



# THE GOOD SHEPHERD

## Multi Academy Trust

DECEMBER 2014

## Paper 9 – Policies

### Legal basis

1. Academies have greater freedoms than maintained schools in relation to school policies and other documents. Where relevant, arrangements applying to academies are outlined in legislation or in their funding agreements.
2. The Trust holds ultimate responsibility for all decisions relating to its operation.
3. The following are the statutory policy documents identified by the DfE that are required by education legislation:
  - Charging and Remissions,
  - School Behaviour – see section 13,
  - Sex Education - Funding Agreements require academies to have regard to DfE guidance on Sex and

### Key principles

1. In order to discharge their responsibilities, the Board of Directors will develop a series of strategies and policies on how the Trust will operate to ensure a consistency in terms of vision, ethos and best practice. In most cases, the Trust will determine the strategic direction, key principles and guidance, and implementation and interpretation will be the responsibility of the local governing body, identified through the Scheme of Delegation. It is hoped that this

Relationship Education,

- Special Education Needs.

4. As well as those policies required by education legislation, there are also statutory policies required by other legislation, which impact particularly on academies. It should be noted some of the required policies are dealt with separately in Paper 12 – Miscellaneous and Paper 7 – Employment:

- health and safety,
- accessibility plan,
- complaints procedure statement,
- home-school agreement document,
- premises management documentation,
- publication of school information on website.

5. At the point of conversion all existing policies are transferred over.

provides a balance between central direction and local autonomy whilst ensuring that across the Trust there are common systems and procedures where required.

2. To facilitate this the Trust will undertake a systematic review of all policies relevant to its work, look at best practice and involve staff, local governing bodies or their representatives, fully in the drafting and adoption of the new policies.

3. It is anticipated that on a day-to-day level academies will have a similar set of policies to those used prior to conversion.