

**THE SHROPSHIRE GATEWAY EDUCATIONAL TRUST  
POLICY ON THE DEVELOPMENT AND REVIEW OF POLICIES**

|                  |             |
|------------------|-------------|
| Author           | Matt Hayes  |
| Review Cycle     | Three Years |
| Date Approved    | 24.04.2016  |
| Approved By      | SGET Board  |
| Next Review Date | April 2019  |

## Contents

|             |                                                                      |          |
|-------------|----------------------------------------------------------------------|----------|
| <b>1.0</b>  | <b>Background</b> .....                                              | <b>2</b> |
| <b>2.0</b>  | <b>Introduction</b> .....                                            | <b>2</b> |
| <b>3.0</b>  | <b>Purpose</b> .....                                                 | <b>2</b> |
| <b>4.0</b>  | <b>Principles</b> .....                                              | <b>2</b> |
| <b>5.0</b>  | <b>Responsibilities</b> .....                                        | <b>3</b> |
| <b>6.0</b>  | <b>Review and Change of Policies</b> .....                           | <b>3</b> |
| <b>7.0</b>  | <b>Process for the approval of New Policies</b> .....                | <b>4</b> |
| <b>8.0</b>  | <b>Implementation and Communication</b> .....                        | <b>4</b> |
| <b>9.0</b>  | <b>Storage of Policies</b> .....                                     | <b>4</b> |
| <b>10.0</b> | <b>Policy Template</b> .....                                         | <b>5</b> |
| <b>11.0</b> | <b>Implementation Plan</b> .....                                     | <b>6</b> |
|             | <b>Appendix i – Flow Chart</b> .....                                 | <b>7</b> |
|             | <b>Appendix ii - Equality impact assessment screening form</b> ..... | <b>8</b> |

## 1.0 Background

The Shropshire Gateway Educational Trust comprises three Primary Schools and one Secondary school. Prior to the formation of this Multi Academy Trust each Local Governing Body had responsibility for reviewing, update and adopting policies. With the advent of the Trust and the need to introduce organisation-wide policies, Local Governing Bodies no longer have delegated responsibility for the approval of such documents. As a result some concern has been expressed that Local Governing Bodies can sometimes be bi-passed in this key aspect of governance. The Trust however is committed to ensuring that Local Governing Bodies continue to play an integral role in the development and review of policy document and this policy has been developed to recognise this important role.

## 2.0 Introduction

The Shropshire Gateway Educational Trust is committed to ensuring that all of its policies are relevant, consistent, support best practice and are implemented in an effective and consistent manner across all of its academies. In order to achieve this aim the Trust has developed guidance to ensure that all of its policies are:

- Developed in a consistent manner;
- Written in line with the Trust's corporate brand;
- Follow a structured approval process;
- Implemented across all relevant staff groups effectively;
- Communicated to all stakeholders effectively;
- Reviewed in a timely manner;
- Subject to an appropriate Equality Impact Assessment.

## 3.0 Purpose

This policy sets out the framework for the development, approval and implementation of Policies within the Shropshire Gateway Educational Trust.

## 4.0 Principles

The Trust has an ongoing commitment to ensuring that Local Governing Bodies and staff contribute to the evaluation, development and review of its policies.

All policies are approved by the Board of Directors and any policy can only be implemented fully once they have been authorised in accordance with the Trust's approval and implementation procedure.

There will be one trust wide policy to cover all of its schools. Where there are specific requirements within a school or where there is a need to identify named staff, this shall be included within the appendices.

## 5.0 Responsibilities

The Board of Directors is responsible for reviewing and approving all policies within the Trust.

The Local Governing Body is responsible for ensuring that they are actively involved in the development and review cycles and that any feedback on the policy is submitted to the Author or Board of Directors for their consideration.

The Chair of the Local Governing Body is responsible for ensuring that the policy is circulated to Governors for comment.

Headteachers are responsible for ensuring that policy documents are considered by the Local Governing Body and for ensuring that the appropriate staff have been involved in development and review.

The Trust Business Manager is responsible for maintaining a policy register on the trust web site which details the name of the policy, the author, policy approved and review dates.

Policy Authors are responsible for ensuring that policy documents follow the trust template and that the any policies for which they are responsible follow the appropriate process.

Line Managers/Heads of Department are responsible for ensuring that all appropriate documentation which relates to their areas of responsibility is updated to reflect new and revised policies.

All members of staff are responsible for the effective operation and implementation of policies.

## 6.0 Review and Change of Policies

All policies will be reviewed on a regular basis to ensure compliance with relevant legislation and best practice. The Board of Directors will set the review dates in accordance with the guidelines set out by the Department for Education.<sup>1</sup>

All policies will clearly identify a date for review. The Board of Directors will ensure that the review process commences in a timely manner to ensure that the policy can be circulated to the Heads' Board members and Local Governing Bodies for consideration. The minimum time period for this shall be one month.

All policies will be reviewed as a minimum in line with the date indicated on the policy. Policies can be updated at any time however as a result of specific issues, changes or guidance at a national, county or school level.

During the draft stage of policy review any changes to previous versions will be clearly highlighted for ease of reference.

---

<sup>1</sup> <https://www.gov.uk/government/publications/statutory-policies-for-schools>

All existing policies will be formally approved by the Board of Directors, where minor amendments to the policy are required the Board may choose to approve the Policy subject to these amendments. Where significant amendments are required the policy must be re-submitted.

Where changes to current policies are only of a minor nature (e.g. to correct grammatical errors or to make changes to school appendices due to staff changes etc.) these can be amended without the need for further ratification.

## **7.0 Process for the approval of New Policies**

Most new policies will be initiated by the Board of Directors, Local Governing Body or Heads' Board; however, suggestions for any new policy or procedure that will improve operational or governance arrangements within the Trust are welcomed from any member of staff.

Any new policies will be developed in accordance with the Trust template and will be circulated to the Heads' Board and the Local Governing Bodies for consideration. The minimum time period for this shall be one month.

Following the consultation period the document can be submitted to the Board of Directors for their consideration. Any member of staff involved in the development of a new policy should note that the development of a new policy in itself does not mean that it will be adopted by the Board of Directors.

All new policies will be formally approved by the Board of Directors, where minor amendments to the policy are required the Board may choose to approve the Policy subject to these amendments. Where significant amendments are required the policy must be re-submitted.

## **8.0 Implementation and Communication**

A policy can only be effective if it is understood by those staff who are required to adhere to it. Each policy will include an implementation and communication plan which will describe how the policy will be disseminated to the relevant stakeholders. The plan will also consider any specific training requirements that may be necessary and how this training will be delivered.

When developing policies, consideration should be given to producing a summary document; this is particularly important where the policy runs into many pages.

## **9.0 Storage of Policies**

Once approved by the Board of Directors all Trust policies will be available to staff on the Trust's Extranet site (Staff & Trustee areas). Selected Policies will also be available on the Trust's public site.

## 10.0 Policy Template

All proposed Policies should follow the school branding style by using the school policy template.

The size and content of each policy will differ depending on the nature and the complexity of the subject matter. As a minimum the policy will include the following sections:

- Front Page
- Content Page
- Introduction
- Purpose
- Responsibilities
- Cross reference to other relevant policies
- Implementation Plan
- Equality Impact Assessment<sup>2</sup>

Where possible references to external sources of guidance should be included.

---

<sup>2</sup> <https://www.gov.uk/government/publications/equality-bill-equality-impact-assessment--2>

### 11.0 Implementation Plan

Is training required to implement this policy?

Yes  No

If Yes, how will this be delivered and by whom?

To which groups of staff does this policy need to be issued?

*Trustees, Staff involved in policy review and development.*

How will the policy be issued and by whom?

*Via email from Head teachers*

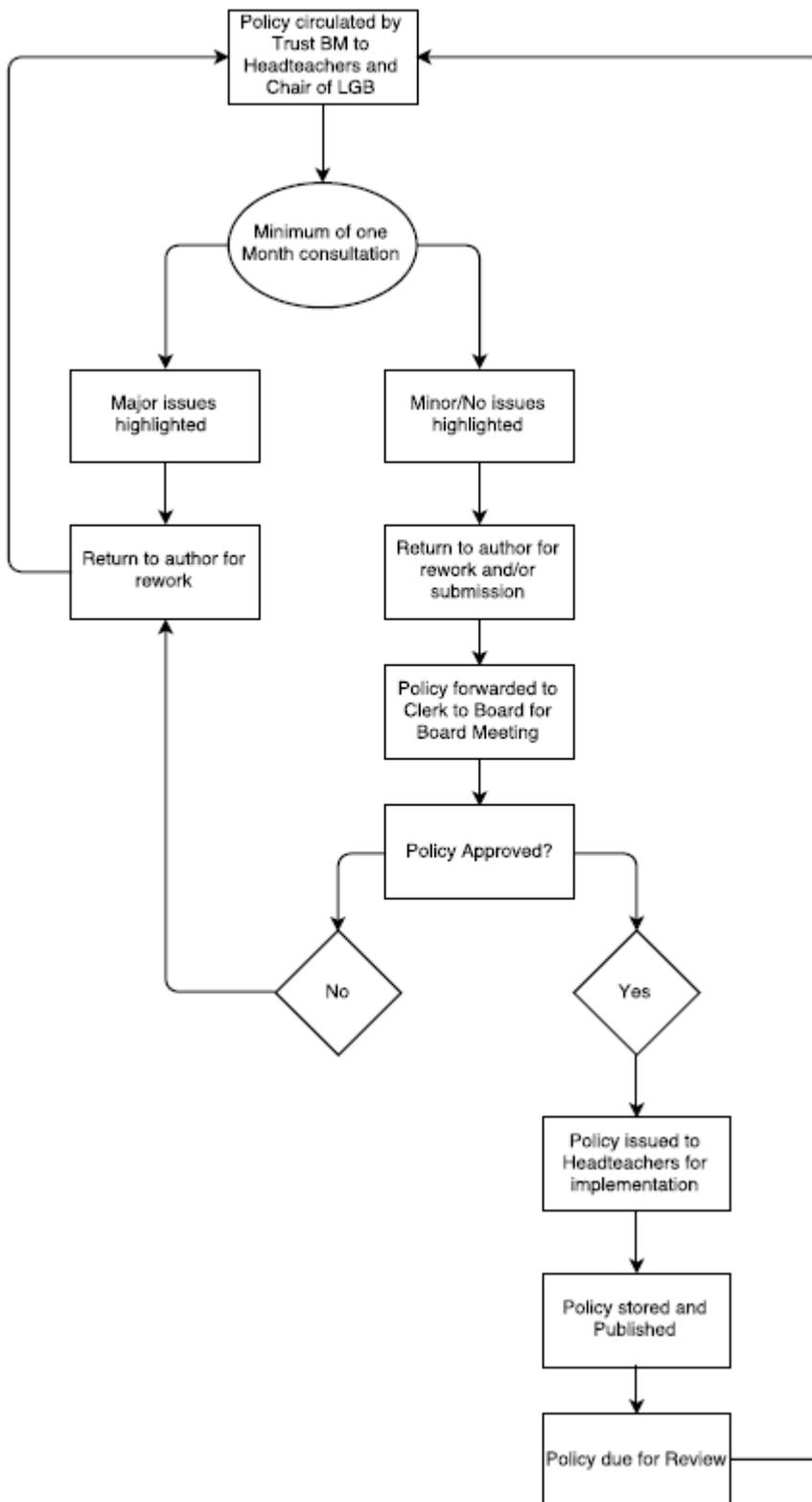
Date adopted by Local Governing Body:

Signed:

Chair of relevant LGB Committee

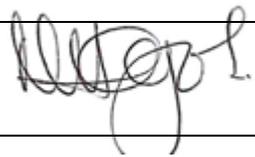
Please return signed copy of this page to the Trust Business Manager once policy has been adopted by the Local Governing Body.

Appendix i – Flow Chart



**Appendix ii - Equality impact assessment screening form**

| Section one: screening for impact                                                                                                                                                                                                                                                                                                                                                                                                                                         |                 |                                                       |           |                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------|
| Name of policy                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                 | SGET Policy on the Development and Review of Policies |           |                                                                                                                            |
| Project lead completing assessment:                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 | Matt Hayes                                            |           |                                                                                                                            |
| Position:                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 | Business Manager                                      |           |                                                                                                                            |
| 1. What is the main purpose of the strategy/project/policy?                                                                                                                                                                                                                                                                                                                                                                                                               |                 |                                                       |           |                                                                                                                            |
| To ensure a consistent approach to the development, implementation and review of policies and to ensure that key stakeholders are involved in the process.                                                                                                                                                                                                                                                                                                                |                 |                                                       |           |                                                                                                                            |
| 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.                                                                                                                                                                                                                                                                                                                         |                 |                                                       |           |                                                                                                                            |
| Trustees, Headteachers and Staff                                                                                                                                                                                                                                                                                                                                                                                                                                          |                 |                                                       |           |                                                                                                                            |
| 3. Use the table to show:                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |                                                       |           |                                                                                                                            |
| <ul style="list-style-type: none"> <li>■ 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.</li> <li>■ 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.</li> </ul> |                 |                                                       |           |                                                                                                                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Positive impact | Negative impact                                       | No impact | Reason and evidence (provide details of specific groups affected even for no impact)                                       |
| Age                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ✓               |                                                       |           | The policy includes an explicit expectation that an equality impact assessment is undertaken by the author of each policy. |
| Disability                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ✓               |                                                       |           | The policy includes an explicit expectation that an equality impact assessment is undertaken by the author of each policy. |
| Gender                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ✓               |                                                       |           | The policy includes an explicit expectation that an equality impact assessment is undertaken by the author of each policy. |

|                                                                                                                                                                                                 |   |                               |  |                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------|--|----------------------------------------------------------------------------------------------------------------------------|
| Gender identity                                                                                                                                                                                 | ✓ |                               |  | The policy includes an explicit expectation that an equality impact assessment is undertaken by the author of each policy. |
| Sexual orientation                                                                                                                                                                              | ✓ |                               |  | The policy includes an explicit expectation that an equality impact assessment is undertaken by the author of each policy. |
| Race                                                                                                                                                                                            | ✓ |                               |  | The policy includes an explicit expectation that an equality impact assessment is undertaken by the author of each policy. |
| Religion or belief                                                                                                                                                                              | ✓ |                               |  | The policy includes an explicit expectation that an equality impact assessment is undertaken by the author of each policy. |
| 4. If you have indicated there is a negative impact on any group, is that impact:                                                                                                               |   |                               |  |                                                                                                                            |
| Legal?<br>(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?                           |   |                               |  |                                                                                                                            |
| N/A                                                                                                                                                                                             |   |                               |  |                                                                                                                            |
| 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.         |   |                               |  |                                                                                                                            |
| N/A                                                                                                                                                                                             |   |                               |  |                                                                                                                            |
| 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). |   |                               |  |                                                                                                                            |
| No changes considered necessary.                                                                                                                                                                |   |                               |  |                                                                                                                            |
| Signed:                                                                                                      |   | Date: 24.04.2016              |  |                                                                                                                            |