Olive Academies

Olive Academies Governance Handbook for Academy Advisory Board Members 2026-2027

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1. Introduction

This handbook is for existing and prospective members of an Olive Academies (OA) Academy Advisory Board (AAB). The document provides information about OA trust and its governance. It also provides more detail about the academy advisory boards– what they do and how they function.

This handbook is an evolving document which can be updated to reflect the work of the AABs as it develops with the academies. We hope you will find it useful in considering whether you wish to join an AAB and in supporting you in your induction to the role – please contribute ideas to improve the document as we move forward.

For more information or to clarify anything within this handbook, please email, the Head of Governance Suzie.Julien@oliveacademies.org.uk. You can also find out more about OA via our website – www.oliveacademies.org.uk.

As part of your induction to Olive Academies there are several documents to reference and some mandatory training that you need to complete. All the induction information can be accessed through GovernorHub, once you are registered.

This handbook should be read alongside the Academy Trust Handbook (ATH) and the Academy Trust Governance Guide (ATGG) to ensure compliance with statutory duties.

2. Background

Olive Academies (OA) is a multi-academy trust, approved by the Department for Education. It was established in 2013 and was one of the first academy sponsors specialising in alternative provision in England.

OA support children and young people who have had trouble learning in mainstream schools; pupils who are at risk of exclusion, those who have been permanently excluded from school and those who have medical needs.

We are a growing trust which has six Schools, five Alternative Provision (AP) academies and one Independent, Special School (SEMH), Social Emotional Mental Health. In addition to the schools, OA has an outreach service and a commissioned services programme. Our Schools are in Thurrock, Havering, Kent, Suffolk and Cambridgeshire. Information about our Schools, outreach, partnership and commissioned work can be found on the OA Trust website here.

OAs aim is to transform the lives of children and young people for whom traditional teaching methods have not worked. OA helps pupils develop the confidence, skills and knowledge to believe that they can be successful in their own lives.

OA is governed by a board of trustees who come with expertise in education and inclusion, business, finance, marketing, legal, Equalities, Diversity and Inclusion and people management. They are chaired by Phil Whall. Biographies of the trustees are available here. Olive Academies

operates in accordance with the DfE's financial accountability framework (managed by the Regions Group) and statutory safeguarding requirements.

3. OA Vision and Values

Leaders of OA believe that every young person deserves the highest level of care and support so that they can access the best education possible. All young people, including vulnerable young people can achieve if they are believed in and valued. OA's vision and values have been developed by the Board, OA staff and young people and are as follows:



OA staff pioneer alternative provision, providing creative, nurturing and engaging learning opportunities; working with professionals who are passionate about improving the lives of vulnerable young people, breaking the cycle of disadvantage and removing barriers to learning.

Prevention is key to OAs work – the objective of preventing young people from failing because OA has helped them to develop resilience and ensured there are stable support structures in place for them. Partnerships with mainstream schools, local authorities, local and national businesses, charities and community organisations are crucial to this work and our ability to inspire and enable our pupils to become active learners and valued members of the community. OA staff also involve parents/carers in this ongoing learning journey.

Our fundamental belief is that young people with social emotional and mental health (SEMH) needs can, and should, succeed in line with their peers. The principle of our work is that, wherever possible, pupils will access our intervention programmes as a preventative, short term or part time, measure to avoid repeated fixed term and permanent exclusions. Our aim is to support each pupil's smooth and successful transition back into mainstream school and back into their community.

Trustees and OA leaders work together to agree the strategic priorities that influence decisions and shape the way OA works. These priorities are backed up by a detailed development plan across the trust. This plan is used to guide the creation of academy improvement plans within each academy. The trust's strategic priorities are to continue to:

develop its academies to be **centres of excellence** where young people receive the best possible education and a curriculum that transforms their attitudes to learning and planning for their future

develop these centres of excellence from which to **share good practice** and further develop academy-based programmes and projects

identify and develop sustainable ways in which it can **grow, retain and develop OA leaders** - this is a key priority for the trust OA

develop structures to actively pursue **new opportunities**, be that expanding current provision, working with new partners or exploring new provision in targeted areas.

"At Olive Academies, we believe that every child and young person has the ability and the right to learn and achieve. Alternative provision has far too often been regarded as the poor relation within the educational context, and we are determined to redress this through our pioneering work. "

Mark Vickers, Chief Executive, Olive Academies

4. OA Factsheet

Full name	Olive Academies
Corporate structure	Charitable company limited by guarantee
Company registration number	8747464
Head office contact details	Training & Development Centre, Inskip drive, Hornchurch, RM11 3UR T: 01708 982624 E: info@oliveacademies.org.uk W: www.oliveacademies.org.uk
Chair of Trustees	Philip Whall
Vice-Chair & Safeguarding lead	Rosemary Leeke
Member names & profiles	To find out who our members are please follow the link here.

Trustee names and profiles	To find out more about the trustees please follow the link here.
Chief Executive officer & Accounting Officer	Mark Vickers
Director of Finance	Adam Tedesco
Accountants & Auditors	Hugh Swainson – Engagement Partner Tel: 020 7556 1389 Email: Swainsonh@buzzacott.co.uk Sophie Clayton – Engagement Manager Tel: 020 7710 3197 Email: Claytons@buzzacott.co.uk Buzzacott LLP, 130 Wood Street, London EC2V 6DL Annual reports, accounts, and funding agreements are published in line with DfE requirements
Bankers	Lloyds Bank plc 171-173 North St, Brighton, BN1 1GL Gravesend, Kent
Solicitors	Bates Wells & Braithwaite LLP 2-6 Cannon Street London EC4M 6YM

"Our Academies provide an ambitious and appropriate curriculum that supports young people to engage with education, achieve and progress to their next steps in employment, education or training.

Our Academies provide an inclusive environment underpinned by therapeutic approaches and trauma informed practice that ensures young people feel they belong and can thrive at Olive Academies."

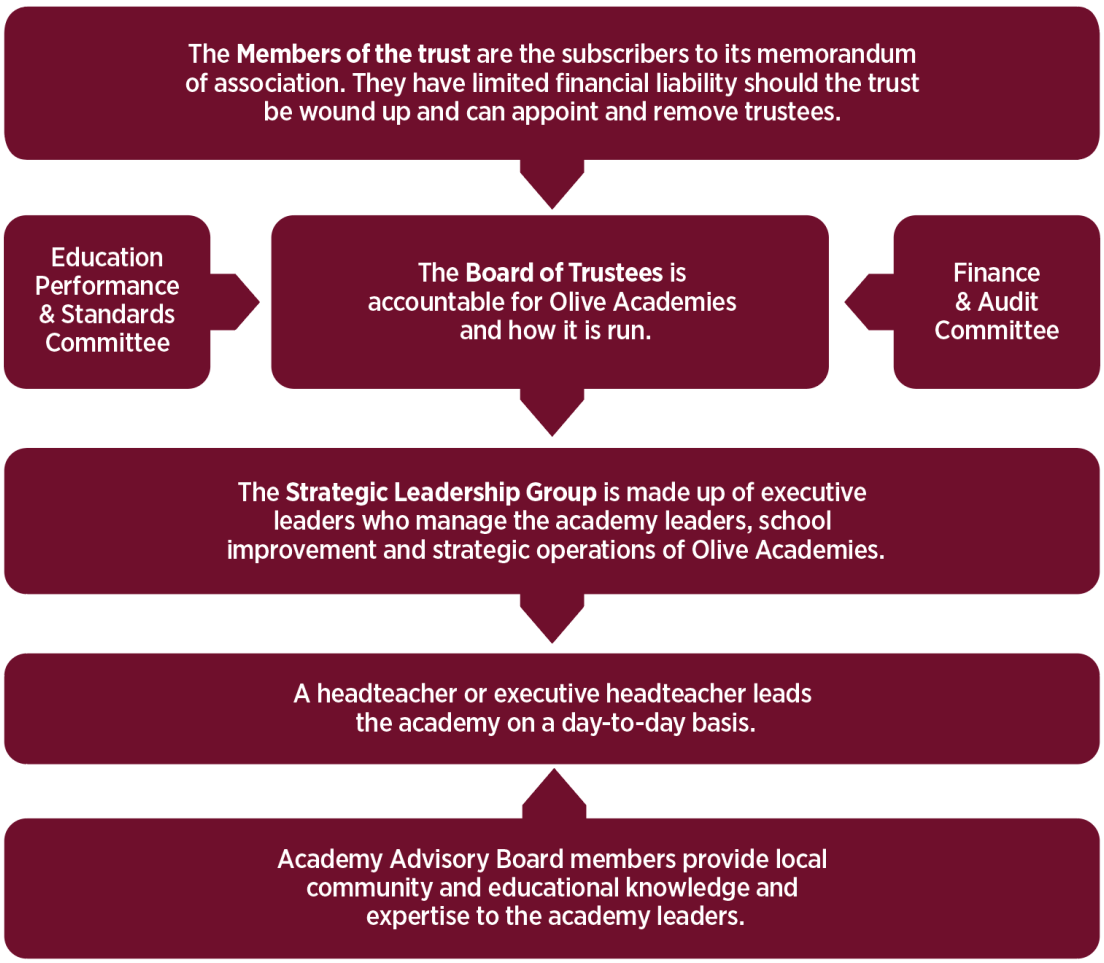
Ryan Kelsall, Director of Education

5. OA Governance Overview

Olive Academies (OA) is a charitable company limited by guarantee. It is a multi-academy trust (MAT) governed by a board of trustees.

a. Governance Structure:

Our governance structure



For more information, please visit www.oliveacademies.org.uk

b. Inclusion and Vulnerable Learners

Olive Academies is committed to providing an inclusive education for all pupils and to ensuring that barriers to achievement, attendance and participation are identified and addressed.

Academy Advisory Boards play an important role in providing assurance to the Trust Board that pupils receive appropriate support and intervention regardless of need or background.

The AAB will monitor:

- outcomes for pupils with SEND;
- outcomes for disadvantaged pupils;
- attendance and persistent absence;
- suspensions and permanent exclusions;
- children in care and previously looked after children;
- pupils known to social care;
- pupil wellbeing, participation and engagement.

The AAB will seek assurance that:

- statutory duties relating to SEND, equality, admissions and safeguarding are fulfilled;
- resources are deployed effectively to support vulnerable pupils;
- inclusion is embedded within academy culture and practice;
- academy leaders evaluate the impact of interventions and support strategies.

Through monitoring and challenge, AAB members contribute to Olive Academies' commitment to improving outcomes for vulnerable children and young people and supporting local inclusion priorities.

c. Members

Olive Academies was founded by members who have a general duty to exercise their powers, to further the academy trust's charitable purpose. Members play a limited but crucial role in safeguarding academy trust governance. As outlined within the DfE Academy Trust Governance Guide, members help to ensure trustees are exercising effective governance by utilising a range of powers including:

- Appointing and removing trustees
- Appointing and removing members
- Directing trustees to take a specific action where trustees are unable or unwilling to act in the best interests of the trust.
- Amending the trust's articles of association
- Appointing and removing auditors and receiving and reviewing (but not signing off) the trust's annual audited accounts

d. The Board of Trustees

The board of trustees is the decision-making body of the trust and is accountable for all academies within the trust. It is also the employer of any central staff and those within its academies.

The board and executive leadership team anchor the trust's strategy in the needs of its schools, the communities they serve and the wider educational system in line with its charitable objects. The Accounting Officer, board and leadership team create a culture of ethical leadership, including the Seven Principles of Public Life.

The work of trustees and academy advisory boards should reflect the five pillars of academy trust quality:

- High-quality and inclusive education;

- School improvement;
- Workforce;
- Finance and operations;
- Governance and leadership.

AAB members contribute primarily to assurance around educational quality, inclusion, safeguarding, stakeholder engagement and local accountability.

The trust board decides which functions to delegate, but it is ultimately responsible for the overall performance of each academy and the work of the trust. To support with this, the board has established two central committees: finance and audit (FAC); and education performance and standards (EPS). The FAC also incorporates two sub committees: pay and remuneration and executive pay setting. These committees ensure the trustee board is equipped with the relevant information and guidance it needs to have an oversight and take responsibility for leadership across the trust. They can request information and attendance from OA employees as required to enable them to take accountability for trust outcomes.

e. CEO & Strategic Leadership Group (SLG)

Most of the day-to-day management of operations across the trust has been delegated to the chief executive and the SLG under the guidance of the board. The SLG includes: the Interim director of academies; deputy chief executive; and director of resources. There is also an associate member leading on the work of Olive Academies Foundation and the commissioned services.
The chief executive is responsible for:

- implementing the policy and strategy adopted by and within a budget approved by the board and as applicable, advising the board on such policy, strategy and budget;
- overseeing the day-to-day financial management of the organisation and making decisions and/or recommendations regarding expenditure that further the strategic aims, values and mission of OA;
- providing information to the trust board so that the trust board can use this information to inform their discussions and challenge to the CEO and can meet their three core objectives

f. School leaders – heads of academies and executive headteachers

Within each academy, management has generally been delegated to the Head of Academy (HoA) under the guidance of the SLG and the AAB. They are responsible for:

- leadership and management
- quality of education
- behaviour and attitudes
- personal development
- staffing
- day-to-day financial management of the organisation in line with the scheme of delegation and the accountabilities framework.

g. Local governance - Academy Advisory Boards

The trust has also established a local governance body for each of its academies. The structure of these bodies varies according to the stage at which the academy is at in its improvement journey, and what is deemed suitable to be most effective at ensuring local accountability.

AABs operate in an advisory capacity only and have no delegated decision-making powers, as set out in the Scheme of Delegation. However, the role is in place to provide advice, support and challenge to the leaders within each academy. This body could either be solely focused on an individual academy or cover more than one. In all instances the AAB advises and makes recommendations to the trustees via reports. The trust board approves the appointments of AAB members. OA AABs are crucial to the smooth running of our academies, as they provide fundamental input and guidance on the local context and on leading the academy – strong partnership working with local schools, communities, the local authority and other partners is vital to our success and to educational outcomes of children and young people who attend an Olive academy.

In line with the Academy Trust Governance Guide, AABs should support the Trust's wider contribution to local education systems through collaborative working with schools, local authorities and external agencies. AAB members should understand local need, support inclusive practice and help ensure that Olive Academies remains responsive to the communities it serves.

Trustees reserve the right to establish other local governance structures as required, for example in cases where an academy may need intervention because of being in special measures or has recently joined the trust.

All those involved in Governance must comply with the Seven Principles of Public Life and the financial controls set out in the Academy Trust Handbook, overseen by the DfE Regions Group.

The AAB members must comply with statutory guidance, including Keeping Children Safe in Education (KCSiE).

"Thank you to our AAB members for their unwavering professional support and constructive challenge, which has been instrumental in driving OA-Cambridge's work to change the lives of our most vulnerable young people. Without your vast skillset, experience and determination to be the very best we can be, the significant progress made over the last few years would not have been possible."

Mark Kirby OA – Cambridge

h. Scheme of Delegation

The division of roles as outlined within this handbook is articulated in more detail within the OA scheme of delegation. This guiding document provides a structure for all those involved in leading OA to work within – it is reviewed on an annual basis, but feedback on how it works in practice on an ongoing basis is vital to inform this review. A paper copy can be provided on request – it, along with other governing documents is also on the OA website: https://oliveacademies.org.uk/about-us/governance/scheme-of-delegation.

i. Membership

The AAB should comprise members whose collective skills, knowledge and experience enable effective support and challenge.

It will include a chair and vice-chair, HR, health and safety, and financial expertise will be provided by the Olive Academies executive. Within the AAB, a designated safeguarding AAB member and a designated inclusion and SEND AAB member will be appointed. Additional link member responsibilities may be established according to academy priorities.

The designated inclusion and SEND AAB member will support the AAB in maintaining oversight of educational provision, outcomes and experiences for vulnerable learners, particularly pupils with SEND, disadvantaged pupils and those known to social care.

The AAB and OA board of trustees should assure themselves that mechanisms are in place to engage meaningfully with all parents/carers and enable them to put forward their views at key points in their child's education. The AAB and board should be able to demonstrate the methods used to seek the views of parents and carers and how those views have influenced their decision making.

In addition, the AAB should assure themselves that mechanisms are in place to engage with pupils themselves and should ensure that they take opportunities to meet with pupils to understand their experience of being in an Olive Academy.

The AAB should consider how stakeholder views, including those of pupils, families, staff and commissioning schools, influence academy improvement priorities and strategic decision-making. Evidence of stakeholder engagement should form part of the assurance provided to the Trust Board

AAB members work as a collaborative body under the leadership of the chair. Individuals bring different skills and experience from diverse backgrounds to maximise the effectiveness of the AAB.

Membership is subject to approval by the OA Board of Trustees. It is expected to include senior school leader representation from schools and trust in the relevant local authority region, other individuals with relevant local experience and knowledge such as from the business and voluntary community and an OA trustee from the board. In addition, an officer from the local authority will be invited to attend and at least one senior leader from OA central will be present.

The nature of the AAB in place is dependent on the academy, its stage of improvement, and the region within which it sits. In some cases, a single AAB covers two academies whilst in others, a single AAB is focused on the needs of an individual academy.

OA central will coordinate opportunities for chairs and AAB members from across the trust to meet and work with each other as well as with trustees. OA recognises that sharing of information and expertise across the trust can be hugely beneficial to all those in our academy community. There are three annual visit scheduled across the school year, safeguarding, SEND and pupil and staff wellbeing.

Details of current members, their attendance and registers of interest are available on each academy website accessible via https://oliveacademies.org.uk/our-work/our-academies.

j. Length of service

Each AAB member is asked to commit to a minimum of four years membership of the AAB, after which time, AAB members may agree to renewal of further term(s). The formal appointment of an AAB member is agreed by the Board of trustees and is outlined in the Articles of Association.

k. Meetings

AABs generally meet each term (up to four meetings a year) with at least 1 meeting in-person. There should be a minimum of three members present for the meeting to be quorate, as outlined in the Articles of Association. AAB meetings usually take place at the academy but can be held virtually as agreed by AAB members. They are between 1.5 hours long and normally held between 4:00 and 5:30pm.

Additional meetings may be arranged to deal with unfinished business or urgent issues, but every effort will be made to contain the work within the structure described above. Meeting dates will be planned twelve months in advance.

The meetings are carefully structured to ensure that all the business is conducted efficiently. A record of all AAB activity is kept.

l. Information and expectations

Approximately one week prior to each AAB meeting, members will be sent board papers via GovernorHub, their online portal. Papers are likely to include:

- the meeting agenda and minutes of the previous meeting
- a Head of Academy report
- the Academy Improvement Plan
- thematic reports based on the agreed agenda

Members are expected to review all papers prior to meetings and prepare questions to support effective challenge

m. Code of Conduct

OA trustees and AAB members have adopted a code of conduct which is agreed by trustees on an annual basis. This is modelled on the Confederation of School Trust Code of Conduct. It highlights that all trustees and AAB members should have regard to the Nolan principles of public life which are: selflessness; integrity; objectivity; accountability; openness; honesty; and leadership. All those involved in governance must annually confirm compliance with the Code of Conduct and Nolan Principles.

n. Conflict of Interests and Related Party Transactions

Conflict of interests will be dealt with in accordance with the OA Code of Conduct and the Conflict-of-Interest Policy. Declaration of Business and Pecuniary Interests should be declared at the earliest opportunity and confirmed annually – this is done via the GovernorHub portal. The governance professional will keep a register of all notifications made to the chair and copies of all forms – the register of interests and of attendance will be made available on the academy website.
Any related party transactions must be declared and approved in line with DfE requirements

o. Insurance

OA has various insurances in place to ensure its work is appropriately covered. These include employers & product liability; public liability; and trustee indemnity Insurance.

p. Disclosure and Barring Service (DBS) Checks

The Independent School Standards place a statutory duty on academy trusts (the legal entity that runs, and is the proprietor of, an academy) to ensure that all trustees, local governance volunteers and members have received an enhanced DBS check which does not include a barred list check (unless in addition to their governance duties they also engage in regulated activity). This should be done prior to the confirmation of their appointment or as soon as practically possible thereafter. Should an AAB member have an existing DBS check, this detail should be provided to the governance professional, and a **new** enhanced DBS check must be completed before appointment is confirmed, in line with statutory requirements.

q. Expenses

AAB members are eligible to be paid travel expenses, and claims should be sent with the hard copy receipts using the claim forms to the headteacher. A copy of the claim form can be accessed via 'Resources' on GovernorHub. It is also asked that AAB members agree in principle potential travel expenses with the Head of Academy so they can plan.

r. Induction, training and support

Olive Academies will periodically review the collective skills, knowledge, experience and diversity of AAB membership to identify strengths, address gaps and inform future recruitment and succession planning.

Chairs will contribute to succession planning discussions annually to ensure continuity of effective governance and leadership.

The board and leadership team at OA recognise the importance of ensuring all board and AAB members can contribute to the best of their ability and knowledge, and that where there are gaps in skills and knowledge identified, these are met through professional development opportunities to existing members, and the recruitment of additional members.

AAB members bring significant experience to the table, and OA is extremely appreciative of the insight, commitment and leadership they provide on an on-going basis. Trust leaders also recognise the need to support individuals and the board with any training needs it might have. This is currently done in the following ways:

- An induction programme – face to face meetings with leaders, school visits and sharing of documentation
- Dissemination of guidance on leading school trusts (see annex A)
- Access to the Key via GovernorHub
- Access to Confederation of School Trust (CST) guidance and newsletter – an organisation providing support and governance advise to trust leaders – to register visit: //cstuk.org.uk/
- Access to locally available governor training and funded conference places
- Opportunities to access online training, e.g. safer recruitment
- Invitations to staff training days within the academy
- Updates on trust developments at each AAB meeting

There is an expectation that all AAB members complete:

- safeguarding training and annual KCSIE updates;
- induction training for academy governance;
- SEND and inclusion awareness training;
- equality, diversity and inclusion training where available;
- any role-specific training associated with designated link responsibilities.

Members are expected to engage in continuing professional development to enable them to provide effective challenge and support.

In addition to the above, the board carries out an annual review of its own effectiveness, Trustees also commission an external review of governance every 3-5 years.

s. Privacy Notice

OA complies with GDPR and data protection legislation. Under data protection law, individuals have a right to be informed about how Olive Academies MAT uses any personal data we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data. The privacy notice for trustees and AAB members is provided on our website.

6. Role Descriptors

a. The Chair

The role of the chair is to lead the AAB in delivering its advisory role to the best of its ability. The Chair and Vice-Chair roles are subject to annual performance review and succession planning.

Responsibilities and duties

- Acting as the liaison between the OA trustees and the AAB –providing regular monitoring and reports, and ensuring decisions taken by the AAB are approved by the MAT Board, where appropriate
- Actively championing and representing the academy
- Making the most effective use of the time, skills and knowledge of the AAB members to build a strong unified commitment to the academy and its achievements
- Ensuring that the AAB has a diverse range of members, with the appropriate skills, experience and knowledge needed to support the headteacher in running the academy, and that the performance of the AAB and the AAB members individually is reviewed on an annual basis
- Leading the AAB in supporting the strategic plans for the academy and ensuring AAB decisions are acted upon
- Ensure the AAB adopt a visits protocol linked to key areas of development and priorities identified for the academy
- Working closely with the Interim Director of standards and the Executive headteacher to set the agenda of each meeting and ensuring that the business is covered efficiently and effectively in those meetings

- Participating in leadership appraisal, disciplinary and appointment committees, where appropriate and in line with agreed procedures
- Undertaking a leadership role in ensuring that the AAB fulfils its responsibilities for the governance of the academy – leading on the development and implementation of procedures for AAB induction, development, training, and appraisal
- Where required, represent the AAB in dealings with external partners, Ofsted, DfE, the local authority and be an advocate for the academy
- Work with the CEO for the trust to ensure there is a plan for succession for the chair and vice-chair

b. The Vice-Chair

The role of the vice-chair is to support the chair in the conduct of meetings as well as providing advice and guidance to the chair on an ongoing basis. They will carry out the Chair's duties if the Chair is absent. The Chair may ask the Vice-Chair to support with key responsibilities, such as interviewing and inducting new AAB members.

c. Link member for safeguarding

Within the AAB, members will take responsibility for supporting and advising academy leaders on key areas. Safeguarding and ensuring good and compliant practice around safeguarding is in place within the academy is crucial, and hence an AAB member should be appointed to lead on this. Nonetheless, all AAB members are expected to take responsibility for ensuring that the academy has effective safeguarding policies and procedures in place that consider local risks, statutory guidance from the Secretary of State, and any LA guidance and locally agreed inter-agency procedures.

The role of the lead member for safeguarding within the AAB fits within an overarching framework of checks and balances of safeguarding practice across the trust. This framework includes: a lead trustee for safeguarding performing annual visits to each academy; an associate lead for safeguarding within the trust maintaining oversight of safeguarding practice across all academies; and the commissioning of an annual bought-in service to audit safeguarding compliance.
The role of the AAB lead member for safeguarding is to:

- be familiar with DfE and LA guidance and policy, and undertake relevant training
- check that the academy has in place a suitable safeguarding and child protection policy and associated procedures
- champion safeguarding and child protection issues within the academy
- encourage other members of the AAB to develop their understanding of the AAB's child protection responsibilities
- ensure that the AAB receives regular reports from the academy's leadership about academy-specific trends and priorities in relation to safeguarding
- review attendance, persistent absence and exclusion trends as indicators of safeguarding risk;
- seek assurance that safeguarding arrangements are effective for vulnerable pupil groups;
- understand how safeguarding information informs academy improvement priorities.
- meet annually with the academy's designated lead for safeguarding to seek assurance on the effectiveness of the safeguarding policy and procedures and to provide a strategic overview on the visits.

Designated Inclusion and SEND Member
The AAB will appoint a designated Inclusion and SEND Member.
The role is to:

- maintain an overview of SEND provision and outcomes;
- understand academy approaches to inclusion;
- meet periodically with academy leaders responsible for SEND and inclusion;
- review progress, attendance, behaviour and destination data for vulnerable learners;
- support the AAB in evaluating whether vulnerable learners are making strong progress;
- report findings and recommendations to the AAB.

The role does not involve operational oversight or direct involvement in individual cases. Instead, it provides strategic assurance regarding the effectiveness of inclusion provisions and outcomes.

d. The governance professional

The governance professional's (GP) role is to support the chair with the smooth functioning of the AAB. The GP arranges the meetings and prepares the necessary papers for each meeting. The GP also works with the OA central team to ensure that the AAB complies with OA's own constitution, relevant laws, and the requirements of any regulatory bodies.

Responsibilities and duties

- recording attendance, maintaining the register of interest and other compliance related tasks on behalf of the AAB
- liaising with the academy to ensure all the arrangements for meetings are in place (booking the room, arranging for equipment and refreshments, organising facilities for those with special needs, etc.)
- preparing agendas in consultation with the chair or senior member of staff and circulating them and any supporting papers in good time
- receiving agenda items from other members
- meet regularly with the senior member of the academy's leadership team who is the designated lead for safeguarding to monitor the effectiveness of the safeguarding policy
- ensure that the AAB receives an annual report on the implementation of the academy's safeguarding policy and procedures
- ensuring the correct number of people attend an AAB meeting (quorum)
- recording minutes of the meeting and circulating the draft minutes to all AAB members
- reminding the chair to check that members and staff have carried out any actions agreed at a previous meeting
- clerking appraisal, recruitment and disciplinary panels as required.

7. Background Information: OA and Governance

Summarised below are some of the key documents which AAB members will find useful in their role at OA. If you have any questions, please contact OA's governance professional via the office.

OA Documents/guidance	Note	Where can I find it?
Articles of Association	Framework for governance agreed with DfE	https://oliveacademies.org.uk/about-us/governance
Scheme of delegation	Provides and overview of how decisions are made within the trust	oliveacademies.org.uk/about-us/governance/scheme-of-delegation
Code of Conduct for trustees and AAB members	Sets out expectations on and commitment required from governance volunteers	oliveacademies.org.uk/about-us/governance/policy-documents
Conflict of Interest policy	Outlines framework for declaring and managing conflict of interest	oliveacademies.org.uk/about-us/governance/policy-documents
Safeguarding policy for the trust	Provides overview of safeguarding procedures NB each academy SG policy is published on its website	oliveacademies.org.uk/about-us/governance/policy-documents
Privacy notice for governance volunteers	Outlines what personal data is stored and how it is processed	oliveacademies.org.uk/privacy-notices
Glossary of terms	Education and OA acronyms	At end of this handbook
Annual report and accounts for last three years		oliveacademies.org.uk/about-us/governance/accounts-and-financial-information
Funding agreements	ESFA funding agreements with OA and each of its academies	oliveacademies.org.uk/about-us/governance/funding-agreements
Academy websites		Accessible via: oliveacademies.org.uk/our-work/our-academies
Academy Trust Handbook	Academy trusts **must** comply with this annual handbook from ESFA	Academy Trust Handbook
Academy Trust Governance Guide	DfE Guidance on roles and duties of governing boards	Academy trust governance guide - Guidance - GOV.UK (www.gov.uk)
Understanding your data	DfE guidance on school data and what this tells you about school performance	www.gov.uk/government/publications/understanding-your-data-a-guide-for-school-governors-and-academy-trustees
Building strong academy trusts	DfE guidance on developing partnerships and growing trusts	www.gov.uk/government/publications/multi-academy-trusts-establishing-and-developing-your-trust
Governing a school trust (& other documents)	CST documents for trustees of school trusts	cstuk.org.uk/guidance-improvement-hub/guidance (need to be registered) also on GovernorHub in governance guidance folder

Appendix A: Glossary of Terms

TERM	MEANING
AA	Attendance Allowance
AAB	Academy Advisory Board (OA term)
AAR	Academy Accounts Return
ACA	Area Cost Adjustment - adjusts funding formula to cater for local needs e.g. relative wages
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AfL	Assessment for Learning
AGM	Annual General Meeting
AHT	Assistant Headteacher
AIP	Academy Improvement Plan
AN	Admission Number
AO	Accounting Officer
AP	Alternative Provision
APP	Assessing Pupil Progress
APS	Average points score
AR	Annual review
ARE	Age Related Expectations
ASD	Autistic Spectrum Disorder
Attainment 8	Measures achievement at GCSE in 8 qualifications
ATH	Academy Trust Handbook
AWPU	Age Weighted Pupil Unit (funding)
Baseline assessment	Pupil's attainment on entry to school
BA	Behaviour and Attitudes (Ofsted category)
Benchmarking	Comparing progress made with other successful schools
BESD	Behavioural Emotional and Social Difficulties
BFRO	Budget Forecast Return Outturn
BPPE	Basic Per Pupil Entitlement
BTEC	Flexible qualifications – learn by doing
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
CEO	Chief Executive Officer
CFO	Chief Finance Officer
CFR	Consistent Financial Reporting
CiC	Children in Care
CIF	Condition Improvement Fund
CiN	Child in Need
CIRT	Critical Incident Response Team
CLLD	Communication Language and Literacy Development
CME	Child Missing Education
CofE	Church of England
COSHH	Control of Substances Hazardous to Health

TERM	MEANING
CP	Child Protection
CPD	Continuing Professional Development
CPOMS	Safeguarding software used at OA
CPR	Child Protection Register
CPP	Child Protection Plan
CRB	Criminal Records Bureau (now DBS)
CSA	Child Support Agency
CST	Confederation of School Trusts
CVA	Contextual Value Added
CYPP	Children and Young Peoples Plan
DBS	Disclosure and Barring Service
Devolved Capital	Funds available to schools for capital items of expenditure
DfE	Department for Education
DFC	Devolved Formula Capital
DHT	Deputy headteacher
DNA	Did not attend
DPA	Data Protection Act
DPO	Data Protection Officer
DSG	Dedicated School Grant
DSL	Designated Safeguarding Lead
DT	Design and Technology
E2L	English as a Second Language
EAL	English as an Additional Language
EBacc	English Baccalaureate
EBD	Emotional and Behavioural Difficulties
ECF	Early Career Framework
ECT	Early Career Teacher
EDT	Emergency Duty Team
EHCP	Education, Health and Care Plans
EHE	Electively Home Educated
EHT	Executive headteacher
EIP	Education Improvement Partnership
EMA	Education Maintenance Allowance
EOTAS	Education Other Than At School
EPS	Education Performance and Standards committee (OA term)
Ed. Psych.	Educational Psychologist
ESFA	Education and Skills Funding Agency
ESG	Education Services Grant
EWO	Education Welfare Officer
EWS	Education Welfare Service
Ex. Officio	By virtue of or because of an office
Exclusion	Fixed Term or permanent barring of a pupil from school
FAC	Finance and Audit Committee (OA term)
FE	Further Education

TERM	MEANING
FFT	Fischer Family Trust
FOI	Freedom of Information
FMS	Financial Management System
FSM	Free School Meals
FT	Full-time
FTE	Fixed Term Exclusion or Full-time Equivalent
GAG	General Annual Grant – main funding per pupil for academies
GCSE	General Certificate of Secondary Education
GDPR	General Data Protection Regulations
H&S	Health and Safety
HE	Higher Education
HLTA	Higher Level Teaching Assistant
HMCI	Her Majesty's Chief Inspector
HMI	Her Majesty's Inspectorate / Inspector
HR	Human Resources
HSE	Health, Safety Executive
HT	Headteacher
HT 1-6	Half term 1 to 6
IAP	Individual Action Plan
IBP	Individual Behaviour Plan
ICT	Information and Communications Technology
ICFP	Integrated Curriculum Financial Planning
IEP	Individual Education Plan
IiP	Investors in People
Inclusion	Good practice in including pupils with Special Educational Needs
INSET	In-Service Education and Training
ISA	Independent Safeguarding Authority (now DBS)
IT	Information Technology
ITT	Initial Teacher Training
JD	Job Description
KPI	Key Performance Indicator
KS1, 2, 3, 4	KS1 age 5 – 7 "Infants", KS2 age 7 – 11 "Juniors", KS3 age 11- 14, KS4 age 14 -16
LA	Local Authority
LAC	Looked after Children (also known as Cared for Children, or Children in Care)
LADO	Local Authority Designated Officer
LA	Local Authority
LGfL	National Grid for Learning
LGPS	Local Government Pension Scheme
LM	Leadership and Management
LSA	Learning Support Assistant
LSCB/P	Local Safeguarding Children's Board/Partnerships
MAT	Multi Academy Trust
MASH	Multi-Agency Screening Hub
MFA	Master Funding Agreement – General agreement between ESFA and

TERM	MEANING
	Academy/Trust/MAT
MIS	Management Information System – in OA, we use Arbor MIS
NEU	National Education Union
NAHT	National Association of Headteachers
NASBM	National Association of School Business Management
NEET	Not in Education, Employment or Training
NFA	No Further Action
NGA	National Governance Association
NI	National Insurance
NOR	Number (of pupils) on Roll
NPQH	National Professional Qualifications for Headship
NQT	Newly Qualified Teacher (now known as ECT)
NSC	National Schools Commissioner
NVQ	National Vocational Qualifications
OA	Olive Academies
OA-Cam	Olive Academy – Cambridge
OA-Hv	OA – Havering
OA-NV	OA – Nene Valley
OA-Sf	OA – Suffolk
OA-Th	OA – Thurrock
OA-TW	OA – Tunbridge Wells
OA-NoV	OA – North View
OFSTED	Office for Standards in Education
OFQUAL	Office of the Qualifications & Examinations Register
PAN	Published Admission Number
PDBA	Personal Development Behaviour and Attitudes (previously known as Personal Development Behaviour and Welfare)
PD	Personal Development (Ofsted category)
PE	Physical Education
PEP	Personal Education Plan
PFI	Private Finance Initiative
PGCE	Post Graduate Certificate of Education
PIP	Phased Integration Plan (OA term)
PI	Performance Indicator
PM	Performance Management (or Provision Map)
PPG	Pupil Premium Grant
PPA	Planning, Preparation and Assessment
Progress 8	Measure of progress pupil make from entry to end KS4
PRP	Performance Related Pay
PRU	Pupil Referral Unit
PSA	Public Service Agreement
PSHE	Personal, Social, Health Education OR Personal Social Health and Economic Education
PT	Part-time
PTR	Pupil to Teacher Ratio

TERM	MEANING
QCA	Qualification and Curriculum Authority
QTS	Qualified Teacher Status
Quorum	The number of trustees/AAB members that need to be present if proceedings are to be valid
QE	Quality of Education
R&R	Recruitment and Retention
RAG	Red, Amber, Green
RAP	Raising Attainment Plan
RSC	Regional Schools Commissioner
RSE	Relationship and Sex Education
SAT	Single Academy Trust
SEAL	Social and Emotional Aspects of Learning
Section 188 Notice	Notification of a proposed reduction in staffing.
SEF	Self-Evaluation Form
SEN	Special Educational Needs
SENDCO	Special Educational Needs and Disability Coordinator
SEND	Special Educational Needs and Disability
SENSS	SEN specialist services
SFA	Supplementary Funding Agreement –agreement between EFA and individual Academy/MAT
SRBM	Schools Financial Value Standard
SI	Statutory Instrument
SIC	Statement of Internal Control
SIP	School Improvement Plan
SLA	Service Level Agreement
SLG	Strategic Leadership Group (OA term)
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social and Cultural
SOD	Scheme of Delegation
SPAG	Spelling, Punctuation and Grammar
SpLD	Specific Learning Difficulties
SS	Social Services
SSG	School Standards Grant
STEM	Science, Technology, Engineering and Mathematics
STPCD	School Teachers' Pay and Conditions Document
TA	Teaching Assistant
TAF	Team Around the Family
TEFL	Teaching English as a Foreign Language
TLR	Teaching and Leadership Responsibility payment
TPS	Teachers' Pension Scheme
TUPE	Transfer of Undertaking Protection of Employment
UIFSM	Universal infant free school meals
UNISON	Combined union of public service employees
UPN	Unique Pupil Number

TERM	MEANING
UPS	Upper Pay Spine (Teachers)
VA	Voluntary Aided
VC	Voluntary Controlled
VfM	Value for Money
VI	Visually Impaired
Virement	Transfer of money from one heading to another in a financial budget
VLE	Virtual Learning Environment