

A5

Role of the AGC

The Role of the Academy Governance Committee:

Vision and Values

To monitor and support the academy in:

- pursuance of the Trust's vision of '*working together for each child to realise their God given potential to flourish*';
- setting an academy specific vision and values, aligned with the Trust's and Church of England's vision; and
- 'living out' its specific vision and values.

What will the Academy Governance Committee (AGC) need to do to fulfil its role?

Vision and Values

- Agree the vision and values for the academy with reference to the SIAMS Schedule, in partnership with the academy community, ensuring they are aligned with the Trust's Vision and embracing equality.
- Monitor that the vision and the values are being 'lived out' in all aspects of the life of the academy.

(NB - the Headteacher (HT) will provide the AGC 6 times per year (i.e. for each AGC meeting) with a summary of key performance indicators and other up to date information about the academy (this will be Section 1 of the Academy Improvement Report (AIR) for the academy, to be known as 'the Academy on a Sheet' – the format for an AIR is attached to this document).

In order to 'live out' its vision and values an academy must, necessarily:

- be compliant with statutory requirements;
- engage with the local Church; and
- engage with and listen to the local community; parents and all other stakeholders.

The role of the AGC has therefore been broken down into 3 sections – **Compliance, Church, and Community**.

A. Compliance

Monitoring on behalf of the Board compliance with statutory requirements in the following areas:

1. Educational experience

- 1.1 Monitor how the academy fosters confidence, delight and discipline in seeking wisdom, knowledge, truth, understanding, know-how and the skills needed to shape life well.
- 1.2 Monitor the broader educational experience to see that it embraces the relevant parts of the Education Inspection Framework, e.g. enrichment and cultural capital, the Trust's vision and the academy's vision and values.

2. Policies

- 2.1 Monitor the application of Trust Policies through observations and appropriate questioning.
- 2.2 In partnership with the HT, review draft Trust Tailored Policies, prepared by the academy leadership team, and subsequently adopt and monitor the application of these policies, through observations and appropriate questioning.
- 2.3 In partnership with the HT, review draft academy Policies, prepared by the academy leadership team, and subsequently adopt and monitor the application of these policies, through observations and appropriate questioning.

3. SEND

- 3.1 Monitor the academy's compliance with:
 - the SEND Code of Practice;
 - SEND Policy;
 - Accessibility Policy; and
 - Supporting Pupils with Medical Conditions Policy.
- 3.2 Monitor the academy's SEND provision for pupils and provision for any staff with disabilities.
- 3.3 Support the academy in producing and publishing the SEN Information Report.

4. Disadvantaged (including PP Plus (LAC/previously LAC))

- 4.1 Monitor the academy's provision for disadvantaged pupils (including Pupil Premium, Pupil Premium plus (Looked After and previously Looked After children)).

5. Safeguarding

- 5.1 Monitor the application of the Safeguarding Policy, British Values and the Prevention of Radicalisation and Extremism Policy (and other policies relating to safeguarding), and how the academy implements the provisions of Keeping Children Safe in Education 2019.
- 5.2 Monitor implementation of safeguarding action plans.

6. Admissions and appeals

- 6.1 Monitor the application of the academy's Admission arrangements.
- 6.2 Propose, and undertake consultation on, any proposed changes to the Academy's admission arrangements in line with the Trust's Admission Policy.
- 6.3 Monitor that admission arrangements are published.
- 6.4 Determine admissions and rank applicants.

6.5 Make arrangements for dealing with appeals.

7. Privacy – Data Protection –General Data Protection Regulations (GDPR)

7.1 Monitor the application of the Trust’s suite of GDPR Policies.

7.2 Monitor implementation of GDPR action plans.

8. Health and Safety

8.1 Monitor the application of the Trust’s Health and Safety Policy.

8.2 Monitor the health and safety and security of the academy site (including the premises and equipment).

8.3 Support the academy in ensuring the premises are maintained in good repair and any actions from site conditions surveys are being implemented.

8.4 Monitor that reasonable adjustments are in place for the disabled (Accessibility Planning).

8.5 Monitor that appropriate risk assessments are being carried out and actions highlighted are implemented.

9. Informing the wider community

9.1 **Website compliance:** - monitor that:

- the necessary statutory information is on the academy’s website and on GIAS (Getting Information About Schools); and
- information required by the Trust to be on the academy’s website is there; and
- all information on both the website and GIAS is kept up to date.

10. Equalities

10.1 Monitor the application of the academy’s Equalities Statement.

10.2 Monitor academy compliance with the Equality duty/law.

11. Sports Premium

11.1 Monitor the academy’s use of the Sports Premium and its impact.

12. Risk assurance

12.1 Monitor that appropriate risk assessments are being carried out and actions highlighted are implemented.

12.2 Prepare and regularly review the academy Risk Register.

- 12.3 Submit the academy Risk Register annually to the Trust Governance Committee with an assessment based against the criteria.

B. Church

Upholding the purposes of why the academy was established as a Church school.

1. SIAMS

- 1.1 Set the vision (as referred to above) as part of the SIAMS Schedule.
1.2 Monitor implementation of the requirements of the SIAMS Schedule.

2. Church school ethos

- 2.1 Preserve and develop the Church school ethos.

3. Collective Worship

- 3.1 Monitor the application of the Collective Worship Policy.

4. RE

- 4.1 Monitor the implementation of the RE Policy.

5. Relationships/Church links

- 5.1 Establish, develop and maintain a relationship with the local Church.

C. Community

Developing and monitoring the academy's engagement with the whole academy community and local community, underpinned by the Trust's and academy's commitment to inclusiveness.

1. Behaviour

- 1.1 Monitor how the academy opens up horizons of hope and aspiration and guides pupils into ways of fulfilling them.
1.2 Monitor how the academy respects the value of each person, including a focus on children with SEND and disadvantaged children.
1.3 Monitor relationships within the academy itself and with the wider community (including the rest of the Trust).

- 1.4 In partnership with the HT, review the draft behaviour policy and Anti-bullying Policy, prepared by the HT and academy leadership team, and subsequently adopt and then monitor the application of the policy.
- 1.5 Monitor behaviour generally in the academy.
- 1.6 Support the HT and academy leadership team in securing consistently positive behaviour from pupils and staff.

2. Attendance and Exclusions

- 2.1 Monitor pupil attendance, absences and exclusions.
- 2.2 Monitor the application of the Trust's Attendance Policy and the Trust's Exclusions Policy.
- 2.3 Support the academy by providing a panel for exclusions.

3. Complaints

- 3.1 Monitor the application of the Trust's Complaints Policy.
- 3.2 Support the academy by undertaking investigations and providing an appeal panel in line with the policy.
- 3.3 Support the HT and academy leadership team in reconciliation, where appropriate.

4. Pupils and Parents/Carers experience

- 4.1 Monitor that the academy's vision and values are being 'lived out' in relation to pupils and parents/carers experience and in particular in relation to the following groups:
 - SEND
 - Disadvantaged (including pupil premium and pupil premium plus, looked after and previously looked after children)
 - Pupils with medical needs

5. Staff support

- 5.1 Support the academy leadership and Trust Central Team in relation to recruitment.
- 5.2 The Chair to support the HT in relation to their performance management.
- 5.3 Support, as a critical friend, the HT (in particular, the Chair to support).
- 5.4 Support the academy leadership in annually preparing the draft budget and proposed staffing structures.

6. Community Links

- 6.1 Establish, develop and maintain a relationship with the local community and parents/carers.

- 6.2 Monitor the academy's links/relationship with other academies in the Trust and other academies/schools in their cluster.

7. Safeguarding (including Prevent Duty)

- 7.1 Support the promotion of a robust safeguarding culture in the academy and the implementation of Safer Recruitment practices in relation to recruiting staff and governors.

8. Wellbeing

- 8.1 Monitor the wellbeing (particularly the mental health) of staff and pupils and particularly the disadvantaged members of the academy community.

APPENDIX

Educating for Knowledge and Skills

'Good schools foster confidence, delight and discipline in seeking wisdom, knowledge, truth, understanding, know-how and the skills needed to shape life well. They nurture academic habits and skills, emotional intelligence and creativity across the whole range of school subjects, including areas such as music, drama and the arts, information and other technologies, sustainable development, sport and what one needs to understand and practise in order to be a good person, citizen, parent, employee, team or group member, or leader.'

Educating for Hope and Aspiration

'In the drama of ongoing life, how we learn to approach the future is crucial. Good schools open up horizons of hope and aspiration, and guide pupils into ways of fulfilling them. They cope wisely with things and people going wrong. Bad experiences of behaviour, wrongdoing and evil need not have the last word. There are resources for healing, repair and renewal; repentance, forgiveness, truth and reconciliation are possible; and meaning trust, generosity, compassion and hope are more fundamental than meaningless, suspicion, selfishness, hardheartedness and despair.'

Education for Community and Living Well Together

'We are only persons with each other: our humanity is 'co-humanity', inextricably involved with others, utterly relational, both in our humanity and our shared life on a finite planet. If those others are of ultimate worth then we are each called to responsibility towards them and to contribute responsibly to our communities. The good life is 'with and for others in just institutions' (Paul Ricoeur) so education needs to have a core focus on relationships and commitments, participation in communities and institutions, and the qualities of character that enable people to flourish together.'

Education for Dignity and Respect

'Human dignity, the ultimate worth of each person, is central to good education. The basic principle of respect for the value of each person involves continual discernment, deliberation and action, and schools are one of the main places where this happens, and where the understanding and practices it requires are learned. This includes vigilant safeguarding. It is especially important that the equal worth of those with and without special educational needs and disabilities is recognised in practice. How the rights of persons with disabilities are worked out in each school is a massive task that calls on the inspiration and resources offered by each tradition of faith and belief.'

Church of England Foundation for Leadership documentation