

Coastal Academies Trust



Governance Handbook

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| Approved by the Trust: | Term 1 |
| Reviewed Annually: | Term 6 |
| Last review date: | July 2023 |

Contents

| | |
|--|----|
| Introduction – welcome from CEO | 3 |
| CAT Governance structure | 4 |
| Constitution and remit of the Trust Board | 4 |
| Delegated powers of the CAT | 6 |
| Powers and responsibilities retained by the Trust Board | 6 |
| Finance, Audit and Risk Committee | 7 |
| Academic Standards Committee | 10 |
| Relationship between the Trust Board and the Local School Boards | 11 |
| Local School Board Structure | 12 |
| Membership | 12 |
| Attendance at LSB meetings | 13 |
| Appendices: | |
| Appendix 1: CAT Governance Structure | |
| Appendix 2: CAT Lines of Accountability | |
| Appendix 3: Local School Board Annual Timetable | |
| Appendix 4: CAT Governance Roles & Responsibilities | |
| Appendix 5: CAT Governance HR Delegation | |
| Appendix 6: CAT Safeguarding Overview | |
| Appendix 7: The Nolan Principles: The Seven Principles of Standards in Public Life | |
| Appendix 8: Scheme of Delegation | |
| Appendix 9: Allowances for Directors, Members & School Governors | |
| Appendix 10: Model Code of Conduct | |
| Appendix 11: Whistle Blowing Policy | |



Welcome from our CEO

Coastal Academies Trust was created to form a local partnership of schools with shared collective goals across Thanet. The fact that we are formally joined together as a Trust means that we have true accountability and collective responsibility for each other and the diverse nature of each type/position of our schools, bringing together different elements of the education sector, makes it exciting, innovative and unique. We are able to have a direct influence across the whole community of Thanet and we are, over time, helping to raise the aspirations and life chances for everyone in this economically deprived area of the county.

Our schools have the autonomy to run their own provision in the right way for their students and their own school community and context but we share a collection vision and we find joint solutions to the problems that young people and the local community face. We involve our families in learning and we deliver a curriculum to suit the varying needs our students have. We are committed to creating positive attitudes towards learning for our young people and to engender resilience, reflection and creativity for all. As a collective we can take calculated risks to drive education in Thanet forward, for example, offering the International Baccalaureate in our sixth forms and offering a unique KS3 curriculum which draws explicitly and directly from the learning done at primary level. As a local Trust we ask our parents to trust us which works so much better when there are not conflicting interests between schools. We want each other to succeed and no one will be left behind. We join with local businesses, charities, support groups and other public services such as NHS to bring together the best life chances for all. For too long Thanet has been left behind and Coastal Academies Trust was created, quite simply, to change this.

We work within the Department of Education's Governance Handbook and Academy Trust Handbook which are essential sources of information and reference for all governors.

1. CAT Governance structure

The Board of Trustees of the Coastal Academies Trust (CAT) is required to approve a governance structure for the Trust on an annual basis.

The governance structure must be:

- compliant with DfE requirements, company and charity law
- scalable and so adaptable to growth or change within CAT
- reviewed annually by the trustees.

The proposed structure complies with the Academies Trust Handbook and the Articles of Association.

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See Appendix 1: The CAT Governance Structure

All members, trustees and ‘advisors’ (Local School Board advisors – previously known as ‘governors’) must adhere to the ‘Nolan Principles’ of public life.

All members, trustees and advisors are encouraged to attend training regularly and review training needs annually. This training will be arranged by the Trust.

2. Constitution and remit of the Trust Board

The Trust Board will have trustees made up as follows:

- A chair of the Board of Trustees
- A vice chair of trustees
- A chair of Finance (Finance, Audit & Risk)
- The chief executive officer: CEO
- Trustees holding responsibilities as in the scheme of delegation – Appendix 8

The CEO is also the accounting officer.

2.1 Standard agenda items at all full Trust Board meetings will include: standards and progress, quality of teaching and learning, school reviews and any monitoring, reports from sub-committees. The LSB meeting reports will contain this information for individual schools and will be summarised for the Trust Board meetings as appropriate.

2.2 Any trustee may attend meetings of any of the Trust, LSBs and committees.

2.3 The legal minimum quorum for meetings is three voting trustees.

2.4 The appointed clerk will undertake the clerking of the Board and its committees.

2.5 The minutes shall be included as an agenda item for consideration at the next meeting of the full board where appropriate.

2.6 All decisions made by committees (e.g. Finance) must be reported to the next full meeting of the Board as a recommendation for the Board to approve. If the minutes are not finalised a brief statement of the conclusions reached should be given.

2.7 The chair of each sub-committee will normally be elected at the first meeting of the academic year.

2.8 The term of office for any member of CAT Governance is four years. This may continue for three consecutive terms.

2.9 The Terms of Reference for each committee will be presented to the board for approval at its first meeting in the new academic year and forms part of the Scheme of Delegation.

2.10 Additional sub-committees may be convened to deal with particular projects that arise.

2.11 The Board of Trustees will have the following sub-committees:

- Finance, Audit and Risk committee
- Academic Standards committee

3. Delegated powers of the Coastal Academies Trust

3.1 CAT has a strategic role in the running of the academies.

3.2 The Trust may (subject to the articles of association) delegate to any committee (including LSBs) and any trustee holding an executive office, such of their powers or functions as they consider desirable to be exercised by them.

3.3 The Trust has approved a Scheme of Delegation in the appendices below.

3.4 Any delegated decision must be reported to the next full trustee meeting, as and when appropriate.

4. Powers and responsibilities retained by the Trust Board

In exercising their strategic role, the Trust Board will retain exclusive responsibility for the following:

4.1 Delivery of the Trust's charitable objects for the public benefit.

4.2 Ensuring compliance with the Trust's duties under company law and charity law and agreements made with the DfE, including the Funding Agreement.

4.3 The determination of the educational character and mission of the Trust.

4.4 Ensuring the solvency of the Trust company and charity, safeguarding its assets and delivering its charitable outcomes.

4.5 The appointment or dismissal of the following roles: CEO (EHT) and finance director (Trust CFO). In the case of Headteacher, representatives from the LSB will also be involved.

4.6 Ensuring the continued charitable status of the company.

- 4.7 Setting key strategic objectives and targets and reviewing performance against these.
- 4.8 Reviewing the Trust Strategic Plan and reviewing School Improvement Plans.
- 4.9 Determination of the establishment, constitution, membership, proceedings and delegated powers and functions of the Local School Boards and committees and their annual review and revision.
- 4.10 The approval of all statutory policies across the Trust as well as those additional policies that are common to all academies within the Trust.
- 4.11 The approval of annual estimates of income and expenditure for the Trust at the beginning of the academic year.
- 4.12 To approve the appointment/resignation of the auditors for the Trust on an annual basis.
- 4.13 The approval of the Trust year end accounts.
- 4.14 Entering into all contracts on behalf of the Trust.
- 4.15 To authorise expenditure or income in line with the Scheme of Delegation in Appendix 8
- 4.16 To authorise the opening of a bank account.
- 4.17 To approve the pay structure for the Trust.
- 4.18 Trustees retain the right to intervene as appropriate in any academy at risk of underperformance.
- 4.19 Any other duties that may arise.

The CAT Board of Trustees have two committees tasked to carry out duties on behalf of the board:

1. Finance, Audit and Risk and
2. Academic Standards

5. Finance, Audit and Risk Committee Structure

5.1 Purpose

The Finance, Audit and Risk Committee has been established to ensure the financial stability of individual academies and the Academy Trust as a whole.

The Committee provides financial oversight for the organisation and is responsible for establishing sustainable staffing structures, budget setting, budget planning, financial reporting and the monitoring of internal controls and accountability policies.

The committee is responsible for recommending financial policies, goals, and budgets that support the mission, values, and strategic goals of the organisation.

The committee also reviews the organisation's financial performance against its goals and proposes major transactions and programs to the board.

The committee is to advise CAT on the adequacy and effectiveness of the Academies systems of internal control and its arrangements for risk management, control and governance processes and securing economic, efficiency and effectiveness (value for money).

See CAT Scheme of Delegation for Finance, Audit and Risk Committee Terms of Reference.

5.2 Membership

The membership of the committee will be agreed on an annual basis. The CEO of the Academy Trust is an ex-officio member of the committee.

The Finance and Audit committee will consist of the Accounting Officer, Chair of CAT and a Director as Chair of the FC along with two other Directors. The Accounting Officer may not participate as a member when audit matters are discussed but may remain in attendance to provide information and participate in discussions. The CFO is to work with and support the Chair of the Finance and Audit Committee to provide information, an agenda, organise meetings etc.

5.3 Attendance at finance, audit and risk committee meetings

The committee may invite attendance at meetings from persons who are not trustees to assist or advise on a particular matter or range of issues. This may include Business Managers and External Auditors

The CFO will attend all Finance and Audit committee meetings as an adviser.

5.4 Quorum

The quorum is three trustees who are members of the committee.

5.5 Voting at committee meetings

- Only members of the committee may vote at committee meetings.
- The chair will have a casting vote.

5.6 Appointment of chair

The chair of each sub-committee will be elected at the first meeting of the academic year. This appointment must be ratified by the members before taking up the post. No trustee who is employed by the Trust will act as chair to the committee. In the absence of the chair, the committee will elect a temporary replacement from among the directors present at the meeting subject to the above.

5.7 Clerk (Governance Professional)

The clerk of the committee will be the Clerk to the Trust Board. In the absence of the clerk the committee will appoint a replacement clerk for the meeting. The clerk will circulate an agenda and papers for each meeting at least a week before the committee meeting.

5.8 Recording and reporting the proceedings of committee meetings

The clerk will record attendance at meetings. Issues discussed and recommendations for decisions will be recorded. The written record will be forwarded by the clerk to the committee, to the clerk to the Board of Trustees, in sufficient time for it to be included in the agenda and papers for the next meeting of the Board of

Trustees. This is to meet the statutory requirement to provide information to the whole Board of Trustees and to seek ratification of decisions and recommendations in line with the scheme of delegation.

The chair of the committee will be responsible for giving an oral summary of the committee's deliberations if necessary at meetings of the Board of Trustees.

5.9 Frequency of meetings and programme of work

The committee will meet as often as is necessary to fulfil its responsibilities and at least three times across the academic year. Meetings are scheduled to meet the timescale laid out in the CAT Governance Annual Calendar.

The external auditors and/ or responsible officer may request a meeting of the committee at any time.

5.10 Authority

The Finance and Audit committee is authorised to;

- obtain appropriate external legal and other professional advice in order to fulfil its responsibility to the Board of Trustees
 - investigate on behalf of the Board of Trustees anything that threatens or adversely affects the accomplishment of the charity's aims and objectives, its assets, the reliability of all records and information, and its compliance with all relevant laws, regulations, policies and its governing instruments
 - obtain, at the company's expense, outside legal or other professional advice on any matter within its terms of reference.

All Trust members and staff are directed to co-operate with any request made by the audit committee.

5.11 Review date

This committee's meeting arrangements and terms of reference will be reviewed annually by the Trust Board during Term 1 annual Board of Trustees meeting.

6. Academic Standards Committee (ASC)

6.1 Purpose

The ASC function is to hold schools to account for data, analysis, predictions, interventions, impact and final outcomes. The group will also monitor destinations, post 16 and post 18

The CEO will produce a CAT action plan for targeted subjects, to be shared and reviewed at CAT Board meetings

The CAT data lead, in consultation with the CEO and Chair, will agree the agenda for each meeting. This will normally consist of:

- Year 11 data update

- Year 13 data update
- Strategies, plans and interventions
- Impact of strategies, plans and interventions
- Cross CAT support for targeted and agreed subjects

The Chair of ASC will report back at each Board meeting

6.2 Membership

The ASC will consist of:

Nominated Trustee (Chair of the ASC)

CEO

CAT data lead

Headteacher

Data/raising achievement lead of each school

6.3 Attendance at Academic Standard Committee

The committee may invite attendance at meetings from persons who are not trustees to assist or advise on a particular matter or range of issues.

6.4 Recording and reporting the proceedings of meetings

Issues discussed and recommendations for decisions will be recorded. The written record will be forwarded to the clerk to the Board of Trustees, in sufficient time for it to be included in the agenda and papers for the next meeting of the Board of Trustees. This is to meet the statutory requirement to provide information to the whole Board of Trustees and to seek ratification of decisions and recommendations in line with the scheme of delegation.

The chair of the committee will be responsible for giving an oral summary of the committee's deliberations if necessary at meetings of the Board of Trustees.

6.5 Frequency of meetings and Programme of work

The Academic Standards Committee (ASC) will meet six times a year and at any other time considered necessary.

6.6 Authority

The ASC has delegated responsibility from the Board of Trustees to monitor and review academic standards across the trust schools. Ensuring that robust and rigorous processes are in place to monitor data and that these are open and transparent and consistently applied across all CAT schools.

6.7 Review date

This committee's meeting arrangements and terms of reference will be reviewed annually by the Trust Board during Term 1 annual Board of Trustees meeting.

7. Relationship between the Trust and the Local Advisory Bodies (LSB)

The Trust Board will delegate power to its sub-committees and LSBs.

LSBs will have delegated power to monitor the role of their academy at an operational day to day level and to monitor and review:

- The management and organisation of the academy.
- The implementation of the decisions of the Board of Trustees and CEO
- Performance in relation to targets approved by the Board.
- The execution of the School Improvement Plan
- The implementation of policies as stated in the policy schedule approved by the board.

Every meeting of the LSB will consider, as a minimum, the well-being of the students, health and safety, safeguarding, standards and progress, staffing or other issues, data analysis, curriculum, attendance, behaviour and finance.

They will also be in receipt of any statutory updates.

Finance issues which require further detailed consideration will be referred by the LSB to the CFO, who will consult with the relevant staff, in line with the scheme of delegation, to determine whether the matter is referred to the relevant Trust sub-committee.

It is not proposed that the LSB will have any standing sub-committees. However it may be necessary from time to time by agreement with the LSB Chair to establish a single purpose working party of the LSB in order to deal with an issue that cannot be dealt with adequately in one of its scheduled meetings.

The 'normal' termly schedule of meetings will be agreed locally following receipt of the Trust board meetings in order to ensure all relevant people can attend and that all reports are available.

As appropriate the LSB will report to the Board its advice and recommendations. LSB minutes are available for all Trustees.

Local School Board Structure

Membership

The membership of the LSB will be agreed on an annual basis as per the scheme of delegation.

Attendance at LSB meetings

The LSB may invite attendance at meetings from persons who are not trustees/advisors to assist or advise on a particular matter or range of issues.

Quorum

The quorum is three 'advisors' or one third of the members of the LSB, whichever is the greatest.

Voting at LSB meetings

Only members of the LSB may vote at its meetings. The chair will have a casting vote.

Appointment of chair

The chair of each LSB will be elected at the first meeting of the academic year. This appointment must be ratified by the Board of Trustees before taking up the post.

No trustee/advisor who is employed by the Trust will act as chair to the LSB.

In the absence of the chair the LSB will elect a temporary replacement from among the trustees/advisors present at the meeting subject to the above.

Clerk

The LSB will have a separate clerk to the Trust board who will prepare and circulate LSB Meeting Agenda and prepare minutes.

The completed LSB minutes will be sent to the Trust Clerk in order for actions / recommendations to be shared with Board of Trustees.

The Trust's Clerk will circulate the minutes and actions for each meeting to the Trust Board ideally a week before the Trust Board meeting having communicated with LSB Chair/Clerk.

Recording and reporting the proceedings of LSB meetings

The nominated 'clerk' will record attendance at meetings. Issues discussed and recommendations for decisions will be recorded

The written record will be forwarded by the Clerk of the LSB to the clerk to the Board of Trustees within seven working days for it to be included in the papers for the next meeting of the Board of Trustees. This is to meet the statutory requirement to provide information to the whole Board of Trustees and to seek ratification of decisions and recommendations.

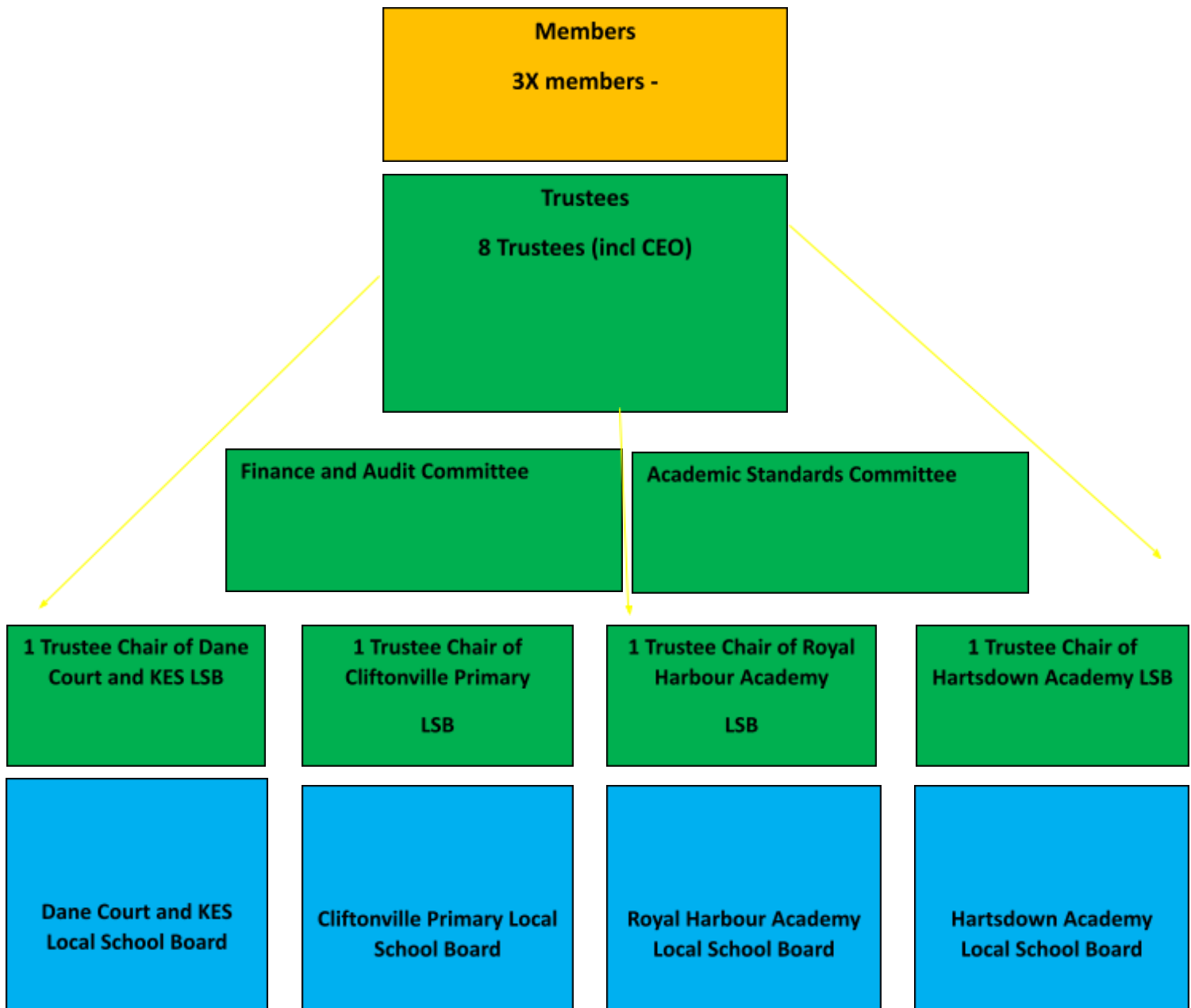
Frequency of meetings and programme of work

The LSB will meet as often as is necessary to fulfil its responsibilities and at least once each term (6x year).

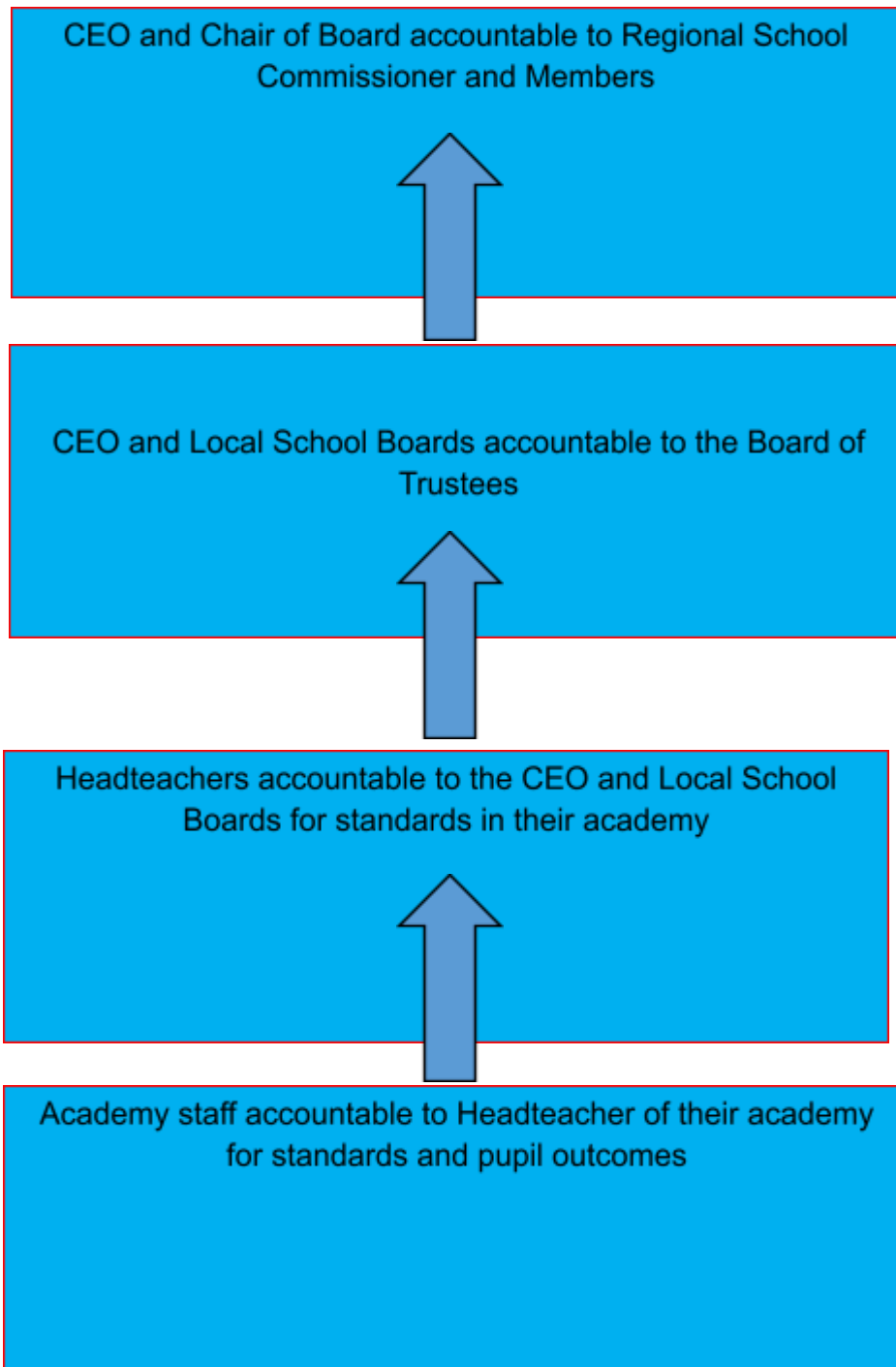
Review date

The LSB meeting arrangements and terms of reference will be reviewed annually.

Governance Structure

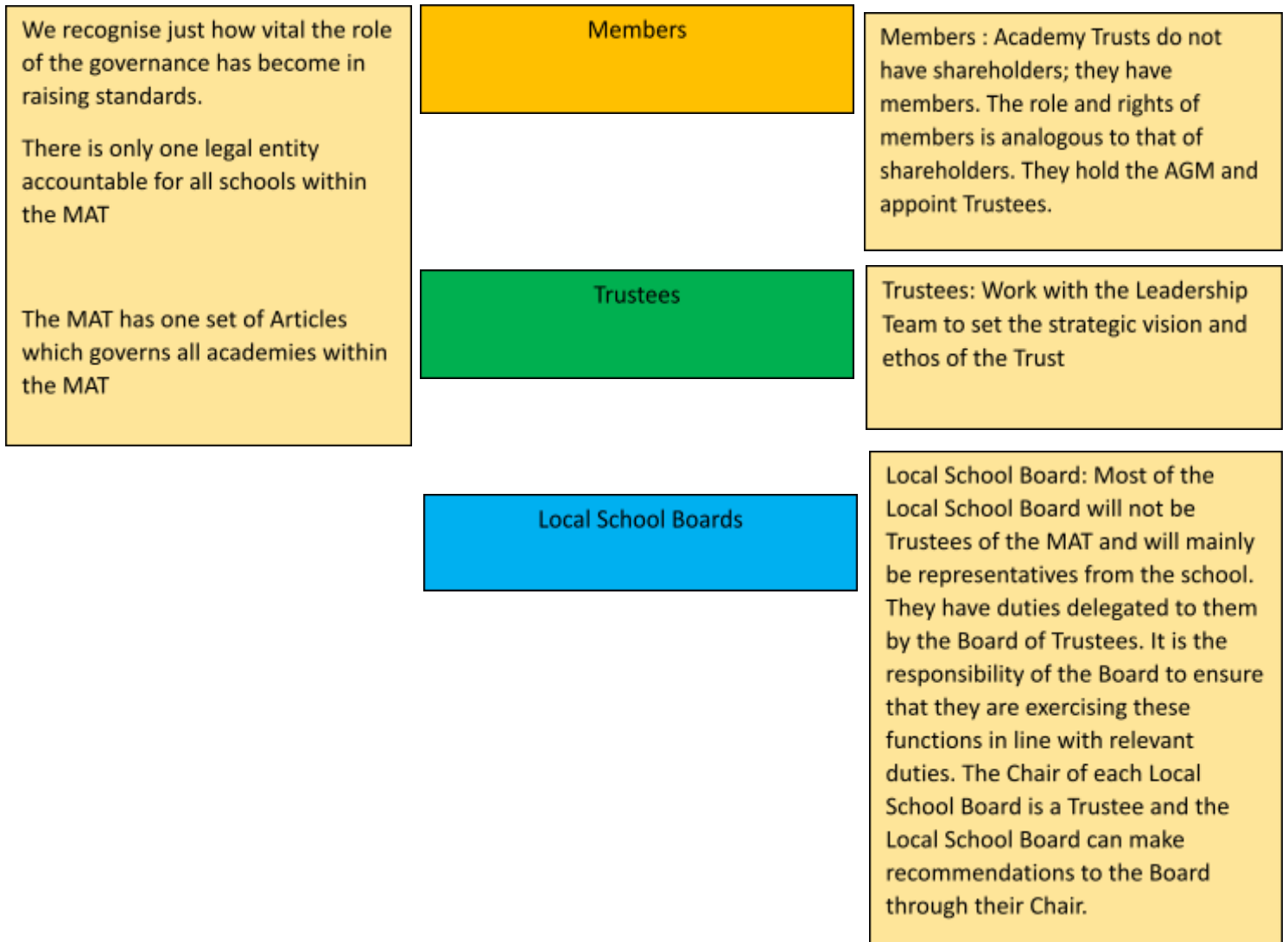


CAT Lines of Accountability



Appendix 4

Governance Structure Roles and Responsibilities



Governance Roles and Responsibilities

Members

- A) **Responsibility and remit** – sign off the articles of association. Power to appoint and remove Trustees. Secure the highest standards of accountability from Trustees for the provision of education for all pupils in the MAT
- B) **Composition** – Three members (recommended 5)
- C) **How appointed:** By agreement of the founding members

Trustees

- A) **Responsibility and Remit** – Delivering the charitable objectives of the Trust. Strategically controlling the organisation and managing the charitable assets.
- B) **Composition** – Maximum ten although co-opted Trustees can be appointed to the board in line with identified business need on an as needs basis with agreement of members. No more than one third of trustees can be employees of the Trust.
- C) **Roles:**
 - Chair
 - Vice Chair
 - CEO (ex-officio)
 - Financial Lead
 - Safeguarding Lead
 - Educational Achievement and Standards Lead
 - Estates Management/ Health and Safety (currently sits with finance)
- D) **Terms of office** – 4 years

Local School Board (LSB)

- A) **Responsibility and remit** – The Trustees are responsible for the performance of each of the academies in the MAT. However a range of responsibilities will be delegated to the LSB set out in the 'Scheme of Delegation'. This takes into consideration the strength and capacity of the school. Delegation powers will be dependant on their most recent Ofsted grade or internal review by the MAT.
- B) **Composition** - LSB will structure themselves as they see fit to carry out their delegated responsibilities effectively, deciding on the timing and regularity of their meetings. Maximum 8 Trust Governors per school, Teacher Governor 1 per school, Support staff Governor 1 per school. Parent Governor 2 – 4 per school
- C) **Suggested Roles** (these may be combined):
 - Chair

Vice Chair
Finance lead
Safeguarding Lead
Headteacher: ex –officio
Buildings/premises
SEN
Community engagement
Attendance and Behaviour
Teaching and Learning
Achievement
Parent governors
Staff governors

- D) **How appointed** – The Headteacher is an ex-officio member of the LSB. Advisors will be recruited according to the skills and expertise needed by the LSB. The LSB may appoint persons who are employed at the academy as staff governors to serve on the LSB provided that the total number of such persons (including the Headteacher) does not exceed one third of the total number of persons on the LSB. Teacher, support staff and parent governors are elected by secret ballot of the relevant group.
- E) **Term of office** – All (apart from the Head) will have terms of office for four years.

| Appendix 5 Governance HR delegation | |
|--|---|
| Staff Appointments | |
| All appointment panels must contain at least one member who has undertaken Safer Recruitment Training | |
| Executive Head | TB nominated by the Chair of TB (minimum of 3 Directors) with external professional advice, as required |
| Chief Operations Manager and Chief Finance Officer | Director, nominated by the Chair of TB, Executive Head Teacher |
| Headteacher | LSB panel, Executive Headteacher, at least one TB Director, nominated by the Chair of TB, Chief Operations Manager. Decision to be ratified by the Trust Board. |
| Head of School, Deputy Heads, Assistant Heads | LSB, Head Teacher, EH (if required by the TB, where concerns about a school's performance merit closer intervention) |
| Curriculum / pastoral leaders | Head Teacher with senior leaders, |
| All other staff | Head Teacher, or others, as delegated by the Head Teacher |

| For all professional hearings involving disciplinary, capability, grievance, ill health capability, redundancy, pay, whistleblowing, some other substantial reason: | | | |
|--|---|---|--|
| Post | Investigation and recommendation (or decision) by | Decisions by Delegated Authority | Appeal |
| Executive Headteacher | 1 TB Director | Trust Board - 3 Directors, supported by appropriate Human Resources | 3 TB Directors, including Chair of TB, supported by appropriate professional adviser |
| Head Teacher/Head of School | 1 TB Director | LSB and Executive Headteacher supported by COM | 3 TB Directors, including Chair of TB, supported by appropriate professional adviser |
| COM and CFO | 1 TB Director | TB Director and EH, supported by appropriate professional adviser | 3 TB Directors, including Chair of TB, supported by appropriate adviser |
| Deputy Heads, Assistant Heads and all other staff | As delegated by HeadTeacher | LSB panel and Headteacher, supported by COM | 3 TB Directors, supported by appropriate professional adviser |
| If an LSB is unable to provide an adequate number of panel members, members of another LSB can be co-opted for this purpose | | | |

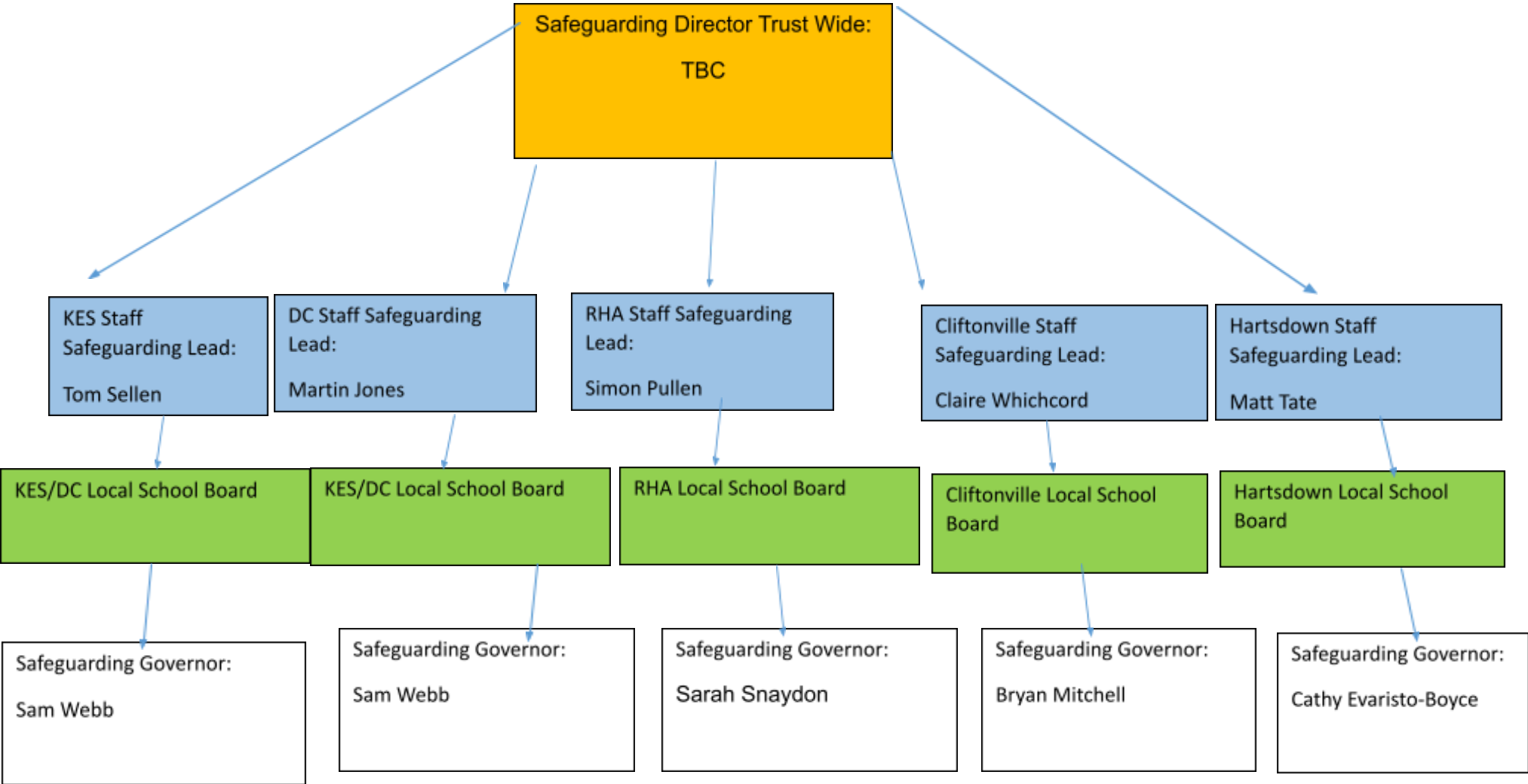
| OTHER HUMAN RESOURCE FUNCTIONS | |
|---|---|
| Function | Delegated Authority |
| Settlement agreements up to and including £30,000 | LSB, Head Teacher, supported by COM and with advice if required from EH |
| Settlement agreements over £30,000 | EH, LSB, Headteacher, supported by COM and advice from CFO |
| Settlement agreements where the non-statutory/non-contractual part of the payment is in excess of £50,000 | EFSA/HM Treasury approval required |

| Function | Delegated Authority |
|--|--|
| Performance Management | |
| Executive Head Teacher | Chair of TB (or nominated Director) plus at least one other TB member |
| Chief Operations Manager Chief Finance Officer | Executive Head Teacher |
| Head Teacher | Chair of LSB (or nominated member of SB), Chair of TB (or nominated Director) and EH |
| Head of School, Deputy Head Teachers and Assistant Head Teachers | Head Teacher |
| All other posts | Head Teacher or delegated by the Head Teacher |

| Student Discipline | | | |
|---------------------------|--------------|---|--|
| | Board | LSB | Heads |
| Permanent exclusion | Monitor LSBs | Review decision by Head Teacher | Arrange investigation and decide on sanction |
| Fixed term exclusion | Monitor LSBs | Review decision by Head if there is an appeal | Arrange investigation and decide on sanction |
| All other sanctions | | Ensure discipline policies are up to date | Investigation and decide on sanction |

Appendix 6

Governance Safeguarding Overview



Appendix 7: The Nolan Principles: The Seven Principles of Standards in Public Life

1. INTRODUCTION

The Committee on Standards in Public Life (Nolan Committee) has set out seven principles of public life which it believes should apply to all in public service. The following are the seven principles of conduct that underpin the work of public authorities. The Board is asked to adopt these principles as the basis for working practices across the organisation. Subject to board approval it is intended that these principles be cascaded to staff asking them to recognise the importance of the principles and to uphold them at all times.

2. GOVERNANCE REQUIREMENTS

The seven principles comply with governance requirements contained within the DfE Governance best practice

3. SEVEN NOLAN PRINCIPLES

3.1 Selflessness: Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.

3.2 Integrity: Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

3.3: Objectivity: In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

3.4: Accountability: Holders of public office are accountable for their decision and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

3.5 Openness: Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands

3.6 Honesty: Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

3.7 Leadership: Holders of public office should promote and support these principles by leadership and example.

4. CONCLUSION These statements have the support of the Trust Board and CAT staff and members of CAT governance are asked to recognise the importance of these principles and uphold them at all times.

Appendix 8 – Scheme of Delegation



Coastal Academies Trust

Scheme of Delegation

September 2023 V23

Rationale

The underlying principles for this Scheme of Delegation are;

That all academies are in a partnership of equals irrespective of their length of membership

- Coastal Academies Trust (CAT) is a registered charity.
- CAT has ultimate responsibility to ensure that all statutory obligations are met.
- CAT believes that, within the framework of the Trust Board's (TB) aims and objectives and its scheme of Delegation, the members of each Academy's School Board (SB) are best able to service the needs of their Academy and their local community.

General Information

CAT is a group of schools in the Thanet area that have joined together as a company to provide an excellent education for young people in this area.

We are a partnership of equals, with each member school accepting collective responsibility for the education of all students in the Trust.

- a) Recruit and retain Headteachers that share the Trust's vision.
- b) Require that the Chair of each SB be a Trust Director, attending TB meetings and representing their school.
- c) Develop effective talent management and succession planning schemes to nurture effective leaders.

We will provide a system of governance that will enable excellent educational progress for all students.

- a) Maintain a TB with Directors that possesses the necessary range of expertise and experience to deliver our aims.
- b) Develop and maintain the membership of SB's to ensure they possess a range of expertise suitable to hold their schools to account.
- c) Ensure that there is a clear scheme of delegation that differentiates between the roles of the TB & the SB.

We are a mechanism for providing support for each other in order to improve continuously the quality of education provided, through collaboration and the sharing of good practice and ideas.

- a) Maintain an executive team currently Chief Executive Officer (CEO), Chief Operations Manager (COM) and Chief Finance Officer (CFO) with the capacity to provide support to Head Teachers and to oversee the implementation of the TB's priorities.
- b) Maintain a Head Teachers' working group that identifies priorities for improvement and required actions and shares capacity in order to deliver improvement, including sharing practice, challenge and peer monitoring.

- c) Maintain a Data and other working groups that identify strengths and weaknesses in practice, learns from each other and external sources about best practice and uses peer monitoring to challenge each other to improve performance.

We will maintain a collaborative partnership with the Local Authority and Regional Commissioner for Schools in order to play a constructive part in building a school led, self-sustaining state education system in which no school is allowed to fail and no child receives an education that is less than good.

- a) Seek to play a leadership role within Kent Association of Heads and Kent and Medway teaching Schools Association.
- b) Seek to play a leadership role in the Thanet Heads Forum.
- c) Provide advice and support to other schools wishing to form closer associations with each other, including as multi academy trusts.

We will maintain the individual character of each school whilst reporting as a single company and taking full advantage of opportunities provided by economies of scale.

Operate by a Scheme of Delegation that allows SB's to decide on the ethos and culture of their school, whilst complying with the stated vision and aims of the CAT.

We will ensure, in partnership with the Education Funding & Skills Agency, that CAT manages its resources in such a way as to provide the best education possible in each school and to achieve each of the aims above.

- a) Comply with the Academy Trust Handbook in order to ensure value for money with public resources.
- b) Have effective short, medium and long term financial and educational plans.
- c) Organise in order to share resources in order to meet agreed priorities and reduce costs through collective bargaining.
- d) Ensure that all risks are identified and plans in place (where possible) to mitigate these risks.
- e) Recruit the best possible staff to deliver our aims and recruit sufficient students to ensure that our financial base is secure.

Each school is ultimately governed by the TB. The TB will have regard to any guidance as to the governance of schools that the Secretary of State may publish. CAT will establish a SB for each member school, which will oversee the running of the school on behalf of the CAT. This document sets out the responsibilities of each SB and of the TB.

Communication between the Trust Board and School

The TB meets regularly and as often as necessary. The Chair of each SB will be a Director of the TB. The Head Teacher of each member school will also be expected to attend TB meetings. In this way, each member school will be represented at Trust level.

Composition of the Coastal Academies Trust Board

Members: Mr Robin Curtis

Mr Paul Luxmoore

Mr Neil Smith

Directors:

Mr Dave Roberts CBE (Chair)

Mr Alan Brookes (Vice Chair)

Mrs Sarah Snaydon (Chair of Royal Harbour Academy)

Mr Glenn Berry (Chair of CAT Finance Committee)

Mrs Karen Sharp

Ms Kate Greig (CEO)

Mrs Marianne Hooper (Chair of Cliftonville Primary & Pre-School)

Mr Mark Emery

Mrs Vicky Crawley (Chair of Dane Court and King Ethelbert School)

Mrs Vicky Pottinger (Chair of Hartsdown)

Chief Operations Manager: Mrs Heidi Russell

Chief Finance Officer: Mrs Judy Brace

Clerk to the TB: Mrs Laura Pease

Headteachers: Ms Kate Greig, (CEO)
Mr Tom Sellen, King Ethelbert School
Mr Martin Jones, Dane Court Grammar School
Mr Simon Pullen, Royal Harbour Academy
Mr Matthew Tate, Hartsdown Academy
Ms Claire Whichcord, Cliftonville Primary & Pre-School

CAT TB structure:

Members

The TB currently contains 3 Members. Members may appoint another Member by a majority of 75%, but there will be no more than five Members at any one time.

Members have the right to appoint up to eight Directors, without reference to the other Directors. Although it is understood that this power should not have to be used, its intention is that the Members should have the ultimate power to exert their will in carrying out the aims of the CAT.

Members will meet at least once a year to receive the Directors report and decide that the CAT can continue in its current form.

Directors

Directors may appoint one member of staff as a Director (usually the CEO) and may co-opt up to three other Directors in order to improve the range of skills on the TB. The Chairs of the SBs are required to be ex officio Directors of CAT and their role is to represent the interests of their school, whilst taking collective responsibility as a TB for all schools in CAT. Directors will be responsible for:

- **Strategic leadership** that sets and champions vision, ethos and strategy.
- **Accountability** that drives up educational standards and financial performance.
 - Ensuring that SBs are effective in delivering on the roles delegated to them
 - Ensuring that an effective Business Plan is constructed and maintained that will ensure that the TB's priorities are implemented
 - Oversight of standards and outcomes for students
 - Agreeing and monitoring budgets, through the CAT Finance Committee
- **People** with the right skills, experience, qualities and capacity.
 - Procuring development, improvement and consistency through the sharing of good practice
- **Structures** that reinforce clearly defined roles and responsibilities.

- o Ensuring that a mechanism exists to monitor performance across CAT
- o Providing appropriate challenge to ensure that SB and Head Teacher judgements are accurate
- o Setting appropriate targets and holding the EH, CFO and COM to account
- o One Director (tbc) will take overall responsibility for safeguarding
- **Compliance** with statutory and contractual requirements.
 - o Ensuring that CAT maintains constructive relationships with the community, including other schools, the Local Authority (LA), DfE, media, business, industry and other stakeholder bodies
- **Evaluation** to monitor and improve the quality and impact of trust governance.

The Chair

An election will be held each year in order to choose a Chair of the TB, usually during the first meeting of the academic year. The Chair of the TB will be elected by a simple majority of Directors and together with the CEO, will represent CAT to the wider community and stakeholders.

Meetings

The TB will have a number of calendared meetings (a minimum of 6), and will call extraordinary meetings as appropriate. Directors may request agenda items at the Chair's discretion. The TB will also receive reports from committees, as required by the Chair of the TB.

Central Functions

CAT takes a percentage top slice approved annually by the trust board to deliver trust wide priorities and to cover the costs of the central team. This percentage top slice is anticipated to cover trust wide resources and priorities, however, the pooling of some funding may be necessary and, when this applies, member schools will contribute as proposed in advance by the Heads group, CAT Finance and agreed by the TB. Any such collective funding cannot be vetoed by a SB. CAT will also constantly seek to take advantage of economies of scale, by pooling functions to cut costs, as proposed by the Heads group, CAT Finance Committee and agreed by the TB.

All other costs will be traded. Bespoke support by one school for another will be costed and agreed by the schools involved. Where staff work across more than one CAT school, costs will be agreed by the schools involved. Costs associated with services provided (or required) by the TB will be paid for by the receiving school. CAT is a single company. Although each school's income is entirely delegated, it remains a part of the single company. Although the TB will always seek to ensure that income delegated to a school is only used for the benefit of students in that school, in extreme circumstances, as defined by the TB, delegated funds may be diverted for the use of another member school. In such unusual circumstances, any funds diverted will be expected to be repaid by the receiving school.

Reserved and Delegated Authority

| Subject | Reserved to the Trust Board (TB) | Delegated to School Boards (SB) |
|-------------------|--|---|
| Governance | <p>Overall control of all CAT schools.</p> <p>Responsible for monitoring the efficiency and effectiveness of SBs in carrying out the responsibilities delegated to them.</p> <p>Agree CAT Scheme of Delegation.</p> <p>Agree terms of reference for CAT committees.</p> <p>Agree and monitor CAT-wide policies.</p> <p>Legal accountability for employment of all staff across CAT.</p> <p>Approve and monitor all Directors for ability and competence.</p> <p>Agreeing Job descriptions for the Chair of the TB and CEO (To be appended to this Scheme of Delegation).</p> | <p>Responsible for structuring the SB to perform its delegated responsibilities, including terms of reference for the delegation of responsibilities to sub committees/lead governors.</p> <p>Monitoring school performance with accountability to the TB via the Chair of the SB.</p> <p>Agree and monitor local school policies</p> |

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| | <p>Review, approval and monitoring of governance arrangements including:</p> <ul style="list-style-type: none"> ● Levels of delegated authority including limits of financial authority; ● Policy on Director induction & appraisal, & TB review & development; <p>Director Code of Conduct & Conflict of Interest Policy.</p> | |
| Strategy and Planning | <p>Overall strategic direction of CAT.</p> <p>Approval and monitoring of a CAT Business Plan.</p> <p>Through the CEO monitoring SBs to ensure effective implementation of their school improvement plans.</p> | <p>Agreeing school improvement plan, taking into account CAT Strategy Plan and monitoring its implementation and impact.</p> |
| Curriculum and Standards | <p>Overall responsibility for standards in all CAT schools.</p> <p>Monitoring the effectiveness of SBs.</p> | <p>Responsible to TB for standards in individual schools and for having an appropriate Terms of Reference for subcommittees/Lead governor to monitor standards effectively and to ensure that the school has an appropriate curriculum.</p> <p>Propose school policies, including curriculum, sex education, religious education and collective worship, public examinations, admission procedures, safeguarding and promotion of students' health and welfare, health and safety, student records, reporting, school terms dates, and</p> |

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| | | any other requirements set out in the CAT Articles or by legislation. |
| Government Education Policy | Monitoring the implementation of government policy. Ensuring all schools are compliant with statute and taking account of DfES guidelines | Implementing government education policy |
| Management of Trust performance | Approval and monitoring of CAT's performance through a CAT strategic plan | |
| Finance | <p>TB has ultimate control of all income and expenditure across the member schools, using the CFO to monitor schools' financial performance and financial systems.</p> <p>Agrees CAT budget, which includes all school budgets.</p> <p>Monitors the implementation of the Academy Trust Handbook.</p> <p>Approves and monitors CAT policy on investment, reserves, insurance, central services and pooling.</p> <p>CAT Finance Committee monitors expenditure across all schools against budgets, ensures all Trust returns are submitted on time & recommends budgets to the TB.</p> <p>Approves Annual Report & Accounts.</p> | <p>School Governor (SGF) with specific finance responsibility, supports the Chair of Governors to recommend the annual school budget to CAT Finance Committee, undertakes regular monitoring, agrees expenditure above £40k and in line with CAT competitive tendering policy, and ensures the school comes in on budget.</p> <p>SGF will meet 3 times a year with the HT, BM, Chair of CAT Finance, CEO & CFO where school budget, variances and future spending plans will be scrutinised.</p> <p>Oversees annual benchmarking exercise reporting by exception to CAT Finance.</p> |

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| Estates / H&S | <p>Responsible for ensuring compliance with all statutory duties following the DfE's "H&S responsibilities for schools" as well as "HSE guidance for education."</p> <p>CAT Finance Committee receive regular reports from the Trust Estates Officer and are responsible for alerting the TB to areas of risk or non-compliance.</p> | |
| Internal control and risk management | Responsible for ensuring that internal controls are effective for regularly reviewing and reporting on risks. | Responsible for the effectiveness of school systems to manage risk and for alerting TB to issues likely to become a CAT-wide risk through the Chair of Governors. |
| Audit | Appoint CAT auditors, receive reports and approve decisions re actions arising. | Monitoring of audit recommendations and that action plans are in place to meet those recommendations. |
| Asset management | <p>Overall responsibility for all CAT assets, including buildings, as set out in the Funding Agreement.</p> <p>Approval of the sale or disposal of any capital asset >£50k.</p> <p>Approval of any proposed capital programme of >£50k.</p> | SGF to support the HT in the identification and funding source available for capital projects, and engage in discussions with the Chair of CAT finance at one of the meetings as set out in the 'Finance' section above. |
| Information Systems | Approval of Information Systems. | Monitor the effectiveness of existing information systems. |

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| Staff | <p>Approval of all CAT-wide employment policies, including pay, grievances, redundancy, ill health, discipline and recruitment.</p> <p>Approval of staff cost of living pay rise.</p> <p>Approving performance pay awards (or otherwise) of CEO</p> | Responsible for monitoring staff and managing employment issues prior to the appeal stage, as outlined in each policy relevant to employment. |
| Safeguarding | Overall responsibility for safeguarding, compliance, monitoring effectiveness of safeguarding procedures in schools. | Responsible for implementing statutory regulations on safeguarding in schools |
| Admissions | As Admissions Authority, approve and monitor CAT Admissions policies. | Recommend school admissions code / policy to the TB. |
| Contracts | Review, and where appropriate approve recommendations of CFO re which contracts should be centralised / CAT contracts. | |
| Advisers | Appointment of the CAT's main legal advisers, investment advisers, & approving the terms of their appointment. | |

Operational Working Groups

- Data
- Headteachers
- Safeguarding/DSL's
- Business Manager/Bursar

- H&S Estates/Site Teams

These groups will share practice and expertise on key operational areas across CAT. In addition, they will provide an opportunity for peer to peer support and challenge. Each group will consist of the lead personnel responsible for that particular area in each of the CAT-schools. They will meet as and when necessary throughout the academic year and will be responsible for setting their own agenda and delivering on actions identified by the group. **Feedback to the Trust Board as appropriate.**

CAT Committees

1. Finance & Audit Committee (including Risk, Estates Management and H&S)
2. Academic Standards Committee
3. Appeals Committee
4. School Boards

1. Finance Committee (FC)

The FC will meet three times a year and at any other time considered necessary.

The FC will consist of the Accounting Officer, Chair of CAT and a Director as Chair of the FC along with two other Directors. The Accounting Officer may not participate as a member when audit matters are discussed but may remain in attendance to provide information and participate in discussions. The CFO is to work with and support the Chair of the FC to provide information, an agenda, organise meetings etc.

The FC will be quorate if three members are present.

The CFO, in consultation with the FC Chair, will agree the agenda for each meeting. The clerk will normally issue the agenda at least 7 days in advance of each meeting.

The Chair of CAT Finance, the CEO & CFO will meet 3 times a year with the HT, BM and School Governor with responsibility for Finance. These mtgs will discuss the latest management reports, latest audit recommendations, benchmarking and year end position compared to budget. There will also be a discussion in relation to Estates Management and H&S in each school.

Powers of the Finance Committee:

The FC is an advisory body with no executive powers. However, in order to exercise its role, the FC is authorised by the TB to:

- Investigate any activity within its delegated function.
- Seek any information it requires direct from the Directors, school employees and any relevant third parties.
- Obtain external professional advice, normally in consultation with the Chair of the TB. It may not incur expense without the prior approval of the TB.

Attendance: as a matter of course – Head Teachers, CFO & CEO

and when invited to provide advice and information:

- External auditors

Duties:

Financial Function

- Advise the TB and SBs on issues of strategic financial planning and best financial practice
- Approve the annual budget plans of SB
- Keep a check on the CAT's expenditure by monitoring of schools' monthly outturns, ensuring corrective action is taken where necessary
- Evaluate and benchmark spending to ensure that schools' expenditure provides value for money in terms of raising standards of education
- Promote co-ordination between schools for joint purchasing, harmonisation of financial procedures and the planning and optimisation of the use of CAT's collective financial resources
- Encourage the adoption of best practice in financial management across CAT and its financial management staff and SBs Finance Committees.

Audit Function

- Advise the TB and Accounting Officer on the adequacy and effectiveness of the CAT's governance, risk management, internal control and value for money systems and frameworks. An annual report will be produced by the FC in this regard.
- Monitor and review the effectiveness of the company's internal audit function.
- Ensure that CAT operates within all financial regulations.

- Monitor the integrity of the external auditor, review the auditor’s annual planning document and approve the planned audit approach.
- Receive reports (annual reports, management letters etc.) from the external auditor and other bodies, for example the EFSA and NAO and consider any issues raised, the associated management response and action plans. Where deemed appropriate, reports should be referred to the TB or other committee for information and action.
- Receive reports from the Trust Estates Officer in all areas of compliance for H&S and Estates Management.
- Monitor, within an agreed timescale, the implementation of agreed audit recommendations from whatever source.
- Review arrangements by which staff of the schools may, in confidence, raise concerns about possible improprieties in matters of financial reporting or other matters.
- Ensure that all allegations of fraud and procedural irregularities are properly followed up.
- Receive the draft Directors’ Report and financial statements each year and, once agreed, submit this to the TB for formal agreement.
- Recommend to the TB the appointment of external auditors for the year following the last agreed financial report and statement.

2. Academic Standards Committee

The Academic Standards Committee (ASC) will meet six times a year and at any other time considered necessary

The ASC will consist of:

Nominated Trustee (Chair of the ASC)

CEO

CAT data lead

Headteacher

Data/raising achievement lead of each school

The CAT data lead, in consultation with the CEO and Chair, will agree the agenda for each meeting. This will normally consist of:

Year 11 data update
Year 13 data update
Strategies, plans and interventions
Impact of strategies, plans and interventions
Cross CAT support for targeted and agreed subjects

In the summer term the focus will be on year 10 and year 12

The ASC function is to hold schools to account for data, analysis, predictions, interventions, impact and final outcomes. The group will also monitor destinations, post 16 and post 18

The CEO will produce a CAT action plan for targeted subjects, to be shared and reviewed at CAT Board meetings

The Chair of ASC will report back at each Board meeting

3. Appeals Committee

The Appeals Committee, consisting of 3 Directors of the TB, will meet as required to consider appeals made by employees against the process followed by SB Staff Discipline or Redundancy Committees. This Appeals Committee will act as the final appeal for all CAT employment issues and other complaints that have not been resolved at SB level

4. School Boards

See the Reserved and Delegated Authority grid (Pg 7) and Composition of SB grid (Pg.15)

SB will structure themselves as they see fit to carry out their delegated responsibilities effectively, deciding on the timing and regularity of their meetings. They will set agendas and keep minutes to ensure an appropriate record is kept of their effective function.

In addition to the four standing committees above, monitoring / working groups may be set up to deal with particular issues that the TB sees fit to scrutinise more closely. The membership of these committees will be decided by the TB.

In certain circumstances where the TB has concerns about the capacity of a SB to operate effectively the TB can appoint governors directly onto the SB. The purpose of these governors is to provide additional expertise and high-quality governance to support improvement in the school, including the promotion of high standards of educational achievement and financial stability.

Matrix Management

There are many situations within the management of the CAT where a simple line management structure is not optimum. A matrix organisational structure in which the reporting relationships are set up as a grid, or matrix, rather than in the line management traditional hierarchy would provide benefits. In this matrix structure, individuals have dual reporting relationships - generally to both a functional manager and a structural manager.

Within the CAT we therefore have instituted matrix management reporting lines in the following areas.

1. Head Teachers will have reporting lines to both the SB and the CEO;
2. The Bursars/School Business Managers will have reporting lines to both the Head Teacher and to the CFO.

Composition of SBs

| Type of Member | Number | Term of Office | How they are appointed |
|-----------------------|-------------------------|-----------------------|--|
| Head Teacher | 1 | Indefinite | Appointed by the TB and SB |
| Trust | Up to 8 (per school) | 4 years | By TB resolution. The TB will consider any representations made by the SB when considering the appointment of Trust SB members. Trust SB members can be dismissed by the TB. |
| Teaching staff | 1 (per school) | 4 years | Teacher election – secret ballot of teachers to be organised by the relevant school. |
| Support staff | 1 (per school) | 4 years | Support staff election – secret ballot of support staff to be organised by the relevant school. |

| | | | |
|--------|------------------|---------|---|
| Parent | 2-4 (per school) | 4 years | Parent election – secret ballot of parents to be organised by the relevant school |
|--------|------------------|---------|---|

NB – where the TB has appointed governors onto a SB the composition may vary from the above and will be determined by the particular circumstances of that school

| Staff Appointments | |
|--|--|
| All appointment panels must contain at least one member who has undertaken Safer Recruitment Training | |
| CEO | TB nominated by the Chair of TB (minimum of 3 Directors) with external professional advice, as required |
| Chief Operations Manager and Chief Finance Officer | Director, nominated by the Chair of TB, CEO |
| Headteacher | SB panel, CEO, at least one TB Director, nominated by the Chair of TB, Chief Operations Manager. Decision to be ratified by the Trust Board. |
| Head of School, Deputy Heads, Assistant Heads | SB, Head Teacher, CEO (if required by the TB, where concerns about a school's performance merit closer intervention) |
| Curriculum / pastoral leaders | Head Teacher with senior leaders, SB if required by Chair of SB |
| All other staff | Head Teacher, or others, as delegated by the Head Teacher |

| For all professional hearings involving disciplinary, capability, grievance, ill health capability, redundancy, pay, whistleblowing, some other substantial reason: | | | |
|--|---|----------------------------------|--------|
| Post | Investigation and recommendation (or decision) by | Decisions by Delegated Authority | Appeal |
| | | | |

| | | | |
|--|-----------------------------|---|--|
| CEO | 1 TB Director | Trust Board - 3 Directors, supported by appropriate Human Resources | 3 TB Directors, including Chair of TB, supported by appropriate professional adviser |
| Head Teacher/Head of School | 1 TB Director | SB and CEO supported by COM | 3 TB Directors, including Chair of TB, supported by appropriate professional adviser |
| COM and CFO | 1 TB Director | TB Director and CEO, supported by appropriate professional adviser | 3 TB Directors, including Chair of TB, supported by appropriate adviser |
| Deputy Heads, Assistant Heads and all other staff | As delegated by Headteacher | SB panel and Headteacher, supported by COM | 3 TB Directors, supported by appropriate professional adviser |
| If a SB is unable to provide an adequate number of panel members, members of another SB can be co-opted for this purpose | | | |
| OTHER HUMAN RESOURCE FUNCTIONS | | | |
| Function | | Delegated Authority | |
| Settlement agreements up to and including £30,000 | | SB, Head Teacher, supported by COM and with advice if required from CEO | |
| Settlement agreements over £30,000 | | CEO, SB, Headteacher, supported by COM and advice from CFO | |

| | |
|---|------------------------------------|
| Settlement agreements where the non-statutory/non-contractual part of the payment is in excess of £50,000 | EFSA/HM Treasury approval required |
|---|------------------------------------|

| Function | Delegated Authority |
|--|--|
| Performance Management | |
| CEO | Chair of TB (or nominated Director) plus at least one other TB member |
| Chief Operations Manager Chief Finance Officer | CEO |
| Headteacher | Chair of SB (or nominated member of SB), Chair of TB (or nominated Director) and CEO |
| Head of School, Deputy Headteachers and Assistant Headteachers | Headteacher |
| All other posts | Headteacher or delegated by the Headteacher |

| Student Discipline | | | |
|---------------------------|--------------|-----------|--------------|
| | Board | SB | Heads |
| | | | |

| | | | |
|----------------------|-------------|--|--|
| Permanent exclusion | Monitor SBs | Review decision by Headteacher | Arrange investigation and decide on sanction |
| Fixed term exclusion | Monitor SBs | Review decision by Headteacher if there is an appeal | Arrange investigation and decide on sanction |
| All other sanctions | | Ensure discipline policies are up to date | Investigation and decide on sanction |

Appendix 9



Allowances for Directors, Members & School Governors

| | | |
|----------------------------|--------------|---------------------------|
| Approved by: | Kate Greig | Date: January 2023 |
| Last reviewed on: | January 2023 | |
| Next review due by: | January 2025 | |

Contents

| | |
|--|---|
| 1. Aims | 2 |
| 2. Legislation and guidance | 2 |
| 3. Overview | 2 |
| 4. Monitoring arrangements | 3 |
| Appendix 1: claim form | 4 |
| Appendix 2: approved mileage rates | 5 |

1. Aims

The Trust board has decided to pay reasonable allowances from the school's delegated budgets to cover any costs that board members, members or Governors incur through carrying out their duties.

This policy sets out the terms on which such allowances will be paid.

By adopting this policy, we will ensure that no member of the community is prevented from becoming a director, member or governor on the grounds of cost.

2. Legislation and guidance

The [Governance Handbook](#) (section 4.7.1, paragraph 65) says that boards in academies are free to determine their own policy on the payment of allowances and expenses.

This policy complies with our funding agreement and articles of association.

3. Overview

Directors, members & school governors may claim allowances to cover expenditure necessary to enable them to perform their duties.

This does **not** include an attendance allowance, or payment to cover loss of earnings.

Members of these committees may claim allowances by completing a claim form (see appendix 1) and submitting it to the CFO or Business Manager of the individual school

Allowances will only be paid on the provision of a receipt, and will be limited to the amount shown on the receipt.

Members may claim for:

- Travel and subsistence costs

- Telephone charges, photocopying, postage, stationery, etc.

- Other justifiable allowances

Claims will be paid in arrears on a case-by-case basis. Reimbursable costs should be agreed in principle by the CFO or Business Manager **before** they are incurred.

The chair of the Trust Board, a chair of governors (or the vice-chair, where appropriate) may investigate claims that appear excessive or inconsistent. All claims will be subject to an independent audit.

Travel expenses where a director, member or governor uses their own vehicle must not exceed the HM Revenue and Customs (HMRC) approved mileage rates (see appendix 2).

4. Monitoring arrangements

This policy will be reviewed every 2 years by the Trust Board. Any amendments will be presented at a meeting of the Trust Board.

Appendix 10 – Model Code of Conduct

Model code of conduct

For those who govern in an academy trust

We will abide by the Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

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

Objectivity

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

Accountability

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

Openness

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

Honesty

We will be truthful.

Leadership

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

***We will apply the highest standards and will:**

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

We will focus on our core governance functions:

1. ensuring there is clarity of vision, ethos and strategic direction

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

As individuals, we agree to:

Fulfil our role & responsibilities

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

Demonstrate our commitment to the role

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

Build and maintain relationships

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

Respect confidentiality

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

Declare conflicts of interest and be transparent

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

Signed:

[chair of board]

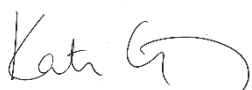
We agree that this code of conduct will be reviewed annually and it will be endorsed by the full governing board.

Appendix 11 – Whistle Blowing Policy

Whistle Blowing Policy

Member of staff responsible for policy review

Chief Operations Manager – Heidi Russell



Signed by: _____ **Date:**

Kate Greig, CEO & Accounting Officer, Coastal Academies Trust

1. Introduction

The Coastal Academies Trust Board of Directors has agreed this Policy and as such, it applies to all Academies within the Trust.

The Trust is committed to achieving the highest possible standards of service and ethical standards and this policy will enable you to raise your concerns of serious wrongdoing without fear of reprisal. This policy applies to all individuals working for the Trust at all levels and grades, whether they are employees, contractors, and casual or agency staff. Whistleblowing is distinct from the Employee Complaints (grievance procedure) which should be used if you have a complaint relating to your personal circumstances in the workplace. Concerns about wrongdoing within the Trust such as fraud, malpractice, mismanagement, breach of health and safety law or any other illegal or unethical act either on the part of management, the Governing Body or by fellow employees should be raised using this procedure.

This policy has been introduced in line with the Public Interest Disclosure Act 1998 (which you can consult at <http://www.opsi.gov.uk/acts/acts1998>) to enable employees to raise issues of concern in an appropriate manner.

2. Purpose

This policy aims to:

- Encourage employees to feel confident in raising concerns
- Establish a fair and impartial investigative procedure
- Provide avenues for employees to raise concerns and receive appropriate feedback
- Ensure that employees receive a response to concerns and are aware of how to pursue them if they are not satisfied
- Ensure that employees will be protected from any reprisals or victimisation by the academy;
- provided that there is reasonable belief that the matter disclosed tends to show wrongdoing
- that the disclosure has been made in an appropriate manner.

3. Scope

This policy may be used by all employees at an academy to raise concerns where the wellbeing of others, an academy or the Trust itself is at risk. The term worker broadly includes employees, contractors, agency employees, trainees and a person who is or was subject to a contract to undertake work or services for the academy.

4. Responsibilities

The Trust is responsible for maintaining fair, consistent and objective procedures for matters relating to whistleblowing.

The Headteacher has overall responsibility for the internal organisation, control and management of each academy.

5. Timing

The whistleblowing procedure should normally be laid down in this policy. However, if there is a valid reason to do so, timescales can be varied. If this is initiated by management, the employee should be given an explanation if this occurs and informed when a response or meeting can be expected. Delays should not normally exceed 10 working days.

6. What to raise concerns about

The Public Interest Disclosure Act lists matters about which concerns can be raised, provided they are in the public interest, a list (which is not exhaustive) is outlined below:

- a) That a crime has been committed, is being committed, or is likely to be committed
- b) That a person has failed, is failing, or is likely to fail to comply with any legal obligation to which they are subject,
- c) That a miscarriage of justice has occurred, is occurring, or is likely to occur
- d) That the health and safety of an individual has been, is being, or is likely to be endangered
- e) That the environment has been, is being or likely to be damaged
- f) That information tending to show any of a) to e) above has been concealed or is likely to be deliberately concealed.

We anticipate that disclosure will most likely relate to the actions of employees, contractors, and casual or agency staff, but they may also relate to the a third party.

7. CAT assurances to employees

To protect employees:

If a worker makes a disclosure and they have a reasonable belief that the concern is genuine, the worker will not suffer any detriment, even if after transpires that the concern is unfounded, unless the concern has been raised falsely or maliciously. The Trust will not tolerate the harassment or victimisation of any worker raising a genuine concern, this may include disciplinary action.

If a worker requests that their identity is protected, CAT will not disclose it unless required to do so in law. If the situation arises where the Trust is unable to resolve the concern without revealing the worker's identity (for instance because the worker's evidence is needed in court), the Trust will discuss with the worker how the matter should proceed. However, it must also

be stated that if a worker chooses not to disclose their identity it will be much more difficult for the Trust to look into the matter or to protect their position or to give Trust will consider anonymous reports, it will not be possible to apply all aspects of this policy for concerns raised anonymously.

8. Internal procedure

Stage one - notification

If attached to a particular academy, the worker raising the concern should do so orally or in writing to their Line Manager or Headteacher. If not attached to a particular academy, they should raise the matter with the Executive Head of CAT. They have the right to have the matter treated confidentially.

A concern raised in writing should:

- Set out the background and history of the concern - giving names, dates and places where possible
- Give the reason why the Worker is particularly concerned about the situation
- For clarity it would be helpful for the Worker to state that they wish their concerns to be addressed under the whistleblowing procedure

A Worker is not expected to prove the validity of their concern, however they will need to demonstrate that there is a reasonable suspicion for their complaint.

The Head Teacher or line manager should contact the Executive Head Teacher of CAT who will appoint another investigator who is not implicated (which could be the Headteacher) to undertake a fact find of the alleged complaints. The Executive Head Teacher will notify the Chair of the Board of Directors that a concern has been raised and the nature of the concern but will not divulge the personal details of who raised the complaint.

Should it be alleged that the Executive Head Teacher is involved in the alleged malpractice; the Chair of the Board of Trustees should be contacted in place of the Executive Head Teacher.

If the individual feels unable to raise their concern with their line manager or the Headteacher in the first instance, they may contact the Chief Operations Officer.

Stage two – the meeting

The investigator will interview the individual who raised the complaint within ten working days, in confidence, or earlier if there is an immediate danger to loss of life or serious injury and will:

Obtain as much information as possible from the individual about the grounds for the belief of malpractice;

- Consult with the individual
- Inform the individual who raised the complaint matter does not fall within the Whistleblowing Procedure;

- Report all matters raised under this procedure to the Trusts Chair of the CAT board.

The individual who raises the complaint may have the right to be accompanied by a recognised trade union representative or a work colleague.

Stage three – the outcome

Within ten working days of the interview, the investigator will recommend to the Executive Head Teacher on the outcome of the investigation and any recommended actions. All outcomes will be reported to the Chair of the CAT board.

The conclusion of any agreed investigation will be reported by the Executive Head Teacher or a delegated member of the MAT in writing within ten days. The Academy recognises that an Employee raising a concern would wish to be assured that the matter has been fully addressed. Feedback will be provided on the outcome of the complaint, wherever possible.

In some circumstances, however, it may not be appropriate or permissible to share this information (for example where legal / disciplinary or regulatory authority action is pending or if sharing information may infringe the duty of confidence owed to a third party). Where it is not appropriate to provide detailed feedback the Employee will be advised that the matter has been addressed or concluded as far as is practicable.

Where a matter is not to be considered further the Employee who raised the complaint will be advised of this in writing.

If you do not feel able to raise your concern in the ways outlined above, you should consult the Public Interest Disclosure Act for the ways in which a disclosure may be made.

9. Malicious Accusations

In the event that it is identified that a deliberately false or malicious accusation has been made, this will be dealt with under the CAT disciplinary procedure.

Appendix A: Contact Details

It is the usual expectation that an Employee will have endeavoured to raise the concern internally within the Academy before referring the matter to an external organisation

Internal

| <i>Contact</i> | <i>Email</i> |
|--|--|
| Kate Greig – CEO of CAT | kategreig@kingethelbert.kent.sch.uk |
| Claire Whichcord – Headteacher of Cliftonville Primary | headteacher@cliftonville.kent.sch.uk |
| Matt Tate – Headteacher Hartsdown | tatem@hartsdown.org |
| Tom Sellen – Headteacher King Ethelbert School | tomsellen@kingethelbert.kent.sch.uk |
| Martin Jones – Headteacher – Dane Court | mjones@danecourt.kent.sch.uk |
| Simon Pullen – Headteacher – Royal Harbour | pullen@rha.kent.sch.uk |

External

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|--|
| <p>Christine McInnes Director of Education Kent County Council Sessions House County Road Maidstone ME14 1XQ</p> <p>Dame Kate Dethridge - Regional Director for the South East 20 Great Smith St Westminster London SW1P 3BT</p> |
|--|

| <i>Contact</i> | <i>Telephone Number</i> | <i>Email / Website</i> |
|--|-------------------------|--|
| Public Concern at Work | 020 7404 6609 | www.pcaw.org.uk ; |
| Department for Education | 0370 000 2288 | www.education.gov.uk ; |
| Ofsted | 0300 123 3155 | whistleblowing@ofsted.gov.uk ; |
| Local Government Ombudsman | 0300 061 0614 | www.lgo.org.uk ; |
| Office of Qualifications & Examinations Regulation | 0300 303 3346 | Public.Enquiries@ofqual.gov.uk; |

Employees may also wish to raise a concern with:

- An elected member of the local authority
- Relevant Trade Union or professional association where the Employee is a member
- A solicitor
- The police

Support for Employees

- Teachers Support Line www.teachersupport.info;
- Trade Union or professional association where the Employee is a member
- Citizen's Advice Bureau www.citizensadvice.org.uk