



Governance Handbook 2024/25

Document Version Control

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1.0 Welcome

SHINE Academies works collaboratively with courage and compassion, creating a child centred community.

Values:

Courageous, Collaborative, Compassionate

Thank you for volunteering your time and expertise as a Member, Trustee or Local Governor for SHINE Academies. Your commitment to the role is essential for the children within our Trust.

In your governance role, your overarching aim is to ensure that children in our schools are safe, and are able to achieve to the best of their ability.

This handbook is part of your induction, giving you an introduction to our Trust and the role of Member, Trustee or Local Governor.

Effective governance is essential within our Trust and all of our schools. I hope that you will use this handbook as a starting point to access the resources and support available to gain confidence and develop skills in your role.

Should you have any queries at any point, please do not hesitate to get in touch.

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2.0 Purpose of this Handbook

This handbook summarises the legal structure of SHINE Academies (the Trust) and sets out its Governance Arrangements.

The information in this handbook has been prepared in line with:

2.1 Academy Trust Governance Guidance

<https://www.gov.uk/guidance/-governance-in-academy-trusts>

2.2 Academy Trust Handbook

[ATH 2024](#)

2.3 SHINE Academies Memorandum and Articles of Association

https://www.shineacademies.co.uk/_files/ugd/b074b2_d5733653f3284440b16a0e2ccd7aeb0c.pdf

2.4 SHINE Academies Funding Agreement

https://www.shineacademies.co.uk/_files/ugd/b074b2_215f9f6797ee441584e63eb7b440b252.pdf

3.0 SHINE Academies Legal and Administrative Details

Company Name	SHINE Academies
Company Number	09341839
Registered Office	Collingwood Road, Bushbury, Wolverhampton, WV10 8DS
Charitable Status	Exempt Charity

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

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

The following schools are currently operated by the Trust:

Busill Jones Primary School	Joined December 2019
Crowmoor Primary School	TBC
Lodge Farm Primary School	Joined April 2016
Northwood Park Primary School	Established as Northwood Park Educational Trust April 2015
Villiers Primary School	April 2018

4.0 Governance Structure

4.1 Members:

The Members are best viewed as guardians of the constitution, changing the Articles of Association if necessary and ensuring the charitable objects are fulfilled. It is their responsibility to hold the Board to account for its conduct and performance. The Members can exercise powers to appoint and remove Trustees. The Trust will ordinarily have five Members.

4.2 Board of Trustees

- The Trust Board is the decision-making body of the Trust and is accountable and responsible for all the academies equally.
- The Board is the Trust's key strategic decision maker. It may delegate certain responsibilities to the CEO (in certain circumstances) and in accordance with the Academy Trust's scheme of delegation, a committee or an individual, but the Trust Board remains accountable and is responsible for all decisions made.
- The Board should play a strategic role and avoid routine involvement in operational matters. They should focus strongly on holding Executive Leaders to account.

The Board produces an annual report on the performance of the Trust for Members and for external publication.

The Board is predominantly made up of Member appointed Trustees. The Trust's Articles of Association also allow for Trustees to appoint 'Co Opted' Trustees if they feel there is someone with the right skills and experience. As part of their responsibilities, a Trustee may take on a link responsibility, either as a Chair of a Committee, or for a Trust-wide priority such as safeguarding. Find out more about Trustees at <https://www.shineacademies.co.uk/trustees>

Everyone involved in governance should be aware of, and accept, "The 7 principles of public life" www.gov.uk/government/publications/the-7-principles-of-public-life

4.3 Board Committees

The Trust Board has agreed to establish a number of committees, as identified in this handbook and the scheme of delegation, to carry out some of its governance functions.

The Trust Board can create additional committees, working parties or panels as required. The Board may remove delegations from any committee, working party or panel also.

The scheme of delegation sets out the powers that both the Board's committees (including Local Governing Boards) and the CEO and other staff may exercise on behalf of the Trustees. This can be found at Appendix 1.

The Trust Board includes the following standing Committees:

➤ 4.3.1 Audit and Risk

The Audit and Risk committee maintains an oversight of the Trust's financial, governance, risk management and internal control systems.

The committee reports findings termly and annually to the Trust Board and the Accounting Officer as a critical element of the trust's annual reporting requirements.

The committee determines the annual schedule of work for the internal audit.

➤ 4.3.2 Finance and General Purposes

- To consider and recommend for approval the schools' budgets before the start of each financial year.
- To contribute to the formulation of school development plans, through the consideration of financial priorities and proposals, in consultation with the Chief Executive Officer, with the stated and agreed aims and objectives each school.
- To monitor and review expenditure on a regular basis and ensure compliance with the overall financial plans for the school and with the financial regulations of the ESFA, drawing any matters of concern to the attention of the Trust Board.
- To monitor and review procedures for ensuring effective implementation and operation of financial management on a regular basis, including the implementation of bank account arrangements and, where appropriate, make recommendations for improvement.
- To prepare the financial statement to form part of the annual report to the Trust Board and for filing in accordance with Companies Act and Charity Commission requirements.
- To receive updates on and monitor staffing across the Trust.

➤ 4.3.3 Pay

This committee maintains an oversight of the Trust's approach to appraisal, remuneration and pay progression and ensures that the Trust pay policy is correctly applied.

➤ 4.3.4 Performance and Standards

This committee monitors the educational targets for the Trust as a whole and provides challenge to any areas of underperformance.

This committee also monitors the Trust's practice and performance in specific areas such as safeguarding, behaviour, SEND and attendance.

➤ 4.3.5 Link Trustees

SHINE Academies Trust Board currently appoint the following roles on an annual basis:

Safeguarding

SEND

Pupil Premium

LGB Link for Leadership and Management

5.0 Local Governing Boards

5.1 Remit

- Full Terms of Reference for Local Governing Boards (LGBs) can be found at Appendix 2.
- The total membership of each LGB shall be no fewer than nine including the Headteacher, and no more than twelve.
- Membership of each LGB shall comprise:
 - (a) Headteacher (Ex Officio)
 - (b) Two elected Parent Governors
 - (c) At least one, but no more than two elected Staff Governors
 - (d) At least one member co-opted by Trustees representing the local community.
 - (e) Any other members that Trustees decide

5.2 Advisory Interim Boards (AIB)

- In some circumstances, the Board of Trustees may decide that an Advisory Interim Board (AIB) would be a more appropriate committee, at local level.
- In practice, the responsibilities of an AIB do not differ greatly to an LGB. However, it would operate with a higher level of support and direction from selected representatives appointed by the Trust Board based on their skills and experience.
- The AIB may also involve the guidance from a suitable specialist with a strong track record in governance. In addition, there may be an increased frequency of scheduled meetings.
- An annual agenda plan will be agreed at the first meeting of the AIB.
- After an identified period of support, it is expected that the AIB would become an LGB.
- Full guidance on Academy Improvement Boards can be made available to Governors, where applicable, and Terms of Reference for the Board can be found at Appendix 3.
- Schools that newly join the Trust will automatically become an AIB with increased governance support provided to the school to integrate with the Trust.

5.3 The Chair of the LGB

- The Chair plays an important role, with responsibility for leading the LGB and for convening and chairing meetings.
- As the main link between the LGB and the school leaders, they will work to build a strong partnership with the School.
- The Chair liaises with the Central Team and the Governance and Compliance Specialist to ensure the final agendas for meetings, as well as the management of papers and appropriate records, are in place.
- The Chair is responsible for promoting the development of the LGB as a whole.
- With support from the Trust, they play a decisive part in determining the appointment and reappointment of governors.

- The Chair of the LGB will usually be invited to be part of the Headteacher performance management process with the support of the Central Team.

5.4 LGB Governors

- Governors play an essential part in making sure the governance structure as a whole works effectively.
- Governors should be proactive about engaging with the school, and Trust, and developing their knowledge and expertise in the field of governance.
- Governors are required to complete training as outlined in section 8 of the handbook. Governors would also be expected to attend school for a monitoring / link governor visit once per term.
- When a governor joins the SHINE Academies, they are asked to abide by the Trust Code of Conduct (Appendix 4).
- Everyone involved in governance should be aware of, and accept, “The 7 principles of public life” www.gov.uk/government/publications/the-7-principles-of-public-life

5.5. Meetings

Meetings represent the main opportunity for the LGB to come together to share their work, and for school leaders to update governors on the school’s performance. They are also an opportunity for other members of staff to report on their own work, as required. The Trust has a cycle of agreed agenda items and standard reports, to ensure consistency in the sharing and approval of information. The minutes of the LGB will be important evidence of the support and challenge given to the leadership of the school.

- Each school has its own calendar which sets out its own events during the year.
- Governors are welcome to attend any Trust or school event, ensuring that the school is notified in advance to allow all suitable arrangements to be made.

5.6. Being a Link Governor

In being a governor, there is an expectation that you get to know the school well, and you are able to both support and challenge its performance and improvement. Governor link visits are therefore a fundamental part of securing greater consistency and impact, from the time that governors spend to support each school and the Trust as a whole.

SHINE LGBs **must** have a Safeguarding Governor, a Pupil Premium Governor and a SEND Governor. A list of suggested link governor roles will be directed by the Trust annually, and schools will also be able to recommend their own link governor roles based on individual school improvement priorities.

The Trust expectation is for governors to visit the school once per term (further visits could also be arranged if desired) in order to meet with a designated senior leader and other identified staff or pupils / students as appropriate. Visits can be arranged directly with the relevant member of staff. A link governor visit report template can be found at Appendix 6 to assist you with your visit. All notes of visits undertaken would be held centrally and shared as a standing item on each LGB meeting for discussion.

Trust expectations for fulfilling link governor responsibilities will be written into the Trust Code of Conduct, which governors are asked to agree to on induction, and annually thereafter.

5.7 Asking the right questions

Questioning the school leaders and others is the main way in which you will learn about the school. Holding leaders to account and supporting them to reflect on their decisions is an important function of governance. The minutes of meetings will also record the range and level of challenge in questions, and this is important evidence that governance is being effective.

To assist those governors who are new to education, a glossary is provided at Appendix 7, covering some of the most common terms, and it is usually possible to find the meanings on the internet.

5.8 Panel pool

Non-staff members of the LGB will have the opportunity to join the Trust's pool of volunteers willing to sit on relevant panel meetings for any school in the Trust, for example:

- Complaints
- Pupil discipline
- Staff absence or discipline hearings

In order to be included in the pool, members must have undertaken relevant training and/or experience in panel work (to be provided by the Trust at no cost to the individual). Panel pool members are required to declare any conflicts of interest to the Governance and Compliance Manager and must not sit on a panel if they have a conflict. If in doubt, declare it.

6.0 Governor Induction and Training

The Trust requires all Trustees and Governors to complete mandatory training in respect of their role. This mandatory training should be completed within 3 months of a governor commencing their role. This mandatory training comprises of:

Role	Training	Provider	Duration	Frequency
Mandatory Training				
All	Essential Safeguarding for Governors and Trustees	NGA https://nga.vc-enable.co.uk/Learn/Learning/All	1 Hour	On induction and annual refresher
All	Recognising and Preventing FGM	NGA https://nga.vc-enable.co.uk/Learn/Learning/All	1-2 Hours	On induction and regular refresher
All	Governance – Your roles and Responsibilities	NGA https://nga.vc-enable.co.uk/Learn/Learning/All	2 Hours	On induction
Appointed Trustee(s)/Governor(s)	How to review suspensions/exclusions	NGA https://nga.vc-enable.co.uk/Learn/Learning/All	45 minutes	Annually
Appointed Trustee(s)/Governor(s)	How to run effective complaints review panels	NGA https://nga.vc-enable.co.uk/Learn/Learning/All	45 minutes	Annually
Appointed Trustee(s)/Governor(s)	Cyber Security	National College https://nationalcollege.com/courses/cyber-security-for-staff-2023	1 hour 24 mins	Every two years
Highly Recommended training				
All	Effective MAT Governance	NGA https://nga.vc-enable.co.uk/Learn/Learning/All	20 minutes	On induction
All	An Introduction to Local Governance	NGA https://nga.vc-enable.co.uk/Learn/Learning/All	45 minutes	On Induction

In addition to the above modules, governors may find there are other training modules they wish to undertake, particularly for link governors who can access training relevant to their role.

6.1 Accessing Your Training

The Governance and Compliance Manager will provide Trustees and Governors with access to complete mandatory training. As a Trust, SHINE is a member of the National Governance Association (NGA). SHINE also subscribes to the National Governance Association Learning Link, which is a source of online training and resources. Each Trustee/Governor will automatically be registered with the NGA on induction which includes access to the NGA Learning Link. Links to the NGA Learning Link and National College can be found below:

<https://nga.vc-enable.co.uk/>
<https://nationalcollege.com/>

6.2 Completion of Training

At every Trust Board and LGB meeting an update on Governor / Trustee training is included on the agenda. This is to enable chairs and governance professionals to track and chase any outstanding training at more regular intervals and to ensure any mandatory training requirements are fulfilled. The Trust would ask any governor or Trustee to please inform the Governance and Compliance Manager of any training undertaken which would support their role, and provide certification where this is provided.

Appendix 1 SHINE Academies Scheme of Delegation

The Scheme of Delegation for SHINE Academies for 2024/25 can be accessed here:

[Scheme of Delegation | Shine \(shineacademies.co.uk\)](#)

A copy of the Scheme of Delegation can also be found on the SHINE Academies Resources area of GovernorHub.

Appendix 2 SHINE Academies Local Governing Board Terms of Reference

1.1 Purpose & Scope

The purpose of the Local Governing Board (LGB) is to focus on challenging and supporting the quality of provision and educational outcomes for young people at school level.

- The delegations cover the procedural and statutory powers for the operational life of the individual School.
- The LGB is responsible for overseeing the effectiveness of the school, working in conjunction with the Trustees, CEO, and school leadership team (SLT).
- The LGB has responsibility to focus on the four core functions of ***standards/inclusion, stakeholders, safeguarding and SEND*** and act as a link to the Board of Trustees.
- The LGB is responsible for monitoring health and safety at the School.
- The LGB will ensure the proper conduct of meetings, including keeping a record of Governors' business interests and ensuring secure records of meetings are maintained and reported to the Board of Trustees as per agreed protocols.
- In challenging and supporting school leaders in terms of provision and educational outcomes, the LGB will:

- Ensure clarity of vision, ethos and strategic direction in line with the school strategic plan and the strategic objectives of the Trust.
- Know the school well.
- Work efficiently with the school at a strategic level rather than operational level.
- Provide appropriate and impartial levels of challenge to school leaders, particularly with regard to the quality of education.
- Carry out their statutory duties, particularly with regard to safeguarding and health and safety and ensuring that all young people are safe.
- Understand the strengths and weaknesses of the school.
- Understand and take sufficient account of pupil data.
- Be aware of the impact of teaching, learning and progress in different subjects and across different year groups.
- Ensure that pupil and sports premium funding is used to ensure greatest impact.
- Ensure that engagement with stakeholders is managed effectively.

1.2 LGB Composition

The total membership of each LGB shall be no fewer than nine including the Headteacher, and no more than twelve.

Membership of each LGB shall comprise:

- (a) Headteacher (Ex Officio)
- (b) Two elected Parent Governors
- (c) At least one, but no more than two elected Staff Governors
- (d) At least one member co opted by Trustees representing the local community
- (e) Any other members that Trustees decide

1.3 Governor appointment, resignation, and removal

- The Headteacher/Acting/Interim Headteacher is an ex officio governor by virtue of their role.
- Responsibility to run Parent Governor elections is delegated by the Board of Trustees to the individual schools.
- Responsibility to run Staff Governor elections is delegated by the Board of Trustees to the individual schools.
- Co opted Governors, will be appointed by the Board of Trustees. Local governors are encouraged to make recommendations to the Trust Board to fill these vacancies.
- The local governing body is encouraged to continually reflect on the skills and diversity of its membership and seek governors to fill vacancies accordingly.
- A governor may at any time resign their office by giving notice in writing to the clerk to the local governing body.
- Trustees may terminate the appointment of any governor whose presence or conduct is deemed by the Trustees not to be in the best interests of the Trust or the School.
- Any staff member or non-teaching staff member shall automatically cease to hold office if they cease to be associated with the School in the capacity in which they were elected.
- Should the child for which are parent governor is legally responsible for leave the school, the parent governor may continue to be a governor until the expiry of their current term of office.
- Any governor who does not complete any of the following, within the specified timescales of appointment will be automatically considered for removal from their governor role:
 - i. Governor details form within 8 weeks of appointment
 - ii. DBS check (number provided to school) within 6 weeks of appointment
 - iii. Mandatory training modules within 12 weeks of appointment
- Governors who do not complete the actions above within the require timescales will be contacted and given one month to complete the required action. At the end of this period, if the governor has not completed the action(s), they may be automatically removed.
- Any governor who fails to attend two consecutive LGB meetings, with or without apologies, will be automatically considered for removal at the next LGB meeting, subject to agreement from the chair of governors.

1.4 Meetings and Frequency

The LGB will meet four times per year.

1.5 Meeting Quorum

The quorum for meetings of the LGB shall be no less than three Governors, or one third of Governors in post at the time of the meeting, whichever is greater.

1.6 Clerk to the LGB

A suitably experienced Governance Professional will be appointed to the LGB in line with the Trust's scheme of delegation.

1.7 Delegation

➤ Standards/Inclusion

To appoint from its members a designated Pupil Premium / Disadvantaged Link Governor

To monitor educational outcomes and progress against targets and the associated strategies for improvement and impact

To review and contribute to the Academy's self-evaluation document

To approve the School Development and Improvement Plan

To monitor implementation of any post OfSTED action plans or any Trust related improvement plans

To sit on exclusion panels as required.

To monitor, review and report the use of pupil premium funding, sports premium funding, catch up funding.

➤ Stakeholders

To promote partnership working between parents/carers in order to promote high quality educational provision and outcomes.

To receive feedback from pupil/parent/staff voice and monitor any associated actions.

To ensure appropriate representation at any School or community events.

➤ Safeguarding

To appoint a Link Governor for Safeguarding and monitor effective safeguarding in the School.

➤ SEND

To appoint a Link Governor for Special Educational Needs

To monitor educational outcomes and progress of pupils with special educational needs and analyse any gaps in attainment against the rest of the cohort.

To monitor use and impact of any high needs funding awarded to the academy or specific pupil.

The LGB will also be responsible for monitoring the day-to-day effectiveness of health and safety within the School.

➤ Panels

Governors will be asked to volunteer to be part of the Trust panel pool for staff and pupil discipline, complaints. Governors will need to complete the required training prior to taking part in any panel hearings.

Appendix 3 SHINE Advisory Interim Board Terms of Reference

1.1 Purpose and Scope

This document is designed to delineate circumstances in which SHINE Academies Trust Board may wish to temporarily remove a Local Governing Body in a school within the Trust and install an Advisory Interim Board. The document will also outline circumstances under which the Trust Board would seek to transition an Advisory Interim Board back to a Local Governing Body arrangement as per SHINE Academies terms of reference for a Local Governing Body

1.2.1 Key Performance Indicators for Establishment / Dissolution of an Advisory Interim Board SHINE Academies Trust Board will add the dissolution of a standing Local Governing Body and/or establishment of an Advisory Interim Board to the agenda to be discussed at the next meeting of the Trust Board in the following circumstances:

- On initial transfer of a school into SHINE Academies for a twelve-month period
- If an existing school within the Trust received an Inadequate OfSTED judgement or an OfSTED judgement is downgraded by more than one rating (ie from Outstanding to Requires Improvement).
- Any other concerns about a school which Trustees deem serious enough to require emergency support.

1.2.2 SHINE Academies Trust Board will seek to dissolve an Advisory Interim Board and re-establish Local Governing Body arrangements as per the SHINE Academies Terms of Reference for a Local Governing Body in the following circumstances:

- When a school which has transferred into SHINE Academies has been part of the Trust for a period of twelve months and no additional concerns are raised by Trustees or the SHINE Central Team.
- When it is recognised that school improvement has been on a sustained upward trajectory for a period of more than six months.
- If an Advisory Interim Board provides sufficient evidence to Trustees that the school is stable a recommendation will be considered at the next meeting of the Trust Board.

All above instances will be specified as an agenda item to be discussed / approved at a meeting of the Trust Board.

1.3 Composition of the Advisory Interim Board

The Advisory Interim Board for [INSERT SCHOOL NAME HERE] has been established by the SHINE Academies Trust Board to ensure proper oversight and scrutiny of, and support for, the management, education and financial/operational performance of [INSERT SCHOOL NAME HERE].

Members of the Board will have been appointed by the SHINE Academies Trust Board on the recommendation of the Chief Executive Officer who will ensure the members have both the capacity and skills to contribute to the Board. Board members must be able to demonstrate an understanding of the ethos and values of SHINE and a commitment to fulfilling SHINE's mission and objectives for the school, drawing on specialist skills where required.

Composition of the AIB is as follows:

Headteacher (Ex Officio) –

A Member of the SHINE Academies Executive Leadership Team

Two Parent Governors (Elected) -

At least one but no more than two Staff Governors (elected) -

Trustee Representative –

Any other Representative who Trustees deem appropriate to appoint.

Trustees will review the constitution of an AIB upon establishment to ensure the appropriateness of the constitution for each individual school.

1.4 Meetings and Frequency

The Advisory Interim Board will meet at least four times per year following the SHINE Academies agenda cycle for LGBs. Meeting frequency will be reviewed by Trustees upon establishment of an AIB to determine appropriateness for each individual school.

Agenda and papers will be circulated to all attendees seven days prior to a meeting.

The Board will report directly to the CEO and SHINE Academies Executive Leadership Team. It will ensure that the action plan for the school is being implemented and advise on the development and review of the plan. Minutes of meetings will be regularly reported to the Trust Board.

1.5 Quorum

The quorum for any meeting of the AIB shall be no less than three members.

1.6 Clerk to the AIB

The Clerk to the Board must not be a member of the AIB. In the absence of the Clerk, the Board shall elect a replacement for the meeting (who may be a Academy Improvement Board member).

1.7 Delegations

The Advisory Interim Board will take on the responsibilities of a normally constituted Local Governing Body, including:

- To hold the school's senior leadership team to account and provide challenge.
- To monitor the school's actions on the quality of teaching, standards attained, and progress made by all pupils.
- To ensure safeguarding is effective at the school and all statutory functions are being adhered to.

- To monitor staff and pupil wellbeing.
- To support transition back to LGB arrangements once the Central Team and Trust Board agree that sufficient improvement has been achieved.

Appendix 4 SHINE Academies Code of Conduct for Members, Trustees and Governors

Once this code has been adopted, all board members agree to faithfully abide by it.

Trustees: We agree to follow the charity governance code.

Those governing at local level: We recognise and support the principles set out in the charity governance code.

All: We agree to stand by the SHINE Academies values of

Courageous, Collaborative, Compassionate.

We will abide by the [Seven Nolan Principles of Public Life](#):

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work.

We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

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

Accountability

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

Openness

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

Honesty

We will be truthful.

Leadership

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

We will apply the highest standards and will:

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

We will ensure that there is:

1. **Accountability** – justification for the decisions that are being taken.
2. **Oversight** – scrutiny and investigation of key decision-making and performance.
3. **Assurance** – confidence that the Trust is operating effectively and compliantly on a day-to-day basis and is on a stable footing.

The above has been written with due regard to the [Academy Trust Governance Code October 2023](#) and [Companies Act 2006](#).

As individuals, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core purpose rather than involve ourselves in day-to-day management.
2. We will fulfil our role and responsibilities as set out in our scheme of delegation.
3. We will develop, share and live the ethos and values of our trust.
4. We agree to adhere to trust policies and procedures.
5. We shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring or right to work checks.
6. We will work collectively for the benefit of the schools and trust.
7. We will be candid but constructive and respectful when holding senior leaders to account.
8. We will consider how our decisions may affect the school, trust and local community.
9. We will stand by the decisions that we make as a collective.
10. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
11. We will only speak or act on behalf of the board if we have the authority to do so.

12. **Trustees:** We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
13. When making or responding to complaints, we will follow the established procedures.
14. We will strive to uphold the trust's reputation in our private communications (including on social media).
15. We will have regard to our responsibilities under The Equality Act and will work to advance equality of opportunity for all.
16. **Those governing at local level:** We will act as local ambassadors for our trust.

Demonstrate our commitment to the role

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

Build and maintain relationships

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

Respect confidentiality

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

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the register of business interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the trust's website.
5. We will act as a trustee/governor; not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the trust board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the trust or school website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.
8. We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

Adopted by: [Governing board] on [date] Signed: [chair of board]

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

Appendix 5 SHINE Academies Glossary of Terms

Academy

Academies are publicly funded independent schools. Academies have different governance arrangements from local authority-maintained schools. Within SHINE Academies each school is referred to as a 'school' rather than 'academy'.

Admissions Code

A document providing statutory guidance on school admissions with which all schools must comply.

Articles of Association

The legal governing document for an academy that sets out its rules for operating, including the composition of the governing board

ASP - Analyse School Performance

A service providing schools and other existing user groups with detailed performance analysis to support local school improvement.

Academy Trust Handbook (ATH)

A handbook issued by the ESFA that sets out the management and governance requirements that apply to all academy trusts. (Formerly Academies Financial Handbook).

CIN

Child In Need

Co-opted Governor/Trustee

Appointed by the Trust Board, generally on the basis of their skills.

CPD

Continuing professional development (for school staff or the governing board).

DfE

Department for Education – the government department responsible for schools and children.

EAL

English as an additional language

ECT Early career teacher

The term early career teacher (ECT) replaced newly qualified teacher (NQT) in 2021.

EHC plans

Education, health and care plans – the document which replaces statements of SEN and learning difficulties assessments for children and young people with special educational needs.

ESFA

Education and Skills Funding Agency – a single agency accountable for funding education and training for children, young people and adults (formerly the EFA and SFA).

EWO

Education welfare officer – a professional worker who visits pupils' homes and deals with attendance problems and other welfare matters in co-operation with the school.

Executive leaders

Those held to account by the board for the performance of the organisation. This may be the CEO, executive headteacher, headteacher or principal, as well as other senior employees/staff, depending on the structure of the organisation.

Form of entry

The number of classes that a school admits in each year group.

(U)FSM

(Universal) Free school meals – pupils are eligible for FSM if their parents receive certain benefits. All pupils are entitled to Universal Free School Meals up to the end of Key Stage 1.

GDPR

General Data Protection Regulation.

Governance professional

A collective description for all those involved in supporting and advising governing boards in schools and trusts (including clerks, governance managers and directors of governance – at SHINE this is the Governance and Compliance Specialist).

HLTA

Higher level teaching assistant.

Key stage

Key stages 1 to 4 are the four stages of the national curriculum: KS1 for pupils aged five to seven; KS2 for seven to 11; KS3 for 11 to 14; KS4 for 14 to 16.

LA

Local authority - The LA has certain responsibilities regarding education, for example the educational achievement of looked-after children, and for school places planning. It also provides other services to schools, which may be provided via a service-level agreement to maintained schools and, in many cases, academies.

LAC

Looked after children who are in the care of their local authority. May also refer to children who have been in care at any time in the last six years.

LGB (Local Governing Body)

The body to which trustees delegate local governance functions within a multi academy trust. NGA refers to these bodies as academy committees, but they are often called local governing bodies (LGBs), academy councils or similar.

MAT

Multi academy trust – where two or more schools/academies are governed by one board of trustees.

NFF

National Funding Formula – the standardised formula for school funding allocations across every mainstream state funded school in England.

NOR

Number (of pupils) on roll

PAN

Published admissions number – the maximum number of children the admissions authority determines must be admitted to each 'relevant age group' (the age group at which pupils are normally be admitted to the school, for example, reception and year 7).

PE and sport premium

Funding for primary schools to make additional and sustainable improvements to the quality of the PE, sport and physical activity provided.

PSHE

Personal, social, health and economic (PSHE) education is a subject through which pupils develop knowledge, skills and attributes needed to manage their lives, now and in the future.

Pupil premium (PP)

Funding allocated to schools to support pupils eligible for free school meals, in care, or who have parents in the armed forces.

RSE

Relationships and Sex Education.

SATs

Standard assessment tests – used for national curriculum assessment in years two and six.

SDIP

School development and improvement plan - the operational document describing how the school will work towards the strategic priorities set by the governing board. Also known as a school improvement plan.

SENDCO

Special educational needs co-ordinator – the teacher responsible for co-ordinating SEND provision in the school/trust. SEND Special educational needs and disabilities – learning difficulties and/or disabilities for which special health and educational provision has to be made.

Terms of reference

Sets out the membership, roles and responsibilities of a committee