KALEIDOSCOPE
Multi Academy Trust

Governance Handbook 2026-2027

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Kaleidoscope Multi Academy Trust

Kaleidoscope Multi Academy Trust was formed on 1st September 2017 and it comprises of seven schools: Ashcombe, Becket, Christ Church C of E, Crockerne C of E, Hutton C of E, St Martin's C of E and Worle Village.

The Kaleidoscope Multi Academy Trust (KMAT) is the legal entity responsible for the governance of all academies within the Trust. The Chief Executive Officer (CEO) is accountable for the performance of all academies within the Trust. The Kaleidoscope Multi Academy Trust shall have regard to any guidance as to the governance of academies that the Secretary of State may publish to the extent permitted by the partnership documents.

Kaleidoscope Multi Academy Trust Board of Trustees is accountable in law for all decisions about its academies. However, this does not mean that the Board makes all the decisions itself and as such, may choose to delegate to the CEO, Trust Board and Committees. The decision to delegate a function is made by the full Board of Trustees and is recorded as such. Without formal delegation, the individual or committee has no power to act.

The Scheme of Delegation will be published on the Trust and its schools' websites.

The Local Partnership Committee (LPC) is tasked with monitoring whether the school is working within the agreed policies, whether standards are being met, and if it is working within the expectations as set out by the Trust Board. The LPC will use its detailed knowledge and engagement with stakeholders to ensure that their school is being well run and will report to the Trust Board as an extension committee within the Trust's Governance Model.

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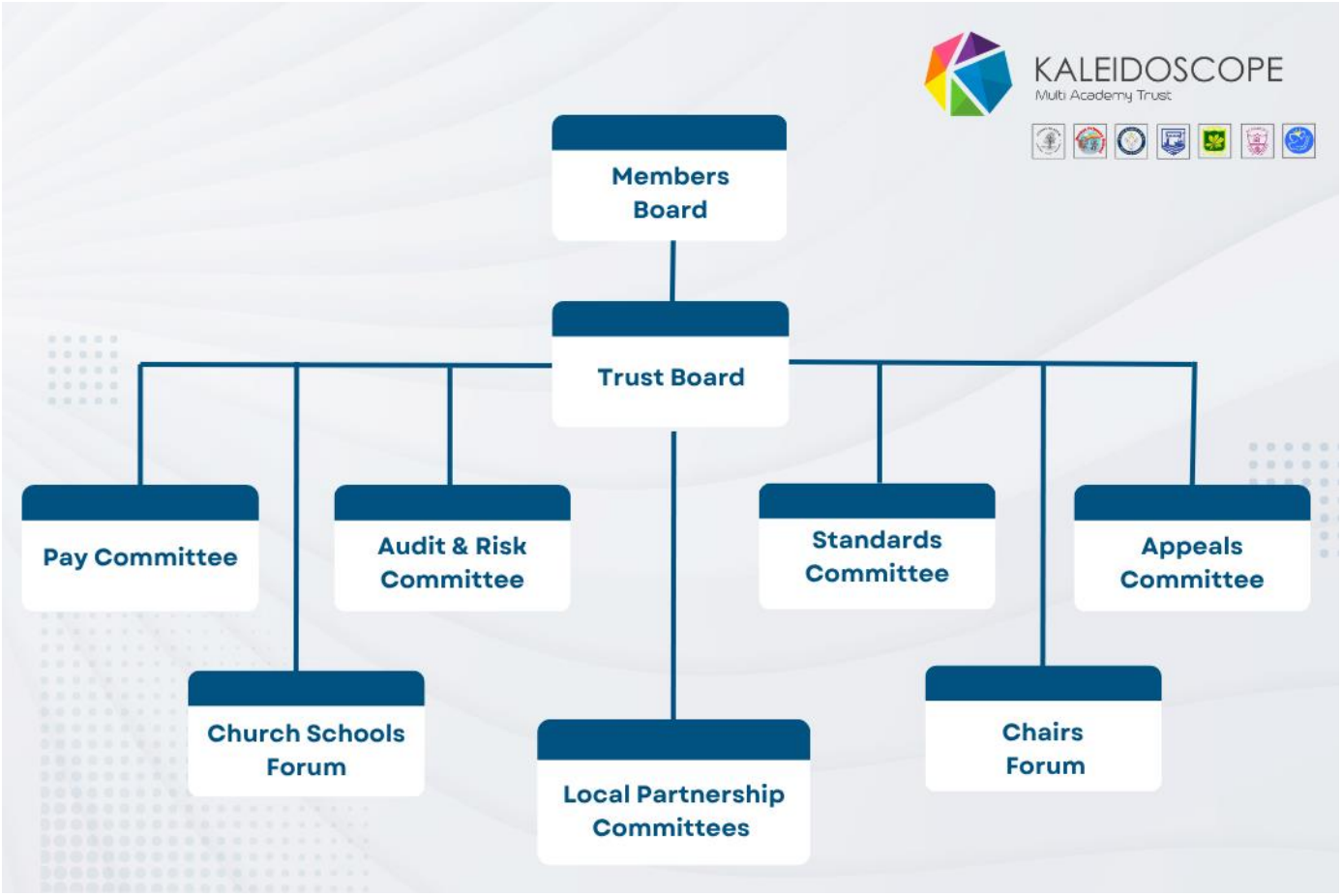
KALEIDOSCOPE MULTI ACADEMY TRUST
GOVERNANCE STRUCTURE



Members
Our Members are:

- Anne Davey* (Diocesan Corporate Member)
- Ian Blackburn
- Emma Stacey*
- Lara Furmidge

Trustees
Our Trustees are:

- Dr Tristan Cogan
- Walter Lewis
- Jane Barry*
- Clive Wilson*
- Elizabeth Carrington-Porter
- John Clark
- Natalie Gale-Sides*

Members & Trustees marked * also ensure that the Christian distinctiveness and values of the Church School continues to be a core part of all aspects of school life.

Heads
Our Heads are:
Chris Penny - Ashcombe
Charlie Barwell (Executive Head) - Becket and Hutton
Zoe Bembridge (Head of Schools) – Becket and Hutton
Kerry James – Christ Church
Lucy Rees – Crockerne
Sue Elliott (Executive Head) - St Martin's and Worle Village
Tracey Thomas (Head of School) - St Martin's
Rachel Jones (Head of School) - Worle Village

Chairs
Our Chairs are:
Katie Robertson – Ashcombe
Tristan Cogan (Interim) – Becket and Hutton
Clare Laver – Christ Church
Kevin Arden – Crockerne
Mark Preddy & Ryan Gillett – St Martin's & Worle Village

Website Links

Ashcombe: http://www.ashcombeprimary.co.uk/
Becket: https://www.becketprimary.co.uk
Christ Church: https://www.christchurchprimaryschool.org/
Crockerne: http://crockerne.co.uk/
Hutton: http://www.huttonceprimaryschool.co.uk/
St Martin's: http://www.stmartinsschool.org.uk/
Worle Village: http://worlevillage.n-somerset.sch.uk/

Your School

Information you should know

It would be helpful if you were aware of the following:

- The history;
- The nature of the pupil intake;
- The number of pupils on roll and projected future numbers.
- How the school is staffed, organised and managed;
- The status of the school budget;
- The contents of the School Development Plan;
- When the last Ofsted inspection took place and what happened
- The curriculum provided;
- Any current issues/problems affecting the school;
- The range of extra-curricular activities and the nature of any extended services;
- Where copies of school policies are held;
- How the school communicates with parents, other schools and the community;
- The layout of the buildings and grounds, their suitability and the state of their repair.

All of this information is available in the prospectus on the school websites and other documentation which will be given to you by the school office.

What is a Church school?

A church school is one which has *"A Christian approach to education not an approach to educating Christians"* Archbishop of Canterbury, Autumn 2016.

Our Church schools are affiliated to the Diocese of Bath and Wells.

- They have a distinctive history and heritage
- An identity rooted in Christian values
- A Christian Foundation
- Three Foundation Partners (but the corporate responsibility of all Partners for the school as a church school)
- We work in partnership with the local church
- Kaleidoscope MAT has 50% foundation members and trustees
- They are subject to a statutory inspection of Anglican and Methodist Schools (SIAMS).They are inclusive schools who welcomes children and families of all faiths or none.

Introduction to Governance

What Local Partnership Committees Do

LPC's will approve the appointment of their Chairs, ensure that parents are elected to each LPC and will follow the structure and organisation as outlined within the KMAT Terms of Reference for Local Partnership Committees.

Responsibilities will include:

- Building an understanding of how the school is led and managed
- Monitoring whether the school is:
  - Working within agreed KMAT policies.
  - Ensure local policies are in place, up to date and followed.
  - Is meeting the agreed targets.
  - Monitor that the school website complies with statutory and KMAT requirements, is clear, informative and promotes the school.
  - Monitors and reports that KMAT safeguarding procedures and training are in place.
  - Monitors and reports that staff and pupil wellbeing is a high priority.
  - Monitors and reports that the KMAT Health and Safety procedures and training are in place and followed.
  - Monitor that the school building is safe and well managed.
  - Monitor that the school has a broad and balanced curriculum and meets national and local requirements.
  - Engaging with stakeholders.
  - In the case of Church Schools – demonstrating Christian distinctiveness and working with the agreed policies and principles of the Church of England and Diocese of Bath and Wells.
  - Form a panel to review complaints and exclusions.
  - Support the recruitment process.
  - Providing a representative to advise the CEO as part of the Headteacher/Executive Headteacher appraisal process.
  - Monitors that the school has suitable and sufficient staffing.
  - Reporting to the Board through the Partner representative attending the Chairs Forum Committee.

  Locally delegated responsibilities can be removed if Trustees determine that the LPC is unable to meet Key Performance Indicators.

The Headteacher or Executive Headteacher/Head of School is responsible for:

The Academy Headteacher is responsible for the day to day leadership and management of the Academy and is line managed by the CEO. The Academy Headteacher will report to the LPC on matters that have been delegated to that committee as set out in the Scheme of Delegation. The Academy Headteacher is responsible for all aspects of performance, ensuring that his or her academy meets academy development plan targets and contributes to the achievement of Trust priorities, the realisation of its vision and exemplifying its values. All the Academy Headteachers share responsibility for the performance of pupils and staff across the Trust, delivering a high quality and progressive curriculum, for the safeguarding and wellbeing of staff and pupils, ensuring the building is safe and meets statutory

requirements, ensuing that staff receive relevant training, working with the CFO to plan a balanced budget which delivers the needs of their academy and working within their community to ensure that their school plays a key role within it. In addition, where the academy is a Church School, Headteachers must ensure that their school embodies Christian Distinctiveness and collaborates with the Diocese of Bath and Wells in line with Church of England requirements. Each Academy Headteacher is a member of the Heads and Chairs (HAC) group and the Kaleidoscope Executive Leadership Team, as part of which they have focused areas of responsibility across KMAT.

The Role of the Chairs Forum

The Chairs Forum group reports to the Trust Board and comprises of a senior Partner (if not the Chair) from each of the schools in the Multi-Academy Trust. The purpose of this group is to ensure a clear pathway of information to and from the CEO and Trust Board members, ensuring that their school's Partners are kept informed and updated. Its purpose is to develop and consolidate the collaborative ethos, coordinate training and share good practice at a senior level that is already established and to make suggestions as to the next areas of collaboration and development. Its role is also to ensure that Trust Policy, procedures and practice are embedded across each school and LPC.

What Makes an Effective School Partner?

- You care about improving children's educational attainment;
- You want to work as part of a team and can value and respect the contribution made by different people;
- You are willing to listen, learn and ask questions;
- You are open to ideas and have a feel for what is important to people;
- You are enthusiastic;
- You can commit time and energy;
- You will attend relevant training.

How much time do Partners give?

A Partner's term of office is usually for four years, but as a volunteer you can resign at any time. Previous Partners can normally apply to be reappointed or re-elected if they wish and are still eligible.

Your main task is to attend meetings of the school partnership committee. Meetings of the full partnership committee and committee meetings take place once a term (six per year).

Partners also visit school as part of their role in monitoring and evaluating to observe practice, meet with staff and to familiarise themselves with the school. Partners are very welcome to spend as much time as they can in school.

The Productive Partnership Committee:

- Works together as a group and makes decisions collectively as a team;
- Delegates;
- Takes reasoned decisions and **follows them through;**
- Holds meetings that are focused a manageable length and achieves their aims;
- Supports the pupils, parents and Headteacher;
- Works closely with the Headteacher.

Be Prepared for a Meeting:

- Read the papers before the meeting;
- Make sure you have all the necessary papers;
- Prepare your thoughts and questions before the meeting;
- Bring with you a pen, your diary and your annotated papers.

Attendance

If you need to offer your apologies for a meeting this should be done through the Chair or the Clerk in advance of the meeting, with the reason for your absence noted.

Confidentiality

Partnership committee meetings are not open to the public. Visitors may attend by invitation but may be asked to leave if a confidential item is discussed.

Partners observe confidentiality regarding proceedings of the partnership committee in meetings and from their visits to school as Partners. How an individual Partner votes should always be regarded as confidential.

The minutes of any part of the meeting that are confidential should be kept separate. In the main meeting, confidential items are those where the privacy of an individual needs to be respected.

Partners should exercise the greatest prudence if a discussion of an issue affecting the school arises outside the partnership committee.

The intention of the law is that the Partners should be accountable and business should be transparent with any confidential items being kept to a minimum.

Top Tips for Partners in the First 12 Months and Beyond

- Don’t bring up issues about your own children at partnership committee level;
- Consider the best interests of the school;
- Remember that you are equal to all Partners;
- Remember decision-making is corporate, bring your own view but abide by the corporate decision;
- You have no power, responsibility or liability as an individual;
- Get to know your school, speak to the Headteacher, the Chair and the Clerk;
- Your volunteer status means getting summaries – don’t allow governance to become a full time job;
- Remember, the partnership committee steers, the Headteacher manages the rowing and the vessel;
- If you are a committee member be familiar with its terms of reference;
- Find out about confidentiality;
- Don’t be part of decision-making where a personal interest or occupation allows you to become biased – declare the interest and withdraw;
- If you don’t feel you have enough information to make a decision then say so – remember you can always abstain;
- Prepare well for all meetings;
- Attend training where possible. Ask about options including distance learning or online training.

Dealing with Parental Complaints

Handling complaints is not easy. Quite often it is a Partner who parents turn to in the first instance when they have a particular concern about their child or a complaint about a member of staff in the school.

It is important to remember the following:

- Be familiar with the school's complaints policy;
- Don't agree to solve the problem;
- If parents approach you with clearly personal worries, then direct them through the proper channel – which is usually the Headteacher;
- If you receive a lot of complaints or comments on one particular issue, discuss this with the Chair and Headteacher first;
- Never bypass the Headteacher in any action you feel should be taken in response to a complaint;
- Remain impartial – do not offer an opinion;
- Remember to pass on the nice things people say too!

LPC Terms of Reference (2026-27)

1. Introduction

1.1 Kaleidoscope Multi-Academy Trust (the "**Trust**") is governed by a Trust Board (the "**Trustees**") who are accountable to the Department for Education, Education Skills Fund ESF and have overall responsibility and ultimate decision making authority for all the work of the Trust, including the establishing and running of the schools operated by the Trust.

1.2 The following schools are currently operated by the Trust:

Ashcombe Primary School
Becket Primary School
Christ Church C of E Primary School
Crockerne C of E Primary School
Hutton C of E Primary School
St Martin's C of E Primary School
Worle Village Primary School

1.3 In order to assist with the discharge of their responsibilities, the Trustees have established a Local Partnership Committee ("**LPC**") for each of the schools. The LPC is a committee of the Trust Board. It is responsible to the Trust Board and must follow the principles, policies and direction of the Kaleidoscope Trust Board - who are the accountable committee in law.

1.4 The Trustees may review these terms of reference at any time but they shall review them at least annually.

1.5 These Terms of Reference may only be amended by the Trust Board.

2 Constitution of the LPCs

2.1 Members of the LPCs shall be known as "Partners".

2.2 The composition of the LPCs shall include up to 12 Partners, as follows:

Non-Church School	Church School - VC	Church School - VA
The Headteacher Up to 3 further Staff Partners Up to 4 Parent Partners Up to 4 Co-opted Partners	The Headteacher Up to 2 further Staff Partners Up to 3 Parent Partners Up to 3 Co-opted Partners Up to 3 Foundation Partners (25%)	The Headteacher 1 further Staff Partner Up to 2 Parent Partners Up to 1 Co-opted Partner Up to 7 Foundation Partners. (There must be more than 50% Foundation Partners in a VA School).

It is important that the makeup of the LPC is represented as detailed above and that some appointments are not made which can imbalance the Board. e.g. Parents/staff should not be Co-opted or Foundation Partners. **If there are vacancies on the Board, then the above still applies.**

2.3 The Trustees reserve the right to appoint such persons to the LPC as they shall determine from time to time.

2.4 The procedure for the appointment and the removal of Partners shall be as set out in Annex 1.

3 PROCEEDINGS OF THE LPC

3.1 The proceedings for meetings of the LPC shall be as set out in Annex 2.

3.1.1. Any Trustee may attend a meeting of the Local Partnership Committee.

3.1.2 Each member of the LPC shall have one equal vote. Where there is an equal division of votes, the chair of the LPC will have the casting vote.

3.1.3 All decisions reserved for the LPC shall be determined by the Board and will be reviewed at least annually.

4. **Relationship between the Board and LPC**

4.1 <u>The LPC shall in carrying out its role shall:</u>

4.1.1 promote high standards and aim to ensure that students and pupils are attending a successful school which provides them with a good education and supports their well-being;

4.1.2 ensure that all KMAT Policies and Procedures are implemented within their school.

4.1.3 ensure that LPC Meetings follow the KMAT timetable and include the core agenda items and policies as communicated by the Governance Professional (Clerk to the Board).

4.1.4 be responsible to the Trustees for its actions and follow the expectations of Partners as laid down by the Trustees;

4.1.5 aim to establish that it is competent, accountable, independent and fully representative of the community it serves, and promotes best practice in governance;

4.1.6 aim to ensure that its Partners promote and uphold high standards of conduct, probity and ethics and follow the 7 Principles of Public Life (Nolan Principles)

4.1.7 in the case of Church Schools – demonstrating Christian distinctiveness and working with the agreed policies and principles of the Church of England and Diocese of Bath and Wells

4.1.8 form a panel to review complaints and exclusions.

4.1.9 support the recruitment process.

4.1.10 provide a representative to advise the CEO as part of the Headteacher/Executive Headteacher/Executive Headteacher appraisal process.

4.1.11 report to the Board through the Partner representative attending the Chairs Forum.

4.1.12 support school leaders

4.2 The Trustees shall support the work of the LPC by:

4.2.1 setting a clear strategic vision for Kaleidoscope and its schools.

4.2.2 ensuring that systems are put in place to allow the Partners to be presented with timely and good data to allow the LPC to analyse school performance in order to support and challenge the Executive Headteacher/Headteacher and the Senior Leadership team of the school; and

4.2.3 ensuring that the Partners have access to high quality training.

4.3 without prejudice to the Trustees' other rights to remove any Partner and the Trustees rights to amend these terms of reference at any time, where the Trustees have concerns about the performance of an LPC they may amongst other actions:

4.3.1 require the relevant LPC to adopt and comply with a governance action plan in such form as determined by the Trustees;

4.3.2 suspend or remove any or all of the matters delegated to the LPC;

4.3.3 suspend or remove any or all of the Partners of the relevant LPC;

4.4 The Trustees may require a governance action by virtue of the fact that:

4.4.1 the RAG Rating causes sufficient risk, causing the Trust Board to remove delegated roles.

4.4.2 the Trustees may vary the matters delegated where:

4.4.3 the LPC acts outside its delegated powers and limitations;

4.4.4 the LPC is in breach of these terms of reference;

4.5 The Trustees may remove Partners where:

4.5.1 the school is in breach of its funding arrangements (which outlines the provision
school must provide);

4.5.2 the LPC is in breach of these terms of reference;

4.6 the circumstances listed in paragraphs 4.4 and 4.5 are illustrative only and shall not limit the rights of the Trustees to suspend or remove any or all of the matters delegated to the LPC;

4.7 on the establishment of a Local Partnership Committee.

4.8 The Role of the Local Partnership Committee (LPC)

4.8.1 Where a school does not operate under 'delegated roles', the Trust Board will establish an advisory Partnership Committee in a school and will appoint the Chair and ensure parents are represented. The Partnership Committee will:

- Seek to understand how the school is led and managed: the Headteacher will report termly on how the school is fulfilling the trust's ethos, vision and strategy
- Act as the panel when reviewing the head's decisions on exclusions, and parents' complaints
- Be the consultative committee for the school's stakeholders
- Represent the school's stakeholders
- Forge links with the community
- Act as an ambassador for the school

5 Delegated Powers

5.1 General Principles

In the exercise of its delegated powers and functions, the Partners of the LPC shall:

5.1.1 Ensure that the school is conducted in accordance with the objects of the Trust, the terms of any Trust partnership the use of the land which is used for the purposes of the school, any agreement entered into with the Secretary of State for the funding of the school and these terms of reference;

5.1.2 Promptly implement and comply with any policies or procedures communicated to the LPC by the Trustees;

5.1.3 Review its own policies and practices on a regular basis, in view of any advice or recommendations made by the Trustees;

5.1.4 Work closely with the Trustees and act with integrity, objectivity and honesty in the best interests of the Trust and the school;

5.1.5 Be open about decisions and be prepared to justify those decisions;

5.1.6 Keep confidential all information of a confidential nature obtained by them relating to the school and the Trust

5.1.7 Be aware of the headline financial position of the school

5.1.8 Ensure the school is meeting the agreed targets.

5.1.9 Monitor and report that the school website complies with statutory and KMAT requirements, is clear, informative and promotes the school

5.1.10 Monitor and report that KMAT safeguarding procedures and training are in place.

5.1.11 Monitor and report that staff and pupil wellbeing is a high priority.

5.1.12 Monitor and report that the KMAT Health and Safety procedures and training are in place and followed and that health and safety audits are completed

5.1.13 Monitor and report that the school building is safe and well managed.

5.1.14 Monitor and report that the school has a broad and balanced curriculum and meets
national and local requirements.

5.1.15 Ensure that the school meets statutory and KMAT requirements for supporting pupils with SEND and promotes best practice

5.2 Each Partner shall be required to take part in regular self-review and is accountable for meeting their own training and development needs. It is a Partner's responsibility to consider if, and raise any concerns where, he/she feels that appropriate training and development is not being provided.

5.3 Partners shall be expected to report to the Trust against Kaleidoscopes RAG Rating document, which have been set for the school and provide such data and information regarding the business of the school and the pupils attending the school as the Trustees may require from time to time.

5.4 The powers retained by the Trust and delegated from the Trustees to the LPCs are detailed within the Kaleidoscope Scheme of Delegation 2023.

5.5 For the avoidance of doubt, where a power is not expressly delegated to the CEO, any LPC or Executive Headteacher/Headteacher it will be deemed to have been retained by the Trust regardless of whether it is specified in the Scheme of Delegation.

5.6 Kaleidoscope Scheme of Delegation may be reviewed by the Trustees at any time but shall be reviewed at least annually. Trustees reserve the right to remove or alter any delegation at any time, whilst having due regard to, but not being bound by, the views of the LPC.

ANNEX 1 – Appointment and Removal of Partners

1 Staff Partners

1.1 The Trustees shall invite nominations from all staff employed under a contract of employment or a contract for services or otherwise engaged to provide services to the school and, where there are any contested posts, shall hold an election by a secret ballot.

1.2 All arrangements for the calling and the conduct of the election and resolution of questions as to whether any person is an eligible candidate shall be determined by the Trustees. The Trustees may delegate the running of the election to the LPC.

2 Parent Partners

2.1 Parent Partners of the LPC shall be elected by parents of registered pupils at the school. They must be a parent of, or have parental responsibility for, a pupil at the school at the time when they are elected.

2.2 The Trustees shall determine all other matters relating to, an election of the parent Partners. The Trustees may delegate the running of the election to the LPC. Documents and procedures outlining this process are located on the Kaleidoscope Drive.

2.3 Where a vacancy for a parent Partner is required to be filled by election, the Trustees shall take such steps as are reasonably practical to secure that every person who is known to them to be a parent of a registered pupil at the school is informed of the vacancy and that it is required to be filled by election, informed that he/she is entitled to stand as a candidate, and vote at the election, and given an opportunity to do so. The Trustees may delegate the running of the election to the LPC

2.4 Any election of persons who are to be the parent Partners which is contested shall be held by secret ballot. The arrangements made for the election of the parent Partners shall provide for every person who is entitled to vote in the election to have an opportunity to do so by post or, if they prefer, by having their ballot paper returned to the school by a registered pupil at the school.

2.5 Where the number of parents standing for election is less than the number of vacancies, the Trustees may appoint a person who is the parent of a registered pupil at the school or, where it is not reasonably practical to do so, a person who is the parent of a registered pupil of another school run by the Trust.

2.6 An employee of the Trust cannot be a parent Partner.

3 Co-opted Partners

3.1 The LPC has delegated responsibility to appoint Co-opted Partners. They must be:

a) a person who lives or works in the community served by the school (This excludes parents);

or

b) a person who, in the opinion of the Trustees, has the necessary skills set and is committed to the government and success of the school.

3.2 An employee of the Trust cannot be a co-opted Partner.

4 Foundation Partners

4.1 All Church of England Schools must have foundation Partners. In the case of a former voluntary controlled school, foundation appointments will make up 25% of the Local Partnership Committee (LPC) and for a former voluntary aided school there must be more than 50% foundation Partners in accordance with the relevant clause in the Supplemental Funding Agreement for the school and with Article 101B of the Articles of Association of the Academy Trust.

4.2 Prior to appointing a foundation LPC member the Academy Trust shall first notify the Bath and Wells Diocesean Board of Education (DBE) of its intention, and shall require the candidate to submit an application for approval by the DBE. No LPC foundation member may be appointed without the written approval of the DBE.

4.3 The Trustees may delegate the notification to the DBE of its intention to appoint a foundation member and the submission of an application for approval by the DBE to the LPC. Documents and procedures outlining the process can be found on the Diocese of Bath and Wells Website https://www.bathandwells.org.uk/supporting-children/school-effectiveness/school-governance.

4.4 An employee of the Trust cannot be a foundation Partner.

5 Term of Office

5.1 The term of office for any Partner shall be 4 years, save for the Executive Headteacher/Headteacher of the school (as applicable) who shall remain a Partner until he or she ceases to work at the school.

5.2 Subject to remaining eligible to be a particular type of Partner, any person may be reappointed or re-elected to the LPC.

6 Resignation and removal

6.1 A person serving on the LPC shall cease to hold office if:

a) they resign their office by giving notice in writing to the clerk;
b) the Headteacher or a staff Partner ceases to work at the school;

c) the Trustees terminate the appointment of a Partner whose presence or conduct is deemed by the Trustees, at their sole discretion, not to be in the best interests of the Trust or the school.

6.2 For the avoidance of doubt, a parent Partner shall not automatically cease to hold office solely by reason of their child ceasing to be a pupil at the school.

7 Disqualification of Partners of the LPC

7.1 A person shall be disqualified from serving on the LPC if he/she would not be able to serve as a Director in accordance with Articles 68-80 of the Articles.

8 Appointment and removal of Chair and Vice Chair

8.1 The Chair and Vice Chair of the LPC shall be elected by the LPC.

8.2 The term of office of the Chair and Vice Chair shall be 1 year. Subject to remaining eligible to be a Partner, any Partner may be re-appointed as Chair or Vice Chair of the LPC.

8.3 The Chair and Vice Chair may at any time resign their office by giving notice in writing to the Trustees. The Chair or Vice Chair shall cease to hold office if:

a) They cease to serve on the LPC;
b) They are employed by the Trust whether or not at the school; or
c) In the case of the Vice Chair, they are appointed to fill a vacancy in the office of the Chair.

8.4 Where the Chair is absent from any meeting or there is at the time a vacancy in the office of the Chair, the Vice Chair shall act as the chair for the purposes of the meeting. Where the Vice Chair is also absent from the meeting or there is at the time a vacancy in the office of Vice Chair, the Partners of the LPC shall elect one of their number to act as chair for the purposes of that meeting.

9 Committees

9.1 The business of the LPC should be conducted at a meeting of the full LPC and not in separate committees (with the exception of the ad-hoc establishment of a Pay, Complaints, and Exclusion Committee). All Partners should be informed of the resources, staffing, buildings, headline financial position, health and safety, standards, teaching/learning, curriculum, Christian ethos (if a Church School) safeguarding, SEND provision at their school. This should be recorded at minuted LPC meetings, using the Kaleidoscope agendas and pro-formas.

ANNEX 2 – Proceedings of the LPC

1 Meetings

1.1 The LPC shall meet at least 4 times each year and shall hold such other meetings as may be necessary.

1.2 Meetings of the LPC shall be convened by the Governance Professional to the LPC, who shall send the Partners written notice of the meeting and a copy of the agenda at least seven clear days in advance of the meeting. Where there are matters demanding urgent consideration, the Chair or, in their absence, the Vice-Chair, may waive the need for seven days' notice of the meeting and substitute such notice as he thinks fit. The LPC Agenda shall follow the Kaleidoscope LPC Agenda – sent by the Governance Professional (Clerk to the Board) to the Kaleidoscope Board. This will ensure all statutory business and policies are addressed as detailed within the Academies Year Planner and Kaleidoscope Policy document.

1.3 Any Partner shall be able to participate in meetings of the Partners by telephone or video conference provided that they have given reasonable notice to the Governance Professional of the LPC and that the Partners have access to the appropriate equipment.

1.4 The convening of a meeting and the proceedings conducted thereat shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda thereof or any defect in the election, appointment or nomination of any person serving on the LPC.

2 Quorum

The quorum for a meeting of the LPC, and any vote on any matter at such a meeting, shall be over 50% of the Partners of the LPC.

3 Voting

3.1 Every matter to be decided at a meeting of the LPC shall be determined by a majority of the votes of the Partners present and entitled to vote on the matter. Every Partner shall have one vote. Where there is an equal division of votes, the Chair of the meeting shall have the casting vote. A Partner may not vote by proxy.

3.2 Any Partner who is also an employee of the Trust shall withdraw from that part of any meeting of the LPC at which their remuneration, conditions of service, promotion, conduct, suspension, dismissal or retirement are to be considered.

3.3 A resolution in writing, signed by all the Partners shall be valid and effective as if it had been passed at a meeting of the Partners duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the Partners.

4 Conflicts of Interest

4.1 Any Partners who have or may have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest (as defined below)) which conflicts or may conflict with their duties as a Partner of the LPC shall disclose that fact to the LPC as soon as he becomes aware of it. A person must absent himself from any discussions of the LPC in which it is possible that a conflict will arise between their duty to act solely in the interests of the school and any duty or personal interest (including but not limited to any Personal Financial Interest).

4.2 A Partner of the LPC has a Personal Financial Interest if he, or any child, stepchild, parent, grandchild, grandparent, brother, sister or spouse of the Partner or any person living with the Partner as their or her partner, is in the employment of the Trust or is in receipt of remuneration or the provision of any other benefit directly from the Trust or in some other way is linked to the Trust or the Academy.

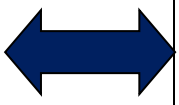
4.3 A Pecuniary Interest form must be signed annually (or in the case of new Partners when they start their role) and any Pecuniary Interests must be declared at the start of all meetings.

5 Minutes of meetings

5.1 At every meeting of the LPC the minutes of the last meeting shall be taken as set out on the KMAT Agenda Template and, if agreed to be accurate, shall be signed as a true record. These minutes will follow the Kaleidoscope format as explained by the Governance Professional.

5.2 The Clerk to the LPC shall ensure that a copy of the agenda for every meeting of the Partners, the draft minutes of every such meeting (if they have been approved by the Chair of that meeting), the signed minutes of the previous meeting and any report, document or other paper considered at any such meeting are, within 14 days, be sent to the Governance Professional of the Trust, Aimee Cooper – aimee.cooper@kmat.co.uk

ANNEX 3 - Overview of LPC Roles and Activities (This is detailed in full within the Scheme of Delegation)

Key Activities		Typical Inputs
Understanding the Trust's vision & ethos - The Trust's [vision and ethos statement] - The school's vision and ethos statement (this includes and builds upon the Trust's)		**Understanding the Trust's vision & ethos** - The Trust's vision & ethos audit - The school's vision & ethos audit
Understanding the community - Understanding what services currently exist & where the gaps are - Understanding local issues & needs - Understanding how the school relates to the wider learning community		**Understanding the community** - Community audit - Parent & student voice - Reviewing contextual data - PTA/Friends of the school etc.
Understanding the school - Student attainment & progress Curriculum - Student behaviour, attendance & safety - Quality of teaching & learning - Continuing Professional Development (CPD)		**Understanding the school** - Kaleidoscope KPI data - Performance data - National averages/floor standards - Ofsted reports - Attendance reports - Training reports - School Self-Evaluation (SEF) - School visits from MAT & external advisors
Working with the Headteacher - Assist in setting priorities for school improvement - Support the Headteacher for developing, reviewing, monitoring the school Christian vision and that it is theologically routed. (Church Schools) - Positively challenge and proactively support the Headteacher and Leadership Team		**Working with the Headteacher** - School Development/Improvement Plan - Local aspirations and community needs - School Self-Evaluation (SEF) - Reviewing monitoring reports - Conducting staff/pupil interviews and questionnaires - Parent & student voice
Reviewing actions - Know the improvement targets and strategies - Know the allocation of resources - Know the headline financial position for current and future years - Know how to review progress - Know how Pupil Premium (PP) is used - Know how SEND pupils are supported and achieving		**Reviewing actions** - School Development/Improvement Plan - View the Financial Management Report - Pupil Premium report - SEND report - School Assessment Workbook - Benchmarking data - MAT visit reports

Undertaking specific responsibilities LPC Members are encouraged to be linked with key curriculum and/or other areas of interest/work, e.g.: - Exclusions - SEN and vulnerable pupils (PP) - Safeguarding - Health and Safety LPC Members may also be involved with: - Hearing complaints - Attending grievances & appeal hearing	**Undertaking specific responsibilities** LPC Members with link responsibilities are expected, in line with good practice, to be familiar with the policy relating to their area of work and the status of their area within the school. They may conduct audits and support with reviewing risk assessments. Where audits have taken place, they will monitor that any actions are completed. - Safeguarding Partner meets with - DSL/Leaders 3x per year. - Health and Safety Partner joins audits 3x per year. - Attend panels when they arise. - Undertake required training
Undertake key training	**Undertake key training** - Be familiar with the KMAT Partner Handbook - Understand required training accessed on the National College, NGA and Diocese (for Church schools)

NGA Code of conduct

Once this code has been adopted, all board members agree to faithfully abide by it.

***Trustees**: We agree to follow the charity governance code

***Those partnership at local level**: We recognise and support the principles set out in the charity governance code

We will abide by the Principles of Public Life:

Selflessness
We will act solely in terms of the public interest.
Integrity
We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.
Objectivity
We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
Accountability
We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.
Openness
We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.
Honesty
We will be truthful.
Leadership
We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

*We will apply the highest standards and will:

1. act within our powers
2. promote the success of the trust
3. exercise independent judgement
4. exercise reasonable care, skill and diligence
5. avoid conflicts of interest
6. not accept benefits from third parties
7. declare interest in proposed transactions or arrangements

We will focus on our core governance functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent
4. *NGA recognises the following as the fourth core function of governance:*
5. ensuring the voices of stakeholders are heard

As individuals, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. We will fulfil our role and responsibilities as set out in our scheme of delegation.
3. We will develop, share and live the ethos and values of our trust.
4. We agree to adhere to trust policies and procedures.
5. We will work collectively for the benefit of the trust.
6. We will be candid but constructive and respectful when holding senior leaders to account.
7. We will consider how our decisions may affect the trust and local community.
8. We will stand by the decisions that we make as a collective.
9. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
10. We will only speak or act on behalf of the trust board if we have the authority to do so.
11. ***Trustees**: We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
12. When making or responding to complaints, we will follow the established procedures.
13. We will strive to uphold the trust's reputation in our private communications (including on social media).
14. *We will have regard to our responsibilities under The Equality Act and will work to advance equality of opportunity for all.
15. ***Those partnership at local level**: We will act as the local ambassadors for our trust.

Demonstrate our commitment to the role:

We will involve ourselves actively in the work of the board and accept our fair share of responsibilities, serving on committees or working groups where required.

1. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
2. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
3. We will get to know the school/s well and welcome opportunities to be involved in school activities.
4. We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
5. When visiting a school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
16. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with leaders, staff, parents and other relevant stakeholders from our local communities.
2. ***Those partnership at local level**: We will champion the voices of our school community and stakeholders.
3. ***Those partnership at local level**: We will establish effective working relationships with trustees.
4. ***Trustees**: We will engage with and be accountable to those partnership at local level.
5. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
6. We will work to create an inclusive environment where each board member's contributions are valued equally.
7. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

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

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the register of business interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the trust's website.
5. *We will act as a trustee/academy committee member; not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the trust board, attendance records, relevant business and pecuniary interests, category of Partner/trustee and the committee responsible for appointing us will be published on the trust website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.

**New statement added or updated in 2023*

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

Training Programme

The following training must be completed within the first six weeks of a Partner being appointed and certificates sent to the Clerk

The National College is the training platform used to provide the following training for Partners.

Certificate in Safeguarding for Partners
Certificate in the Prevent Duty in Schools

GDPR.co.uk is the platform used to complete GDPR e-learning. *Partners will need to re-take this training annually.*

In each of the above cases, schools have to register Partners for them to be able to access the training.

Safer Recruitment: will be undertaken by Partners identified by each school via The National College.

Further on-line training
NGA e-learning

All schools in the Kaleidoscope MAT have access to the NGA Learning Link. You will be able to register for an account by following the instructions below.

These modules are more in depth and can be completed by any Partner that wants to further their knowledge.

How to register for Learning Link

1. Visit https://nga.vc-enable.co.uk/Register to find the online self-registration form.

2. Add your details to the self-registration form in the following order
   Your first name
   Your last name
   Your email
   Your phone number (optional)
   Your governance role title (optional)
   Your school or academy – use the search box and make sure to select the right one using the address and postcode if necessary

3. Read the statement in the large blue box at the bottom of the form and then click anywhere in the large blue box to submit your application for approval.

4. Approval is not immediate and you must wait for email confirmation of approval. It can take time to receive this email particularly if your application is submitted over a weekend or in the evening.

5. Your confirmation email will be sent to you. Once you receive your email confirmation, which includes your login details you can login to Learning Link and start to use it whenever you want to.

If your school or academy is not listed, it may not be signed up to Learning Link. In this case please select the “My group has not been listed” box and an email will come through to us so that we can contact you.

Common Terms, Abbreviations and Acronyms

You will encounter a lot of education jargon in your role as a Partner. Don’t worry about interrupting a meeting or conversation to ask what it means. A useful glossary can be found at https://www.nga.org.uk/knowledge-centre/governance-glossary/

Useful Web Sites

- www.nga.org.uk is the National Partners' Association website. It is the independent membership organisation for Partners whose purpose is to enable Partners to play their part in promoting the best possible education for all pupils in schools, by representing the Partners' view and campaigning on behalf of Partners.

  Kaleidoscope MAT Membership provides Local Partnership Committees with:

  - copies of Partnership Matters magazine, published 6 times a year. This is available online but can also be sent to the home of three Partners and to the school.
  - a weekly e-newsletter during term time featuring the latest education news and policy updates.
  - access to members' only content in our online guidance centre containing a wealth of governance resources.
  - NGA guides available at a discounted price
  - free places at NGA member events and conferences

  schools have to register Partners for them to be able to access the members section of the website.

- https://www.Governorsforschools.org.uk/ - Governors for Schools is an independent charity dedicated to recruiting volunteers to serve on school Partnership Committees across England. It also gives Partners access to e-learning resources by following a short registration process.
- http://www.supportservicesforeducation.co.uk/Page/10082 - North Somerset Education Services Partnership (NSESP) website has resources for Partners and Clerks including briefing sheets and details of the current training programme. To access this website you will need to complete a new user access request form.
- http://www.education.gov.uk/ is the home page for the Department for Education. This website has extensive information for Partners including the latest edition of the Partners' Guide to the Law.
- http://www.ofsted.gov.uk/ will take you to the Office for Standards in Education home page and carries inspection reports on schools in England.
- http://www.guardian.co.uk/education provides up-to-the-minute coverage of education news
- www.tes.co.uk is the Times Educational Supplement's website providing a daily educational news service and a weekly selection of articles.
- www.bbc.co.uk/news/education **BBC Education website**