

Olive Academies
Board of Trustees & Member
Handbook



Olive Academies

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1. Introduction

This handbook is for existing trustees and members of Olive Academies and for those considering becoming involved in our multi-academy trust. The document provides information about the MAT: what it does, how the trust is governed and managed; and the guiding principles and ethos of the trust.

Olive Academies is a learning organisation and some of the information contained in this document will need to be modified as we grow and develop. We hope you will find it useful in supporting you in your role within the trust – please do contribute ideas to improve the document as we move forward.

For more information or to clarify anything within this handbook, please email info@oliveacademies.org.uk or call OA on 01273 573 834. You can download an OA brochure from our website: www.oliveacademies.org.uk/working-with-us/

2. Background

Olive Academies is a multi-academy trust (MAT), approved by the Department for Education. It was established in 2013 and was one of the first academy sponsors specialising in alternative provision in England.

We support children and young people who have experienced difficulty in learning in mainstream schools. We work with pupils who are at risk of exclusion, those who have been permanently excluded from school and those who have medical needs.

We are a multi-academy trust with three alternative provision academies and an outreach service. We opened our first AP academy in Thurrock in early 2015. This was followed in September 2016, with the opening of Olive AP Academy – Havering and in June 2017, with the opening of Olive AP Academy – Suffolk.

Our aim is to transform the lives of children and young people for whom traditional teaching methods have not worked. We help our pupils develop the confidence, skills and knowledge to believe that they can be successful in their own lives.

At Olive Academies we believe that every child and young person has the ability and the right to learn and achieve. Alternative provision has far too often been regarded as the poor relation within the educational context and we are determined to redress this through our pioneering work.

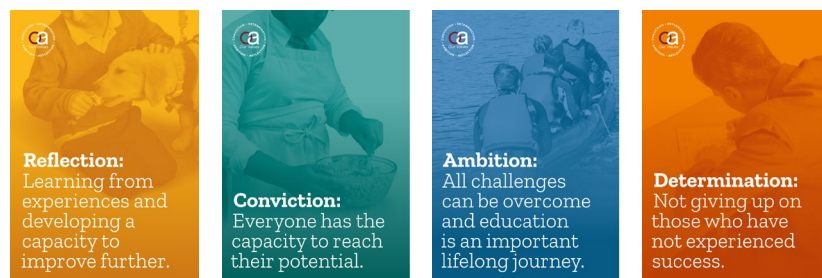
Mark Vickers - Chief Executive, Olive Academies

OA is governed by a board of trustees who come with expertise in education, inclusion, business, finance and marketing. They are chaired by Phil Whall. Biographies of the trustees are available here:

www.oliveacademies.org.uk/about-us/

3. Our Vision

Leaders of OA believe that every young person deserves the highest level of care and support so that they can access the best education possible. All young people, including vulnerable young people can achieve if they are believed in and valued. OA's vision and values have been developed by the board, OA staff and young people and are as follows:



Olive Academies' staff are pioneers in alternative provision, providing children and young people with creative, nurturing and engaging learning opportunities. We work with professionals who are passionate about improving the lives of vulnerable young people, breaking the cycle of disadvantage and removing barriers to learning.

Prevention is key to OA's work – the objective of preventing young people from failing because OA has helped them to develop resilience and ensured there are stable support structures in place for them. Partnership with mainstream schools on this journey is crucial, as is OA's role in supporting mainstream schools to prevent children being moved into AP.

Our fundamental belief is that young people with social emotional and mental health (SEMH) needs can, and should, succeed in line with their peers. The principle of our work is that, wherever possible, pupils will access our intervention programmes as a preventative, short term or part time, measure to avoid repeated fixed term and permanent exclusions. Our aim is to support each pupil's smooth and successful transition back into mainstream school and their community.

The OA trustees recently articulated its strategic direction:

- OA should continue to develop its academies to be centres of excellence where young people receive the best possible education and a curriculum that transforms their attitudes to learning and planning for their future
- OA should use these centres of excellence to continue to share good practice and further develop academy-based programmes and projects
- OA should identify and develop sustainable ways in which it can grow, retain and develop OA leaders - this is a key priority for the trust
- OA should be open to new opportunities, be that expanding current provision, working with new partners or exploring new provision in targeted areas.

4. Our Academies

Olive AP Academy - Thurrock provides a broad curriculum to a diverse group of young people. We moved into our brand-new academy building in Tilbury in July 2017. We cater for young people and children who have experienced difficulty in learning for a variety of reasons. We also offer support to pupils in mainstream schools who are experiencing difficulties and are at risk of exclusion.

Ofsted inspectors last visited the academy in December 2018 and graded the academy as "Good" in all areas. The inspection report states that "senior leaders have created a safe environment in which previously reluctant learners feel secure and are able to focus on their learning" and "the school has worked relentlessly over the last year to boost the achievement of all groups of pupils in all subjects." The Ofsted report is available here: www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/140861



More information about the provision is available on our website: www.apthurrock.oliveacademies.org.uk and you can get the latest news about the academy on Twitter @OATHurrock. The headteacher of the academy is Collette Hunnisett: www.apthurrock.oliveacademies.org.uk/headteachers-welcome The chair of the Academy Advisory Board (AAB) is Ashlie Hughes, headteacher representative of Thurrock Association of Secondary Schools (TASS).

Olive AP Academy – Havering in Hornchurch, in the London Borough of Havering, supports young people aged between 11 and 16. It caters for young people who have experienced difficulty in learning for a variety of reasons. The academy has capacity for up to 64 pupils.

In 2018, the academy received support from the local authority to refurbish and expand the buildings which were in a severe state of deterioration and unsuitable for the specific needs of our young people. The refurbishment is now complete, and we are lucky to have good quality facilities on the site.

At its most recent inspection, the academy was judged to be ‘requires improvement’ with leadership and management as ‘good’. Inspectors recognised that the academy is improving and states that ‘strong and determined leadership has led to significant improvement’ over the last three years. Safeguarding is effective and ‘a high priority in the school’. The full report is published on Ofsted’s website: www.reports.ofsted.gov.uk/provider/22/143130

More information about the provision is available on our website: www.aphavering.oliveacademies.org.uk/ and you can get the latest news about the academy on Twitter @OAHavering. The executive headteacher of the academy is Mark Vickers and the headteacher is Ray Lawrence: www.aphavering.oliveacademies.org.uk/headteachers-welcome/ The chair of the AAB is Penny Johnson, Headteacher at Grays Convent School for Girls, Thurrock.



Olive AP Academy – Suffolk is based in Stowmarket - we have recently undergone significant refurbishment which has resulted in all our pupils being located in two buildings on one site (previously some were based in Bury). The academy offers provision to about 80 pupils aged between 7 and 16 who have been excluded or cannot attend mainstream school for a variety of reasons. Many have complex and specialist needs which our staff are trained to support them with.

More information about the provision is available on our website: www.apsuffolk.oliveacademies.org.uk and you can get the latest news about the academy on Twitter @OASuffolkC. The executive headteacher of the academy is Mark Vickers: www.apsuffolk.oliveacademies.org.uk/about-us/headteachers-welcome The chair of the AAB is Kevin McDonnell, Headteacher of Stormont House School, Hackney.



OA Training and Development Centre

In addition to running three academies, OA provides support services to schools and local authorities supporting them with their strategies and practice around the prevention of exclusion and working with vulnerable young people. In Suffolk, OA has run an outreach service in primary schools and OA central leaders carry out a variety of commissioned work for other partners. This work is coordinated from the Training and Development Centre alongside the Havering academy. OA also has a small registered office base in Brighton.

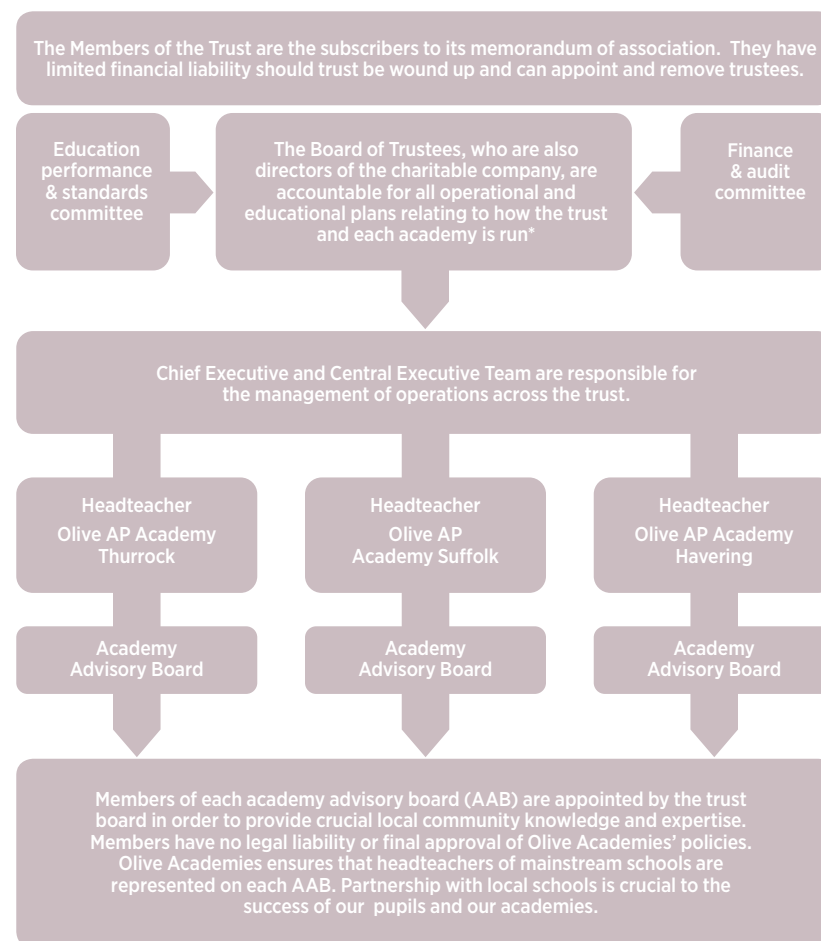
5. Factsheet October 2019

Full name	Olive Academies
Corporate structure	Charitable company limited by guarantee
Company registration number	8747464
Head office contact details	95 Ditchling Road, Brighton, BN1 4ST Tel no: 01273 573 834 www.oliveacademies.org.uk
Members names and profiles	www.oliveacademies.org.uk/about-us/
Chair of Trustees	Philip Whall
Vice-chair & Safeguarding lead	Rosemary Leeke
Trustee names and profiles	www.oliveacademies.org.uk/about-us/
Chief Executive & Accounting Officer	Mark Vickers
Chief Financial Officer	Jo Gillman
Accountants & Auditors	Knill James Chartered Accountants One Bell Lane, Lewes BN7 1JU
Solicitors	Bates Wells & Braithwaite LLP 2-6 Cannon Street London EC4M 6YM
Bankers	Lloyds Commercial Banking 78 New Road Gravesend, Kent DA11 0AR

6. Terms of Reference: Members & Board of Trustees

A. Our Structure

Olive Academies (OA) is a charitable company limited by guarantee. It is a multi-academy trust (MAT) governed by a board of trustees. Our structure is as follows:



As highlighted in our structure, the Olive Academies' **Members** are the guardians of the governance of the trust ensuring that the trust's charitable objectives are being met. They have a limited and distinct role – the first members were the signatories to the memorandum of association drawn up when the trust formed. Members have ultimate responsibility for appointment (and removal if necessary) of trustees, they receive the annual accounts and report and they appoint the auditors.

The **Board of Trustees** is the accountable body and is responsible for ensuring that OA performs well in achieving its objectives, has secure and sound financial management and works within its agreed ethos and values framework. It decides which function it delegates and to where but it is ultimately responsible for the overall performance of each academy and the work of the trust. To support with this, the board has established two central committees: **finance and audit (FAC); and education performance and standards (EPS)**. These committees are in place to ensure the board is equipped with the relevant information and guidance it needs to have an oversight and take responsibility for leadership across the trust. They can request information and attendance from OA employees as required to enable them to take accountability for trust outcomes.

Most of the day-to-day management of operations across the trust has been delegated to the **chief executive and his strategic leadership group (SLG)** under the guidance of the board. The SLG includes: the director of academies; director of operations; and director of finance and compliance. In particular, the chief executive is responsible for:

- implementing the policy and strategy adopted by and within a budget approved by the board and as applicable, advising the board on such policy, strategy and budget;
- overseeing the day-to-day financial management of the organisation and making decisions and/or recommendations regarding expenditure that further the strategic aims, values and mission of OA.

Within each academy, management has generally been delegated to the **headteacher (HT)** under the guidance of the SLG and the AAB. They are responsible for:

- leadership and management
- quality of education
- behaviour and attitudes
- personal development
- staffing
- day-to-day financial management of the organisation in line with the scheme of delegation and the accountabilities framework.

The MAT has also established an **academy advisory board** for each of its academies, which acts in an advisory capacity reporting to the MAT board and which is encouraged to offer advice, support and challenge to the headteacher to manage the academy and ensure that its performance is of a high standard. The trust approves the appointments of AAB members. OA AABs are crucial to the smooth running of our academies, as they provide fundamental input and guidance on the local context and on leading the academy – strong partnership working with local schools, communities, the local authority and other partners is vital to our success and to educational outcomes of children and young people who attend an Olive academy.

B. Scheme of Delegation

The division of roles as outlined within this handbook is articulated in more detail within the OA scheme of delegation. This guiding document provides a structure for all those involved in leading OA to work within – it is reviewed on an annual basis, but feedback on how it works in practice on an ongoing basis is vital to inform this review. A paper copy can be provided on request – it, along with other governing documents is also on the OA website: www.oliveacademies.org.uk/governance-2/

"I became a trustee at Olive Academies because I believe that **young people** who have been failed by the mainstream school system **need to be given a chance** to make a positive contribution to society."



Alex Seddon, Olive Academies Trustee

C. Functions of the Board of Trustees

OA trustees are key to the success of the MAT and to its ability to make a contribution to positive outcomes for children and young people who face significant challenges in their lives. This role is a fantastic opportunity to 'give something back', develop new and existing skills, challenge oneself and work with a diverse group of people working together to help shape an organisation which focuses on transforming young people's approaches to learning and their futures.

Trustees – or non-executive directors - are both charity trustees and company directors of the academy trust; the role is to set the strategic direction for the trust, and to hold to account the executive and senior leadership team. The board of trustees oversees the business of the academy trust and may exercise all the powers of the trust. The trustees ensure compliance with the trust's charitable objects and with company and charity law. They contribute to financial planning for sustainability and potential growth and hold the CEO/CFO to account.

The role involves being a 'critical friend' providing challenge and support to the trust leadership team and offering an external perspective on solutions to issues that arise.

In more detail, the functions of the trustee board are to:

1. Take ultimate responsibility for directing the affairs of OA

Trustees are responsible and accountable for the running of the organisation. Each trustee is also a director of the company. The board, as the governing body of the organisation, has ultimate responsibility for all decisions made by OA.

2. Set and guard the mission and vision of OA

The board is responsible for protecting the essential purpose of OA as set out in the objects of the Articles of Association. Board members are also responsible for guarding the ethos and values of OA.

3. Set direction and develop strategic priorities

The board works with the chief executive to develop the long-term strategy. Meeting agendas and reports reflect the key points of the strategy to keep the organisation on track.

4. Protect the probity of OA and manage risk

The board is responsible for safeguarding the assets of OA, and for taking reasonable steps to prevent and detect fraud and other irregularities. Other compliance issues are also the responsibility of the board, as well as the management of risk.

5. Ensure compliance with the constitution

The Articles of Association is the governing document of OA, and trustees must ensure it is followed.

6. Ensure accountability and compliance with the law

The board must ensure that OA fulfils its legal obligations as required by the Department of Education, HM Revenue and Customs and Companies House and any other relevant regulatory bodies.

7. Maintain proper fiscal oversight and adequate internal financial controls

The board is responsible for keeping accounting records which disclose, with reasonable accuracy at any time, the financial position of OA. The board is also responsible for securing sufficient resources for OA to remain solvent. It must protect OA from liability by ensuring that there is adequate insurance.

8. Respect the role of local advisory boards and staff

The board recognises and respects the role of individual advisory boards of academies as/if they are set up, and their staff whilst maintaining adequate safeguards to protect OA and its interests.

9. Maintain effective board performance

The board keeps its own house in order. It engages in productive meetings with effective committees and adequate resources. It develops its activities and regularly reviews its role. The board is also responsible for recruiting new trustees, overseeing the appointment of senior staff and the establishment of governing bodies within individual academies should they be established.

10. Champion the work of OA

Board members protect the reputation of OA through their own behaviour, and act as good ambassadors when carrying out their duties.

11. Oversee policies and procedures of OA

The board is accountable for ensuring that statutory and mandatory policies are in place and are relevant. These protect OA and those who are associated with it.

12. Select and support the chief executive

The board selects and supports the chief executive and reviews their performance.

D. Membership

Members

Under OA's current articles of association, OA should have between three and five Members who include:

- signatories to the Memorandum
- the Chair of Directors

In line with current good practice recommendations in the DfE's Governance Handbook, the board of trustees and members have agreed that OA should work towards a structure where there is a significant degree of separation between the individuals who are members and those who are trustees.

Trustees

Under OA's current articles of association, the board should consist of not less than three trustees. It will include a chair and vice chair.

Board members work as a collaborative body under the leadership of the chair. Individuals bring different skills and experience from diverse professional disciplines to maximise the effectiveness of the board as a decision-making body.

The board of trustees has recently undertaken a review of its membership and as a result is working with Academy Ambassadors to recruit additional trustees and members.

You can find out about our members and trustees on our website:

www.oliveacademies.org.uk/about-us/

E. Length of Service

Each member is asked to commit to a minimum of four years membership of the board, renewable for a further four years. The formal appointment of a trustee is agreed by the members of the trust.

However, in order to maintain continuity within the organisation, no more than one third of the board can be changed at any one meeting.

F. Meeting

The board meets quarterly. Meetings are linked to the annual planning cycle so that the board can have an input into the strategic planning process – preceding each quarterly meeting, both the finance and audit and the education, performance and standards committee will meet. In line with the governing documents there should be a minimum of three voting directors present for the meeting to be quorate.

Board meetings usually take place in London. They are two hours long and normally held between 10.30 and 12.30.

Additional face to face or remote access meetings may be arranged to deal with unfinished business or urgent issues, but every effort will be made to contain the work within the structure described above. Meeting dates will be planned twelve months in advance.

The quarterly meetings are carefully structured to ensure that all the business is conducted efficiently. A record of all board activity is kept. Standard reports and agenda items are discussed at each meeting, and important or new issues may be raised for discussion in greater depth.

In addition to the quarterly meetings the board also has an away day which is longer and provides time for reflection and planning – this away day is held at an academy on a rotational basis.

In addition to meetings, trustees are expected to visit OA academies on a rotational basis to build their own awareness of the provision for OA pupils. A visits schedule is agreed at the beginning of the year and trustees are asked to complete a note of their visits and report back at trustee meetings.

G. Information and Expectations

Approximately one week prior to each board meeting, trustees will be sent board papers, comprising:

- the agenda and minutes of the previous meeting
- a financial report, with a summary of the monthly management accounts to check the financial position in relation to the budget
- a report from the education performance and standards committee
- a quarterly progress report from the chief executive
- risk register
- ESFA and DfE updates and compliance requirements
- other reports included for information only

Board members are expected to have read all board papers prior to the meeting and will have opportunities to ask questions.

Each year the board will be presented the following documents for approval:

- annual plan and budget
- annual report on achievements
- annual accounts (that are independently examined)
- other policies when due for renewal

H. Conflict of Interest

Conflict of interests will be dealt with in accordance with the OA Code of Conduct and the Conflict of Interest Policy (appendix A & D). Declaration of Business and Pecuniary Interests form should be completed at the earliest opportunity. The clerk will keep a register of all notifications made to the chair and copies of all forms – the register of interests and of attendance will be made available on the academy website.

I. Insurance

OA has various insurances in place to ensure its work is appropriately covered. These include: employers & product liability; public liability; and trustee indemnity Insurance.

J. Disclosure and Barrings (DBS) Checks

The Independent School Standards place a statutory duty on academy trusts (the legal entity that runs, and is the proprietor of, an academy) to ensure that all members of staff have received an enhanced DBS check prior to the confirmation of their appointment or as soon as practically possible thereafter, and that this check confirms their suitability to work with children.

The chair of the trustees is required to have an enhanced DBS check which is countersigned by the Secretary of State. The chair is then responsible for ensuring that DBS checks at an enhanced level are obtained for all other directors/trustees.

K. Expenses

The Charity Commission describes expenses as 'refunds by a charity of legitimate payments which a trustee has had to meet personally in order to carry out his or her trustee duties'. Expenses includes:

- the reasonable cost of travelling to and from trustee meetings, and on business and events;
- the reasonable cost of childcare, or care of other dependents (for example, an elderly parent), whilst attending trustee meetings;
- the cost of postage and telephone calls on charity business;
- cost of reasonable overnight accommodation and subsistence whilst attending trustee meetings or other essential events such as voluntary sector conferences or specialist training courses.

The following should not be classified as 'expenses':

- compensation for loss of earnings whilst carrying out trustee business;
- honoraria payments (small of token sums not intended to reflect the true value of the service provided);
- expenses in connection with foreign travel

The chair of the trust board, or in his absence, the vice chair has the authority to approve expenses claims from trustees. Expense claims should normally be supported by bills or receipts, except where it is impractical to expect this, e.g. where very small amounts are claimed. Claim forms will be provided by the OA central office.

L. Training & Support

Trustees bring significant experience to the table, and OA is extremely appreciative of the insight, commitment and leadership they provide on an on-going basis. Trustees also recognise the need to support individuals and the board with any training needs it might have. This is currently done in the following ways:

- An induction programme – face to face meetings and this governance handbook
- Dissemination of DfE and other guidance, e.g. [governance handbook](#), and [MAT good practice guidance](#)
- Access to National Governance Association guidance and bulletin - www.nga.org.uk/About-Us/Who-we-are.aspx - the NGA represents governors for all state funded schools – trustees are signed up to the NGA once they join.
- Access to Confederation of School Trust guidance and newsletter – an organisation providing support and governance advice to trust leaders – to register visit: www.cstuk.org.uk/
- Access to DfE funded chair and vice-chair leadership training schemes
- Funded conference places
- Opportunities to access online training, e.g. safer recruitment
- Short relevant training sessions as part of the board meetings, e.g. on the Ofsted framework

OA recognises that the world of education, alternative provision and academies is full of acronyms, jargon and specialised language – there is a list of terms and definitions attached at appendix F – we are bound to have missed some so please do let us know if so!

In addition to the above, the board carries out an annual review of its own effectiveness, identifying any gaps, or training needs. The guiding principles for this review will be drawn from the [DfE Competency Framework for Governance](#).

M. Privacy Notice

Under data protection law, individuals have a right to be informed about how Olive Academies MAT uses any personal data we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data. The privacy notice for trustees and AAB members is provided on our website www.oliveacademies.org.uk/gdpr-and-privacy-statements/ and in appendix E.

7. Role descriptions of Trustees

The Chair

The DfE Governance Handbook describes the chair's role as follows:

'The chair, with support from the vice chair, is responsible for ensuring the effective functioning of the board and has a vital role in setting the highest of expectations for professional standards of governance. It is the chair's role to give the board clear leadership and direction, keeping it focused on its core functions. A chair should encourage the board to work together as an effective team, building their skills, knowledge and experience. They need to ensure that everyone is actively contributing relevant skills and experience, participating constructively in meetings, and actively involved in the work of any committees. It is their role to make sure everyone understands what is expected of them and 37 receives appropriate induction, training and development. It is for the chair to have honest conversations, as necessary, if anyone appears not to be committed or is ineffective in their role.' (4.3 page 36)

<https://www.gov.uk/government/publications/governance-handbook>

Responsibilities and duties

- Actively championing and representing OA
- Making the most effective use of the time, skills and knowledge of trustees to build a strong unified commitment to the work of OA
- Maintaining the trustees' commitment to board renewal and succession management
- Ensuring that the board has a diverse range of members, with the appropriate skills, experience and knowledge needed to run OA and that the performance of the board as a whole, and the trustees individually is reviewed on an annual basis
- Leading the trustees in the development of strategic plans of OA and ensuring trustee decisions are acted upon
- Working closely with the chief executive to set the agenda of each meeting and ensuring that the business is covered efficiently and effectively in those meetings
- Providing supervision, support and annual appraisal of the chief executive
- Leading disciplinary and appointment committees, where appropriate and in line with agreed procedures

- Undertaking a leadership role in ensuring that the board fulfils its responsibilities for the governance of OA - leading on the development and implementation of procedures for board induction, development, training, and appraisal.

The Vice-Chair

The role of the vice-chair is to support the chair in the conduct of meetings as well as providing advice and guidance to the chair on an ongoing basis. More specifically this role includes:

- Deputising for the chair as needed, including chairing meetings, and supporting decision making as needed
- Support with welcoming and inducting new members
- Taking on other responsibilities as agreed with the chair

Safeguarding Link Trustee

Leadership of good practice around safeguarding is delegated to the CEO and headteachers within each academy. OA also has a safeguarding link trustee at board level and a safeguarding link AAB members within the academies. The role of the link trustee is to:

- Be aware of delegations to the executive, staff and AAB
- Undertake regular visits to academies and meetings with executive staff responsible for leading safeguarding
- Understand and communicate to the board key challenges, opportunities and trends with regard to support for pupils
- Report to the board on reviews of key policies
- Review and report to the board on the high-level outcomes of audits
- Receive information on high-risk cases requiring board attention
- Undertake training as required

It is also recognized that it is responsibility of the whole board to ensure that children's needs are met and that they question and understand from leaders who they ensure good practice around safeguarding and the needs of those with additional needs including Special Educational Needs (SEND).

The Clerk (Governance Professional)

The OA board of trustees and executive leaders recognize the importance of having high quality professional clerking in ensuring the effective functioning of the board. In addition to organising and administering the board, the clerk helps the board understand its role, functions and legal duties and supports the chair to enable and facilitate strategic debate and decision making.

Appendix A: Finance and Audit Committee Terms of Reference

1. Introduction

The finance committee is a committee of the board of Olive Academies.

The committee reviews the financial strategy and policies prior to consideration by the board and monitors implementation following board approval.

The committee supports the board to ensure compliance with the formal requirements for operating as a MAT and Company Limited by Guarantee. The MAT is accountable to the Secretary of State, via the Education Skills and Funding Agency and Companies House.

Subject to ultimate approval by the board, the committee is responsible for overseeing day-to-day operations and controls including internal policy manuals, as well as consideration of the annual budget and internal and external financial reports. In addition, in partnership with the education performance and standards committee, to develop, and keep under review risk management and measurement strategies across the academies and monitor the adequacy and effectiveness of these processes.

The audit function of the committee is to consider the adequacy of risk management, internal control and corporate governance policies and procedures.

2. More specifically, the responsibilities include:

Risks and policies - general

1. Ensuring that Olive Academies maintains a written and up to date description of its systems and procedures
2. Reviewing the risk assessment process and risk registers at least annually to ensure that these continue to be fit for purpose in informing the board's formal risk analysis
3. Reviewing the following policy and procedure manuals to ensure these are kept current and relevant and reflect best practice:
 - General corporate operational policies
 - Financial control procedures
 - Information security policies
 - Continuity and crisis scenarios and procedures

And submitting any significant changes to these policies to the board for approval.

Commissioning and scoping the audit and internal independent review

4. Preliminary consideration of all aspects of the external audit, including appointment and remuneration of the external auditor and the nature and scope of the statutory audit
5. Agreeing the scope of any internal independent reviews

Finance

6. Reviewing the annual budget and ensuring that the budget is clearly linked to the strategic plans
7. Reviewing the management accounts and forecasts at least quarterly and ensuring any variances are brought to the attention of the board and that action is taken to mitigate negative trends
8. Reviewing the assessments and reports provided by independent reviewers and recommending changes to policies and operations where required
9. Monitoring the performance reported in the statutory report and accounts and ensuring that this is a true reflection of the organisation's performance
10. Receiving and reviewing external audit reports and ensuring the implementation of resulting management letter recommendations
11. Reviewing the adequacy of any reserves and cash-flow plans
12. Advising on investment of any surplus and where appropriate taking independent advice on such investment
13. Ensuring tax implications of the activities are fully identified and reported

Remuneration

The FAC has oversight and responsibility for decisions regarding the remuneration of staff within the trust. In planning this on behalf of the trust, a member of the EPS committee will also participate as a member. This is to ensure that there is a link between the EPS's responsibility for effective HR practice with clear and transparent mechanisms for decision making on remuneration.

On behalf of the MAT board, the overarching role of the committee is to:

- hold oversight of the pay and terms and conditions of service of all employees in the trust
- review and recommend to the Board any significant changes to staffing structure within the trust, academies or subsidiaries
- and recommend the recruitment, appointment and remuneration levels of the CEO and Executive team of the trust

This will involve:

14. agreement of the pay progression policy
15. determination annually, in accordance with the STPCD, the trust's appraisal and pay progression policies, budget for salaries of staff in the trust
16. approval of staffing structure and grades across the academies
17. benchmarking proposed pay awards and decisions across the trust
18. leadership and participation in the performance management and setting levels of pay of executive leaders including the CEO (with support from an external adviser)

Evaluation

19. Evaluating the performance of the committee and assessing where changes may be needed

3. Membership

Members of the finance and audit committee are appointed by the board and will include a minimum of two board members. The pay and remuneration committee will also include a member of the education performance and standards committee.

The committee will be chaired by a board member.

Executives invited to attend each meeting will include

- CEO who is also the Accounting Officer
- Director of Finance and Compliance who is also the Chief Financial Officer

The meeting will be clerked and managed by the Governance and Strategic Support Executive in partnership with the Director of Finance and Compliance. Other board members or employees may attend from time to time as required.

The organisation's external auditors may attend meetings and have speaking rights. The auditors may also request a meeting of the committee if they consider that one is necessary and the committee shall endeavour to comply with such a request.

4. Access to information

The committee shall have access to all information it considers necessary from the staff team and shall have the right to consult with auditors directly should it so wish.

5. Frequency of meetings

The committee will meet at least four times per year. Attendance at meetings may be made by conference call where appropriate.

6. Changes to the committee terms of reference

These terms of reference are approved by the Board. Any significant changes to the terms must be submitted to the board for approval.

Reporting

The committee will report back formally in writing, to the board after each meeting through its minutes. Notes of matters considered at each meeting and details of significant decisions taken will be made available to board of trustees.

Date updated and approved: 15th October 2019

Date for review: October 2020

Appendix B: Terms of Reference:

Education Performance and Standards Committee

1. Introduction

The Education Performance and Standards committee (EPS) is a committee of the board of Olive Academies Multi Academy Trust. The key purpose of this committee is to support the board to ensure high quality and effective education of young people in Olive Academies, and ensure a framework is established and maintained for the identification and management of risks around this.

2. Responsibilities

The overarching responsibilities of the committee are:

- To ensure that the highest possible standards are set and maintained across OA academies in relation to **education performance and standards** and including safeguarding, health and safety, and human resources
- To identify and monitor any **operational risks** in respect of standards and performance and to implement an action plan with the executive team

An outline of tasks this is likely to include is as follows:

- To receive regular reports from OA central regarding standards and performance of academies within the trust against key performance indicators
- To support the CEO and academy leaders in the creation, implementation and monitoring of OA's self-evaluation development plan and any post-Ofsted action plan
- To maintain an overview of the curriculum and ensure that it is balanced and broadly based
- To scrutinise and review OA policies for recommendation to the trust board (as relevant)
- To ensure effective processes are in place for the quality assurance of teaching and learning, the curriculum, inclusion and sharing of good practice across OA
- To advise the trust board with respect to targets for pupil achievement across OA
- To ensure effective arrangements are in place across the academies for pupil support and representation, for monitoring pupil attendance and discipline

- In partnership with the pay and remuneration committee, to build an understanding of arrangements in place to support staff wellbeing and development and ensure this remains at the forefront for leadership across the trust
- In partnership with the finance and audit committee, to develop, and keep under review risk management and measurement strategies across the academies, and monitor the adequacy and effectiveness of these processes
- To review, on a regular basis, the committee's own performance and terms of reference to ensure it is operating at maximum effectiveness

3. Membership

Members of the committee are appointed by the board and will include a minimum of two board members. The committee will be chaired by a board member.

Executives invited to attend each meeting will include:

- CEO
- Director of Academies
- Director of Operations

The meeting will be clerked and managed by the Governance and Strategic Support Executive. Other board members or employees may attend from time to time as needed.

4. Access to information

The committee shall have access to all information it considers necessary from the staff team and has the right to consult with others in the organisation should it so wish.

5. Frequency of meetings

The committee will meet four times a year, one-two weeks prior to the MAT board meetings, and on the same day as the finance and audit committee meeting whenever possible.

6. Reporting to the board and finance and audit committee

This committee has a key relationship with the finance and audit committee as the board recognise that operational and financial risk are interconnected.

The chair of the committee will provide a report at each board meeting outlining key risks, successes and priorities for the committee.

A member of the EPS committee will be nominated to attend the pay and remuneration sub committee which meets at the beginning of the Finance and audit committee. They will report back to the EPS.

7. Changes to the committee terms of reference

These terms of reference are approved by the board – any significant changes must be submitted to the board for approval. The terms will be reviewed on an annual basis.

Date updated and approved: 15th October 2019

Date for review: October 2020

Appendix C: Code of Conduct

This code is modelled on the National Governance Association (NGA) template (2019) and sets out the expectations on and commitment required from OA members, trustees and Academy Advisory Board (AAB) members so that OA can properly carry out its work within the academies and the community. This should be read in conjunction with OA's Scheme of Delegation which establishes the levels of delegation across the trust. This is available here: www.oliveacademies.org.uk/governance-2/

The MAT board and AABs within each academy have the following core strategic functions:

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the trust
- Agreeing the academy and trust improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the CEO, senior leaders, headteacher (where delegated)
- Monitoring the educational performance of the academy(ies) and progress towards agreed targets
- Performance managing the CEO, senior leaders, headteachers (where delegated)
- Engaging with stakeholders
- Contributing to academy self-evaluation

Ensuring financial probity (MAT board), by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained
- Ensuring risks to the organisation are managed

As individuals on the MAT board and AABs we agree to the following:

Role & responsibilities

- We understand the strategic purpose of the board/AAB and the role of the executive leaders.
- We understand how the role of the board differs from and works with others including the headteacher and where appropriate, executive leaders, trust boards and AABs.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the board/AAB when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board/AAB or its delegated agents. This means that we will not speak against majority decisions outside the board/AAB meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our academy/group of academies. Our actions within the academy and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by the board/AAB.
- We will actively support and challenge the executive leaders.
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation.
- 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 agree to adhere to the trust's rules and policies and the procedures of the governing board as set out by the relevant governing documents and law.

- When formally speaking or writing in our governing role 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 avoid, as far as possible, becoming involved in any communication which may lead to a conflict of interest with our role on the governing body.

Commitment

- We acknowledge that accepting office as a trustee or AAB member involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the board/AAB, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the academy/ies well and respond to opportunities to involve ourselves in academy activities.
- We will visit the academy/ies, with all visits arranged in advance with the lead executive/headteacher and undertaken within the framework established by the board/AAB.
- If visiting an academy in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a trustee/AAB member.
- 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 government, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the academy/trust website.
- In the interests of transparency we accept that information relating to trustees/AAB members will be collected and logged on the DfE's national database of governors (Get information about schools).

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other trustees/AAB members and the clerk to the board/AAB and trust 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 the Seven Principles of Public Life (see annex) or which may place pupils at risk.
- 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 seek to develop effective working relationships with the executive leaders, staff and parents, the trust, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside the academy/trust.
- We will exercise the greatest prudence at all times when discussions regarding academy/trust business arise outside a board/AAB meeting.
- We will not reveal the details of any board/AAB vote.
- We will ensure that all confidential papers are held and disposed of appropriately.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the trust's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting, we will offer to leave the meeting for the appropriate length of time.
- We accept that the Register of Business Interests will be published on the academy/trust's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the academy as a whole and not as a representative of any group, even if elected to the board/AAB.

Ceasing to be a trustee/AAB member

- We understand that the requirements relating to confidentiality will continue to apply after a trustee/AAB member leaves office.

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 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 board/AAB member, such as the vice chair will investigate.

Approved by the Olive Academies Multi-Academy Trust Board on 15th October 2019.

Annex – guiding principles

The seven principles of public life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

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

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

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

The Framework for Ethical Leadership in Education

The Ethical Leadership Commission has developed the following Framework for Ethical Leadership to help school leaders take difficult decisions. As important as the language is, these aren't just fine words, they are meant to support a culture in which ethical decision making can flourish.

Selflessness: school and college leaders should act solely in the interest of children and young people.

Integrity: school and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.

Objectivity: school and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.

Accountability: school and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness: school and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

Honesty: school and college leaders should be truthful.

Leadership: school and college leaders 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. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:

a. Trust: *leaders are trustworthy and reliable*

We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

b. Wisdom: *leaders use experience, knowledge and insight*

We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

c. Kindness: *leaders demonstrate respect, generosity of spirit, understanding and good temper*

We give difficult messages humanely where conflict is unavoidable.

d. Justice: *leaders are fair and work for the good of all children*

We seek to enable all young people to lead useful, happy and fulfilling lives.

Service: *leaders are conscientious and dutiful*

We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

Courage: *leaders work courageously in the best interests of children and young people*

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

Optimism: *leaders are positive and encouraging*

Despite difficulties and pressures, we are developing excellent education to change the world for the better.

Appendix D: Conflict of Interest Policy

Document control table	
Title	Conflict of Interest Policy
Date approved	11 th July 2018
Date updated and approved	31 st July 2019
Approved by	OA MAT Board via Finance and Audit committee
Date of next review	July 2021 unless legislation determines earlier
Updates/revisions included (July 2019):	Updated reference to Academies Financial Handbook

Introduction

Under the Companies Act, OA members and trustees have a legal obligation to act in the best interests of OA and in accordance with OA's Articles of Association, avoiding situations where there may be a potential conflict of interest. This also applies to academy advisory board members and senior employees.

A conflict of interest is any situation in which a trustee's personal interests, or interests that they owe to another body, may (or may appear to) influence or affect the trustee's decision making.

It is inevitable that conflicts of interest occur. The issue is not the integrity of the individual concerned, but the management of any potential to profit from a person's position within OA, or for an individual to be influenced by conflicting loyalties.

Such conflicts may create problems; they can:

- discourage free discussion;
- result in decisions or actions that are not in the interests of OA; and
- risk the impression that OA has acted improperly.

The aim of this policy is to protect both OA and the individuals involved from any appearance of impropriety and ensure trustees and senior employees act in compliance with the law.

1. The declaration of interests

We ask members, trustees, AAB members and senior employees including accounting officers, headteachers and those who are able to influence financial decisions, e.g. budget holders, to declare their interests, and any gifts or hospitality received in connection with their role in OA. A declaration of interest form is provided for this purpose.

The declaration of interests needs to be updated at least annually and also when any changes occur. This includes:

- directorships, partnerships and employments with businesses
- trusteeships and governorships at other educational institutions and charities, and
- any material interests arising from close family relationships between the trustees, and relationships between trustees and employees

The clerk to the trustees will use the information provided by the trustees to maintain a register of interests. The register will be accessible to all trustees.

2. Publishing information relating to trustees' interests

In accordance with the Academies Financial Handbook, OA will publish relevant business and pecuniary interests of members, trustees, academy advisory board members, and accounting officers. An interest will be considered 'relevant' in circumstances where it might give rise to a potential conflict of interest.

3. Data Protection

The information provided will be processed in accordance with data protection principles as set out in the Data Protection Act and the General Data Protection Regulations. Data will be processed only to ensure that trustees act in the best interests of OA. The information provided will not be used for any other purpose.

4. Authority provided by the constitution

OA's constitution allows for trustees and their connected persons to provide the trust with goods and services provided that the majority of the trustees do not benefit in this way and they comply with the following:

- The amount (or maximum amount) of payment is set out in a written agreement between OA and the relevant party and does not exceed what is reasonable; and
- The unconflicted trustees are satisfied that the arrangement and its terms are in the best interests of OA.

5. Managing a conflict of interest

Notifications

Where there is a long term conflict, such as where a trustee owes a duty of loyalty to another organisation, this should be discussed with the chair and other trustees. If the unconflicted trustees consider it in the best interests of OA for that trustee to continue as a trustee, they may authorise the conflict of interest in the circumstances, provided the requirements in the constitution (above) and the board procedures set out below are followed.

In any other case, on or before the start of all meetings, you should declare immediately if there is an item on the agenda where they may be a conflict of interest. If you fail to declare an interest that is known to the chair, they may declare it on your behalf.

If you are unsure whether a conflict exists, you should err on the side of caution and discuss this with the chair or other trustees.

Board procedures

In accordance with the constitution, the conflicted trustee:

- must be absent from the part of the meeting at which the arrangement/transaction is discussed; and
- must not vote on such matter or be counted as part of the quorum for the meeting where any vote takes place.

Disclosure in accounts

Any income or benefits a trustee receives from OA in the course of an accounting year must be disclosed. Where a member of OA's staff is connected to a party involved in the supply of a service or product to the charity, this information will also be fully disclosed in the annual report and accounts.

Recording disclosure of interest

All decisions, including the declared conflict and the outcome should be reported in the minutes of the board. The report will record:

- the nature and extent of the conflict;
- an outline of the discussion;
- the actions taken to manage the conflict.

6. Benefits and related party transactions

What is a 'benefit'?

A "benefit" includes any property, goods or services which may have a monetary value, as well as money. This will include payments to a trustee for providing goods or services to OA on normal commercial terms. A trustee who may derive any personal benefit of this kind from a transaction with OA will have a conflict between their duty to OA and their own personal interest in the benefit. It is the potential benefit (rather than any actual benefit) which gives rise to this conflict of interest.

Payments which are made from subsidiary companies to trustees (or persons connected to trustees as set out below) will also be caught by the restriction.

Payments in respect of expenses are not classified as 'benefits'.

Connected persons

The restriction on the receipt of trustee benefits also extends to persons or bodies which are connected to the trustee. A trustee can be put in a position of conflict where OA enters into a transaction or arrangement with a member of their family or a business in which they are a shareholder or partner or anyone else who is "connected" to them. Any benefit to the connected person is a benefit to the trustee. The definition of a connected person for these purposes is as follows:

- a. any child, stepchild, parent, grandchild, grandparent, brother, sister or spouse of the Trustee or any person living with the trustee as his or her partner;
- b. a firm or company in which the trustee is: a partner, an employee, a consultant, a director, a member or a shareholder (unless the payment is to any company which has shares listed on a recognised stock exchange and in which a trustee owns no more than 1% of the issued shares);
- c. a firm or company in which an individual listed in (a) above is connected in the ways set out in (b).

Specific trustee benefits

In addition, trustees may also receive the following "specific" benefits (i.e. benefits made available to individual trustees) in accordance with an authority under OA's articles:

- payments made to any trustee in their capacity as a beneficiary of OA;
- payments received under a contract of employment;
- reasonable and proper remuneration for goods or services supplied to OA, other than for acting as a trustee;

- interest on money lent to OA by a trustee at a reasonable and proper rate not exceeding 2% per annum below the base rate of a clearing bank to be selected by the trustees, or 0.5%, whichever is the higher; and
- rent on property leased to OA by a trustee if the amount of the rent and the other terms of the lease are reasonable and proper rate.

These benefits however will only be authorised if the conflict management procedure is complied with. Where a conflict is authorised, the trustee will not be in breach of his or her duty to avoid it, but the conflict must be managed. Please note that a trustee cannot receive payment for acting as a trustee unless this is specifically authorised by the Charity Commission (see DfE Governance Handbook, January 2019)

Buying services from trustees/ members/ connected persons

When buying services from trustees (or persons or bodies connected to trustees) or Members, in addition to ensure the proper conflict management procedures have been undertaken and agreed, OA will need to ensure that the contract had been properly procured; and the terms of the academies financial handbook relating to the 'at cost' principle have been complied with - i.e. that the contract is not 'for profit' (see section 5.34-5.43 on related party transactions in the Academies Financial Handbook for further details) - www.gov.uk/government/publications/academies-financial-handbook. As outlined in the AFH, all related party transactions need to be reported to the ESFA through their online form prior to the start of the contract and related party transactions over £20k in one year need prior approval from the ESFA.

7. Further reading

Further guidance on the management of conflict of interests can be found here: www.gov.uk/government/publications/conflicts-of-interest-a-guide-for-charity-trustees-cc29

Further guidance on the matter of trustee benefits can be found here: www.gov.uk/government/publications/trustee-expenses-and-payments-cc11

Appendix E: Privacy Notice October 2019

Under data protection law, individuals have a right to be informed about how Olive Academies MAT uses any personal data we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data.

This privacy notice explains how we collect, store and use personal data about individuals working with the Olive Academies MAT in a voluntary capacity, including members, trustees and AAB members.

Olive Academies MAT, 95 Ditchling Road, Brighton, BN1 4ST is the 'data controller' for the purposes of data protection law.

Our data protection officer is Adam Tedesco (see 'Contact us' below).

The personal data we hold

We process data relating to those volunteering at Olive Academies. Personal data that we may collect, use, store and share (when appropriate) about you includes, but is not restricted to:

- contact details
- references
- evidence of qualifications
- employment details
- information about business and pecuniary interests

We may also collect, store and use information about you that falls into "special categories" of more sensitive personal data. This may include information about (where applicable):

- race, ethnicity, religious beliefs, sexual orientation and political opinions
- disability and access requirements

Why we collect and use governance information

The personal data collected is essential, in order for the MAT to fulfil our official functions and meet the statutory duties placed upon us. Under the General Data Protection Regulations (GDPR), the legal basis we rely on for processing personal information for general purposes is outlined in GDPR Article 6 and where data processed is special category data this is outlined in Article 9. www.gdpr-info.eu/art-9-gdpr/ Special categories of more personal data are summarized above.

Use of your personal information for marketing purposes

Where you have given us consent to do so, Olive Academies may send you marketing information by email or text promoting OA events, campaigns, charitable causes or services that may be of interest to you. You can withdraw consent or 'opt out' of receiving these texts and/or emails at any time by clicking on the "Unsubscribe" link at the bottom of any such communication, or by contacting our data protection officer.

Collecting this information

We collect personal information via application forms, emails and information we ask you on recruitment. While the majority of the information we collect from you is mandatory, there is some information that you can choose whether or not to provide to us. Whenever we seek to collect information from you, in order to comply with GDPR we make it clear whether you must provide this information (and if so, what the possible consequences are of not complying), or whether you have a choice.

How we store this data

Personal data is stored in accordance with our data retention policy.

We maintain a file to store personal information about all volunteers. The information contained in this file is kept secure and is only used for purposes directly relevant to your work with Olive Academies.

When your relationship with Olive Academies has ended, we will retain and dispose of your personal information in accordance with our data retention policy. This is available on the trust and academies' websites or from any OA office.

Data sharing

We do not share information about you with any third party without your consent unless the law and our policies allow us to do so. We are required to share information about individuals in governance roles with the Department for Education (DfE), under the requirements set out in the [Academies Financial Handbook](#)

All data is entered manually on the GIAS system and held by DfE under a combination of software and hardware controls which meet the current [government security policy framework](#).

For more information, please see 'How Government uses your data' section at the end of this document.

Requesting access to your personal data

Under data protection legislation, you have the right to request access to information about you that we hold. To make a request for your personal information, contact Adam Tedesco, Data Protection Officer, adam.tedesco@oliveacademies.org.uk

Depending on the lawful basis above, you may also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- a right to seek redress, either through the ICO, or through the courts

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at www.ico.org.uk/concerns/

For further information on how to request access to personal information held centrally by DfE, please see the 'How Government uses your data' section of this notice.

Withdrawal of consent and the right to lodge a complaint

Where we are processing your personal data with your consent, you have the right to withdraw that consent. If you change your mind, or you are unhappy with our use of your personal data, please let us know by contacting DPO, Adam Tedesco.

Contact

If you would like to discuss anything in this privacy notice, please contact: Adam Tedesco, adam.tedesco@oliveacademies.org.uk

How Government uses your data

The governance data that we lawfully share with the DfE via GIAS:

- will increase the transparency of governance arrangements
- will enable maintained schools and academy trusts and the department to identify more quickly and accurately individuals who are involved in governance and who govern in more than one context
- allows the department to be able to uniquely identify an individual and in a small number of cases conduct checks to confirm their suitability for this important and influential role

Data collection requirements

To find out more about the requirements placed on us by the Department for Education including the data that we share with them, go to www.gov.uk/government/news/national-database-of-governors

Note: Some of these personal data items are not publicly available and are encrypted within the GIAS system. Access is restricted to a small number of DfE staff who need to see it in order to fulfil their official duties. The information is for internal purposes only and not shared beyond the department, unless the law allows it.

How to find out what personal information DfE hold about you

Under the terms of the Data Protection Act 2018, you're entitled to ask the Department:

- if they are processing your personal data
- for a description of the data they hold about you
- the reasons they're holding it and any recipient it may be disclosed to
- for a copy of your personal data and any details of its source

If you want to see the personal data held about you by the Department, you should make a 'subject access request'. Further information on how to do this can be found within the Department's personal information charter that is published at the address below: www.gov.uk/government/organisations/department-for-education/about/personal-information-charter

To contact DfE: www.gov.uk/contact-dfe

Appendix F: Glossary of Terms

Below is a glossary of the terms that are often used in the education world and in OA – please let us know if we have missed an obvious one – we are sure we will have!

TERM	MEANING
AA	Attendance Allowance
AAB	Academy Advisory Board (OA term)
ACA	Area Cost Adjustment - used to adjust funding formula to cater for local needs e.g. relative wages
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AFH	Academies Financial Handbook
AfL	Assessment for Learning
AGM	Annual General Meeting

TERM	MEANING
AHT	Assistant Headteacher
AIP	Academy Improvement Plan
AN	Admission Number
AO	Accounting Officer
AP	Alternative Provision
APP	Assessing Pupil Progress
APS	Average points score
AR	Annual review
ARE	Age Related Expectations
AWPU	Age Weighted Pupil Unit (funding)
BA	Behaviour and Attitudes (Ofsted category Sept 19)
Benchmarking	Comparing progress made with other successful schools
BESD	Behavioural Emotional and Social Difficulties
BFRO	Budget Forecast Return Outturn
BPPE	Basic Per Pupil Entitlement
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
CEO	Chief Executive Officer
CFF	Common Funding Formula
CFO	Chief Finance Officer
CFR	Consistent Financial Reporting
CiC	Children in Care
CIF	Condition Improvement Fund
CiN	Child in Need
CIRT	Critical Incident Response Team

TERM	MEANING
CLLD	Communication Language and Literacy Development
CME	Child Missing Education
CofE	Church of England
COSHH	Control of Substances Hazardous to Health
CP	Child Protection
CPD	Continuing Professional Development
CPR	Child Protection Register
CPP	Child Protection Plan
CRB	Criminal Records Bureau (now DBS)
CSA	Child Support Agency
CST	Confederation of School Trusts
CVA	Contextual Value Added
CYPP	Children and Young Peoples Plan
DBS	Disclosure and Barring Service
DCSF	Department of Children, Schools and Families (now DfE)
Devolved Capital	Funds available to schools for capital items of expenditure
DfE	Department for Education
DFC	Devolved Formula Capital
DHT	Deputy headteacher
DNA	Did not attend
DPA	Data Protection Act
DPA	Data Protection Officer
DSG	Dedicated School Grant
DSL	Designated Safeguarding Lead
DT	Design and Technology

TERM	MEANING
E2L	English as a Second Language
EAL	English as an Additional Language
EBacc	English Baccalaureate
EBD	Emotional and Behavioural Difficulties
Ed. Psych.	Educational Psychologist
EDT	Emergency Duty Team
EHCP	Education, Health and Care Plans
EHE	Electively Home Educated
EHT	Executive headteacher
EIP	Education Improvement Partnership
EMA	Education Maintenance Allowance
EOTAS	Education Other Than At School
EPS	Education Performance and Standards committee (OA term)
ESFA	Education and Skills Funding Agency
ESG	Education Services Grant
EWO	Education Welfare Officer
EWS	Education Welfare Service
Ex. Officio	By virtue of or because of an office
Exclusion	Fixed Term or permanent barring of a pupil from school
FAC	Finance and Audit Committee (OA term)
FE	Further Education
FFT	Fischer Family Trust
FOI	Freedom of Information
FMS	Financial Management System
FSM	Free School Meals
FT	Full-time
FTE	Fixed Term Exclusion or Full-time Equivalent

TERM	MEANING
G&T	Gifted and Talented
GAG	General Annual Grant – main funding per pupil for academies
GCSE	General Certificate of Secondary Education
GDPR	General Data Protection Regulations
H&S	Health and Safety
HE	Higher Education
HLTA	Higher Level Teaching Assistant
HMCI	Her Majesty's Chief Inspector
HMI	Her Majesty's Inspectorate / Inspector
HR	Human Resources
HSE	Health, Safety and Environment
HT	Headteacher
HT 1-6	Half term 1 to 6
IAP	Individual Action Plan
IBP	Individual Behaviour Plan
ICT	Information and Communications Technology
ICFP	Integrated Curriculum Financial Planning
IEP	Individual Education Plan
IiP	Investors in People
Inclusion	Good practice in including pupils with Special Educational Needs
INSET	In-Service Education and Training
IQ	Intelligence Quotient
ISA	Independent Safeguarding Authority (now DBS)
ISB	Individual School Budget
ISPSB	Individually Statemented Pupil Support Budget
ISR	Individual School Range (of salaries)
IT	Information Technology
ITT	Initial Teacher Training
JD	Job Description
KPI	Key Performance Indicator

TERM	MEANING
KS1, 2, 3, 4	Key Stage 1, 2, 3, 4 (KS1 age 5 - 7 "Infants", KS2 age 7 - 11 "Juniors", KS3 age 11- 14, KS4 age 14 -16)
L&M	Leadership & Management
LA	Local Authority
LAC	Looked after Children (also known as Cared for Children, or Children in Care)
LADO	Local Authority Designated Officer
LA	Local Authority
LGfL	London Grid for Learning
LGPS	Local Government Pension Scheme
LM	Leadership and Management (Ofsted category Sept 19)
LSA	Learning Support Assistant
LSCB/P	Local Safeguarding Children's Board/Partnerships
MAT	Multi Academy Trust
MASH	Multi-Agency Screening Hub
MFA	Master Funding Agreement – General agreement between ESFA and Academy/Trust/MAT
NEU	National Education Union
NAHT	National Association of Headteachers
NASBM	National Association of School Business Management
NEET	Not in Education, Employment or Training
NFA	No Further Action
NGA	National Governors' Association
NGC	National Governors Council
NGfL	National Grid for Learning
NI	National Insurance
NOR	Number (of pupils) on Roll
NPGH	National Professional Qualifications for Headship
NQT	Newly Qualified Teacher

TERM	MEANING
NSC	National Schools Commissioner
NVQ	National Vocational Qualifications
OA	Olive Academies
OA-Hv	Olive AP Academy – Havering
OA-Sf	Olive AP Academy – Suffolk
OA-Th	Olive AP Academy – Thurrock
OFSTED	Office for Standards in Education
PAN	Published Admission Number
PDBW	Personal Development Behaviour and Welfare (Ofsted category prior to Sept 19) now Behaviour and Attitudes and Personal Development)
PD	Personal Development (Ofsted category Sept 19)
PE	Physical Education
PEP	Personal Education Plan
PFI	Private Finance Initiative
PGCE	Post Graduate Certificate of Education
PIP	Phased Integration Plan (OA term)
PI	Performance Indicator
PM	Performance Management (or Provision Map)
PPG	Pupil Premium Grant
PPA	Planning, Preparation and Assessment
PRP	Performance Related Pay
PRU	Pupil Referral Unit
PSA	Public Service Agreement
PSHE	Personal, Social, Health Education OR Personal Social Health and Economic Education
PT	Part-time
PTR	Pupil to Teacher Ratio
QCA	Qualification and Curriculum Authority
QTS	Qualified Teacher Status

TERM	MEANING
Quorum	The number of trustees/AAB members that need to be present if proceedings are to be valid
QoE	Quality of Education. NB In OA teaching is assessed as: Transformational; Proficient; Established; Developing; Emerging. In OA pupil progress is assessed as: Under expected; At least expected; Accelerated progress
R&R	Recruitment and Retention
RAG	Red, Amber, Green
RAP	Raising Attainment Plan
RSC	Regional Schools Commissioner
RSE	Relationship and Sex Education
SAT	Single Academy Trust
SEAL	Social and Emotional Aspects of Learning
Section 188 Notice	Notification of a proposed reduction in staffing.
SEF	Self-Evaluation Form
SEN	Special Educational Needs
SENDCO	Special Educational Needs and Disability Coordinator
SEND	Special Educational Needs and Disability
SENSS	SEN specialist services
SFA	Supplementary Funding Agreement – Specifics of agreement between EFA and individual Academy/Trust/ MAT
SFVS	Schools Financial Value Standard
SI	Statutory Instrument
SIC	Statement of Internal Control
SIP	School Improvement Plan
SLA	Service Level Agreement

TERM	MEANING
SLG	Strategic Leadership Group (OA term)
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social and Cultural
SOD	Scheme of Delegation
SPAG	Spelling, Punctuation and Grammar
SpLD	Specific Learning Difficulties
SS	Social Services
SSG	School Standards Grant
STEM	Science, Technology, Engineering and Mathematics
STPCD	School Teachers' Pay and Conditions Document
TA	Teaching Assistant
TAF	Team Around the Family
TDA	Training and Development Agency
TEFL	Teaching English as a Foreign Language
TLR	Teaching and Leadership Responsibility payment
TPS	Teachers Pension Scheme
TUPE	Transfer of Undertaking Protection of Employment
UIFSM	Universal infant free school meals
UNISON	Combined union of public service employees
UPN	Unique Pupil Number
UPS	Upper Pay Spine (Teachers)
VA	Voluntary Aided
VC	Voluntary Controlled
VfM	Value for Money
VI	Visually Impaired
Virement	Transfer of money from one heading to another in a financial budget
VLE	Virtual Learning Environment

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