

ORCHARD ACADEMY TRUST



Scheme of Delegation (incorporating Terms of Reference)

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Governance structure and lines of accountability

Orchard Academy Trust is governed by the Trust Board who are responsible for, and oversee, the management of the Trust and each school. The Trustees are accountable to external Government agencies (including the DfE) for the quality of the education provided by the Trust. The Trustees are required to have systems in place through which they can assure themselves of quality, safety and good practice. In order to discharge some of these responsibilities, the Trustees have appointed people at a local level to the Local Governing Body (LGB).

- The board of Trustees is responsible for the four core governance functions.
 1. *Being strategic*
 2. *Holding to account*
 3. *Ensuring financial probity*
 4. *Ensuring decisions take into account the views and experiences of stakeholders (pupils, staff, parents and the community)*
- All Trustees and governors work within the framework for ethical leadership in education, which incorporates the seven Nolan principles of public life plus seven personal characteristics or virtues.
- The Board of Trustees appoint the Chief Executive (CEO/EHT), to whom it delegates responsibility for delivery of its vision and strategy, and will hold the CEO/EHT to account for the conduct and performance of the Trust, including the performance of the schools within the Trust, and for its financial management.
- In turn, the CEO/EHT line manages other Senior Leaders and the school's Headteachers, setting their targets and being a Professional Growth Line Manager for them.
- The board constitutes a Finance, Audit and Premises committee; this looks in detail at resources across the Trust. At least four Trustees must sit on this committee and one member of each LGB.

- The Board additionally has an Education and Standards committee which focuses on outcomes and curriculum across the Trust. These are attended by at least four Trustees and two members of each LGB.
- The board delegates some of its school level monitoring and scrutiny functions to a Local Governing Body which acts as a committee, and uses these committees to promote stakeholder engagement and as a point of consultation and representation. Trustees will work collaboratively with the LGB to ensure they hold a secure understanding of the performance of all aspects of the Trust schools.
- Academy Headteachers will be performance managed by the CEO/EHT. As the Headteachers are being line managed by the CEO/EHT, the LGB must be confident that the Trust's performance management systems are working well, and if not, how they can make the Trust aware of their concerns.
- The Trust Board take part in Ofsted inspections – this is done, wherever possible, in partnership with the LGB.

Roles and Responsibilities

The Role of Members

Members have a different status to the Trustees. Members have a strategic role which holds the Trustees to account.

Members:

- Are signatories to the articles of association which includes definition of the academy trust's charitable object and governance structure (where they are Founding Members);
- May, by special resolution, amend the articles of association, subject to any restrictions created by the academy trust's funding agreement or charity law;
- May, by special resolution, appoint new Members or remove existing Members other than, where there is one, the foundation/ sponsor body and any Members it has appointed;
- Have powers to appoint academy trustees as set out in the trust's articles of association, and have power under the Companies Act to remove any or all serving academy trustees;
- Appoint the trust's external auditors and receive (but do not sign) the audited annual report and accounts (subject to the Companies Act). They can also remove the auditors;
- Have power to change the company's name and, ultimately, wind it up.

Members should not be involved in the day to day business of the Trust as their general duty is to further the Trust's charitable objective to 'advance for public benefit education in the UK'.

Members meet twice a year, once a year for the AGM and again in July. At these meetings the Members are kept informed about Trust business to effectively carry out their role. There will be not less than 3 and up to 5 members in line with the Articles of Association and the Academy Trust Handbook.

All members are required to obtain a DBS check which will be part of the onboarding process. Members must also comply with the restrictions on transactions with related parties as set out in the Academy Trust Handbook. Members will also have details about them published on the Trust website and on Get Information About Schools (GIAS) in line with the requirement of the Academy Trust Handbook.

Employees of the Trust must not be Members.

The Role of Trustees

Orchard Academy Trust is a charitable company and so Trustees are both Charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors. Because Trustees are bound by both charity and company law, the terms 'Trustees' and 'Directors' are often used interchangeably. NGA uses the term trustee as it avoids the possible confusion caused when executive leaders are called directors but are neither company directors nor Trustees. The Trustees are responsible for the general control and management of the administration of the Trust, and in accordance with the provisions set out in the memorandum and articles of association and its funding agreement, it is legally responsible and accountable for all statutory functions, for the performance of all schools within the Trust, and must approve a written scheme of delegation of financial powers that maintains robust internal control arrangements.

The Board of Trustees has the right to review and adapt its governance structure at any time which includes removing delegation. There will be not less than three in line with the Articles of Association and the Academy Trust Handbook.

The Role of Trust Board Committees

The Trustees may establish committees to carry out some of its governance functions which may include making decisions, although any decisions made will be deemed decisions of the Trust board. The Membership and responsibilities of board committees are set out in the committee's terms of reference.

It is usual for the Trust board to appoint board committee chairs and committee members according to their skills.

These committees are:

- Education and Standards
- Finance, Audit and Premises
- Local Governing Body

The Role of the SEND Trustee

The Trustees will appoint a member of the Board to be the named SEND Trustee.

They will maintain strategic oversight to ensure that appropriate systems and procedures are in place across the trust to cover all aspects of the 'SEND code of practice: 0 to 25 years and the Children and Families Act 2014' and ensure all statutory responsibilities are met.

Responsibilities:

- Supporting the implementation of a whole-trust culture where high ambition for all and inclusion are given the highest priority.
- Ensuring there are procedures in place so that each school's SEN information report is compliant and ratified on an annual basis.
- Ensuring there are provisions in place within each school to monitor how SEND provision is implemented effectively.
- Ensuring that schools have provisions in place to help prepare pupils with SEND for the next stage of their education and life after school.
- Ensuring that there are procedures in place so each school publishes information about the facilities provided to assist with access to pupils with disabilities, including the school's accessibility plan.
- Ensuring there is a broad and balanced curriculum in place across the trust and that is accessible for all in line with the Equality Act 2010.

The Role of the Safeguarding Trustee

Trustees will appoint a member of the Board to be the named Safeguarding Trustee.

They will maintain strategic oversight to ensure that appropriate systems and procedures are in place across the trust to cover all aspects of the safeguarding agenda and ensure all statutory responsibilities are met.

They will support the implementation of a whole-trust culture where safeguarding and child protection is given the highest priority and encourage all members of the board of trustees to develop their understanding of their safeguarding and child protection responsibilities.

Responsibilities:

- Liaise with the clerk to the trust board to ensure that safeguarding is a standing agenda item for every trust board meeting.
- Ensure there are systems in place to provide support for staff who are dealing with safeguarding and child protection issues within the trust.
- Support policy development at a strategic level to protect staff, volunteers and pupils.
- Ensure that the Trust Board has adopted a compliant Child Protection and Safeguarding Policy that is reviewed annually.
- Ensure there are systems in place to ensure that all staff, trustees, local governors and volunteers receive appropriate safeguarding and child protection training, which is updated at least annually.
- Monitor how executive leaders provide opportunities for shared practice between school staff across the whole trust, to enable reflective practice and learning.
- Maintain oversight and monitor the trust's Single Central Record (SCR) to ensure that all information provided is up-to-date and accurate, and that the SCR meets regulations and requirements.
- Check that the executive leaders ensure that all recruitment of staff and volunteers is undertaken in line with safer recruitment processes and that at least one person conducting an interview has safer recruitment training.
- Ensure that executive leaders understand the need to develop a curriculum that embeds safeguarding culture across each school.
- Ensure staff are able to appropriately safeguard pupils online, including on school devices.

The Role of the Executive Headteacher (CEO/EHT)

The EHT has the delegated responsibility for the operation of the Trust including the performance of the Trust's academies and so the EHT performance manages the academy Headteachers. This can be in conjunction with a Local Governor.

The EHT is the Accounting Officer so has overall responsibility for the operation of the academy Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability; avoiding waste and securing value for money.

Operational and management decisions are delegated by the EHT to the Trust Central Team, who in turn further delegates operational matters to keep decision making as close to the operational impacts as possible whilst ensuring that staff feel empowered to lead their areas of responsibility.

The EHT is accountable to the Trust board for the performance of the Executive Team which includes the Central Team and wider Senior Leadership Team.

The Role of the Local Governing Body (LGB)

The Orchard Academy Trust LGBs perform some of the Trust's school level governance functions, as they act as a committee for the Trust Board. The Trust Board ensures that two parents are appointed to the Trust Board and two parents are elected to each LGB. The main function of the LGB includes the quality of education in each school and its impact on children, wellbeing and their outcomes.

Delegated functions include:

- Building an understanding of how the school is led and managed through reading and challenging the Headteacher's report
 - Assessment outcomes for ALL children – alongside the Trust Board as they hold accountability for this
 - Reviewing actions taken on the School Development Plan and how targets are being met
 - Working within agreed policies – including reviewing and ratifying policies.
- Monitoring the quality of education through visits to schools, meeting with leaders and talking to children through the work of the LGB representatives of the Education and Standards Committee
- Engaging with stakeholders
- Being a point of consultation and representation
- Reciprocal reporting to the board on all actions taken – sharing actions, monitoring and any policies ratified to be shared at least 7 days prior to Trust Board meeting

The Role of the Headteachers

The Headteacher is responsible for the day to day management of the school and is line managed by the EHT but reports to the LGB on matters which have been delegated to it which may include an element of monitoring and scrutiny of the school's management processes.

Scheme of Delegation Table

Key	
A Accountable (and approver)	Answerable for the task being delivered. Delegates the task to those responsible.
R Responsible	Responsible for delivery and does the work to achieve the task.
C Consulted	Needs to be involved before the decision is made.
<>	Direction of consulting/advice and support

Area	Decision	Delegation						
		Members	Trust Board	CEO/EHT/EHT	Finance Audit & Premises Committee	Education & Standards Committee	LGB	Headteachers
Governance Framework								
People	Members: Appoint/Remove	A/R						
	Trustees: Appoint/Remove	A/R	C					
	Role descriptions for Trustees/chair/ specific roles/LGB governors: agree		A/R	<C				
	Parent Trustee: elected		A/R					
	Committee chairs: appoint and remove		A/R	C	C	C	C	
	Committee members: appoint and remove (LGB)		A				R	
	Named safeguarding Trustee: agree		A/R					
	Named SEND Trustee: agree		A/R					
	LGB chairs: approve/ remove		A/R	<C				
	LGB chair: appoint		A	<C			R	
Clerk to Trust Board: appoint and remove		A	R					

Area	Decision	Delegation						
		Members	Trust Board	CEO/EHT/EHT	Finance Audit & Premises Committee	Education & Standards Committee	LGB	Headteachers
Systems and Structures	Articles of association: review and agree	A/R	<C	<C				
	Governance structure (committees) for the Trust: establish and review annually		A/R	<C>			<C	
	Terms of reference for board committees and scheme of delegation for LGB: agree annually		A/R	<C				
	Skills audit: complete and recruit to fill gaps		A/R	<C>			R	<C
	Annual self-review of Trust board and committees: complete annually		A/R	<C>			<C	
	Schedule of business for Trust board: agree		A/R					
	Annual schedule of business for LGB: agree		A/R				<C	

Area	Decision	Delegation						
		Members	Trust Board	CEO/EHT/EHT	Finance Audit & Premises Committee	Education & Standards Committee	LGB	Headteachers
Reporting								
Reporting	Publication on Trust's and schools' websites of all required details on governance arrangements: ensure		A	R			R	C
	Annual report on performance of the Trust: submit to Members and publish		A	R				
	Annual report and accounts: submit		A	R	<C			

Area	Decision	Delegation						
		Members	Trust Board	CEO/EHT/EHT	Finance Audit & Premises Committee	Education & Standards Committee	LGB	Headteachers
Being Strategic								
Being Strategic	Determine Trust wide policies which require Trustee approval (as determined by the latest DfE guidance): approve (see policy timetable appendix)		A	R			C	C
	Determine Trust wide policies for all other statutory and required policies (school level): approve		A				C	R
	Management of risk: establish register, review and monitor		A	R	<C>		<C	<C
	Trust's vision and strategy, agreeing KPIs against which progress towards achieving the vision can be measured: determine		A	<R>			C	
	Chief executive officer: appoint and dismiss		A/R					
	School Headteacher: appoint and dismiss		A/R	C				
	Budget plan to support delivery of Trust and school key priorities: agree		A/R	<C>	<C			<R
	Trust's staffing structure: agree		A/R	C				
School staffing structure: agree			A/R				C	

Area	Decision	Delegation						
		Members	Trust Board	CEO/EHT/EHT	Finance Audit & Premises Committee	Education & Standards Committee	LGB	Headteachers
Holding to Account								
Holding to Account	Auditing and reporting arrangements for matters of financial compliance: agree		A/R		C			
	Auditing and reporting arrangements for matters of compliance including H&S, safeguarding, personnel: agree		A	R				
	Reporting arrangements for progress on key priorities: agree		A/R	<C>	<C>	<C>	<C>	C
	Professional Growth line management of the Chief Executive Officer: undertake		A/R					
	Professional Growth line management of Headteacher : undertake		>	A/R			<C>	

Area	Decision	Delegation						
		Members	Trust Board	CEO/EHT/EHT	Finance Audit & Premises Committee	Education & Standards Committee	LGB	Headteachers
Ensuring Financial Probity								
Ensuring Financial Probity	Appoint Chief financial officer for delivery of Trust's detailed accounting processes		A	<R>	<C>			
	Trust's scheme of financial delegation: establish and review		A	<R>	<C>			
	Receive annual report and accounts	C	A/R					
	External auditor appointment: confirm	A/R	C					
	External auditors' report: receive and respond	A/R						
	CEO/EHT pay award: agree		A/R					
	Headteacher pay award: agree			A/R			C	
	Benchmarking and Trust wide value for money: ensure robustness		A	<R>	<C>	<C>		C
	Internal auditor appointment: confirm		A	R				
Robust budget monitoring processes in place		A	<R>	<C>				

Terms of Reference for the Finance, Premises and Audit Committee

Meetings of the Finance, Premises and Audit Committee will take place at least four times per year and as determined by need. The main responsibilities to be managed by the Finance, Premises and Audit Committee are outlined below:

Finance, Premises and Audit Committee	
General	<ul style="list-style-type: none"> • The Committee will be chaired by Vice Co-Chair 1 of the Trust Board. In accordance with the Academy Trust Handbook, the Committee's Chair must not be the Chair of Trustees. • To make regular reports to the Trust Board.
Finance	<ul style="list-style-type: none"> • To recommend the current year's and three-year rolling budget in line with strategic priorities. • To recommend and monitor budgets to ensure resources are allocated in line with key priorities. • To recommend the annual contribution from each academy to the central Trust budget. • To approve virements of funds between budget allocations in accordance with the Trust's Finance Policy. • To receive and review monitoring reports for each academy and approve any significant variances. • To agree and monitor the Trust's fully-costed five-year premises maintenance programme, including capital funding through the Condition Improvement Fund (CIF). • To monitor income, expenditure, cash flow and balance sheets as per the Academy Trust Handbook requirement. • To monitor the use of assets and the efficient use of financial resources through benchmarking and value for money reviews. • To scrutinise the draft Annual Report and Financial Statements and recommend approval to the Trust Board. • To analyse and approve tenders for academy and Trust-wide contracts for services and supplies over £25k and up to £50k. • To recommend and monitor the Trust's financial scheme of delegation and limits (Finance Policy and Procedures, financial responsibility and internal control). • To recommend a Charging and Remissions Policy. • To recommend an expenses scheme for Trustees and Governors. • To monitor the implementation of the Trust's Finance Policy within the Trust and by each academy including the segregation of duties.
Strategic	<ul style="list-style-type: none"> • To monitor the Trust's Risk Register to ensure that all significant risks are mitigated.
Staffing	<ul style="list-style-type: none"> • To recommend pay range points and values, as well as teaching and learning responsibility (TLR) values. • To determine dismissal payments or payments for early retirement. • To authorise settlement agreements for Trust staff (with the exception of the Executive Headteacher/CEO/EHT). • To review the implementation and impact of the Pay and Reward Policy.
Estates	<ul style="list-style-type: none"> • To ensure that adequate levels of buildings insurance and personal liability are in place across the schools in the Trust. • To monitor the implementation of the Trust's estates strategy. • To monitor the Trust's asset management arrangements.

	<ul style="list-style-type: none"> • To ensure that the Health and Safety Policy and regulations are followed and appropriately prioritised at each academy and to receive monitoring reports from LGBs. • To receive monitoring reports for each academy on buildings and maintenance, including an annual site report. 	
Audit	<ul style="list-style-type: none"> • To approve arrangements for internal audit. • To review findings from internal audits and management responses. • To ensure compliance with the Academy Trust Handbook. • To monitor internal controls to ensure they are secure and minimise the risk of abuse or fraud. • To ensure whistleblowing arrangements are in place across the Trust and regularly reviewed. 	
<p>Membership of the Finance, Premises and Audit Committee:</p> <ul style="list-style-type: none"> • Executive Headteacher/CEO/EHT; • Four Trustees with a financial background; • A Governor representative from Allington LGB; and, • A Governor representative from Barming LGB. <p>The Headteachers of Allington and Barming School are not included in the membership but will attend on an ad hoc basis.</p> <p>In order to ensure compliance with the Academy Trust Handbook, the Finance, Premises and Audit Committee must be chaired by a Trustee other than the Chair of Trustees and the EHT must not be part of decision-making re. audit.</p>		
Quorum	<p><i>Article 101 of the Trust's Articles of Association specifies that no vote may be taken at a meeting of a committee of the Trustees unless the majority of those present at the meeting are Trustees.</i></p>	3

Terms of Reference for the Education and Standards Committee

Meetings of the Education and Standards Committee will take place at least three times per year and as determined by need. The main responsibilities to be managed by the Education and Standards Committee are outlined below:

Education and Standards Committee	
General	<ul style="list-style-type: none"> • The Committee will be chaired by Vice Co-Chair 2 of the Trust Board. • The Committee will focus on the curriculum and outcomes in each school so that they can provide in-depth knowledge to the LGB and Trust Board. They are responsible for understanding, visiting and questioning around the quality of education and outcomes. • To make regular reports to the Trust Board.
Quality of Education	<ul style="list-style-type: none"> • To ensure that the curriculum in each school is fit for purpose and fully compliant with national and Trust requirements • To ensure that the curriculum is broad and balanced in each school and provides a wide range of opportunities so that all children can reach their potential and are prepared for the next stage of their education • To monitor the intent for the curriculum as a whole and in individual subjects, along with how this is linked to the Trust/school vision and values • To feed back to the LGB about the monitoring outcomes and share the report of visit with the Trust Board
Standards and Progress	<ul style="list-style-type: none"> • To receive and review progress and outcomes for all pupils, against national outcomes where these are available, and against school targets • To monitor and evaluate rates of progress and standards of achievement by pupils, including any vulnerable groups including Pupil Premium, SEND and gender • To review the attendance data for each school and any suspensions/exclusions and the actions the schools are taking to increase attendance for those children who are persistently absent • To monitor the impact of Pupil Premium funding and how it is being used to raise the attainment of previously looked after children • To receive the Pupil Premium Strategy for each school, reviewing the impact of the spend on the outcomes and progress for the children • To review the Sports Premium spend and how it sustainably and effectively improves PE, School Sport and Physical activity in line with the guidance • To evaluate the impact of Continuing Professional Development (CPD) on improving pupil outcomes
SEND	<ul style="list-style-type: none"> • To monitor the effectiveness of SEND provision and how this is impacting on pupils with SEN Support and/or Education Health and Care Plan (EHCP) • To evaluate provision for all groups of vulnerable children and ensure their needs have been identified and addressed, and evaluate their progress and achievement • To ensure that the requirements for children with special needs are met, as laid out in the Code of Practice
Membership of the Education and Standards Committee:	
<ul style="list-style-type: none"> • Executive Headteacher/CEO/EHT; • Three Trustees; • 2 Governor representatives from Allington LGB and • 2 Governor representatives from Barming LGB. 	

The Headteachers of Allington and Barming School are not included in the membership but will attend on an ad hoc basis.

Quorum

Article 101 of the Trust's Articles of Association specifies that no vote may be taken at a meeting of a committee of the Trustees unless the majority of those present at the meeting are Trustees.

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Terms of Reference for the Local Governing Boards

Local Governing Body	
<p>Trustees have agreed that LGB meetings may take place virtually i.e. online. The main responsibilities to be managed by each LGB are outlined below. Monitoring activities against the priorities of School Development Plans will be carried out by individual Governors or pairs of Governors in accordance with the terms of reference following:</p>	
Governance	<ul style="list-style-type: none"> • <i>To hold at least three LGB meetings each year.</i> • <i>To recruit Governors to the roles and levels determined by the Trust Board.</i> • <i>To assign individuals or pairs of Governors to monitor the priorities of the School Improvement Plan and receive reports from all those to whom a delegation has been made. Any delegations must be notified to the Trust Board in accordance with Article 105A.</i> • To establish and maintain a register of all interests (pecuniary and business) of Governors. • To implement the Trust's induction and mentoring process in relation to newly appointed or elected Governors. • To audit individual and collective development needs of members of the LGB and to promote appropriate training. • To ensure that the Headteacher provides such reports as requested by the LGB to enable it to undertake its role. • To regularly review that the vision and values are reflected throughout the schools. • To ensure that the school does not discriminate against pupils, job applicants or staff on the basis of race, religion, gender, age, disability or sexual orientation. • To ensure that the LGB complies with all other legal duties placed upon it, either directly or through the Trust Board.
Finance	<ul style="list-style-type: none"> • To appoint a representative of the LGB to serve on the Trust's Finance, Premises and Audit Committee. • To receive regular reports from the representative on the Finance, Premises and Audit Committee.
Staffing	<ul style="list-style-type: none"> • To support the Executive Headteacher/CEO/EHT with Headteacher appointments in conjunction with the Trust Board. • To evaluate the impact of staffing decisions on pupil outcomes and to make recommendations to the Education and Standards Committee • To monitor staff wellbeing and levels of attendance and sickness.
Curriculum and Standards	<ul style="list-style-type: none"> • To appoint 2 representatives of the LGB to serve on the Trust's Education and Standards Committee. • To initiate regular monitoring reports on standards (progress and attainment) and achievements against School Development Plans and targets, as well as reports on attendance, pupil premium and vulnerable groups data. • To ensure a balanced and broad curriculum is taught to all pupils. • To take an active role in school self-evaluation, identifying success and areas requiring improvement. • To support with the updating of the School Development Plan and regular review of the document, identifying monitoring opportunities for the LGB.

	<ul style="list-style-type: none"> • To discharge duties in respect of pupils with special needs by appointing a Governor with monitoring oversight of special educational needs and disability (SEND). • To keep under review the SEND Policy. • To monitor inclusion across the school.
Admissions	<ul style="list-style-type: none"> • To consult annually on amendments to the Admissions Policy for the school in accordance with the Schools Admissions and Appeals Codes. • To ensure that effective arrangements are in place for pupil recruitment.
Health and Safety, Risk and Premises	<ul style="list-style-type: none"> • To appoint a Governor to take an overview of health and safety and premises at the school. • To receive regular school health and safety inspection reports and recommendations. • To monitor the implementation of the Trust's Health and Safety Policy within the school. • To ensure that health and safety regulations are followed and appropriately prioritised. • To monitor the provision of school meals to ensure that they meet national nutritional standards.
Safeguarding	<ul style="list-style-type: none"> • To ensure that all Governors regularly attend safeguarding training as an integral element of their role. • To appoint a Governor to take an overview of safeguarding across the school. • To monitor the Single Central Record. • To monitor the level and nature of safeguarding incidents. • To monitor the implementation of the Safeguarding and Child Protection Policy. • To monitor that staff are trained in safeguarding and PREVENT. • To ensure that any Governor involved in the recruitment of staff has recently completed safer recruitment training. • To ensure whistleblowing arrangements are in place across the school and are regularly reviewed. • To ensure the school implements the Educational Visits and Offsite Learning Opportunities guidance; to receive notification of offsite visits and monitor the completion of risk assessments. LGBs retain responsibility for approving annual PGL trips. • To receive notification of educational visits and to monitor that valid and appropriate risk assessments are undertaken.
Communication, Information and Complaints	<ul style="list-style-type: none"> • To ensure that the school keeps parents and prospective parents informed by publishing a school prospectus. • To monitor that the school's website complies with DfE requirements. • To regularly review how the school is regarded by staff, pupils and parents. • To consider and recommend to the Trust Board any proposals to change the time of school sessions and the dates of school terms and holidays. • To monitor that the Trust's Complaints Policy is followed and that parents and the wider community know how to raise concerns and make a complaint. • To hear complaints at a relevant stage. • To ensure there is good communication between the school, the PTFA, the wider community and other stakeholders.
Behaviour	<ul style="list-style-type: none"> • To monitor the implementation of the Behaviour Policy.

	<ul style="list-style-type: none"> • To receive reports on bullying, homophobic and racial incidents. • To establish in discussion with the Headteacher a statement of behaviour principles on which the school can produce a Behaviour Policy. • To challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves. • To convene a panel to review an exclusion as required. • To direct the reinstatement of excluded pupils.
<p>Core membership of the Local Governing Board</p> <ul style="list-style-type: none"> • Headteacher; • One elected Staff Governor; • Two elected Parent Governors; and, • Six Co-opted Governors. • At Barming Primary School: One Staff Governor from the Pre-School. <p>Employment at the Trust does not preclude eligible candidates from election or appointment as parent governors. Parent governors who commence employment with the Trust are entitled to complete existing terms of office.</p> <p>At Barming Primary School: A pre-school parent governor can be recruited in place of a pre-school staff governor if potential staff candidate(s) can't be found.</p> <p>In addition to the core membership arrangements set out above, the Trust Board may at any time and in any number it deems appropriate approve the appointment of additional Local Governor appointments.</p>	
Quorum	One half of the number of Governors in post (rounded up).