

THE SHROPSHIRE GATEWAY EDUCATIONAL TRUST
Trustee Expenses Policy

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Introduction

The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 give Governing Bodies the discretion to pay allowances, from the school's annual budget allocation, to governors for certain allowances which they incur in carrying out their duties.

The Shropshire Gateway Educational Trust (SGET) believes that paying trustees allowances, in specific categories as set out below, is important in ensuring equality of opportunity to serve as trustees for all members of the community and so is an appropriate use of school funds. The specific items allowable reflect this objective.

Details

All SGET trustees are entitled to claim the actual costs, which they incur, as follows:

1. Trustees will be able to claim allowances providing the allowances are incurred in carrying out their duties, as a Trustee or representative of SGET.
2. Trustees will be able to claim for the following, on a case-by-case basis, after approval from the SGET Business Manager:
 - Childcare or baby sitting allowances (excluding payments to a current/former spouse or partner);
 - Cost of care arrangements for an elderly or dependent relative (excluding payments to a current/former spouse or partner);
 - The extra costs they incur in performing their duties either because they have special needs or because English is not their first language;
 - The cost of travel relating only to travel to meetings/training courses at a rate of 45 pence per mile.
 - Travel and subsistence costs, payable at the current rates specified by the Secretary of State for the Environment, Transport and the Regions, associated with attending national meetings or training events, unless these costs can be claimed from the LA or any other source;
 - Telephone charges, photocopying, stationery, postage etc;
 - Any other justifiable allowances.

The Directors of SGET acknowledges that:

- Trustees may not be paid attendance allowance;
- Trustees may not be reimbursed for loss of earnings.

Trustees wishing to make claims under these arrangements, should complete a claims form (obtainable from the school), attaching receipts, and return it to the School within a month of the date when the allowances were incurred. The school will submitted for approval by the Headteacher/Business Manager.

Claims will be subject to independent audit and may be investigated by the Chair of Governors (or Vice Chair in respect of the Chair of Governors) if they appear excessive or inconsistent.

Equality impact assessment screening form

Section one: screening for impact				
Name of policy		Trustee Expenses		
Project lead completing assessment:				
Position:				
1. What is the main purpose of the strategy/project/policy?				
2. Who will be the main stakeholders/users of the policy? Please consider the impact of the policy on the different groups of stakeholder /users.				
3. Use the table to show:				
<ul style="list-style-type: none"> ■ Where you think that the policy could have a negative impact on any of the equality strands, that is, it could disadvantage them – if no impact please note the evidence for this. ■ Where you think that the strategy/project/policy could have a positive impact on any of the groups or contribute to promoting equality, equal opportunities or improving relationships within equality characteristics. 				
	Positive impact	Negative impact	No impact	Reason and evidence (provide details of specific groups affected even for no impact)
Age			✓	The policy seeks to apply first aid to all staff, pupils and visitors to the school irrespective of their background.
Disability			✓	The policy seeks to apply first aid to all staff, pupils and visitors to the school irrespective of their background.
Gender			✓	The policy seeks to apply first aid to all staff, pupils and visitors to the school irrespective of their background.

Gender identity			✓	The policy seeks to apply first aid to all staff, pupils and visitors to the school irrespective of their background.
Sexual orientation			✓	The policy seeks to apply first aid to all staff, pupils and visitors to the school irrespective of their background.
Race			✓	The policy seeks to apply first aid to all staff, pupils and visitors to the school irrespective of their background.
Religion or belief			✓	The policy seeks to apply first aid to all staff, pupils and visitors to the school irrespective of their background.

4. If you have indicated there is a negative impact on any group, is that impact:		
Legal? (not discriminatory under anti-discriminatory legislation)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Intended?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Level of impact?	High <input type="checkbox"/>	Low <input type="checkbox"/>
If the negative impact is possibly discriminatory and not intended and/or of high impact you must complete a full equality impact assessment. If not, complete the rest of section one below.		
5. Could you minimise or remove any negative impact that is of low significance? Could you add any additional action to have a positive impact rather than no impact?		
Policy can be available in large print or different language if required; however, it is not considered that this will make any material difference.		
6. If there is no evidence that the strategy, project or policy promotes equality, equal opportunities or improved relations – could it be adapted so that it does? If so, explain how.		
7. Please list the outcome following this equality impact assessment (this could be no changes, some changes, further work needed around particular groups or cease development of the policy).		
Policy can be available in large print or different language if required; however, it is not considered that this will make any material difference.		
Signed:	Date:	