

DELEGATION MATRIX

The rules that govern the running of the Trust are set out in the [Articles of Association](#). The powers, constitution and proceedings of local governing bodies are set out in the [Scheme of Delegation](#). The main provisions in these key documents are summarised in the SJSCAT's Governance Handbook, which all directors and local governors have access to on [GovernorHub](#).

This matrix defines the functions that have been retained or delegated by the Trust Board of Directors to board committees, the SJSCAT executive, local governing bodies and executive headteachers or headteachers.

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ROLES WITHIN THE TRUST'S GOVERNANCE STRUCTURE

Members	<ul style="list-style-type: none"> • Guardians of the governance of the Multi-Academy Trust Company • Accountable to the Bishop (unless the Member is the Bishop) • Signatories to the Memorandum and Articles of Association • Similar to shareholders
Directors	<ul style="list-style-type: none"> • Company Directors and Charity Trustees • Accountable to the Members and the Bishop • Duty to uphold the Company's objects and to comply with any directives, advice and/or guidance issued by the Bishop • Responsible for preserving and developing the Trust's Catholic character at all times, and this overriding duty (which is also a legal duty) should permeate everything that the Directors do. • Responsible for the general control and management of the administration of the Trust and for delivering the three core functions • Responsible for standards of education in SJSCAT academies • Delegate functions to committees, the executive team, LGBs, and headteachers • Appoint the senior executive leadership
Executive	<ul style="list-style-type: none"> • Appointed by the Board of Directors and employed by the SJSCAT • Expectation that this will include a senior executive, for example a CEO, if appropriate depending on the size and stage of development of the Trust • Responsible for 'operations' and for delivering the Board's vision and ethos – the 'professional leaders' • Responsible to the Trust for its academic and financial effectiveness, stability and value for money

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	<ul style="list-style-type: none"> Assist in the performance management of the headteachers/principals
Local Governors	<ul style="list-style-type: none"> Appointed/elected to govern a specific school in the Trust in accordance with the Scheme of Delegation Have oversight of one school and are accountable to the Trust Board of Directors as well as a vital link to the local community
Headteacher	<ul style="list-style-type: none"> Responsible for day-to-day management of a school (or schools with an executive headship arrangement) Responsible for performance management of staff, excluding those staff whose performance is managed by the Board, a committee of the Board, the senior executive leadership, the LGB or an LGB sub-committee

WE USE THE A(ccountable) R(esponsible) C(onsulted) I(nformed) (ARCI) SYSTEM TO DESIGNATE RESPONSIBILITIES

Accountable	Responsible	Consulted	Informed
A	R	C	I
Accountable for what happens	Responsible for doing or making sure something gets done	Consulted about something and views taken on board	Informed about something
			

NB: Areas in which both the CEO and the headteacher/executive headteacher have delegated responsibility marked by the letter R (i.e. Responsible), in the case of the CEO it relates to the Trust, and for the headteacher/executive headteacher, it relates to the school.

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NO	TASK	MEMBERS	BOARD	BOARD COMMITTEE	CEO	LGB	EXEC. HEAD/ HEAD	NOTES
A. GOVERNANCE								
1.	Members: Appoint/Remove	A&R	I		I			
2.	Foundation Directors: Remove Other Directors: Remove	A&R	I		I			
3.	Chair & Vice Chair of Board of Directors: Appoint		A&R		I	I		
4.	Board of Directors Committee Chairs: Appoint/remove		A	R	I			
5.	LGB Chairs: Appoint		A		C	R	I	
6.	LGB Chairs: Remove		A&R		C		I	
7.	LGB Foundation Local Governors: Appoint/remove		I		I	I		Appointed and removed by the Bishop
8.	Parent & Staff Local Governors: Appoint/remove				I	A/R	C	Appointed and removed by the LGB
9.	LGB Sub-Committee Chairs: Appoint/remove		A		I	A/R		
10.	Company Secretary/Clerk to Board of Directors: Appoint/remove		A/R		I			

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11.	Clerk to LGB: Appoint/remove		A		C	R	C	
12.	Articles of Association: Agree, vary and review	A&R	C			C		
13.	Name of company/academies: Change	A&R						
14.	Scheme of Delegation and Delegation Matrix: Review. (<i>Changes to the Scheme to be approved by Diocese</i>)	C	A&R	C	C	C	I	
15.	Board committees (including audit) & lead director roles: Agree terms of reference annually		A&R	C				
16.	LGBs: Establish	C	A&R		C		I	
17.	LGB sub-committees & link governor roles: Agree terms of reference annually		I			A/R	C	
18.	Directors' skills audit: Complete & recruit to fill gaps ensuring a finance skills-set amongst board directors		A&R					Board to review biennially and when considering appointments
19.	Local governors' skills audit: Complete & recruit to fill gaps		A			R		LGB to review biennially and when considering appointments
20.	Director succession planning: Consider regularly & take action		A/R	R				

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21.	Local governor succession planning Consider regularly & take action		A/R		R	R	R	
22.	Objective external review of governance effectiveness: Conduct periodically		A/R					Self-review annually at the end of the year Objective external review periodically
23.	Internal review of governance effectiveness: Conduct at board, committee & LGB level		A/R	R		R		Self-review annually at the end of the year Objective external review periodically
24.	Annual schedule of governance business: Review & agree		A/R	C	C	R	C	
25.	Register of directors' and local governors' business interests and related party transactions: Establish, publish and manage		A	R	R	R		
26.	Governance procedures: Establish, review & approve annually (e.g. code of conduct, payment of allowances, conflicts of interest)		A/R			C		
27.	Catholic Executive Officer and senior Catholic posts: Appoint		A&R			I		
28.	Internal Auditors: Appoint and review		A	R				
29.	Internal scrutiny: Approve programme		A	R				

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30.	External Auditors: Appoint and review	A	R					
31.	Annual report and accounts, signed statement on regularity, propriety and compliance, incorporating governance statement: Deliver	I	A	R				

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32.	<p>Board Core functions: Carry out</p> <ul style="list-style-type: none"> • Strategic Catholic leadership of the academy trust: the board defines the trust’s vision for high quality and inclusive education in line with its charitable objects. It establishes and fosters the trust’s culture and sets and champions the trust strategy including determining what, if any, governance functions are delegated to the local tier • Accountability and assurance: the board has robust effective oversight of the operations and performance of the academy trust, including the provision of education, Catholic character, pupil welfare, overseeing and ensuring appropriate use of funding and effective financial performance and keeping their estate safe and well-maintained 		A/R	R				
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NO	TASK	MEMBERS	BOARD	BOARD COMMITTEE	CEO	LGB	EXEC. HEAD/ HEAD	NOTES
	<ul style="list-style-type: none"> • Engagement: the board has strategic oversight of relationships with stakeholders. The board involves parents, schools and communities so that decision-making is supported by meaningful engagement. 							

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33.	Local governance functions: Conduct 1) <i>Ensure clarity of school's Catholic vision, ethos and strategic direction</i> 2) <i>Hold senior school leaders to account for the Catholic character and educational performance of the school and its pupils, including performance management of staff</i> 3) <i>Oversee the financial performance of the school and make sure its money is well spent</i>		A			R		
34.	Trust-wide policies (inc. data protection, whistleblowing, complaints, freedom of information, SEND, safeguarding, quality assurance, finance, pay): Approve, review & monitor implementation		A/R	R	C	C		
35.	School policies: Approve & review annually				C	A/R	R	
36.	Central services, spend/management charge: Review & agree		A/R	R	R	C	C	

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37.	SJSCAT Risk register & appetite statement: Agree & review effectiveness		A/R			C		
38.	SJSCAT Risk Register & appetite statement: Monitor effectiveness & make recommendations to board		A	R				
39.	SJSCAT Risk: Day-to-day management		A	R	R			
40.	School Risk registers: Agree, review & monitor effectiveness			A		R		
41.	School Risk: Day-to-day management						R	
B. STANDARDS, CURRICULUM & ASSESSMENT								
1.	Trust-wide standards, curriculum & assessment approach & policies: Approve and review (e.g. quality assurance)		A	R	C	C	C	
2.	Trust-wide curriculum content & delivery: Review & take action where there are any shortcomings		A	R	R	C	C	
3.	Information about the curriculum, phonics or reading schemes & GCSE options on school websites: Publish					A	R	

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NO	TASK	MEMBERS	BOARD	BOARD COMMITTEE	CEO	LGB	EXEC. HEAD/ HEAD	NOTES
4.	School curriculum & assessment, including early years foundation stage: Set, deliver & monitor in line with Trust approach		A			R	R	
5.	Trust standards targets & KPIs: Set, monitor and report		A	R	R	C	C	
6.	School targets for pupil achievement & progress and KPIs: Set, monitor and report		A		R	A	R	
7.	Teaching & learning, the curriculum, inclusion & the sharing of good practice across the Trust: Quality assure & take action where any issues arise		A	R	R	A	R	
8.	Where standards fall below agreed expectations: Intervene		A		R			
9.	Performance Data: Produce & analyse		A		R	R	R	
10.	Careers guidance in line with statutory requirements: Deliver		A		C	A	R	
11.	KS2 and KS4 results in the required format on school websites: Publish					A	R	

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12.	Trust Improvement Plan: Approve & review		A/R	R	R	C	C	
13.	School Improvement Plan: Approve & review		A			A/R	R	
14.	School to school support: Arrange to facilitate excellent provision across the Trust & review impact		A		R			
C. FINANCE								
1.	CEO as accounting officer: Appoint		A&R					
2.	CFO: Appoint		A&R					
3.	Trust budget plan for financial year: Develop, approve & monitor, including delivery of monthly management accounts and forecasts		A	R	R	C	C	
4.	School budget plan for financial year and forecasts: Develop, recommend to board & monitor		A		R/C	R	R	

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5.	ESFA requirements inc. novel, contentious and repercussive transactions, disposal of land and assets & use of condition allocations and of premises: Ensure compliance		A	R	R			
6.	Trust-wide resources & audit policies (inc. pay policy, health and safety policy): Approve & review annually		A	R	C	C	I	
7.	Finance manual for schools (inc. delegated authority limits for financial transactions, financial delegation, charging, remission and procurement policies,-controls framework (inc. , internal audit): Approve		A	R	R	C	I	
8.	Trust cash position: Oversee & manage		A	R				
9.	Trust-wide SLAs: Review & agree		A	R	R	C	C	
10.	Centrally procured services: Identify & agree		A	R	C	C	C	

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11.	Pupil premium spend (inc. Year 7 literacy & numeracy catch-up, PE, sports premium & other grant funds: Monitor use & impact		A	R		R	R	
12.	Ethical considerations: Ensure business is conducted ethically and in line with corporate social responsibility indicators		A		R	A	R	
D. SAFEGUARDING								
1.	Trust-wide safeguarding policy & practices, inc. arrangements for appointment of DSLs, procedures for dealing with allegations made against staff & Prevent duty: Set & review compliance & effectiveness regularly & annually		A	R				
2.	School safeguarding policy, practices & arrangements within Trust policy: Set & review compliance & effectiveness regularly & annually					A	R	

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3.	Single Central Record for all central & school staff & other relevant people (directors and governors): Complete, maintain and review		A				R	
4.	Director and local governor safeguarding training (induction and annual): Ensure, arrange & monitor		A/R			R		
5.	Staff safeguarding training to ensure legal compliance: Ensure, arrange & monitor		A		R	R	R	
6.	Safer recruitment training for directors, local governors & senior leaders (at least one director/governor on recruitment panel must have had safer recruitment training): Ensure		A		R	A	R	
7.	Safeguarding Lead Director: Appoint to monitor & report on policy & practice		A/R		I	I		
8.	Safeguarding link local governor or sub-committee with responsibility: Appoint to monitor & report on policy & practice					A/R		

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9.	Relevant associated regulations e.g. risk assessments, health and safety etc: Comply		A		R	A	R	
10.	Support for looked after children: Deliver		A			A	R	
11.	Designated teacher to support looked after children and designated safeguarding lead (DSL): Appoint		A			A	R	
12.	Safeguarding audits by independent personnel: Make arrangements		A		R	C	C	
13.	Appropriate action where systems for safeguarding pupils are not followed: Put in place & follow		A		R	A	R	

E. RELIGIOUS EDUCATION AND CATHOLIC LIFE

1.	Trust Catholic character, mission and ethos: Preserve, develop & monitor	A	A/R	R	R	A/R	R	
2.	School Catholic character: Preserve, develop & monitor in line with Trust approach					A	R	
3.	Curriculum policy (RE, RSHE, collective worship): Develop & monitor in line with statutory, diocesan & Trust requirements		A		R	R	R	

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4.	Curriculum of the school, including all the subjects of the National Curriculum: Ensure teaching in the light of the Gospel values and active promotion of the spiritual and moral development of pupils		A		R	R	R	
5.	Religious Education: Ensure that RE is in accordance with the general norms prescribed by the Catholic Bishops' Conference of England and Wales as set out in the Religious Education Curriculum Directory		A	R	R	R	R	
6.	Curriculum: Ensure 10% of taught curriculum time is dedicated to RE in Key Stages 1-4 and 5% in Key Stage 5 (non-examination Religious Education for 16-19 year old students)		A	R	R	R	R	

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7.	Religious Education: Ensure religious education has parity with other core curriculum subjects in all relevant respects, e.g. staffing, capitation, accommodations, professional development opportunities.		A	R	R	R	R	
8.	Daily collective act of worship: Ensure compliance with requirements in accordance with the rites, practices, disciplines and liturgical norms of the Catholic church and take action to address any issues, as appropriate	A		R	R	R	A	
9.	Right of withdrawal from RE & collective worship: Follow CES guidance		A		R	R	R	
10.	Relationship and Sex Education: Ensure compliance with statutory requirements & the requirements of the Diocesan Bishop.		A	R	R	R	R	

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11.	Relationship and sex education: Ensure teaching in accordance with the social and moral teachings of the Catholic Church having regard to Trust policy	A		R	R	R	A	
12.	RE & Catholic Mission Lead Director: Appoint to monitor & report on policy & practice	A	A/R			I		
13.	RE & Catholic Mission link local governor or sub-committee with responsibility: Appoint to monitor & report on policy & practice		A			A/R		
F. EQUALITY								
1.	Equality law: Comply		A	R	R	R	R	
2.	Duty to make reasonable adjustments for disabled people: Comply		A	R	R	R	R	
3.	Trust's equality policy: Establish, review & monitor compliance		A/R					
4.	Trust equality policy: Comply		A/R	R	R	R	R	

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5.	SJSCAT & school policy development: Ensure the general equality duty is promoted & consider equality implications in all new policies		A	R	R	R	R	

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6.	<p>When making a decision or taking an action: Be aware of the duty to have due regard to the need to:</p> <ul style="list-style-type: none"> - Eliminate discrimination, victimisation and any other conduct prohibited by or under the Equality Act 2010 - Advance equality of opportunity and foster good relations between people of all characteristics (those who share a protected characteristic, and those who do not) - Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it. <p>& Assess whether decisions may have particular implications for people with particular protected characteristics</p>		A/R	R	R	R	R	
7.	Governance functions: Integrate equality into the carrying out of governance functions		A/R	R	R	R	R	

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8.	SJSCAT & school community: Consult or engage with members affected by decisions & with people who have special knowledge which can inform the approach		A/R	R	R	R	R	
9.	School equality objectives: Set every four years and monitor progress regularly		A			R	C	
10.	School Equality information: Review & publish each year		A			R	C	
11.	Equality information: Collect & use to inform understanding about the impact of decisions and policy on those who share a protected characteristic and those who do not		A	R	R	R	R	
12.	Equality responsibilities: Ensure that staff are aware of their responsibilities and are given appropriate training and support		A		R	A	R	
13.	Cases of unlawful discrimination: Take appropriate action		A		R	A	R	
14.	Prejudice-related incidents: Record and report					A	R	

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15.	School Accessibility Plan: Establish, publish, monitor implementation & review every three years		A			A/R	R	
G. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)								
1.	Trust policy & approach to meeting children and young people's SEND requirements, including those with & without Education, Health and Care (EHC) plans: Set, review and monitor		A/R		R	C	C	
2.	SEND: Provide for and identify needs at school level		A			A	R	
3.	SEND lead Director to undertake oversight of Trust-wide SEND arrangements: Appoint		A	R	C			
4.	SEND link Governor or sub-committee to have oversight of school SEND arrangements: Appoint		A			R		
5.	SEND Code of Practice: Ensure compliance		A		R	R	R	
6.	Executive report on SEND across the Trust: Review		A	R	R	I	C	

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7.	School report on SEND: Review		A			R		
8.	Information on school websites about the implementation of the board's policy for pupils with SEND, School SEND Information Reports (including the local offer): Publish		A			R		
9.	Qualified teacher designated as special educational needs co-ordinator (SENCO): Appoint		A				R	
H. PREMISES, INSURANCE, HEALTH & SAFETY								
1.	Appropriate & adequate buildings and other relevant insurance (inc. 'Governors') in compliance with legal obligations: Provide		A	R	R	I	I	
2.	School-specific insurance: Provide		C		I	A	R	
3.	Premises-related & health & safety policies to ensure compliance with health & safety legislation, including food safety, supporting pupils with additional health needs, first aid and fire safety: Approve, monitor & review		A/R		R	C	C	

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4.	School maintenance strategy: Develop & approve		I		C	A	R	
5.	Trust premises and capital strategy: Develop & approve		A	R	R	C	C	
6.	H&S legislation (inc. food safety, additional health needs, first aid, fire safety): Ensure compliance		A			R	R	
7.	School trips & educational visits : Approve policy & procedures compliant with safeguarding & health and safety policies		A			R		

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8.	Process for the approval and conduct of school trips and visits (inc. where necessary: the assessment and management of associated risk; an emergency response plan for incidents away from school; codes of conduct for participants; an evaluation process once the trip has concluded; a process for vetting volunteers & the appointment of educational visits coordinators): Approve, monitor & review		A		R		R	
9.	Use/hire of premises by third parties: Agree arrangements ensuring compliance with Trust policies and diocesan requirements/documentation (including safeguarding, insurance and health and safety)		A			R	R	

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I. STAFFING, PAY & PERFORMANCE MANAGEMENT								
1.	Staff HR, appointment, pay, sickness absence, performance, appraisal, dismissal, capability, safer recruitment, redundancy and disciplinary policies: Approve, monitor and review procedures in line with CES models		A	R	R	C	I	
2.	Staff HR, appointment, pay, sickness absence, performance, appraisal, dismissal, capability, safer recruitment, redundancy and disciplinary policies: Implement		A/R	R	R	R	R	
3.	Executive tier structure & posts: Approve, monitor & review		A	R	C	I	I	
4.	SJSCAT central staffing structure: Approve, monitor & review		A	C	R			
5.	School staffing structure (within agreed budget): Approve, monitor & review				C	A	R	
6.	School staffing structure (outside agreed budget): Approve		A	R	R	I	C	
7.	Executive pay structure: Approve		A/R	C	I			

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8.	CEO and Executive pay: Monitor & review		A	R	I			
9.	Headteacher/Executive Headteacher pay: Approve, monitor & review		A		C	R	I	
10.	Other SJSCAT central staff pay and progression awards: Approve, monitor & review		A	R	R			
11.	Other school staff pay and progression awards: Approve, monitor & review		A		C	R	R	
12.	CEO performance management/appraisal: Undertake		A	R				
13.	Executive tier performance management/appraisal (excluding CEO): Undertake		A		R			
14.	Executive Headteacher & Headteacher performance management/appraisal: Undertake		A		C	R		
15.	Headteacher performance management/appraisal (where there is an Executive Head): Undertake		A		C	R	R	

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16.	Other SJSCAT central staff performance management/appraisal: Undertake		A	C	R			
17.	Other school staff performance management/appraisal: Undertake				C	A	R	
18.	CEO: Appoint		A/R			I	I	
19.	Executive tier: Appoint		A	C	R	I	I	
20.	Executive headteacher & headteacher: Appoint		A		C	R		
21.	Senior Catholic posts: Appoint		A		C	R		
22.	Other SJSCAT central staff: Appoint		A	C	R			
23.	Other teaching and support staff: Appoint		A			A	R	
24.	CEO & Headteachers: Suspend/end suspension		A	R		I		The chair of the board is responsible, The Board is informed
25.	Executive tier (not CEO): Suspend/end suspension		A	I	R			CEO is responsible, Chair of board is informed
26.	School staff (not headteacher): Suspend/end suspension/dismiss		A				R	Chair of board is informed
27.	All staff: dismiss		A/R					

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J. ADMISSIONS AND ATTENDANCE								
1.	Admission arrangements: Approve		A&R			C		
2.	Admission arrangements (inc. PAN) compliant with Admissions Code & diocesan guidance: Monitor, review, consult & recommend to board		A		C	R	C	
3.	Admission arrangements: Implement		A		C	R	C	
4.	Arrangements for admission appeals compliant with Appeals Code: Establish & implement		A		C	R	C	
5.	Pupil recruitment & retention: Ensure effective arrangements are in place		A		R	R	R	
6.	Attendance & punctuality: Monitor & report		A	R		A/R	R	
7.	Admission & attendance registers in accordance with regulations: Maintain		A		R		R	
K. COMMUNITY ENGAGEMENT								
1.	Pupil, parent and staff voice: Establish, develop & monitor		A			A	R	

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2.	Views of pupils: Consider ways of involving them in decision-making					A	R	
3.	Parents: Establish & maintain relationships to support them in their role as primary educators					A	R	
4.	Parish priest, local Church and parish community: Establish & maintain work relationships which contribute to Catholic formation					A	R	
5.	Local and wider community: Establish & maintain relationships to enhance the quality of Catholic education and Catholic life					A	R	

L. CONCERNS, COMPLAINTS AND PUBLIC INTEREST DISCLOSURES (WHISTLEBLOWING)

1.	Trust procedures for handling concerns & complaints: Set, review & publish with regard to DfE & diocesan guidance		A/R					
2.	SJSCAT Complaints Procedure: Comply, monitor & report		A/I	R	R	R	R	
3.	Complaints: Handling, management & record-keeping		A/I	R	R	R	R	

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4.	Trust policy on public interest disclosures (whistleblowing): Set, review & publish with regard to DfE & diocesan guidance		A/R					
5.	SJSCAT Public Interest Disclosure (Whistleblowing) Policy, including safeguarding disclosures: Comply, monitor & report		A/I	R	R	R	R	
6.	Public interest disclosures: Handling, management & record-keeping		A/I	R	R	R	R	
M. DATA PROTECTION AND FREEDOM OF INFORMATION								
1.	Trust policy on data protection - processing of personal data and compliance with data protection law: Set & review with regard to UK GDPR, Data Protection Act and guidance issued by the ICO		A/R		R			
2.	Trust data protection procedures & privacy notices: Comply		A/R		R	R	R	
3.	Compliance: Review at least annually and as necessary to ensure procedures are robust & effective		A		R	R	R	

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4.	Data Protection Officer or agency: Appoint		A		R			
5.	Freedom of Information: Adopt & publish model (ICO) scheme & comply		A&R		R	R	R	
6.	Guide to information available from the Trust or schools: Publish		A		R	A	R	
7.	Trust-related freedom of information requests: Manage		A		R			
8.	School-related freedom of Information requests: Manage		A			A	R	
N. EXTENDED ACTIVITIES AND COMMUNITY SERVICES								
1.	Offer of additional activities & the form these should take: Decide in compliance with legislation, guidance and Articles		I		C	A	R	
2.	Extended services: Monitor provision		I		C	A	R	
3.	Extended school provision: Cease		A		C	R	R	
4.	Provision of childcare and other community facilities: Decide in compliance with Articles and advice from ESFA		A/R					

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O. INSPECTION								
1.	Denominational inspections pursuant to s.48 and any additional canonical inspections, reviews and visitations of the bishop: Comply with		A		R	A	R	
2.	Education inspections (graded and ungraded): Comply with		A		R	A	R	
3.	All inspections: Liaise with inspection team, prepare the company or school & manage the process		A		R	A	R	
4.	All inspections: Represent directors and/or governors		A&R			R		
5.	All inspections: Notify parents of registered pupils and other prescribed persons		I		I	A & R	R	
6.	All inspection reports: Arrange for copies to be made available to parents and others as required within timescales		I			A	R	
7.	Post-inspection action plan: prepare, approve & monitor action		A/I	†	C	R	R	

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P. PUPIL BEHAVIOUR AND WELL-BEING								
1.	Compliant behaviour, welfare and exclusion policies & principles, including arrangements for directing pupils offsite: Approve & review		A		C	A & R	R	
2.	Behaviour, exclusion and welfare policies: Implement		A		C	A	R	
3.	Behaviour, exclusion and welfare policies: Monitor implementation		A	R	R	R	R	
4.	Pupil: Exclude				I	A	R	
5.	Pupil: Review exclusion on appeal/Consider reinstatement					A&R		
6.	Arrangements for the independent review of permanent exclusions: Establish		A			R		

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7.	Direction for off-site education to improve future behaviour (not as a sanction or punishment for past misconduct) where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate: Power to direct a pupil off-site in accordance with Education (Educational Provision for Improving Behaviour) Regulations 201029 and the Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies				I	A	R	
8.	Pupil general well-being (inc. physical, mental health, spiritual & emotional well-being; protection from harm & neglect; education, training and recreation; the contribution children make to society; and social and economic well-being): Promote		A	†	C	R	R	

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Q. SCHOOL MEALS								
1.	School food standards: Comply		I		I	A	R	
2.	Free school meals to those pupils meeting the criteria as appropriate: Provide & monitor		I		I	A	R	
R. SCHOOL ORGANISATION								
1.	Significant changes to a school or its characteristics: Propose		A/R		C	C/R	C	
2.	School business continuity plans: Approve & review		A	R	C	R	C	
3.	Times of school day and dates of school terms and holidays: Set		I		C	A	R	

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