

GOVERNANCE HANDBOOK MARCH 2022

Contents

WELCOME FROM THE CHAIR OF TRUSTEES.....	4
WELCOME FROM CEO.....	4
PURPOSE OF THE HANDBOOK	5
BRIGANTIA LEARNING TRUST MISSION AND VALUES.....	5
Our Mission	5
Our Vision.....	5
Our Values.....	5
Our Strategic Priorities.....	5
Our Commitments	8
Our Values.....	9
Our Young People	10
Our Staff.....	10
Our Communities.....	11
Our Trust	11
Our 3 Year Growth Strategy.....	12
GOVERNANCE STRUCTURE	13
GOVERNANCE STRUCTURE: ROLES	14
The Members.....	14
The Board of Trustees (Non-Executive Directors).....	14
The Trust Executive Team (Executive Directors).....	15
Local Governing Body - The Academy Advisory Council.....	15
The difference between Brigantia Learning Trust governance and a maintained school Governing Body.....	16
APPENDIX 1	17
Terms of Reference – Educations & Standards	17
APPENDIX 2	21
Terms of Reference – Finance, Risk & Audit.....	21
APPENDIX 3	27
Terms of Reference – Remuneration.....	27
APPENDIX 4	29
Scheme of Delegation	29
APPENDIX 5	34
Code of Conduct.....	34
APPENDIX 6	36
Governance Agenda Cycle	36

APPENDIX 7	39
Contact Details.....	39

Please hover over any of the Contents Table, press Ctrl and click to be taken to that section of the document

WELCOME FROM THE CHAIR OF TRUSTEES

As Chair of Trustees can I firstly thank you all for the time, commitment and dedication you give to the effective governance and strong leadership of Brigantia Learning Trust, in ensuring the Trust is exclusively focused on transforming the life chances and achieving the best educational outcomes for all the children and young people in our Academies.

The role you play is critical to the successful governance of our Trust. You provide that vital oversight and challenge to make sure we are acting in accordance with our fundamental charitable objective, as detailed in our Articles of Association, and you can and do take direct action in case of a failure in governance.

Collectively we share that commitment and passion to deliver “Creating excellence together” through the Trust to the children, parents/carers, local community and staff. Never has that core belief or intent been more appropriate or needed to be delivered, than during these current challenging and rapidly changing times.

The handbook has been produced to provide clarity and guidance to you, within one overarching source, of all the different fundamentals of governance needed to deliver our varied and crucial roles within Brigantia Learning Trust. I am sure it will be of benefit and support to you.

Finally, I would like to take this opportunity once again to thank you all for all you do to support and safeguard the governance and leadership of Brigantia Learning Trust.

David Drayson
Chair of Trustees

WELCOME FROM CEO

As a corporate leader within education, I am asked about the purpose of governance within the sector. It is clear to me that to empower and ensure stronger growth throughout the organisation and to be more inclusive of the communities we serve, there has to be an environment of trust, transparency and accountability to provide the long-term investments, financial stability and business integrity any organisation, let alone an educational institution, needs.

Good governance is at the heart of Brigantia Learning Trust, both at Executive and Non-Executive level and it is essential for us so we can achieve our strategic objectives and drive improvement, as well as maintain legal and ethical standing in the eyes of the Members, regulators and the wider community.

I am personally grateful to all ‘governance’ colleagues who give so willingly of their time and energy, to support me in my role as CEO in aiming to improve the life chances, whilst securing social mobility and justice, for all whom we serve.

Mike Westerdale
Chief Executive Officer

PURPOSE OF THE HANDBOOK

For all tiers of governance at executive and non-executive it is important that we are all clear about the mission, vision and values underpinning the organisation whilst having a grasp as to the strategic priorities driving the work of all Brigantia Learning Trust stakeholders.

BRIGANTIA LEARNING TRUST MISSION AND VALUES

Our Mission

To improve life chances and secure social mobility and justice for children, young people and their families with the communities we serve.

Our Vision

To 'Create Excellence Together' in every phase of a learners' journey from 2-19.

Our Values

As a mixed phase academy trust that serves children and young people from the age of 2-19, we are united in our values of 'ambition, care, confidence, creativity, integrity and respect'.

These values are to be firmly embedded within all trust academies to be personalised by leaders, staff, parents and our young people.

Our values underpin the way in which all our academies operate on a day to day basis and the way in which we aim to achieve our strategic priorities.

Our Strategic Priorities

Strategic Priority 1:

Educational standards (SP1); improve the quality of education in all Trust academies.

- 1) To ensure that progress in all academies within the Trust are above national average in terms of their outcomes for all pupil/student groups and that each academy in the Trust promotes social mobility and is closing the attainment gap for its SEND and/or disadvantaged pupils.
- 2) To ensure that all pupils and students across the Trust have access to a robust, comprehensive and cohesive recovery programme, taking account of lost learning in 2020 owing to COVID-19 restrictions, with a particular focus on the most vulnerable and disadvantaged cohorts within the Trust.
- 3) To ensure that our academies provide the very best teaching to promote high-quality learning and strong educational outcomes for our children and young people, enabling staff to make a real difference to young people in every academy.
- 4) To ensure that all academies have at least achieved an Ofsted grading of Good if they were requiring improvement or are in a category of concern on joining the Trust; or maintain their grading if good or outstanding or improve their grading from good to outstanding.

- 5) To implement a Professional Development programme through partnerships with our educational and stakeholder partners to ensure that our staff have the right skills to raise standards further, deliver good teaching and learning, and disseminate best practice in order to grow leaders that can lead, succession plan and talent manage future leaders.
- 6) To ensure that there is a rigorous and robust programme of quality assurance that helps to support staff, build expertise and capacity, and raise standards to deliver positive outcomes for our young people.

Strategic Priority 2:

Leadership and people (SP2); providing outstanding governance, executive leadership and academy leadership with clear succession planning; attracting, developing and retaining the best people to work in our academies.

- 1) To ensure that the Board of Trustees acts in the best interests of the Trust, governing in accordance with its articles of association and having governance arrangements that demonstrate vision, clarity of relationships, effective oversight and sustainability whilst achieving the greatest possible economies and value to academies in line with the Trust mission, vision & values.
- 2) To ensure that the CEO, executive leaders and Trust principals provide effective leadership (through challenge and support) and deliver an excellent educational experience that is sustainable over time by embedding system leadership and securing effective governance.
- 3) To develop future executive leaders, principals and senior leaders to ensure effective succession planning for Trust academies.
- 4) To attract, develop and retain talented and capable staff to posts in our academies and central services.

Strategic Priority 3:

Developing and growing our partnership (SP3); strategic growth of our existing partnership to deliver the benefits of cross-phase education (2-19) in defined geographical communities; and, where appropriate, sponsor existing schools/academies or create new educational provision to meet the needs of our geographical area and communities working with local and regional partners at all levels.

- 1) To develop the Trust in a responsible way to ensure that standards are maintained and improved and that there is sufficient capacity to bring about rapid progress as required
- 2) To develop and define the concept of transition through the trust providing young people with a cohesive educational journey from 2-19
- 3) To engage with opportunities to sponsor existing schools or deliver new educational provision to meet the needs of our geographical area and communities (this may include special or alternative provision).

Strategic Priority 4:

Operational effectiveness (SP4): ensuring a financially successful and sustainable multi-academy trust delivering high quality and cost-effective services to academies; enabling academies to maximise their resources to improve the quality of education.

- 1) To ensure that the Trust has business arrangements that are efficient and effective, and enables it to deliver on its commitments to grow and prosper and to deliver value for money across all our operations
- 2) To optimise the budget, we will aim to deliver best practice, but at the same time minimise risk and provide value for money.
- 3) To support academies to maximise the resources to improve outcomes for children and young people through activity such as the joint procurement of services to bring about better value for money and economies of scale.
- 4) To develop an efficient and effective estate which supports and responds to enable the delivery of education services across the Trust.
- 5) To ensure that the Trust IT strategy is implemented to maximise educational and operational performance in a way in which it is sustainable and manageable, incorporating virtual platforms to enhance educational delivery.



Our Commitments

As a value driven organisation, Brigantia Learning Trust makes commitments to all our stakeholders. It is therefore vital that these can be articulated as a commitment to our learners, staff, communities and trust as follows:

OUR YOUNG PEOPLE

To be the educational provider of choice through excellence in:

- Attainment & Progress
- Teaching & Learning
- Personal Development & Wellbeing

OUR STAFF

To be the employer of choice through excellence in:

- Professional Opportunities
- Inspiring Leadership
- Career Development & Wellbeing

OUR COMMUNITIES

To be the community partner of choice through excellence in:

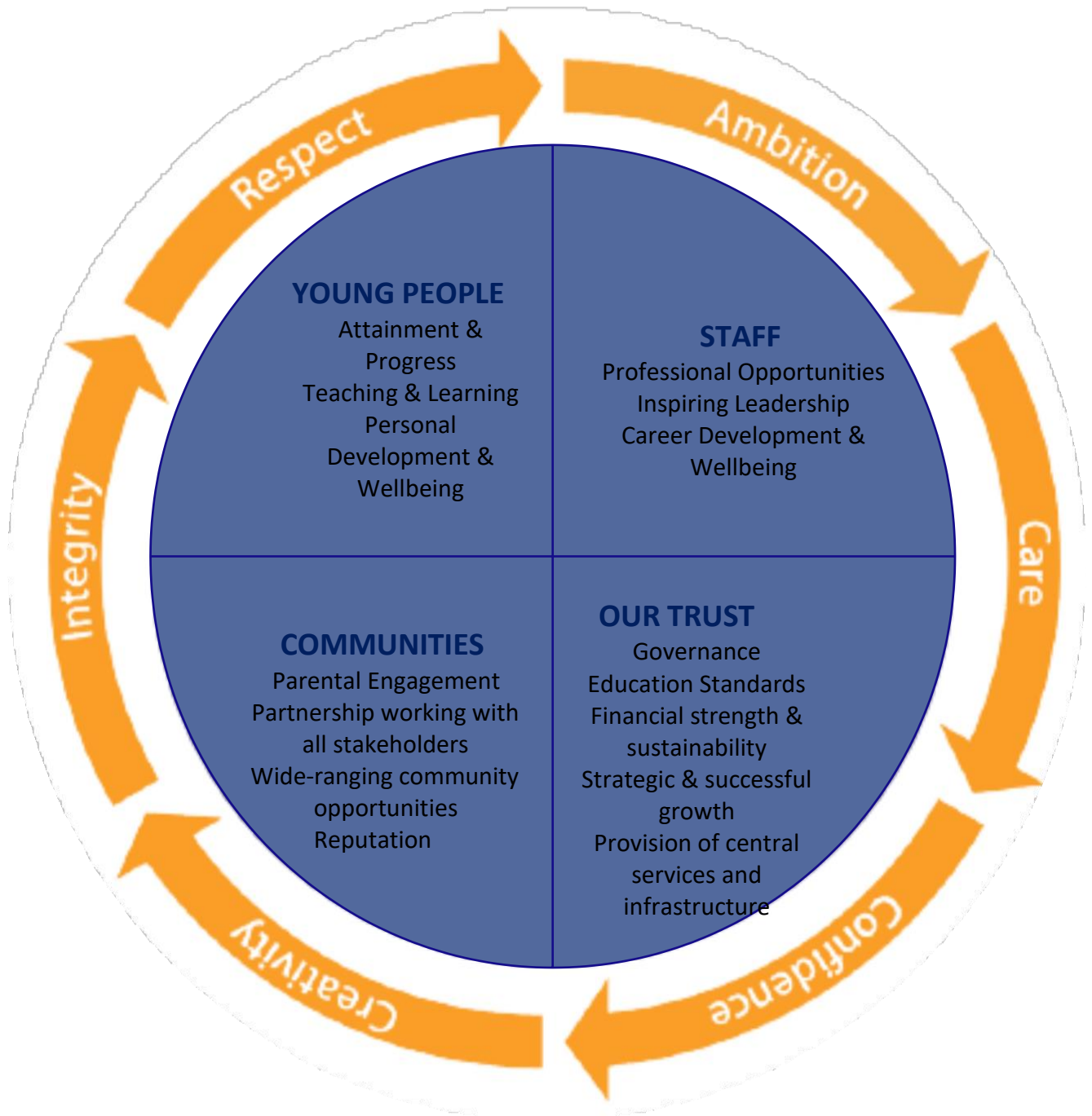
- Parental Engagement
- Partnership working with all stakeholders
- Wide-ranging community opportunities
- Reputation

OUR TRUST

To be the Multi Academy Trust of choice through excellence in:

- Governance
- Education Standards
- Financial strength & sustainability
- Strategic & successful growth
- Provision of central services and infrastructure

Our Values



Our Young People

To be the educational provider of choice for our young people

Every Academy must:

- Demonstrate consistently high aspirations for all pupils
- Achieve excellent attainment
- Achieve excellent progress for every young person regardless of their starting point or circumstances
- Demonstrate a sensitive and nurturing approach to safeguarding and personal and social development, ensuring every young person maintains a good mental health and develops safe and healthy relationships
- Provide a broad and inspiring curriculum that develops the skills, knowledge and rich experiences they need to be successful throughout their education journey
- Develop the highest quality learning environments that include innovative technology
- Provide exciting, direct and relevant learning activities outside the classroom that lead to outstanding outcomes in learner achievement, standards, motivation, personal development and behaviour
- Ensure all staff work together to provide a consistent and research-informed approach to teaching, learning and assessment
- Have all staff demonstrate impactful teaching and learning strategies that enable every pupil to make progress and achieve
- Implement academy development systems and procedures providing a measurable impact across the academy and trust, resulting in excellent outcomes and external judgments that reflect their quality
- Ensure that all quality assurance activities support leaders in their pursuit of excellence
- Enable all young people to take an active role in their local communities and develop the moral purpose to undertake their responsibilities as global citizens
- Introduce every pupil to the world of work and develop their self-belief and confidence to set ambitious goals

Our Staff

To be the employer of choice

Every Academy must:

- Ensure their outstanding team brings exceptional strength to the academy and the wider educational community
- Develop staff that are confident, effective, highly skilled team members
- Embed a positive ethos focused on teamwork
- Demonstrate that their focused approach to professional development ensures that learner outcomes reflect the very best teaching and provision
- Recruit the best talent
- Ensure all staff feel valued and motivated
- Demonstrate a focus on professional opportunity and progression encouraging people to develop and remain
- Offer wide ranging opportunities for all staff
- Support successful growth based on multi-layered leadership
- Identify training and development opportunities for all levels of leadership

- Develop clear lines of accountability providing clarity of role and how to secure the best outcomes for young people

Our Communities

To be the community of choice

Every Academy must:

- Ensure that it is central to the community it serves as a result of their strong reputation
- Provide wide ranging opportunities for young people to engage in local community activity
- Work closely with local partners and value their strong relationships with parent / carer groups
- Develop a wide, far reaching professional community that supports their ambition to be a leader in the world of education
- Encourages parents / carers to have a strong voice in decision making through consultations
- Ensure that the broad, enriching curriculum provides opportunities to develop community links and gives them a sense of wider responsibility
- Provide opportunities to bring the young people together across the trust to benefit from positive engagement with their peers
- Embed their reputation for excellence in the local communities and across professional networks and partnerships
- Publicise and develop their strong reputation for excellence amongst professional networks and strategic partnerships with local groups as well as national organisations
- Share expertise and support, making a strong contribution to academy improvement across all educational establishments in the trust

Our Trust

To be the Multi-Academy Trust of choice

We must:

- Exemplify efficiency and the highest possible professional standards
- Support growth ambitions alongside outstanding financial management, central services and governance, giving confidence to potential partners and key decision makers
- Employ well managed financial systems and procedures to ensure viability, growth and investment in all academies
- Maintain sufficient central reserves to meet unexpected needs and support a proactive approach to income generation
- Demonstrate a robust risk management framework and exemplary financial controls that ensure positive internal and external audit outcomes
- Provide excellent value for money visible through benchmarking processes
- Be committed to measured and responsible growth and will share the 'Brigantia Offer' as widely as possible to benefit young people in our extended community
- Work with a range of stakeholders, influencers and decision makers through a strong marketing strategy
- Forge and maintain strong relationships with other local schools, academies and Trusts who may, in the future choose to join us

- Develop a robust framework for compliance to ensure that it meets all statutory expectations to a high standard
- Implement a comprehensive governance framework supporting clear roles and responsibilities
- Provide a robust accountability framework that enables us to continue work strategically towards the Trust's objectives

The benefits of working as a multi-academy trust are clearly defined in terms of sharing expertise, economies of scale and shared services.

Brigantia Learning Trust will provide its academies access to a range of support services to reduce duplication and unnecessary leadership time, enabling greater investment in teaching and learning and core purpose.

The Trust has recently reconfigured itself to provide central support services and expertise to facilitate more resources for the quality of education.

Our current central services include:

- Dedicated education quality assurance across all phases (safeguarding, SEND, attendance, intervention)
- Strong governance structures
- Finance and business management
- Human resources
- Estates and health and safety committee
- ICT infrastructure and network team
- Assessment and data management
- Compliance reviews

These services are not exclusive and are supported by common systems across the Trust such as FFT Aspire, GL Assessment, CPOMs, SOL Attendance Tracker, Thrive, Voice Brigantia (part of Voice 21) and Humanutopia.



Our 3 Year Growth Strategy

The Brigantia Learning Trust ambition is to ensure every single young person in the communities we serve have access to excellence in the quality of education. Regretfully, too many people in the Sheffield City Region receive provision that is not yet 'excellent'.

The Trust is committed to growing responsibility to ensure our ambition is realised not only in our current academies, but for those who choose to join in the future.

Within the next 5 years the Trust is committed to double in size, serving twice as many young people within community hubs. To realise our vision 'Creating Excellence Together', travelling time to our academies must be within 1 hour to enable collaborate and partnership working.

The Trust is committed to grow both through embracing the opportunities and successes of single academy trusts serving challenging and disadvantaged communities, as well as those schools and academies which are currently underperforming.

The Brigantia Learning Trust is focused on improving life chances and social mobility in the Sheffield city region.

Considerations for schools and academies proposing to join our multi-academy trust will include:

- Moral purpose
- Geographical location
- Financial sustainability
- Ofsted category

However, our mission and moral purpose to address social injustice and to support outstanding educational provision for all our young people remains core to our existence.

Our sense of responsibility to develop confident, caring, respectful young people mirrors our desire for academic excellence.

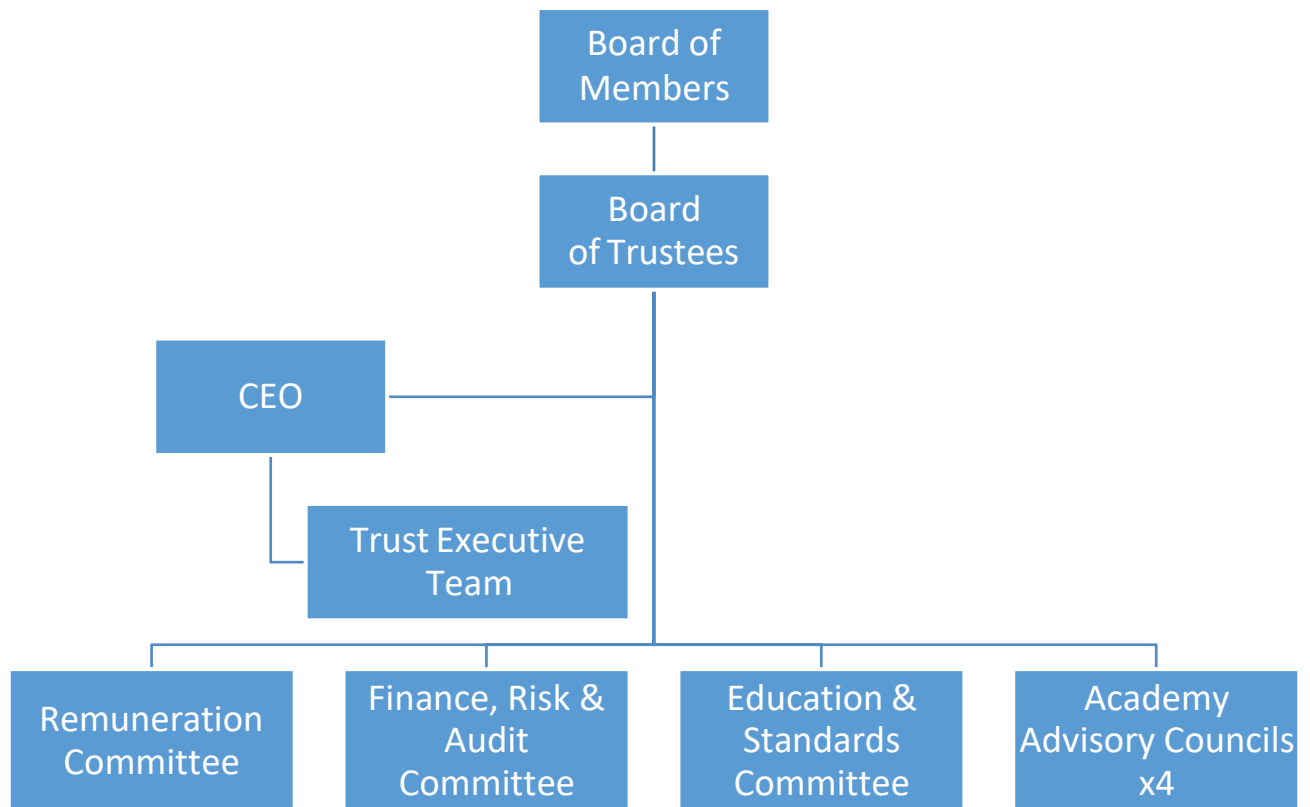
A thriving collaboration of leaders, staff and young people with a thirst to be the best they can means the Trust can build on this capacity as it develops.

Our confidence and respect for our local education partners, along with the integrity to do everything we can for our neighbouring schools and communities in terms of partnership emphasises our creative and collaborative intentions rather than competition and isolation.

GOVERNANCE STRUCTURE

The Brigantia Learning Trust Governance Model is different to the way a governing body in a non-academy or maintained school undertakes governance.

Essentially, there are four elements to the governance of the Brigantia Learning Trust academies – local governing bodies that are delivered via the Academy Advisory Councils (AAC), Trust governance, delivered via the Full Board of Trustees (Non-Executive Directors), the Trust Executive Team (Executive Directors) and the Trust Members. The Board of Trustees has 3 sub-committees, concerned with Finance, Risk & Audit, Education & Standards and Remuneration along with the four Academy Advisory Councils; Concord & Wincobank, Hinde House (2-16), Yewlands and Longley Park Sixth Form. As the trust continues to grow and the Academy Advisory Councils become more experienced and confident, greater delegated powers will be identified and approved by the Board of Trustees.



GOVERNANCE STRUCTURE: ROLES

The Members

The Members of the Trust are the guardians of the governance process, and although they have little strategic or operational responsibility their engagement and role within the Trust is key. Their main roles are:

- To appoint the majority of Trustees to the Brigantia Learning Trust Board of Trustees;
- To act as national and regional ambassadors for the Trust;
- To act as a last line of resort in assuring the work of the Board of Trustees.

The Board of Trustees (Non-Executive Directors)

Brigantia Learning Trust is a multi-academy trust operating as a single legal entity. Therefore, it entrusts ultimate responsibility for everything that goes on within Brigantia Learning Trust to the Brigantia Learning Trust Board of Trustees.

The Board of Trustees oversees educational policy and practice, the standards achieved, the management and deployment of finance, ICT, human resources, governance and strategic development for the whole family of Brigantia Learning Trust academies. Two subcommittees are set up to enable deeper scrutiny for the areas of Education & Standards and Finance, Risk & Audit. The key responsibilities of the Board of Trustees are:

- Strategic oversight, setting vision and policies for the Trust;
- Ensuring appropriate governance and decision making takes place;

- Ensuring compliance with all regulatory requirements;
- Oversight of standards and outcomes of academies;
- Setting appropriate targets and holding the CEO to account.
- Reviewing performance across the academies and Multi-Academy Trust;
- Agreeing and monitoring the budgets of all the academies;
- Dealing with contractual relationships with third parties.

The Trust Executive Team (Executive Directors)

The Trust Executive Team consists of a team led by the Chief Executive Officer. This is a skills-based team, with people who have skills in Business/Legal, Finance, HR, Estates and Health and Safety, Marketing/ Communications and Education. The key responsibilities of a Trust Executive Team are:

- The day-to-day oversight of the running of the academies;
- Carrying out the MAT's vision, policies and priorities;
- Holding local academy leadership to account for school academic performance, quality of care and provision;
- Overseeing and monitoring the effectiveness of local strategies;
- Seeking value for money and ensuring resources are applied appropriately at academy level;
- Supporting the Board in relation to proper use of funds and delivering high quality educational provision;
- Liaising with the Academy Advisory Councils.

The CEO acts as the direct line manager for each Director in the Trust. Through line management of the executive team, each (Executive) Principal and central services manager is also held to account – a model which provides professional scrutiny in more detail than some traditional governing bodies are able to achieve. The Directors will be responsible for undertaking a performance review of the (Executive) Principals and service managers annually to which the CEO can also attend.

Local Governing Body - The Academy Advisory Council

Each AAC consists of a group of people who could be parents, community nominees, academy staff and, with a minimum of 5 people. They will meet with the academy (Executive) Principal , Associate Principal and other senior leaders where appropriate. In attendance at these meetings will be Link Trustees and a member of the Trust Executive Team. This is to ensure that the voice of the local stake holders is heard firsthand by the Board of Trustees. The Chair of the Trust and the Chief Executive Officer will attend at least one AAC meeting per year.

There are four Academy Advisory Councils:

Hinde House 2-16
 Longley Park Sixth Form
 Wincobank/Concord
 Yewlands

The Brigantia Learning Trust Board has established five key roles for AACs:

- To advise/act as a critical friend to the (Executive) Principal of the academy;
- To advise the Trustees about local issues they need to consider that affect the academy;
- Represent the interest of the academy community in the running of the academy;
- Represent the academy in its community;
- Provide support to the (Executive) Principal in undertaking appropriate day to day procedures that are essential to the life of the academy.

The five roles translate specifically into the following tasks that the AAC undertakes:

- To act as a key link between the academy, parents and local community;
- To support the work of the academy in the community;
- To support the (Executive) Principal and academy Leadership Team in the development and implementation of the Academy Development Plan and other relevant plans, ensuring that the Brigantia Learning Trust ethos remains at the heart of the academy community;
- To help on the ground with the implementation of certain academy policies;
- To offer challenging but positive and proactive support to the (Executive) Principal;
- To regularly discuss the academy's performance in relation to the KPIs (Key Performance Indicators).

The difference between Brigantia Learning Trust governance and a maintained school Governing Body

By comparison to a traditional school Governing Body:

- The AAC's role is not to "manage" the academy as such. This is done through the Trust Executive Team and the Board of Trustees. Therefore, the AAC is not required to take decisions on staff or financial matters affecting the academy. As an Academy Advisor you should understand strategic issues that impact on the academy and be updated on them regularly by the (Executive) Principal, but you are not required to have direct responsibility for them.
- As the Trust Executive Team and Board of Trustees take responsibility for educational standards, legal compliance and financial viability, the AAC then has the time to investigate the impact of policy on the ground, to see how they are working, and explore how the Brigantia Learning Trust ethos is being understood and expressed in the way the academy operates. As an Academy Advisor, your view as a parent or as part of the community is vital in this discussion.

APPENDIX 1

Terms of Reference – Educations & Standards

Purpose:

The purpose of the Education & Standards Committee (E & S) is to focus on challenging and supporting the quality of provision and educational outcomes for young people at trust and academy level.

- The E & S is responsible for overseeing the educational effectiveness of the Trust, working in conjunction with the Trustees, CEO, the Trust Executive Team and Academy Leadership Teams.
- The scope of the E & S would include; exclusion review panels, complaints panels and staffing related panels supported by the Trust Executive Team.
- The E & S has specific responsibility to focus on Educational Improvement and act as a link to the Board of Trustees.
- The E & S is responsible for the safeguarding of young people and the safety of staff and is required to report in the minutes of each E & S meeting that this duty is being fulfilled.
- The E & S will ensure the proper conduct of meetings, including keeping a record of 'Trustees' business interests and ensuring secure records of meetings are maintained and reported to the Board of Trustees as per agreed protocols.
- In challenging and supporting Trust leaders in terms of provision and educational outcomes, the E & S will:
 - Ensure clarity of vision, ethos and strategic direction in line with the Trust strategic plan and subsequent strategic objectives
 - Know the Academies well
 - Directly and through the Trust Executive Team support and strengthen Academy leadership
 - Work efficiently with the Trust Executive Team at a strategic level rather than operational level
- Provide appropriate and impartial levels of challenge to Trust leaders, particularly with regard to the quality of education
 - What are we teaching and why? (Intent)
 - How we are teaching - pedagogy? (Implementation)
 - How we are securing strong outcomes? (Impact)
- Carry out their statutory duties, particularly with regard to safeguarding and ensuring that all young people are safe
- Understand the strengths and weaknesses of the Academies
- Understand and take sufficient account of pupil data
- Be aware of the impact of teaching, learning and progress in different subjects and across different year groups
- Ensure that Ear Marked Grants are properly managed at Academy and Trust level, specifically that Disadvantaged, Sports Premium, High Needs and Catch-Up funding is used to ensure greatest impact

Membership and quorum:

The membership of the Committee shall comprise:

- A member of the Board of Trustees (other than the Chair of Trustees), to act as Chair of the Education Subcommittee;
- At least two other Trustees;
- Directors of Academies;
- Up to three co-opted members who are members of the Trust Academy Advisory Councils;
- 2 Ex Officio Members will be the CEO & Chair of Trustees

The quorum will be three non-executive committee members of whom two must be Trustees. Where a matter is put to a vote, the majority of committee members present shall be members of the Board of Trustees. (n.b. Employees of the Trust are not permitted to vote).

The following non-members may be invited to attend:

- Executive Principals/Principals
- Academy Senior Leaders
- The Clerk of the Committee (to be appointed by the Chair)
- Other Educational Improvement staff of the Trust or Academy as required

The Board of Trustees will appoint the Chair of the Education Committee.

In the absence of the chair, the Committee shall nominate one of the other Trustees to act as chair for the duration of the meeting. Members of the Committee other than those serving ex officio shall be appointed by the Board of Trustees annually (or such other period as the Board of Trustees shall determine), which may be renewed at the discretion of the Board of Trustees. The Committee shall provide the Student Disciplinary panel and may use other Trustees and/or Academy Advisor Council Members as required.

Meetings:

The Committee shall meet at least once every term; extra meetings may be called by the Chair as required.

Agendas:

Agendas and papers shall be circulated to all members of the Committee (and for reference purposes to non-members in attendance) one week before the meeting by the Clerk in consultation with the Chair of the Committee and the CEO. Minutes and papers of the Committee shall be available to all members of the Board of Trustees.

Minutes:

Following approval by the Chair, draft minutes shall be circulated to the Committee by the Clerk within one week of the meeting, prior to inclusion in papers for the next full Governors' meeting.

Reporting and review:

Decisions by the Committee shall be reported to the next meeting of the Board of Trustees through the Committee's draft minutes. The Board of Trustees is responsible for approving the Committee's terms of reference and shall review them annually.

Responsibilities:

- 1) To appoint from its members a designated Pupil Premium/Disadvantaged Trustee and a link focusing on Looked After Children (this link usually ties in with the designated Child Protection and Safeguarding Trustee).
- 2) To monitor educational outcomes and progress against targets and the associated strategies for improvement and impact. These should include, but not be restricted to, formal accountability measures utilised by the Department for Education.
- 3) To review Academy Development Plans, Evaluation Documents and Annual Reviews as and when required.
- 4) To monitor policy and where necessary recommend for approval by the Board of Trustees the strategy for curriculum, learning, teaching, assessment and student welfare.
- 5) To monitor the development of the curriculum in accordance with the Curriculum Policy approved by the Board of Trustees and all statutory obligations laid down by DfE and to monitor the implementation of relevant points from any Action Plan resulting from OfSTED Inspections.
- 6) To ensure that the requirements of pupils with SEN(D) are met, including ensuring that a list of students with special educational needs is compiled and maintained and that all students on the register have an individual education plan which is monitored, reviewed and updated in accordance with the Code of Practice.
- 7) To monitor the equality and diversity dimensions of learning and teaching and admissions
- 8) To promote a culture of the best possible professional practice in learning, teaching and assessment so as to ensure the development of quality and effectiveness in the curriculum. This to include ensuring that academy staff are provided with regular opportunities for continuing professional development, and to approve and monitor policies for ensuring that all staff (teaching and support) achieve and maintain up-to-date skills, knowledge and qualifications as appropriate. To receive regular reports from the Directors of Academies and Executive Principals/Principals on professional development and staff wellbeing activities undertaken by academy staff.
- 9) To approve the Behaviour Policy for each academy and ensure that it reflects the Trust's aims and objectives, specifically those related to inclusion, safeguarding and equal opportunities for all.
- 10) To monitor the development of behaviour and safety in academies. This to include:
 - a) regular reports from the Directors of Academy on:
 - Attendance
 - Punctuality
 - Exclusions (fixed term and permanent)
 - Behaviour trends

- Admissions and Retention
- Safeguarding

b) regular reports from the Principal as to the effectiveness of additional funding ring fenced for designated cohorts

- Pupil Premium
- Sports Funding
- Catch Up
- High Needs

11) To ensure that Health and Safety is well understood by all staff, and appropriate training has taken place.

12) To ensure that robust safeguarding procedures are in place, well understood by all staff and that appropriate training has taken place.

13) To ensure that the academy deals fairly and legally with disciplinary issues, particularly when related to exclusion.

Safeguarding

- To appoint from its members a designated Child Protection and Safeguarding Trustee
- To monitor the implementation of the Trust Child Protection and Safeguarding policies.
- To undertake an annual Safeguarding audit and act upon any recommendations ensuring that a completed submission is provided to the Board of Trustees.

Policies

A. To agree and monitor statutory policies:

- a) SEN and Accessibility Policy
- b) Disadvantaged Learner Strategy
- c) Behaviour Policy
- d) Safeguarding Policy

B. To ensure non-statutory policies are in place (including but not exclusive to:

- Collective Worship
- Curriculum
- Teaching and Learning
- Assessment and Tracking
- Attendance and Punctuality
- Substance Abuse
- Sex Education
- Anti-bullying policy
- Such other policies as may be required from time to time

Agreed by the Education & Standards meeting dated:

Approved by the Board of Trustees at its meeting date:

APPENDIX 2

Terms of Reference – Finance, Risk & Audit

Purpose:

- The Board has established a Finance, Risk and Audit Committee to support it, and specifically the Chief Executive as Accounting Officer, in its responsibilities for ensuring the adequacy of risk management, internal control and governance arrangements and that public funds are used efficiently and effectively.
- The Finance, Risk and Audit Committee will review the comprehensiveness of assurances for the Board and Accounting Officer and review the reliability and integrity of those assurances. The Finance, Risk and Audit is a sub-committee responsible to the Board for its performance.
- The Board has defined the Committee's purpose as assisting the Board in its on-going oversight of the Trust's arrangements for budgeting, financial planning, financial performance and financial reporting in respect of both revenue and capital activities.
- The Committee will assist the Board on its ongoing oversight of all other support operations of the Trust, including Data, Estates, Compliance, ICT, marketing and HR as required.
- It is authorised to request any information it requires from any employee, external auditor or internal auditor regarding its duties and responsibilities.
- The Finance, Risk and Audit Committee is authorised to request any outside legal or independent professional advice it considers necessary, normally in consultation with the Accounting Officer, however, the Finance, Risk and Audit Committee may not incur expenditure without approval of the Board of Trustees.
- The role of the committee is to assess the scope and effectiveness of the systems established by the executive team to identify, assess, manage and monitor financial and non-financial risks to the company including the risk register. It also maintains an oversight of the Trust's governance, internal control, financial reporting and value for money frameworks in order to establish levels of compliance throughout the Trust.

Membership and quorum:

- The Finance Risk and Audit Committee (FRAC) will have a minimum of 3 members all of whom, including the Committee's Chair, will be members of the Board.
- The Chair of the FRAC will be appointed by the Board from any of its members although is usually the Vice Chair of the Board of Trustees.
- All FRAC members will be non-executive and appointed to the FRAC by the Board, At least one FRAC member shall be suitably financially qualified and have recent and relevant financial experience. The Board may also appoint one or more independent external members selected through open competition.
- All appointments shall be made with due regard to the need to understand the organisation's objectives, structure and culture, and other legislative and accountability contexts within which it operates. FRAC members will collectively possess knowledge and skills in accounting, risk management, audit, financial governance and technical issues relevant to the business and strategic management of the organisation.
- The term of service for FRAC members will be for a period of 3 years, extendable for

up to a maximum of a further 3 years at the discretion of the Board. FRAC members who are members of the Board may stand down with the consent of the Board and their service will discontinue if they no longer serve as members of the Board.

- The FRAC shall be entitled to co-opt additional members for a period not exceeding a year to provide specialist skills, knowledge and experience, with approval of the Board.
- Members should declare conflicts of interest not previously notified.

Secretary

- The Clerk to the Board of Trustees will act as clerk to the FRAC with responsibility for coordinating its business and servicing its meetings.

Quorum

- A duly convened meeting of the FRAC at which a quorum of two members is present shall be competent to exercise all or any of the authorities, powers and discretions vested in or exercisable by the FRAC, so long as at least one is a member of the Board.
- The Chair of the Board may nominate alternative Board delegates if one or two of the members cannot attend a meeting.

Meetings

- The FRAC will meet at least 3 times a year at appropriate times in the reporting and audit cycle, coordinated in advance of the Board so that it may receive the FRAC's report and recommendations from each meeting. A specific meeting will be convened expressly for the purpose of considering the annual accounts.

Attendance at FRAC meetings

- FRAC meetings will normally be attended by:
 - the Chief Executive
 - the Chief Operating Officer
- Members of the FRAC may ask any other officials of the organisation to attend to assist it with its discussions on any particular matter. (e.g. Finance Manager, Strategic HR Lead, Senior Operations Officer)
- All meetings will be chaired by the Chair of the FRAC. In the absence of the Chair the remaining members present shall elect one of their number to chair the meeting.
- The FRAC may ask any or all of those who normally attend but who are not members to withdraw from the discussion of particular matters to facilitate open and frank discussion.

Notice of meetings

- Unless otherwise agreed by the Chair of the Committee, notice of each meeting confirming the venue, time and date together with an agenda of the items to be discussed and any relevant papers shall be sent to FRAC members and all other persons required to attend, no later than 5 working days before the date of the meeting.
- In addition to its scheduled meetings, further meetings of the FRAC may be called by

the clerk at the request of the Board, the Accounting Officer or the external or internal auditor.

Minutes

- The clerk will arrange for a record of the proceedings and decisions of each meeting to be made, including the names of those present and in attendance and any declarations of conflict of interest.
- Draft minutes of the meetings shall be circulated within 10 working days of the meeting taking place to the Chair of the FRAC and then to all members and attendees of the FRAC.
- The minutes of the meeting shall be approved by the FRAC at its subsequent meeting.

Delegations

- Review and scrutinise the summary of the Trust budgets
- Review and scrutinise the School Condition Allocation for the Trust.
- Review and scrutinise the schemes of delegation in relation to Finance and Assets and make recommendations for any changes to the Board.
- Review the Financial Statements in the Annual Report and Accounts and recommend them to the Board of Trustees.
- To ensure that the Internal Auditors commissioned comply with the standards set by the Chartered Institute of Internal Auditors.
- To receive reports from management, the External Auditor and Internal Auditor on an agreed basis and consider the issues raised, management responses and action plans.
- To monitor outstanding audit recommendations and ensure any agreed delays to implementation dates are reasonable.
- To ensure appropriate cooperation and coordination of the work of the External and Internal Auditor.
- To receive the annual management letter from the external auditors and establish whether recommendations have been implemented.
- To review the content of the Annual Report and Accounts and advise the Board whether it is fair, balanced and understandable.
- The Committee must ensure an annual report is provided by an internal auditor covering key findings, recommendations and conclusions.
- To review the Trustees' Statement in the Annual Report and Accounts on the Trust's internal controls and risk management framework and recommend the statement to the Board of Trustees in line with the Annual ESFA Accounts Direction.

Roles and Responsibilities

The FRAC will maintain a rolling forward agenda of about one year which will be reported to the Board on a regular basis.

The FRAC's role is to support the Board and Accounting Officer, in monitoring the adequacy of the organisation's corporate governance and control systems through:

- offering objective advice on issues concerning the risk, control and governance of the organisation and associated assurances provided by internal and external audit and other processes
- constructively challenging, where and when appropriate, executive decisions to

ensure that these are the best possible and achieve value for money in the light of the available evidence

The FRAC will review and advise the Board and the Accounting Officer on the following matters:

- the annual report, resource accounts (see below) and Governance statement
- the adequacy of the organisation's assurance processes and how governance arrangements support achievement of organisational strategy and objectives
- up-holding standards of propriety in the organisation's business
- achievement of value for money
- the plans for internal and external audit, including assessing priorities and promotion of understanding of the role of audit within the organisation
- the results of internal and external audit work, including individual audits, progress, remedial actions and annual reports, and management letters
- the adequacy of management responses to issues raised by internal and external audit; and implementation of internal audit recommendations and timescales
- the processes for assessing, reporting, mitigating and owning business risks and their financial implications, including the capability of the organisation's internal reporting system to provide early warning of control failures and emerging risks
- the adequacy of the organisation's assurance arrangements relating to the management of risk and corporate governance
- the adequacy of systems of quality assurance for the organisation's core activities
- the appointment of internal auditors, including the chief audit executive
- the organisation's policies for counter-fraud, whistle-blowing and cyber and information security
- the performance of internal and external audit services

Considerations for the Finance Risk and Audit Committee in respect of the organisation's annual report and resource accounts:

- that the accounting policies in place are appropriate and comply with relevant requirements, particularly the Treasury's Financial Reporting Manual, Academies Financial Handbook and Accounts Direction
- that there has been a robust process in preparing the accounts and annual report
- whether the accounts and annual report have been subjected to sufficient review by management and by the Accounting Officer before they are reviewed and approved by the Board
- that when new or novel accounting treatments arise, whether appropriate advice on accounting treatment has been taken
- whether there is an appropriate anti-fraud policy in place, and whether losses are suitably recorded
- whether suitable processes are in place to ensure accurate financial records are kept
- whether suitable processes are in place to ensure regularity and propriety is achieved
- whether issues raised by the External Auditors have been given appropriate attention

The Committee should satisfy itself that the annual financial statements represent fairly the financial position of the organisation. Before the Accounting Officer signs off the Letter of Representation, the Committee should review it and give particular attention to non-standard issues of representation.

To ensure that the staffing structure within the Trust is commensurate with the needs of the Trust and academies (based on the number of academies and learners).

To approve procedure for recruitment and appointment of staff where delegated to do so.

To oversee the process leading to staff reductions, including any redundancies.

To follow established procedures when advertising, selecting and appointing new members of staff where the scheme of delegation requires it.

To keep under review staff work/life balance, working conditions and well-being, including the monitoring of absence based on information provided from the academies.

To establish and review a Performance Management/Appraisal policy for all staff.

To establish and review all HR related Trust Policies.

Reporting responsibilities

The FRAC Chair will formally report to the Board after each meeting. This will usually be done by submitting a copy of the draft minutes with the Chair highlighting any significant matters which the FRAC considers relevant to draw to the Board's attention.

The Chair will provide an annual report to the Board, timed to support the preparation of the annual governance statement, summarising its conclusions from the work it has done during the year.

Rights

The FRAC shall be entitled to:

- sufficient resources to carry out its duties, including access to the Trust's governance and business assurance resource
- appropriate and timely training, both in the form of an induction programme for new members and on an on-going basis for all members
- procure specialist ad-hoc advice at the expense of the Trust, subject to confirmation from the Board that funds are available
- seek any information it requires in order to perform its duties from any employee of the Trust
- call any employee to be questioned at a meeting of the FRAC as and when required
- publish in the Trust's annual report details of any issues that cannot be resolved between the committee and the Board

The chief audit executive (internal audit) and representative of external audit representative will have free and confidential access to the Chair of the FRAC.

Other matters

The Chair of the FRAC shall meet periodically with each of the Accounting Officer, Chief Operating Officer, chief audit executive and external audit representative outside of the formal FRAC meetings. The Chair of FRAC may also meet routinely with the Chair of the Trust.

The FRAC shall arrange for periodic reviews of its own performance including periodic self-assessment and external independent review and annually review its constitution and terms of reference to ensure that it is operating at maximum effectiveness, recommending any changes it considers necessary to the Board for approval.

All FRAC members are expected to undertake any appropriate programme, facilitated by the CEO & COO of engagement within the Trust and its activities to help them understand its objectives, business needs, priorities and risks.

Policies

- Charging & Remissions
- Data Protection
- Capability
- Staff discipline, conduct and grievance
- Health & Safety
- Equality Information
- Trustee Allowances
- Register of Business Interest
- Finance and Administration
- FOI
- Risk Register
- Whistle Blowing
- General Annual Grant & Reserves

Agreed by the Finance, Risk and Audit meeting dated:

Approved by the Board of Trustees at its meeting date:

APPENDIX 3

Terms of Reference – Remuneration

Purpose:

The purpose of the Remuneration Committee is to maintain an oversight of the Trust's approach to remuneration and pay progression.

- The Remuneration Committee is a committee of the Board of Trustees and is authorised to make recommendations on items within its Terms of Reference or specifically delegated to it by its Board of Trustees.
- The Remuneration Committee is authorised to request any outside legal or independent professional advice it considers necessary, normally in consultation with the Accounting Officer. However, the Remuneration Committee may not incur expenditure without approval of the Board of Trustees.

Membership and quorum:

A minimum of three Trustees will constitute the Committee. As per Article 101 of the Trust's Articles of Association, additional members of the committee who are not Trustees may be appointed, but a majority of members must be Trustees.

No employee of the Trust shall be a member of the committee.

The Chair of the committee will be elected annually from among the membership of the committee.

The quorum will be 2/3 of the appointed Trustees. Members of the committee who are not Trustees are not permitted to take part in any vote which is required.

Meetings:

The Committee shall meet at twice a year usually in the Autumn and Spring Term; extra meetings may be called by the Chair as required.

Agendas:

Agendas and papers shall be circulated to all members of the Committee (and for reference purposes to non-members in attendance) in advance of the meeting by the Clerk in consultation with the Chair of the Committee and the CEO. Minutes and papers of the Committee shall be available to all members of the Board of Trustees.

Minutes:

Following approval by the Chair, draft minutes shall be circulated to the Committee by the Clerk within one week of the meeting, prior to inclusion in papers for the next full Governors' meeting.

Reporting and review:

Decisions by the Committee shall be reported to the next meeting of the Board of Trustees through the Committee's draft minutes. The Board of Trustees is responsible for approving

the Committee's terms of reference and shall review them annually.

Responsibilities:

- 6) To consider, determine and keep under review a framework or policy for the remuneration, benefits and incentives of the Chief Executive Officer and such other members of the Executive Team as the Trust Board shall from time to time direct.
- 7) To seek evidence of the remuneration, benefits and incentives paid to senior executives in comparable employment within the commercial and voluntary sectors
- 8) To set the annual objectives of the Chief Executive Officer and undertake the corresponding annual performance review ensuring that at least one interim review is held during the annual cycle in line with the Staff Development and Review Policy.
- 9) To consider and review the annual outcome of performance reviews of the other senior executives, including Executive Principals and Principals
- 10) To make recommendations to the Trust Board as to the remuneration, benefit and incentives that should be paid to the Chief Executive Officer and such other senior executives with a view to ensuring that they are encouraged to enhance their performance and are, in a fair and responsible manner, rewarded for their individual contributions to the success of the Academy Trust and its progress towards fulfilling its objectives.
- 11) To make recommendations to the Trust Board as to the remuneration, benefits and incentives of newly appointed senior executives.
- 12) To determine the policy for and scope of pension arrangements, service agreements for senior executives, termination payments and compensation commitments.

General

- 13) To deal with any other matters relating to pay, appraisal and employment such as the outcome of annual appraisal processes within the academies and central services team.
- 14) To review, on a regular basis, its own performance, constitution and terms of reference to ensure it is operating at maximum effectiveness.

Policies

C. To agree and monitor statutory policies:

- a) Pay Policy

D. To ensure non-statutory policies are in place (including but not exclusive to:



Agreed by the Remuneration meeting dated:

Approved by the Board of Trustees at its meeting date:

APPENDIX 4

Scheme of Delegation

INTRODUCTION

The Board of Trustees has overall legal responsibility for the operation of the Trust and the academies within it. It is legally responsible and accountable to the DfE and must operate in accordance with the provisions set out in relevant legislation and associated documents, including the Master Funding Agreement, Supplementary Funding Agreements, the Academies Financial Handbook and the Articles of Association.

In accordance with the terms of its Articles of Association, the Trust's powers are exercisable by the trustees, with the CEO having executive authority in respect of day-to-day operations.

Trustees are required under the terms of the Articles to appoint local governing bodies*, hereon from referred to as Academy Advisory Councils, and may appoint other committees provided that at least one member of any such committee is a trustee.

This Scheme of Delegation sets out in detail the powers/responsibilities of the members, trustees, the CEO, Academy Advisory Councils, Trust Executive Team (TET), Executive Principals and Principals.

The CEO may act on behalf of the trustees in relation to any of the responsibilities/functions listed, where failure to act would have a detrimental effect on staff or learners in the Trust. Any concerns about such action will be considered by the Board of Trustees.

The Trustees have absolute discretion to review and amend this Scheme of Delegation at any time.

In the event of any conflict between any provision of this Scheme of Delegation and the Articles, the Articles shall prevail.

DELEGATION AND DECISION MAKING IN Brigantia LEARNING TRUST

Example grid representation of delegation in an academy trust

Reading the grid
✓ - governance function and decision-making is at this level
C - to be consulted prior to decision being made
I – to be informed as to the outcome and impact of decisions
Note: Decisions delegated to the trust board may be delegated to a board committee but not the CEO, academy advisory council or HT

Governance function		Members	Trust board / Board committees	CEO / accounting officer	Academy committees (AACs)	(Executive) Principals
Governance framework: people	Members: appoint/remove	✓				
	Trustees: appoint/remove	✓	✓			
	Parent trustees/parent academy committee (AAC) members: appoint when elected		✓		✓	
	Board committee chairs: appoint and remove		✓			
	Named statutory trustees: appoint and remove (e.g. Safeguarding)		✓		I	I
	Academy committee (AAC) chairs: appoint and remove		✓	C	I	I
	Academy committee (AAC) members: appoint and remove		✓	C	I	C
	Clerk to board: appoint and remove		✓	C		
	Clerk to academy committees (AACs): appoint and remove		✓	✓	I	C
Governance framework: systems and structures	Articles of association: review and agree	✓	C			
	Governance structure for the trust: establish and review annually		✓	C		
	Committee terms of reference and scheme of delegation: agree annually		✓	C		

Governance function		Members	Trust board / Board committees	CEO / accounting officer	Academy committees (AACs)	(Executive) Principals
	Annual schedule of governance business: agree		✓	✓	C	C
	Self-review of trust board and committees: complete annually		✓	I		
	Self-review of academy committees (AACs): complete annually				✓	I
	Chair's performance: carry out 360° review periodically		✓			
	Trustee member contribution: review annually including training programme and completion?		✓	I		
	Academy committee (AAC) member contribution: review annually including training programme and completion?		✓	C		I
Governance framework: reporting	Publish governance arrangements on trust and schools' websites: ensure			✓		C
	Annual report on the performance of the trust: submit to members and publish		✓	C	I	I
	Annual self-review/triannual external review of board effectiveness: submit to members	I	✓	I		
	Annual report and accounts including accounting policies (e.g. Finance Management and Administration Policy), signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit to members and Companies House		✓	C		
	ESFA required reports and returns submit		✓	C		
	Annual report work of academy committee (AAC): submit to trust and publish		I	I	✓	C

Governance function		Members	Trust board / Board committees	CEO / accounting officer	Academy committees (AACs)	(Executive) Principals
Being strategic	Determine trust wide policies which reflect the trust's ethos and values: approve		✓	C		I
	Determine school level policies: approve			✓	I	C
	Management of risk: establish register, review and monitor		✓	C		C
	Engagement with stakeholders: ensure		✓	✓	✓	✓
	Determine trust's vision, strategy and key priorities: approve		✓	C		C
	Determine schools' vision, strategy and key priorities: approve		I	✓	I	C
	Chief executive officer: appoint and dismiss		✓			
	Accounting officer: appoint and dismiss		✓			
	Trust Executive & (E)Ps: appoint and dismiss		C	✓		
	Budget plan to support delivery of trust key priorities: agree		✓	C		C
	Budget plan to support delivery of ear marked grants, such as Pupil Premium, Sports Funding etc.		✓	C	I	C
	Budget plan to support delivery of schools' key priorities: agree			✓		C
	Trust's staffing structure: agree		C	✓		
	Schools' staffing structure: agree			✓		C
Holding to account	Ensuring compliance (e.g. curriculum, admissions, safeguarding, LAC, CIAG, H&S, equality, employment): agree auditing and reporting arrangements		✓	C		
	Ensuring compliance of educational visits of a hazardous and/or residential nature		I	✓		C
	Monitoring progress on key priorities: agree reporting		✓	C		

Governance function		Members	Trust board / Board committees	CEO / accounting officer	Academy committees (AACs)	(Executive) Principals
	arrangements					
	Performance management of the chief executive: undertake		✓			
	Performance management of TET & (E)Ps: undertake			✓		
Financial oversight	External auditors: appoint	✓				
	Chief financial officer: appoint			✓		
	Trust's scheme of financial delegation: establish, monitor and review		✓	C		
	External auditors' report: receive and respond		✓			
	CEO pay award: agree		✓			
	TET & (Executive) Principals' pay award: agree		✓	C		
	Staff appraisal procedure and pay progression: review and agree		✓	C		
	Benchmarking and trust wide value for money: ensure robustness		✓	C		
	Monitoring budget: agree reporting		✓	C		

APPENDIX 5

Code of Conduct

As trustees, we will focus on our strategic functions:

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

As individuals on the board 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 develop, share and live the ethos and values of our academies
- 3) We agree to adhere to trust policies and procedures as set out by the relevant governance documents and law.
- 4) We will work collectively for the benefit of the academies.
- 5) We will be candid but constructive and respectful when holding senior leaders to account.
- 6) We will consider how our decisions may affect the academies and local community.
- 7) We will stand by the decisions that we make as a collective.
- 8) 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.
- 9) We will only speak or act on behalf of the board if we have the authority to do so.
- 10) We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
- 11) When making or responding to complaints we will follow the established procedures.
- 12) We will strive to uphold the trust's reputation in our private communications (including on social media).

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 academies well and respond to opportunities to involve ourselves in trust activities.
- 5) We will visit the academies and when doing so will make arrangements with relevant staff in advance and observe academy and board protocol.
- 6) When visiting the academies in a personal capacity (i.e. 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 trust leaders, staff, parents and other relevant stakeholders from our local 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 support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

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

Declare conflicts of interest and be transparent

- 1) We will declare any business, personal or other interest that we have in connection with the board's business and these will be recorded in the Register of Business Interests.
- 2) We will also declare any conflict of loyalty at the start of any meeting should the need arise.
- 3) If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
- 4) We accept that the Register of Business Interests will be published on the trust's website.
- 5) We will act in the best interests of the 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 trust board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the trust website.
- 7) We accept that information relating to board members will be collected and recorded on the DfE's national database of governors (Get information about schools), some of which will be publicly available.

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

Adopted by Brigantia Learning Trust on 16/12/2020

Signed (Chair of board)

The board of trustees agree that this code of conduct will be reviewed annually, upon significant changes to the law and policy or as needed and it will be endorsed by the full governing board.

APPENDIX 6

Governance Agenda Cycle

HALF TERM	DAY	DATE	VENUE	TIME	MEETING
HT1	Monday	20/09/21	Zoom	4.00pm	Academy Advisory Council – Concord / Wincobank
	Monday	20/09/21	Zoom	6.00pm	Academy Advisory Council - Yewlands
	Friday	22/09/21	Zoom	2.00pm	Remuneration
	Wednesday	22/09/21	Zoom	4.00pm	Board of Trustees
	Tuesday	28/09/21	Zoom	4.00pm	Academy Advisory Council - Longley Park
	Wednesday	29/09/21	Zoom	6.00pm	Academy Advisory Council – Hinde House
	Friday	22/10/21	Longley Park	8.15am	Trustee Away Day
HT2	Thursday	11/11/21	Zoom	4.00pm	Education & Standards
	Monday	15/11/21	Concord	4.00pm	Academy Advisory Council – Concord / Wincobank
	Monday	22/11/21	Zoom	4.00pm	Academy Advisory Council Chairs
	Wednesday	24/11/21	Hinde House	1.00pm	Remuneration
	Wednesday	24/11/21	Hinde House	4.00pm	Finance, Risk & Audit
	Tuesday	30/11/21	Longley Park	4.00pm	Academy Advisory Council - Longley Park
	Monday	06/12/21	Zoom	1.00pm	Finance, Risk & Audit
	Wednesday	08/12/21	Hinde House	4.00pm	Board of Trustees
	Thursday	16/12/21	Zoom	4.00pm	Board of Members

HALF TERM	DAY	DATE	VENUE	TIME	MEETING
HT3	Monday	17/01/22	Yewlands	6.00pm	Academy Advisory Council - Yewlands
	Wednesday	19/01/22	Zoom	4.00pm	Education & Standards
	Monday	24/01/22	Zoom	4.00pm	Academy Advisory Council – Concord / Wincobank
	Wednesday	26/01/22	Zoom	6.00pm	Academy Advisory Council – Hinde House
	Tuesday	01/02/22	Zoom	4.00pm	Academy Advisory Council - Longley Park
HT4	Wednesday	16/03/22	Hinde House	2.00pm	Remuneration
	Wednesday	16/03/22	Hinde House	2.00pm	Finance, Risk & Audit
	Tuesday	29/03/22	Zoom	4.00pm	Academy Advisory Council - Longley Park
	Wednesday	30/03/22	Hinde House	4.00pm	Board of Trustees
HT5	Monday	25/04/22	Zoom	6.00pm	Academy Advisory Council - Yewlands
	Wednesday	04/05/22	Hinde House	4.00pm	Education & Standards
	Wednesday	11/05/22	Zoom	6.00pm	Academy Advisory Council – Hinde House
	Monday	23/05/22	Zoom	4.00pm	Academy Advisory Council – Concord / Wincobank
	Wednesday	25/05/22	Hinde House	4.00pm	Education & Standards – Additional meeting
	Thursday	26/05/22	Zoom	4.00pm	Board of Members
HT6	Monday	13/06/22	Zoom	5.00pm	Academy Advisory Council Chairs
	Tuesday	21/06/22	Zoom	4.00pm	Academy Advisory Council - Longley Park
	Wednesday	29/06/22	Hinde House	2.00pm	Finance, Risk & Audit
	Monday	04/07/22	Zoom	6.00pm	Academy Advisory Council - Yewlands
	Wednesday	06/07/22	Hinde House	4.00pm	Education & Standards
	Wednesday	13/07/22	Hinde House	4.00pm	Board of Trustees

APPENDIX 7

Contact Details

Mike Westerdale, CEO
Brigantia Learning Trust
Registered Office
Hinde House Academy
Shiregreen Lane
Sheffield
S5 6AG
Tel: 0114 2438486
Email: mwesterdale@brigantiastrust.net