Wembley Multi-Academy Trust
ACHIEVEMENT FOR ALL

WEMBLEY HIGH TECHNOLOGY COLLEGE

EAST LANE PRIMARY SCHOOL

NORTH BRENT SCHOOL

LOCAL ADVISORY BOARDS
GOVERNOR PACK





EAST LANE PRIMARY SCHOOL
WEMBLEY HIGH TECHNOLOGY COLLEGE
NORTH BRENT SCHOOL

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In a multi-academy trust (MAT), the Board of Trustees may delegate some of its governance functions to Local Advisory Boards (LABs).

Trusts with any number of academies can have LABs - they're a key way for the Board of Trustees to:

- Get a local perspective/context from each academy;
- Stay in the loop on what's going on in their constituent academies;
- Keep on top of everything the trust needs to monitor (for example, it would be difficult for the board of trustees to monitor teaching and learning in detail for each school. Having an LAB helps to make sure that someone's keeping an eye on it and is able to give a school-level perspective of what's going on).

LABs are important as they have a much more nuanced understanding of how their individual schools work and can provide invaluable insight to the board of trustees.

Introduction to Local Advisory Boards Governors

The Local Advisory Body is central to the focus on the school's values and ethos. They provide continuity of care to the school and, as such, are a powerful advocate for their school's needs within the WMAT family of schools. They provide a vital link for stakeholder views from within the school and their wider school community.

Terms of Reference

Main Responsibilities

The Local Advisory Body is a non-executive body supporting the Trust Board to deliver its responsibilities. Each school within the Trust will be represented by a Local Advisory Body. The Board of Trustees has identified key responsibilities for all of its' Local Advisory Boards, through which they will ensure that the WMAT's vision and ethos is at the centre of everything the school does. The LAB will act as a critical friend to the Headteacher, offering challenging but positive and proactive support:

1. In relation to Standards:
   - Monitoring standards - focussing on attainment, pupil progress, quality of teaching and learning, behaviour and attitudes data, PD data.
   - Monitor the curriculum, its implementation and impact.
   - Monitor the implementation of the RSE curriculum.
   - Monitor the impact of funding streams, such as pupil premium and sport premium, as well as the progress and attainment of all key groups.
   - Monitor and review budget plans in relation to curriculum areas.
   - Monitor the effectiveness and impact of CPD.

2. In relation to Safeguarding:
   - Monitor and ensure safeguarding arrangements are effective.
   - Oversee arrangements for the day-to-day implementation of operational Health and Safety.

3. In relation to Stakeholders:
   - Regularly seek and review student and staff views of the academy, by meeting with a range of students and staff regularly during school visits.
   - Monitor and review the impact of strategies regarding staff wellbeing, workload and attendance.
   - Report back on academy visits and raise any areas of interest or concern.

4. Other:
   - Recommend for WMAT approval, the School Improvement Plan and Self Evaluation Form and monitor progress against it.
   - All policies (WMAT and School Specific) are the ultimate responsibility of WMAT Board. The Board will approve all policies. The Local Boards will be consulted on school related policies (e.g. Behaviour, Attendance, Assessment).
   - Regularly review the school's performance in relation to Key Performance Indicators, as set by the Board of Trustees.
   - Collect and monitor pupil, parent and staff views.

NB: Admissions – Admissions Policy will be approved annually by the Board. The academy will consult as statutorily required and ensure the proper application of the Admissions Policy.

Membership, Length of Appointment and Quorum:

Membership: Each school has a Local Advisory Board, the membership of which consists of up to 9 members appointed as follows:

- Ex-Officio Headteacher: 1
- Co-opted Advisors appointed by the Trust Board having regard to recommendations of the Local Advisory Board: 3
- Elected Parent members: 2
- Elected Staff member: 2
- Plus one other, as required (linked to the expertise needed by the LAB).

The term of office shall be four years (save for ex-officio members who will serve for as long as they remain in office).
The Trust Board will appoint each year a Chair from among the Local Advisory Board, provided this person is not employed by the Trust to work at any of the Academies.

Length of appointment: Local Advisory Board members are appointed for a 4-year period (save for ex-officio members who will serve for as long as they remain in office).

Quorum: Half of the appointed Local Advisory Board members, which must include the Headteacher or their representative.

Meeting Frequency: The LAB will meet at least termly, with additional meetings as required.

Principles and Personal Attributes

LAB Governors should fulfil their duties in line with the seven principles of public life (the Nolan principles):

- **Selflessness:** Holders of public office should act solely in terms of the public interest.
- **Integrity:** Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.
- **Objectivity:** Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
- **Accountability:** Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
- **Openness:** Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.
- **Honesty:** Holders of public office should be truthful.
- **Leadership:** Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Effective Governance is based on six key features

LAB Governors will need to be familiar with the DfE 16 competencies underpinned by a foundation of important principles and personal attributes. The competencies are grouped under the headings of the 6 features of effective governance, which are set out in the Governance Handbook:

1. **Strategic leadership** that sets and champions vision, ethos and strategy.
2. **Accountability** that drives up educational standards and financial performance.
3. **People** with the right skills, experience, qualities and capacity.
4. **Structures** that reinforce clearly defined roles and responsibilities.
5. **Compliance** with statutory and contractual requirements.
6. **Evaluation** to monitor and improve the quality and impact of governance.



Governor Skills Audit - To be completed as part of your governing board's self-evaluation:

STRATEGIC LEADERSHIP			
SETTING DIRECTION			
DO YOU UNDERSTAND…?	**YES**	**NO**	**UNSURE**
National and local education policy and news			
What the key features of good governance should be			
The difference between strategic and operational decisions			
How to carry out strategic planning, and what tools you need to do this			
CAN YOU...?			
Think strategically about your school's development			
Explain your school's strategic priorities and goals, and how these will be monitored			
Champion the reasons for changes, and explain how these benefit the school's community			
CULTURE, VALUES AND ETHOS			
DO YOU UNDERSTAND…?			
Your school's values and ethos			
Your school's strategic improvement plan			
Your governing board's code of conduct, and how it reflects the school's vision and ethos			
CAN YOU...?			
Act in a way that reflects your school's culture and values, and ensure that policies are in line with these			
Agree the school's distinctive characteristics and culture			
DECISION MAKING			
CAN YOU...?			
Identify the decisions that are likely to achieve your school's goals			
Put aside your own interests to make decisions in the best interests of the school			
Act with honesty, objectivity, and integrity			
Ensure your decisions are well-informed and impartial			
Recognise when your governing board will require external advice			
Stand by the decisions of the governing board, and respect collective decision making			
Accept challenge and encourage open discussions			
COLLABORATIVE WORKING WITH STAKEHOLDERS AND PARTNERS			
DO YOU UNDERSTAND…?			
Who your main stakeholders are			
How to work with stakeholders and members of the school community			
CAN YOU...?			
Proactively consult with a range of views, and welcome feedback and challenge			
Work with other organisations where necessary			
Be clear, honest and open when communicating with parents, pupils and staff			
Consider how the decisions governors make affect the school community			
Act as an ambassador for your school			
Support community cohesion and challenge your school's leadership team to do the same			

ACCOUNTABILITY FOR EDUCATIONAL STANDARDS AND FINANCIAL PERFORMANCE			
EDUCATIONAL IMPROVEMENT			
DO YOU UNDERSTAND…?	**YES**	**NO**	**UNSURE**
How teaching and learning is evaluated in your school			
The importance of a broad and balanced curriculum			
How the curriculum in your school promotes the school's ethos and values			
Relevant national standards and assessment systems for your school			
The rationale behind your school's assessment procedures			
How behaviour and safety are monitored in your school			
CAN YOU...?			
Set expectations for school improvement with your senior leadership team (SLT)			
Let your SLT know what data you need to fulfil your role			
Request evidence of the effectiveness of proposed improvement initiatives			
RIGOROUS ANALYSIS OF DATA			
DO YOU UNDERSTAND…?			
The DfE's performance tables and school comparison tool			
Analyse School Performance (ASP) for school and pupil data			
Your school's context on a local and national basis			
Where the data you receive comes from and is quality assured			
Information about attendance and exclusion in your school			
How you should use a range of sources of information, such as guidance, parents/carers or staff members			
CAN YOU...?			
Analyse and interpret data to evaluate how pupils in your school are performing			
Use data to inform decisions about school improvement			
Challenge the SLT to ensure that the data you receive is valuable and efficiently collected			
FINANCIAL FRAMEWORKS AND ACCOUNTABILITY			
DO YOU UNDERSTAND…?			
Your school's financial policies, funding arrangements and methods of assuring financial accountability			
Your school's internal control processes, and how value for money is secured			
Your school's financial health and efficiency, and how it compares with other schools			
CAN YOU...?			
Be confident in the financial information you receive			
Interpret budget monitoring information, and communicate this to others			
Take part in financial self-evaluation activities			
Rigorously question how the school is approaching financial efficiency			
FINANCIAL MANAGEMENT AND MONITORING			
DO YOU UNDERSTAND…?			
How your school receives funding and how this funding is spent			
The importance of a robust financial strategy and plans to ensure sustainability			
How your school allocates resources, and how these translate into outcomes for pupils			
How the budget is set and monitored			
CAN YOU...?			
Make decisions about funding, based on your school's priorities			
Interpret data relating to finances			
Ask informed questions about income and spending			

STAFFING AND PERFORMANCE MANAGEMENT			
DO YOU UNDERSTAND…?	**YES**	**NO**	**UNSURE**
What your school spends on staffing, and how to benchmark this against other schools			
How staff are recruited			
How staff performance management and pay progression works in your school			
CAN YOU...?			
Ensure that staffing structures are fit for purpose			
Take responsibility for maintaining a robust pay policy			
Be confident in how you apply procedures to the performance management of senior staff members			
Identify how pay decisions will affect the budget			
Have due regard to the work-life balance of staff members			
EXTERNAL ACCOUNTABILITY			
DO YOU UNDERSTAND…?			
The purpose of formal scrutiny and accountability (for example, by Ofsted)			
How national performance measures are monitored and reported, and the minimum standards at which			
CAN YOU...?			
Ensure appropriate structures are in place to support external scrutiny			
Ensure that the board is open and accessible to members of the school community			
Use your understanding of data to inform responses to external scrutiny			
PEOPLE			
BUILDING AN EFFECTIVE TEAM			
CAN YOU...?			
Show your commitment to your role through active participation			
Find the information you need to support you in your role			
Accept constructive challenge and feedback			
Raise doubts and differences of opinions in an appropriate way, and encourage others to do the same			
Acknowledge your mistakes, and the lessons learnt from these			
Influence others and build consensus through persuasion			
Demonstrate professional ethics and values, and sound judgement			
Recognise the importance of the clerk's/governance professional's position and advice			
STRUCTURES			
ROLES AND RESPONSIBILITIES			
DO YOU UNDERSTAND…?			
The role of the board and its 3 core functions			
How the strategic role of governance is different to operational leadership			
For academies, the role of members and how this is different to the role of trustees			
The governance structure of your school and how decisions are delegated			
How the governing board and its committees are constituted			
CAN YOU...?			
Help your governing board design a committee structure that is appropriate to your school, and make			

STATUTORY AND CONTRACTUAL REQUIREMENTS			
EDUCATIONAL IMPROVEMENT			
DO YOU UNDERSTAND…?	**YES**	**NO**	**UNSURE**
The governing board's legal, regulatory and financial duties			
The importance of having regard to statutory guidance, such as the Governance Handbook			
The governing board's obligations under: ♦ Education and employment legislation ♦ The Academies Trust Handbook and their own funding agreements ♦ Equalities, and health and safety legislation ♦ Data protection and freedom of information legislation			
The governing board's duties with relation to safeguarding and the Prevent Duty			
The governing board's duties with regard to pupils with special educational needs and disabilities (SEND)			
Your instrument of government, or in academies, your articles of association			
Your school's whistleblowing policy, and how these relate to the governing board's responsibilities			
The importance of observing the school's policies, for example, with regard to parental complaints			
CAN YOU...?			
Speak out when you are concerned about non-compliance			
Explain the governing board's legal responsibilities			
Recognise when the governing board may need specialist advice			
EVALUATION			
MANAGING REVIEW AND SELF-DEVELOPMENT			
DO YOU UNDERSTAND…?			
Your own strengths and areas for development			
CAN YOU...?			
Be 'outward facing', and learn from others			
Maintain your own personal development plan			
Be ready to accept opportunities for training and development			
Accept a wide range of feedback, and use this to inform your development			
Carry out self-reviews, and reflect on your own performance			
MANAGING AND DEVELOPING THE BOARD'S EFFECTIVENESS			
CAN YOU...?			
Evaluate how the governing board's decisions affect pupil outcomes			
Use feedback from inspections to inform decisions about the governing board's development			
Contribute to the board's self-evaluation			

Responsibilities and Expectations

The WMAT Board of Trustees has identified 11 key responsibilities for all of its' Local Advisory Boards, through which they will ensure that the WMAT vision and ethos is at the centre of everything the school does.

- Act as a critical friend to the Headteachers, offering challenging but positive and proactive support;
- Monitor standards, focussing on the quality of education, behaviour, personal development, safeguarding and leadership;
- Monitor curriculum development, implementation, and impact;
- Monitor the impact of initiatives, such as Pupil Premium, Sport Premium, Year 7 Catch-Up Premium;
- Monitor safeguarding and Looked After Children (LAC) under the discretion of the Trustee responsible for safeguarding;
- Support the Headteachers and Leadership Team in the development and implementation of the School Improvement Plan and other relevant plans;
- Monitor and review the implementation of the school staff appraisal and performance development;
- Oversee arrangements for the day-to-day implementation of operational Health and Safety;
- Regularly review the school's performance in relation to KPIs (Key Performance Indicators), as set by the WMAT Board of Trustees
- Support and monitor pupil, parent, staff and stakeholder engagement.

The actions of the Local Advisory Boards will be communicated to the Board of Trustees via meeting minutes, associated papers, and the Trustee who also serves on the Board of Trustees. The CEO may attend any LAB meeting at any time.

Link Governors

To fulfil their roles, Link Governors will meet school leaders with relevant responsibilities, and will read, assess, and question, reports, presentations, and policies. Link Governors will also recommend actions, reports, and policies for adoption/ratification by the Local Advisory Boards and/or WMAT Board of Trustees.

- **Safeguarding Link Governor:** monitors and reviews school safeguarding, checks SCR at least termly, health and safety and attendance practices.
- **SEND Link Governor:** monitors and has a particular focus on SEND provision including accessibility.
- **Health & Safety Link Governor**: ensures compliance with Health & Safety legislation.

Expectations

The WMAT Board of Trustees understand that the role of each school's Local Advisory Board member is voluntary, however, in order for each Local Advisory Board to function efficiently and effectively, there are certain expectations of LAB members, as outlined below:

- **Safeguarding:** all members will be required to have an up-to-date Disclosure and Barring Service (formerly Criminal Records Bureau) check, facilitated by the school. LAB members are also expected to undertake safeguarding training.
- **Business interests:** on an annual basis, members are required to complete a 'Declaration of Interests' form, declaring any business or other interests that may conflict with the work of the Local Advisory Board.
- During each meeting of a school's Local Advisory Board, members must make clear any potential conflict of interest with agenda items, and where deemed necessary, remove themselves from the meeting.
- **Meetings**: take place at least once every term. The school's Headteacher and the Chair of the Local Advisory Board prepare the meeting, and the Governance Professional supports the process. Agendas and papers will be circulated in advance of the meeting.
- LAB members are expected to come to meetings prepared; having submitted written reports, where appropriate, read and familiarised themselves with the agenda and accompanying papers, and having thought about the sorts of questions they need to ask.
- LAB members are not there to represent their constituency, there are there to support and challenge the school and ensure that there is a continuous cycle of improvement.
- **School learning walks:** are organised and facilitated by the LAB's Chair and Headteacher, with the focus of each walk being discussed and chosen during the previous LAB meeting. Learning walks inform the work of the LAB, and provide members with valuable information and insight, allowing them to better support and challenge to the school's Leadership Team. At the end of each learning walk, members will meet to formulate a brief report outlining what they experienced. This report will then be submitted to and discussed at the next LAB meeting.

LAB Governors Code of Conduct

Commitment

- Being a LAB Governor requires a commitment of significant amounts of time and energy. Individual LAB Governors should have regard to this when agreeing to serve.
- LAB Governors should make full efforts to attend all meetings and, where they cannot attend, explain in advance the reasons for absence. Regular attendance at LAB meetings is essential. Non-attendance at 2 meetings will lead to removal from the LAB.
- LAB Governors should seek and accept appropriate training and development through the attendance of courses and events.
- LAB Governors should visit the school, with all visits arranged in advance with the Headteacher. When visiting the school in a personal capacity (i.e. as a parent or carer) be aware of conflicts of interest in your role as a LAB Governor.
- LAB Governors accept that in the interests of open governance, our full names, date of appointment, terms of office, roles, attendance records, relevant business and pecuniary interests will be published on the school's website.

Relationships

- LAB Governors should operate as a team in which constructive working relationships lead to effective governance. Individuals have no individual power and must act or speak on behalf of the LAB or WMAT. They have corporate responsibility for all decisions made by the LAB.
- LAB Governors should express views openly, courteously and respectfully in all our communications with other governors and school stakeholders in and outside of meetings.
- LAB Governors should actively support and challenge the Chair of LAB.
- LAB Governors should support the Chair in their role of ensuring appropriate conduct both at meetings and at all times.
- LAB Governors should be prepared to answer queries and take into account any concerns expressed, and acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- LAB Governors should develop working relationships with the senior management team, teachers, staff, parent groups, and other relevant agencies where appropriate.

Confidentiality

- The requirements of confidentiality cover all forms of verbal and written communication, including the various forms of social media, such as Facebook and Twitter.
- LAB Meetings are not open to the public. Visitors may attend by invitation but may be asked to leave if a confidential item is discussed. Governors should observe confidentiality regarding proceedings of LAB meetings and from their visits to school.
- The minutes of any part of the meeting that are confidential should be kept separate. In the main confidential items will be those where the privacy of an individual needs to be respected.
- LAB Governors should observe complete confidentiality in all matters discussed at the LAB especially in relation to matters concerning staff or pupils and also any other matters agreed by the LAB.
- LAB Governors should ensure all confidential papers are held and disposed of appropriately.
- LAB Governors should exercise the highest degree of caution when involved in sensitive issues arising outside LAB that may have an impact on the work of the LAB or the operation of the school.

Data

- LAB Governors recognise that they have a duty to comply data protection processes as set out by the school.
- Documentation on Governor Hub is confidential and most not be shared.
- LAB Governors acknowledge they have a responsibility to use their best endeavours to keep data safe and to report any potential data breach via the Governance Professional, should they believe a breach has occurred.
- LAB Governors agree to delete any records held by them upon expiry or termination of their term.
- Communication should be exclusively on agreed email address.

Conflicts of Interest

- The MAT will publish LAB Governor details in line with current legislation on the MATs website. Failure to reveal information to enable the MAT to fulfil their responsibilities may result in a breach of this Code and the statutory requirements.
- LAB Governors will declare any conflicts of interest, pecuniary or personal, in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

Conduct

- LAB Governors should express their views openly within meetings but should ensure that they relate to matters proper for discussion by the LAB.
- LAB Governors who wish to raise matters for discussion by the LAB should make a request to the Chair for the item to be included on the next meeting's agenda. This should be done in advance of the agenda being prepared.
- LAB Governor must accept corporate responsibility for all decisions taken by the LAB.
- Apart from very specific instances in which the Chair has to act or take decisions on behalf of the LAB, LAB Governor should recognise that they have no individual powers and must not speak or act on behalf of LAB or WMAT.
- LAB Governors should take every opportunity to maintain and develop the ethos and reputation of the schools within the local community.

Ceasing to be a LAB Governor

- LAB Governors must understand that the requirements relating to confidentiality will continue to apply after a LAB Governor leaves the LAB.

Breach of this Code of Conduct

If this Code has been breached, it will be raised with the Chair of Trustees and the Chair will initiate an investigation. If the Governor concerned is considered to have breached this Code of conduct they will be removed from their position. WMAT is the final authority on appointing and removing any LAB Governors. LAB Governors must be clear that breaches of this Code of Conduct will not be tolerated.

Governor confirmation of eligibility

LAB Governors must:

- Be aged 18 or over at the date of their election or appointment;
- Not be subject of a bankruptcy restriction order, an interim bankruptcy restriction, a debt relief order or an interim debt relief order
- Not had their estate sequestrated (unless this has been discharged annulled or reduced);
- Not be subject to a disqualification order or disqualification or an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order)#
- Not have been removed from the office of a charity trustee or trustee for a charity by an order made by the Charity Commissioners or the High Court on the grounds of any misconduct or mismanagement or, under section 34 of the Charities and Trustees Investment (Scotland) Act 2005 from participating in the management or control of anybody;
- Not have been suspended or removed from any governing body;
- Not be included in the list of people considered by the Secretary of State as unsuitable to work with children;
- Not be from working with children or subject to a direction under Section 142 of the Education Act 2002;
- Not be disqualified from registration for childminding or providing day care;
- Not be disqualified from registration under Part 3 of the Childcare Act 2006;
- Not have been sentenced to 3 months or more in prison (without the option of a fine) in the five years before becoming a LAB Governor or since becoming LAB Governor;
- Not have received a prison sentence of 2 ½ years or more in the 20 years before becoming a LAB Governor;
- Not, at any time, have received a prison sentence of five years or more;
- Not have been fined, in the five years prior to becoming a LAB Governor, for causing a nuisance or disturbance on education premises;
- Not have refused and will not refuse permission for the Academy Trust to share my details with the Secretary of State for Education; and
- Not have refused and will not refuse an application being made to the Disclosure and Barring Service (DBS) for a Disclosure Certificate.

Meetings

- The LAB meets at least termly, with additional meetings as required.
- Being a LAB Governor requires a commitment of significant amounts of time and energy. Individual LAB Governors should have regard to this when agreeing to serve.
- LAB Governors should make full efforts to attend all meetings and, where they cannot attend, explain in advance the reasons for absence - the Governance Professional should be notified.
- Regular attendance at LAB meetings is essential. Non-attendance at 2 meetings will lead to removal from the LAB.

Further Reading and Training for LAB Governors

All Governors are required to read the current Keeping Children Safe in Education, DfE statutory guidance, and confirm by email to the Governance Professional and on the GovHub they have read it.

The WMAT has purchased a full package with the National College, where various trainings on governance can be obtained.

All Governors are required to complete the following safeguarding course:
Course
Annual Certificate in Safeguarding for Governors and Trustees for Secondary/Primary Schools & Academies

Link Governors should also complete a training that is specific to the area they are responsible for:
Course
Safeguarding Link Governors:
Certificate in the Role of the Safeguarding Link Governor or Trustee for Secondary/Primary Schools & Academies
SEND Link Governors:
Certificate in the Role of the SEND Link Governor or Trustee for Secondary/Primary Schools & Academies
H&S Link Governors:
Certificate in the Role of a Health and Safety Link Governor for Secondary/Primary Schools & Academies

Other statutory courses for Governors
Course
Certificate in the Role of a School Governor for Secondary/Primary Schools & Academies
Governance and the New Ofsted EIF: The Role of Trustees and Governors
Annual Certificate in Data Protection & GDPR for Governors and Trustees for Secondary/Primary Schools & Academies
Certificate in the Knowledge, Skills and Behaviours of Effective Governance for Secondary/Primary Schools & Academies
Advanced Certificate in Mental Health for the Designated Governor or Trustee for Secondary/Primary Schools & Academies

Declarations of Interests

Declaring and avoiding conflicts of interest is a legal and moral responsibility that all governors and trustees have. These are reviewed annually kept up to date on the GovHub. Any change should be disclosed and communicated to the Trust.

In broad terms, a conflict of interests arises when the interests of a governor/trustee in a matter being considered by the governing board, **may affect, or be seen to affect, the ability of that governor/trustee to take decisions on the matter that are impartial and in the best interests of the school/trust**.

Conflicts of interest are not restricted to those things that governors and trustees declare on the register of interests that is published on their school's or academy's website (directorships, partnerships, employment, personal relationships, etc.).

Trustees, governors and senior staff of the Trust are also obliged to declare any potential conflicts of interest during meetings and there should be an opportunity for them to do this.

REGISTER OF BUSINESS & PERSONAL INTERESTS

The purpose of the Register is to ensure that Governors & Trustees who may potentially have a conflict of interest, notify these interests in advance of any decision being made.
It is important that Trustees, Governors and staff act and are seen to act impartially. Decisions must be taken and seen to be taken without any possibility of influence of external or personal interest.
A register of business interests must be maintained for governors, trustees and head teachers.

- This must be freely available for inspection by trustees, governors, staff and parents.
- The register must include all business interests of each member or of any immediate/close relative. This may include directorships, company secretary, share holdings, employee relationships and any other position where a person is actively involved in the running of a company's affairs, where the company has or may have a contractual relationship with the school.
- The register must include any holdings of shares or other securities in a company or other body with whom the school contracts or is considering contracting if greater than £25,000 or more than 1/100th of the nominal value of the issued share capital, whichever is less. The size and nature of the holding need not be declared – only the name of the company.
- The register must include all personal interests of each member or of any immediate/close relative. Personal interests are non-financial interests of yourself or an immediate or close relative that may conflict with the School's interests, e.g. if involved in an official capacity with an organisation, body, association or charity which has dealings with the school, or if an immediate/close relative works for or applies for a job at the school.

For the purpose of the register an immediate or close relative is defined as spouse, parent, sibling, son, daughter, partner or someone living in the same household.

Completion of this register does not remove the legal duty for trustees and governors to declare a personal or business interest in any item of business at a meeting, and for that individual to withdraw whilst the matter in question is considered as required by law.

This rule applies to all, however if this relates to the Clerk, he/she does not have to leave the room, but must remain silent. A teacher governor will not need to withdraw if a business interest is no greater than that of other teachers of the school.

Governor Note of Visit to School

Trustees/Governors are expected to visit the schools regularly and report on their observations. This enables Trustees/ Governors to understand the schools, develop areas of expertise and report to the Board. The following form will support this process. **Visits must be arranged with the Headteacher of the school.**

TRUSTEE/GOVERNOR NOTE OF VISIT TO SCHOOL	
PART 1: PLANNING THE VISIT	
Name and role of Trustee/Governor	
Name and role of staff member	
Date and time of visit	
Agreed focus – link visit theme	
Relevant school objective or area of focus *Area of the Ofsted framework*	
PART 2: DURING THE VISIT	
What is the school doing within this area of focus?	
Stakeholder views	
How do you know the school's actions are having an impact?	
What successes stood out and why? **Was any exemplary practice observed that you'd like to make Board members aware of?**	
AREAS FOR DEVELOPMENT	
Add any further evidence you'd like to see or review to help you make a better assessment of the impact.	

Signed: …… Date: ……



Wembley Multi-Academy Trust

ACHIEVEMENT FOR ALL





