# Local Governing Body Handbook
## Academic Year 2022/23

**Success through Endeavour**

**Ambition through Challenge**

**Strength through Diversity**

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# Foreword by Vince Green, CEO and Karen Crowston, Chair of the Board

Summit Learning Trust aims to deliver exceptional education to children and young people in the West Midlands, and enable them all to have successful, happy lives and make a positive impact on their communities.

We do this by:

- Providing all our children and young people with the highest levels of expectation, educational provision and care.

- Achieving the highest levels of academic progress for all our learners.

- Nurturing our children and young people in academies where safety and wellbeing are of paramount importance.

- Providing a rich educational experience for all our learners.

- Adopting a consistently high level of inclusivity and equity for all learners, colleagues and stakeholders across our trust.

- Contributing positively to the communities which our academies serve.

- Valuing all our people and developing them as professionals and lifelong learners.

- Working intelligently to maximise the effective and efficient use of our resources.

- Working ethically and with integrity, civility and respect.


We plan to grow the reach and the reputation of Summit Learning Trust, locally and nationally. We will work to attract, recruit and retain the best possible colleagues, governors and trustees so that all Summit academies become the schools and colleges of choice in the area.

A very warm welcome to the Summit Learning Trust system of governance, and to the Local Governing Body (LGB) of your academy. We, and the academies, are extremely grateful to you for your time and your commitment to supporting us as we strive to ensure that all learners have the very best education possible in every academy in the Summit family. The role of the LGB is essential; it provides assurance to our Board of Trustees that academy leaders are effectively raising standards in academies and are providing the best possible education.

In this booklet you will find a description of specific roles that members of the LGB need to fulfil. Please have a look at these and decide if you think you might be able to take on one of these roles – they are very important.

You will also find the Scheme of Delegation document from our Trust Board that defines the responsibilities of the LGB. Alongside this is a list of the local policies that you and the academy leaders are responsible for and need to keep updated. We have also attached Sections 1 and 2 of the current version of Keeping Children Safe in Education, which everyone involved in academy or Trust governance must read and sign to say they have understood this.

At the end of the booklet, you will see a Governance Code of Conduct. Please read this through; you will be asked to sign it at the first meeting.

If you have taken on the critical role of **Chair of an LGB**, then our particular thanks. It is a really important role in leading the LGB to support and challenge leaders in our academies, and to seek evidence for the impact of their actions. Our Trust holds Chairs meetings every term with the Chair and Vice Chair of the Board, the CEO and our Education Directors. This is an excellent opportunity to discuss Trust strategies and developments and to feedback from LGB work.

You will have the services of our Clerk, Rachel Walker who is available by email Rachel.walker@summitlearningtrust.org.uk. The clerk can be called on between meetings to offer any

advice and support you may require. Our Trust uses the online system Microsoft TEAMS for storing papers, communicating with governors and Trustees and sending out minutes and documents. This is easy to navigate and replaces unwieldy bundles of papers. Training on Microsoft TEAMS can be provided by our Central IT Team if required.

The Board of Trustees and our Executive Team welcome all feedback. There are formal channels of communication, but we encourage all individual governors to offer any feedback you would like to, at any point.

Thank you, once again.

**Vince Green, CEO**                                 **Karen Crowston, Chair of the Board of Trustees**

# Governance Structure

**SUMMIT** LEARNING TRUST

## Members

## Board of Trustees

| Finance & Resources Committee | Standards Committee | Remuneration Committee | HR Committee | Audit & Risk Committee |
|---|---|---|---|---|

## Local Governing Bodies

| Erdington Hall LGB | Pegasus LGB | Oaklands LGB | Yarnfield LGB | Cockshut Hill LGB | Lyndon LGB | Ninestiles LGB | SFCS LGB |
|---|---|---|---|---|---|---|---|

# Roles and responsibilities

**Role of the Local Governing Body**

The Board of Trustees (BoT) delegates some governance functions to the Local Governing Bodies (LGBs) of each academy. BoT will agree the appointment of the Chairs and members of the LGBs.

The LGBs are an essential part of the governance structure of the Academy Trust. SLT may increase or remove delegated responsibilities according to the strength of the LGB and the success of the academy. **The LGB's main role is to provide assurance to the Board that academies are meeting the required standards and are delivering a good education.** Local Governing Bodies play a crucial role in supporting and challenging academies and in engaging meaningfully with parents, carers and the local community.

Local Governors contribute to the work of the Local Governing Body in ensuring high standards of achievement for all children and young people in the academy by:

- Supporting the academy's vision, ethos and strategic direction in line with that of the academy trust
- Supporting and challenging leaders on the educational performance of the academy and its learners, and their well-being and safety

## LGBs are responsible for:

- Ensuring appropriate processes are in place for Risk Registers within academies. Academies maintain their own risk registers which feed into our Trust RR.

- Review of the academy's performance targets

- Approving and monitoring the academy's improvement plans

- Monitoring any post-Ofsted improvement plans

- Approval and monitoring of any local academy policies, including admissions, annually. The LGB will have a list of all academy policies and schedule for updating them.

- Attending hearings for any permanent exclusions convened by the clerk

- Involvement in staffing appointments; (except Principals, teaching colleagues on Leadership Scale and Support colleagues on Grade 6 or above) in liaison with the HR Business Partner and in line with our Trust's appointment process and policies.

- Contribution to Principal performance management; providing information about the Principals' performance via the Chair to the Education Director

- Part of panels for disciplinary hearings

- Implementation of Health and Safety Policy, and Health and Safety in the academy

- Implementation and review of the Safeguarding Policy

- Keeping up to date with safeguarding training, ensuring that colleagues are trained and that there is a safeguarding governor on the LGB

- Ensuring the academy is operating within the mission and ethos of our Trust and contributing to our Trust's key strategic priorities

- Monitoring the quality of teaching and learning, attendance, behaviour and safety, within the academy and progress against the Academy Improvement Plan, monitored termly

- Engaging with wider academy activities, and liaising with parents and carers regularly and meaningfully as a means of monitoring overall quality

Each LGB will identify lead governors with a specific remit and oversight for **Safeguarding**, the progress of **Disadvantaged Learners** and the provision for students with **SEND**.

A member of the LGB (usually the Chair) is nominated to be responsible for working closely with the Education Director in liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Principal.

The LGBs meet 5 times each academic year, and otherwise as required. Three of these meetings will be standards meetings and focus on a specific element of academy improvement. Any additional meetings require at least 7 days' notice. **There is an expectation that governors attend 'events' between meetings which enable them to develop a clear picture of the quality of provision in their academy.**

In order to perform this role well, a Governor is expected to:

- Get to know the academy, including by visiting the academy occasionally during academy hours, and gaining a good understanding of the academy's strengths and weaknesses
- Attend induction training ad regular relevant training and development events
- Attend Governing Board meetings (and committee meetings) and read all the papers before the meeting
- Act in the best interest of all the learners of the academy
- Behave in a professional manner, as set down in the Governing Board's code of conduct, including acting in strict confidence

The quorum is half of the board rounded down and meetings are minuted by the clerk. The LGB will elect a Vice Chair on an annual basis.

The Clerk will be responsible for drawing up the agenda alongside the Principal and Chair of the LGB and getting it sent out to governors at least 7 days in advance. Should the Chair or Vice Chair not be present at the meeting, a Chair should be elected for the meeting. A staff member or associate governor may not chair the meeting.

The Chair of the LGB provides an important link between our trust and individual academies. They are responsible for:

- Chairing LGB meetings, ensuring all governors have a voice and are able to contribute to the meetings.

- Ensuring the LGB is meeting its duties under our trust Scheme of Delegation, holding senior academy leaders to account.

- Reporting back the views of the academy to our Board of Trustees, including the recommendation of any training needs of the LGB.

- Contributing to the performance management of the Principal.

- Developing an effective working relationship with the Principal and senior colleagues through regular communication between meetings.

- Liaising with CEO/ED on matters of importance between meetings e.g. learner exclusion or staff competency issues.

- Being proactive in the self-review of the LGB

The term of office for any Governor shall be two years, subject to remaining eligible to be a particular type of governor, any Trustee appointed Governor may be re-appointed by Trustees at a Board Meeting. Parent and staff representative's vacancies will be filled by process of election where there are more applications than there are available vacancies.

## How autonomous is our academy?

At Summit Learning Trust we recognise and want to nurture the leadership and expertise of our Principals, and to provide opportunities for them to develop their skills, talents and experience. However, we have a duty to ensure that the highest standards are in place in all aspects in all our academies. Part of this process is a robust evaluation of our academies to inform the degree of support and challenge offered by the Education Directors and the Education Improvement Team. Academies will be reviewed in all aspects by the Executive Team and will be given an overall designation linked to specific criteria (see Appendix 1). This designation will inform the level of support provided by the Education Directors, from Phase 4 up to Phase 1 (see Appendix 2). When an academy is at Designation 4 and Phase 4, Summit will offer a very high degree of support and challenge, and the academy will have little independence in its work. At Designation and Phase 1, an academy will benefit from light touch quality assurance, will have a high degree of autonomy within the Summit vision and ethos, and will be expected to contribute to the support and challenge of our other academies.

This is not an exact science, and academies are likely to overlap between designations and phases. However, this gives a more transparent view for academy leaders and governors of what support they can expect from Education Directors, and why.

## Communication

Good communication between the LGB, the Summit Board of Trustees and Summit Executive Directors is essential. Communication structure is as follows:

**Every meeting:**

- Pre-meeting discussion with Principal of the academy to consider the agenda
- Review of headlines from our Trust Board, and feedback of key points from the meeting back to our Board

**Half-termly:**

- Chair of LGB visit to the academy to review the strategic improvement plan with the Principal and Ed Director

**Termly:**

- Meeting between the Chairs and Vice Chairs of the LGBs, Chair of the Board and the Education Directors and CEO
- Update on Academy Designation and Support Phase

- Receipt of the Executive Bulletin and Update
- Receipt of the academy's termly bulletin

**As required:**

- Immediate notification of any Ofsted visits to the academy
- Immediate notification of any significant change at Trust level
- Catch up calls with the Education Director
- Review of information on academy and Trust website

**Annually:**

- Attendance at the Board Strategy Day

# Code of Conduct for Local Governors

**The role of Trustees, Committee Members and Local Governors**

The Board of Trustees is a corporate body and the Local Governing Body is a sub-committee of the Board of Trustees, which means:

- No Trustee or Governor can act on her/his own without proper authority from the board of Trustees;
- Although appointed through different routes (i.e. parents, carers, staff, board of Trustees), the overriding concern of all Trustees and Governors has to be the welfare of the academies and all the pupils and students who attend them.

**Code of Conduct**

- We understand the purpose of our Trustees, Committee Members and local governors.
- We are aware of and accept the Nolan seven principles of public life: see appendix
- We accept that we have no legal authority to act individually, except when the Board of Trustees has given us delegated authority to do so, and therefore we will only speak on behalf of the Board of Trustees, Committee Members or LGB when we have been specifically authorised to do so.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for colleagues, we will fulfil all that is expected of a good employer.
- We are committed to robustly challenging all forms of discrimination and actively promoting diversity
- We will encourage open government and will act appropriately.
- We accept collective responsibility for all decisions made by the Board of Trustees, Committee Members and LGB. This means that we will not speak against majority decisions outside our Trustees, Committee Members or LGB meeting.
- We will consider carefully how our decisions may affect the community and other academies.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our academy. Our actions within the academies and the local community will reflect this.
- In making or responding to criticism or complaints affecting the academies we will follow the procedures established by the board of Trustees.

## Commitment

- We acknowledge that accepting office as a local governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the LGB, and accept our fair share of responsibilities, including service on strategic groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance in full why we are unable to.
- We will get to know the academy well and respond to opportunities to involve ourselves in academy activities.
- Our visits to academy will be arranged in advance with the Principal and colleagues and undertaken within the framework established by the academy and agreed with the Principal.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training
- We are committed to actively supporting and challenging the Principal.

## Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.

- We will express views openly, courteously and respectfully in all our communications with other Trustees, Committee Members and or local governors.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other local governors in relation to delegated functions and take into account any concerns expressed, and we 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 the Principal, staff, parents and carers, and other relevant agencies and the community.

## Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or students, both inside or outside academy
- We will exercise the greatest prudence at all times when discussions regarding academy business arise outside LGB meetings.
- We will not reveal the details of LGB vote.

## Conflicts of interest

- We will record any pecuniary or other business interest that we have in connection with our Trust's business in the Register of Business Interests.
- We will declare any pecuniary interest - or a personal interest which could be perceived as a conflict of interest - in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

## Breach of this code of practice

- If we believe this code has been breached, we will raise this issue with the Chair and the Chair will investigate; our Trustees should only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.

# Nolan Seven Principles of Public Life

**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.

**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.

**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.

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

**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.

**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.

**Leadership**
Holders of public office should promote and support these principles by leadership and example

## Policies for authorisation by Local Governing Bodies

The following list is the Policies and documents that each academy LGB has responsibility for authorising. This is not an exhaustive list, as individual academies in our Trust may have individual policies or procedures in place that they will seek the LGBs advice and authorisation on.

| |
|---|
| Admissions Policy |
| Attendance Policy |
| Behaviour Policy |
| Curriculum Intent, Implementation and Impact Statement |
| EYFS |
| First Aid Policy |
| Home Academy agreement |
| Medical Needs Policy |
| PE and Sports Premium statement |
| Sex and Relationships |
| Pupil Premium Strategy |
| SEND Report |
| SEND Policy |
| Yr 7 Catch-up premium statement |
| Values and Ethos Policy |
| Health & Safety Policy |

## Scheme of Delegation

The LGB's delegated authority can be found in the document '**Summit Learning Trust Scheme of Delegation – Academic Year 2022-23'.** This document gives an overview of the delegated authority from the Board of Trustees to its committees and to the Local Governing Bodies.

# Roles within the LGB

## Safeguarding Link Governor

As the governor responsible for safeguarding children and young people, you will play an essential role in ensuring children and young people in your academy are kept safe from harm. The Safeguarding Governor plays an important role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full Governing Body.

A list of the role's responsibilities includes;

- Monitoring the safeguarding and whistle-blowing policies.
- Ensuring a system is in place for recording, storing and reviewing child welfare concerns.
- Liaising with the Principal about general child protections and broader safeguarding issues within the academy, and providing reports to the Governing Body.
- Ensuring that the academy staff training is up to date.
- Ensuring at least one Governor on the recruitment and selection panel for staff has successfully completed accredited safer recruitment training

The safeguarding Governor should ensure that the Governing Body is well informed about child protection issues. This includes:

- Knowing who the designated lead is and whether he or she has attended appropriate training
- Knowing how the academy is working to address and eliminate sexual harassment between children or young people
- Knowing how the academy is working to educate children, young people, parents and carers about online dangers
- All colleagues working in the academy receive induction about child protection procedures and training appropriate to their role and responsibilities.

Governing Bodies may find it helpful to have an individual member to champion child protection issues within the academy, liaise with the Principal (or other designated person) and provide information and reports. The Governing Body should remedy any deficiencies or weaknesses with regard to child protection arrangements that are brought to its attention without delay.

The link Governor may wish to check that the following issues have been addressed and draw any concerns to the attention of the wider Governing Body and to the Principal/designated person. They should not expect to be consulted about individual casework relating to the children or young people at the academies for reasons of confidentiality. The Chair of Governors would have a key role in the event of any concern about the conduct of the Principal

**Policy and Procedures to protect individual children or young people**

The academy's key role is to assist with the identification of children or young people at risk of 'significant harm' and to ensure that such concerns are passed to the relevant agencies for further investigation under local procedures. Academy colleagues do not carry out investigations themselves. Staff may also be involved in longer term action under a multi-agency Child Protection Plan.

The Governing Body must ensure that there is a written policy for child protection and safeguarding procedures within the academy, in line with the inter-agency procedures of the Local Safeguarding Children Body. A recommended 'model' has been distributed to all designated teachers. This gives the staff the authority to act. The policy should:

- Set out general principles and define how child protection issues are addressed within the academy
- Be made known to parents and carers (and learners as appropriate) on request
- Give staff clear procedures covering required documentation, line management issues and defined responsibilities

- Indicate that training is available, especially to newly-appointed staff and volunteers, both teaching and non-teaching, (with refresher training at least every 2 years for the designated person and every 3 years for all colleagues)

Ensuring such policy and procedures are in place is the responsibility of the Senior Management Team, the Governing Body and the designated person, who must work together to ensure a co-ordinated approach. In addition, to support the role of the designated teacher, they must have the status and authority within the academy management structure to carry out the duties of the post, including committing resources to child protection matters and directing colleagues. Child protection policy and procedures along with the audit tool should be completed and/or reviewed annually.

## Complex and Professional Abuse Procedures

This is the context in which any child protection concern about an adult, including volunteers, within an academy will be investigated. Cases are now overseen by the Local Authority Designated Officer (LADO). The LADO should be involved in all cases of allegations; at no point should an allegation be investigated by the employer in isolation without contacting and/or seeking advice from the LADO. Contact must be made before taking any other action, where there are reasons to suspect that a person who works with children or young people has;

- Behaved in a way that has harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child/young person or children/young people in a way that indicated s/he is unsuitable to work with children or young people

A staff 'Code of Conduct' or Safe Practice Guidance may be helpful to deal with disciplinary matters that do NOT raise child protection concerns. This will help colleagues to know what the behaviours are generally considered to be inconsistent with their professional status. Infringements should then be subject to disciplinary procedures as required. There is guidance from the DCSF or via teacher associations

## Staff Appointments and Safer Recruitment

Following the 'Soham' murders, the case of Ian Huntley, Maxine Carr and the Bichard Inquiry, there was an urgent review of recruitment and selection procedures used by academies. New guidance will seek to ensure that anyone appointed to any role in an academy is suitable and safe to have contact with children or young people. Governors should ensure that regular checks are being made on the Single Central Record to be assured that:

- All persons appointed provide proof of their identity, name, date of birth etc. (a birth certificate is best);
- References are specific to the post and
- Evidence is produced for any qualifications that are claimed

A DBS check will now be routinely required prior to commencing work including for colleagues changing jobs within the authority (check with Education HR in each case) and for volunteers and helpers. Relevant checks will also be made for colleagues that have previously lived and worked abroad.

## Use of Premises

When a Governing Body provided services or activities directly under the supervision or management of the academy staff, the academy's arrangements for child protection will apply. Where services are provided by another body, the Governing Body should seek assurance that the body concerned has robust procedures for keeping children and young people safe while engaged in these activities, including DBS checks for any colleagues or volunteers. They should also have a child protection policy of their own and affiliated to any required organisation that oversees standards such as Sport England.

| Key Question: How effective is the Safeguarding & Prevent Policy in practice? | | |
|---|---|---|
| **Autumn visit** | **Spring visit** | **Summer visit** |
| Safer recruitment<br>• How is it ensured that colleagues and volunteers are recruited safely? Who monitors whether all the correct checks have been made?<br>• Safer recruitment trained interviewer on every interview panel?<br>• Check some HR files for two references/ID/interview questions including Safeguarding and Prevent<br>• How does the institution ensure that two references are obtained?<br>• How do leaders and Governors check that the institution's Safeguarding and Prevent arrangements meet the statutory requirements? Is there a Safeguarding & Prevent annual report?<br>• Have there been any Safeguarding or Prevent incidents in the institution since the previous visit?<br><br>SCR<br>• Who checks it, and how often?<br>• Governors check<br>• How do they check the SCR is correctly completed?<br>• How is it reported to Governors? | Questions for colleagues during feedback<br>• Do colleagues confirm they have read: KCSIE, Safeguarding/Prevent policy, staff code of conduct/behaviour policy, restraint policy (where applicable)? Effective impact in practice?<br>• Do colleagues know what Prevent is?<br>• Do colleagues know who the DLSs are and how to report a concern?<br>• Do all colleagues receive training and updates regarding Safeguarding and Prevent annually?<br>• Do colleagues know what to do if they feel something they have reported has not been followed up?<br>• Do colleagues know who to inform if there are concerns about the Principal?<br>• Where can colleagues use mobile phones and cameras (particularly in EYFS)?<br>• What does the restraint policy allow them to do?<br>• What early help support is effectively given to pupils/students when concerns arise?<br><br>DSL interview<br>• How many pupils/students are subject to a protection plan/CIN/early help? IAre records in place for all pupils/students to a CP plan and those who are CIN?<br>• Are records held securely?<br>• Does the DSL get sufficient release time?<br>• Are they at a sufficient level of seniority?<br>• Are referrals followed up? Can the institution prove this?<br>• Is there a summary for each pupil/student identifying phone calls, key events etc<br>• See records – are they organised, well kept, all follow the same consistency of report? | Policies check<br>• Safeguarding/Prevent policy up to date and signed? Is it up to date on website? Effective staff contribution to reshape policy?<br>• Is sexting covered in policy and practice?<br>• KCSIE signed for? Section 1 – staff? Section 2 – trustees and Governors?<br>• Staff behaviour/conduct policy up to date? Whistleblowing up to date? Do colleagues know external contacts for whistleblowing?<br>• Physical intervention policy and all incidents recorded and parents/carers informed? Robust? Is the pattern declining?<br>Training logs<br>• Can Trustees/Governors prove staff are suitably training? Register?<br>• Annual KCSIE training/briefing, Level 1 training every 3 years, FGM, Prevent strategy, CSE, forced marriage, E-safety – records? What have Leaders, Trustees and Governors attended?<br>• DSLs trained every two years?<br>General questions<br>• How does the curriculum keep children and young people safe?<br>• Are the Children Missing in Education protocols known and used?<br>• What happens if there is a member of staff suspended, who subsequently resigns? Who do you contact?<br>• Is there a designated member of staff for LAC?<br>• Is there a Safeguarding/Prevent report to Governors? What is in it?<br>• Risk assessment for the site and activities?<br>• Can all of the documents mentioned above be in one file to be Ofsted ready?<br>Audit 175<br>• Completed? Actions appropriate?<br>• How do Governors know? |

| | | |
|---|---|---|
| | • Initial records of concern, referrals, actions taken, advice and support sought and received<br>• LAC information from LA sufficient? | |

## Special Educational Needs and Disability (SEND) Link Governor

**Overview and Purpose**

Being a Special Education Needs Governor is about doing your best to make sure learners with SEND get the help they need to access the curriculum and to participate fully in the life of the academy. It is about upholding inclusive values and promoting inclusive practice thereby ensuring the academy is fully committed to improving; accessibility, participation and positive outcomes for learners with SEND

As an SEND Governor, you play a vital role between the Governing Board and the academy in relation to learners with SEND. It's your role to help raises awareness of SEND issues at meetings and give up-to-date information on quality and impact of provision within the academy. You also hep review the academy's policy on provision for learners with SEND and ensure that parents and carers have confidence in this provision.

**There are certain core responsibilities that every SEND Governor should be aware of:**

- How the academy identifies children or young people with SEND – make sure you understand how the academy identifies a learner with SEND and what happens once a learner has been identified;
- How SEND funding is allocated and spent;
- The academy's SEND Policy – you should know your academy's policy on SEND and make assure it's reviewed regularly. Regular reviews are vital to ensure that the SEND provision reflects the changing needs of the academy, its circumstances, and the law; and
- Academy SEND information report
- Develop good relationships in the academy – developing good relationships with the key people involved in the academy is essential. It's particularly important to get to know the Principal and the SEND co-ordinator (SENDCO)

**Supporting the implementation of the academy's Special Educational Needs and Disability Policy**

- Agree with the Governing Board, the Principal and the SENCO the indicators which should be reported on by the academy to the Governing Board to say whether the policy is working, and the timescale for that reporting
- Ensure that the SEND policy is linked to the Academy Improvement Plan and the budget setting process
- Ensure that funds are allocated each year within the academy budget specifically to cater for SEND learners and to support the implementation of the SEND policy; be aware of the various headings under which the academy spends the SEND budget each year (i.e. resources, training, support assistants, SENCO management time, medical time etc)

**Sharing information**

- Provide support and encouragement for colleagues with SEN responsibilities and champion their role within the academy; provide a channel of communication between the SENCO and the Governing Board
- Discuss the outcome of academy visits with the SENCO and the Principal;
- Report on a termly basis to the full Governing Board on the implementation of the academy's SEND policy

- Encourage effective communication with parents and carers on the academy's support for learners with SEND – make use of newsletters, parent and carer notice boards, leaflets, academy prospectus, the Annual Meeting, academy websites and academy social functions etc

**Questions for SEND Link Governors**

- Profile of learners with SEND
- Number of children or young people with EHCPs
- Number of children or young people with different types of need

**Staff Skills**

- Where were SEND-related staff skills last reviewed?
- What were the outcomes of that review?
- What training has been undertaken?
- Resources
- Resources available for SEND and how they are deployed – including:
- Core budget (learner-led or AWPU (*Age-Weighted Pupil Unit*) funding);
- Funding for learners with EHCPs;
- Funding for learners with SEND without statements;
- Support in kind, for examples, from the educational psychology service
- Accessibility
- Accessibility of academy buildings, curriculum and printed material and plans to extend this, as required by the Accessibility Plan.
- Outcomes
- Academic attainment for learners with SEND and progress made (or 'Value added') over time;
- Learner and parent/carer attendance at annual reviews;
- Exclusions – permanent and fixed term - of learners with SEND;
- Attendance of learners with SEND – authorised and unauthorised

## Disadvantaged Learner Link Governor

**Rationale**

One of the biggest funding streams that comes into academies currently is the **Pupil Premium Grant**. It is paid to academies according to the number of learner who have been

- Registered as eligible for free academy meals at any point in the last 6 years
- Been in care for 6 months or longer
- Have been looked after for 1 day or more
- Were adopted from care on or after 30 December 2005 left care under:
  i. a Special Guardianship Order on or after 30 December 2005
  ii. a Residence Order on or after 14 October 1991

Whilst our LGBs do not have any delegated financial responsibility, you are accountable for monitoring the progress and outcomes of disadvantaged learners in your academy. This will mean checking that academy leaders have spent the PPG in a way that shows an impact on the progress made by disadvantaged learners. It is particularly important that disadvantaged learners make more rapid progress than other learners because otherwise they will not catch up with other learners nationally – and this is what their outcomes are measured against.

All our academies have a significant proportion of disadvantaged learners, and our Trust sees it as our moral imperative to ensure that they achieve excellent outcomes to enhance their life chances.

It's important, therefore, that each LGB nominates a governor to check how academy leaders monitor and improve the performance, attendance and behaviour of disadvantaged learners.

**What should the Disadvantaged Learner Governor do?**

- Ensure the LGB is well informed about the achievement of its learners who are eligible for pupil premium funding. For example:
  - Making sure governors are kept informed through senior leaders' reports on the progress, attendance and exclusions of disadvantaged learners
  - Ensuring governors are being involved in decisions about how the pupil premium is spent. Is there a clear rationale for what the spending aims to achieve?
  - Checking that the Academy Improvement Plan and self-evaluation process include disadvantaged learners as a key focus group
  - Making sure the academy has published their updated Pupil Premium review and impact report on the academy website, that it is clear about what strategies worked and if any did not, and that parents and carers can find it and understand it.

- Ensure s/he is well informed about other aspects of the Pupil Premium funding. This can be achieved by meeting regularly:
  - With the senior leader who is responsible for overseeing how the Pupil Premium is spent to monitor and evaluate specific actions that it is funding
  - With the senior leader who is responsible for inclusion to monitor attendance, punctuality and behaviour (particularly exclusions), as well as attainment of eligible children or young people and what actions the academy is taking to address any issues.
  - With the senior leader to develop and review a coherent Pupil Premium strategy and review and that it is brought to the LGB for approval when necessary.

Other activities may include: visits to the academy to meet with groups of learners to get a sense of their experience of the academy day to day; meetings with groups of staff to understand how they help disadvantaged learners in their classrooms day to day.

## Parent Governor

As a Parent Governor, the role is:

- To bring a parental perspective to the issues discussed – they are not there to speak 'on behalf' of the parent and carer body
- No different from those of other governors

Note: parents and carers are elected to the board, not appointed (unless there are fewer candidates than vacancies).

It's a fine line to tread but it's important to remember that Parent Governors are not on the LGB to speak on behalf of parents and carers, instead they should use their perspective as a parent or carer to help the board understand a parent's or carer's viewpoint. This will help the board make good decisions and maintain a link between governance and the parent/carer community.

In practice this means Parent Governors should not bring complaints from parents or carers to the board's attention, rather highlight how governing board decisions impact the academy from a parent's or carer's perspective. Parent Governors should help other parents and carers understand that they are not on the LGB to:

- Speak on their behalf
- Bring up their individual issues in meetings
- Solve problems for them

Parent Governors should be polite but firm and tell other parents and carers that they must utilise the official channels, including our Trust's Complaints Policy so they can raise their grievance correctly.

Parent Governors should not respond to comments on social media in their role as a governor, even if they see comments about the academy from parents or carers on social media, perhaps in parent groups they are members of. It is not the Parent Governor role to get involved.

It's also important for Parent Governors to separate their role as a governor from their role as a parent, thinking about all learners in the academy.  As a governor, they are responsible for the progress and wellbeing of all learners at the academy.

Governors must rely on a wide range of sources to make decisions and hold the headteacher to account. These include high-quality, objective data and the views of learners, colleagues, parents, carers and the community.

If a Parent Governor has a complaint concerning their child, they must follow our Trust's Complaints Policy, even as a Parent Governor.

If possible, they should ask the other parent or carer to lead the discussion with the academy. In all communication during the process, it should be clarified that they are acting as a parent or carer, not a governor.

Action could be taken as a governor if the complaint affects more children or young people than their own child. For example, if data shows a wider problem with learner progress in their child's year group, questions can be asked in the relevant meetings.

Most of the time, Parent Governors won't need to declare a personal interest in all agenda items that could have an impact on their child, but they should do this where:

- The matter would affect their child individually (an exclusions panel where their child was the victim of a behaviour incident, for example)
- They feel too close to the matter to be impartial

Where there is a dispute about whether the Parent Governor should withdraw, the other governors may make this decision.

If a Parent Governor has concerns over a governing board decision it is important to keep the role of parent or carer separate from the role of governor.   Any concerns should be raised at meetings.

## Clerk for Trustees & Local Governors

The Clerk for Summit Learning Trust is as follows

| Name | Email |
|------|-------|
| Rachel Walker | Rachel.walker@summitlearningtrust.org.uk |

All Trustees and Governors will be set up with a Trust or academy email address and access to MS Teams. This is used for circulating papers and for communication. If a Trustee or Governor has any trouble accessing MS Teams, they should contact their clerk in the first instance.

All Trustees and Governors have access to learning resource The Key. Accounts can be set up by Trustees and Governors using the below link. If a Trustee or Governor has any trouble accessing this, they should contact Rachel.walker@summitlearningtrust.org.uk in the first instance.

https://schoolgovernors.thekeysupport.com/register/complete-profile/

All Trustees and Governors have access to the National Governance Association (NGA). Accounts can be set up by the Clerk and Trustees and Governors will receive a link to add in their own details. If a Trustee or Governor has any trouble accessing this, they should contact Rachel.Walker@summitlearningtrust.org.uk in the first instance.

# Appendix 1 – Academy Designation Criteria for Academy Improvement

| Stabilise | Repair | Improve | Sustain |
|---|---|---|---|
| • Ofsted Special measures | • Ofsted RI or historic good judgment | • Approaching or achieving Ofsted 'good' judgement | • Good or Outstanding Ofsted judgement |
| • Significant weakness or decline in quality of education, achievement, leadership, behaviour, safety/ welfare of learners | • Sound improvement plans in place<br>• Senior Leaders and LGB are clear about what needs to improve<br>• Colleagues are clear about what needs to improve<br>• Learners are compliant with leaders' and academy expectations<br>• Impact of actions can be seen in improving quality of education, achievement, leadership, behaviour and safety/welfare of learners | • All groups of learners (SEND/DPs/HAPs) make good progress against national; gaps are closing against national other<br>• MER in place, rigorous and robust systems support continual improvement | • Monitoring and review are accurate and precise and lead to constant improvement<br>• Achievement and progress are well above national for all groups |
| • Instability in staffing, and staffing structures not appropriate for the effective and efficient delivery of the curriculum.<br>• Limited understanding of succession planning | • Staffing is stable.<br>• Appropriate staffing structures in place.<br>• Succession planning and recruitment planning is developing. | • Staffing is stable.<br>• Leaders analyse their staffing requirements and ensure an effective and efficient staff team.<br>• Leaders map staff strengths and emerging talents | • Leaders systematically and proactively identify emerging talents and coach current and aspiring leaders.<br>• Clear succession planning is in place, proactive recruitment and retention means stable, high-quality staffing. |
| • Systems and processes for ensuring safeguarding are not understood by leaders, in place or operational | • Compliant systems and processes for ensuring safeguarding are understood by leaders and staff and are consistently in place<br>• A safeguarding culture is developing. | • Compliant systems and processes for ensuring safeguarding are understood by all and consistently and proactively used.<br>• A good safeguarding culture is firmly in place. | • Systems and processes for ensuring safeguarding are compliant and exemplary<br>• A strong and proactive safeguarding culture is embedded. |
| • Academy systems and processes not fit for purpose, or are not in place | • Systems, structures and processes are being built appropriately | • Leaders have implemented strong structures, systems and processes. | • Systems and processes are fit for purpose, highly effective and firmly embedded |
| • Instability in leadership<br>• Leaders do not buy into our Trust vision and values and do not demonstrate Summit Leadership behaviours | • Leadership stable, and demonstrating capacity and aspiration to improve<br>• Leaders and staff visibly buy into our Trust vision and values | • Leaders consistently demonstrate the Summit Leadership Behaviours<br>• Leaders visibly and pro-actively promote alignment and integration with our Trust | • Leaders at all levels consistently and visibly demonstrate the Summit Leadership Behaviours<br>• All staff and leaders are visible and proactive champions of and contributors to our Trust vision and values. |

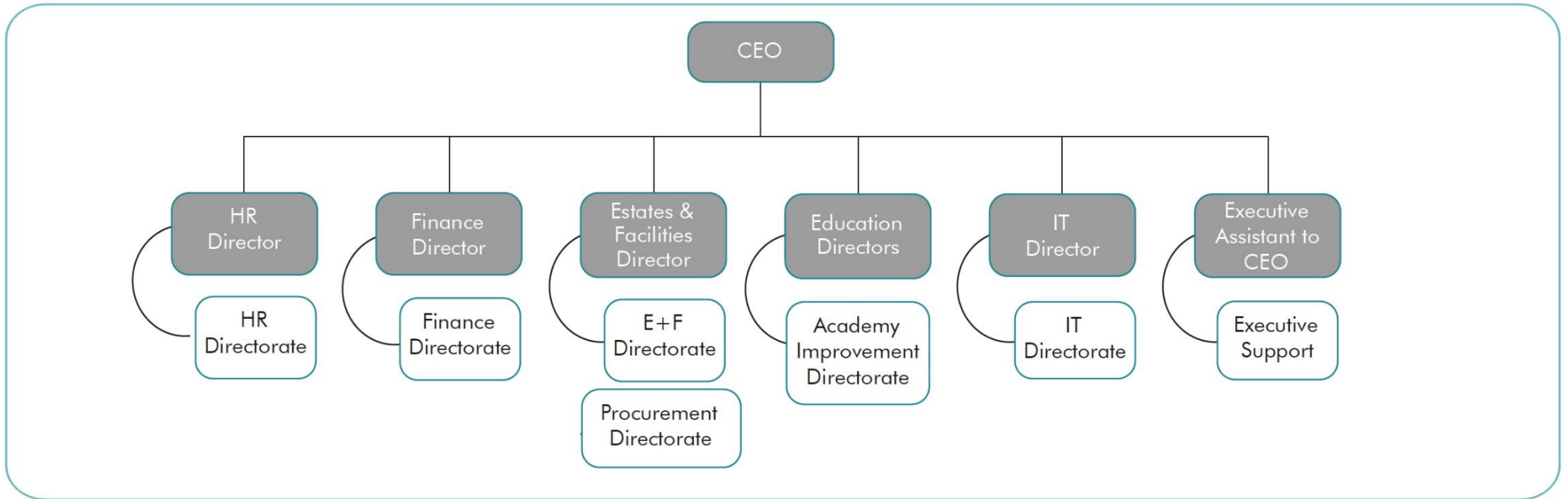| | | | |
|---|---|---|---|
| • Major weaknesses in terms of leadership, coverage or progression of the curriculum in terms of intent and implementation | • Curriculum coverage is sufficient but there are some weaknesses overall in a number of areas (identified by leaders but not yet remedying) | • Broad curriculum is embedded with minor points for development (leaders are taking action to remedy minor shortfalls) | • Exceptional curriculum intent and implementation underpins the academy's work and is embedded in all areas |
| • Teaching quality is inconsistent with few strengths | • Teaching quality is inconsistent across the academy; QTM analysis shows slow but steady improvement | • Good teaching is impacting on better learning and outcomes (QTM)<br>• Teacher and leaders support other staff in a continuous improvement cycle. | • Leaders are proactive in their support for development of excellent T&L practice at own academy and in other academies<br>• Teaching quality and curriculum implementation is consistently strong and often excellent |
| • Outcomes are well below national and/or are not improving | • Outcomes and progress are improving but are not yet in line with national | • Outcomes and progress are at least in line with national for all groups of learners | • Outcomes and progress are excellent (above national) for all learners and groups |
| • Relationships with parents, carers and the community are not positive (NOR; parental surveys)<br>• | • Relationships with parents, carers and the community are improving (NOR rising; parental surveys) | • Relationships with parents and carers are positive and supportive (NOR; parent surveys) | • Relationships with parents, carers and the community are highly positive, supportive and enriching<br>• The academy is at PAN or over-subscribed |
| • Self-evaluation not accurate. | • Self-evaluation is broadly accurate | • Self-evaluation is accurate and well used for improvement planning | • Self-evaluation is forensic; leaders relentlessly seek aspects for further improvement |
| • Leaders and staff do not yet confidently promote full equality and diversity or challenge discrimination | • Leaders and staff are more knowledgeable and confident in promoting equality and diversity and challenging discrimination | • Leaders and staff actively and visibly promote equality and diversity and challenge discrimination | • The academy overtly and relentlessly promotes equality and diversity and challenges discrimination at all levels<br>• All leaders and staff actively and visibly promote equality and diversity and relentlessly challenge discrimination |

| | | | |
|---|---|---|---|
| • LGB does not hold leaders to account | • Some members of LGB hold leaders to account; they have overall information about academy standards. | • LGB is well informed about academy standards and hold the leaders to account well. | • LGB challenges leaders proactively and supportively to reach the highest standards |
| • There is a lack of professional curiosity from leaders and a lack of attention to detail | • Senior leaders demonstrate curiosity and attention to detail in some areas | • Leaders at all levels demonstrate relentless curiosity and attention to detail | • All staff visibly demonstrate relentless curiosity and attention to detail |
| • Attendance for all learners is consistently low and not improving<br>• Exclusions are well above average and not improving<br>• Student behaviour and staff behaviour management is weak | • Attendance and behaviour for all and groups of learners is improving but not at national average.<br>• Exclusions are still above national; attendance remains below national. | • Behaviour and attendance of learners with particular needs is improving and at, or close to, national average; exclusions at national average, attendance at national average<br>• Learners proactively engage with behaviour systems and take responsibility for their actions | • Students self-regulate and demonstrate high standards of behaviour. Exclusions are below average.<br>• Attendance of all groups of students is above average |
| • There is limited engagement with with Executive Directors and Central Team members.<br>• Leaders' knowledge of finance, HR and health and safety is limited. Significant support is required to ensure that all aspects of the academy responsibilities in the SLAs are delivered. | • Engagement with Executive Directors and Central Team members is developing.<br>• Leaders' knowledge of finance, HR and health and safety is developing. Leaders need some support to enable them to ensure that all aspects of the academy responsibilities in the SLAs are delivered. | • Leaders engage well with Executive Directors and Central Team members.<br>• Leaders have some knowledge of finance, HR and health and safety to enable them to ensure that all aspects of the academy responsibilities in the SLAs are delivered. | • Leaders engage proactively with Executive Directors and Central Team members.<br>• Leaders have good knowledge of finance, HR and health and safety to enable them to ensure that all aspects of the academy responsibilities in the SLAs are delivered to the highest standard. |

# Appendix 2 – Academy Phases linked to designations

| PHASE 4 (Stabilise) | PHASE 3 (Repair) | PHASE 2 (Improve) | PHASE 1 (Sustain) |
|---|---|---|---|
| • Full accountability<br>• Intensive support<br>• Immersion in school<br>• Tactically collegiate<br>• Directing<br>• Reduce and mitigate risk<br>• Pace setting for improvement<br>• Hands on<br>• Frequent contact<br>• Setting up systems and processes<br>• Writing strategic plans/SEFs<br>• Alignment of SLT responsibilities<br>• Strategic control; reduction of external influences | • High accountability<br>• Partial immersion<br>• Regular contact<br>• QA of strategic processes<br>• Chasing up operational implementation<br>• Modelling to leaders, some direction, 'try this' | • Moderate accountability<br>• Managed risks enabled<br>• QA of standards and SI strategy<br>• Questioning and fine-tuning<br>• Challenge | • Standard accountability<br>• Light touch<br>• QA termly<br>• KPI checks regularly<br>• School supporting others in the Trust – or externally<br>• Principals implement phased improvement approach across different aspects of the school |

**Appendix 3 – Summit Learning Trust Central Team Structure 2022/23**



Organisation chart:

- **CEO**
  - **HR Director**
    - HR Directorate
  - **Finance Director**
    - Finance Directorate
  - **Estates & Facilities Director**
    - E+F Directorate
    - Procurement Directorate
  - **Education Directors**
    - Academy Improvement Directorate
  - **IT Director**
    - IT Directorate
  - **Executive Assistant to CEO**
    - Executive Support

# Appendix 4 – Summit Learning Trust Local Governing Bodies 2022/23

### Cockshut Hill School

| Name | Type of Governor | Role |
|---|---|---|
| Mr Jason Bridges | Principal | |
| Mr Richard Beamish | Trust-appointed Governor | Chair<br>Safeguarding Link Governor |
| | Trust-appointed Governor | |
| Mrs Maryam Nkemena | Trust-appointed Governor | Children In Care Link Governor |
| Vacancy | Trust-appointed Governor | |
| Ms Natalie Monnax | Parent Governor | Health and Safety Link Governor |
| Ms Karen Sloan | Staff Governor | Wellbeing Link Governor |
| Ms Angie Matharau | Parent Governor | Pupil Premium Link Governor<br>SEND Link Governor |
| Mr Inderjit Rayat | Parent Governor | Vice Chair<br>Behaviour Link Governor |

### Erdington Hall Primary School

| Name | Type of Governor | Role |
|---|---|---|
| Jenni Downes | Interim Principal | |
| Mrs Gill Turner | Trust-appointed Governor | Chair |
| Mr Jason Halstead | Trust-appointed Governor | Vice Chair<br>Safeguarding Link Governor |
| Mr Stephen Christie | Trust-appointed Governor | |
| Vacancy | Trust-appointed Governor | |
| Vacancy | Trust-appointed Governor | |
| Mr Stuart Coney | Staff Governor | |
| Ms Ayesha Khan | Parent Governor | SEND Link Governor |
| Vacancy | Parent Governor | |

### Lyndon School

| Name | Type of Governor | Role |
|---|---|---|
| Mr Abid Butt | Principal | |
| Mrs Caroline Hick | Trust-appointed Governor | Chair<br>Safeguarding Link Governor |
| Mr Javid Iqbal | Trust-appointed Governor | Vice Chair |
| Mr Ian Carnell | Trust-appointed Governor | Higher Ability Link Governor<br>Student Discipline Link Governor<br>Health and Safety Link Governor |
| Ms Amani Asad | Trust-appointed Governor | Disadvantaged Link Governor |
| Mrs Kamaldeep Barmi | Trust-appointed Governor | RPHSE Link Governor |
| Ms Helen Blanchard | Staff Governor | Careers Link Governor |
| Ms Jeni Miller | Parent Governor | |
| Ms Natalie Cox | Parent Governor | SEND Link Governor |

## Ninestiles, An Academy

| Name | Type of Governor | Role |
|---|---|---|
| Mr Alex Hughes | Principal | |
| Mrs Mandeep Kaur | Trust-appointed Governor | Chair<br>Leadership and Management Link Gov |
| Mr Ian Welsh | Parent Governor | Quality of Education Link Governor<br>Disadvantaged Link Governor |
| Ms Sarah Vogel | Trust-appointed Governor | Careers Link Governor<br>Safeguarding Link Governor |
| Mr Tejal Fatania | Trust-appointed Governor | |
| Ms Luisella O'Shea | Parent Governor | |
| Mr Haris Sheikh | Trust-appointed Governor | SEND Link Governor |
| Mr Len Harvey | Staff Governor | Safeguarding Link Governor |
| Mrs Fayeon Fyfield-Calder | Parent Governor | Vice Chair<br>Behaviour and Attendance Link Governor |

## Pegasus Primary School

| Name | Type of Governor | Role |
|---|---|---|
| Ms Vanessa Wardle | Principal | |
| Ms Danielle Owens | Trust-appointed Governor | Chair<br>Safeguarding Link Governor |
| Mrs Lyndsay Jones | Trust-appointed Governor | Vice Chair<br>More Able Learners Link Governor |
| | Trust-appointed Governor | SEND Link Governor<br>Compliance Link Governor |
| Vacancy | Trust-appointed Governor | |
| Vacancy | Trust-appointed Governor | |
| Mrs Sarah Stock | Staff Governor | |
| Ms Gemma Kavanagh | Parent Governor | Looked After Children Link Governor |
| Ms Dawn Crooks | Parent Governor | Pupil Premium Link Governor |

## Solihull 6th Form College

| Name | Type of Governor | Role |
|---|---|---|
| Dr Martin Sullivan | Principal | |
| Mr Jonathon Bridges | Trust-appointed Governor | Chair |
| Mr Luke Banks | Trust-appointed Governor | Vice Chair<br>SEND/Looked After Children/Children In Care/ Young Adult Carer Link Governor |
| Mrs Sandra Shingler | Trust-appointed Governor | Safeguarding Link Governor |
| VACANCY | Trust-appointed Governor | |
| Mr Mohammed Haqq | Trust-appointed Governor | |
| Ms Caroline Sweeney | Staff Governor | |
| Ms Angie Richards | Parent Governor | |
| Ms Angela Vossen | Parent Governor | |
| Vacancy | Student Governor (Y12) | |
| Ms Daisy | Student Governor (Y13) | |

| The Oaklands Primary School | | |
|---|---|---|
| **Name** | **Type of Governor** | **Role** |
| Mr David Baker | Principal | |
| Mrs Ava Sturridge-Packer OBE | Trust-appointed Governor | Chair<br>SEND Link Governor |
| Mr Jim Stevens | Trust-appointed Governor | Vice Chair<br>Safeguarding Link Governor |
| Mr Dafydd Francis | Trust-appointed Governor | Disadvantaged Link Governor |
| Vacancy | Trust-appointed Governor | |
| Vacancy | Trust-appointed Governor | |
| Miss Emma Kiernan | Staff Governor | |
| Mr Ben Coley | Parent Governor | Early Years Link Governor<br>IT Link Governor |
| Vacancy | Parent Governor | |

| Yarnfield Primary School | | |
|---|---|---|
| **Name** | **Type of Governor** | **Role** |
| Mrs Davinder Jandu | Principal | |
| Vacancy | Trust-appointed Governor | Chair |
| Mrs Razia Ali | Trust-appointed Governor | Vice Chair<br>Safeguarding Link Governor |
| Mr Robert Osborn | Trust-appointed Governor | |
| | Trust-appointed Governor | |
| Ms Victoria Roovers | Staff Governor | |
| Mrs Saiqa Rafiq | Parent Governor | SEND Link Governor |
| Mrs Adeela Shaheen | Parent Governor | Safeguarding Link Governor |
| Ms Almosa Banoe | Parent Governor | |