



Scheme of Delegation

September 2025

Version Control

Owner	Revision no.	Revision Date	Effective From	Distribution	Approved by	Revision Date
GCO	V2.00	14.08.2024	01.10.2024	Trust wide	Board of Trustees	01.07.2025
GCO	V3.00	31.03.2025	01.09.2025	Trust wide	Board of Trustees	01.04.2026

Version Control

Version	Date	Summary of Changes
V1.00	01.09.2021	Original scheme of delegation for Aspire Schools Trust
V2.00	01.09.2024	Full review of existing SoD to reflect updates to ATH & appointment of new executive team members
V3.00	01.09.2025	Full annual review of existing SoD

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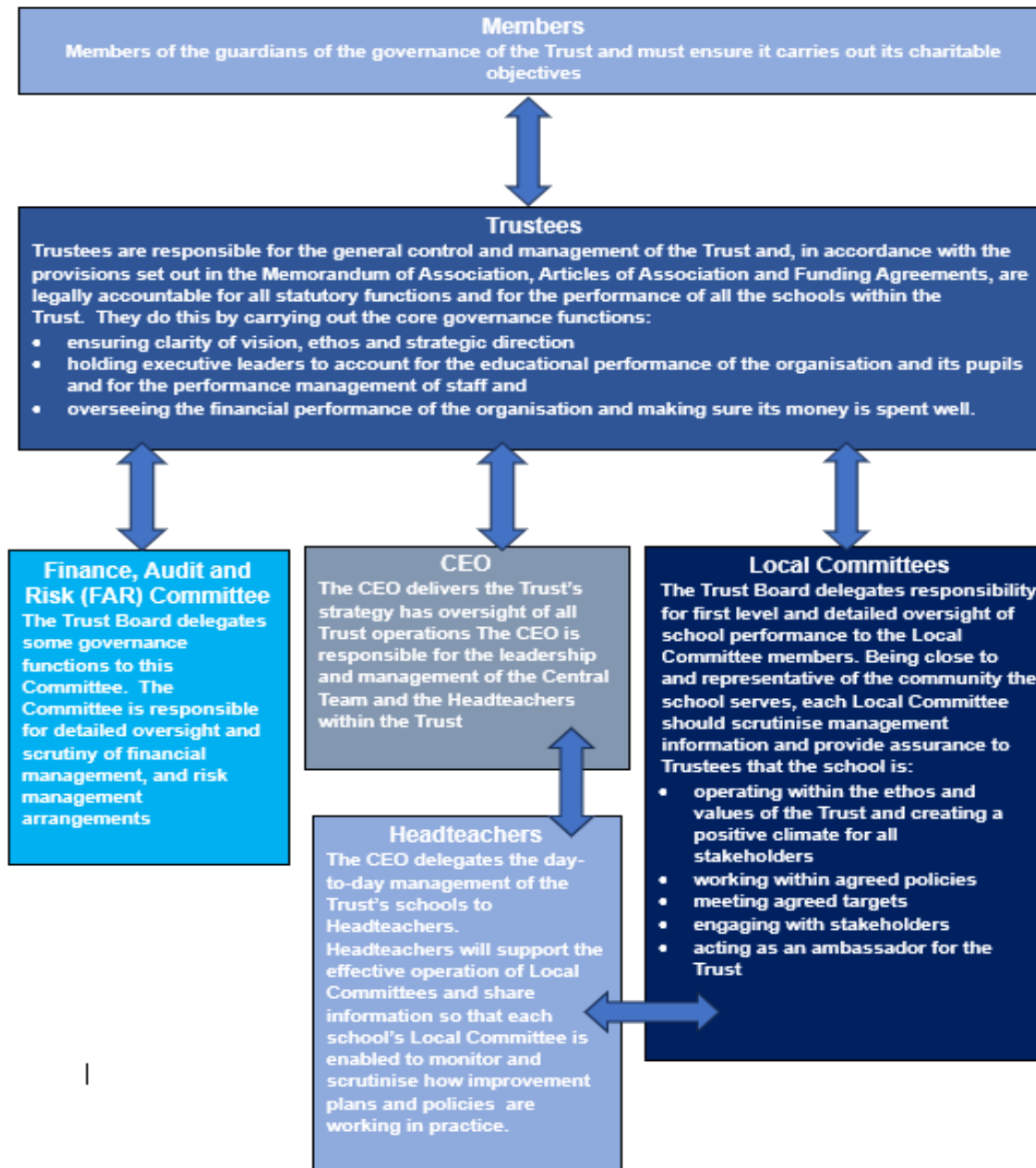
1. Introduction

- 1.1. All multi academy trusts (MATs) are required to have a Scheme of Delegation (SoD) which details delegation of governance functions to the CEO, the Trust Board's Committees, and to Local Committees (often known as local governing bodies).
- 1.2. The SoD should be as simple and systematic as possible, so that everyone is clear about their responsibilities.
- 1.3. SoDs should be reviewed annually and immediately where there is a change in Trust management or organisational structure.
- 1.4. The SoD must be published on the Trust's website and should also feature on individual school websites.
- 1.5. This Scheme of Delegation will:
 - 1.5.1. reflect the Trust's ethos, promoting a positive climate and a culture of honesty, transparency, and accountability for the benefit of all stakeholders;
 - 1.5.2. help to inform initial discussions with schools considering joining the MAT;
 - 1.5.3. ensure the executive leadership is clear about which decisions the Trust Board retains, and the extent of executive powers;
 - 1.5.4. be clear about who appoints and performance manages the Chief Executive Officer, other senior executives, and the schools' headteachers;
 - 1.5.5. identify where the Trust Board retains responsibility for determining policy, risk management, oversight of budgets, financial management and educational performance.
- 1.6. Constructing the SoD requires input from all governance stakeholders, with trustees and the CEO taking the lead. All those involved in Trust governance, including those governing as part of a local tier are made aware of any changes to the SoD and what this means in practice.

2. Governance Framework and Structure

- 2.1. The Trust is the legal entity accountable for all the schools within the Trust and has one set of Articles which govern all schools in the Trust. The Trust has a Master Funding Agreement with the Secretary of State. Each school within the Trust has a Supplemental Funding Agreement which can be found here: [Aspire Schools Trust - Legal Documents](#)
- 2.2. The Trust is a charitable company and is responsible for the strategic direction of its schools, with three clear layers of governance:
1. Members
 2. Trustees
 3. Committees, including Local Committees (LC) at each school
- 2.3. The Trust is the employer of every member of staff at each school within the Trust.
- 2.4. In Trusts, the purpose of governance is to provide strategic leadership, accountability, assurance and strategic engagement.
- 2.5. The Trust Board has collective accountability and strategic responsibility for the trust. It has a focus on ensuring the trust delivers an excellent education to pupils while maintaining effective financial management and **must** ensure compliance with the Trusts charitable objects, regulatory, contractual and statutory requirements, and their funding agreements.
- 2.6. The Trust Board also has a strategic and statutory responsibility for
- safeguarding;
 - special educational needs and disabilities (SEND) arrangements within the Trust;
 - careers education and guidance;
 - ensuring the promotion of pupil welfare;
 - keeping their estates safe and well-maintained;
 - a role in making sure that it delivers its commitment to other schools, however that is done (see section 2.2 of the [Academy Trust Governance Guide](#))

Trust Governance Structure



3. Roles Descriptions and Duties

3.1 The role of the Members

3.1.1 The Members of the Aspire Schools Trust are guardians of the governance of the Trust and must ensure it carries out its charitable objective.

3.1.2 There must be at least three Members; Members are not permitted to be employees of the Trust.

3.1.3 The Members agree the Trust's Articles of Association, appoint Trustees and appoint the Trust's external auditors.

3.1.4 The Members will receive information about the Trust's business and receive an annual report and accounts. If they have concerns that the Trust is not carrying out its charitable objective, Members should remove Trustees that are failing to fulfil this responsibility.

3.2 The role of the Trustees

3.2.1 The Trust is a charitable company and so Trustees are both charity trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors (within the terms of the Companies Act 2006).

3.2.2 Trustees are bound by both charity and company law so the terms 'trustees' and 'directors' are often used interchangeably.

3.2.3 Trustees are responsible for the general control and management of the Trust and, in accordance with the provisions set out in the Memorandum of Association, Articles of Association and Funding Agreements ([Aspire Schools Trust - Legal Documents](#)), are legally accountable for all statutory functions and for the performance of all the schools within the Trust. They do this by carrying out the core governance functions:

- ensuring clarity of vision, ethos and strategic direction;
- holding executive leaders to account for the educational performance of the organisation and its pupils and for the performance management of staff; and
- overseeing the financial performance of the organisation and making sure its money is spent well.

3.2.4 The Board of Trustees must approve a written Scheme of Financial Delegation and if it chooses to delegate to Board Committees and Local Governing Body Committees, must approve a written Scheme of Delegation and committee Terms of Reference.

3.2.5 The Trust creates information pathways between the Trust Board, the Local Committees and the Chief Executive so that Local Committees can share with them any successes or concerns they may have.

3.3 The role of the Trust Board Committee for Finance, Audit and Risk

3.3.1 The Trust Board delegates some governance functions to a Trust Board Committee for Finance, Audit and Risk. This committee is responsible for detailed oversight and scrutiny of financial management and advising on the adequacy of the Trust's internal control framework and risk management arrangements.

3.3.2 Membership should be decided by the Trust Board. This may include individuals who are not Trustees, provided that a majority of members of the Committee are Trustees. Employees of the Trust should not be Audit and Risk Committee members, but the Accounting Officer and Chief Financial Officer should attend to provide information and participate in discussions.. No vote on any matter shall be taken at a meeting of a Committee of the Trustees unless the majority of members of the Committee present are Trustees. The Trust Board will appoint Board Committee Chairs and Committee Members according to their skills.

3.4 The role of the Local Committee (formerly Local Governing Body)

3.4.1 The Board of Trustees delegates some governance functions to its Local Committees; the Articles of Association do not require Trustee membership of a Local Committee and by committing to the separation of individuals on each tier in the governance structure, the Aspire Schools Trust is able to demonstrate transparent decision making and prevent bias and conflicts from emerging, thus strengthening the governance checks and balances within the Trust.

3.4.2 Each Local Committee is responsible for electing a Chair and recruiting new members. The Trust Board subsequently approves (or does not approve) the appointment of the Local Committee Chairs and will also approve the appointment of the majority of Local Committee members.

3.4.3 The Trust Board delegates responsibility for first level and detailed oversight of school performance, including preparing pupils for the next stage of education/life to the Local Committee members.

3.4.5 Being close to and representative of the community the school serves, each Local Committee should be:

- a valued point of consultation and representation in the development of Trust and school policies;
- the recipients of detailed information about how their schools are being managed;
- tasked with scrutinising management information and providing assurance to Trustees that the school is:
 - operating within the ethos and values of the Trust and creating a positive climate for all stakeholders
 - working within agreed policies
 - meeting agreed targets
 - acting as an ambassador for the Trust.

engaging with stakeholders: Local Committees should consider the experience of a child in the school, the experience of staff employed to work in an Aspire Schools Trust school, the experience of a parent/carer who chooses to send their child to our schools and links with the community surrounding the school.

- 3.4.6 The Trust Board will demonstrate the value they place in local governance by ensuring effective channels of communication between Trustees and Local Committees, as well as providing specific training and development programmes for all involved in the governance of the Trust. Further details can be found in the 'Local Governance Strategy' and 'Governor and Trustee Training Plan' on GovernorHub.

3.5 The role of the Chief Executive Officer (CEO)

3.5.1 The Trustees delegate the day-to-day management of the Trust to the Chief Executive Officer, line managing the CEO in line with the Trust's appraisal and performance management procedures.

3.5.2 The CEO is also the Accounting Officer who is not only responsible for the performance of the Trust as a whole, but has a personal responsibility to Parliament for regularity, propriety and value for money in the management of public funds, and for assuring the Board regarding compliance with the Funding Agreement and the Academy Trust Handbook.

3.5.3 The CEO is responsible for the leadership and management of the Central Executive Team and the Headteachers within the Trust and will report to the Trust Board and its Committees.

3.6 The role of Headteachers

3.6.1 The CEO delegates the day-to-day management of the Trust's academies to Headteachers. The specific responsibilities of individual Headteachers will be set out in their job descriptions and Trust policies and procedures. This will include clarification as to who is the 'headteacher in law' for a specific school.

3.6.2 The CEO will line manage Headteachers in accordance with the Trust's appraisal and performance management procedures.

3.6.3 Headteachers will support the effective operation of Local Committees and share information about how the Trust is managing the school, so that each school's Local Committee builds an understanding about how the school operates and is enabled to monitor and scrutinise how key policies and improvement plans are working in practice.

4. Variations

4.1. Delegation to an Intervention Board

4.1.1. Where deemed appropriate by the Trust Board, Aspire Schools Trust will use an Intervention Board as an effective way of governing a school. Circumstances where this may happen include, but are not limited to, where there:

- are concerns about the capacity or capability of the Local Committee
- is a need to secure matters of safeguarding, finance or compliance
- is a need to make rapid improvement
- is a need to secure rapid improvement in education performance
- are concerns about reputational risk for the school or Trust.

4.1.2. The Trust Board will agree the composition and Terms of Reference for the Intervention Board according to circumstances. Intervention boards will generally consist of a small number of senior executives plus one or two non-executives (Trustees, Local Committee members and others as agreed by the Board) who will meet very regularly (e.g. fortnightly or every three weeks) to monitor and evaluate agreed actions and to take key decisions. The Intervention Board should be chaired by the CEO unless the Trust Board deems it appropriate to make alternative arrangements. The Intervention Board will not normally include elected parents. Where this is the case, the Trust will establish a parent council or similar in the school, as soon as it is practicable. The Intervention Board will be in place for a time limited period, with the aim of establishing and transitioning to a local governance function as soon as possible.

4.2. General Power to Act in Exceptional Circumstances

4.2.1. In accordance with the powers and limitations in Articles 105-106 the Trustees have made the following bye law:

4.2.1.1. Power for the Chair or Vice Chair of Governors to act in exceptional circumstances

1. In addition to any provision within the Articles, approved policies and procedures, in exceptional circumstances where paragraph 2 (below) applies, the Chair may exercise any function of the Trust Board, Local Committee or relevant Committee which can be delegated to an individual.
2. The circumstances are that the Chair is of the opinion that a delay in exercising the function would be likely to be seriously detrimental to the interests of:
 - the school

- any pupil(s) at the school, or their parent; or
 - a person who works at the school.
3. In paragraph 2, “delay” means delay until the earliest date on which it would be reasonably practicable for a meeting of the Trust Board, Local Committee, or of a Committee to which the function in question has been delegated, to be held or for a decision to be made in writing or via email.
4. Where it appears to the Vice Chair that
- the circumstances mentioned in paragraph 2 apply, and
 - the Chair (whether by reason of vacancy in the office or otherwise) would be unable to exercise the function in question before the detriment referred to in that paragraph is suffered, the reference in paragraph 1 to the “Chair” is to be read as if it were a reference to the “Vice Chair”.
5. Wherever practicable, the power for the Chair or Vice Chair to act in exceptional circumstances should be exercised in consultation with the Vice Chair or another Trustee or Governor (such as the Chair of a relevant Committee or Link Governor). Exercise of this function shall be communicated as soon as is reasonably practicable to all Trustees/Governors and recorded with the minutes of the next meeting of the Trust Board, Local Committee or relevant Committee.

5 Scheme of Delegation Matrix

Key	
A Accountable (and approver)	Answerable for the task being delivered. Delegates the task to those responsible. There should be only one group/person accountable for each task/decision.
R Responsible	Responsible for delivery and does the work to achieve the task. Can be shared between groups/individuals.
C Consulted	Needs to be involved before the decision is made. Communication is two-way – these are important stakeholders or have relevant specialist knowledge.
*Highlighted	Statutory expectation or necessary to comply with articles of association or funding agreement.
*Highlighted	Delegated to Finance, Audit and Risk Committee

		Members	Trust board	CEO	Local committees	Headteachers
Board Business						
1.1	Appoint/remove Members	*A/R				
1.2	Appoint/remove Trustees	*A/R	*A/R			
1.3	Elect Chair of Trustees and Vice-Chair of Trustees		*A/R			
1.4	Appoint and remove board Committee Chairs		*A/R			
1.5	Determine powers of Chair in urgent situations (Trust Board see section 4.2 above, for Local Committees refer to their Terms of Reference)		A/R			
1.6	Establish and review Trust governance structure		*A/R	C		
1.7	Agree named Safeguarding Trustee		*A/R			
1.8	Agree named Trustee for special educational needs and disabilities (SEND)		*A/R			
1.9	Agree named Careers Trustee (<i>required in secondary schools</i>)		*A/R			
1.10	Appoint/remove school Local Committee Chairs		*A/R		C	C

		Members	Trust board	CEO	Local committees	Headteachers
1.11	Appoint/remove Local Committee members (Local Governors)		*A/R		C	
1.12	Appoint Trust Governance Professional as per Academies Trust Handbook		*A	R		
1.13	Agree school local committee clerking arrangements		*A/R	C (delegated to GCO)	C	
1.14	Articles of Association: review annually for changes		*A/R	C (delegated to GCO)		
1.15	Articles of Association: ratify changes	*A/R				
1.16	Agree Committee Terms of Reference		*A/R	C (delegated to GCO)	C	C
1.17	Complete annual review of Scheme of Delegation		*A	R (delegated to GCO/CFO)	C	C
1.18	Complete annual Trust Board self-review		A/R (facilitated by GCO)		C	
1.19	Complete review of local governance		A/R	R (delegated to GCO)	C	C
1.20	Publish governance arrangements on Trust and school websites		*A	R (delegated to GCO)		
1.21	Ensure Trust website is compliant and effective		*A	R (delegated to Trust Executive Team)		
1.22	Ensure school websites are compliant and effective		*A	A delegated to GCO		R
1.23	Submit annual report on the performance of the Trust to Members and publish (included within Annual Report and Financial Statements)		A	R		
Vision and Strategy						
2.1	Determine Trust's vision, strategy and key priorities		A/R	R	C	C

		Members	Trust board	CEO	Local committees	Headteachers
2.2	Ensure engagement with stakeholders regarding vision, values and strategic priorities		A	R	R	R
2.3	Apply Trust vision and strategy to individual academies		A	R	R	R
2.4	Agree Trust growth plans		A/R	R		
2.5	Determine trust-wide policies (see appendix A)		*A	R		
2.6	Determine school level policies		*A		Delegated to LC	R
2.7	Establish Risk Register and conduct regular review		*A/R	R delegated to GCO	C	C
2.8	Determine a programme of internal audit in line with the Risk Register and monitor its delivery		*A	R delegated to CFO		
Finance and Operations						
3.1	Appoint and remove external auditors	*A/R	C (facilitated by CFO)			
3.2	Appoint and performance manage CFO		*A	R		
3.3	Produce Trust's Scheme of Financial Delegation		*A	R (delegated to CFO)		
3.4	Receive external auditor's report	*A/R				
3.5	Action recommendations made arising from audits		*A	R		R
3.6	Produce Annual Report and Accounts		*A	R (delegated to CFO)		
3.7	Submit DfE required reports and returns		*A	R (delegated to CFO)		
3.8	Agree budget plan to support delivery of Trust strategic priorities		A	R		
3.9	Agree budget plan to support delivery of school strategic priorities		*A	A	C	R
3.10	Monitor Trust budget		*A/R	R (delegated to CFO)		

		Members	Trust board	CEO	Local committees	Headteachers
3.11	Carry out benchmarking and Trust-wide value for money evaluation		C	A/R (delegated to CFO)	C	C
3.12	Agree reporting and monitoring arrangements for Trust and school budgets		*A/R	R (delegated to CFO)	C	C
Workforce						
4.1	Appoint and dismiss CEO/Accounting Officer, and Sir William Robertson Academy Headteacher		*A/R			
4.2	Performance manage CEO		*A/R (delegated to CEOPM Committee)			
4.3	Agree CEO remuneration including the CEO's role as headteacher at Sir William Robertson Academy		*A/R (delegated to the AST Pay Committee)			
4.4	Conduct executive team performance management		C	A/R		
4.5	Conduct headteacher performance management			A/R	C	
4.6	Agree headteacher remuneration (Westgate Academy and Bassingham Primary School only)			A/R	C	
4.7	Review and agree school staff appraisal procedure and pay progression		A (pay progression delegated to the AST Pay Committee)	R		C
4.8	Determine executive team staffing structure		A	R		C
4.9	Determine school staffing structure			A	C	R

		Members	Trust board	CEO	Local committees	Headteachers
4.10	Headteacher appointments and dismissal (Bassingham Primary School and Westgate Academy)		C	A/R	C	
4.11	Trust wide pay policy, terms and conditions of employment		*A	R (delegated to DPW)		
4.12	Determine disciplinary, grievance and capability policies		*A	R (delegated to DPW)		
4.13	Undertake panel hearings for disciplinary and capability matters relating to the CEO		A/R			
4.14	Undertake panel hearings for disciplinary, grievance and capability matters relating to the central team		A/R			
4.15	Undertake panel hearings for disciplinary, grievance and capability matters relating to school staff		A	C (facilitated by DPW)	R	C
4.16	Approval of exit payments/early retirement/pension discretion (above a certain threshold)		*A/R	C (facilitated by DPW)		
4.17	Agree whistleblowing policy		*A/R	C (facilitated by DPW)		
Pupils and Learning						
5.0	The Trust Board delegates responsibility for first level and detailed oversight of school performance, including preparing pupils for the next stage of education/life		A	R	R	R
5.1	Agree safeguarding and child protection policy		*A	R	C	C
5.2	Agree attendance policy		*A delegated to Local Committee		R	R
5.3	Agree school uniform policy		*A delegated to Local Committee		R	R
5.4	Agree policy for pupils with SEND		*A	R	C	C

		Members	Trust board	CEO	Local committees	Headteachers
5.5	Agree policy for supporting pupils with medical conditions		*A	R	C	C
5.6	Agree charging and remissions policy		*A	R (delegated to CFO)	C	C
5.7	Agree behaviour policy		*A delegated to Local Committee		R	R
5.8	Agree careers provider access policy statement		*A	R	C	R
5.9	Agree relationships education (primary) and relationships and sex education (secondary) policy		*A delegated to Local Committee		R	R
5.10	Agree equality information and objectives (public sector equality duty) statement and monitor delivery every 4 years		*A/R delegated to Local Committee		R	R
5.11	Approve Trust-wide curriculum		A	R		C
5.12	Ensure high standards of teaching and learning		A	R		R
5.13	Set targets for Trust outcomes		A	R		
5.14	Plan and deliver individual school improvement interventions and strategies			A	C	A/R
5.15	Determine & monitor use of pupil premium and sports premium		A	R	C	C
5.16	Ensure provision of religious education		A	R	C	C
5.17	Ensure delivery of collective worship		A	R	C	C
5.18	Set the dates of school terms and holidays		A	R	C	C
5.19	Set the times of school sessions		A	C	C	R
5.20	Review headteacher decision to suspend/exclude pupils		*A/R		R	
5.21	Monitor rates of suspension and exclusion across the trust		A/R	R	R	R

		Members	Trust board	CEO	Local committees	Headteachers
5.22	Agree admissions policy		*A	R	C	C
5.23	Implement admissions appeal process		*A	R	C	C
5.24	Determine complaints procedure		*A/R	C		C
5.25	Implement complaints procedure		*A	R	R	R
5.26	Review complaints at panel stage		A/R		R	
Community						
6.1	Develop stakeholder partnerships across the trust		A	R	C	C
6.2	Develop stakeholder partnerships at school level			C	A	R
6.3	Develop links within each school's local community		A		R	R
Health & Safety and Estates						
7.1	Adopt a trust-wide health and safety policy to ensure that the trust operates within all relevant health and safety legislation and that all pupils and staff are kept safe at all times within the procedures and practices of the trust		A/R	R		C
7.2	Ensure all staff receive statutory health and safety training		A	R		R
7.3	Ensure there is appropriate emergency planning and continuity plans in place		A	R		R/C
7.4	Ensure compliance with health and safety accident reporting (inc. RIDDOR)		A	R		R
7.5	Ensure completion of statutory compliance testing		A	R		C
7.6	Ensure completion of appropriate risk assessments		A	R		R
7.7	Ensure each school has a designated member of staff with overall responsibility for every aspect of health and safety		A	R		R
7.8	Ensure that the Trust's estate is maintained so it is fit for purpose and provides a safe, attractive and appropriate environment for learning		A	R (delegated to CFO)		R
7.9	General monitoring and action plans in relation to safety of sites and building conditions		A	R (delegated to CFO)		R

		Members	Trust board	CEO	Local committees	Headteachers
7.10	Agree premises managements documents, including vision, strategy and asset management		A	R (delegated to CFO)		C
Information Management and Security, Data Protection, Communications and Marketing						
8.1	Adopt a trust-wide data protection policy and Privacy Notices and monitor trust compliance with data protection legislation		A	R (delegated to GCO)	C	C
8.2	Ensure the Trust and schools communicate effectively with pupils, parents, carers, staff and the wider community		A	R	R	R
8.3	Ensure that all branded items follow Trust branding guidelines (e.g. stationery, staff ID badges, email signatures etc.)			A/R	C	R
8.4	Review and approve any long-life marketing materials (e.g. logo, website, prospectus etc.)			A/R		
8.5	Appoint Data Protection Officer		A	R (delegated to GCO)		
8.6	Ensure the Trust and its school meet the DfE Cyber security standards for schools		A	R (delegated to Trust's ICT Network Manager)		

6 Policy Approvals

Policy name	Review cycle	Approval by	AST	SWRA	BPS	WGA
FINANCE						
Gifts and Hospitality	Annually	FAR Committee	Yes			
16-19 Bursary Fund	Annually	FAR Committee		Yes		
Finance	Annually	FAR Committee	Yes			
Procurement (Competitive Tendering)	Annually	FAR Committee	Yes			
Governors Allowances	Annually	FAR Committee	Yes			
Charging and remissions	Annually	FAR Committee	Yes			
Reserves and Investment	Annually	FAR Committee	Yes			
Whistleblowing	rec. annual	Trust Board	Yes			
DATA PROTECTION						
CCTV	Annually	FAR Committee	Yes			
Data protection	Annually	FAR Committee	Yes			

Privacy Notices - All	Annually	FAR Committee	Yes		
Freedom of Information Policy and Publication Scheme	Biennially	FAR Committee	Yes		
Website Cookie	Annual	FAR Committee	Yes		
Protection of biometric information of children in schools and colleges	rec. annually	FAR Committee		Yes	
COMPLAINTS					
Complaints	Annually	FAR Committee	Yes		
HR					
Capability of staff (Performance Management Policy)	rec. annually	Trust Board	Yes		
Staff Code of Conduct	3 yearly	Trust Board	Yes		
Staff Disciplinary	Annually	Trust Board	Yes		
Staff Grievance	Annually	DPW	Yes		
Pay Policy	Annually	Trust Board	Yes		
LGPS	'regular review'	Trust Board	Yes		
EQUALITY					

Policy: Equality information and objectives (public sector equality duty) statement for publication	Every 4 years	Trust Board	Yes			
Objectives: Equality (for each school)	Every 4 years	School's LC		Yes	Yes	Yes
EDUCATION						
Safeguarding and Child protection	Annually	Trust Board		Yes	Yes	Yes
Admission arrangements	Annually	Trust Board		Yes	Yes	Yes
Attendance	Annually	School's LC		Yes	Yes	Yes
Accessibility plan	Every 3 years	School's LC		Yes	Yes	Yes
Special educational needs and disability	Annually	Trust Board	Yes			
Relationships education (primary) and relationships and sex education (secondary)	rec. annually	School's LC		Yes	Yes	Yes
Behaviour in schools	Annually	School's LC		Yes	Yes	Yes
Anti-Bullying statement (may be included in Behaviour Policy)	Annually	School's LC		Yes	Yes	Yes
Suspensions and Exclusions	Annually	Trust Board	Yes			
Careers guidance: details of your careers programme and a provider access statement	Annually	Trust Board (not SWRA LC)		Yes		
Provider Access	Annually	Trust Board (not SWRA LC)		Yes		

Exam contingency plan	Annually	SWRA Local Committee		Yes		
Non-examination assessment	Annually	SWRA Local Committee		Yes		
Uniform Policy	rec. annually	School's LC		Yes	Yes	Yes
Educational Visits Policy	Biennially	FAR Committee	Yes			
HEALTH & SAFETY, PREMISES AND ESTATES						
Health and safety	Annually	Trust Board as employer	Yes			
Asbestos Management Policy	Biennially	FAR Committee	Yes			
Control of infections	Biennially	FAR Committee	Yes			
Fire Safety Management Policy	Annually	FAR Committee	Yes			
Managing Contractors Policy	Biennially	FAR Committee	Yes			
Driving for Work	Biennially	FAR Committee	Yes			
Business Continuity Plan	Annually	FAR Committee		Yes	Yes	Yes
First aid in schools includes 'supporting students with medical conditions'	Annually	FAR Committee	Yes			
Allergy Awareness	Annually	FAR Committee	Yes			