



**BRADGATE**  
Education Partnership

Ambitious  
Collaborative  
Ethical

# Local Advisory Board Handbook

Approved (Trust Board):	June 2023
Review Date:	June 2024
Responsible Officer:	CEO

## Contents

1.0	Introduction .....	2
2.0	Local Advisory Boards (LABs) .....	3
3.0	Bradgate Education Partnership Trust Board and Local Advisory Board Meetings.....	5
4.0	Role of the LAB Chair .....	7
5.0	Constitution for LABs (see also LAB Terms of Reference) .....	7
	Appendix 1 – At a Glance .....	8
	Appendix 2 - Chair of LAB URGENT Report .....	11
	Appendix 3 - Raising non urgent matters to the Trust Board.....	12
	Clusters, Trust Contacts and Key Documents .....	13
	Schedule 1 – Please action the associated documents.....	16
	Schedule 2 – Documents to support LABs (to be developed).....	18

## Terminology

CEO – Chief Executive Officer  
 DoE – Director of Education  
 ELT – Executive Leadership Team  
 MAT– Multi Academy Trust  
 LAB – Local Advisory Board  
 HTC – Head Teacher Committee

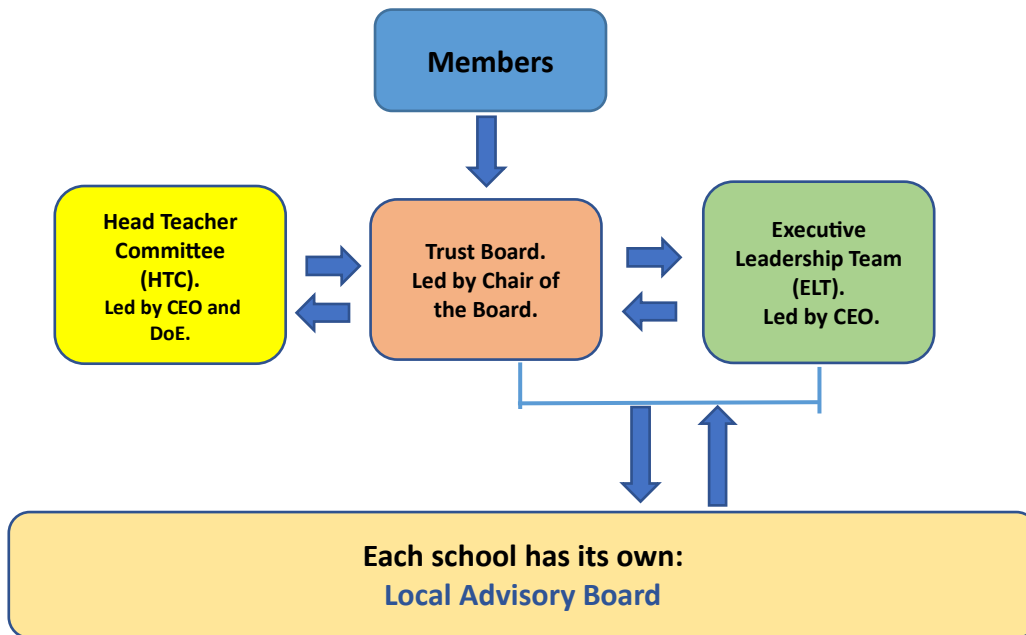
## Key

Trust Board	MAT Sub Committee	Local Advisory Board
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## 1.0 Introduction

### 1.1 The Set Up of the Multi Academy Trust

Bradgate Education Partnership (MAT) is the legal entity that is ultimately accountable for all activities within the Trust's schools. Bradgate Education Partnership governance structure is illustrated below:



### 1.2 The Role of the Multi Academy Trust

The Bradgate Education Partnership Trust Board has the overall responsibility and the ultimate decision-making authority for all the work of the Trust and the schools. The Board is accountable to external government agencies and the Trust is required to have systems in place through which they can assure themselves and others of the quality of education, financial rigour, safety & safeguarding and good practice. Bradgate Education Partnership believes that it is essential to govern a group of schools through a single board, whilst also creating the conditions for realising the benefits of school-to-school collaboration.

### 1.3 The Role of the Local Advisory Boards

The Trust Board provides guidance on governance to all schools. They are supported by the development of sub-committees at school level known as Local Advisory Boards (LAB). The LAB only has the powers and responsibilities that are delegated to them by the Board, which are formalised in the Scheme of Delegation (SoD). **(Scheme of Delegation – Governor Hub)** and supported by key Trust policies.

All governance and leadership meetings are planned to facilitate the flow of information between the Executive Leadership Team, the Head Teacher Committee, LABs and the Trust Board.

The Trust will refer to LAB members as advisors, rather than governors, to reflect that governance responsibilities sit with the Trust Board, whilst recognising and acknowledging the relevance of the LAB role in local challenge and scrutiny.

#### **1.4 The Role of the Head Teacher Committee**

The Head Teacher Committee meets monthly to ensure that Head Teachers are part of the key discussions and decision making in our Trust. This strategic meeting enables Head Teachers to voice opinions and influence the future work and the direction of the Trust.

### **2.0 Local Advisory Boards (LABs)**

#### **2.1 Skills and Characteristics of Members of the LAB (Advisors)**

The Trust Board requires all appointed LAB advisors to have:

- Commitment to a particular school and a willingness to support the aims of the Trust as a whole.
- The skills required to contribute to effective ‘challenge and scrutiny’ and the success of the school
- A strong commitment to the values of the Trust and those of the individual school
- An inquisitiveness to question, analyse and challenge the school leaders
- A willingness to learn and have regular attendance at meetings
- The ability to listen and reflect
- A willingness to devote the necessary time and effort to the school’s business including reviewing papers prior to any meeting, ensuring regular attendance and contributions at meetings, completing agreed actions, attending training sessions and other relevant events for LAB advisors and any designated advisor lead responsibility
- An understanding and acceptance of the duties and responsibilities set out in the Scheme of Delegation (SoD) and associated Trust policies
- Effective communication skills and a willingness to ensure effective communication between the LAB and the Trust Board
- An ability to hold others to account for their professional practice
- Experience of schools (as a former governor, a parent, or a member of staff) or the relevant skill set from the local or wider community
- LAB advisors need to take a full and active role in fulfilling the role assigned to them by the Trust Board.
- To ensure mandatory training is completed within set timeframes – Appendix 1

- LAB advisors need to play a full and active part in fulfilling the role assigned to them by the Trust Board

## 2.2 Responsibilities of the Local Advisory Board

LAB advisors play a key role in supporting the Trust Board to fulfil their regulatory and community duties. The LAB exercises the powers and responsibilities delegated to them by the Trust Board. Details of these powers and responsibilities are set out in the Scheme of Delegation (SoD) and other key policies.

The ‘At a Glance’ document (**Appendix 1**) provides a simple breakdown of the relative responsibilities of the Trust Board and the Local Advisory Boards. Local Advisory Boards are vitally important in ensuring local support for each school. They are constituted to provide local scrutiny and challenge for Head Teachers within the individual school.

## 2.3 LAB Advisor will have the following duties:

- Supporting the Trust Board to ensure good governance of the school, using the agreed level of delegation and reporting accordingly
- Supporting the school vision and aims in accordance with the Bradgate Education Partnership vision and principles whilst ensuring individual school’s aims and objectives are relevant to local needs
- Supporting the Head Teacher and senior leadership of the school whilst being a critical friend
- Awareness of matters presented through the termly Head Teacher report.
- Engagement with the School’s key stakeholders e.g. parents/carers, pupils, staff and the wider community.
- Providing feedback to the Trust Board on the effectiveness of Bradgate Education Partnership policies (through executive summaries)
- Working within the expectations of the Terms of Reference (ToR) between Bradgate Education Partnership/LAB and the SoD.

## 2.4 LAB Advisors will:

- Discuss the educational offer, including the compliance of the school website.
- Discuss the School Development Plan (SDP) and Self Evaluation Form (SEF) – termly
- Discuss the termly Head Teacher report. Have oversight with regards to attainment and progress, including pupil premium and sports premium, challenging where needed. This report will include wider school and community related information.
- Develop and support the local community activities and relationships with all local stakeholders (this includes pupil interviews and discussions, parent forum and events to gather the opinions of stakeholders).

## 2.5 Scrutiny and challenge will be given to:

- Compliance with Bradgate Education Partnership’s Safeguarding & Child Protection Policy incorporating any local changes necessary, including the return of the Annual LA Safeguarding Audit
- Discuss any actions arising from the Trust’s own Safeguarding Review
- Contributing to discussions and challenge linked to the School Development Plan (SDP), Self-Evaluation Form (SEF) and the school curriculum
- The termly Head Teacher report. This is a trust document, used across all schools
- Engagement with local stakeholders to ensure that the LAB have a grounded opinion of the school in the local community
- Local activities (meetings, parent forums, pupil/student interviews) which help support the direction and growth of the school
- Local school marketing and PR (jointly with Bradgate Education Partnership as required) to promote the school within the local community.

## 3.0 Bradgate Education Partnership Trust Board and Local Advisory Board Meetings

Bradgate Education Partnership and our schools are accountable to the Secretary of State for Education and to the communities that they serve.

3.1 The table below outlines the frequency and purpose of the Trust Board and Sub – Committee meetings and the model for the schools (Local Advisory Boards).

Group	Frequency of meeting	Role of body	Report to	Personnel
Trust Board.	4 times per year	Legal accountability for all areas of Trust	Members	Trustees, inc CEO. Other ELT members invited by Chair as needed.
Trust Sub Committees.	3 times per year.	Legal accountability for all areas of Trust	Trust Board	Trustees and BEP ELT.
Local Advisory Boards (4 meetings).	4 times per year, setup meeting in Autumn 1, plus 3 termly meetings*	Local scrutiny and challenge (See Appendix 2).	BEP Exec Team or Trust Board.	Head Teacher. Parents. Staff. Community. ELT as and when needed.

\*No subcommittees operate within the LAB. LABs have named advisor roles for Safeguarding and SEND. These advisors will report back at the LAB meetings following termly meetings with key school personnel.

### **3.2 LAB Ways of working**

- Meetings are held four times a year. They are called by at least fourteen clear days' notice. Attendees are given notice of the time, place and nature of the meeting.
- Clerks to LABs are employed by the Trust.
- Clerks will circulate papers to members and keep minutes of each meeting. Minutes are uploaded to Governor Hub.
- The LAB agenda will include standing items as detailed in the Trust standard agenda templates which are available on Governor Hub
- Clerks will provide Executive Summaries of all LAB meetings to the Trust Board.
- Meetings will be in person and colleagues will use BEP email addresses for all LAB correspondence.

If Local Advisory Board Chairs identify a concern (urgent or otherwise) they should report up to the Trust Board in a timely manner following their meetings. The Trust Board will respond in due course through the CEO/DoE and the Executive Leadership Team. In most cases minutes of the meeting/clerk's executive summary will be more than acceptable.

### **3.3 The Head Teacher / Chair of the LAB will report to the CEO/DoE any of the following:**

- Concerns about statutory compliance and risk management at a local level
- Concerns about pupil admission numbers (PAN)
- Safeguarding alerts (immediately) and outcomes of any Whistleblowing /Staff allegations procedures
- Pupil discipline and exclusions in accordance with any relevant Bradgate Education Partnership policies (specifically Behaviour and Exclusions Policies)
- Relationships with parents / community which give cause for concern or require further support
- Specific challenges presented through the HT report
- Any other matters requested by the Trust Board
- Chair to report any concerns with any statutory issues to DoE or CEO.

3.4 The Chair of the LAB should aim to attend the termly strategic meeting with other LAB chairs, led by the Executive Leadership Team (ELT) and the LAB Link Trustee.

#### 4.0 Role of the LAB Chair

- Chair meetings
- Provide challenge and scrutiny
- Support the timely completion of all papers for each meeting as per the set agenda (upload to GovernorHub 7 days prior to meeting)
- Ensure LAB advisors use GovernorHub and read papers before any meeting
- Support the school in organising the Pupil and Parent Forums in the Spring term
- To help support and drive attendance of LAB colleagues to meetings and events
- Support mandatory training to ensure it is completed by all LAB advisors giving timely reminders and understanding the different mandatory training needed
- Ensure LAB advisors communicate through BEP email addresses

#### 5.0 Constitution for LABs (see also LAB Terms of Reference)

The number of LAB advisors needed for each school is as follows:

<210 NOR School - Consider 5 (1 Head teacher plus 2 parents / 2 co-opted)

<420 NOR School - Consider 7 (1 Head teacher plus 3 parents / 3 co-opted)

>420 NOR School - Consider 9 (1 Head teacher plus 4 parents / 4 co-opted)

Secondary – Consider 11 (1 Head teacher plus 5 parents / 5 co-opted)

**Minimum** requirement is for 2 parent members on each LAB – appointed by the parent body through a simple process which the Trust Governance Lead can advise on.

The quorum at LAB meetings will be 3 advisors or 1/3 of the total number of LAB advisors, where greater.

NB. Staff will be invited to attend and contribute as and when required by the Chair of the LAB and the Head Teacher. This is likely to be around a single area of improvement.



## Appendix 1 – At a Glance

<u>Trust Board and Executive Team (Accountable)</u>	<u>LABs (Local Advice, Scrutiny and Challenge)</u>
<p><b><u>Governance responsibilities for the Trust Board.</u></b></p> <ul style="list-style-type: none"> <li>-Development of the vision and values, consulted upon with HTC.</li> <li>-Reviewing the ToR for the LAB and Trust policies.</li> <li>-Determining the Scheme of Delegation and any changes.</li> <li>-Employer.</li> <li>-Accountable in law for all of the Trust Schools.</li> <li>- Sign up to the Trust Governance Code of Conduct</li> </ul>	<p><b><u>Advisory responsibilities for Local Advisory Boards (LABs).</u></b></p> <ul style="list-style-type: none"> <li>-Support the vision and values linked to the Trust (locally interpreted).</li> <li>-Support the Behaviour Policy linked to the Trust Behaviour Statement.</li> <li>- Use the LAB ToR and Trust SoD / policies.</li> <li>-Sign up to the Trust Governance Code of Conduct supplied by Trust</li> <li>-Named advisors for Safeguarding and SEND.</li> <li>-Complete online training: <b><u>BEP Mandatory Training</u></b> <ul style="list-style-type: none"> <li>- NGA Learning Link – Safeguarding, Health &amp; Safety</li> <li>- Flick Learning – KCSIE, GDPR and Prevent</li> <li>- DfE - Cybersecurity</li> <li>- Equalities Act training</li> <li>- Prevent training annually</li> </ul> </li> </ul>
<p><b><u>Strategic Management (BEP Exec Team)</u></b></p> <ul style="list-style-type: none"> <li>-Recruitment of Head Teacher</li> <li>-Performance Management of HT.</li> <li>-Discussion with BEP Exec Team about the recruitment of other members of the SLT (DHT, AHT) prior to recruitment.</li> <li>-Oversight of SDP and target setting, ensuring high quality outcomes for all</li> <li>-Oversight of Pupil Premium Plans and Sports Premium Plan.</li> <li>-Oversight of Child Protection and Safeguarding Policy and regular audits of safeguarding through the Trust Safeguarding Review and DSL Networks to develop culture</li> </ul>	<p><b><u>Local Scrutiny and challenge of:</u></b></p> <ul style="list-style-type: none"> <li>-Support the implementation of the vision and ethos at a school level</li> <li>-Support the implementation of the Safeguarding and Child Protection Policy, ensuring local priorities are discussed and understood.</li> <li>-Support the Annual Safeguarding Audit, returned annually to the LA <ul style="list-style-type: none"> <li>- Discuss and scrutinise and challenge (where needed) SDP/ SEF / PP Plan / Curriculum offer</li> </ul> </li> <li>-Discuss the Health and Safety audit &amp; action plan. Discuss action taken.</li> </ul>

<ul style="list-style-type: none"> <li>-Approval of contracts, gaining best value</li> <li>-Approval of HR contracts, policies and safer recruitment.</li> <li>-Approval of individual school budget (balanced) once set by HT. The HT is required to set a balanced budget annually.</li> <li>-Development and running of the central finance solution.</li> <li>-Review the monthly expenditure, challenge where necessary through monthly management accounts.</li> <li>-Implement statutory policies and risk management reporting, inc the BCP and risk registers.</li> <li>-Development of the key trust strategies</li> <li>-Development of the Trust wide marketing plan</li> </ul>	<ul style="list-style-type: none"> <li>-Review and comment on the risk register (completed by HT prior to meetings)</li> <li>-Support the school with Ofsted inspections supported by the ELT and the Chair of the Trust.</li> <li>-Represent the views of the parents and wider community through: <ul style="list-style-type: none"> <li>-Pupil forums and pupil interviews</li> <li>-Parent forums</li> <li>-Questionnaires</li> </ul> </li> <li>-Attending parents' evenings and other school events</li> <li>-Present findings and recommendations back to Trust Boards (minutes)</li> </ul>
<p><b><u>Education (BEP Exec Team)</u></b></p> <ul style="list-style-type: none"> <li>-Consultation of vision and ethos with HTC (Head Teacher Committee)</li> <li>-Support school improvement with DoE and the wider educational team</li> <li>-Discuss and support the wider curriculum model, ensuring it is effective</li> <li>-Monitoring of each school through school appraisal meetings (SAMs), other quality assurance (QA), assessment and data collections, 1:1 meetings, attendance at any LAB meetings, safeguarding reviews, networks and moderation meetings</li> <li>-Moderation of books and regular meetings with key staff.</li> <li>-Co-ordinate Peer Support across the Trust and wider, where needed.</li> <li>-Develop and signpost CPD opportunities.</li> <li>-Lead Monthly Head Teacher Committee meetings.</li> <li>-Lead termly Office Manager meetings.</li> </ul>	<p><b><u>Report to the Bradgate Education Partnership on:</u></b></p> <ul style="list-style-type: none"> <li>-Risk register – Termly (review key areas, those by exception, doc will be completed by the school SLT prior to any meeting)</li> <li>-Any concerns with parent engagement and the wider community</li> <li>-General governance issues through the termly Chair of LAB briefing</li> <li>-Any other concerns that need to be reported</li> </ul>

<p><b><u>Establishment and review of Trust level policies:</u></b></p> <ul style="list-style-type: none"> <li>-Statutory polices.</li> <li>-Trust policies (see Trust Policy Planner)</li> <li>-Comply with ESFA, DfE, and Companies House etc.</li> </ul>	<p><b><u>Establishment and review of school level policies:</u></b></p> <ul style="list-style-type: none"> <li>-Refer to Trust Policy Planner</li> <li>-Adopt all Trust policies</li> </ul>
<p><b><u>Monitoring of:</u></b></p> <ul style="list-style-type: none"> <li>-Overall, Trust performance, inc attainment and progress but not limited to.</li> <li>-Implementation of statutory policies and Trust policies.</li> <li>-Estates and H&amp;S compliance, building compliance inc the use of capital monies known as SCA (£).</li> <li>-Trust finance / budgeting for all schools and the central team.</li> <li>-HR recruitment and employment law.</li> <li>-Adverts, Job descriptions and person specifications</li> <li>-Monitoring of the Trust risk register and business continuity plan.</li> <li>-Safeguarding</li> </ul>	<p><b><u>Discuss, challenge and question (if needed):</u></b></p> <ul style="list-style-type: none"> <li>-Educational offer (as presented by the Head Teacher and their team)</li> <li>-School development plan / SEF (trust templates to be used)</li> <li>-School risk register</li> <li>-School Head Teacher Report (trust template to be used)</li> <li>-Local community activities, events and relationships with all stake holders.</li> <li>-Other locally co-ordinated activities and forums.</li> <li>-Enrichment – Understand what trips and visits the children have participated in for the wider educational offer</li> <li>-Advisor Visits (LAB) – Where appropriate (Safeguarding / SEND)</li> <li>-Safeguarding/ SEND (nominated advisors)</li> </ul> <p><b>LAB ADVISORS (Chair and designated roles included) are NOT authorised to access sensitive information on school or trust systems, including but not limited to: Single Central Records (SCR), Arbor and CPOMS. LAB advisors MUST NOT ask school staff to grant access to such systems or to share passwords.</b></p>

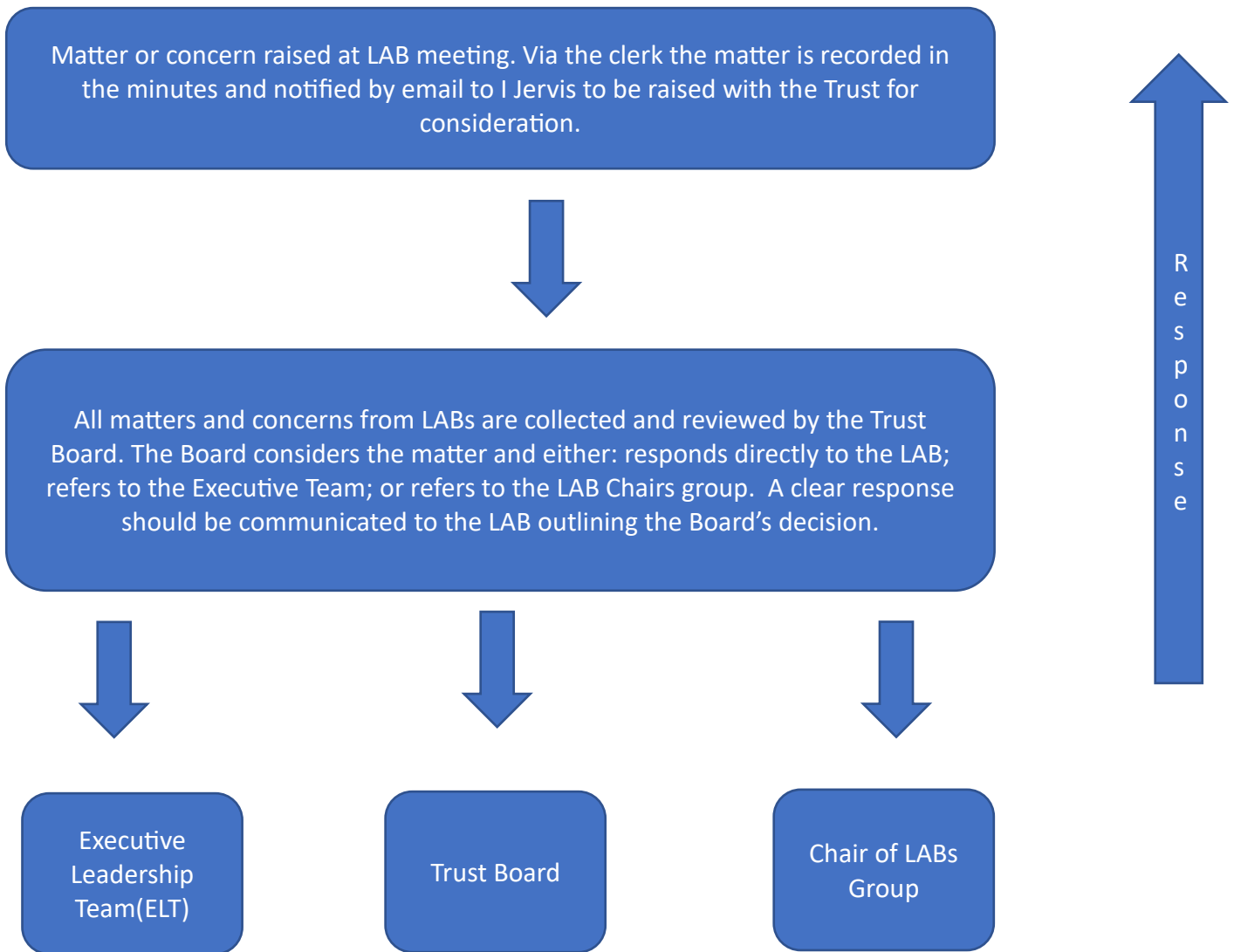
**Appendix 2 - Chair of LAB URGENT Report**  
**Bradgate Education Partnership**

<b><u>School:</u></b>	<b><u>Chair:</u></b>
<b><u>Date:</u></b>	<b><u>Head Teacher:</u></b>
<b><u>Issue raised by the school:</u></b>	
<b><u>Response from the Trust:</u></b>	

**Please forward any urgent concerns to Isobel Jervis, Trust Governance Lead:**

[ijervis@bepschools.org](mailto:ijervis@bepschools.org)

### Appendix 3- Raising non urgent matters to the Trust Board





**Clusters, Trust Contacts and Key Documents**

<b>Cluster A (MC/ML)</b>	<b>Cluster B (NH/LJ)</b>
<b>School</b>	<b>School</b>
Church Hill Infant School	Broomfield Primary School
Cobden Primary School	Great Dalby Primary School
Eastfield Primary School	Mercenfeld Primary School
Gaddesby Primary School	Newtown Linford Primary School
Highgate Primary School	Pochin Primary School
Merton Primary School	Ratby Primary School
Swallowdale Primary School	Seagrave Primary School
The Roundhill Academy	Stafford Leys Primary School
	Wreake Valley Academy
HR Advisor Danielle Cornes Hayley Clements (Secondaries)	HR Advisor Sonia Cox Hayley Clements (Secondaries)
Finance Manager Dawn Woolerton Mark Twitney (Secondaries)	Finance Manager Jayne Jana Mark Twitney (Secondaries)
Director of Education - <a href="mailto:mcollins@bepschools.org">mcollins@bepschools.org</a>	Director of Education <a href="mailto:nharwood@bepschools.org">nharwood@bepschools.org</a>
Deputy Director of Education Matt Lee	Deputy Director of Education Lisa Jones

**Directors of Education (Marie Collins / Nicola Harwood)**

The Directors of Education should be able to provide you with a suitable contact if you have a serious issue or concern in the absence of the Head Teacher, or if you feel that your issue or concern relates to the Head Teacher.

[mcollins@bepschools.org](mailto:mcollins@bepschools.org) / [nharwood@bepschools.org](mailto:nharwood@bepschools.org) (T: 0116 478 3426)

**Chief Executive Officer (Gareth Nelmes)**

This person should provide you with a suitable contact if you have a serious issue or concern in the absence of the Head Teacher and Director of Education, or if you feel that your issue or concern has not been suitably addressed by both the Head Teacher and the Director of Education.

[ceo@bepschools.org](mailto:ceo@bepschools.org) (T: 0116 478 3426)

**Curriculum, Performance and Standards Chair (Liz Moore)**

This is the contact directly with the Curriculum, Performance & Standards Committee of the Trust Board. This should only be used if you feel your issues or concerns have not been addressed by the Head Teacher, Director of Education and CEO or if they relate to the relevant senior officer. Any concerns raised directly through this route should be serious in nature.

Please raise issue or concern via email to [ijervis@bepschools.org](mailto:ijervis@bepschools.org) (T: 0116 478 3426)

For any governance concerns or questions, please email Isobel Jervis.

**Other key documents LABs will require during the academic year: Further details in Schedule 1.**

**Safeguarding audit (LA)**

Each school completes an annual self-audit which is returned to the LA – LABs should be given sight of this. Also, during the year BEP’s Directors and Deputy Directors, Attendance & Welfare officers will complete Quality Assurance visits – LABs should see the outcomes and action following this visit.

**Safeguarding Review (NEW)**

Completed by the Trust with the HT.

**Health & safety audit / action plan**

Each school will be audited for key elements of health and safety. In primary schools this is every two years, and in secondary schools takes place annually. This will be jointly undertaken by BEP’s Estates Manager and our H&S partners YMD Boons. A report and action plan are produced following this visit which Local Advisory Boards should be provided with. LABs should also feel comfortable challenging these and ensuring any planned actions to address any issues are followed up in a timely fashion. Head teachers should report on Health and Safety at each LAB meeting, supported by the Health and Safety tracker and Buildings Compliance tracker.

**Quality Assurance visit(s).**

At various points during the year members of BEP’s central team will visit all schools and work alongside the staff to help develop and quality assure the school’s work. Notes of Visit (NoV) or reports and planned actions are always agreed: Local Advisory Boards should be updated on these and they could question and challenge the school to ensure actions are completed in a timely manner.

**Head Teachers’ report**

This is a key report for LAB members to consider and should report upon almost all of the key areas of the school and provide members with an up to date (ordinarily on a termly basis) and accurate picture of life at the school. Typically, a Head Teacher's report should contain the following:

- Contextual Updates and information about the school
- Data & analysis of pupil outcomes – including published end of key stage statutory data
- Staffing and Quality of Teaching – including profile and quality of teaching across the school; staff attendance; CPD plans and headlines relating to PDR.
- Pupil attendance, behaviour and exclusions data and analysis
- Enrichment, pupil welfare and development
- Finance & operations
- Community

#### Training for LAB colleagues – Mandatory list in Appendix 1

During the year there will be various opportunities which will be communicated to your Local Advisory Board via BEP. These will be free of charge. If, however, during the year you would like further advice or guidance this is best done by contacting the Trust: [ijervis@bepschools.org](mailto:ijervis@bepschools.org)

#### Chair of LABs

Each Local Advisory Board will nominate a chair. Chair appointments will be ratified by the Trust Board (delegated to CEO and LAB Link Trustee). Chairs are then invited to regular update meetings with the Trust – these are usually held on a termly basis with different central colleagues.

#### Head Teacher Committee

Each Head Teacher also sits on the Head Teacher Committee of the Trust Board. This is a key consultative and decision making body for all key strategic decisions. This committee meets every month to regularly review the business and strategic development across the Trust.

#### Important Documents – See GovernorHub and Trust Website (<https://bepschools.org/our-schools/governors/>)

Documents below are referred to in this Handbook and used widely across the Trust. LABs are expected to use them.

1. Trust Scheme of Delegation
2. LAB Terms of Reference
3. LAB meeting agendas are provided for each meeting (Please talk to the Clerk)
4. Governance Code of Conduct (re-visit annually in the September set-up meeting)





**Schedule 1 – Please action the associated documents.**

In order to assist with the sensible flow of information to the Trust Board, we have outlined the documents we would like to complete through your LAB.

Item	Action	Owner of the work	Frequency
BEP Code of Conduct	Confirm adherence to Trust Governance Code of Conduct (Governor Hub)	IJ	Autumn
LA Annual Safeguarding Return – complete online	Lead DSL and nominated Safeguarding Governor complete online	HT	Summer (annual)
LA Annual Safeguarding Return – Follow up on any action	Discuss and action	HT	Autumn (annual)
Safeguarding Review – carried out by the Trust	Discuss and monitor progress against any action points	ELT	Annual or as appropriate for schools with concerns.
HT Report	Discuss, understand and challenge where needed.	HT	Termly
Tracker – Website Audit	Discuss, understand and challenge where needed.	Completed by AM Actioned by School	Autumn (annual)
Review H&S Audit and Action Plan	Discuss, understand and challenge where needed.	Completed by YMD Boon Actioned by HT Followed up by AM	Following YMD Boon audit
Pupil Premium Plan	Discuss, understand and	HT	Termly



	challenge where needed.		
Sports Premium Plan	Discuss, understand and challenge where needed.	HT	Termly
School Development Plan	Discuss, understand and challenge where needed.	HT	Termly
Risk Register	Discuss the already completed risk register. Sense check mitigations.	HT / SLT	Termly
Budget / Staffing model (75% to 80% staff costs vs total income) (1 months running costs in reserve- min)	HT to work with Finance Manager to set budget. Work within Trust KPIs.	HT	Ongoing Discuss census numbers and any possible reductions in staffing that may be needed.
Business Continuity Plan	Return to BEP	HT	Summer
Executive Summary of LAB Meeting	LAB Clerk to complete and return to BEP	Clerk to send to IJ.	Termly after LAB meeting (latest 2 weeks prior to Trust Board)

**Please communicate through BEP email addresses.**



**Schedule 2 – Documents to support LABs (to be developed)**

Item	Action	Owner of the work	Frequency
Attitudes to learning questionnaire	TBC		
School enjoyment discussion template	TBC		
Safety and wellbeing discussion template	TBC		
Parent, pupil and staff voice questionnaire	TBC		