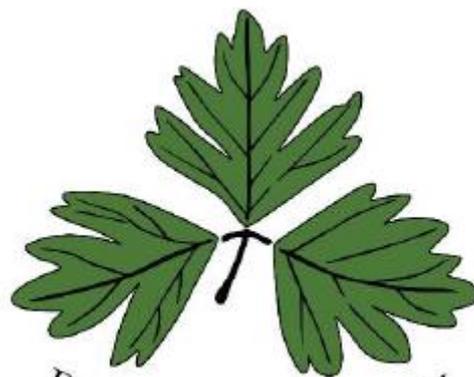


# **The Blue Kite** Academy Trust



## **Governance Plan for Badbury Park Primary School**



*Badbury Park Primary*

**The Blue Kite Academy Trust  
C/O Ferndale Primary and Nursery School  
Wiltshire Avenue – Swindon – SN2 1NX**

**Company Number 09889819**

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## 1. Aims

This governance plan aims to promote consistency, productivity and shared stakeholder expectations and to empower stakeholders with flexible practices, designed to produce quality deliverables.

## 2. Vision and Ethos

We believe our schools should be vibrant, friendly places where the children are at the heart of everything we do. We believe in teaching skills, sharing knowledge and building special memories that children will take with them through the rest of their lives. We believe that through inspirational teaching, determination, a lot of love and a lot of laughter, the children in our schools can achieve their greatest potential, regardless of their starting points in life. We believe in teaching, modelling values and preparing them for life in the 21st Century and we believe that in doing so we will give them a solid foundation for their future.

Swindon is now one of the fastest growing towns in Europe with a diverse industrial heritage which continues today in its engineering and car manufacturing factories as well as major companies in insurance, banking and building societies; pharmaceuticals and food distribution. Tourism has become a major industry. To continue this, we need highly skilled, innovative and creative young people made up from children from a range of backgrounds, especially those groups historically excluded by deprivation and low attainment, there is the realistic expectation that they participate fully and actively to create a better, brighter future, for themselves, their town and their community.

We believe that education, in a context of high expectations can create that for all our children. We want our children to have high aspirations and expectations for themselves. In a factory which, close to the proposed site of the new school, the people of Swindon helped build the Spitfire, the most famous and effective aircraft in WW2, loved by the nation and instrumental in the Battle of Britain, they broke aviation records and helped make our country great. Our children should aspire to the same goals, to surpass expectations and to reach for the skies.

### 3. Introduction to Governance

A multi academy trust's (MAT) Board of Directors is accountable in law for all decisions about its academies. However, this does not mean that the board is required to make all the decisions itself. Many decisions can and should be delegated, including to the CEO, board committees and local governing bodies. It is vital that the decision to delegate a function is made by the full board of directors and is recorded. Without such formal delegation, the individual or committee has no power to act.

The Scheme of Delegation (SoD) must be published on the Trust and its schools' websites. This scheme of delegation need not detail every single decision that will need to be made, but seeks to demonstrate the principals which determine the lines of accountability so it is clear where certain decision making should lie.

A scheme of delegation (SoD) is the key document defining which functions have been delegated and to whom. It is a simple yet systematic way of ensuring members, directors, committees, local governing bodies, CEO and headteachers are clear about who has responsibility for making which decisions in the trust. This overarching SoD covering all decision making in the Trust should not be confused with the written scheme of delegation of financial powers referred to in the Academies Financial Handbook.

Deciding what to retain at director level and what to delegate, will not be set out in the Articles of Association, the MAT's governing document. This is why it is critical that MATs agree a SoD that explicitly establishes who makes which decisions, and ensures this is clear to all those within the MAT, as well as to the governing bodies of schools potentially looking to join.

### 3.1 Members

The members are akin to the shareholders of a company. They have ultimate control over the academy trust, with the ability to appoint some of the trustees and the right to amend the Trust's articles of association.

The Members of the Trust shall comprise of all signatories to the Memorandum and shall not be less than three.

### 3.2 Directors (Trustees)

The directors are responsible for the same three core governance functions performed by the governing body in a maintained school, which is, setting the direction, holding the Chief Executive Officer to account and ensuring financial probity. As charity trustees, they must also ensure that they are complying with charity law requirements. Academy trusts are charitable companies and the trustees are company directors and must comply with company law requirements. This may sound daunting, but, in reality, the duties are largely the same as those of a governor of a maintained school, such as regularly attending meetings, managing conflicts of interest, seeking advice from the Trust's leadership team and ensuring the Trust has appropriate procedures in place for reporting financial information. The model articles state that the chair of the board of directors will also be a member, thereby ensuring a link between the two layers. However, while trustees can also serve as members, the most effective governance models recognise that the members are responsible for holding the directors to account. Some separation between those serving as trustees and those serving as members is, therefore, desirable for achieving robust accountability.

The Directors have overall responsibility and ultimate decision making authority for all the work of the Company, including the establishing and running of schools. This is largely exercised through strategic planning and the setting of policy. It is managed through business planning, monitoring of budgets, performance management, the setting of standards and the implementation of quality management processes. The Directors have the power to direct change where required. The Directors have a duty to act in the fulfilment of the Company's objectives.

Directors will have regard to the interests of the other academies for which the Company is responsible in deciding and implementing any policy or exercising any authority in respect of the Academy

The Trust shall have the following Trustees:

- Up to 10 Trustees, which shall include the Chief Executive Officer
- The Academy Trust may also have any Co-opted Trustee appointed under Article 50 of the Trust's Articles of Association

### **3.3 Local Governors**

Individuals who sit on local governing bodies (LGBs) are referred to as 'local governors'. This is because trustees can delegate governance functions to the local level. Trustees have complete discretion over what is delegated to each LGB. They may, for example, decide to delegate all functions to academies in the chain that are performing well and only a few to those academies that need greater support. Alternatively, where a MAT wishes to retain all governance functions centrally, it may establish an advisory body at the school level, which has no formal governance function but which advises the board of trustees on its decisions.

The governing body shall consist of:

- Up to three staff governors
- At least two parent governors
- Governors (a minimum of four and a maximum of 10 – can include parents and staff as long as the total number of staff governors does not equal more than one third of the total number of governors)

### **3.4 Professional Clerk**

The Trust has a professional clerk who takes the lead in co-ordinating and supporting other clerks to ensure high quality governance across the Trust and to provide valuable evidence for Ofsted on the competence of the governing body. Key functions include building strong and effective working relationships and ensuring a smooth information flow between the board, LGB's and beyond.

## **4. Trustee Board effectiveness and conduct**

The Trustee Board have adopted a robust and transparent process for the recruitment of trustees and those at local governance level, including role specifications and skills audits to ensure those carrying out governance functions have the full range of experience, qualities and skills necessary to manage all the Trustee Board's responsibilities. Our board of Trustees is not built around a representation model eg one person from each

school. This is because we feel that a board built in this way could become unwieldy and overly large as the number of schools increase. We want to ensure they are focused on looking after all schools not just the one they originally came from.

We aim to have a highly skilled board that has the right skill sets to help us run our company. We have directors who are experienced in school leadership and directors who have vast experience in running and growing various different business.

Currently we have:

- A retired Headteacher
- Retired Deputy Headteacher
- School Improvement Advisor
- Financial Accountant
- Chartered IT Professional
- HR Specialist

## **4.1 Succession Planning**

We are looking into plans for succession within our own board. The natural journey would see members from local governing bodies rise to the board of directors when an individual has shown good performance and has the required skill set. Directors can then move on to be members as their time of office elapses.

As we are currently in a state of expansion from a small to mid-sized trust, we are reviewing our plans to incorporate new directors joining and strengthening our board as well as two new members.

## **4.2 Skills Audit**

All schools within the Trust undertake a regular skills audit to ensure the right skill set; we review the compliment to see if where the gaps are or if we require something different as our trust grows in size.

When skills gaps are identified specialist training will be provided to ensure governors receive targeted professional development.

Below is a summary of the most recent skills audit:

<b>Skills Audit 2017-2018</b>	<b>Skills Total (out of 5)</b>
<b>Essential for all governors/trustees</b>	
Commitment to improving education for all pupils	4.8
Ability to work in a professional manner as part of a team and take collective responsibility for decisions	4.9
Willingness to learn	4.9
Commitment to the school's vision and ethos	4.9
Basic literacy and numeracy skills	4.9
Basic IT skills (i.e. word processing and email)	4.8
<b>Should exist across the governing body</b>	
Experience of being a board member in another sector or a governor/trustee in another school	2.9
Experience of chairing a board/ governing body or committee	3.3
Experience of professional leadership	4.1
<b>Vision and Strategic Planning</b>	
Understanding and experience of strategic planning	3.8
Ability to analyse and review complex issues objectively	3.8
Ability to identify problems	3.8
Experience reviewing the impact of new ideas and initiatives	3.8
Ability to learn from failure	4.5
Ability to make decisions in the best interests of the pupils	4.2
Ability to propose and consider innovative solutions	3.9
Change management (e.g. overseeing a merger or an organisational restructure, changing careers)	3.9
Understanding of current education policy	3.3
<b>Holding the Head to Account</b>	
Communication skills, including being able to discuss sensitive issues tactfully	4.3
Ability to analyse data	3.9
Ability to question and challenge	4.3
Experience of project management	3.5
Performance management/appraisal of someone else	4.2
Experience of being performance managed/appraised yourself	4.5
<b>Financial Oversight</b>	
Financial planning/management (e.g. as part of your job)	3.1
Experience of procurement/purchasing	3.1
Experience of premises and facilities management	2.9
<b>Knowing your School and Community</b>	
Links with the community	3.5
Links with local businesses	2.8
Knowledge of the local/regional economy	3.0
Working or volunteering with young people (e.g. teaching/social work/youth work/sports coaching/health services for young people)	3.2
Understanding of special educational needs	3.2

The Trust will deploy internal and external resources to review the effectiveness of local governing bodies and the Board. This is also monitored by members and directors periodically attending local governing body meetings.

Local governing bodies and the Board of Directors also work to their own strategic development plan which ensures the board is able to robustly self-evaluate, identify skill gaps and directly measure the impact it is having on the school/trust.

### 4.3 Training

A comprehensive training schedule is available to governors, trustees and members and fortnightly briefings are circulated to promote further training opportunities and educational briefings.

The Trust carries out inductions for all new governors and trustees and provides on-going training; this will include the training in the preparation of opening a new school.

A summary of the induction process can be found below:

- Meet the Chair of Governors/Directors
- Meet the Headteacher/CEO
- Meet the Governing Body/Board of Directors
- Tour of the School/Trust
- Safeguarding Training
- Keeping Children Safe in Education
- DBS Certificate
- Conflict of Interest Declaration
- Register with GIAS/Companies House
- Skills audit
- Prevent Training
- Code of Conduct and Confidentiality Agreement
- Instrument of Government for LGB/Board

Paperwork provided to new governors/trustees includes:

- School/Trust organisation details
- School ethos and vision
- Governance Structure
- Terms of Reference
- Scheme of Delegation
- Articles of Association
- Meeting dates
- School improvement/development plan/strategic plan
- Governors Action Plan
- Governance Handbook
- Financial Procedures

The Trust procures Governor Support through the Local Authority which also provides training for trustees, governors and clerks.

Examples of training includes:

- New Governor
- SEND
- Safeguarding
- Children Looked After
- Exclusions
- Analysing Performance Data
- Safer Recruitment
- GDPR
- Equalities
- Health and Safety
- Clerks and Chairs
- Performance Management
- ICT
- Finance

All governors, trustees and members of schools within the Trust automatically gain membership to:

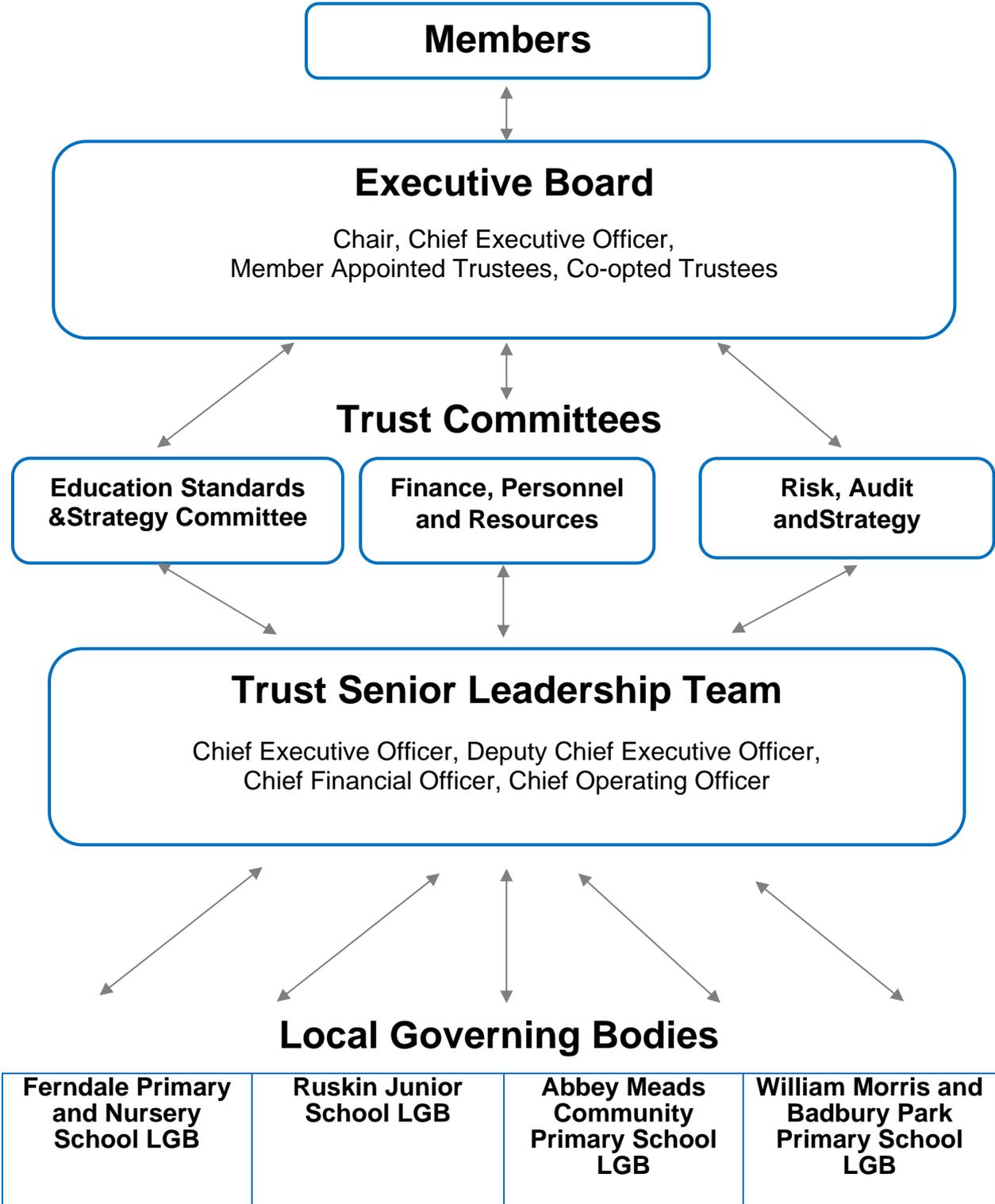
- Governor Support
- National Governors Association
- The Key for School Governors
- GovernorHub
- Schoolsonline - Governance

Members, trustees and governors are provided with access to the Trust's online news portal 'Connect' where documents, papers and news items are published. This sharing of information provides the opportunity to communicate with governors and trustees of other schools within the Trust through a secure forum

## 4.4 Compliance

The Trust has developed generic agenda items for local governing body meetings; these include reporting on safeguarding, SEND, training, inclusion, prevent, pupil premium, sport funding and other targeted funding streams. Headeachers will report to the local governing body who will then report on to the Board of Trustees.

# 5. Trust Governance Method of Communication



## 6. Governance Structure and Reporting

### **Members** (meets up to 3 times a year)

#### **Responsibilities**

- To appoint/remove Sponsors and Directors.
- To sign off the financial statements and annual report
- To amend the Articles of Association

#### **Reporting**

AGM

### **Board of Directors** (Meets 5 to 6 times a year)

- To ensure quality of educational provision
- To challenge and monitor performance
- To manage finances and property
- To manage the CEO and Headteacher of each academy
- To exercise reasonable skill and care in carrying out their duties
- To ensure compliance with charity and company law
- To ensure operation in accordance with Funding Agreements

Reports to members AGM on progress for the year, present financial statements and the annual report

### **Education Standards and Strategy** (Meets 4 times a year)

- Hold CEO to account for outcomes of children
- Inclusion and Safeguarding
- Key priorities for School Improvement
- Self-review programme

Reports to Board of Directors

### **Finance, Personnel and Resources** (Meets 3 to 4 times a year)

- To provide financial oversight
- To risk assess
- Develop strategies for the employment of staff, procurement, value for money, health and safety and facilities management

Reports to Board of Directors

### **Risk, Audit and Strategy** (Meets 3 to 4 times a year)

- Set and maintain the MAT vision
- Succession planning
- Internal/external audit
- Controls
- Risk Assessment
- Business continuity
- Stakeholder engagement

Reports to Board of Directors

### **Local Governing Boards** (Meets 6 times a year)

- Wellbeing of staff and pupils
- Education standards and progress – reviewing and monitoring the curriculum
- Reviewing and monitoring the Academy Improvement Plan
- Monitoring and reviewing Progress and Attainment
- Financial Accountability – making sure the budget is on track and money is spent well

Reports to Board of Directors

## 7. Trust Committees

### 7.1 Education Standards and Strategy:

We will start by getting to know our academies. This will include data analysis, looking at all documentation including ASP (Analyse School Performance) online and Ofsted reports and undertaking an in-school audit of provision. An integrated approach that will be done alongside the academy, taking full account of their own self-evaluation and identified priorities. We will also establish the academy's own areas of strength and expertise that can be shared across the trust and in particular, the skills of staff within the academy. Our academies will have access to shared services provided by the Trust. Where academies are not already "good" or "outstanding" the trust will facilitate a high quality, bespoke package of support.

For our "good" and "outstanding" academies we will encourage and facilitate further development and also engage the academy in delivering school to school support within our family of academies. This will provide excellent opportunities for leadership development for key personnel in those academies. Links will be developed and high quality CPD will be organised. This partnership work is fundamental to our ethos.

Our School Improvement team will be responsible for monitoring and evaluating the performance of support offered to academies as well as the performance of the academies themselves. This will be reported to the Board regularly.

- All teaching within our academies will be good or better
- Progress and attainment in our academies will not only exceed floor targets but will be comparable with the very best for pupil progress and outcomes
- Our academies will demonstrate good leadership including governance and this inspirational leadership will be shared across academies
- Our academies will be able to accurately self-evaluate and will have a high culture of continued improvement and high aspiration
- High quality CPD of staff will mean our academies will attract and retain the very best teachers

## 7.2 Finance, Personnel and Resources

- To support the Executive Board of Directors in ensuring a framework is established and maintained for optimising the employment of all the resources available to the Trust to enable it to meet its business and financial objectives.
- To ensure the Trust's framework of financial planning, treasury management, systems and controls enables proper management of the financial resources within the federation.
- To develop strategies for the employment of staff, communications, procurement, value for money, health and safety, and facilities management.
- To support the Executive Board of Directors in providing an added level of scrutiny in the monitoring of risk assessment, internal controls and financial performance across the federation and the performance of other central and support services.
- To keep the Executive Board of Directors regularly informed of the committee's activities and key decisions.

## 7.3 Risk, Audit and Strategy

- To monitor and assess the internal controls of the Trust to ensure the organisation as a whole is operating at appropriate levels of risk and in compliance with the Code of Audit Practice.
- To take responsibility for external and internal audit matters, oversee the work programme and performance quality of the internal and external audit services.
- To support the Executive Board of Directors in ensuring a framework is established and maintained for the identification and management of risk.
- To support the Executive Board of Directors in providing an added level of scrutiny in the monitoring of internal and external audit matters, risk management, fraud prevention and detection, and internal controls.
- To keep the Executive Board of Directors regularly informed of the committee's activities and key decisions.

## 7.4 Local Governance

The Board believes that best results will be achieved when each school's Local Governing Body receives a level of responsibility and autonomy appropriate to its specific circumstances.

Where the school is in an Ofsted category, there will be close supervision of the school by the Academy through its Officers. Where a school is Good or Outstanding, minimal day-to-day supervision by the Board is needed and the LGB will operate with maximum autonomy.

For governing bodies to carry out their role effectively, governors must be:

- Prepared and equipped to take their responsibilities seriously.
- Acknowledged by the lead professionals in the schools and accountable to the Trust Board
- Supported by the appropriate authorities in that task.
- Willing and able to monitor and review their own performance.

There is one local governing body committee for each school and each committee meets six times a year. The responsibilities of the local governing body committees are:

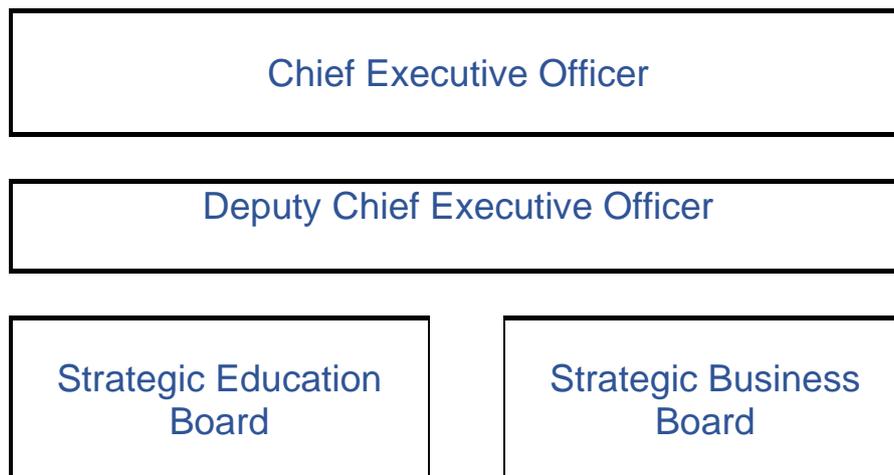
- To ensure all students within the Trust have access to a high quality education provision in line with the shared mission and vision.
- To monitor the implementation of each individual academy's annual Development Plan, ensuring that it is delivering against agreed strategic and local objectives; moving the academy and Trust as a whole towards achieving and sustaining a regulatory judgement of outstanding in all areas.
- To ensure that the academic and well-being needs of the Trust's students are being met effectively through the design and delivery of a broad and balanced curriculum which, through use of personalised, developmental support helps to maximise each student's success and enjoyment.
- To ensure all students are safeguarded.
- To work towards the Trust's collective published admission number (PAN) being full.

LGB's will be expected to operate in much the same way as they do at present with responsibility, oversight and scrutiny of their respective schools within an overall strategic direction and framework determined by the Academy Board. LGB's can raise matters of concern or interest directly with directors of the Academy Board or Academy Sub Committees. If necessary, a Chairman of a LGB can submit a paper for consideration or request an item to be raised for discussion at a Board or Sub Committee meeting and where appropriate may attend to present the matter in person.

LGBs should be clear that much of their business will remain unchanged. They will still need to set their delegated budget, maintain performance and standards, maintain ethos and values, determine priorities for premises and the plethora of activity in which they are engaged at present. The Academy, of which each school will be a partner, will aim to provide support and guidance within the context of overall school improvement. The current Blue Kite Academy Scheme of Delegation highlights the delegated authority for each level within the governance structure with respect to finance.

## 8. Trust Leadership Team

The Academy proposes that further to the governance structure outlined in this booklet which aims to provide the strategic direction and guidance for the academy as a whole, there is a requirement for a Trust Leadership Team in order to turn the strategic direction into operational delivery. It is proposed that the Chief Executive Officer will lead a team comprising:



The Chief Executive Officer is the Accounting Officer and will have appropriate oversight of financial transactions, by:

- ensuring that all the academy trust's property and assets are under the control of the trustees, and measures are in place to prevent losses or misuse, including maintenance of fixed asset registers
- ensuring that bank accounts, financial systems and financial records are operated by more than one person
- keeping full and accurate accounting records to support the annual accounts

The Chief Financial Officer has a wealth of experience in a range of school settings and in the private sector, having worked for multi-national companies. The Chief Financial Officer will play both a technical and leadership role, including ensuring sound and appropriate financial governance and risk management arrangements are in place, preparing and monitoring of budgets, and ensuring the delivery of annual accounts.

The Trust Board will refer to the Scheme of Delegation and scrutinise the Chief Financial Officer to ensure financial probity

The Board will scrutinise the Chief Financial Officer to ensure financial probity by referring to the Scheme of Delegation.

## 9. Financial Governance

Our procedures follow a high level of public accountability and follows the Academies Financial Handbook. However, should an incident arise we would follow our existing policies set below:

We would examine the:

Conflict of interest – all joint trustees have declared any interest within their annual declaration of interest. In addition, all trustees declare the interest at every governing board meeting where the transactions were discussed. It is a standing agenda item.

Removal from the decision making process – any connected trustees will remove themselves from meetings when discussions and decisions are being made in regards to related party transactions. This ensures that the decision making process is undertaken at arm's length.

Competitive procurement procedures followed – three written quotes (or a tendering process where appropriate) will be obtained for the supply of services. All transactions are on a non-profit basis and the procurement procedures undertaken follow the Trust's own financial regulations.

Decision making based on a value for money assessment – when assessing bids submitted, the Trust will select its preferred bidder based on the quoted cost and quality of staff available. This ensures that the Trust obtains the best possible outputs for the least cost.

It is clearly stated in our Articles and all Trustees are aware they all must comply with their statutory duties as company directors. They must not receive third party benefits and declare any interests in proposed transactions or arrangements.

## **At cost requirements**

The Trustees of the Blue Kite Academy Trust understands that 'a trust **must** pay no more than 'cost' for goods or services provided to it by the following persons' ('services' do not include services provided under a contract of employment):

- Any member or trustee of the academy trust
- Any individual or organisation connected to a member or trustee of the academy trust. For these purposes the following persons are connected to a member, or trustee:
  - A relative of the member or trustee. A relative is defined as: a close member of the family, or member of the same household, who may be expected to influence, or be influenced by, the person. This includes, but is not limited to, a child, parent, spouse or civil partner
  - An individual or organisation carrying on business in partnership with the member, trustee or a relative of the member or trustee
  - a company in which a member or the relative of a member (taken separately or together), and/or a trustee or the relative of a trustee (taken separately or together), holds more than 20% of the share capital or is entitled to exercise more than 20% of the voting power at any general meeting of that company
  - An organisation which is controlled by a member or the relative of a member (acting separately or together), and/or a trustee or the relative of a trustee (acting separately or together). For these purposes an organisation is controlled by an individual or organisation if that individual or organisation is able to secure that the affairs of the body are conducted in accordance with the individual's or organisation's wishes
- Any individual or organisation that is given the right under the trust's articles of association to appoint a member or trustee of the academy trust; or any body related to such individual or organisation
- Any individual or organisation recognised by the Secretary of State as a sponsor of the academy trust; or anybody related to such individual or organisation

Currently the Blue Kite Academy Trust does not have any Members or Trustees who fall into any of the categories above, as we have taken steps, following advice from our accountants to ensure that we conform to the 'at cost requirements.'

The Trust has regular meetings with its accountant, Bishop Fleming who update the Board on Academy Finance. Correspondence addressed to the Chief Accounting Officer is also discussed at Director and Governor level and the Trust has produced its own Financial Procedures which have been ratified by the Board. The following list is an example of policies included in the Financial Procedures:

- Budgetary Planning and Control
- Charging and Remissions
- Discretions
- Financial Reserves
- Investment
- Lettings
- Tendering
- Travel and Subsistence
- Fraud Policy and Procedures
- Best Value
- Fixed Asset

(This list is not exhaustive)

The Trust's Finance Director has responsibility for the oversight of a multi-million-pound budget in a multi-national firm, and has served as a school governor for approximately eight years, supporting school business management and school finances.

The Trust's Accountants is Bishop Fleming who have carried out several successful external audits, the results of which have been presented to the Board.

# Scheme of Delegation

## Key

Level 1: Members

Level 2: Board of trustees of the multi academy trust

Level 3: Chief executive officer

Level 4: Local governing committee

(LGC) Level 5: Academy principal

Blue box Function cannot be legally carried out at this level.

✓ Action to be undertaken at this level

✓ Action to be undertaken at this level

A Provide advice and support to those accountable for decision making

◁> Direction of advice and support

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGC	Academy Principal
Governance framework						
People	Members: Appoint/Remove	✓				
	Trustees: Appoint/Remove	✓				
	Role descriptions for members	✓				
	Role descriptions for trustees/chair/ specific roles/committee members: agree		✓	<A		
	Appointment of Responsible Officer		✓	<A		
	LGC Parent trustee/committee member: elected		✓	<A>	✓	
	Committee chairs: appoint and remove		✓	<A		
	LGC chairs: appoint and remove		✓	<A>	✓	
	Clerk to board: appoint and remove		✓	<A		
	Clerk to LGC: appoint and remove		✓	✓		
Systems and structures	Articles of association: agree and review	✓	<A	<A		
	Governance structure (committees) for the trust: establish and review annually		✓	<A		
	Terms of reference for trust committees (including audit if required, and scheme for school committees): agree annually		✓	<A		
	Terms of reference for LGC/local committees: agree and review annually		✓	<A		

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGC	Academy Principal
Systems and structures	Skills audit: complete and recruit/training to fill gaps		✓	< A >	✓	A
	Annual self review of trust board and committee performance: complete annually		✓			
	Annual self review of LGB performance: complete annually				✓	
	Chair's performance: carry out 360 review periodically		✓		✓	
	Trustee / committee member contribution: review annually		✓		✓	
	Succession: plan		✓	< A >	✓	A
	Annual schedule of business for trust board: agree		✓	<A		
	Annual schedule of business for LGC: agree			A >	✓	A
Reporting						
Reporting	Trust governance details on trust and academies' websites: ensure		✓	<A		
	Academy governance details on academy website: ensure		✓	<A		
	Compliance: Regulatory – with all regulations affecting the Trust (including all charity law, company law, employment law and health and safety law)		✓	<A		
	Register of all interests, business, pecuniary, loyalty for members/trustees/committee members and put in place procedure to deal with any conflicts of interest and connected party transactions: establish and publish		✓	<A	A	A
	Annual report on performance of the trust: submit to members and publish		✓	<A		

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGC	Academy Principal
Reporting	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit		✓	<A		
	Annual report work of LGC: submit to trust and publish				✓	A
Being Strategic						
Being Strategic	Determine trust wide policies which reflect the trust's ethos and values (facilitating discussions with unions where appropriate) including: admissions; charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance: approve		✓	<A		
	Determine school level policies which reflect the school's ethos and values to include e.g. admissions; SEND; safeguarding and child protection; curriculum; behaviour: approve			A>	A	✓
	Central spend / top slice: agree a funding model across the Trust and develop individual funding model for the Academies, so as to secure the Trust's financial health in the short and long term		✓	<A		
	Management of risk: establish register, review and monitor		✓	< A >	✓	A
	Engagement with stakeholders	✓	✓	✓✓	✓	✓
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured against the trust development plan: determine and periodically review		✓	<A		

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGC	Academy Principal
Being Strategic	Schools vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured against the school development plan: determine and periodically review			A>	A	✓
	Chief executive officer: Appoint and dismiss		✓			
	Academy principal : Appoint and dismiss			✓		
	Budget plan to support delivery of trust key priorities: agree		✓	<A		
	Budget plan to support delivery of school key priorities: agree		✓	<A>	A	A
	Trust's staffing structure: agree		✓	<A		
	School staffing structure: agree			A>	A	✓
Holding to account						
Holding to Account	Auditing and reporting arrangements for matters of compliance (eg safeguarding, H&S, employment): agree		✓	< A >	✓	A
	Reporting arrangements for progress on key priorities: agree		✓	<A >	✓	A
	Performance management of the Chief Executive Officer: undertake		✓			
	Performance management of academy principal : undertake			✓	A	

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGC	Academy Principal
Holding to account	Trustee monitoring: agree arrangements		✓	<A		
	LGC member monitoring: agree arrangements		✓	A>	✓	A
Ensuring financial probity						
Ensuring Financial Probity	Chief financial officer for delivery of trusts detailed accounting processes: appoint		✓	<A		
	Trust's scheme of financial delegation: establish and review		✓	<A		
	School's scheme of financial delegation: establish and review		✓	<A		
	Compliance: Funding Agreement – comply with all obligations including the Academies Financial Handbook		✓	<A		
	Compliance: Financial Oversight – ensuring that there are appropriate financial controls so that there is regularity, probity and value for money in relation to the management of public funds		✓	<A		
	Expenditure and ensuring delivery of Annual Budgets – reporting any area of concern in connection with compliance with the annual budgets		✓	<A		A
	External auditors' report: receive and respond		✓	<A		A

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGC	Academy Principal
Ensuring financial probity	CEO pay award: agree		✓			
	Academy principal pay award: agree			✓	A	
	Staff appraisal procedure and pay progression: monitor and agree		✓	A>	A	A
	Benchmarking and trust wide value for money: ensure robustness		✓	<A		
	Benchmarking and academy value for money: ensure robustness		✓	<A		A
	Develop trust wide procurement strategies and efficiency savings programme			✓		

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGC	Academy Principal
Education & Curriculum						
Education & Curriculum	Quality of Teaching: ensuring appropriate levels of support, challenge and intervention to support delivery of education outcomes			A>	✓	✓
	Curriculum: Setting the curriculum for the academies and reviewing its effectiveness			✓	✓	✓
	Pupil Premium: reviewing and challenging the value for money/return on investment of the pupil premium in terms of educational outcomes and narrowing the achievement gap		✓	✓		✓
	Pupil Issues: (including attendance, exclusions, punctuality and disciplinary matters for each academy)		✓	✓	✓	✓

# Terms of Reference

## Education Standards and Strategy Committee

### Constitution

The Blue Kite Multi Academy Trust Board of Directors has resolved to establish a Standards Committee to advise the Board on matters relating to the Trust's curriculum, quality and standards.

The Committee is responsible to the Trust Board.

The Committee's Terms of Reference are adopted by the Board and may only be amended with the approval of the Board.

### Authority

The Committee is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Board. It is authorised to request any information it requires from any employee of the Trust and all employees are directed to co-operate with any request made by the Committee.

The Committee is authorised to obtain any outside legal or independent professional advice it considers necessary.

### Main Duties

- To monitor and advise the Trust Board by written report each term on the following:
- Data on attainment and achievement for all of the Trust's academies;
- School improvement work and leadership;
- Overall performance of each of the academies;
- Leadership standards;
- Governance effectiveness.

### To monitor and advise the Board on:

- The Trust quality improvement and intervention strategies and plans;
- Special Educational Needs (SEN) and inclusion;
- Partnership working;
- Admissions;
- Safeguarding arrangements;
- Community engagement.

The Committee may use exception reporting in relation to receiving performance information to fulfil its detailed responsibilities. The Committee will receive a summary of positive performance to accompany exception reports.

## **Detailed Responsibilities**

- Curriculum and Quality
- The Academies' statutory requirements in relation to the curriculum offer and other curriculum issues such as spiritual, moral, social and cultural learning;

## **Extra-curricular activities;**

- The educational needs of the pupils attending the Trust's Academies;
- The Trust's policies in relation to its Curriculum Statement;
- To determine and update relevant strategies relating to the above.

## **Performance and Standards**

To monitor and review the achievement of strategic objectives, in particular the overview of performance against quantitative and qualitative benchmarks for key indicators/outcomes and the Ofsted framework, providing challenge and recommending remedial actions where required in line with the School Improvement Plan.

If intervention is required, we will adapt strategies to an academy's context. The trust will understand where each academy is on its school improvement journey and will pinpoint precisely the issues that need to be addressed if it is to make progress – whether these relate to a school's culture and expectations of pupils, leadership, governance, attendance, behaviour, teaching and learning, assessment or variability in performance. MAT Executive leaders will then be deployed to ensure that resources are mobilised to tackle these weaknesses. But this is about more than being adept at managing a deficit model of school improvement. It is also able to adapt interventions to maintain momentum as an academy improves and can refresh or renew strategies as the chain develops.

## **Self-Assessment and Review**

- To receive information on curriculum and quality issues for all the Trust's Academies;
- To receive progress reports on the implementation of post-Ofsted action plans and any other formal evaluation reports related to the quality and achievement of learning across the Trust, to further inform and develop the Trust's Quality Improvement Plans and strategies;
- To review outcomes, identifying significant changes in performance, emerging trends and risks in relation to the future performance of each Academy.

## **Administration**

The Standards Committee will meet at least once per term. The Committee's Chair or any two Committee members may call a meeting.

The Standards Committee will consist of a minimum of three members of the Board. Members of the Committee are appointed annually. The Chair of the Board may be an ex officio member of the Committee.

Additionally, up to two external co-opted members with particular expertise may be appointed to the Committee by the Board of Directors.

Other Board members shall also have right of attendance and may fully participate in meetings.

The CEO will be an ex officio member of the Standards Committee as will the Head of School Improvement.

Other employees of the Trust's may be invited to attend meetings but will have no voting rights.

The Chair of the Standards Committee will be appointed by and from the Board annually. The CEO or Head Teacher of an Academy may not act as Chair of the Committee. Any other employees of the Trust may also not act as Chair, other than in exceptional circumstances agreed by the Board. If the Chair is absent from a meeting the Board shall choose another Board member to act as Chair for that meeting.

The Standards Committee will be quorate if at least three members (or at least one third if greater) of those members eligible to vote are present. In addition, at least 50% of those members present are required to be Board members [in the event of there being co-optees on the Committee] and no more than 50% may be employees of the Trust.

Decisions to be made at meetings of the Committee shall be determined by a majority of the votes of members present and voting.

Where there is an equal division of votes, the Chair shall have a second or casting vote.

Agendas will be agreed in advance by the Chair of the Standards Committee (based on, but not limited to, a pre-agreed annual schedule of activity) and papers will be circulated to members and attendees at least 5 working days in advance of the meeting.

Minutes of meetings will be taken and submitted to the next scheduled meeting of the Board once approved in draft by the Chair of the Committee.

The Standards Committee will self-assess its performance against these Terms of Reference on an annual basis and will also review the Terms of Reference, submitting any proposed changes to the Board for approval.

The members of the Committee shall hold office from the date of their appointment until their resignation or their omission from membership of the Committee on subsequent consideration by the Board (whichever shall happen first).

**We are developing and evolving a systemised approach to school improvement. That is not to say that a rigid take-it-or-leave-it approach which is adopted or imposed in all academies within a MAT, but one that has distinctive features about what we do and why.**

**We want to:**

**Make sure we know our academies well quantitatively.**

We will monitor progress and performance not just in tests and exams but also in real time at key points across the year. From this we will evolve or adopt a standard core data set that can be presented in varying degrees of depth according to the audience.

### **Ensure their academies work together**

The best MATs commission or conduct external/peer reviews for each academy. This often involve senior leaders from one or more academy using a formal model to scrutinise another. We want to facilitate other drivers of deep knowledge across the MAT including encouraging staff from different academies working together to moderate assessment and to agree an understanding of what a year's progress looks like etc.

### **Adapt strategies to an academy's context**

The best MATs understand where each academy is on its school improvement journey and have pinpointed precisely the issues that need to be addressed if it is to make progress

### **Deploy expertise strategically**

We want to broaden the leadership experience of their best and emerging leaders; deploying them to support academies that have particular problems or challenges.

### **Coach improvement in teaching and learning**

Improving the quality of teaching and learning is integral to improving the performance of pupils and students.

### **Use inquiry-based learning as the flywheel to accelerate improvement**

This is the flip side of the coaching coin. It is seeing great teaching as being more than the refinement of professional practice – important though that is – and viewing teachers as learners. It is staff learning with and from each other (both within and across academies) about what makes an impact in terms student learning and progress.

### **Empower our middle leaders**

We don't want to limit the practice of distributed leadership to just senior leaders. The best MATs know that they gain real energy and momentum when they empower middle leaders to work together on curriculum, pedagogy or pastoral issues.

### **Work with and learn from other schools**

We appreciate that the best MATs need the stimulus and learning that comes from engaging with schools and practice outside our MAT. We will be open to learning from other organisations; so they encourage our academies to look outwards as well as inwards for improvement support.

### **Know our impact**

High performing MATs must be able to demonstrate the impact they are making on improving academies within the chain – one of the key issues Ofsted looks for when it 'inspects' MATs. In addition, we will assess and understand the impact of specific interventions and initiatives. We aim to track the impact of programmes on staff capability, classroom practice and student engagement/learning. We'll evaluate the health and organisational maturity of the MAT itself using one of the MAT frameworks.

## **Risk, Audit and Strategy Committee**

### **Constitution**

The Board of Directors ("the Board") has resolved to establish an Audit Committee in accordance with the provisions of Article 6 of the Articles of Association to advise the Board on matters relating to the Trust's audit arrangements and systems of internal control. This Committee will be subject to the provisions of the Standing Orders of the

Trust and its Committees (to which specific reference should be made) and shall operate in accordance with any requirements of the Education Funding Agency and any other national funding bodies. It is responsible to the Board.

### **Authority**

The Committee is authorised by the Board to:-

- investigate any activity within its terms of reference.
- seek any information it requires from the internal audit service, the financial statements auditor, Directors, Committees and Trust employees, plus relevant information from subcontractors and other third parties.
- obtain external professional advice.

NB. The Board must not add to these terms of reference responsibilities that require the Audit Committee to adopt an executive role, or its members to offer professional advice to the Board. The Audit Committee should seek formal professional opinions from the internal audit service, financial statements auditor or other professional advisers to the Board. Advice should only be given in Committee members' capacity as Directors and co-optees and only within their terms of reference.

### **Membership and quorum**

The Board may co-opt persons to the Committee who are not Directors. The Committee shall consist of a minimum of 3 and a maximum of 6 members (of whom at least two shall be Directors and at least one of whom shall have the relevant skills and expertise). The Chair of the Trust Board, the CEO and Finance Director, shall not be eligible for membership. The Committee may include employees of the Academy (other than senior post holders and those with executive responsibilities in the Academy at senior level).

50% of members, rounded up represent a quorum, provided that there are a majority of Board members present.

### **Chairmanship**

The Chair of the Committee shall be appointed by the Board and will normally be a Director to allow effective feedback to the Board. If the Chair is absent from a meeting, the members shall choose one of their number to act as Chair for that meeting.

### **Meetings**

- The Committee shall meet as necessary but normally at least once per term. The Chair or any two committee members may call a meeting.
- The meetings shall be timely with the work of the Trust's internal audit service and the financial statements auditor.
- Non-members may be invited to attend meetings.
- Other Board members shall not have the right to attend meetings.
- The Clerk to the Committee will keep appropriate records of the proceedings.

- The minutes of Committee meetings shall be circulated to all Board members.

## **Duties**

The duties of the Committee shall include:-

- responsibility for monitoring the adequacy and effectiveness of the Trust's systems of internal control (including review of the statement of internal control) and its arrangements for risk management, control and governance processes and for securing economy, efficiency and effectiveness (value for money).
- advising the Board on the appointment, re-appointment, dismissal and remuneration of the financial statements auditor and the internal audit service.
- advising the Board on the scope and objectives of the work of the internal audit service and the financial statements auditor.
- ensuring effective co-ordination between the internal audit service and the financial statements auditor
- considering and advising the Board on the audit strategy and annual internal audit plans for the internal audit service.
- advising the Board on internal audit assignment reports and annual reports and on control issues included in the management letters of the financial statements auditor, and management's responses to these.
- monitoring, within an agreed timescale, the implementation of agreed recommendations relating to internal audit assignment reports, internal audit annual reports and the financial statements auditor's management letter.
- considering and advising the Board on relevant reports by the National Audit Office, the Education Funding Agency (including those from the local provider financial assurance teams) and other funding bodies and, where appropriate, management's response to these.
- Establishing in conjunction with Trust management, relevant annual performance measures and indicators and monitoring the effectiveness of the internal audit service and financial statements auditor through these measures and indicators and deciding, based on this review, whether a competition for price and quality of the audit service is appropriate.
- monitoring the Academy's risk management plan and advising the Board on its adequacy and effectiveness
- producing an annual report for the Board and accounting officer which should include the Committee's advice on the effectiveness of the Academy's risk management, control and governance processes and any significant matters arising from the work of the internal audit service and the financial statements auditor.
- monitoring and advising the Board on any alleged fraud and irregularity in the Academy's financial and other control systems and ensuring that all allegations of fraud and irregularity are properly followed up.
- being informed of all additional services undertaken by the internal audit service and the financial statements auditors.
- recommending the annual financial statements to the Board for approval.
- monitoring the effectiveness of the Academy's whistleblowing procedures meeting privately with the Internal and External Auditors, and separately with the Director of Finance at least once a year.

## **Finance, Personnel and Resources Committee**

The Board of Directors hereby resolves to establish a committee of the Trust to be known as the Finance, Personnel and Resources Committee and will cover Finance, Personnel and Resources.

The chair and members of the Finance, Personnel and Resources Committee shall be directors and shall be appointed by the Board of Directors. The chair shall be a director of the Trust Board, other than its chair.

Directors who are not members of the Finance, Personnel and Resources Committee should have the right of attendance. The Chair will circulate minutes of meetings of the Finance, Personnel and Resources Committee to all members of the Trust Board.

The Chief Executive Officer, in his role as Accounting Officer and the Finance Director will normally attend meetings of the Committee.

The Board of Directors shall determine how often the Committee shall meet. The external auditor may request a meeting if he or she considers one necessary.

### **Authority**

The Finance, Personnel and Resources Committee is an advisory body with no executive powers. However, it is authorised by the Board of Directors to investigate any activity within its terms of reference, and to seek any information it requires from staff, who are requested to co-operate with the Committee in the conduct of its inquiries.

The Finance, Personnel and Resources Committee is authorised to obtain independent professional advice if it considers this necessary.

### **Duties**

The specific duties of the Finance, Personnel and Resources Committee shall be to:

- review the Annual Budget in detail and to make recommendations to the Board
- review the Trust's internal and external financial statements and reports to ensure that they reflect best practice;
- discuss with the external auditor the nature and scope of each forthcoming audit and to ensure that the external auditor has the fullest co-operation of staff;
- consider all relevant reports by the Finance Director or the appointed external auditor, including reports on the Trust's accounts, achievement of value for money and the response to any management letters;
- review the effectiveness of the Trust's internal control system established to ensure that the aims, objectives and key performance targets of the organisation are achieved in the most economic, effective and environmentally preferable manner;
- review any report from the Finance Director in relation to the operation of the Trust Buildings and Grounds;
- review new and existing policies relating to the employment and conditions of staff of the Trust and make recommendations to the Board of Directors;
- review and monitor the Health and Safety policy statement in order to safeguard the health and wellbeing of pupils, employees and visitors to the Trust, and to make

- recommendations to the Board of Directors;
- review the recommendations of the Chief Executive Officer as to salaries particularly any discretionary awards;
- review the operation of the Trust's code of practice for Members and Directors, and code of conduct for staff;

The Finance, Personnel and Resources Committee must ensure personnel management procedures have been identified, formally approved and documented to cover as a minimum:

- recruitment (including references and police checks);
- performance appraisal and review;
- equal opportunities;
- disciplinary (including absence policies);
- grievance;
- staff expenses.
- consider any other matters where requested to do so by the Board of Directors; and
- report at least once a year to the Board of Directors on the discharge of the above duties.

The Board of Directors should also ensure that procedures are in place to ensure that employees of the Trust are paid for work done in accordance with their contracts of employment with the Trust.

In addition, the Board of Directors must ensure the Trust has adequate insurance cover to support its activities as an employer, such as employers' liability insurance, fidelity insurance, trustee indemnity, public liability insurance and so forth.

## Local Governing Body

The main functions of the local governing body are divided between the wellbeing of staff and pupils and education standards and progress. The terms of reference for these remits are detailed below. As well as this, each school will receive a delegated budget which is devolved from the Trust bank account. Governors will be expected to monitor the effectiveness of the spending in each school to ensure maximum impact and value for money. This includes the use of Pupil Premium and PE premium funding.

### Wellbeing

- To be involved in the appointment of staff and ensure recruitment, selection and appointments meet statutory and safeguarding requirements
- To monitor staff job descriptions to ensure fairness, legality and that they are up to date
- To be involved in the monitoring and recruitment of Governors
- To review and monitor the staffing and leadership establishment of the school
- To ensure school networks delivers quality staff development
- To monitor and review staff training
- To instigate, monitor, review and evaluate Governor training
- To monitor and review Performance Management/Appraisals
- To instigate capability procedures as and when appropriate
- To oversee disciplinary/grievance procedures

- To monitor and review all aspects of staff wellbeing (including Health and Safety eg maternity.)
- General protection of staff welfare eg stalkers, violent people, e-safety
- To investigate allegations against staff
- To investigate allegations against pupils
- To ensure the medical, emotional and social needs of all pupils are met
- To monitor behaviour log, bullying log and racist incident log
- To monitor and review the Academy's involvement with the wider community

### **Education Standards and Progress**

- To ensure that to raise standards is acted upon, using the objectives set out in the School Improvement Plan
- To review and analyse the performance of the school, against national and local indicators, and to advise the Governing Body on any action required in order to sustain improvement.
- To approve the school's curriculum statement and to ensure that it is being met.
- To ensure that School Improvement Plan reflects the requirement to raise standards, and to monitor and evaluate it accordingly.
- To monitor the implementation of any Action Plan resulting from OFSTED Inspections, in order to maintain progress.
- To recommend or approve the annual key stage targets to be set.
- To establish with the assistance of the Head, information about how the curriculum is taught, evaluated and resourced.
- To ensure that the requirements of pupils with SEND are met.
- To receive regular reports from the Head and/or SMT on the quality of teaching and learning, to identify areas for improvement, and ensure that any necessary action is taken to maximise outcomes for pupils.
- To ensure that other relevant policies (i.e. for Teaching & Learning, Behaviour, Attendance etc.) which support learning and improvements in attainment are in place and regularly reviewed.

# Communications Policy

## 1. AIMS AND OBJECTIVES

The Blue Kite Academy Trust is committed to the promotion of effective communication between pupils, members of staff, parents/carers, stakeholders, governors, Trustees and all members of Blue Kite Trust community and beyond.

### Our objectives are to:

- Have a clear and professional communication strategy in place which will help Blue Kite to keep parents/carers well-informed about their child's educational progress and any other matters related to their child's overall well-being.
- Make our written communications as accessible and inclusive as possible. We seek to avoid bias, stereotyping or any form of discrimination.
- Be open, honest, ethical and professional using jargon-free, plain English which can be easily understood by everyone.
- Ensure that there is a robust process in place for consultation between the academies, parents, staff members and pupils on key areas.
- Ensure that the systems in place are fully aligned to the Trust's Mission and Vision.
- Recognise that monitoring and evaluation of communication issues through regular meetings and discussion with pupils, staff, parents, Trustees and governors is an on-going consideration. In the context of a growing organisation it is particularly important to review systems and facilitate the best possible communication at all stages of the Trust's development.

### Efficient and effective communication is essential at all levels of the organisation:

- Between Blue Kite Academies and their whole school community.
- Between staff.
- Between children.
- Between Trustees.
- Between the Board of Trustees and Blue Kite Academy Strategic Governing Bodies.
- Between Blue Kite Academies with one another.
- Between all Blue Kite Academy Trust stakeholders.
- Beyond Blue Kite Academy Trust.

## 2. RESPONSIBILITIES

### Academy responsibilities

- To publish key policies, documents and procedures on the Academy website and in other areas that maximise their accessibility and usefulness to the entire school community.
- To publish on the Academy website key information about the composition and remit of the Board of Directors and Local Governing Body, including a list of members, their record of attendance at meetings during the previous 12 months, and a register of their business interests.
- To inform parents/carers of all school events within appropriate timelines.

- To keep parents/carers informed of the progress of their child at regular intervals throughout the school year.
- To consult with and work in partnership with parents/carers on the well-being and education of their children.
- To seek the views of the parents and children on their education and learning environment and ensure that their ideas and feedback are always treated with respect and built into planning and development. (eg regular circulation of Parent and Pupil questionnaires).
- To seek creative ways of making key messages relevant to the communities served by each Academy.

### **Staff members' responsibilities**

- To ensure that the principles and procedures of this policy are followed.
- To communicate proactively with parents/cares about pupil progress and to support parents/carers to help their children's learning.

### **Parent/carer's responsibilities**

- To read key communications circulated by the Academy (eg homework tasks, website information, newsletters)
- To respond/act on communications from the school (eg sign consent forms, attend meetings).
- To keep the Academy office up to date with any changes to contact details (address, phone numbers, email addresses).
- To inform the school of any medical conditions along with medical documentation.
- To inform the school of any child protection matters, legal issues or relevant duties with appropriate documentation.
- To raise any issues or concerns with the class teacher in the first instance.

## **3. INTERNAL COMMUNICATION WITHIN THE ACADEMIES**

### **3.1 Communication with members of staff**

- A timetable is made available to staff, which outlines weekly activities across the Academy. In addition, daily updates are given through briefings, noticeboards, etc.
- The Staff Handbook contains details of all procedures and policies.
- Staff members' personal details will not be shared with other members of staff without their consent.

### **3.2 Email Communication for members of staff**

- All members of staff have their own Blue Kite email account and must ensure they use the official Blue Kite signature on all internal and external emails.
- Staff must consider the best way to communicate according to each situation, recognising that in school, email should not be used as a substitute for face- to- face communication.
- Staff must be mindful of the tone and propriety of their email communications and ensure that their written correspondence is always appropriate and professional.

- As Blue Kite encourages staff to have an appropriate work/life balance, staff are not expected to write and respond to emails outside of school hours. It is expected though that emails are responded to emails within a reasonable timescale
- To ensure effective management of emails, please be mindful of who is “copied” into an email. It is helpful to use the cc function if the information will be directly useful to your colleague.
- It would be inappropriate to discuss issues of a sensitive nature by email. Although not exhaustive, sensitive issues may include addressing staff performance or pupil performance and behaviour. Issues of this nature should be conducted in a face-to-face manner, with minutes taken as necessary.
- Communicating with parents and staff members must be carried out via the school email address and not via a personal email address.
- Engaging in personal correspondence with pupils is not allowed.
- Sending of chain emails is not allowed.
- Embedding of adverts is not allowed.

### **3.3 Social Networking Sites/Blogs etc for members of staff**

- Staff will not communicate with pupils via social networking sites/personal accounts such as Facebook, Twitter, Instagram etc.
- Staff will not accept personal ‘friend’ requests from pupils.
- School/class blogs may be set up specifically for the purpose of teaching and learning and will be carefully managed and monitored. Only official designated users may use social media on behalf of the academy.
- Employees should not use their personal devices to access social media during working hours or when children are present.
- When using social media outside school for personal use, all employees must remember that they are personally responsible. Employees must take care to ensure that they always act responsibly and follow the law and Blue Kite’s policies and standards of conduct outside school as well as in school.

### **3.4 Communication with Pupils/Accessing ‘the pupil voice’**

- Pupils’ views are sought via lessons, discussion, pupil questionnaires.
- Each Academy has a developed School Council or Pupil Parliament

## **4. COMMUNICATIONS BETWEEN TRUSTEES AND GOVERNORS**

**4.1** To ensure efficient and effective communication between Trustees and between governors, there are key expectations of members of the Board of Trustees and members of the governing bodies as follows:

- To regularly attend Board of Trustee meetings/ Local Governing Body meetings.
- To prepare well for meetings by reading all communications and papers in advance.
- To ensure that any planned absences for any length of time are communicated to fellow colleagues/Blue Kite staff.
- To respond in a timely manner to email correspondence from fellow Trustees or fellow governors.
- To access relevant Trust information on the designated IT systems.

- To immediately advise the Chief Executive Officer and Chair of Trustees of any issue which might affect the interests of Blue Kite Academy Trust.

#### **4.2 Email communication for Trustees and governors**

The same expectations apply to Trustees and governors for use of email as those for staff (as detailed under 3.2)

#### **4.3 Social Networking Sites/Blogs etc for Trustees and governors**

The same expectations apply to Trustees and governors for use of Social media as those for staff (as detailed under 3.3).

#### **4.4 Communication between the Blue Kite Governance team, Headteachers, Key officers, Governors**

On confirmation of the appointment of new governors, Clerks or Chairs will ensure that the whole LGB is informed.

### **5. COMMUNICATION BETWEEN THE BOARD OF TRUSTEES AND LOCAL GOVERNING BODIES**

Effective communication between the Board of Trustees and the Strategic Governing Bodies is vital so that:

- The Board of Trustees has an accurate, up-to-date picture of provision across the Trust and is able to take this into account in its strategic decision-making.
- The views of member Academies, through their LGBs, are appropriately represented at Board of Trustee level.
- LGBs are able to implement policies and decisions agreed by the Board of Trustees.

In order to facilitate communication the following systems are in place:

- A standard item is included on each LGB termly agenda to receive feedback from the Board of Trustees.
- All LGBs have a direct link with the Board of Trustees via the Chief Executive Officer or Deputy Chief Executive Officer who, through their roles as Executive Principals, each attend LGB meetings.
- Minutes of the Board of Trustee meetings are available to all governors.
- All LGB minutes are available to all Trustees.

On occasions it is necessary for the Chair of Trustees or the Chair of the LGB to take a Chair's Action outside the meeting cycle. In these circumstances it is important to ensure that Chair's Actions are reported and ratified at the next available meeting.

Clerks are therefore to be copied into any email correspondence around such issues, to enable the addition of ratification of any chair's action to the next agenda.

### **6. COMMUNICATION BETWEEN BLUE KITE ACADEMIES**

Close collaboration between Blue Kite Academies is an expectation of the Trust and Blue Kite Academy Headteachers work closely with the Executive Team (the Chief Executive

Officer, the Deputy Chief Executive Officer, the Head of Teaching and Learning, the Chief Finance & Operations Officer), to ensure that expertise is effectively shared across the Trust.

Blue Kite Academies are also encouraged to celebrate the successes of other Trust members, publicising “good news” stories from across the Trust, is positive and cohesive. Methods of communication include:

- Email
- Academy newsletters
- Academy Websites
- Blue Kite newsletters and bulletins
- Blue Kite Connect
- The Blue Kite Trust Website
- Authorised Academy Social media e.g. Twitter

## **7. EXTERNAL COMMUNICATION**

The Trust communicates with parents/carers through:

- Letters home
- Text messages
- The Academy Websites
- The Blue Kite Trust Website
- Regular Academy newsletters
- Parent/Carer meetings
- Informal communications between teachers and parents/carers

Communication of Blue Kite’s moral purpose is achieved through:

- Maintaining a frequently updated Trust website
- Featuring in regular local and national press articles.
- Speaking at national conferences and seminars.
- Networking and facilitating visits to Blue Kite Academies
- Communication with the media and wider public
- When press coverage takes place, all parties who may be interested such as parents, staff, Trustees, governors and the community will be informed via email, social media, the newsletter and the Academy /Trust website.
- All publications and press releases which include pictures of pupils will be checked before release/publication to ensure that they do not include any children whose parents have informed the Academy that they do not wish their child to be photographed.
- All publications and prospectuses will be mindful of the equal opportunities policy, reflecting and celebrating the diversity of our Blue Kite community.
- Headteachers are authorised to provide press releases to the local press on ‘Good news’ items relating to their academy. The Executive Principal and Chair of the LGB would expect to be informed of any press contact on good news events.
- Any other contact with the Press, local or national, relating to the academy or Blue Kite more generally, should always be made via Chief Executive Officer and Chair of Trustees. No one else (Headteachers, members of staff) are authorised to speak to the press without first having agreed this with the Chief Executive Officer and Chair of Trustees.

## Communication of Recruitment Opportunities

- A proactive approach to recruitment of high quality teachers
- Attendance at key recruitment fairs.
- Internal vacancies are advertised in all schools on noticeboards and staffrooms and the onus for checking this is on individual members of staff.

## Profiles - Members

### Member 1

I spent my working life as a primary teacher, becoming Deputy Head of Ferndale Junior School in 1997 and acting Headteacher from 2006-2008, when I retired. As Headteacher I successfully steered the school into amalgamation, with Ferndale Infant School. Since retirement I have been an active governor at Gorse Hill School and as Chair of Governors I was instrumental in leading the school into amalgamation and then converting to an academy.

#### Professional Qualifications:

Certificate of Education

BED degree

National Professional Qualification for Headship

### Member 2

I am a Chartered Building Control Surveyor currently employed as a Regional Operations Manager for Aedis Regulatory Services and I am responsible for a team of 10 building control surveyors covering the South West of England. Prior to joining Aedis at the end of last year I had worked in local government for a total of 28 years for Cotswold District Council and Reading Borough Council as a Building Control and Fire Safety Manager.

#### Significant Achievements

I have been a School Governor since 1998 which has included being a Chair of Governors at three different schools in Swindon, Catherine Wayte Primary School, Ferndale Infant School and Ferndale Primary Community School. I was also the Chair of Ferndale Infant School when they were successfully amalgamated in 2008 with Ferndale Primary School.

#### Professional Qualifications:

Full Corporate Member of the Royal Institution of Chartered Surveyors (MRICS)

Post Graduate Diploma in Management Studies

BSc (Hons) in Building Surveying

### Member 3

I have been working within the Department for Work and Pensions for several years in a range of roles across Southern England. Historically I have led large operational teams managing Jobcentres at County level in Gloucestershire, Wiltshire and Thames Valley, although I have also had brief secondments working in private sector IT companies and at DWP London head office in Whitehall. Most recently I hold a project Management Role, managing the delivery of a range of activities and functions to deliver the new DWP flagship Universal Credit Scheme. Initially my focus was within the South West, but recently responsibilities have expanded to cover the wider Southern England geography. Significant Achievements: I have previously been the Chair of Governors at Ruskin School which saw the school infrastructure grow, and the school developing academically. I relinquished this role five years ago; and am delighted to be invited back into a leadership role once again as a Director as we embark on this new and exciting phase. I have for many years been a member of the Methodist Church in Stratton, and am part of the Methodist Church leadership team for the North Wiltshire Circuit of the Methodist Church. Professional Qualifications: Masters Degree in Business Management (MBA)

**Professional Qualifications:**

Masters Degree in Business Management (MBA)

**Member 4**

I have more than 30 Years HR experience, working within a range of industries and leadership roles, specialising in employee relations, employment law and dispute resolution. Following a corporate career in the public sector and Food Retail, I have been working as a freelance HR consultant for 12 Years, supporting both corporate clients and small to medium size businesses with their HR needs.

**Professional Qualifications:**

MSc in Marketing

Diploma in Labour Studies

Chartered Fellow member of the Chartered Institute of Personnel & Development.

**Member 5**

I joined a large global company in the lubricants industry in 1998, undertaking a number of roles including customer facing and project management. I've spent the last 12 years in a procurement role as a Category Manager within a global function. I'm responsible for circa 50 million dollar spend across a number of Packaging categories, managing a portfolio of regional suppliers with multiple production sites who deliver to a number of company owned sites primarily in Europe & Africa. I also have responsibility for two business critical global suppliers. My role covers all aspects of the procurement life-cycle within my given categories, from strategy development, approach to market activities, contract negotiations through to project implementation and Supplier Relationship Management (SRM).

**Professional Qualifications:**

Business Studies HNC

CIPS diploma (Chartered Institute of Purchasing & Supply) part-time

## Profiles – Governors

**Governor 1****Profile.**

I am highly motivated individual, a problem solver with a 'can do' approach. I have a number of years of experience working within a Legal and Compliance environment across a broad range of disciplines. My ability to analyse and interpret regulatory risk has enabled me to advise the business on a number of critically strategic initiatives. I represent the Compliance Division at senior committees and Programme Boards influencing at Heads of and Divisional Director Level.

Using a team of subject matter experts, I am responsible for proving advice and guidance to help the business reach its strategic and commercial objectives without risk of censure within the confines of a changing and challenging regulatory regime. This support can either be proactive using knowledge of what's 'coming down the line' from either national or international regulators or interpretations from the latest enforcement actions, speeches or other regulatory publications.

Integrity and my approach to customer fairness are my paramount qualities as well as being able to demonstrate the willingness and strength to adapt readily to changes in business strategy. I enjoy strategic thinking and influencing the business.

### **Key Skills.**

- Excellent analytical skills.
- Excellent communicator at all levels of the business, both internally and externally.
- Sound commercial understanding of financial services products, literature and the sales process.
- Strong interpersonal, negotiating, influencing and networking skills.
- Strong team leadership skills.

### **Significant Projects.**

- Retail Distribution Review – 2010. I have supported the project since launch with subject matter experts providing advice on FSA consultation and policy statements. I have represented the Compliance Division both at RDR Board level and meetings held with the policy team at the FSA.
- RDR product development – Pensions and Annuities product launches
- Competition Commission Remedies for Payment Protection product and development of the Compliance Officer's report - implementation 2011-2012
- Gender Directive – Programme Board member 2012
- PPI Redress Programme 2011-2012
- Product Development Framework – An end to end governance process covering the Group product risk framework. Accompanied Executive Director to FSA in 2011 to demonstrate the key activities within the framework which addressed some of the significant concerns highlighted in the FSA's Product Intervention paper.
- Short Term Income Protection product launch (PPI replacement) 2010
- Mergers and acquisitions – Portman 2007, Derbyshire, Cheshire and Dunfermline Building Societies – Due diligence 2009
- Successful transfer of NIG business to Legal & General, including ensuring the sales process and POS system were aligned 2007-2008.
- PPI withdrawal – 2005-2007
- MCOB/ICOB changes 2004-2005

### **Qualifications.**

- Solicitor
- BA Hons (Law)
- Diploma in Management Studies
- 3 A Levels
- 9 O Levels
- FPC
- Fellow of the Compliance Institute

Over the last 10 years I have held a number of roles at senior manager level and covering a variety of responsibilities. This has included Product Development and Marketing, Financial Promotions, Sales Policy and Review for Savings, General Insurance, Protection, Investments and Pensions for advised and non-advised distribution.

**Key Accountabilities:**

- To influence effective Legal Compliance input into group sales strategy and policy, and provision of strategic input on the impact of impending regulatory change.
- To provide advice and guidance on Remuneration policies and procedures and to ensure Retail recognition and reward schemes are compliant and meet TCF principles.
- Embedding Treating Customers Fairly and develop the Group Product Risk Framework
- To support, train and take line management responsibilities for a specialist team
- Legal Compliance Training & Competence Scheme
- To provide advice and guidance on Groupwide T&C requirements
- To fulfil my corporate responsibilities outlined in the Divisional Operational Risk and Incident Reporting Policy.

**Governor 2****Profile:**

I am a highly motivated individual with a background in mechanical engineering. I am a problem solver with a 'can do' approach who is used to converting technical information into plain English so as to be understood by all levels of the business. My engineering background and extensive management experience provides me with a sound and well-rounded approach to my work.

**Objective:**

My main objective throughout my management career has been to continually improve profitability through effective management of internal resources and service to external customers. This has involved, in some cases, the rationalisation of staff together with the introduction of efficient working practices and depending on market conditions, revising the marketing plan to meet changing needs.

**Key Skills:**

I have over 46 years of experience in the construction industry, 25 of which have been spent at a senior management or director level. I am a shrewd negotiator with strong interpersonal and influencing skills. I am used to managing personnel, budgets and a variety of projects across a wide geographical area.

**Employment:**

1990 to date Regional Director for HE Services one of the largest excavator hire companies in the UK. My roles and responsibilities have provided me with a wealth of experience in using resources effectively to build and manage quality teams providing a quality service. I regard myself as a team player able to drive a good team forward or build one where necessary. I am strongly self-motivated and driven by achievement and recognition. Customer satisfaction is of primary importance and ranks equally with profitable and efficient management.

**Professional Memberships:**

Mining and Construction Group

Institute of Leadership and Management

Company Representative for the National Federation of Demolition Contractors

Parish Councillor 2012-2015

**Governor 3**

Finance Manager – John Lewis Partnership (Corporate)

## **Qualifications**

Chartered Institute of Management Accountants  
CIMA – Advance Diploma  
Institute of Internal Auditors – Auditing for Compliance  
BTech Computer and Electronic Engineering

## **Governor 4**

Forty years experience in education as a teacher, Head of Department, Deputy and Headteacher

## **Qualifications:**

Bed  
MA

## **Governor 5**

**Local to the area, currently employed as a nanny, dog-walker and play-leader.**

**Three papers published during her time at University:**

- Childrens' mental health and wellbeing
- What is the value of Qualitative research in Early Years
- The features of modern childhood; how adult assumptions and expectations shape the lives of children in the UK

## **Qualifications:**

GCSE's – 1 A\*, 6 A's, 2 B's, 1 C  
A level – History A\*, Sociology A\* and Politics B

## **Professional Clerk**

Current clerk for Ferndale, Badbury Park and William Morris LGB and Blue Kite Trust Board of Directors and Committees.

## **Profile**

DPO/Admin role within the Trust  
10 years' experience of clerking at secondary and primary level  
Knowledge of mainstream schools, academies and Trusts  
Understanding of free schools

## **Qualifications**

Certificate in Management  
Advanced Diploma in Business  
The Professional Clerk