



The Hull Collaborative Academy Trust

GOVERNANCE HANDBOOK

Effective September 2022

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1. Introduction

This Governance Handbook summarises the legal structure of the Trust and sets out the basic internal arrangements for the governance of the Trust and its schools. The Handbook was created by, and is maintained by, the trustees of the Trust. Any staff may be given delegated responsibility to lead on the review of the Handbook, but amendments must be ratified by the trustees.

The Handbook is reviewed annually and additionally when required by the introduction of new legislation or guidance from the Secretary of State for Education or other lawful authority. The Governance Professional will prompt, and participate in, reviews.

2. Terminology

- The **CEO** is the Chief Executive Officer.
- The **CFO** is the Chief Financial Officer.
- The **TOM** is the Trust Operations Manager

For the sake of clarity, the Handbook uses operational terminology, as follows:-

- Academies are known operationally as **schools**.
- Principals are known operationally as **headteachers** (which includes heads of school and executive headteachers).

3. The Company

| | |
|-------------------|---|
| Company name | Hull Collaborative Academy Trust (HCAT) |
| Company number | 08542806 |
| Registered office | c/o Dorchester Primary School Dorchester Road Hull HU7 6AH |
| Charitable status | Exempt charity |

The Trust:

- is a company limited by guarantee registered with Companies House;
- is an exempt charity;
- has contracted with the Secretary of State for Education to run one or more schools;
- is subject to company audit laws;
- is accountable to the Secretary of State for Education, pupils, parents and other stakeholders;
- retains the legal responsibility for running the schools; and
- owns all assets and liabilities, rights and obligations of the schools.

The constitution of the Trust is the Articles of Association, which are recorded at Companies House. This Handbook and all other rules, regulations, authorities and powers are derived from, and subject to, the Articles. If there is any inconsistency the Articles prevail.

As an academy trust the Company is classified as an “exempt charity”. This means the Trust is legally a charity but does not have to (and cannot) register with the Charity Commission (the regulator of Charities in England and Wales).

Schools within the Trust are not legal entities in their own right and do not have a legal personality. This means that the assets and liabilities of each school run by the Trust are owned by the Trust and all contracts (whether in relation to employees or otherwise) for each school are held and entered into by the Trust.

4. Ethos and Trust Commitment

The Trust's mission statement is "*Children First.*" The Commitment Statement of the Trust is to: "*Make a difference by keeping children at the forefront of our thinking and decision making*". This is underpinned by a belief that: "*Every child deserves the opportunity to have a life that is free from fear and danger, where they can give and receive respect and enjoy a sense of wellbeing, belonging, worth and achievement*".

Schools within the Trust will work with each other in a co-operative and supportive manner, sharing expertise and specialisms. Schools within the Trust will engage with other local schools and partners in order to ensure quality provision for children and families within their communities.

The Trust is committed to a restorative approach, the aim of which is to empower individuals and groups to build confidence and control over their lives, through strategies that build community and respectful relationships, and repair harm when it is done.

5. Governance Structure

The Trust has two layers of corporate governance:

- The members retain control over the direction of the Academy Trust and appointment of trustees.
- The trustees have responsibility for strategy and the oversight of the day-to-day management and operation of the Trust as carried out by the executive team.

The Trust has a third layer of local governance:

- Trust committees fulfil a significant number of the responsibilities of the Trust Board. They have clear terms of reference that are reviewed annually.
- Local governing bodies are committees established by the trustees to provide support and challenge in relation to defined aspects of the work of secondary schools.
- Parent/community engagement events are held twice-yearly in primary schools, to capture the views of parents and key community representatives.
- The Headteachers' Partnership Board provides feedback on Trust policies.
- The Children' Council is a means of seeking the views of pupils/students.
- The SCITT Stakeholder Group is a means of seeking the views of SCITT tutors, mentors and trainees.

The specific roles of members, trustees, local governing bodies and headteachers are defined in the schemes of delegation. The responsibilities of Trust committees, the Headteachers' Partnership Board and Children's Council are set out in the Committee Terms of Reference.

A diagrammatic summary of the Trust's structure is included at Annex 1.

6. The Members

A company limited by guarantee has guarantors who are referred to as members. A company limited by guarantee does not have shareholders.

Members must not be employees of the Trust, nor occupy staff establishment roles on an unpaid voluntary basis.

The members do not receive dividends or other remuneration. Each member as a guarantor agrees to contribute towards any outstanding liabilities of the Trust if the Trust is wound up with outstanding debts, with each member's personal liability being limited to £10.

All members are subject to current enhanced DBS (Disclosure and Barring Service) checks.

The members:

- may amend the Articles of Association subject to any restrictions created by the funding agreement or charity law;
- may, by special resolution, appoint new members or remove existing members;
- have powers to appoint trustees as set out in the Articles of Association and powers under the Companies Act 2006 to remove trustees;
- may, by special resolution, issue direction to the trustees to take a specific action;
- appoint the Trust's external auditors and receive the audited annual report and accounts; and
- have power to change the Trust's name and, ultimately, wind it up.

7. The Trustees

The trustees are the directors of the Trust in company law and charity trustees in charity law. Details of the constitution of the Board of Trustees are set out in the Articles of Association.

Trustees are subject to current enhanced DBS checks.

The term of office for trustees is four years. Trustees may be reappointed or re-elected if they remain eligible.

The trustees focus on the following three core functions:-

- ensuring clarity of vision, ethos and strategic direction;
- holding executive leaders to account for the educational performance of the Trust and its pupils, and the performance management of staff; and
- overseeing and ensuring effective financial health.

Trustees must comply with the Trust's charitable objects, with company and charity law, and with their contractual obligations under the funding agreement. They must:

- act within their powers;
- promote the success of the Trust;
- exercise independent judgement;
- exercise reasonable care, skill and diligence;
- avoid conflicts of interest;
- not accept benefits from third parties; and

- declare interest in proposed transactions or arrangements.

The trustees must ensure regularity and propriety in use of the Trust's funds, and achieve economy, efficiency and effectiveness – the three elements of value for money. Trustees must also take ownership of the Trust's financial sustainability and its ability to operate as a going concern.

The specific powers/responsibilities of trustees are set out in detail in the schemes of delegation.

8. Decision-making by Trustees

The requirements meetings of the Trust Board are set out in the Articles of Association and must be complied with.

Trustees must make decisions in accordance with the Articles of Association and Trust's Code of Conduct for Trustees and Governors.

The Code of Conduct for HCAT Trustees and Governors is included at Annex 2.

Trustees have established the following committees to assist them in fulfilling their role:

- Audit Committee;
- Business Development Committee;
- Capital Allocations Committee
- Finance Committee;
- Operations Committee;
- Pay Committee;
- Safeguarding, Health and Safety; and
- School Improvement Committee.

The committee structure, terms of reference and memberships are reviewed at least annually and are summarised in a separate document.

9. The Governance Professional

Trustees appoint a professional, independent governance professional in accordance with the Articles of Association.

The governance professional supports the efficient functioning of the board by providing:

- guidance to ensure the Trust Board works in compliance with the appropriate legal and regulatory framework, and understands the potential consequences of non-compliance;
- advice on procedural matters relating to operation of the Board of Trustees; and
- administrative and organisational support, including agenda preparation and minute-taking.

The governance professional may be expected to carry out some of functions of a company secretary but is not the company secretary by virtue of undertaking the role of governance professional.

The Governance Professional's role is to assist and advise the trustees. The appointment of a governance professional does not absolve the trustees from their duties in relation to the management and administration of the Trust or their joint responsibility for these matters.

10. Local Governing Bodies

Trustees will generally establish a local governing body for each secondary school. Local governing bodies are committees of the Board of Trustees and have powers and responsibilities delegated to them by trustees. Local governing bodies focus on the following areas:-

- curriculum;
- premises, health and safety;
- community engagement;
- safeguarding;
- special educational needs and disabilities;
- attendance;
- behaviour;
- HCAT Signature; and
- staff CPD.

The specific powers/responsibilities of the local governing bodies are set out in detail in the secondary scheme of delegation.

Governors must make decisions in accordance with the Articles of Association and the Trust's Code of Conduct for Trustees and Governors.

The Code of Conduct for HCAT Trustees and Governors is included at Annex 2

It is not the role of local governing bodies to intervene in the operational management of the schools. The headteacher is responsible for the day-to-day management of the school.

If a local governing body has concerns about weaknesses it should report them to the trustees.

11. Composition of Local Governing Bodies

The composition of each local governing body is at the discretion of the trustees, whose main concern is to ensure local governing bodies are effective in their role.

There may be differentiation between the local governing bodies of schools that are performing well and those that are under-performing or require support.

Trustees reserve the power to remove governors from office and change the governance structure, subject to the provisions of the Articles of Association.

As long as governors act honestly, for the benefit of the school, reasonably, and within the law and the terms of their delegated powers they cannot be held personally liable for any liabilities incurred on behalf of the Trust.

12. Rules of Local governing bodies

The rules for local governing bodies are at Annex 3.

13. School Visits Protocols

Visits focused on school improvement can assist trustees and governors in fulfilling their responsibilities and provide evidence of engagement in strategic management.

Visiting the school allow trustees/governors to:

- see the school at work and observe the range of attitudes, behaviour and achievements;
- demonstrate their commitment to the school and get to know staff;
- see the effects of change and different approaches to teaching and learning;
- evaluate the impact of strategic decisions; and
- gain first-hand information to assist with decision making.

Before a visit, the Board of Trustees or local governing body should:

- determine the purpose and area of focus for the visit;
- negotiate the timing and format with the headteacher and relevant staff;
- identify potential appropriate questions;
- agree the means of feedback and follow-up; and
- ensure staff are aware of the purpose of the visit.

During a visit, trustees/governors should:

- adhere to the agreed focus;
- demonstrate respect for the professionalism of staff;
- not “inspect” or judge teaching;
- not interrupt or interfere with teaching;
- raise any concerns with the headteacher; and
- leave the visit positively.

After a visit, trustees/governors should:

- ask any outstanding questions;
- give feedback to the headteacher and, if appropriate, staff;
- agree a summary of the outcomes of the visit;
- complete a visit report form; and
- determine whether a follow-up visit is required.

School leaders use learning walks to help inform management decisions and joining these can save time and is an excellent means of developing understanding.

Trustees/governors should bear in mind the following:-

- The headteacher is responsible for the day-to-day management of the school.
- They should avoid making judgements about the professional expertise of staff, even if they have specialised educational knowledge.
- They must not pursue a personal agenda (eg checking on their own children).

The Record of School Visit form is included at Annex 4.

14. Register of Interests

The Trust maintains and publishes a register of interests, which include the following:-

- directorships, partnerships and employments with businesses;
- trusteeships and governorships at other educational institutions and charities; and
- for each interest: the name and nature of the business, the nature of the interest and the date the interest began.

Members, trustees and governors must declare relevant business and pecuniary interests through completion a declaration of interests form on appointment, annually and each time a new interest arises. Forms are issued by the CFO.

Individual members, trustees and governors must declare any pecuniary or personal interest that could be perceived as a conflict of interest in a matter under discussion at a meeting. Where it is agreed that there is a conflict of interest (potential or perceived) the individual may be asked to leave the meeting for all or part of the discussion and will not be allowed to vote.

15. Induction and Ongoing Development

It is important that new trustees and new governors are properly inducted to the Trust and/or school.

As a minimum new trustees and governors will be given an induction pack including the following:-

- a copy of the Trust's Articles of Association;
- a copy of this Governance Handbook;
- the relevant scheme of delegation
- the Child Protection Policy;
- the Health and Safety Policy; and
- the Trust or school improvement plan.

In addition, governor induction will include a meeting with the headteacher and tour of the school.

All trustees and governors are expected to commit to engaging in relevant training. Training needs will be identified through self-evaluation/audit linked to statutory requirements, best practice and individual school outcomes.

Governors will receive help and guidance from HCAT's professional governance support service and agendas provide the opportunity to identify development needs.

16. Trust Policies

The trustees approve policies and procedures to assist in compliance with laws and the effective running of the Trust and its schools. Trustees, governors and staff are expected to comply with the Trust's policies and procedures at all times.

Policies can be obtained from the Company Secretary or via Office 365.

17. The Hull SCITT

The governance structure for the SCITT is designed to ensure trustees are fully informed and there are clear lines of accountability. A SCITT Committee (formed from members of the Trust Board) holds SCITT leaders to account in the following areas:-

- recruitment and selection process;
- the preparation of trainees for employment and induction;
- the ITE curriculum plan (delivery and impact);
- the quality of education and training provided;
- the ongoing formative assessment of trainees;
- the accuracy and rigor of final summative assessments for the award of QTS;
- the use of stakeholder feedback to review and improve provision;
- employment data; and
- compliance with relevant legislation and guidance.

The work of the committee is informed by a stakeholder group comprising tutors, mentors and trainees.

18. Parent/Community Engagement Groups

Each primary school hosts twice-yearly parent/community engagement events, open to all parents and appropriate community representatives. IPC governance professionals attend to record key issues and actions.

19. Linked Companies

The Trust must comply with the provisions of the Academy Trust Handbook. Trustees must ensure that they do not allow any conflict of interests, duties or loyalties to arise. Trustees must ensure that any potential conflicts are appropriately and robustly managed in accordance with the Trust's conflict of interest policies and business interests.

The Trust supports collaborative working with partners and stakeholders in education in the region and enters into such arrangements in furtherance of the charitable objects of the Trust.

Trustees will ensure that:

- school budgets and other grants are spent for the purposes received;
- proper agreements or contracts are put in place in respect of services provided, staff secondments, overheads and all other cost apportionments; and
- relationships with any linked companies and collaborations are exercised for the charitable objects of the Trust.

Hull Collaborative Teaching School Ltd

Hull Collaborative Teaching School Ltd (company number 07759309) was established by Collingwood Primary School and Clifton Nursery school and Children's Centre.

HCTS Ltd is not owned or controlled by HCAT.

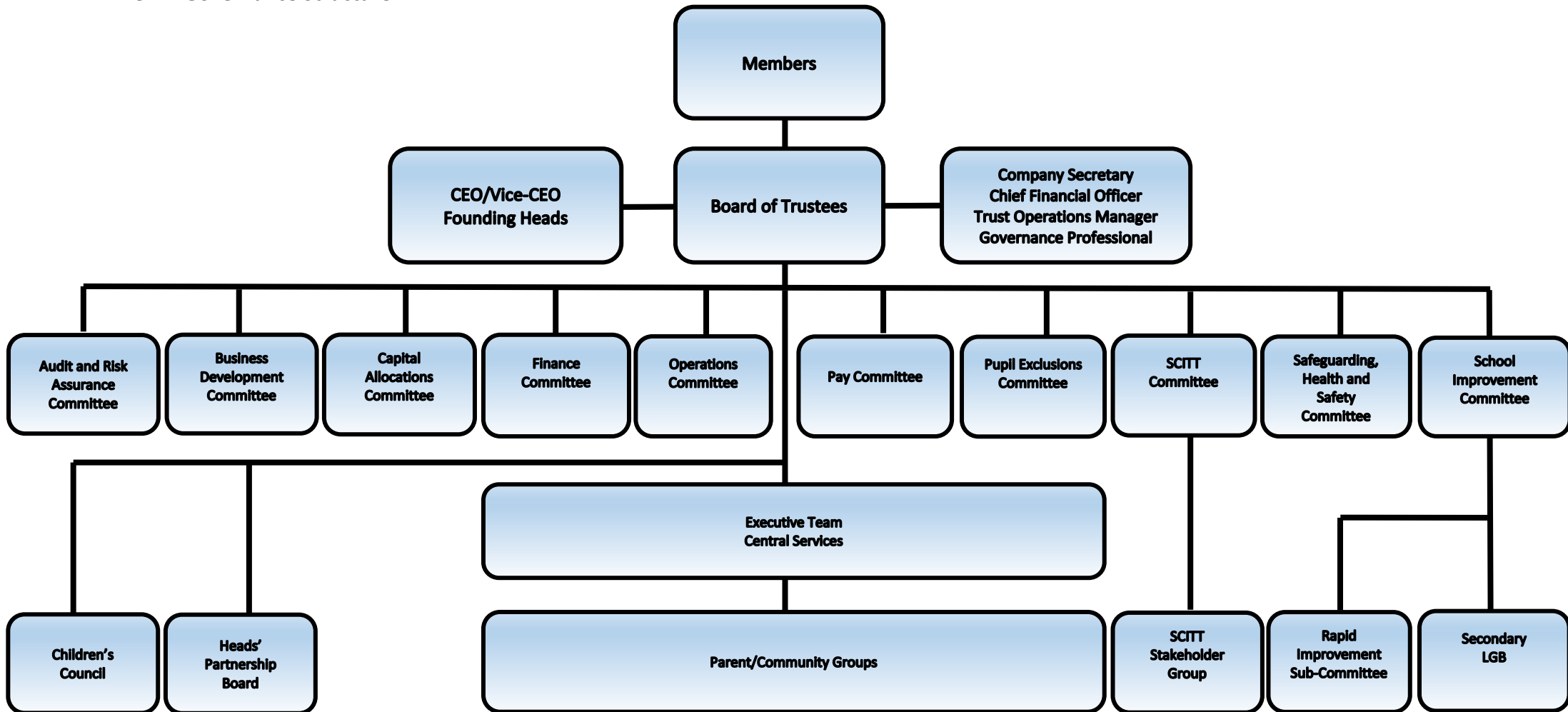
The main activity of HCTS Ltd is a teaching school alliance.

Hull Centre for Restorative Practice

Hull Centre for Restorative Practice (HCRP) (company number 07814529) was established by Collingwood Primary School to provide Restorative Practice training to schools, other public sector organisations and private industry.

HCRP Ltd is not owned or controlled by HCAT. The main activity of HCRP is the provision of Restorative Practice training.

Annex 1: Governance Structure



Individuals on the board/local governing bodies are required to agree to the following:

Role and Responsibilities

- We will apply the highest standards and will: act within our powers; promote the success of the Trust; exercise independent judgement; exercise reasonable care, skill and diligence; avoid conflicts of interest; not accept benefits from third parties; declare interests in proposed transactions or arrangements.
- We understand the differing roles of the Board of Trustees, local governing bodies and executive leaders, as described in the Governance Handbook and Scheme of Delegation.
- We accept that we have no legal authority to act individually, except when the Trust Board/LGB has given us delegated authority to do so, and we will only speak on behalf of the Trust Board/LGB when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the Trust Board/LGB or its delegated agents and will not speak against majority decisions outside meetings.
- We will act fairly and without prejudice, and insofar as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open governance and will act appropriately.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of the Trust and its schools, and our actions within schools and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by the Board of Trustees.
- We will actively challenge and support executive and other leaders.
- We will accept and respect the difference in roles between trustees, governors and staff, ensuring that we work collectively for the benefit of the organisation.
- We will respect the role of the executive, and other, leaders and their responsibility for the day to day management of the Trust/school(s) and avoid any actions that might undermine such arrangements.
- We agree to adhere to the Trust's rules and policies and the procedures for governing as set out by the relevant governing documents and law.
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views
- When communicating in our private capacity (including on social media) we will be mindful of, and strive to uphold, the reputation of the Trust.
- We will avoid, as far as possible, becoming involved in any communication that may lead to a conflict of interest with the role of trustee/governor.
- We will have regard to the Trust's responsibilities under The Equality Act and will work to advance equality of opportunity for all.
- We will act as ambassadors for the Trust.

Commitment

- We acknowledge that accepting office as a trustee/governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the Trust Board/LGB, and accept our fair share of responsibilities, including service on committees/sub-committees/working groups.

- We will make every effort to attend all meetings, and where we cannot attend, explain in advance why we are unable to.
- We will get to know the school(s) well and respond to opportunities to involve ourselves in school activities.
- We will visit the school(s), with all visits arranged in advance with the senior executive leader/headteacher and undertaken within the agreed framework.
- When visiting a school in a personal capacity (eg as a parent or carer), we will maintain our underlying responsibility as a trustee/governor.
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- We accept that, in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of trustee/governor and the body responsible for appointing us will be published on the Trust/school website.
- In the interests of transparency, we accept that information relating to trustees/governors will be collected and logged on the DfE's national database (Get Information About Schools).

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted and conflicts are dealt with restoratively.
- We will work to create an inclusive environment where each member's contributions are valued equally.
- We will express views openly, courteously and respectfully in all our communications with other trustees/governors, the governance professionals to the trustees/LGBs and executive/school staff, in and outside of meetings.
- We will support the chair/meeting lead in his/her role of ensuring appropriate conduct both at meetings and at all times.
- We will confront malpractice by speaking up against and bringing to the attention of the relevant authorities any decisions/actions that conflict with the Seven Principles of Public Life (Appendix 1) or which might place pupils at risk.
- We are prepared to answer queries from other Trust Board/LGB members in relation to delegated functions and take into account any concerns expressed, and will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with executive leaders, staff and parents, the Local Authority and other relevant agencies and the community.

Decision-making

- We will make decisions in line with the principles in Framework for Ethical Leadership in Education (Appendix 2).
- We will promote and model a restorative culture across the Trust.
- We will make decisions that enable the delivery of the Trust's vision and contribute to the promotion of the five strategic pillars (restorative behaviours; academic readiness; character building; socially and emotionally secure; and wide experience).
- We will consider carefully how our decisions might affect the community and other schools.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside the Trust/school(s).
- We will exercise the greatest prudence at all times when discussions regarding Trust/school business arise outside a meeting.
- We will not reveal the details of any vote unless recorded in Part A minutes.
- We will ensure all confidential papers are held and disposed of appropriately, including electronic papers.
- We understand that the requirements relating to confidentiality continue to apply after a leaving office.
- We will notify the Trust's Data Protection Officer of any data breach within 24 hours.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with Trust Board/school business in the Register of Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.
- We accept that the Register of Interests will be published on the Trust/school website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the Trust/school(s) as a whole and not as a representative of any group, even if elected to the governing board.

Breach of this Code of Conduct

- If we believe this code has been breached, we will raise this issue with the chair of the Board of Trustees, who will investigate.
- Should it be the chair that we believe has breached this code, another trustee, such as the vice-chair, will investigate.
- Suspension/removal will only be used as a last resort after seeking to resolve any difficulties or disputes in a restorative way.

Appendix 1

The Seven Principles of Public Life

Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations.

Selflessness - Holders of public office should act solely in terms of the public interest.

Integrity - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty – Holders of public office should be truthful

Leadership – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

The Framework for Ethical Leadership in Education

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

1. **Selflessness** - School and college leaders should act solely in the interest of children and young people.
2. **Integrity** - School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
3. **Objectivity** - School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4. **Accountability** - School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. **Openness** - School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6. **Honesty** - School and college leaders should be truthful.
7. **Leadership** - School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

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

- a. **Trust:** *leaders are trustworthy and reliable*
We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.
- b. **Wisdom:** *leaders use experience, knowledge and insight*
We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.
- c. **Kindness:** *leaders demonstrate respect, generosity of spirit, understanding and good temper*
We give difficult messages humanely where conflict is unavoidable.
- d. **Justice:** *leaders are fair and work for the good of all children*
We seek to enable all young people to lead useful, happy and fulfilling lives.
- e. **Service:** *leaders are conscientious and dutiful*
We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.
- f. **Courage:** *leaders work courageously in the best interests of children and young people*

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

- g. **Optimism:** *leaders are positive and encouraging*
Despite difficulties and pressures, we are developing excellent education to change the world for the better.

Annex 3: Rules of Local Governing Bodies

Constitution of the Local governing bodies

Trustees may determine the constitution of the local governing body for each secondary school at their absolute discretion.

Generally, local governing bodies will be constituted as follows:-

| | |
|-------------|----|
| Headteacher | 1 |
| Parent | 2 |
| Staff | 1 |
| Community | 3+ |

Trustees appoint/approve the appointment of governors and their decision is final. Their decisions will take into account the range of skills and experience required for the role.

Any trustee is entitled to serve on any local governing body and attend any meetings of the group. In exceptional circumstances and when determined by the Trust Board, a trustee attending a meeting of a local governing body may count towards the quorum and be entitled to vote on any resolution being considered by the local governing body.

No individual will be appointed to a local governing body until all necessary checks have been undertaken.

The total number of school employees on a local governing body must not exceed one third of the total number of representatives on the group (including the headteacher).

Headteacher

Unless otherwise decided by the Trustees, the headteacher will be an ex-officio member of the local governing body for that school.

Parents

Parent governors are elected by parents of registered pupils at the school and must be a parent of a pupil at the school at the time of election. The local governing body will note the outcome of any election and trustees will be asked to appoint the individual elected.

The headteacher will make all necessary arrangements for, and determine all other matters relating to, the election of the parent governors, including any question of whether an individual is a parent of a registered pupil at the school. Any contested election will be held by secret ballot.

Where a vacancy for a parent representatives is to be filled by election, the headteacher will ensure as far as reasonably practical that every person known to them to be a parent of a registered pupil at the school is informed of the vacancy and that it is to be filled by election, informed that s/he is entitled to stand as a candidate and vote at the election. Every person entitled to vote will be given the opportunity to do so by post or by having his/her ballot paper returned to the school by a pupil registered at the school.

Where it is not reasonably practical to appoint a person who is the parent of a registered pupil at the school, trustees may appoint a parent of a child of compulsory school age at another HCAT school.

Appointments are at the discretion of the trustees.

Parent representatives may serve their full term of office if their child(ren) leave the school during that period.

Staff

Staff governors are elected by staff employed at the school and must be employed at the school at the time of election.

The headteacher will make all necessary arrangements for, and determine all other matters relating to, any election of the staff governors, including any question of whether an individual is an employee of the school. Any contested election will be held by secret ballot.

There is no requirement to have staff representatives or for any particular mix of teaching and non-teaching representation.

Appointments are at the discretion of the trustees.

The term of office of a staff representative will end if s/he ceases to be employed at the school.

Community

Local governing bodies will recommend community representative appointments based on the range of skills and experience required for the role and any identified gaps.

Term of office

The term of office for governors other than headteachers is four years from the date of appointment.

Governors may be re-appointed, subject to eligibility.

Resignation and Removal

A governor may resign at any point via written notice to the Governance professional, providing that at least three persons will remain in office.

Trustees may consider removing a governor where:

- there has been serious or repeated breaches of the Code of Conduct;
- there has been repeated and serious incompetence;
- s/he has engaged in conduct aimed at undermining fundamental British values; or
- his/her actions could be detrimental to the effective operation of the Board, and/or interfere with the operational efficiency of the Trust/school.

A governor who fails to attend meetings without the consent of the local governing body for a continuous period of six months will be removed.

Disqualification

The Trust has determined that the School Governance (Constitution) (England) Regulations 2012 apply.

Governance Professionals

The trustees appoint governance professionals to local governing bodies.

The governance professional assists with the administration of the local governing body, attends each meeting and take minutes. If a governance professional is absent from a meeting the governors may select an individual from among their number to perform the governance professional's duties for that meeting.

Governance professionals do not have a vote. They offer guidance to local governing bodies on the correct processes to follow, but remain neutral

Sub-Committees

The local governing body may establish sub-committees as required. The membership of any sub-committee may include trustees or governors from other Trust schools, with such members having voting rights.

The membership of any sub-committee may also include individuals who do not serve on any HCAT local governing body and a local governing body may determine that such members may be entitled to vote. No vote on any matter shall be taken at a meeting of a sub-committee unless the majority of representatives present are HCAT governors or trustees.

Sub-committees may invite anyone to attend a sub-committee meeting in a non-voting capacity.

Delegation

A local governing body may delegate any of its functions to any person serving on the local governing body, sub-committee, the headteacher or any other holder of an executive office.

Where any such power of function is exercised the individual or sub-committee must report to the local governing body actions taken or decisions made as soon as practicable.

Meetings

Local governing bodies must meet at least three times in every school year. Meetings are convened by the governance professional.

Each governor will be given at least seven clear days' notice of a meeting, via email. Where there are matters requiring urgent consideration, the notice requirement may be waived.

The quorum for a meeting of the local governing body is any three of the governors or, where greater, any one third (rounded up to a whole number) of the total number of representatives holding office on the date of the meeting.

All or any governors may participate in meetings of the local governing body by telephone or video conference.

Every question to be decided at a meeting of a local governing body will be determined by majority vote. Every governor of the local governing body shall have one vote. Where there is an equal division of votes, the representative leading the meeting will have an additional casting vote.

A resolution in writing, signed by all individuals entitled to receive notice of a meeting of the local governing body (or sub-committee) will be valid as if it had been passed at a meeting of the local governing body or sub-committee.

The local governing body must ensure that the following are, as soon as is reasonably practicable, made available to any persons wishing to inspect them:-

- the agenda for every meeting of the local governing body;
- the signed minutes of every such meeting; and
- any report, document or other paper considered at any such meeting.

There may be excluded from any item required to be made available any material relating to:

- a named teacher or other person employed, or proposed to be employed at the school;
- a named pupil at, or a candidate for admission to, the school; and
- any matter which, by reason of its nature, the local governing body is satisfied should remain confidential.

Minutes

The minutes of the meetings of local governing bodies will be signed (subject to the approval of the governors present) at the next meeting by the chair.

Copies of minutes of all meetings of the local governing body (and sub-committees) will be provided to trustees on request.

Annex 4: Record of School Visit

_____ School

All comments should be within the boundaries of the role of trustees/governors Please refer to guidance on school visits in the Governance Handbook.

| | |
|---|--|
| Name: | |
| Date of visit: | |
| Purpose/focus of visit: | |
| Staff/pupils involved: | |
| Brief summary of visit: | |
| Findings/outcomes: | |
| Issues for the Trust Board/LGB to consider: | |
| Suggested focus for future visit(s): | |

Signed _____ (Trustee/School Governor)

_____ (Headteacher/Staff Member)