



KALEIDOSCOPE
Multi Academy Trust

KALEIDOSCOPE MULTI ACADEMY TRUST

GOVERNORS HANDBOOK
(Dated 28.1.22)

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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 CE, Crockerne CE, St Martin's CE, Worle Village and Hutton CE.

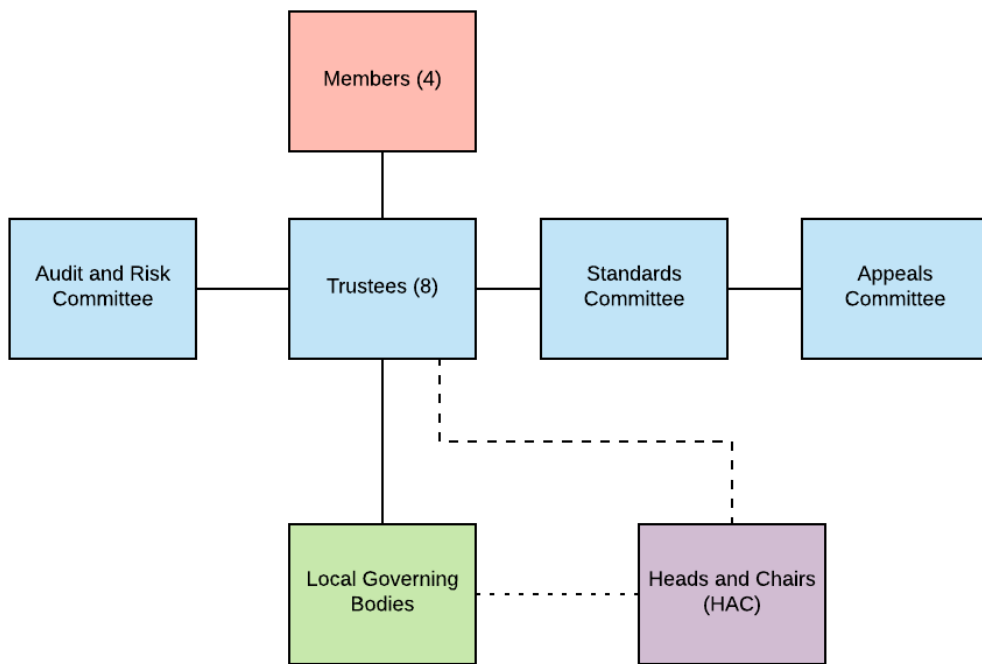
The Kaleidoscope Multi Academy Trust (KMAT) is the legal entity responsible for the governance of all academies within the Trust. The Chief Executive Officer (CEO) is accountable for the performance of all academies within the Trust. The Kaleidoscope Multi Academy Trust shall have regard to any guidance as to the governance of academies that the Secretary of State may publish to the extent permitted by the governing 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, Board Committees and Local Governing Bodies (LGB). 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 Governing Body (LGB) 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 budget set by the Trust Board. The LGB 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.

KALEIDOSCOPE MULTI ACADEMY TRUST GOVERNANCE STRUCTURE



Members

Our Members are:

- Anne Davey*
- Vacancy
- Edward Gregory*
- Ian Blackburn

Trustees

Our Trustees are:

- David Amos*
- Dr Tristan Cogan
- Vacancy
- Walter Lewis
- Simon Marriott*
- Jane Barry*
- Vacancy*
- Mark Perry

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:

Luci Amos (Executive Head) - Becket and Hutton
John Clark – Ashcombe
Sue Elliott – Worle Village
Lara Furmidge/Geeta Verrell - Crockerne
Yvonne Barnes – St Martin's
Emma Bray – Christ Church

Chairs

Our Chairs are:

Jane Barry – Hutton
Mark Preddy – St Martin's
Maggie Young - Crockerne
Stuart Mottram– Worle Village
Joy Donovan – Becket
Gareth Dickson and Kevin Roberts, Co Chair - Ashcombe
Clare Laver, Chair – Christ Church

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 Clerk to the Governors or filed in 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 Governors (but the corporate responsibility of all governors 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 of all faiths or none.

Introduction to Governance

What Local Governing Bodies Do

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

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.
 - Monitoring that its finances. and resources are within the budget set and agreed by the Trust Board.
 - 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 Governor representative attending HAC.

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

The Headteacher 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 LGB 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, ensuring 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 Heads and Chairs (HAC) group

The HAC group reports to the Trust Board and comprises of the Headteacher representatives and a senior Governor (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 Governors are kept informed and updated. Its purpose is to develop and consolidate the collaborative ethos, co-ordinate 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 LGB.

What Makes an Effective School Governor?

- 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 Governors give?

A governor's term of office is usually for four years, but as a volunteer you can resign at any time. Previous governors 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 governing body. Meetings of the full governing body and committee meetings take place once a term (six per year).

Governors 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. Governors are very welcome to spend as much time as they can in school.

The Productive Governing Body:

- 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

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

Governors observe confidentiality regarding proceedings of the governing body in meetings and from their visits to school as governors. How an individual governor 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 confidential items are those where the privacy of an individual needs to be respected.

Governors should exercise the greatest prudence if a discussion of an issue affecting the school arises outside the governing body.

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

Top Tips for Governors in the First 12 Months and Beyond

- Don't bring up issues about your own children at governing body level;
- Consider the best interests of the school;
- Remember that you are equal to all governors;
- 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 governing body 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 governor 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!

Financial Responsibilities of Governors

All new governors at the school should familiarise themselves with the financial responsibilities of governing bodies.

For guidance relating to school finance go to:

<https://www.gov.uk/guidance/academy-trust-handbook>

The Kaleidoscope [Finance Policy](#)

Academy Budgeting Guidelines

The following guidelines are to support the annual MAT budget setting cycle. Academies will first determine their own budget (in line with the following guidelines) before final submission for approval to the Trust Board.

These guidelines will cover most scenarios, but reference should be made to the Chief Finance Officer (CFO) if an Academy wishes to discuss a matter outside of these guidelines.

Academies should also take account of the Trust Finance Policy and the Academy Trust Handbook in making any financial decisions.

Through their delegated responsibilities, working with the CFO, academies have the discretion to set their own budget – within Kaleidoscope Budgetary Guidelines. Where an academy is not meeting required expectations (as outlined within the RAG Rating/SEF document) or able to set a budget following the Kaleidoscope Budgetary Guidelines, then the CEO / CFO will direct the school to set its budget to enable it to meet set targets.

Kaleidoscope Budgetary Guidelines

1. Initial draft budgets should be made available to the CFO by the agreed date, usually early in Term 6 – to facilitate this we will organise a day for all schools to work together to produce this first draft.
2. Academies should then complete and submit their final budget (after review by the LGB) for approval by the agreed date in early June. The CFO and MAT finance team will use the Access Budgeting system to work with Headteachers/Bursars to support budget preparation and help identify any difficulties that might arise, before the final submission date.
3. If there are any difficulties in meeting this date, please speak to the CFO.
4. The Trust Board will approve the budget in mid July, and the CFO will submit to the ESFA by the end of July. This will allow any further queries to be clarified / amended with academies in July should the need arise.
5. Academies will set a balanced in-year budget, within the following detailed provisions:
 - a. No deficit budgets will be allowed, unless using a previously held carry forward.
 - b. Any deficit budget using a carry forward shall not exceed 25% of that carry forward (thus allowing the Academy up to 4 years to balance their in-year budget), unless it is agreed with the CFO
 - c. As a guideline, any in-year surplus or accumulated surplus shall be kept to within 5-8% of the budget total in-year income i.e. academies should endeavour to spend the money allocated to the pupils currently in school. This figure may be higher if existing historic balances are still held.
 - d. An exception to the above carry-forward principle may arise if an Academy is holding a capital grant for a specific purpose, in which case it should identify the money set aside and a timescale for completion of

the project. In most cases the grant will be spent in-year, but there may be exceptions where it 'bridges' the year end.

6. Within the budgeting cycle, the CFO will work with Headteachers to review the Academy 3 year financial forecast, to support the Academy in making prudent financial decisions in year one. Academies with significant projected deficits beyond the year one budget will have to explain how they will balance their budget in future years.
7. Each year, within each Academy budget, there must be provision for:
 - a. A Kaleidoscope top-slice (currently 5.5% of the in-year Basic Entitlement (AWPU)). This means that monies received by the Academy for deprivation, pupil premium, SEND etc are outside the top-slice. The budget items included within the top-slice are shown in Appendix A.
 - b. The actuarial calculation for the in-year pension deficit
 - c. The Apprentice Levy
 - d. All staff and curriculum expenditure
 - e. All income and expenditure relating to other activities e.g. catering
 - f. All expenditure relating to capital projects
 - g. All insurances and traded services (other than paid out of the top-slice; Appendix A)
8. Contingency
 - a. The MAT will hold a central contingency fund
 - b. Academies may seek support from the central fund by reference to the CEO
 - c. Academies may be supported in-year by this fund, but will need to budget in future years to pay back the contingency to the MAT
 - d. The contingency fund will be built up by the MAT from any surplus monies from the top-slice
 - e. In exceptional circumstances, the MAT may call on academy carry forward balances to support any critical business continuity requirement. These monies will be returned to the individual academy as soon as possible.
9. Reporting
 - a. Standard budget reports are available within the Access Budgeting and Accounting systems.
 - b. New reports can be requested / developed and academies are invited to make any suggestions which can be passed on to the software company for development.
 - c. We will be reviewing our on-going budget monitoring process / timetable and this information will be issued later this year.

Appendix A (Budget Guidelines)

What does the school contribution provide?

System costs / licences	Professional Advice	Staffing Central Team	Central Services Costs	Central Service Provisions
Budgeting Finance HR Payroll FFT self-Evaluation and pupil Tracking Safeguard The Key for School Leaders National College – CPD ICO Licenses	Legal Retainer HR Core External SI Advisor visits Data Protection Officer Governors – NGA, Esgoss	CEO CFO Finance Officer Admin Clerking, Company Secretary	Rent Computers Furniture Printer and printing costs Telephones Central Team CPD	Core school improvement package Training for schools Leadership support Bursar support HR support Payroll queries Central banking Month end payroll reconciliations VAT submission Pension administration Year-end processes Internal and External audit liaison Central system management Executive Leadership Central Policies Monitoring and support Headteacher Appraisal Leadership recruitment

The Central Team also negotiate for the whole MAT for certain supplies and services, creating savings at school level

Local Governing Body Terms of Reference

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 and have overall responsibility and ultimate decision making authority for all the work of the Trust, including the establishing and running of the academies operated by the Trust.

1.2 The following academies 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 Governing Body (“**LGB**”) for each of the Academies. The LGB is responsible to the Trust Board.

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

1.5 These terms of reference may only be amended by the Trust Board.

2 Constitution of the LGBs

2.1 Members of the LGBs shall be known as “Governors”.

2.2 The composition of the LGBs shall include up to 12 Governors, as follows:

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

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

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

3. PROCEEDINGS OF THE LGB

3.1 The proceedings for meetings of the LGB shall be as set out in Annex

3.1.1. Any Trustee of the Academy Trust may attend a meeting of the Local Governing Body.

3.1.2 Any member of the LGB may request the chair to invite persons who are not members of the LGB to attend its meetings.

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

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

4. Relationship between the Board and LGB

4.1 The LGB shall in carrying out its role shall:

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

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

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

4.1.5 aim to ensure that its governors promote and uphold high standards of conduct, probity and ethics as detailed with the public office list.

4.1.6 monitor school budgets to ensure that they follow the budget and parameters set by the Trust Board.

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

4.2.1 setting a clear strategic vision to allow the LGB to set and achieve its own aims and objectives within such vision;

4.2.2 ensuring that systems are put in place to allow the governors to be presented with timely and good data to allow the LGB to analyse Academy performance in order to support and challenge the Headteacher and the senior leadership team of the Academy; and

- 4.2.3 ensuring that the governors have access to high quality training.
- 4.3 Without prejudice to the Trustees' other rights to remove any governor and the Trustees rights to amend these terms of reference at any time, where the Trustees have concerns about the performance of a LGB they may amongst other actions:
- 4.3.1 require the relevant LGB 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 LGB;
- 4.3.3 suspend or remove any or all of the governors of the relevant LGB;
- 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.
- 4.5 The Trustees may vary the matters delegated where:
- 4.5.1 the LGB acts outside its delegated powers and limitations;
- 4.5.2 the LGB is in breach of these terms of reference;
- 4.6 The Trustees may remove governors where:
- 4.6.1 the Academy is in breach of its funding arrangements;
- 4.6.2 the LGB is in material breach of these terms of reference or has persistently breached these terms of reference.
- 4.7 The circumstances listed in paragraphs 4.4, 4.5 and 4.6 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 LGB.
- 4.8 Where an academy loses its 'Earned Autonomy' status (through the RAG Rating), the LGB transfers to a Local Academy Council (LAC).
- 4.9 The Role of the Local Academy Council (LAC)
- 4.9.1 Where a school does not operate under 'delegated roles', the trust board will establish an advisory Academy Council in a school and will appoint the chair and ensure parents are represented. The Academy Council 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 body 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

General Principles

- 5.1 In the exercise of its delegated powers and functions, the governors of the LGB shall:
- 5.1.1 ensure that the Academy is conducted in accordance with the objects of the Trust, the terms of any trust governing the use of the land which is used for the purposes of the Academy, any agreement entered into with the Secretary of State for the funding of the Academy and these terms of reference;
- 5.1.2 promptly implement and comply with any policies or procedures communicated to the LGB 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 Academy;
- 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 Academy and the Trust; and
- 5.1.7 adopt financial prudence in monitoring the financial affairs of the Trust in so far as these relate to the Academy and are delegated to them.
- 5.2 Each governor shall be required to take part in regular self-review and is accountable for meeting their own training and development needs. It is a governor's responsibility to consider if, and raise any concerns where, he/she feels that appropriate training and development is not being provided.
- 5.3 Governors shall be expected to report to the Trust against Kaleidoscopes RAG Rating document, which have been set for the Academy and provide such data and information regarding the business of the Academy and the pupils attending the Academy as the Trustees may require from time to time.
- 5.4 The powers retained by the Trust and delegated from the Trustees to the LGBs are detailed within the Kaleidoscope Scheme of Delegation 2021.
- 5.5 For the avoidance of doubt, where a power is not expressly delegated to the CEO, any LGB or 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 LGB.
- 5.7 Notwithstanding the application of any provision of these terms of reference, if the Chair or Acting Chair of the LGB is of the opinion that a matter of urgency exists, and a delay in exercising the function would likely seriously detrimental to the interests of the Academy, any pupil or their parent or other person they may take action without reference to the CEO or Trustees; but they shall do so only after taking account of the views of the CEO and any action taken must be reasonable and proportionate. Any such action taken must be reported to the CEO as soon as is reasonably practical.

ANNEX 1 – Appointment and Removal of Governors

1 Staff governors

- 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 Academy 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 LGB.

2 Parent governors

- 2.1 Parent governors of the LGB shall be elected by parents of registered pupils at the Academy. He or she must be a parent of, or have parental responsibility for, a pupil at the Academy at the time when he or she is elected.
- 2.2 The Trustees shall determine all other matters relating to, an election of the parent governors. The Trustees may delegate the running of the election to the LGB. Documents and procedures outlining this process are located on the Kaleidoscope Drive.
- 2.3 Where a vacancy for a parent governor 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 Academy 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.
- 2.4 Any election of persons who are to be the parent governors which is contested shall be held by secret ballot. The arrangements made for the election of the parent governors shall provide for every person who is entitled to vote in the election to have an opportunity to do so by post or, if he/she prefers, by having their ballot paper returned to the Academy by a registered pupil at the Academy.
- 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 Academy or, where it is not reasonably practical to do so, a person who is the parent of a registered pupil of another Academy run by the Trust.
- 2.6 An employee of the Trust cannot be a parent governor.

3 Co-opted governors

3.1 The LGB has delegated responsibility to appoint Co-opted Governors. He or she must be:

- a) a person who lives or works in the community served by the Academy;
- 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 Academy.

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

4 Foundation Governors

4.1 All Church of England Schools must have foundation governors. In the case of a former voluntary controlled school, foundation appointments will make up 25% of the Local Governing Body (LGB) and for a former voluntary aided school there must be more than 50% foundation governors 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 LGB member the Academy Trust shall first notify the Bath and Wells Diocesan Board of Education (DBE) of its intention, and shall require the candidate to submit an application for approval by the DBE. No LGB 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 LGB. 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 governor.

5 Term of office

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

5.2 Subject to remaining eligible to be a particular type of governor, any person may be re-appointed or re-elected to the LGB.

6 Resignation and removal

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

- a) He/she resigns their office by giving notice in writing to the clerk of the LGB;
- b) the Headteacher or a staff governor ceases to work at the Academy;
- c) the Trustees terminate the appointment of a governor 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 Academy.

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

7 Disqualification of governors of the LGB

7.1 A person shall be disqualified from serving on the LGB 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 LGB shall be elected by the LGB.

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

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) He/she ceases to serve on the LGB;
- b) He/she is employed by the Trust whether or not at the Academy;
or
- c) in the case of the Vice Chair, he/she is 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 governors of the LGB shall elect one of their number to act as chair for the purposes of that meeting.

9 Committees

9.1 It is not a requirement to establish committees within the LGB (with the exception of the ad hoc establishment of a Pay, Complaints, and Exclusion Committee). All Governors should be informed of the resources, staffing, buildings, finance, health and safety, standards, teaching/learning, curriculum, Christian ethos (if a Church School) safeguarding, SEND provision at their school. This should be by report at minuted LGB meetings.

- 9.2 The LGB may delegate to a sub-committee or any person serving on the LGB, sub-committee, the Headteacher or any other holder of an executive office, such of their powers or functions as they consider desirable. Any such delegation may be made subject to any conditions either the Trustees or the LGB may impose and may be revoked or altered. The person or subcommittee shall report to the LGB in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the LGB immediately following the taking of the action or the making of the decision.
- 9.3 The LGB may appoint individuals who are not members of the LGB to a committee, provided that such individuals are in a minority.

ANNEX 2 – Proceedings of the LGB

1 Meetings

- 1.1 The LGB shall meet at least 4 times each year and shall hold such other meetings as may be necessary.
- 1.2 Meetings of the LGB shall be convened by the clerk to the LGB, who shall send the governors 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 LGB Agenda shall follow the Kaleidoscope LGB 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 governor shall be able to participate in meetings of the governors by telephone or video conference provided that they have given reasonable notice to the clerk of the LGB and that the governors 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 LGB.

2 Quorum

The quorum for a meeting of the LGB, and any vote on any matter at such a meeting, shall be over 50% of the governors of the LGB, or, where greater, any one third (rounded up to a whole number) of the total number of governors of the LGB at the date of the meeting.

3 Voting

- 3.1 Every matter to be decided at a meeting of the LGB shall be determined by a majority of the votes of the governors present and entitled to vote on the matter. Every governor shall have one vote. Where there is an equal division of votes, the Chair of the meeting shall have the casting vote. A governor may not vote by proxy.
- 3.2 Any governor who is also an employee of the Trust shall withdraw from that part of any meeting of the LGB 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 governors shall be valid and effective as if it had been passed at a meeting of the governors duly convened and held. Such a resolution may consist of several

documents in the same form, each signed by one or more of the governors.

4 Conflicts of Interest

- 4.1 Any governors who has 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 governor of the LGB shall disclose that fact to the LGB as soon as he becomes aware of it. A person must absent himself from any discussions of the LGB in which it is possible that a conflict will arise between their duty to act solely in the interests of the Academy and any duty or personal interest (including but not limited to any Personal Financial Interest).
- 4.2 A governor of the LGB has a Personal Financial Interest if he, or any child, stepchild, parent, grandchild, grandparent, brother, sister or spouse of the governor or any person living with the governor 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.

5 Minutes of meetings

- 5.1 At every meeting of the LGB 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 LGB shall ensure that a copy of the agenda for every meeting of the governors, 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, made available to the Governance Professional of the Trust.

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

Key Activities	Typical Inputs
<p>Understanding the Trust's vision & ethos</p> <ul style="list-style-type: none"> • The Trust's [vision and ethos statement] • The school's vision and ethos statement (this includes and builds upon the Trust's) 	<p>Understanding the Trust's vision & ethos</p> <ul style="list-style-type: none"> • The Trust's vision & ethos audit
<p>Understanding the community</p> <ul style="list-style-type: none"> • Understanding what services currently exist & where the gaps are • Understanding local issues & needs • Understanding how the school relates to the wider learning community 	<p>Understanding the community</p> <ul style="list-style-type: none"> • Community audit • Parent & student voice • PTA/Friends of the school etc.
<p>Understanding the school</p> <ul style="list-style-type: none"> • Student attainment & progress • Curriculum • Student behaviour, attendance & safety • Quality of teaching & learning • Continuing Professional Development (CPD) 	<p>Understanding the school</p> <ul style="list-style-type: none"> • Kaleidoscope KPI sheets • Performance data • National averages/floor standards • Ofsted reports • School Self-Evaluation (SEF) • School visits from MAT & external advisors
<p>Working with the Headteacher</p> <ul style="list-style-type: none"> • Assist in setting priorities for school improvement • Positively challenge and proactively support the Headteacher and Leadership Team 	<p>Working with the Headteacher</p> <ul style="list-style-type: none"> • School Development/Improvement Plan • Local aspirations and community needs • School Self-Evaluation (SEF) • Parent & student voice

Reviewing actions

- Know the improvement targets and strategies
- Know the allocation of resources
- Know how to review progress
- Know how Pupil Premium (PP) is used
- Know how SEN pupils are supported and achieving



Reviewing actions

- School Development/Improvement Plan
- The school budget and monitoring reports
- Pupil Premium report
- SEN report

Code of Conduct for Governors

Once this code has been adopted by the trust board/local governing board, all members agree to faithfully abide by it.

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

Selflessness

We will act solely in terms of the public interest.

Integrity

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

Objectivity

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

Accountability

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

Openness

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

Honesty

We will be truthful.

Leadership

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

We will focus on our core governance functions:

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

NGA recognises the following as the fourth core function of governance:

4. ensuring the voices of stakeholders are heard

As individual board members, we agree to: Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.

2. We will 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 school/s.
4. We agree to adhere to school/trust policies and procedures as set out by the relevant governing documents and law.
5. We will work collectively for the benefit of the school/s.
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 school/s 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 board if we have the authority to do so.
11. 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 school's / trust's reputation in our private communications (including on social media).
14. *We will not discriminate against anyone and will work to advance equality of opportunity for all.

Demonstrate our commitment to the role

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

Build and maintain relationships

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

Respect confidentiality

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

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the register of business interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school/trust's website.
5. We will act in the best interests of the school/trust as a whole and not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the school/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 in 2021*

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 Governor being appointed and certificates sent to the Clerk

The National College is the training platform used to provide the following training for Governors. *Governors will need to re-take this training bi-annually.*

Certificate in Safeguarding for Governors **Certificate in the Prevent Duty in Schools**

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

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

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

Governors for Schools e-learning

The Governors for Schools e-learning package is free. Here's a link to the 'Governors for Schools' website. To access the e-learning resources follow the short registration process.

<https://www.governorsforschools.org.uk/e-learning/>

There are 3 e-learning modules on this website that must be completed – **Governor Induction; Performance Data and Finance.**

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 Governor 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 governor. 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> and also www.moderngovernor.com/app/

Useful Web Sites

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

Kaleidoscope MAT Membership provides Local Governing Bodies with:

- copies of Governing Matters magazine, published 6 times a year. This is available online but can also be sent to the home of three governors 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 Governors 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 governing bodies across England. It also gives governors 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 governors 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 governors including the latest edition of the Governors' 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.glmpartnership.org **GLM partnership** (Governor Mark)
- www.bbc.co.uk/news/education **BBC Education website**

DfE Statutory Policies & Documents

Accessibility Plan
Attendance policy
Behaviour
Anti-bullying/Peer on Peer Abuse
Central record of recruitment and vetting checks
Charging and Remissions
Collective worship policy - Church Schools
First Aid
Home-School agreement document
Home Working
Minutes & Papers of Governing body/Committee meetings
Premises management documents
Prospectus
Schools information published on website
Register of pupils' admission to school
Register of pupils' attendance
Register of Business Interests (Head & Governors)
Sex and Relationship Education policy
Staff – Leave of Absence

Kaleidoscope Policies

Acceptance of Gifts and Hospitality Policy
Accounting
Admission
Adult Conduct towards Staff and Pupils
Anti-Fraud, Bribery and Corruption
Business Continuity
Children Missing Education
Complaints procedure
Competitive Tendering
Data Protection GDPR
Designated Teacher for LAC and previously LAC
Disclosure
Equality
Exclusions
EYFS
Exclusions
Finance (including Debt)
Freedom of Information
Gifts & Hospitality
Governors Code of Conduct
Health & Safety
Home Working
Information Retention Scheme
Investment
LGB Terms of Reference
Peer on Peer Abuse
Privacy Notice - applicants
Privacy Notice – governors, trustees, volunteers
Privacy Notice – Parents/Carers
Privacy Notice - Pupils
Privacy Notice – Visitors
Privacy Notice – Workforce
Reference
Risk Assessment
Risk Register
Safeguarding and Child Protection
Scheme of Delegation
SEND & Inclusion
Staff – Appraisal and Capability
Staff – Code of Conduct
Staff – Disciplinary
Staff – Early Career Teacher (ECT)
Induction
Staff - Expenses
Staff – Grievance and Resolution
Staff – Leave of absence
Staff - Managing attendance

Staff - Redundancy
Staff – Teacher Pay
Staff Wellbeing
Supporting Pupils with Medical
Conditions
Statement of procedures for dealing
with allegations of abuse against
staff
Trustee/Governor Allowances
Vexatious complaints
Whistleblowing