



Date: 11/09/2025

References:

- A. Instrument of Government (Articles of Association)
- B. Academy Trust Financial Handbook
- C. Academy Trust Governance Guide
- D. The Seven Principles of Public Life

STANDING ORDER FRAMEWORK OF THE BOARD OF TRUSTEES FOR BOURTON ON THE WATER PRIMARY ACADEMY TRUST

1. These Standing Orders and associated documentation were drawn up to clarify our procedures and agreed at a meeting of the Board of Trustees on 11/09/2025. They are to be used in conjunction with the references above to provide direction for Trustees in the activities necessary to effectively govern the school.
2. All Trustees, associate members and the clerk will be asked to acknowledge as having read and understood this document annually.

A J Bell
Chair of Trustees

Annexes:

1. Standing Orders
2. Code of Conduct
3. Scheme of Delegation
4. Terms of Reference
 - Pay and Performance Appraisal Panel
 - Resource and Finance Committee
 - Risk and Audit Team
 - Nominated Trustees

Enclosures:

1. Board of Trustees Nominal Roll (To be provided by The Clerk once completed)
2. Declaration of Interests (To be provided by The Clerk once completed)
3. Trustee allowance policy
4. Visit form (To be provided by the Co-Heads once re-drafted)



Annex 1

Standing Orders

1. Procedures for adopting, reviewing and changing Standing Orders

Standing Orders are agreed at a meeting of the Full Board of Trustees and updated, at least annually, at the first meeting of the school year in the Autumn term.

All Trustees will be provided with access to an electronic copy of these Standing Orders through their Microsoft 365 account. The original document is to be kept within the Standing Order file within the school office and managed by the Clerk.

All requests to change Standing Orders must be sent, in writing/email, to the Clerk to be included in the agenda for the next suitable meeting of the Full Board of Trustees.

2. Membership of the Board of Trustees

The composition of the board is recorded in the Instrument of Government, along with terms of office for each category of Trustee. Details of the Trustees and their nominated positions within the board are contained at Enclosure 1.

The board can appoint Associate Members to serve on committees.

Associate Members are entitled to attend meetings of the committee to which they have been appointed and meetings of the Full Board of Trustees. They may be given voting rights on committees only.

An Associate Member will receive a letter of appointment from the Clerk detailing their term of office and any voting rights on committees which have been agreed.

The board will record any voting rights accorded to Associate Members in the relevant committee's Terms of Reference.

3. Code of Conduct

The agreed Code of Conduct is found at Annex 2.

4. Clerk to the Trustees

The board will appoint a Clerk to the Trustees. In the absence of the clerk a Trustee (but not the headteacher) may take the minutes of a meeting. The board must have regard to advice from the clerk as to the nature of the board's functions.

5. Meetings of the Board of Trustees

The Full Board of Trustees should aim to meet 6 times per school year as per the detail below:

- Initial goal setting and planning
- Autumn Term meeting (Post External Audit results)
- Winter Term meeting
- Spring Term meeting
- Summer Term meeting (Budget Acceptance)
- School conference and annual review



Sub committees will meet as per the annual plan (a working document/calendar managed by the Clerk) and will be delegated authority to carry out functions as per the Scheme of Delegation at Annex 3.

All meetings will be convened by the Clerk.

Written notice of meetings, with an agenda and all papers to be considered at the meeting, will be sent at least 7 days before the meeting.

The Chair may call a meeting with a shorter notice period if he/she considers that there are matters that demand urgent consideration, but the period of notice must be at least seven days if the matters include certain specified matters such as the removal of the Chair or the suspension of any Trustee.

Any three Trustees can request that the Clerk convenes a meeting.

Trustees must be present at a meeting to participate and vote. The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 allow such presence to be by electronic means such as video conferencing. Where a Trustee wishes to attend a meeting of the board by either telephone or video link the Chair and Clerk must be notified in advance of the meeting to ensure that appropriate arrangements can be made where possible.

A Trustee who is not able to attend a meeting should give apologies, explaining the absence. The board will decide at the meeting whether or not to accept the apologies and record its decision in the minutes of the meeting.

If both the Chair and Vice-Chair are absent, another Trustee (but not any person employed to work at the school) can take the Chair for that meeting.

Details of any discussions, disputes or disagreement must remain confidential to those present at the meeting. Trustees will act at all times in accordance with the agreed Code of Conduct.

The Clerk will maintain a Declaration of Interests at Enclosure 2. Trustees will also declare at the beginning of a meeting if they have any pecuniary or other interest in any item on the agenda, whether the interest has been previously registered or not. The Declaration of Interests will be publicly available on the school website.

If there is a dispute about a person being required to withdraw from a meeting, the matter of withdrawal shall be determined by the board.

6. Quorum and Decisions

The quorum for a Full Board of Trustees meeting and vote is 50% of the total number of Trustees, minus any vacancies.

The quorum for committees is as recorded in the individual committee's Terms of Reference and must be at least three Trustees who are members of the committee.

All decisions are made by the board, except where the board has delegated the function to a committee or an individual.

Decisions are made by simple majority of Trustees present and voting. Voting by proxy is not permitted. Trustees attending the meeting either by telephone or video conference will be entitled make decisions (including voting) on any issue providing they have been 'present' for the whole agenda item which the decision relates to.

In the event of a tie the Chair has a second, or casting, vote.



Decisions of the board are binding on all members.

7. Electing the Chair and Vice Chair

The Chair and Vice Chair positions are to be elected annually during the first meeting of the school year. Prior to the election, the board must determine the date on which the term of office of the Chair or Vice Chair will end, however a duration of one year is the expected norm.

If the Chair or Vice-Chair resigns or must relinquish their office, the board must elect one of their number to fill that vacancy at their next meeting.

As the suggested GCC best practice, the election of Chair and Vice Chair will be conducted by the following process:

Nominations

- Trustees will be able to submit written nominations prior to the full board meeting and verbal nominations at the meeting.
- A Trustee can nominate themselves and does not need to be present at the meeting to be considered.

Control

- The clerk takes the chair for this agenda item but does not have a vote.

Ballot

- A ballot will be conducted even where there is only one nominee.
- The nominee(s) will be asked to leave the room whilst the election process takes place.
 - If the meeting has become inquorate the election must be abandoned and postponed to a new meeting convened at the earliest opportunity.
- The remaining Trustees will take a vote by a show of hands/a secret ballot (delete as agreed). If by secret ballot, the clerk will tally the votes.

Result

- The nominee(s) will return to the meeting.
- The clerk will announce the result, with the nominee polling the majority of votes being duly elected.
- If there is a tie the process is repeated until a nominee polls a majority of votes in their favour.

8. Delegation of Functions

The board can delegate any of its statutory functions to a committee, a Trustee or to the headteacher, **subject to prescribed restrictions** as detailed in The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013.

The board remains responsible for any decisions taken, including those relating to a function delegated to a committee or an individual. The board can still perform functions it has delegated.

No action may be taken by an individual Trustee unless authority to do so has been formally delegated by the board. This does not preclude the Chair or Vice Chair acting under their emergency powers

The delegation of functions will be reviewed annually and recorded in a Scheme of Delegation at Annex 3.

Where committees have been delegated certain functions, these will be included in the Terms of Reference for that committee.

9. Committees

The following committee(s) will be set up with membership, functions and responsibilities as detailed in each committee's Terms of Reference at Annex 4. This will include any delegated decision-making responsibility / responsibility for oversight of policies. Terms of Reference will be reviewed annually.

- Resource and Finance (to include Audit and Risk team)



Each committee will have a named Chair, a Clerk and a minimum quorum of three Trustees who are members of the committee. No vote on any matter shall be taken at a meeting of a committee unless the majority of members of the committee present are Trustees.

10. Recruitment and induction of new Trustees

A fully staffed team is essential to a functioning board and so recruitment and succession planning activity must be regularly visited. When new Trustees have been identified, the Chair (or delegated deputy) will arrange for a visit to the school and an informal discussion on the expectations of joining the Trust. Once the individual has confirmed their official interest and been elected to post, the following induction activity must take place as soon as is practicable:

- Mentor assigned
- Meeting with
 - o Chair of Trustees
 - o Co HTs
- Microsoft 365 account created
 - o Receive a briefing on use and material contained
- Conduct DBS (with Ops Mgr)
- Read statutory and advised documentation/briefings (KCSIE, Prevent, Safeguarding)
- Receive briefings on:
 - o Operation of the Trust
 - o School Development Plan
- Attend GCC 'New Training for Governors' at the earliest opportunity

11. Working Parties

From time to time the board may wish to set up a working party to consider a particular matter and make recommendations to the board. The membership of working parties is decided by the full board and may include persons other than Trustees.

Such a working party will have a written brief to set out their remit. Working parties do not have delegated powers and can make no decisions on behalf of the governing board.

In the interests of openness and transparency, notes of meetings/minutes should be kept and reports made to meetings of the full board or one of its committees who may have responsibility for decision making in that area.

12. Nominated Trustees

The board will appointment nominated Trustees to take a particular interest on behalf of the board to help the board fulfil its legal responsibilities. The nominated Trustee will follow guidance issued by the board on conducting visits and report back in writing to the board or one of its committees.

Nominated Trustees will take responsibility for the following areas:

- Special Educational Needs and Disabilities
- Safeguarding
- Relationships and Sexual Education
- Attendance



Annex 2

Code of Conduct

1. General Principles

The main aim of the school is to raise the educational achievement of all its pupils. The headteacher is responsible for the day-to-day management of the school, the implementation of policy and the operation of the curriculum.

Underpinned by the principles detailed in Ref D, the board is there to provide strong strategic leadership for the school, and to ensure accountability for educational and financial performance by determining, monitoring and keeping under review, the policies, plans and procedures within which the school operates.

The board will contribute most effectively to this aim by focusing on its three strategic roles:

1. Ensuring clarity of vision, ethos and strategic direction.
2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff.
3. Overseeing the financial performance of the organisation and making sure its money is well spent.

2. Training and Development

Trustee training and development is very important; it benefits the school, individual Trustees and helps to develop effective teamwork. Trustees are expected to undertake training to support their individual roles within the governing board and the work of the governing board as a whole.

3. As individual Trustees we agree to the following:

Roles & Responsibilities

- We understand the purpose of the board and its strategic role, and how the role of the board differs from and works with others, including the headteacher and senior leaders.
- We acknowledge that all Trustees have equal status. Although Trustees are appointed and elected by different groups, their central concern is the welfare of the school as a whole.
- We have a general duty to act fairly and without prejudice at all times.
- In so far as we have, or share responsibility for the employment of staff, we will fulfil all reasonable expectations of a good employer.
- We will actively support and challenge the executive leaders.

Conduct

- We will respect the role of the executive leaders and their responsibility for the day-to-day management of the organisation and avoid any actions that might undermine such arrangements.
- We understand that we do not act alone but as members of a corporate team. Individual Trustees have power only when it is delegated specifically to them by the full board.
- We understand and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation.
- We will express views openly within meetings, but we accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the board meeting.
- We encourage open government and will be seen to do so.
- We agree to adhere to the school's rules and policies and the procedures of the governing board as set out by the relevant governing documents and law.
- We will consider carefully how our decisions might affect our community and other schools.



- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In responding to criticism or complaints relating to the school, Trustees should refer to the school's 'Complaints Procedure' for the correct procedure to be followed and advise the complainant accordingly.
- We understand that Trustees only speak or act on behalf of the board when they have been specifically asked to do so. If asked to do this, we will ensure our comments reflect current organisational policy even if they might be different to our personal views.
- When communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation.
- We will try to avoid, wherever possible, becoming involved in any communication which may lead to a conflict of interest with the role of the governing board.

Commitment

- We understand that being a Trustee involves significant amounts of time and energy. Careful regard will be paid to this when agreeing to serve or to continue to serve on the governing board of a school.
- We will each become actively involved in the work of the governing board and accept a fair share of the responsibilities, including service on committees, panels and working groups.
- We will make every effort to attend all meetings of both the full board and committees, and if we cannot attend will explain in advance why we are unable to do so.
- We will get to know the school well and take opportunities to visit it and become involved in school activities.
- We will arrange visits to school with the headteacher in advance and all visits will be undertaken within a framework which has been established by the board and agreed with the headteacher.
- We understand that training is important to fulfilling the role effectively. We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the board, attendance records, relevant business and pecuniary interests, category of Trustee and the board responsible for appointing us will be published on the school's website.
- In the interests of transparency, we accept that information relating to Trustees will be collected and logged on the DfE's national database of Trustees (Get information about schools).

Relationships

- We strive to operate as a team in which professional and constructive working relationships are actively encouraged.
- We will express views openly, politely and respectfully in all communications with other Trustees, the clerk to the board and school staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We will confront malpractice by speaking up against and bringing to the attention of the relevant authorities any decisions and actions that conflict with Ref C.
- We are prepared to answer queries from other board members 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 endeavour to develop effective working relationships with the headteacher, staff, parents, the Local Authority, the Diocese, other relevant agencies and the local community.
- An experienced Trustee who acts as a mentor to new Trustees can provide support and a listening ear for all aspects of the work of the governing board. We should be prepared to act as mentors, if required.



Confidentiality

- We will observe complete confidentiality when asked to do so by the governing board, especially in relation to matters concerning individual staff, pupils or parents, both inside and outside school.
- We acknowledge that decisions reached at Trustees' meetings are normally made public through the minutes but understand that the discussions on which decisions are based should be regarded as confidential.
- We will exercise the highest degree of prudence when discussion of school business arises outside the governing board.
- We will not reveal the details of any governing board vote.
- We will ensure all confidential papers are held and disposed of appropriately.
- We undertake to use a school email address for all business and correspondence pertaining to governance.
- We understand that the requirements relating to confidentiality will continue to apply after a Trustee/Trustee/academy committee member leaves office.

Conflicts of Interest

- We will record any pecuniary or other business interest (including those of people we are connected to) that we may have in connection with the governing board's business in the Declaration of Business Interests.
- We will declare any potential conflict of interest at the start of a meeting should the nature of business warrant it.
- Where an interest is declared, we will offer to leave the meeting whilst the item is under discussion.
- We accept that the Register of Business Interests will be published on the school's website.
- We understand that we must act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governing board member, such as the vice chair will investigate.

4. Visiting the School Guidance

Seeing the school in action is a vital element of governance, however Trustees do not have an automatic right to enter the school. The board will plan a schedule of visits to the school in order to see Trustees' policies in action and to understand how the school operates.

Visits can either be formal, as arranged by the board, and informal whilst at the school for other events. Whether formal or informal, Trustee protocol for conducting visits to the school are as follows:

- All Trustees should visit the school.
- The total number of visits per term should be agreed in advance with the headteacher; too many visits can be disruptive to pupils' learning.
- The date and timing of a visit should be arranged in advance with the headteacher and other staff involved.
- Formal visits should have a clear focus, linked to a school policy, a curriculum area or an aspect of the school development plan.



- If a Trustee is going to spend time in a classroom, this should be discussed with the class teacher so that both are clear how long the Trustee is coming for, what they are going to look at and what they are going to do.
- Trustees should understand that their visits do not replace professional inspections or the monitoring role of the Co-HTs. Trustees should not make judgements about the effectiveness of the teaching that they see.
- If Trustees are concerned about any aspects of what they have seen, this should be discussed with the Co-HTs.
- After the visit, the Trustee should report back in writing to the governing board using the Trustee Visit Form at Enclosure 4. The report should be discussed with the Co-HTs at the end of the visit and certainly before publication. Reports should be sent to the Clerk for both electronic and hard copy storage.

5. Meetings Guidance

Individual Trustees do not have any authority in school. It is the collective decisions of all the Trustees together that carry authority. The activities that Trustees undertake outside meetings can be seen as preparation for the times when the governing board 'goes live' - in a meeting.

It follows that if a governing board is to carry out its functions well, its meetings are crucial. Below is a 'Meetings Charter' which all Trustees subscribe to and, in doing so, will give the governing board the best chance of coming to informed, collective decisions.

6. Meetings Charter

As a Trustee I expect:

- people to attend regularly and be punctual
- an agenda and relevant documents to reach me at least seven days before the meeting
- an agenda that makes clear the purpose of each item
- a Chair who keeps to the agenda, paces the meeting so that time is given to each matter in proportion to its importance, draws on all members for contributions and keeps discussions to the point
- my contributions to be heard and others to contribute to the discussion
- the decision-making process to be quite clear
- Trustees to work together and not to be partisan
- Trustees to take collective responsibility for decisions
- minutes that summarise views succinctly, record decisions accurately and are made available, in draft form, soon after each meeting.

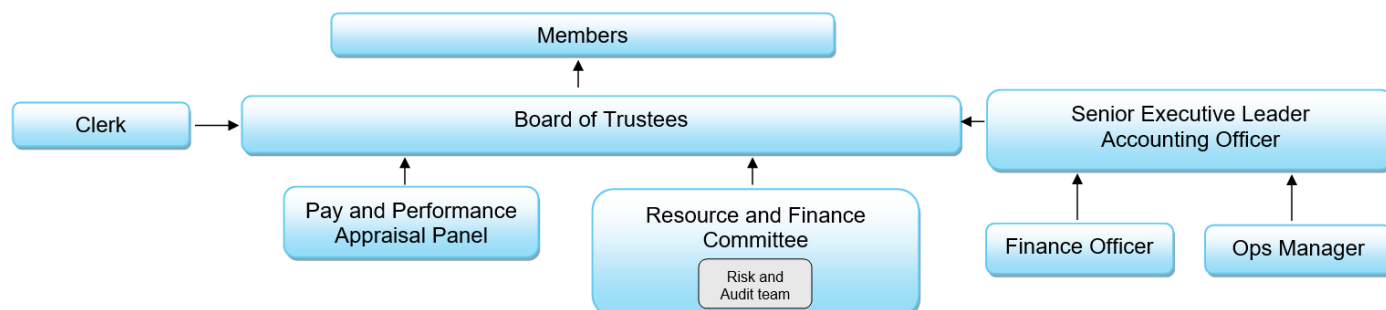
Others can expect me to:

- attend regularly and be punctual
- send apologies to the clerk when unable to attend
- read the agenda, minutes and other papers before the meeting and note items I want to say something about
- bring my papers to the meeting
- make relevant and positive contributions
- listen to and consider what other people want to say
- accept my share of collective responsibility, even for those decisions that I do not personally agree with.

Annex 3

Scheme of Delegation

Our structure, and the definition of how it works within the scheme of delegation, sits at the heart of trust governance. This Annex defines who makes decisions, is accountable for strategy, outcomes and compliance of the trust.



As per DfE guidance at Refs B and C, the following delegation checklist provides detail on which elements of the trust are carrying out which function. In all instances, the Board of Trustees remains accountable and, where no delegation detail exists, will ensure completion of the task.

Area of responsibility	DfE direction	Delegation	Notes
Culture, engagement and Governance of the Trust			
Setting trust vision	The board is responsible for setting the trust's overall vision and strategy		
Setting trust culture and values	The board is responsible for setting the trust's overall culture and values. The trust's culture should be positive and collaborative		
Setting expectations of trust conduct	Effective boards set and maintain a code of conduct		Annex 2 to this document
Fostering equality, diversity and inclusion building a diverse board	Equality, diversity and inclusion should be integrated into the trust's strategy and plans.		
Ensuring transparency of information	The trust should be transparent about its governance structures and stakeholders	Co-HTs maintain an up-to-date school website	Standing Orders are published on the school website
Engaging with stakeholders	The board should oversee strategic relationships with parents and the community		
Adhering to the Articles of Association	The trust must adhere to its governing document		
Strategy			
Setting the trust strategy	The trust should have a written strategy for delivering the board's ambitions which should encompass considerations around workload and wellbeing		
Championing the trust strategy	The strategy should be clearly communicated and championed across the trust		

Area of responsibility	DfE direction	Delegation	Notes
Reviewing the process against the strategy	The board has responsibility to periodically review progress made against the strategy		
Setting the school development plan (SDP) in line with trust priorities	This is developed by the school and approved by the executive team	Co-HTs	SDP is presented to the board at the first meeting of the school year
Non-executive leadership			
Establishing a high-performing governance structure including appointing board and academy committees	The board should establish a high-performing governance structure, with clear and non-duplicative layers of governance. 'The academy trust must establish an audit and risk committee, appointed by the board. Trusts with income of less than £50M may combine this function with another committee, such as finance' (ATH 2023)		Audit and Risk team sit within the Resource and Finance Committee Whilst the Chair of Trustees may sit on/chair the Resource and Finance Committee, they are not permitted to lead the Audit and Risk team.
Appointing chair and vice chair	The board should appoint a chair and vice chair		Completed annually during the first meeting of the board each school year
Appointing parent trustees	Arrangements must be made to ensure parents are represented within the governance structure	Co HTs are responsible for holding ballots for new parent trustees during recruitment periods	
Appointing a governance professional	The board must appoint a governance professional to ensure strong governance support within the trust		
Ensuring appointment checks, induction and training	Relevant suitability checks must be undertaken on governance stakeholders in line with statutory requirements	Co HTs ensure the maintenance of the Single Central Record. Individual trustees conduct spot checks during school visits	Ops Mgr facilitates the initial induction process and manages updates to DBS checks/training
Evaluating governance regularly	The DfE recommends regular self-evaluation alongside external reviews of governance	Risk and Audit team	Self and peer evaluation conducted throughout the year
Nominating safeguarding lead trustee	An individual on the governing body should take strategic leadership responsibility for the organisation's wider safeguarding arrangements		Safeguarding lead is nominated at the first board meeting of the school year
Nominating SEND lead trustee	There should be a member of the board or a committee with specific oversight of the school's arrangements for SEND		SEND lead is nominated at the first board meeting of the school year
Ensuring finance skill set on board	The board should ensure 'it has at least one individual with specific, relevant skills and experience of financial matters		

Area of responsibility	DfE direction	Delegation	Notes
Executive leadership			
Appointing and performance managing the Senior Executive Leader as Accounting Officer	In single academy trusts this should be the principal. The board appoints the Accounting Officer and this must be recorded in writing The board should build effective relationships with the executive team and deliver effective appraisal and performance management	Pay and Performance Appraisals Panel	Chair of Trustees is expected to lead the Panel
Overseeing staff well-being, workload and working conditions	The trust, as the employer, has a legal duty to protect its workers from stress and therefore the board will want to consider the well-being and work-life balance of the staff	Co-HTs monitor the staff Pay and Performance Appraisals Panel monitor the Co-HTs	Reported to Board of Trustees during board meetings
Setting pay levels, including executive pay	Academy trusts are free to set their own pay and conditions of service for any teachers and support staff. The board is responsible for ensuring compliance with all requirements as laid out in the Academy Trust Handbook. The board of trustees must ensure its decisions about setting executive pay follow a robust evidence-based process and are reasonable and defensible of the individual's roles and responsibilities.	Pay and Performance Appraisals Panel	The trust follows local government pay scales
Accountability			
Ensure strategic oversight and accountability	The board holds overarching responsibility for ensuring accountability within the trust, once the strategy is set		
Setting trust approach to curriculum and assessment with regard to statutory requirements	Education legislation states that the school curriculum should be 'balanced and broadly based'. The roles and responsibilities between the board and schools will vary by trust in relation to curriculum – although the board remains accountable for ensuring statutory requirements are met.		
Setting and delivering school curriculum and assessment in line with trust approach	School leaders will generally be responsible for delivering in their school, with oversight and support offered by the executive team.	Co HTs	

Area of responsibility	DfE direction	Delegation	Notes
Developing curriculum policies as required by school(s) (religious education, relationships, sex & health education, collective worship)	Academy schools do not have to follow statutory guidance designed for maintained schools in relation to these areas - however they must deliver these curriculum areas in line with their funding agreement and any emerging areas of government guidance that will apply to academies.	Co HTs	School has an appointed Relationships and Sexual Education lead and associated trustee to deliver the policy
Production and analysis of data	The board must have access to objective, high quality and timely data if it is to ensure and embed robust accountability and know the questions that need to be asked of the executive leaders	Co HTs produce data for review at board meetings	
Appointing CFO	The trust 'must appoint a chief financial officer (CFO) to whom responsibility for the trust's detailed financial procedures is delegated'. The board appoints the chief finance officer.		
Setting delegated authority limits for financial transactions	Delegated authority limits must be set by the board and communicated throughout the trust. The board approves delegated authority limits.	Resource and Finance Committee	
Establishing controls framework including internal audit	A trust 'must have sound internal control, risk management and assurance processes.'. The board, and audit and risk committee, hold responsibility for approving the annual programme of internal scrutiny as put forward by the executive team, with input from internal auditors as relevant.	Audit and Risk team	
Developing budget	The board approve the budget which has been developed by the executive team, with local governance inputting in line with delegated authorities.	Resource and Finance Committee	
Delivering monthly management accounts and forecasts	The trust must prepare management accounts every month setting out its financial performance and position. Management must take appropriate action to ensure ongoing viability... The board must ensure budget forecasts for the current year and	Finance Officer prepares monthly management accounts Reviewed by Resource and Finance Committee	

Area of responsibility	DfE direction	Delegation	Notes
	beyond are compiled accurately. The board must review management accounts periodically during the year when it meets that have been prepared by the executive team.		
Managing cash position	The trust must manage its cash position robustly. It must avoid becoming overdrawn on any of its bank accounts so that it does not breach restrictions on borrowing. The board are responsible for holding oversight of cash management across the trust.	Resource and Finance Committee	
Appointing external auditor	Academy trusts must appoint an auditor to give an opinion on whether their annual accounts present a true and fair view of the trust's financial performance and position (appointment being by the members, other than where the Companies Act permits the trustees to appoint) and, as reporting accountant, provide a regularity assurance conclusion.		
Delivering annual report and accounts, with regard to accounts consolidation exercises required by DfE	The trust must 'prepare an annual report and accounts in line with the Charity Commission's Statement of Recommended Practice (SORP) and ESFA's Accounts Direction'. The board approve the annual report and accounts.	Delivered by the Finance Officer supported by input from Co-HTs and Trustees	
Developing finance policies (charging and remission, procurement)	The board approve finance policies, as developed by the executive team.	Co HTs	
Ensuring adequate insurance cover is in place	The trust 'must have adequate insurance cover in compliance with its legal obligations or be a member of the academies risk protection arrangements (RPA)', including relevant approvals on indemnities.		
Maintaining risk register	'The trust must manage risks to ensure its effective operation and must maintain a risk register'. The board should hold oversight of strategic risks across the trust. Local governance in a	Co HTs, supported by Risk and Audit team	

Area of responsibility	DfE direction	Delegation	Notes
	Multi-academy trust can hold oversight of school-level risks.		
Managing conflicts of interest and related party transactions	The trust 'must maintain a register of interests', and adhere to guidance around related party transactions.	Clerk	
Ensuring compliance with ESFA requirements	Compliance must be ensured in areas including novel, contentious and repercussive transactions, disposal of land and assets and use of School Condition Allocations, use of school premises. The board should ensure compliance with the executive team delivering on all requirements.	Resource and Finance Committee	
Compliance			
Setting admissions policies	The School Admissions Code is the statutory guidance that schools must follow when carrying out duties relating to school admissions. As the Admissions authority the academy trust should approve all relevant admissions arrangements in line with the Code.		Co HTs draft policy for review by the board
Keeping admission and attendance registers	'All boards must reassure themselves that the school keeps admission and attendance registers in accordance with regulations.' The board holds responsibility for receiving assurance on overall compliance, with delivery carried out by the school	Co HTs	
Ensuring compliance with SEND Code of Practice	All boards have legal duties in relation to pupils with SEND. Legal duties on SEND are set out in the Children and Families Act 2014 and statutory guidance on the SEND code of practice'. The board holds responsibility for ensuring compliance, with delivery carried out by the school.	SEND trustee to perform regular oversight and report to the board	
Delivering support for looked after children	Boards are required to appoint a designated teacher to promote the educational achievement of looked-after and certain previously looked- after children who are on the school roll	Co HTs	

Area of responsibility	DfE direction	Delegation	Notes
Monitoring pupil premium spend inc. year 7 literacy and numeracy catch-up and PE and sport premium	Boards should discuss with senior leaders the rationale for spending pupil premium and ensure that both pupil need, and effective practice are central to the strategy'. In a multi-academy trust setting, this monitoring can be delegated to schools.	Resource and Finance Committee	
Setting health and safety policies and estates management strategy	Trusts must ensure compliance with health & safety legislation, including food safety, supporting pupils with additional health needs, first aid and fire safety. The DfE also 'The DfE expects academy trusts to manage their school estate strategically and effectively and maintain their estate in a safe working condition'.		Co HTs draft policy for review by the Resource and Finance Committee
Attending trust inspections	The Governance Guide summarises the Ofsted inspection process. A trust should decide which representatives will be present - depending on the trust's size, this may be trustees and/or executive leaders and/or local governors		
Setting governance policies (data protection, information sharing, cyber security, Freedom of Information (FOI), code of conduct, complaints, whistleblowing)	Trusts must set policies for a range of areas of governance, data protection and cyber security. Trusts must also ensure all relevant policies are published online in accordance with government guidance		Co HTs draft policies for review by the board
Setting trust safeguarding practices, with regard to statutory guidance, including appointing designated safeguarding lead (DSL)	All boards must have 'arrangements in place to ensure that they: • Carry out their functions with a view to safeguarding and promoting the welfare of children; and • Have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section'		Co HTs draft policy for review by the board
Carrying out disclosure and barring service (DBS) checks	Ensuring delivery of DBS and section 128 checks in line with trust requirements. The board should receive assurance that these checks are delivered by the school	Co HTs ensure the maintenance of the Single Central Record. Individual trustees conduct spot checks during school visits	

Area of responsibility	DfE direction	Delegation	Notes
Setting safeguarding policies (safeguarding and child protection, Pupil mental health and wellbeing, Prevent, looked after children, safer recruitment, supporting pupils with medical conditions)	Policies and procedures should include reference to peer-to-peer abuse, gender issues, and allegations made against teachers and other staff.		Co HTs draft policies for review by the board
Setting behaviour and welfare policies (behaviour, exclusions)	A trust must promote good behaviour among pupils by: implementing a written behaviour policy; keeping a record of the sanctions imposed upon pupils for serious misbehaviour; and using an anti bullying strategy to help prevent bullying.		Co HTs draft policies for review by the board
Setting approach to directing pupils offsite, exclusions	An academy may direct a pupil off-site under general powers in their articles of association... The board has key responsibilities in relation to considering whether excluded pupils should be reinstated and arranging an independent review panel. The trust board holds responsibility for ensuring overall compliance, with delivery carried out by the executive team and schools.	Co HTs	
Setting the school day and school year	Trusts have the flexibility to set their own school day and school year, and the delegations for this responsibility must be clear.	Co HTs	
Managing academy premises	'We expect academies and responsible bodies to manage their trust estate strategically and maintain their estate in a safe working condition. This includes complying with statutory duties to ensure the health and safety of building occupants.'	Resource and Finance Committee	
Setting the uniform policy	The board can decide, or delegate, on uniform policy that must align with statutory guidance		
Setting approach to staff appointment and dismissal, with regard to statutory requirements	'The requirements on academy trusts are set out in their funding agreements and regulations and [...] 'Staffing and employment advice for schools'. The board holds overall responsibility for ensuring	Co HTs for staff Board for Co HTs	



Area of responsibility	DfE direction	Delegation	Notes
	compliance, with delivery carried out by the school, and input from unions as agreed.		
Setting approach to appraisal and performance management	Academy trusts are free to determine their own appraisal process and may adopt the requirements for maintained schools if they wish	Pay and Performance Appraisal Panel	
Setting HR policies (appraisal, pay, disciplinary, grievance, capability, safer recruitment)	'Academy trusts are responsible for establishing their own staff procedures' in line with relevant legislation and guidance'. The board holds responsibility for ensuring compliance, with delivery carried out by the executive team and schools, and input from unions as agreed.		Co HTs draft policies for review by the board
Setting whistleblowing procedures	The trust must have set whistleblowing procedures in place that must be clearly accessible to staff.		Co HTs draft policies for review by the board



Annex 4

Terms of Reference

a. Pay and Performance Appraisal Panel

Composition The Chair leads the Pay and Performance Panel alongside two other Trustees, nominated at the first meeting of the school year.

Meeting rhythm Aligned with the Head Teacher Performance Management (HTPM) cycle and should begin with an initial session with the nominated external professional before the first half term break of the year. A half-year meeting should be held ahead of the Easter break with which to assess progress.

Function Staff pay accounts for the majority of trust expenditure and therefore needs careful consideration. HTPM sits central to the strategic roles of the trust and is in place to hold the executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff.

Responsibilities

- Set the approach to pay and performance management of the school
- Ensure the pay policy is agreed and updated at least annually, in partnership with the Resource and Finance Cttee
- Assess Co-HT performance against an agreed set of individual and/or joint objectives
- Oversee Co-HT well-being, workload and working conditions
- Report progress to the Board of Trustees as necessary

b. Resource and Finance Committee

Composition The Resource and Finance Committee shall comprise a minimum of three Trustees.

Meeting rhythm Ideally, the committee should prioritise a schedule that aligns to ensure the financial reporting responsibilities of the Trust are met and delivered on time. In collaboration with the Financial Officer, the committee shall agree a draft meeting schedule at the start of the school year and include the details within the Trust's Annual Planning document/calendar.

Function Provide assurance to the Board of Trustees that the school is operating effectively within the areas of financial stability, budget management, risk mitigation and provision of safe premises that are fit for purpose.

Responsibilities

- Provide guidance and assistance to the Co-Headteachers and the Board of Trustees on all matters relating to finance, budgeting, audit and premises.
- To review regularly, at least annually, the detail of the Finance Policy and delegations agreed by the board
- Ensure the Trust is being managed in line with Ref B and the Schedule of Musts
- Monitor in-year budget income and expenditure and report the financial situation to the board
- Perform and analyse benchmarking results with which to inform budget recommendations
- Support the school with 3-year budget-planning and approve a final draft to the board before the end of the school year
- Ensure proper premises management, maintenance and statutory duties
- Report to the Board of Trustees at each of its meetings



c. **Risk and Audit Team**

Composition The Risk and Audit team sit within the Resource and Finance committee and comprises a Lead Trustee for a minimum team of three. Trustees may rotate through the team as and when needed during the school year to suit Trustee availability. The Chair of Trustees is not permitted to lead this team.

Meeting rhythm The Risk and Audit team will meet and report as a standing agenda item within the Resource and Finance committee meetings to reduce burden on its members and make most effective use of time.

Function Internal scrutiny of the board's actions and procedures

Responsibilities

- Provide independent assurance that risks are being properly managed
- Support Co-HTs in maintaining an up-to-date risk register
- Ensure controls are in place and operating effectively
- Identify areas for improvement and recommend actions
- Support the school leadership and Board of Trustees in continuous improvement

d. **Nominated Trustees**

Composition Individuals are identified to perform duties within the following areas:

- SEND
- Safeguarding
- RSE
- Attendance

Function Nominated Trustees act as a first point of contact for the school regarding issues arising in their specific area, providing advice where necessary and reporting issues to the board.

Responsibilities

- Maintain regular communication and visits with the Co-HTs and school leads of the specific area
- Have an awareness of national guidance and associated updates with which to assess and recommend changes to policy/procedures where necessary
- Provide advice to the school as issues arise
- Report and escalate issues to the board if required



Bourton-on-the-Water Primary Academy Trustees' Expenses Policy 2025

Review date: 01/09/2027

Reviewer: Lindsay Connor

Responsible Committee: Staff & Pupils

Introduction and Aims

Bourton on the Water Academy provides an environment underpinned by values where all children can feel Challenged, Amazed, Respected and Safe, and where they can flourish and Enjoy education in order to fulfil their potential. The aim of this policy is to explain under what circumstances trustees are able to claim expenses.

This policy statement has been developed in accordance with the Education (trustees' Allowances) Regulations 2003. These regulations give Trusts the discretion to pay expenses from the school's annual budget allocation to trustees for certain expenses which they incur in carrying out their duties. Bourton on the Water Academy Trust believes that paying trustees' expenses, in specific categories as set out below, is important in ensuring equality of opportunity to serve as trustees for all members of the community and so is an appropriate use of school funds. The specific items allowable reflect this objective.

All trustees of Bourton on the water Academy are entitled to claim the actual costs they incur as follows:

Claim expenses, covering the following items, providing the expenses are incurred in carrying out their duties, as a trustee or representative of the Academy.

- Childcare or baby-sitting expenses (excluding payments to a current/former spouse or partner);
- Cost of care arrangements for an elderly or dependent relative (excluding payments to a current/former spouse or partner);
- The extra costs they incur in performing their duties either because they have special needs or because English is not their first language;
- The cost of travel relating to attending meetings/training courses at a rate not exceeding the Inland Revenue Authorised Mileage Rates (currently 40 pence per mile), unless these costs can be claimed from any other source;
- Telephone charges, photocopying, stationery, postage etc;
- Any other justifiable allowances.

The Trustees at Bourton on the Water Academy acknowledges that:

- Trustee may not be paid attendance allowance;
- Trustee may not be reimbursed for loss of earnings.

Trustees wishing to make claims under these arrangements, should complete a claims form (obtainable from the Finance Officer), attaching receipts where possible, and return it to the School within two weeks of the date when the allowances were incurred.



Claims will be subject to independent audit and may be investigated by the Chair of Trustees (or Chair of Finance in respect of the Chair of Trustees) if they appear excessive or inconsistent.

Trustee Expenses Claims Form

<u>Name:</u>	<u>Date:</u>
<u>Address:</u>	<u>Claim Period:</u>
	<u>Reason for Claim:</u> (i.e. Course/Meeting)

I claim the total sum of £..... for trustee expenses as detailed below. I have attached relevant receipts to support my claim.

Signed.....

	£	p
<u>Child care/Babysitting expenses</u>		
<u>Care arrangements for an elderly or dependent relative</u>		
<u>Support for governors with special needs</u>		
<u>Support for governors whose first language is not English</u>		
<u>Travel to meetings/training courses</u>		
<u>Travel/subsistence to national meetings or training events</u>		
<u>Telephone Charges</u>		
<u>Postage</u>		
<u>Photocopying</u>		
<u>Stationery</u>		
<u>Other (please specify)</u>		
<u>TOTAL EXPENSES CLAIMED</u>		

This form should be submitted to The Finance Officer in the School Office.



Governor Visit Form

Area of Focus from SDP:

Key Questions:

Comments:

Progress towards SDP:

Suggested area for Development: