attendance by persons who are neither members nor sub-committee members where such attendance is considered by the members of the sub-committee to benefit its deliberations.
- 4.9 Copies of the minutes of sub-committee meetings are to be circulated to all members of the committee and those who are entitled to attend committee meetings.
- 4.10 Annexed to these terms of reference is a table setting out the level at which delegated decisions can be taken. This table is indicative and if any direction by the Directors is inconsistent with the table, that direction will prevail.

Financial Management

- 4.11 The committee shall at all times act in accordance with the MAT's Finance Policy and Financial Manual and the DfE's Academies Financial Handbook.
- 5 CHAIR AND VICE CHAIR OF THE COMMITTEE
- 5.1 The Chair will be appointed by the Directors and will be a Director. Their term of office shall be 1 year.
 - 5.2 Vice Chair of the committee will be appointed by the committee having sought the views of the Directors. Their term of office shall be 1 year.
 - 5.3 Any election of the Vice-Chair which is contested shall be held by secret ballot.
 - 5.4 If both the Chair and the Vice-Chair are absent from any meeting of the committee, those Governors present shall appoint one of their number to chair the meeting provided that the person elected shall not be a person who is employed by the MAT (whether or not at the Trust).
 - 5.4.1 There must be one Director present at the meeting
 - 5.5 The Chair of the committee may take immediate and decisive action on any matter within the scope of the committee's delegated powers without prior consultation with the committee when in the reasonable opinion of the Chair of the committee it is necessary to do so in order to prevent a serious detriment to the interests of the Trust or one of its pupils, parents or members of staff, and the Chair shall report such actions to the committee at the next opportunity.

5.6 The circumstances in which the Chair and Vice-Chair of the committee shall cease to hold office or may be removed from office by the committee shall reflect the provisions of the MAT's articles of association in relation to the Chair and Vice Chair of the MAT.

6 CONDUCT OF MEETINGS OF THE COMMITTEES AND SUB-COMMITTEES

6.1 Meetings of the committee and any sub-committee shall be convened and conducted in accordance with the procedure for meetings of the Directors as set out in the articles of association of the MAT.

7 CONFLICTS OF INTEREST

7.1 The income and property of the Trust must be applied solely towards the provision of the Objects as detailed in the Articles. The restrictions and procedures which apply to the Directors in the Trust with regard to having a Personal Financial Interest shall also apply to the members of the committee.

7.2 Any members of the committee who has any duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his duties as a member of the committee shall disclose that fact to the other members of the committee as soon as he becomes aware of it. A member of the committee must absent himself from any discussions of the committee in which it is possible that a conflict will arise between his duty to act solely in the interests of the Trust and any duty or personal interest (including but not limited to any Personal Financial Interest).

8 RULES AND BYE-LAWS

8.1 The committee shall have power to make rules and bye-laws in respect of the government and conduct of the Trust as it shall think fit. Such rules and bye-laws shall be subject to the provisions of the Terms of Reference and to approval by the Directors.

9 OPERATIONAL MATTERS

9.1 The committee will adopt and will comply with all policies of the Directors communicated to the committee from time to time following consultation in the development of such policies.

9.2 The Directors and all members of the committee have a duty to act independently and not as agents of those who may have appointed them and will act with integrity, objectivity and honesty in the best interests of the MAT and the Trust and shall be open about decisions and be prepared to justify those decisions except in so far as any matter may be considered confidential.

9.3 The committee will review its policies and practices on a regular basis, having regard to recommendations made by the Directors from time to time, in order to ensure that the governance of the Trust is best able to adapt to the changing political and legal environment.

9.4 The committee shall provide such data and information regarding the business of the Trust and the pupils attending the Trust as the Directors may require from time to time.

10 EFFECTIVE DATE

These Terms of Reference shall come into effect, in relation to a committee, on such date as determined by the Directors.

DATED _____ **2014**

CHILFORD HUNDRED EDUCATION TRUST

TERMS OF REFERENCE

for

THE TRUST STANDARD GROUP

11 General

- 11.1 Chilford Hundred Education Trust (the MAT) is a charitable company limited by guarantee and is governed by a board of Directors who are ultimately responsible for, and oversee, the management and administration of the MAT and the academies run by the MAT.
- 11.2 Because it is impracticable and undesirable for the Directors to deal directly with the detailed functioning of the Trust they delegate responsibility to sub committees (Trust Resources and Standards Groups). Legally, each committee of the MAT and any powers or duties given to each committee has to be given directly by the MAT Board. This document defines the roles and responsibilities of The Standard Group (committee) and the extent of their decision-making powers.
- 11.3 The establishment, terms of reference, constitution and membership of the committee shall be reviewed by the Directors at least once in every twelve months.

Powers reserved to the Directors

12 The following powers are reserved to the Directors and cannot be exercised by the committee unless in any specific instance the Directors delegate a power to the committee. The Directors may delegate any of their functions to the Executive Principal as they think fit and any such delegation may include the power to sub-delegate and give directions to the committee.

12.1 Generally

12.1.1 Establish and maintain the vision and principles of the MAT

12.1.2 To be the guardian of the objects of the Trust

12.1.3 To determine the governance structure

12.1.4 Ratify appointments of Community Governors onto and as recommended by LGBs

12.1.5 To remove governors from LGBs

12.1.6 Determine level of delegation to LGBs

12.1.7 To have executive powers in case of emergency

12.1.8 Receive risk register

12.1.9 Receive Audit Reports and Financial Statement

12.1.10 To monitor the Funding agreement

12.1.11 To Monitor the Articles of Association

12.1.12 To receive reports and minutes from the Trust Groups inc. Ofsted reports

12.1.13 To approve the Strategic aims of the Trust Standards and Standards Groups

12.1.14 To ratify the appointment of Executive Principal of the MAT and Headteachers of the Schools in the MAT

12.1.15 To determine and approve the ISR of the MAT

12.2 The Directors may take immediate and decisive action on any matter without prior consultation with the committee when in the reasonable opinion of the Chair of Directors it is necessary to do so, and shall report such actions to the LGB at the next opportunity.

13 The Trust Standard Group

13.1 The committee of the Directors and will act in accordance with these Terms of Reference unless otherwise directed by the Directors. The committee will report and be accountable to the Directors for its decisions.

Composition

13.2 The Directors will determine the membership of The Standard Group and terms of office from time to time. The current membership of the committee is set out;

13.2.1 Up to 10 members including:

13.2.2 [Executive Principal](#)

13.2.3 Chair/Vice Chair of Board of Directors

- 13.2.4 other governors as recommended by LGBs
- 13.2.5 A Director to act as Chair
- 13.3 The Directors hold the right to change the numbers of members.
Resignation or removal of members
- 13.4 A member of the Committee shall cease to hold office if
 - 13.4.1 He resigns by giving notice to the LGB
 - 13.4.2 He is disqualified under any of the circumstances set out in Schedule 2
 - 13.4.3 He is removed by the person or persons who appointed him. This does not apply in respect of elected parent or staff governors.
 - 13.4.4 He no longer holds the position and is replaced by the new officer.
- 14 The Trust Standard Group Delegated powers
General Provisions
- 14.1 The committee specifically has the following duties;
 - 14.1.1 Chair to be a Director
 - 14.1.2 To receive Ofsted report and monitor action plan
 - 14.1.3 The Chair is involved in the Executive Principal's Performance Management
 - 14.1.4 Approve curriculum provision and planning across the MAT
 - 14.1.5 Agree overall education model for the MAT
 - 14.1.6 Agree the set targets for all schools
 - 14.1.7 Receive headline data from Analysing School Performance on each school
 - 14.1.8 Receive headline data of attainment and progress of all pupils
 - 14.1.9 Receive plans for provision for attainment and progress of all pupils
 - 14.1.10 Receive reports about assessment of all pupils across the MAT
 - 14.1.11 Receive reports about the provision for SEN across the MAT and progress of pupils
 - 14.1.12 Receive reports about the monitoring of Teaching and Learning across the MAT
 - 14.1.13 Monitor/Receive each School's Improvement Plan
 - 14.1.14 Monitor the Sponsored School's Improvement Plan with regular reporting (Recommended half termly)
 - 14.1.15 Monitor behaviour reports from all schools
 - 14.1.16 Receive significant attendance and exclusions data
 - 14.1.17 To consider and implement networking with other schools/academies
 - 14.1.18 Report to Board of Directors

Committees and Delegation Powers

- 14.2 Each member of the Committee shall act in the best interests of the Trust at all times and must keep confidential all information of a confidential nature obtained by them relating to the Trust.
- 14.3 The committee may delegate any of its functions to a sub-committee of the committee but no person or sub-committee may delegate further unless expressly authorised to do by the committee.
- 14.4 The committee shall determine the extent if at all to which such sub-committees are to have decision-making powers. Any such decision-making powers may not be wider than the powers conferred on the committee. Subject to this, these terms of reference will apply to any such sub-committees unless the Directors direct otherwise.
- 14.5 The committee will review the sub-committee structure, terms of reference, constitution and membership of any sub-committee and all other delegations of power at least once each year.
- 14.6 Every decision made by the committee either directly or under sub-delegation shall be reported to the next available meeting of the Directors. Every decision made by an individual or sub-committee of the committee shall be reported to the next available meeting of the committee
- 14.7 The Executive Principal shall be a member of every sub-committee established by this committee.
- 14.8 Unless prohibited under its terms of reference, a sub-committee may invite attendance by persons who are neither members nor sub-committee members where such attendance is considered by the members of the sub-committee to benefit its deliberations.
- 14.9 Copies of the minutes of sub-committee meetings are to be circulated to all members of the committee and those who are entitled to attend committee meetings.
- 14.10 Annexed to these terms of reference is a table setting out the level at which delegated decisions can be taken. This table is indicative and if any direction by the Directors is inconsistent with the table, that direction will prevail.

Financial Management

- 14.11 The committee shall at all times act in accordance with the MAT's Finance Policy and Financial Manual and the DfE's Academies Financial Handbook.

15 CHAIR AND VICE CHAIR OF THE COMMITTEE

- 15.1 The Chair will be appointed by the Directors and will be a Director. Their term of office shall be 1 year.
- 15.2 Vice Chair of the committee will be appointed by the committee having sought the views of the Directors. Their term of office shall be 1 year.
- 15.3 Any election of the Vice-Chair which is contested shall be held by secret ballot.

15.4 If both the Chair and the Vice-Chair are absent from any meeting of the committee, those Governors present shall appoint one of their number to chair the meeting provided that the person elected shall not be a person who is employed by the MAT (whether or not at the Academy).

15.4.1 There must be one Director present at the meeting

15.5 The Chair of the committee may take immediate and decisive action on any matter within the scope of the committee's delegated powers without prior consultation with the committee when in the reasonable opinion of the Chair of the committee it is necessary to do so in order to prevent a serious detriment to the interests of the Trust or one of its pupils, parents or members of staff, and the Chair shall report such actions to the committee at the next opportunity.

15.6 The circumstances in which the Chair and Vice-Chair of the committee shall cease to hold office or may be removed from office by the committee shall reflect the provisions of the MAT's articles of association in relation to the Chair and Vice Chair of the MAT.

16 CONDUCT OF MEETINGS OF THE COMMITTEES AND SUB-COMMITTEES

16.1 Meetings of the committee and any sub-committee shall be convened and conducted in accordance with the procedure for meetings of the Directors as set out in the articles of association of the MAT.

17 CONFLICTS OF INTEREST

17.1 The income and property of the Trust must be applied solely towards the provision of the Objects as detailed in the Articles. The restrictions and procedures which apply to the Directors in the Trust with regard to having a Personal Financial Interest shall also apply to the members of the committee.

17.2 Any members of the committee who has any duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his duties as a member of the committee shall disclose that fact to the other members of the committee as soon as he becomes aware of it. A member of the committee must absent himself from any discussions of the committee in which it is possible that a conflict will arise between his duty to act solely in the interests of the Trust and any duty or personal interest (including but not limited to any Personal Financial Interest).

18 RULES AND BYE-LAWS

18.1 The committee shall have power to make rules and bye-laws in respect of the government and conduct of the Trust as it shall think fit. Such rules and bye-laws shall be subject to the provisions of the Terms of Reference and to approval by the Directors.

19 OPERATIONAL MATTERS

19.1 The committee will adopt and will comply with all policies of the Directors communicated to the committee from time to time following consultation in the development of such policies.

19.2 The Directors and all members of the committee have a duty to act independently and not as agents of those who may have appointed them and will act with integrity, objectivity and honesty in the best interests of the MAT and the Academy and shall be open about decisions and be prepared to justify those decisions except in so far as any matter may be considered confidential.

- 19.3 The committee will review its policies and practices on a regular basis, having regard to recommendations made by the Directors from time to time, in order to ensure that the governance of the Trust is best able to adapt to the changing political and legal environment.
- 19.4 The committee shall provide such data and information regarding the business of the Trust and the pupils attending the Trust as the Directors may require from time to time.
- 20 EFFECTIVE DATE

These Terms of Reference shall come into effect, in relation to a committee, on such date as determined by the Directors.

Appendix 4

Chilford Hundred Education Trust

Code of Conduct⁴

Approved by CHET Board of Directors on 27 March 2018

This Code should be read in conjunction with the relevant law and for academies, their articles of association and agreed scheme of delegation.

The governing board has the following core strategic functions:

Establishing the strategic direction, by:

- Setting and ensuring clarity of vision, values, and objectives for the school(s)/trust
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the lead executive/headteacher (where delegated)
- Monitoring the educational performance of the school/s and progress towards agreed targets
- Performance managing the lead executive/headteacher (where delegated)
- Engaging with stakeholders
- Contributing to school self-evaluation

Overseeing financial performance, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained
- Ensuring risks to the organisation are managed

As individuals on the board we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and the role of the executive leaders.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.

⁴ The Code of Conduct is based on The National Governance association's model Code of Conduct (2017 version).

- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open governance and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school/group of schools. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by the governing board.
- We will actively support and challenge the executive leaders
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation;
- We will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements;
- We agree to adhere to the school's rules and polices and the procedures of the governing board as set out by the relevant governing documents and law
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views;
- when communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation

Commitment

- We acknowledge that accepting office as a governor/trustee/academy committee member involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.

- We will visit the school/s, with all visits arranged in advance with the senior executive leader/headteacher and undertaken within the framework established by the governing board.
- When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor/trustee/academy committee member.
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- 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 and included in the annual trustees' report which is the public domain.
- In the interests of transparency we accept that information relating to governors/trustees/academy committee members will be collected and logged on the DfE's national database of governors (Get Information about Schools).

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors/trustees/academy committee members, the clerk to the governing board and school staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other board members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the executive leaders, staff and parents, the trust, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school/trust business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote.

- We will ensure all confidential papers are held and disposed of appropriately.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.
- We accept that the Register of Business Interests will be published on the school/trust's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board.

Ceasing to be a governor/trustee/academy committee member

- We understand that the requirements relating to confidentiality will continue to apply after a governor/trustee/academy committee member leaves office

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governing board member, such as the vice chair will investigate.

The seven principles of public life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness - Holders of public office should act solely in terms of the public interest.

Integrity - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty – Holders of public office should be truthful

Leadership – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

