



## The Good Shepherd Trust Governance Handbook

September 2022 – August 2023

### Vision:

- Having an ambitious culture which enables self-confidence and aspiration in everyone in our family, child or adult.
- Having a highly connected, growing and flourishing GST community where everyone is known, diversity is valued and highly effective, responsive services are shared.
- Serving our community by developing an enriching and exciting social, emotional, spiritual and cultural educational provision; driving high quality learning for all.

*Jesus said "I came that they may have life and have it to the full." John 10 v10.*

### Introduction

Welcome to governance in The Good Shepherd Trust.

The GST governance handbook is for everyone with a governance role in the trust, which includes:

- Members
- Trustee Directors
- Local Committee Members
- Clerks and Trust employees

The GST governance handbook enables those involved in governance in GST, at all levels, to understand their role and ensure that the trust remains compliant with company law, charity law and the Academy Trust Handbook.

The scheme of delegation shows clearly who is responsible or accountable for tasks. This document illustrates our governance procedures, supporting transparency within our organisation. The aim of the clearly delegated tasks is to support the trust's vision, avoid duplication of work and ensure every level of governance adds value.

Anyone involved in governance in our trust, who is not an employee, is a volunteer and gives their time with no financial benefit. This is recognised and valued.

We expect all volunteers to follow our code of conduct for governance, which is found in [appendix F](#).

The Good Shepherd Trust is a company limited by guarantee and an exempt charity. We therefore follow both company and charity law and are registered as a company. Our company number is 8366199, formed on 18th January 2013.

The *Articles of Association* govern the academy trust, setting out its objects, the eligibility criteria for members and trustee directors, and the procedures for appointment and removal of members and trustee

directors. The articles also deal with voting rights of the members, the powers of trustee directors and set out the procedure for meetings. Our articles of association may be found on our website [here](#).

Our multi academy trust (MAT) is a 'mixed MAT', consisting of both Church of England schools and other academies whether with or without a designated religious character.

In The GST we refer to academies as schools.

A list of abbreviations and terms used may be found in [appendix K](#).

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## Our trust's vision

**"To be better, together."**

We commit to:

- Having an ambitious culture which enables self-confidence and aspiration in everyone in our family, child or adult.
- Having a highly connected, growing and flourishing GST community where everyone is known, diversity is valued and highly effective, responsive services are shared.
- Serving our community by developing an enriching and exciting social, emotional, spiritual and cultural educational provision; driving high quality learning for all.

**Jesus said "I came that they may have life and have it to the full." John 10 v10.**

## Our governance structure

### Members

Our trust structure has a minimum of three members and no maximum. Members are the Diocesan Corporate Member, two people appointed by the Diocesan Corporate Member, the chair of the trustee directors (see below), and any further members appointed by the members.

### Trustee directors\* (the *Trust Board*)

The number of trustee directors must not be less than three but is not subject to a maximum. The members appoint a minimum of five trustee directors. The trustee directors may appoint further co-opted trustee directors. Employees of The Good Shepherd Trust may be trustee directors if the total number does not exceed one third of the total number of trustee directors (including the CEO). A term of office for a trustee director is four years. Trustee directors may be re-appointed.

**Education  
Committee**

**Resources  
Committee**

**Risk & Audit  
Committee**

**People,  
Appointments &  
Remuneration  
Committee**

**Local  
committees\*\***

\* We call our directors 'trustee directors' as they are both trustees and directors.

\*\* We call our local governing bodies 'local committees'.

The 'governors' in a multi academy trust are the trustee directors. Therefore, we do not refer to any other person on a committee as a governor. Only the trustee directors may establish committees. The committees in our trust are:

- Education Committee
- Resources Committee
- Risk & Audit Committee
- People, Appointments & Remuneration Committee
- Local committees

For all committees, except local committees, membership consists of at least three trustee directors. See the individual terms of reference ([appendices](#)) for exact requirements. Each committee's terms of reference are reviewed by the trust board at least once every twelve months.

Local committees do not simply replace what was a governing body prior to joining the trust – at the point of joining the MAT the governing body ceases to be a legal entity. We have local committees (on which previous governors may continue as members) that are very much community focused and are there to use their skills to support the head teacher. There should be two parents, five general members and two staff members (one being the head teacher) on the committee. A local committee may be appointed for more than one school.

Trustee directors may replace a local committee with an interim local committee (ILC) as an alternative committee. The role of an ILC will mirror that of a local committee but will exercise greater direction than a local committee and be guided and supported by the trust central team.

## The role of members

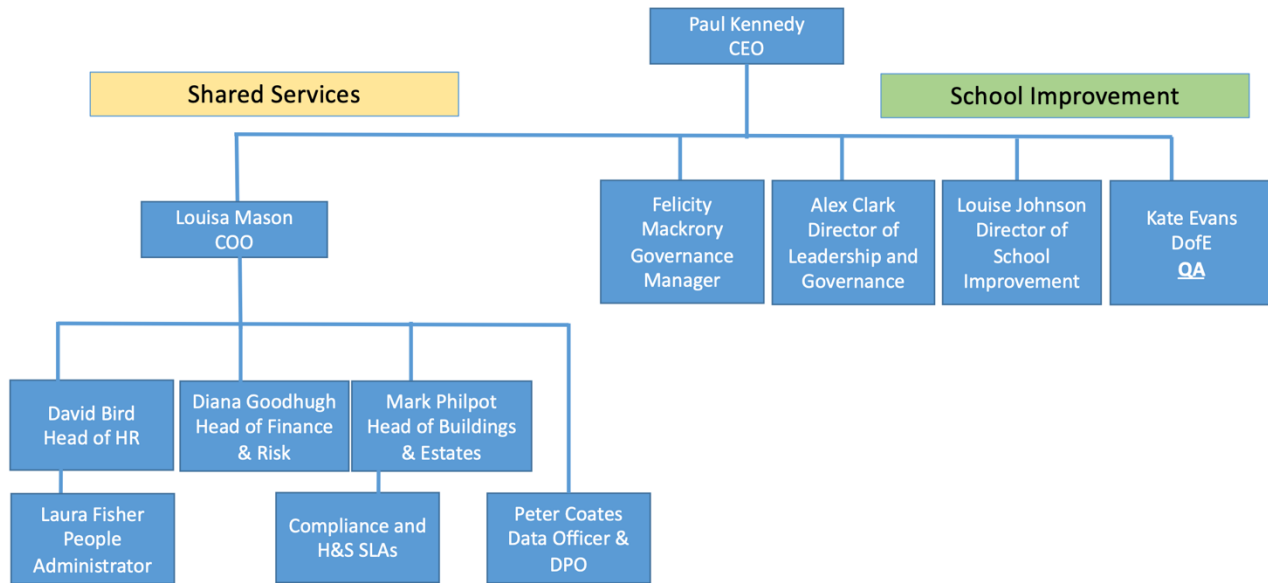
A *member* has a specific role in a multi academy trust, and not to be confused with members of committees, used throughout this document. The Academy Trust Handbook describes a similar role to that of shareholders of a company. They:

- are the subscribers to the memorandum of association (where they are founding members).
- may amend the articles of association subject to any restrictions created by the funding agreement or charity law.
- may, by special resolution, appoint new members or remove existing members other than, where there is one, the foundation/sponsor body and any members it has appointed.
- have powers to appoint trustees as set out in the trust's articles of association and powers under the Companies Act 2006 to remove trustees.
- may, by special resolution, issue direction to the trustees to take a specific action.
- appoint the trust's external auditors and receive (but do not sign) the audited annual report and accounts (subject to the Companies Act).
- have power to change the company's name and, ultimately, wind it up.

(Academy Trust Handbook)

The **National Governance Association** (NGA) has a useful document "*Academy trusts: the role of members*" available [here](#).

## Trust central team



It is important to note that members of the central team play a significant role in governance. Whilst the trust board is the body accountable for governance in the trust, it is the central team, including the CEO, that hold much of the responsibility.

## Our committees

A brief summary of each committee is:

### Education Committee

The Education Committee is responsible for:

- Curriculum, including special educational needs and disabilities (SEND), religious education (RE).
- Pupil development and Christian distinctiveness (in Church schools).
- Pupil attainment and progress, including for vulnerable pupils.
- Teaching and learning.
- School leadership and management.
- Safeguarding and behaviour.
- Inspection (Ofsted and SIAMS).
- School improvement.
- Stakeholder voice.

The full terms of reference for this committee may be found in [appendix A](#).

## Resources Committee

The Resources Committee is responsible for:

- Finance.
- Purchasing and procurement.
- Insurance.
- Property and facilities.

The full terms of reference for this committee may be found in [appendix B](#).

## Risk & Audit Committee

The Risk & Audit Committee is responsible for:

- Audit.
- Health and safety.
- Risk management.

The full terms of reference for this committee may be found in [appendix C](#).

## People, Appointments & Remuneration Committee

The People, Appointments & Remuneration Committee is responsible for:

- Remuneration and contractual terms for the central Trust Senior Leadership Team.
- Structures for and appointments to executive leadership positions in schools and the central Trust Senior Leadership Team.
- Staffing.
- Revisions to the Trust's pay policies.

The full terms of reference for this committee may be found in [appendix D](#).

## Local committees

Each school's local committee is responsible for:

- Establishing the strategic direction
- Ensuring accountability
- Overseeing compliance
- Monitoring the impact of some grants (such as the pupil premium)

The full terms of reference for these committees may be found in [appendix E](#).

	Members	Trustee directors	Education Committee	Resources Committee	Risk & Audit Committee	People, Appts & Remuneration Comm.	Local Committee	CEO	Central Team	Headteacher
<b>Governance</b>										
Approve trust's articles of association										
Appoint trustee directors										
Remove trustee directors										
Appoint co-opted trustee directors										
Remove co-opted trustee directors										
Review effectiveness of the Board in line with charitable objects										
Approve Annual Report and Accounts										
Receive Annual Report and Accounts										
Appoint external auditors										
Approve trust's terms of reference										
Approve trust's scheme of delegation										
Approve new academies joining the trust										
Establish trust committees										
Approve trust committees' terms of reference										
Appoint chair of trust board										
Appoint CEO/COO										
Appoint and remove chair of all committees										
Appoint and remove vice-chair of local committee										
Appoint and remove members of local committees										
Suspend local committee and replace with appropriate body										
Appoint and remove chairs of trust committees										
Appoint and remove members of trust committees										
Due diligence on local committee member appointment										
Appoint and remove company secretary										
Appoint and remove governance professional to the Trust Board										
Appoint and remove clerk to local committee										
Ensure trust website is up to date and compliant										
Ensure GIAS is up to date										
Organise calendar of the trust board										
Organise calendar of local committee										
Maintain and publish a register of trustee directors' interests on the trust website										
Maintain and publish a register of local committee members' interests										
Approve trust-wide policies										
Approve locally owned policies only where specifically delegated										
To approve all school policies not specifically delegated to another body										



	Members	Trustee directors	Education Committee	Resources Committee	Risk & Audit Committee	People, Appts & Remuneration Comm.	Local Committee	CEO	Central Team	Headteacher
<b>Education</b>										
Set trust performance targets										
Set school performance targets										
School performance										
School performance against SDP (informed by RDoE)										
Monitor performance of vulnerable groups										
Hold school to account on how it supports its looked-after and previously looked-after children and their level of progress										
Headteacher performance management										
Self-evaluation form										
School curriculum										
Approach to teaching and learning										
In church schools, seeking assurance and evaluating the impact and effectiveness with the SIAMS framework										
Ensure adherence to statutory guidance for those with legal responsibilities in relation to exclusions										
Fixed term exclusion										
Permanent exclusion										
Panel hearing to consider exclusion issues (which could be from another school)										
Appeals against permanent exclusions										
Education policies for a school (not listed as trust policies)										

<b>Safeguarding</b>										
Appoint a named trustee director who takes responsibility for child protection/safeguarding										
Appoint a named safeguarding link member on each local committee										
Ensure a centrally appointed and appropriately trained designated safeguarding lead (DSL)										
Ensure safeguarding and child protection policies are in place in line with statutory guidance										
Ensure school safeguarding compliance - including adherence to locally owned safeguarding and child protection policy and other related policies such as: behaviour, lock down procedures, etc.										
Ensure school safeguarding audits are completed annually for the Trust and as required by the local safeguarding children partnership (LSCP)										
Completion of all statutory safer recruitment checks, including the completion and maintenance of school single central register										

	Members	Trustee directors	Education Committee	Resources Committee	Risk & Audit Committee	People, Appts & Remuneration Comm.	Local Committee	CEO	Central Team	Headteacher
Completion of all statutory safer recruitment checks in the MAT, including the completion and maintenance of MAT single central register										
Ensure central team safeguarding compliance (including members/trustees)										
Ensure each school has appropriately trained designated safeguarding lead (DSL) and deputy DSL(s)										
Ensure all school staff and volunteers receive effective statutory safeguarding training										
Ensure all central team staff and those in governance receive effective statutory safeguarding training										
Ensure that child protection records are well organised and held/shared securely										
Ensure allegations made against central staff, members and trustee directors (excluding the CEO) are dealt with in accordance with procedure for dealing with allegations against adults										
Ensure allegations made against school staff (excluding the head teacher) and volunteers are dealt with in accordance with procedure for dealing with allegations against adults										
Ensure allegations made against a head teacher or the CEO are reported to the trust chair in accordance with procedure for dealing with allegations against adults										
To comply with the law at all times, including making referrals to the DBS and TRA as required, for allegations made against adults										
Escalate safeguarding concerns regarding insufficient LA action taken to regional director of education with responsibility for safeguarding										

<b>Staffing and employment</b>										
Trust pay policy										
Teachers' annual pay award										
Support staff annual pay award										
Approval of annual staffing structure										
Determination of appropriate salary ranges for executive posts (CEO and trust officers)										
Determination of appropriate salary ranges for all non-executive central posts										
Determination of appropriate salary ranges for head teachers										
Determination of appropriate salary ranges for all other school based leadership posts										
Determination of appropriate salary ranges for all non-leadership school based posts										
Approval of executive (CEO and trust officers) performance related pay awards										
Approval of head teacher pay awards										

	Members	Trustee directors	Education Committee	Resources Committee	Risk & Audit Committee	People, Appts & Remuneration Comm.	Local Committee	CEO	Central Team	Headteacher
Approval of all other school-based staff performance related pay awards										
Ensuring compliance with appraisal process										
Changes to principle terms and conditions of employment or collective agreements										
Adoption of transferring policies and collective agreements										
Approval of trust-wide HR policies other than where this is specifically delegated to another body										
Appointment of executive posts: CEO and trust officers										
Appointment of non-executive central posts										
Appointment of head teacher posts (a trustee director must be present)										
Appointment of school leadership posts (a local committee member should be involved)										
Appointment of all other school posts										
Suspension of CEO										
Disciplinary action, up to and including dismissal, of CEO										
Appeal against disciplinary action, up to and including dismissal, of CEO										
Suspension of trust officers										
Disciplinary action, up to and including dismissal, of trust officers										
Appeal against disciplinary action, up to and including dismissal, of trust officers										
Suspension of head teachers										
Reinstate head teachers										
Disciplinary action, up to and including dismissal, of head teachers										
Appeal against disciplinary action, up to and including dismissal, of head teachers										
Suspension of school staff										
Disciplinary action, up to and including dismissal, of school staff										
Appeal against disciplinary action, up to and including dismissal, of school staff										
All other management action in relation to the employment of the CEO										
All other management action in relation to the employment of the trust officers										
All other management action in relation to the employment of the non-executive central staff										
All other management action in relation to the employment of head teachers										
All other management action in relation to the employment of school-based staff										

Finance and financial control										
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	Members	Trustee directors	Education Committee	Resources Committee	Risk & Audit Committee	People, Appts & Remuneration Comm.	Local Committee	CEO	Central Team	Headteacher
Appointment of Accounting Officer										
Trust & school financial policies & procedures										
Authorising the establishment of bank accounts and approving bank mandates										
Trust 3 year budget plan										
Trust 1 year budget										
Trust consolidated financial statements										
Response to auditor's management letter										
School 3 year budget plan										
School 1 year budget										
Compensation payments up to £50,000 (ATH Limit)										
Compensation payments over £50,000 - Secretary of State permission required										
Monitoring impact of specific grants (eg pupil premium/sport)										

Please also see the trust's finance policy for expenditure limits, etc.

<b>Admissions and school operation</b>										
To undertake at a local level consultation, publish admissions and determine arrangements as required in accordance with the Schools Admissions and Appeals codes										
To make arrangements at a local level for determining admissions and hearing admission appeals										
Expansion or reduction of school published admission number (PAN)										
Change of age range - ESFA approval required										
Extension of school provision to include Nursery age children - ESFA approval required										
School times, terms and holidays										
School INSET days										
School prospectus										
School website										
Trust & school branding										
School uniform										
Complaints policy - Trust wide										
Hearing complaints - Stage One heard by head teacher										
Hearing complaints - Stage Two heard by local committee chair										
Hearing complaints – Stage Three heard by local committee panel										

<b>GDPR compliance</b>										
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	Members	Trustee directors	Education Committee	Resources Committee	Risk & Audit Committee	People, Appts & Remuneration Comm.	Local Committee	CEO	Central Team	Headteacher
To adopt data protection policies and procedures to cover the requirement to notify individuals as to how information is to be used, retained and stored										
To ensure registration with the Information Commissioners Office is up to date										
To ensure and support compliance with all data protection policies and procedures across the trust										
To ensure the effective implementation of data protection policies and procedures at a local level										
To maintain accurate and secure pupil records										
To maintain accurate and secure school staff and volunteer records										
To maintain accurate and secure central team staff and governance records										

<b>Health and safety and estates</b>										
Trust capital strategy										
Health and safety policy										
Health and safety compliance										
Short term lease arrangements (exclusive use not sessional lettings)										
Leases to third parties of 7 years or more - ESFA Approval required										

<b>Risk</b>										
Trust Risk Management Statement										
Pre conversion due diligence										
Maintenance of trust risk register										
Maintenance of school risk register										

## Scheme of Delegation



This scheme of delegation sets out The Good Shepherd Trust's delegation of tasks to its committees. Each committee of the trust board has specific terms of reference which are determined by the trust board and reviewed annually.

Financial delegation is determined in the trust's finance policy. For expenditure limits, disposals, etc, please refer to the policy.

Areas below that relate to local committees have been extracted and presented together in [Appendix E section 5](#) for ease.

‘Central Team’ refers to governance provided from employees within the central team, including Regional Directors of Education, Head of HR, Head of Finance, CEO, COO, etc.

Key:

Accountable - primarily responsible and sets criteria	
Responsible - undertakes delegated task and holds others to account	

## Local committee work plan

The current work plan is available [here](#).

Local committee members will wish to look at [appendix E – terms of reference for local committees](#) (which includes further detail about what each area of responsibility looks like) and [appendix I – The role of a local committee member](#).

## Trust and school policies

We have three types of policies (or procedures) in our trust:

- Policies from the trust board that have to be followed.
- Policy templates from the trust that require some local changes at school level.
- Policies that are the responsibility of schools.

For each of those, they may be:

- Statutory or non-statutory.
- Required by the trust.
- Delegated to a committee or an individual.

A full list of required policies (a live document) and details on policy management are stored on the trust's SharePoint site. All trust policies are managed by individuals within the central team and either approved by a manager within the central team, or by the trust board (depending on the level of delegation). The current trust policies are (as of September 2022):

Access Control	Homeworking guidance (COVID-19) - setting up checklist
Admission arrangements (each school)	Infection Control
Allegations of Abuse Against Adults	LGPS Employer's Discretions
Anti Harassment and Bullying	Menopause at work
Anti Stress	No Smoking
Anti-slavery and human trafficking statement	Parental Leave (inc shared parental leave)
Appraisal Policy (Support Staff)	Password Policy
Appraisal Policy (Teachers)	Pay
Capability	Probation
Change Management	Punctuality (staff)
Children with health needs who cannot attend school	Recruitment of ex-offenders (policy statement)
Code of Conduct (staff behaviour)	Redundancy
Data Protection Policy	Reserves
Disciplinary Procedure (staff)	RHSE Statement of Intent
Dress and Appearance (staff)	Safer Recruitment
Electronic Information and Communication Systems	Safer working practice statement
Equal Opportunities and Diversity	Family Leave
Expenses & allowances (staff)	Single Central Record (Guidance)
Eye Test	Single Equalities Policy including Objectives
Finance	Sickness Absence
Flexible Working	Social Media (staff)
Gender Reassignment	Substance Misuse
Gifts and Hospitality	Supervision
Grievance Policy and Procedure	Time Off Policy
Homeworking guidance (COVID-19)	Wellbeing
	Whistleblowing Policy

Trust policies and procedures that are provided by the central team as templates that must be adapted for each individual setting are:

<b>Policy</b>	<b>Max cycle yrs</b>	<b>Author/Reviewer</b>	<b>Approval</b>
Acceptable Use (IT)	3	Head of HR	COO
CCTV Policy	3	Data Officer	COO
Complaints Procedure	1	CEO	Board on recommendation from Education and Resources Committees
Early Career Teachers (ECTs)	1	Regional Director	Board on recommendation from Education Committee
Health & Safety	1	COO	Board on recommendation from Risk & Audit Committee
Missing Child (lost child)	2	Head Teacher	Regional Directors of Education
Mobile Devices	3	Head Teacher	Regional Directors of Education
Newly Qualified Teachers (NQTs)	1	Regional Director	Board on recommendation from Education Committee
Child Protection and Safeguarding (for Surrey schools only)	1	Trust DSL	Board/Local committees (for schools)
Child Protection (for Hampshire schools only)	1	Trust DSL	Board/Local committees (for schools)
Safeguarding (for Hampshire schools only)	1	Trust DSL	Board/Local committees (for schools)
Supporting pupils with medical conditions	1	H&S Lead	Head teachers
Tackling Radicalisation and Extremism	2	Trust DSL	CEO
Visitors Policy and Visiting Speakers Agreement	2	Trust DSL	Head teachers

We expect all schools to have their own policies for the following:

<b>Policy</b>	<b>Max cycle yrs</b>	<b>Approval</b>
Accessibility plan	3	Local committee
Anti-bullying (if not in behaviour policy)	1	Head teacher
Attendance	2	Head teacher
Behaviour and exclusion	1	Local committee
Charging and remissions	1	Head teacher
Early years foundation stage (EYFS) (where applicable) – and could be in another policy	Undefined	Head teacher
First aid in schools	1	
Intimate care	3	Head teacher
Lettings	3	Board
Lockdown procedures	1	Head teacher
Lone working	3	Head teacher
Relationship and sex education (RSHE)	1	Local committee
School exclusion (may be included within the behaviour policy)	1	Head teacher
Special educational needs and disability	1	Local committee
Touch and the use of restrictive intervention	3	Head teacher

In addition, the head teacher at each school (and CEO at trust-level) is required to maintain the:

- Register of pupils' admission to school and attendance



- School information published on the website
- Single central record of recruitment and vetting checks
- Premises management documents
- Register of business interests

### **Policies/procedures that a local committee is required to approve**

Local committees are required to ensure that the trust template policy for *safeguarding and child protection* has been adapted at local level, which is then 'approved'. Local committees must also approve the following policies written by staff in school:

- Accessibility plan (every three years or earlier)
- Behaviour (and exclusion) (annually or earlier)
- Relationship and sex education (RSHE) (annually or earlier)
- Special educational needs and disability (annually or earlier)

## Appendices

### Appendix A – terms of reference for Education Committee

#### 1. Membership

- 1.1. The committee shall consist of at least three trustee directors plus the CEO, in addition to the chair of the board who attends *ex officio*.
- 1.2. The chair of the committee shall be appointed annually by the board.
- 1.3. The committee may co-opt additional members.
- 1.4. The Director(s) of Education shall be invited to attend all meetings.

#### 2. Quorum

- 2.1. The quorum shall be two trustee directors plus the CEO.

#### 3. Meetings

- 3.1. The committee shall meet at least once per term.
- 3.2. The administration of meetings will be managed by the central team. Agenda and papers will be available on Governor Hub for members of the committee 7 days in advance of the meeting.

#### 4. Purpose

##### 4.1 Curriculum

- 4.1.1 To ensure that all schools within the MAT are delivering an appropriate, full and balanced curriculum to all children including those with special educational needs and disabilities (SEND).
- 4.1.2 To ensure that all schools within the MAT offer a full, appropriate and varied programme that will enrich children's learning.
- 4.1.3 To ensure that all schools within the MAT are delivering appropriate Religious Education (which, in Church schools, shall be in line with Diocesan guidelines).

##### 4.2 Pupil development and Christian distinctiveness

- 4.2.1 To ensure that all schools within the MAT are using their character and values (including, in Church schools, their Christian distinctiveness) to enable the development and achievement of every child.
- 4.2.2 To ensure that each Church school within the MAT maintains and develops a distinctively Christian ethos.

##### 4.3 Pupil Attainment and Progress

- 4.3.1 To ensure that children at all schools and vulnerable groups within the MAT are making progress and are achieving attainment in line with or better than expectations.
- 4.3.2 To ensure that all planned actions to improve the level of attainment and progress are on track and effective.
- 4.3.3 To receive timely and robust data analysis on all matters affecting pupil attainment and progress (in each school and across the Trust) including for all vulnerable groups.

#### 4.4 Teaching and Learning

4.4.1 To ensure that the teaching at all schools within the MAT is 'good' or better and that appropriate and timely corrective actions are in place to address any shortcomings.

#### 4.5 School Leadership and Management

4.5.1 To ensure that all the schools within the MAT are being managed, led and governed effectively and efficiently to meet the Ofsted criteria for 'good' or better.

4.5.2 To ensure that Christian leadership is supported and developed in all Church schools within the MAT and that such support and development is available to all schools on request.

4.5.3 To seek assurance of the development of strong partnerships between all schools within the MAT and their local parish churches.

#### 4.6 Safeguarding and Behaviour

4.6.1 To ensure that each school within the MAT and the trust as an organisation complies with its statutory safeguarding and child protection obligations.

4.6.2 To monitor attendance and behaviour at each school within the MAT, ensuring that appropriate actions are taken to address specific concerns that may be raised.

#### 4.7 Inspection

4.7.1 To consider copies of all Ofsted and SIAMS inspection reports.

#### 4.8 School Improvement

4.8.1 To ensure that timely action is being taken to bring about necessary school improvement and that this is being closely monitored through the school improvement dashboard.

4.8.2 To provide access to all internal school improvement reports.

### **5. Review**

These terms of reference shall be reviewed at least once every twelve months, typically at the first meeting of each academic year.

## Appendix B – terms of reference for Resources Committee

### 1. Membership

- 1.1. The committee shall consist of at least three trustee directors plus the CEO (Accounting Officer), in addition to the chair of the board who attends *ex officio*.
- 1.2. The chair of the committee shall be appointed annually by the board.
- 1.3. The committee may co-opt additional members.
- 1.4. The COO and the Head of Finance shall be invited to attend all meetings and the trust business managers some of the meetings.

### 2. Quorum

- 2.1. The quorum shall be two trustee directors plus the CEO (Accounting Officer).

### 3. Meetings

- 3.1. The Committee shall meet at least once per term.
- 3.2. The administration of meetings will be managed by the central team. Agenda and papers will be circulated to members of the committee at least 7 days in advance of the meeting.

### 4. Purpose

#### Finance

- 4.1.1. To review the annual budget prepared by the executive and, when this is completed, to propose it for approval by the board.
- 4.1.2. To review the 3-year financial plan prepared by the executive and to ensure that it is robust and regularly updated.
- 4.1.3. To monitor the budget and management account position monthly and to report significant anomalies from the anticipated position to the board.
- 4.1.4. To ensure that the trust operates within the terms of the Academy Trust Handbook.
- 4.1.5. To ensure that the trust produces and promptly files statutory financial documents as required by the Charity Commissioner, Companies House, the Education and Skills Funding Agency (ESFA), HMRC and other designated regulatory or statutory bodies.
- 4.1.6. To ensure that the trust complies with its statutory external audit obligations.

#### Purchasing/Procurement

- 4.1.7. To ensure that the trust demonstrates the proper and regular use of public funds and achieves value for money through its procurement policies and procedures.
- 4.1.8. To make decisions in respect of service agreements.

#### H&S

- 4.1.9. To ensure that the trust complies with its statutory health and safety obligations in the following areas:
- 4.1.10. Critical incident and business continuity planning.
- 4.1.11. Accident and RIDDOR reporting.
- 4.1.12. Statutory training.
- 4.1.13. Statutory compliance testing.
- 4.1.14. Fire risk assessments.
- 4.1.15. Asbestos risk assessments.
- 4.1.16. Premises and building conditions.

#### Insurance

4.1.17. To ensure that the trust has in place the appropriate insurances at the requisite levels to protect its assets and minimise its liabilities.

#### Property/Facilities

4.1.18. To ensure that all properties and facilities owned, leased or let by the trust are maintained in a safe and useable condition.

4.1.19. To decide on the use of School Condition Allocation funding.

### **5. Delegated levels of authority**

5.1. The Board has delegated its financial powers to the Resources Committee (and in-turn to the CEO, Accounting Officer) in accordance with these terms of reference, subject to the proviso that the committee (and in-turn the CEO) recognises the need for the business practices of the trust to reflect the general aims, Christian ethos and priorities of the Trust.

### **6. Review**

The terms of reference shall be reviewed at least once every twelve months, typically at the first meeting of each academic year.

## Appendix C – terms of reference for Risk and Audit Committee

### 1. Membership

- 1.1.1. The committee will consist of three trustee directors who will be appointed by the board. At least one member of the committee should have relevant financial and audit experience. The chair of the trust board cannot be a member of the risk and audit committee but may attend meetings.
- 1.1.2. The members of the committee shall hold office from the date of their appointment until resignation or omission from membership on subsequent consideration by the board. The board will review committee membership on an annual basis at the start of the academic year.
- 1.1.3. The chair of the committee shall be appointed annually by the board and should not also be the chair of the resources committee.
- 1.1.4. The CEO, COO and, where appropriate, other members of the executive team will be invited to attend meetings but will have no voting rights. At least once per year the committee will meet the external auditors without any participation by any members of the executive team. The same applies for at least one meeting a year with the internal auditor.
- 1.1.5. Any other members of staff or external professionals will be invited to attend the relevant meeting as agreed by at least two of the trustee directors.

### 2. Meetings

- 2.1.1. The committee will meet at least once per term (three times per academic year) and will have one additional meeting during the autumn term.
- 2.1.2. The quorum shall be two trustee directors.
- 2.1.3. The administration of meetings will be managed by the central team. Agenda and papers will be circulated to members of the committee at least 7 days in advance of the meeting.

### 3. Authority

- 3.1.1. The committee is authorised to investigate any activity within its term of reference or specifically delegated to it by the board.
- 3.1.2. The committee is authorised to obtain any legal and professional advice it considers necessary, normally in consultation with the chair of the trust board.

### 4. Main duties

The main duties of the risk and audit committee are as follows:

- 4.1.1. Fulfil its responsibilities as set out in these terms of reference in line with the trust's funding agreement, articles of association, scheme of delegation, the Academy Trust Handbook, Academies Accounts Direction and the trust's financial procedures manual.
- 4.1.2. Advise the board on the adequacy and effectiveness of the trust's governance, risk management, internal control and value for money systems and frameworks.
- 4.1.3. Advise the board on the appointment, re-appointment, dismissal and remuneration of the external auditor.
- 4.1.4. Advise the board on the need for and then, where appropriate, the appointment, re-appointment, dismissal and remuneration of an internal auditor or other assurance provider.

## 6. Detailed responsibilities - audit

The risk and audit committee shall consider and advise the trust board on the following specific matters:

- 6.1.1. Assess the effectiveness and resources of the external auditor and make recommendations to the board and members concerning the reappointment or dismissal or retendering of the external auditor and the level of remuneration.
- 6.1.2. Review the external auditors' letter of engagement and annual planning documents and approve the planned audit approach.
- 6.1.3. Review all reports received from the external auditor (e.g. annual report and accounts, management letter) and consider any issues raised and the associated management response and action plans. Reports should be referred to the board for information or action.
- 6.1.4. Recommend to the board the appointment or reappointment of the internal auditors of the trust and the extent of the coverage across the trust of internal audit activities.
- 6.1.5. Review the internal auditors' planned schedule of work for the year and approve the planned audit approach.
- 6.1.6. Review all reports received from the internal auditor (e.g. internal control findings) and consider any issues raised and the associated management response and action plans. Reports should be referred to the board for information or action.

## 7. Detailed responsibilities – risk management

The risk and audit committee shall consider and advise the trust board on the following specific matters:

- 7.1.1. Annual review of the trust's risk management systems including arrangements for risk management, control and governance processes.
- 7.1.2. Review, monitoring and assurance of the completeness of the trust's risk register and of the efficacy of the actions taken by the responsible executives for the mitigation of all key risks.
- 7.1.3. Review of the trust's scheme of delegation and recommending any changes to the board for approval.
- 7.1.4. Annual review of all insurance arrangements.
- 7.1.5. Review of the trust's health and safety reports.

## 8. Detailed responsibilities – other

The risk and audit committee shall consider and advise the trust board on the following specific matters:

- 8.1.1. Review of other significant financial or related reports or submissions that impact on the trust, its schools and its subsidiaries and are likely to involve the Department for Education, Education & Skills Funding Agency, Surrey/Hampshire County Council, Companies House, HMRC or similar regulatory bodies.
- 8.1.2. Where the executive is proposing to the board any changes to trust structure including the acquisition of new schools and setting up of new trading subsidiaries, the committee should be satisfied about the adequacy of the review of risk and due diligence processes.

## 9. Review

These terms of reference shall be reviewed at least once every twelve months, typically at the first meeting of each academic year.

## Appendix D – terms of reference for People, Appointments and Remuneration Committee

### 1. Membership

- 1.1. The Committee shall consist of at least three trustee directors appointed by the board, including the Chair of the board.
- 1.2. The chair of the committee shall be the chair of the board or in the chair's absence the trustee directors of the committee will nominate a chair for the meeting.

### 2. Quorum

- 2.1. The quorum shall be three trustee directors.

### 3. Meetings

- 3.1. The committee shall meet as required, but at least three times a year.
- 3.2. The administration of meetings will be managed by the COO, delegated to the Trust Governance Manager. Agenda and papers will be circulated to members of the committee 7 days in advance of the meeting.

### 4. Purpose

To make recommendations to the board with respect to:

- 4.1.1. Remuneration and contractual terms for the central trust senior leadership team.
- 4.1.2. Structures for and appointments to executive leadership positions in schools and the central trust senior leadership team.
- 4.1.3. Revisions to the trust's pay policies.
- 4.1.4. Such other matters as the board requests.

To obtain external consultancy advice in respect of any matters under discussion.

### 5. Staffing

- 5.1. To keep under review the staffing structure for the trust, taking into account proposals from the executive who will implement staffing changes as necessary.
- 5.2. To ensure that a pay policy is established for all categories of staff and to exercise sufficient oversight to ensure that all key aspects of the policy are implemented effectively.
- 5.3. Oversee the appointment procedure for all head teachers at schools within the MAT and to contribute to the appointment of other members of the senior leadership teams both at the centre and within MAT schools.
- 5.4. To ensure that there is a performance management policy in place for all staff and that it is being implemented effectively.

### 6. The committee's role in performance related pay

- 6.1. The committee should ensure that the appraisal process for all staff has been completed by leaders in line with the trust's policy and procedures. Committee members do not get involved in individual appraisal of staff. A sample range of anonymised objectives should be provided to the committee by the CEO for moderation purposes and to ensure that objectives are in line with development priorities.

### 7. Review

These terms of reference shall be reviewed at least once every twelve months, typically at the first meeting of each academic year.



## Appendix E – terms of reference for local committees

### 1. Membership

- 1.1. The committee shall consist of nine members, formally appointed by the trust board, including where they are proposed through election. The trust provides guidance and determines the election and appointment process. Categories of membership are:
  - 1.1.1. **Two parents/carers** of children on roll at the time of appointment at the school, elected by the parent body. Parents/carers may be appointed by GST if there are fewer nominations than vacancies.
  - 1.1.2. **Five general members** – appointed by GST. Our local committees do not have foundation governors. There is an expectation that a local committee in a Church school will include representatives from the Church where possible, nominated by the parish on a skills basis rather an *ex officio* basis.
  - 1.1.3. **One staff member** – elected by the staff body.
  - 1.1.4. **The head teacher**, whose term of office continues whilst they are in post.
- 1.2. A term of office for a local committee member is four years and a local committee member may serve two terms (8 years) if eligible – parents/staff would have to be re-elected to be eligible. In exceptional circumstances, and where it is in the best interests of the trust, a local committee member may serve a further period up to four years whilst a successor is found.
- 1.3. Schools with existing members from the predecessor school will aim to constitute their local committee, as above, as members' terms expire.
- 1.4. It is expected that members of the school's leadership team will attend local committee meetings, by invitation of the chair, as a valuable contribution to proceedings, and for professional development, but they may not vote on any matter and may be asked to leave from time to time.
- 1.5. The appointment of the **chair** is made by the trustee directors upon recommendation/consultation with the local committee. The local committee members may elect a temporary chair from among members present in a meeting in the absence of the chair, which must be reported to the regional director of education.
- 1.6. Where a local committee is involved with more than one school, additional committee members may be required, including parent/carers representation from those schools.

### 2. Quorum

- 2.1. A quorum shall be four members or 50% of membership, whichever is greater. Where fewer attend, the chair may determine whether the number of members attending a meeting is sufficient for the committee usefully to discharge its responsibilities. Any decisions would need to be ratified at a future meeting that is quorate.

### 3. Meetings

- 3.1. The Good Shepherd Trust will appoint clerks for local committees.
- 3.2. The local committee will meet as often as is necessary to fulfil its responsibilities. This may vary dependent upon the size, position and context of the school. Advice should be sought from the trust central team on any changes to existing arrangements, as identified within the *work plan*.
- 3.3. Any resolution at a meeting of a local committee must be determined by a majority of the votes of the members contributing to the meeting (in person or via electronic means) and able to vote on the matter.
- 3.4. Each committee member present in person shall be entitled to one vote.

- 3.5. Where there is an equal division of votes the chair shall have a casting vote.
- 3.6. A register of attendance shall be kept for each committee meeting and published annually on the relevant school's website, before the start of the new academic year.
- 3.7. Local committees may invite attendance at meetings from persons who are not members to assist or advise on a particular matter or range of issues. Any senior employee of the trust or trustee director may also attend and speak at local committee meetings. These people attending do not have any voting rights. The trust does not permit 'open' committee meetings to take place, i.e. parents or members of the public attending local committee meetings.
- 3.8. References to the "chair" shall, in the absence of the chair, be deemed to be references to the chair of the relevant committee meeting.
- 3.9. The committee will aim to produce draft minutes of its meetings within 10 working days and ensure these are published on Governor Hub.

#### **4. Purpose and powers**

- 4.1. Each school's local committee is responsible for:

##### **4.1.1. Establishing the strategic direction**

- 4.1.1.1. Setting and ensuring clarity of vision, values, and objectives for the school, ensuring that the school's ethos and vision statement are in line with those of The Good Shepherd Trust and that these are fully enacted within the school.
- 4.1.1.2. In church schools, seeking assurance and evaluating the impact and effectiveness with the SIAMS framework.
- 4.1.1.3. Receiving the school's **self-evaluation form** (SEF) – understanding the strengths and areas for development, which will drive the **school development plan** (SDP).

##### **4.1.2. Ensuring accountability**

- 4.1.2.1. Monitoring the educational performance of the school and progress towards agreed targets.
- 4.1.2.2. **Monitoring the provision and outcomes for vulnerable pupils** – outcomes for groups of pupils, including disadvantaged, pupils with special educational needs and disabilities, those with English as an additional language, and pupils with attendance issues.
- 4.1.2.3. Ensuring that the school engages with stakeholders - ensuring the provision of opportunities for parents/carers, staff, pupils and the local community to be able to engage with and give feedback to the school.
- 4.1.2.4. Contributing to school self-evaluation.

##### **4.1.3. Overseeing compliance**

- 4.1.3.1. **Monitoring impact relating to specific grants** – particularly funding for SEN, the pupil premium, PE & sport funding, 'catch-up' funding. Having knowledge of the school's agreed budget and the impact of expenditure on pupil outcomes.
- 4.1.3.2. Following GST policies, particularly in supporting leaders in dealing with complaints.
- 4.1.3.3. Participating in panels to review the decisions of the head teacher in exclusions of pupils.

##### **4.1.4. Ensuring risks to the organisation are managed**

- 4.1.4.1. **Safeguarding and Child Protection** – determining any local procedures in line with the trust policy.

- 4.1.4.2. **Health and safety** – monitoring the effectiveness of the trust’s policy locally and ensuring compliance on behalf of the trust board. Take steps to mitigate risk.
- 4.2. The committee is responsible for:
  - 4.2.1. Recording visits to the school(s), with prior arrangement with the head teacher. The visit report template is shown in [appendix J](#), and available in document format on Governor Hub.
  - 4.2.2. Raising any matters of concern for the attention of the trust board to the RDoE/CEO as appropriate.
  - 4.2.3. Conducting an annual review of its work, including skills audits when necessary, and communicating its findings to the trust board via the central team or RDoE.
  - 4.2.4. Working with the local church community (in church schools only).
- 4.3. Each local committee will appoint amongst its members an individual who will champion and report to the committee on:
  - 4.3.1. [Safeguarding and child protection](#)
  - 4.3.2. Health and safety
  - 4.3.3. Christian distinctiveness (in church schools only)
  - 4.3.4. [SEND and vulnerable children](#)

## **5. Accountable and responsible areas from the scheme of delegation**

*(R) below indicates ‘responsible’, being accountable to the trust board*

### **5.1. Governance**

- 5.1.1. Appoint and remove vice-chair of local committee. The trustee directors appoint and remove members of the local committee but the holder of vice-chair is decided by the local committee.
- 5.1.2. Ensure GIAS is up to date (R). This will be updated by the head teacher or school business manager – local committee to check for compliance.
- 5.1.3. Organise calendar of local committee. The local committee is responsible for its own calendar of events (eg meeting dates, times).
- 5.1.4. Maintain and publish a register of local committee members' interests. The local committee is accountable and will ensure that this is maintained by the clerk and published on the school website by school staff.
- 5.1.5. Approve locally owned policies only where specifically delegated. These are clearly identified [here](#).

### **5.2. Education**

- 5.2.1. School performance against the school development plan (SDP) (informed by RDoE). This is sometimes referred to as a school improvement plan (SIP). The head teacher is responsible for producing the SDP and a main activity of the local committee is to review progress against the SDP regularly. Through visits to school, meeting with leaders, LC members seek assurance on particular areas (such as reading and phonics, mathematics).
- 5.2.2. Monitor performance of vulnerable groups. The local committee will identify “ for safeguarding, child protection and vulnerable children (see 4.3.1 – 4.3.4, above) who will report to the local committee. In addition, leaders will report to the committee using anonymised data for specific groups of pupils and the LC members will ask questions to support leaders in ensuring that their interventions for these pupils are effective.

- 5.2.3. Hold school to account on how it supports its looked-after and previously looked-after children and their level of progress. As 5.2.2, but with specific reference to children looked after and previously looked after. No individual children should be identifiable.
- 5.2.4. Self-evaluation form. LC members should contribute to the SEF, which is written and maintained by the head teacher. Leaders in school should be able to justify statements made in the SEF.
- 5.2.5. In church schools, seeking assurance and evaluating the impact and effectiveness with the SIAMS framework.
- 5.2.6. Panel hearing to consider exclusion issues (which could be from another school). If a pupil disciplinary panel is called, LC members may be required to sit on the panel. Appropriate training will be provided. Panels are managed by the clerk. To ensure no conflict of interest, staff members and some parent members may not sit on panels (depending on the year group of the child, etc.).

### **5.3. Safeguarding**

- 5.3.1. Appoint a named safeguarding link member on each local committee.
- 5.3.2. Ensure school safeguarding compliance - including adherence to locally owned safeguarding and child protection policy and other related policies such as: behaviour, lock down procedures, etc. Local committees will receive reports from the head teacher, the DSL, the RDoE, and other trust staff. The LC's role is to ensure that the school's safeguarding and child protection policy is up to date, to receive such reports, and to assure the board that the school is compliant.
- 5.3.3. Ensure each school has appropriately trained designated safeguarding lead (DSL) and deputy DSL(s). Whilst the LC will have no involvement in appointment or training, they must report to the board if the school fails to have appropriately trained staff.

### **5.4. Staffing and employment**

- 5.4.1. Involvement in appointment of school leadership posts. The appointment of head teachers is managed by the central team and a trustee director must be involved in the process. For other leadership roles in a school, a LC member should be involved in the process. All other school posts (teachers, support staff) are managed by the head teacher, with no LC involvement.

### **5.5. Finance and financial control**

Finance and financial control is governed by the trust board and managed by the central team. Local committees have no involvement with financial management or reporting. However, it is important that LC members have an understanding of the school's resources available and will therefore receive the budget. This supports the LC in understanding some of the pressures leaders face in school development and will link with the LC's work on the SDP (5.2.1, above) and the SEF (5.2.4).

- 5.5.1. Monitoring impact of specific grants (eg Pupil Premium/sport) (R). LCs should review how leaders are spending the pupil premium and PE & sport grant using the statutory reports that leaders publish on the school website to ensure public funds are well spent.

### **5.6. Admissions and school operation**

- 5.6.1. School prospectus. If the school has a physical or online school prospectus, LC members should contribute and support its production.

- 5.6.2. School website. Using the trust's checklist, the school's website must be compliant. No LC member is expected to administer or update a school website.
- 5.6.3. School branding (R). Any changes to the branding of the school must be brought to the local committee by leaders. If the LC agrees the change, it must be approved by the trust board. See 7, below.
- 5.6.4. School uniform (R). Any changes to school uniform must be brought to the local committee by leaders. The LC must ensure that leaders are operating in line with DfE guidance. If the LC agrees the change, it must be approved by the trust board. See 7, below.
- 5.6.5. Hearing complaints - Stage Two heard by local committee chair. Full support will be provided to the chair by the clerk and the central team.
- 5.6.6. Hearing complaints – Stage Three heard by local committee panel. Full support will be provided to the panel by the clerk and the central team.

## **5.7. Health and safety and estates**

- 5.7.1. Health and safety policy (R). The policy is approved by the trust board but requires some local additions at school level from school staff. Once this has been done, the LC check that it is complete.
- 5.7.2. Health and safety compliance (R). Through the health & safety link member (4.3.2, above) and/or a health & safety working group, reports are provided to the LC to ensure that the school is compliant.

## **5.8. Risk**

- 5.8.1. Maintenance of school risk register. The head teacher is responsible for managing the school risk register and this should be reported to the LC to give the board assurance that risk is being managed.

## **6. The local committee's role in performance related pay**

- 6.1. The RDoE will ensure that the appraisal process for all staff has been completed by leaders in the school in line with the trust's policy and procedures. Local committee members do not get involved in individual appraisal of staff. A sample range of anonymised objectives may be provided to the local committee by the head teacher to evidence that objectives are in line with school development priorities.
- 6.2. The chair of the local committee, or a representative from the local committee, is invited to be present at the head teacher's annual appraisal and mid-year review meetings to reflect on the progress towards objectives, and on the totality of the head teacher's / leader's performance.

## **7. The local committee's role in relation to branding and school uniform**

- 7.1. The local committee must agree any changes to the branding of the school and any changes to the school uniform (however insignificant they may seem), having regard for DfE legislation and in line with the trust's guidance. Changes must be approved by the trust board.

## **8. Review**

These terms of reference shall be reviewed at least once every twelve months, typically at the first meeting of each academic year, with any changes being proposed to the Trust Board for consideration.

## Appendix F - The Good Shepherd Trust code of conduct for governance

This code sets out the expectations and commitment required from all involved in governance and outlines the guiding principles that underpin governance in the Trust. The committees act as committees of the trust board of The Good Shepherd Trust (GST) and all members are appointed by GST in accordance with the articles of association.

All those involved hold a public office and are expected to follow all statutory requirements. In the interests of open governance, full names, terms of office, roles on committees, the body responsible for appointing us, attendance at meetings and relevant business and other interests will be published on the relevant school and/or trust websites, DfE website under Get Information About Schools (GIAS) and Companies House (all as applicable).

As individuals we agree to the following:

### Roles and Responsibilities

1. We understand the purpose of our role.
2. We accept that we have no legal authority to act individually and therefore we will only speak on behalf of the committee or board, when we have been specifically authorised to do so by the Trust Board.
3. We accept collective responsibility for all decisions made by the committee or board. This means that we will not speak against majority decisions outside the meeting.
4. We have a duty to act fairly and without prejudice.
5. We will encourage open governance and will act appropriately.
6. We will consider carefully how our decisions may affect the trust, community and schools.
7. We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school(s) and trust. Our actions within school and the local community will reflect this.
8. In making or responding to criticism or complaints, we will follow the procedures established by the trust.
9. We will accept and respect the difference in roles between the trustee directors, trust officers, committee members and staff, ensuring that we work collectively for the benefit of The Good Shepherd Trust.
10. We will respect the role of the senior leadership team(s) and their responsibility for the day-to-day management of the organisation and avoid any actions that might undermine such arrangements.
11. We agree to adhere to the trust's rules and policies and the procedures, as set out in the scheme of delegation, articles of association, funding agreements and the law.
12. When formally speaking or writing in our role we will ensure our comments reflect current organisational policy, even if they might be different from our personal views.
13. When communicating in our private capacity, including on social media, we will be mindful of and strive to uphold, the reputation of the school(s) and the trust at all times.
14. We will avoid, as far as possible, becoming involved in any communication which may lead to a conflict of interest with the role of the committee or trust.

### Safeguarding

1. We will read Parts One and Two (as a minimum) in the latest version of Keeping Children Safe in Education annually and will record this on Governor Hub to show we have read the guidance. In addition, trustee directors are required to read the document in full and to

record this on GovernorHub. Compliance with this action will be monitored by the clerk/governance professional.

2. We will participate in regular safeguarding training, as appropriate.
3. We will follow all policies and procedures in relation to the safeguarding of children.
4. We will report all (including low-level) concerns to the Designated Safeguarding Lead with immediacy and in accordance with policy.
5. We will help identify any weakness in the school or trust's safeguarding systems.
6. We have read and accept the *allegations of abuse against adults* policy. This includes the management of low-level concerns.
7. We will sign and return a safeguarding self-declaration (where applicable) annually.

### **Commitment**

1. We acknowledge that accepting office involves the commitment of time and energy, beyond meeting attendance.
2. We will each involve ourselves actively in the work of the committee or board and accept our fair share of responsibilities, including service on panels if required.
3. We will make full effort to attend all meetings and where we cannot attend, explain in advance why we are unable to do so.
4. We will get to know our school(s) well and respond to opportunities to involve ourselves in school activities, where appropriate and applicable.
5. We will visit the school(s) with all visits arranged in advance with the head teacher and undertaken within the framework established by the trust.
6. If visiting a school in a personal capacity i.e. as a parent or carer, we will maintain our underlying responsibility as a trust committee or board member.
7. We will consider seriously our individual and collective needs for induction, training and development and will undertake relevant training.
8. We will complete a declaration of interests annually and will update this within 14 days if there are any changes that have been made.
9. We will read the Academy Trust Handbook annually, taking particular note of the changes.

### **Relationships**

1. We will strive to work as a team in which constructive working relationships are actively promoted.
2. We will express views openly, courteously and respectfully in all our communications with others, both in and outside of meetings.
3. We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
4. We will confront malpractice by speaking up against and bringing to the attention of the Trust and, if necessary, other relevant authorities. any decisions and actions that conflict with the Seven Principles of Public Life (see below) or which may place pupils at risk.
5. We are prepared to answer queries from trustee directors, the Trust executive team or others and take into account any concerns expressed. We will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
6. We will seek to develop effective working relationships with others in the trust, staff and parents, the diocese (as applicable) and other relevant agencies and the community.

**Confidentiality**

1. 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 both during and after our term of office.
2. We will exercise the greatest prudence at all times when discussions regarding school/trust business arises outside a meeting.
3. We will not reveal the details of any vote.
4. We will ensure all confidential papers are held securely and where applicable, disposed of appropriately.

**Conflicts of interest**

1. 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 trust's business in the Register of Interests and if any such conflicted matter arises in a meeting we will leave the meeting for the appropriate length of time.
2. We accept that the register of interests will be published on the school/trust website(s) as applicable.
3. We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
4. We will act in the best interests of the trust as a whole and not as a representative of any group.

**Ceasing to be a member of the committee/board**

1. We understand that the requirements relating to confidentiality will continue to apply after a member leaves office.

**Breach of this code of conduct**

2. If we believe this code has been breached, we will raise this issue with the chair and the executive team and the chair will investigate; the trust will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
3. Should it be the chair of a committee that we believe has breached this code, the matter must be reported to the Trust chair with immediacy, or the CEO if it is the Trust chair.

**Removal from Office**

The Trust Board will, in determining whether to remove a member, consider if:

1. There have been repeated grounds for suspension.
2. Serious misconduct has occurred which either threatens to bring a school, the trust, or governance into disrepute.
3. There has been serious or repeated failure to contribute meaningfully to the effectiveness of governance in the trust, such as non- attendance at meetings, not engaging in training or not participating in meetings.
4. They have engaged in conduct aimed at undermining the values of the trust and/or British values.
5. The actions of the local committee member are sufficiently detrimental and compromise the operational efficiency, principles, values or ethos of the school and/or trust.



Based on **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) the Ethical Leadership Commission has developed the following Framework for Ethical Leadership to help school leaders take difficult decisions. As important as the language is, these aren't just fine words, they are meant to support a culture in which ethical decision making can flourish.

**Selflessness** - School and college leaders should act solely in the interest of children and young people.

**Integrity** - School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.

**Objectivity** - School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.

**Accountability** - School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

**Openness** - School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

**Honesty** - School and college leaders should be truthful.

**Leadership** - School and college leaders 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. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:

**Trust: leaders are trustworthy and reliable**

We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

**Wisdom: leaders use experience, knowledge and insight**

We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

**Kindness: leaders demonstrate respect, generosity of spirit, understanding and good temper**

We give difficult messages humanely where conflict is unavoidable.

**Justice: leaders are fair and work for the good of all children**

We seek to enable all young people to lead useful, happy and fulfilling lives.

**Service: leaders are conscientious and dutiful**

We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

**Courage: leaders work courageously in the best interests of children and young people**

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

**Optimism: leaders are positive and encouraging**

Despite difficulties and pressures, we are developing excellent education to change the world for the better.

## **Appendix G - Disqualification and removal of members of committees/board**

A person shall be ineligible for appointment and, if already appointed, shall immediately cease to be a member if the relevant individual:

1. is or becomes disqualified from holding office under the trust's articles of association.
2. is or becomes disqualified from holding office as a governor of an educational establishment.
3. is included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people.
4. is barred from any regulated activity relating to children.
5. is or becomes bankrupt or makes any arrangement or composition with his/her creditors generally; or their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced.
6. is convicted of any criminal offence (other than minor offences under the Road Traffic Acts or the Road Safety Acts for which a fine or non-custodial penalty is imposed or any conviction which is a spent conviction for the purposes of the Rehabilitation of Offenders Act 1974).
7. has been fined for causing a nuisance or disturbance on school/school premises during the 5 years prior to or since appointment or election as a committee member.
8. refuses to an application being made to the Disclosure and Barring Services (DBS) for a criminal records check and Section 128 check.
9. commits a serious breach of the trust's code of conduct, policies, confidentiality or any standing order or protocol implemented by the board, as determined by the trust.
10. is absent without the permission of the committee from all their meetings held within a period of six months.
11. resigns his/her office by notice in writing to the relevant chair.
12. in the case of a head teacher, they cease to be the head teacher.
13. their term of office expires and they are not re-appointed.

The board shall have the right at their sole discretion to remove or suspend (on such terms as they see fit) any committee/board member by written notice to the member and the relevant chair and clerk.

The suspension from employment duties of any member who is an employee of the trust shall have the effect of suspending their membership of the committee.

Any committee member who is subject to a banning order issued by a head teacher shall be deemed to be suspended from the committee/board for the duration of the ban.

The CEO may suspend a local committee member, after consulting the chair of the trust, where it is necessary to undertake an investigation into any alleged breach of the code of conduct, trust policy or confidentiality.

## Appendix H – The role of the Clerk

### The Clerk:

1. is accountable to the trust board (via the central governance team and linked RDoE), working closely with the chair of the local committee and the head teacher, on identified tasks.
2. must observe confidentiality and work within all trust policies, the code of conduct, scheme of delegation and local committee terms of reference, at all times.
3. will provide advice to the local committee on constitutional and procedural matters, in accordance with the terms of reference, scheme of delegation and all trust policies.
4. will ensure all appropriate follow up action has been taken, where required.

### Meetings

#### The Clerk to the local committee will:

5. work with the local committee chair and head teacher before the local committee meeting to prepare a sensible and focused agenda, aligned to the trust work plan, scheme of delegation and the school's development/improvement plan.
6. liaise with those preparing papers to make sure they are available in Governor Hub, on time.
7. produce, collate and distribute the agenda and papers via a meeting pack in Governor Hub, on time and at least seven days before the meeting.
8. record the attendance of local committee members at meetings and ensure that this information is published on the school's website, annually and is available to the trust at any time, upon request.
9. help the chair in keeping to time and agenda.
10. advise the local committee on governance legislation (as applicable within the terms of reference and scheme of delegation) and procedural matters where necessary before, during and after the meeting and act as the first point of contact on all procedural matters.
11. draft minutes of local committee meetings, including indicating who is responsible for any agreed action and send to the chair and head teacher for checking before distribution via Governor Hub.
12. copy and circulate the approved draft minutes to all local committee members via Governor Hub within the timescale.
13. liaise with the chair and head teacher prior to the next meeting and inform them of progress on action points.
14. set up the meeting dates for the academic year in the calendar in Governor Hub.
15. maintain a record of signed minutes for reference.
16. follow-up any agreed action points.

### Membership

#### The Clerk will:

17. maintain up to date records of the local committee members in the 'Committees' section of Governor Hub, in accordance with trust policy, and ensure that this information is exported to the school website at least annually, and whenever there is a change in the status of a local committee member.
18. work with the head teacher to hold parent and staff local committee member elections as required.

19. provide and ensure that the full range of paperwork is completed for all proposed new local committee members in addition to the resignation of local committee members send to the Governance Manager in the trust central team.
20. ensure that new local committee members have access to appropriate documents and induction materials, including access to Governor Hub, Educare and NGA Learning Link.
21. maintain local committee meeting attendance records and advise the chair of any potential disqualification through lack of attendance, in accordance with the terms of reference and code of conduct.
22. advise local committee members and the governance support officer of the expiry of the term of office of a local committee member, before term expires, so elections or appointments can be organised in a timely manner.
23. ensure that GIAS is updated within 14 days of any local committee membership changes.
24. ensure that GIAS is checked and updated at least every 90 days, regardless of changes.
25. ensure that regularly, and at least annually, the local committee register of interests is updated and published on the school website. At each meeting, ensure that local committee members declare whether or not any of their interests have changed and take the appropriate action.
26. ensure that an annual local committee skills audit and review of the impact of local governance takes place, using trust documentation and in accordance with the trust workplan.
27. ensure that a record of all training undertaken by members of the local committee is maintained.

### **Advice and Information**

The Clerk will:

28. advise the local committee on procedural issues, in accordance with the terms of reference, scheme of delegation, code of conduct and trust policies and procedures
29. have access to appropriate legal advice, support and guidance from the trust central team.
30. ensure that all statutory policies, as provided by the trust, are available to the local committee.
31. maintain records of any local committee correspondence.
32. distribute information as required and/or obtained from the trust central team.

### **Personal Development**

The Clerk will:

33. undertake appropriate and regular training to maintain their knowledge base.
34. attend briefings and participate in professional development opportunities as organised by the trust central team.
35. hold a satisfactory Trust DBS check, complete a safeguarding self-declaration, declaration of interests and undertake basic child protection, safeguarding and Prevent training annually, through Educare or face-to-face training, if preferred.
36. keep up to date with current educational developments and legislation affecting academy governance, at a local level.

## Appendix I – The role of a local committee member

Whether a parent member, a general member, or a staff member, our local committee members bring valuable information from a variety of perspectives to help make strategic decisions about the school as a whole. The local committee is a committee of the trust board and should feel part of the wider structure we have in place for governance, to provide assurance to the trustee directors that every child in our schools is learning, achieving and flourishing in a safe environment.

Parent elected members must ensure that their presence on the committee is fully understood. They are representatives from the parent community rather than being representatives of parents; they should not be seen as a 'go between', parent delegate or nominated to champion their own child or a specific cause. They act according to their own conscience and should follow the appropriate rules of the [code of conduct](#), trust protocol and policies, and confidentiality. Achieving a balance between being an impartial representative member of the parents and being a parent can sometimes be challenging.

Some general members and staff members may have a child at a GST school. To fulfil the role effectively, all local committee members:

- should not participate in discussions where they have a personal interest in the outcome.
- should not raise specific issues about their own child or other parents' children.
- should follow the agreed procedure for putting items on the agenda.
- do not have a mandate to express any views other than their own. However, they should report in good faith any widely held parental views, even if in a vote they decide to vote differently.
- attend training sessions for LC members and access other relevant training.
- should agree with the rest of the LC how decisions can be shared with the school community and never communicate as an individual or with delegated responsibilities.
- must not report who said what at any meeting.
- should be aware of the sensitivity of LC meeting discussions.
- must remember that they are a representative of The Good Shepherd Trust at all times.

All committee members should always refer any parent who approaches them with individual concerns to the class teacher or head teacher, in line with the school policy. They should never give advice or an opinion, in their role as a LC member representing The Good Shepherd Trust. It is good to remember:

- never press your own personal agenda or that of another parent.
- never promise to 'solve a problem' on your own.
- be wary of bringing an individual issue to meetings without following the agreed procedures.
- abide by the agreed protocol regarding agenda items.
- keep yourself aware of parental views and concerns in a public and inclusive manner.
- play an active part in all meetings.

**Knowledge and skills:**

The role of a LC member is largely a thinking and questioning role; they are not charged with the operational issues in managing a school day-to-day but are required to oversee its long term development in conjunction with the trust. LCs rely on a variety of experiences and perspectives. No specific prior knowledge is required and the trust seeks volunteers with a range of skills and backgrounds. Training and support are available for new and existing members and is free of charge.

**Time commitment:**

The average time commitment is 10-15 hours per term. This includes meetings, background reading and school visits.

Under Section 50 of the Employment Rights Act 1996, if an individual is employed, then they are entitled to 'reasonable time off' to undertake public duties; this includes school governance. 'Reasonable time off' is not defined in law, and an individual will need to negotiate with their employer how much time they will be allowed.

**Term of appointment:**

A term of office for a local committee member is four years and a local committee member may serve two terms (8 years) if eligible – parents/staff would have to be re-elected to be eligible. In exceptional circumstances, and where it is in the best interests of the trust, a local committee member may serve a further period up to four years whilst a successor is found. However, as a volunteer, they can resign at any time if their circumstances change.

**Expenses:**

LC members may claim for necessary out of pocket expenses (such as travel costs) incurred as a result of fulfilling their role as a member of the local committee. These do not include travel between their home and the site of routine LC meetings (usually the school). Payments do not cover loss of earnings and will be made in accordance with the trust's expenses policy.

**Safeguarding:**

The Good Shepherd Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Members of LCs are expected to obtain an Enhanced DBS clearance and a Section 128 check and complete a safeguarding self-declaration\*, on an annual basis.

*\* only applicable to schools with school-run extended care for under 8s, nursery classes or a reception class.*

All committee members must complete safeguarding and Prevent training on induction and regularly thereafter. LC members may be required to provide evidence of overseas and right to work checks, etc. as applicable. Those who are teachers or who have trained or worked as teachers will also require prohibition checks.

A committee member does **NOT**:

- Write school policies;
- Undertake audits of any sort – whether financial or health & safety - even if the member has the relevant professional experience;
- Spend much time with the pupils of the school – if you want to work directly with children, there are many other voluntary valuable roles within the school;

- Fundraise – this is the role of the PTA – the local committee should consider income streams and the potential for income generation, but not carry out fundraising tasks;
- Undertake classroom observations to make judgements on the quality of teaching – the local committee monitors the quality of teaching in the school by requiring data from the senior staff and from external sources;
- Do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the local committee need to consider and rectify this.

In order to perform this role well, a local committee member is expected to:

- get to know the school, including by visiting the school occasionally during school hours, and gain a good understanding of the school's strengths and weaknesses;
- attend induction training and regular relevant training and development events;
- attend meetings (LC meetings and other events) and read all the papers before the meeting;
- act in the best interest of all the pupils of the school; and
- behave in a professional manner, as set down in the [code of conduct](#), including acting in strict confidence.

**Please see section 5 in the [local committee terms of reference](#) for a full list of the areas for which the local committee is responsible.**

#### Role of the safeguarding and child protection link member

- Be the lead person on the local committee who understands the safeguarding requirements and in doing so, champions the culture of safeguarding by ensuring that every aspect of school life is viewed through a safeguarding lens.
- Support the work of the designated safeguarding lead in ensuring the school has a consistently effective safeguarding culture.
- Seek assurance by meeting with the designated safeguarding lead and any other relevant other staff at least termly. Ensure that the DSL has sufficient time and resource to undertake their role.
- Report back to LC meetings in order to facilitate the scrutiny and impact of safeguarding and ensure compliance with statutory duties. Ensure that safeguarding note of visits are received by the local committee and the safeguarding action plan is reviewed termly.
- Ensure that safeguarding deficiencies are brought to the LC for decision and action.
- Ensure that the localised trust safeguarding and child protection policy is being followed in practice.
- In liaison with the DSL, ensure that the training programme for staff, local committee members and volunteers, reflects the needs of the school and statutory regulations.
- Ensure that local committee member safeguarding and Prevent training is up to date.
- Ensure that the trust and statutory s157/175 audits are submitted by the DSL on time. Keep local committee members aware of the safeguarding risks to children in the school.
- Ensure that the local committee review the effectiveness of the web filtering and monitoring arrangements on a termly basis and the effectiveness of the online safety curriculum and risk assessment on an annual basis.
- Ensure that effective safer recruitment and induction processes are in place and sufficient local committee members are safer recruitment trained.
- Ensure that all local committee members are clear on the process for managing low-level concerns and allegations against adults, in line with trust policy.



- Ensure that the single central record (SCR) is checked monthly by the head teacher.
- Ensure that safeguarding data is shared with and analysed by the local committee on a termly basis to identify trends and areas for action.

The safeguarding link member should not have access to any pupil, staff or parent/carer information. They check systems are in place and are compliant. Further guidance can be provided by the trust DSL.

#### Role of the health and safety link member

- Ensure compliance with The Health and Safety at Work etc. Act 1974 and all subsequent legislation empowered by it.
- Ensure effective action is taken, so far as is reasonably practical, to ensure the health, safety and welfare of all the school staff, employees, pupils, visitors, contractors and any other person affected by its activities.
- Ensure adequate resources for health & safety are available so as to provide premises and working environment that are safe, healthy and without significant risk.
- Ensure that adequate welfare facilities are provided for all staff, pupils and visitors.
- Ensure that effective consultation takes place with all employees on health & safety matters and that all individuals are consulted before particular health & safety responsibilities are delegated to them.
- Where necessary, seek specialist advice to determine the risks to health & safety in the establishment and the precautions required to deal with them.
- Ensure strategic direction / guidance and work in close partnership with the Head Teacher and Senior Leadership Team of the school and other staff of the Trust to support and promote good health & safety management.
- Ensure the provision of adequate training, information, instruction, induction and supervision to enable everyone on the school to be safe.
- Ensure that all new staff, including all existing staff in schools joining the Trust, complete appropriate and relevant Health & Safety training as part of an induction programme.
- Maintain an interest in all health & safety matters affecting the school.
- Monitor and review health & safety issues including the effectiveness of the trust Health & Safety policy within the context of the school through termly written reports from the Headteacher.

#### Role of the Christian Distinctiveness link member

*(Only for GST schools that were Voluntary Aided or Voluntary Controlled CE schools).*

- Ensure that all new staff and local committee members, complete appropriate and relevant SIAMS training as part of an induction programme.
- Ensure that the local committee is fully involved with the crafting of the school's Christian vision.
- Champion SIAMS related matters.
- Monitor and receive regular updates on this area from relevant school staff through termly written reports from the Headteacher.
- Along with all LC members, be occasional visitors in the school's acts of collective worship.
- If the school has a team of staff who form a 'SIAMS related group', the lead member should be able to attend.
- Attend any relevant training and be involved in the process of SIAMS Interim Assessment.

- Be familiar with the SIAMS Self-Assessment Template available from the CofE SIAMS website.
- In collaboration with the LC Chair , be involved in the process of completing the Self-Evaluation.

### Role of the SEND and vulnerable pupils' link member

The SEND and vulnerable pupils link member works with the special educational needs co-ordinator (SENCo) to report on the steps being taken to ensure compliance and seek assurance that pupils are receiving support that allows them to flourish. The role also includes ensuring that there is appropriate challenge to leaders so that SEND remains a focal point of the school's agenda and that the school has consistently high aspirations for all pupils with SEND. This role includes ensuring provision for other vulnerable groups of pupils (eg those eligible for the pupil premium or those with poor attendance), or the role may be split between local committee members.

- Consider the level of expertise in the SEND area amongst the LC and undertake training or seek external advice from the trust as required.
- Meet termly with the SENCo and or senior leaders to review the effectiveness of SEND provision including staff and other resourcing and provide regular reports to the local committee.
- Ensure that the voice of pupils and parents is heard (this may be by asking leaders in the school to undertake surveys or talk to children) and acted upon.
- Gain information about staff expertise and training. The SENCo must by law be a qualified teacher and hold or be working towards the National Award in Special Educational Needs Coordination within three years of appointment.
- Gain an understanding of how the SEND notional budget is planned for and what impact it has on the progress and attainment of students.
- Reflect on the SEND action plan and how this reflects the school vision and works in conjunction with the school development plan.
- Maintain an awareness of the profile of pupils with SEND, including those with an Education, health and care plan (EHCP) in place. Make certain only anonymised information is shared to maintain pupils' confidentiality and comply with data protection regulations.
- Ensure understanding of how the school identifies who is a SEND pupil. How does the school identify pupils either joining the school or pupils already at the school who have SEND?
- Be familiar with the school's SEND policy for identification and assessment and other associated policies that support the SEND policy, e.g. behaviour policy, admission's policy, equal opportunities policy (Equality Act 2010) and safeguarding and child protection policy.
- Monitor the implementation of these policies and procedures for SEND and discuss with the SENCo the outcomes of the school's monitoring and evaluation of the provision and effectiveness made for pupils with SEND.
- Ensure the school revises and updates the school's SEND information report to reflect the changing nature of SEND cohorts on at least an annual basis and this report is made available on the school website.
- Check the school has updated its Accessibility Plan in line with DfE regulations detailing how the school will improve access to the physical environment and increase access to the curriculum for SEND pupils. Ensure this is made available on the school website.

- Explore the effectiveness of methods of communication with parents of SEND pupils and those external agencies that could offer advice, support and guidance.
- Provide assurance by reporting back regularly to LC meetings.

Activities a local committee member might undertake on a school visit to seek assurance of effective action

- Meet with the leader to understand the approach to learning and what should be seen in classrooms. Visit classrooms with the leader. Look at books and talk to children. Did you see what was expected? Are resources supporting learning? What are other adults doing? How are pupils behaving?
- Speak to the leader to ask what action has been taken in relation to their current action plan. Have any notes of visit from the central team influenced such plans?
- What training have staff had and how is the impact being measured?
- For reading, observe children being heard read and talk to the staff with the children. How do the books they have help them make progress?

## Appendix J – Local committee member school visit report template

### Visit Report – Local Committee member



NAME OF SCHOOL	DATE
VISITING LC MEMBER	HEAD TEACHER/MEMBER OF STAFF VISITING
<p>I understand that my request to visit and the purpose of the visit has been authorised by the head teacher in advance.</p> <p>I understand that in the event of an emergency I will follow all instructions given by the staff.</p> <p>I understand that should a child or staff member disclose any information that may be of a concern, that I will inform the designated safeguarding lead (DSL)/head teacher immediately.</p>	

Focus of the visit:

Link to vision, values, strategy or school development plan:

Summary of activities undertaken:
What have I learnt as a result?
Aspects I would like clarified/questions that I have:
Any other comments/ideas for future visits:

Signed by .....|Date .....

*NB Send to the school personnel involved in the visit and the head teacher for any comment or points of clarification, prior to sharing with the local committee.*

*Please upload to GovernorHub and inform the clerk when completed.*

## Appendix K - Terms used

ATH	<a href="#">Academy Trust Handbook</a>
CEO	Chief executive officer
COO	Chief operating officer
DBE	Diocesan board of education
DfE	<a href="#">Department for Education</a>
DSL	Designated safeguarding lead
DDSL	Deputy designated safeguarding lead
ECF	<a href="#">Early career framework</a>
ECT	Early career teacher
Educare	is a provider of duty of care and safeguarding training
EHCP	Education, health and care plan
ESFA	<a href="#">Education &amp; Skills Funding Agency</a>
EYFS	Early years foundation stage
GIAS	<a href="#">Get Information about Schools</a>
GST	<a href="#">The Good Shepherd Trust</a>
HMRC	<a href="#">Her Majesty's Revenue &amp; Customs</a>
ILC	Interim local committee
LA	Local authority
LSCP	Local safeguarding children partnership
MAT	Multi academy trust
NGA	<a href="#">National Governance Association</a>
Ofsted	<a href="#">Office for Standards in Education, Children's Services and Skills</a>
PAN	Pupil admission number
PARC	People, Appointments and Remuneration Committee
PE	Physical education
PTA	Parent-teacher association (a generic term, schools with a PTA may use a different name)
RAC	Risk & Audit Committee
RDoE	Regional director of education
RIDDOR	<a href="#">The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations</a>
SEF	Self-evaluation form
SEN	Special educational needs
SENCo	Special educational needs co-ordinator (sometimes SENDCo)
SEND	Special educational needs and disabilities
SDP	School development plan
SIP	School improvement plan
SIAMS	<a href="#">Statutory inspection of Anglican and Methodist schools</a>
SoD	Scheme of delegation
ToR	Terms of reference