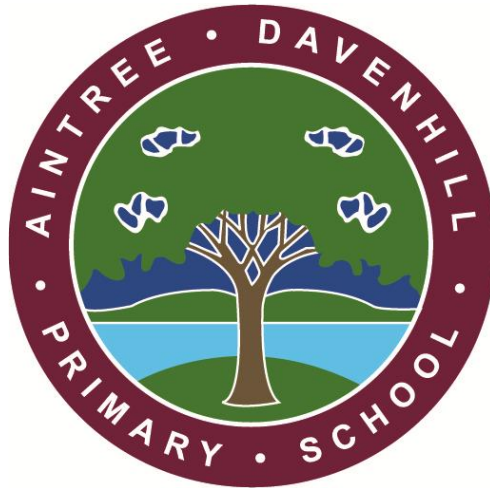


Aintree Davenhill Primary School



Financial Procedures Policy

Approved by the Governing Board on 19 March 2026

Signed: Louise Cobain
(Chair)

Review Date March 2027

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CHAPTER 1 - ORGANISATION

- 1.1 Role of the Governing Body
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1.1 The Role of the Governing Board

- 1.1.1 The overall purpose of the Governing Board is to help the school to provide the best possible education for pupils. This involves, in particular:
 - a. setting the school's vision and strategic aims, agreeing plans and policies, making creative use of available resources;
 - b. monitoring and evaluating performance and acting as a critical friend to the Head to support and challenge him/her in managing the school;
 - c. ensuring that the school is accountable to the children and parents it serves, and to its local community and to those who fund and maintain it, as well as to the staff it employs.
- 1.1.2 In all they do, the Governing Board needs to focus on their strategic role and on how they can support the school to raise standards. Good governance can make an impact in the classroom and standards of attainment, the quality of teaching and pupil behaviour are all likely to be better than in schools where governance is weak.
- 1.1.3 Those Governing Boards that do best in providing strategic leadership combine a high degree of challenge with high levels of support; they act as a 'critical friend' to the Head and senior management team.
- 1.1.4 The Governing Board recognises that it would be impractical to undertake all the day-to-day activities itself in discharging its responsibilities and it is necessary to delegate some of its functions to the Head.

1.2 The Role of the Head

- 1.2.1 The Head has delegated responsibility for the following functions at a strategic and operational level in relation to the finances of the school:
 - a leading and managing the creation of the School Improvement Plan, underpinned by sound resource planning and which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement

- b ensuring that the relevant LA financial regulations/standing orders DfES requirements are implemented
- c establishing sound internal financial controls
- d ensuring the effective implementation of current financial systems and procedures described herein (even in the absence of key staff)
- e ensuring that the funds delegated by the LA are correct
- f providing financial advice to the Governing Board
- g compiling a draft budget to the Governing Board
- h producing regular reconciled financial reports to the Governing Board, LA and DfES as appropriate
- i considering and responding promptly to recommendations in school audit/inspection reports, and advising governors of results and any remedial action to be implemented
- j ensuring the maintenance of accurate and current inventories of all attractive and portable items
- k ensuring the adequacy of the school's insurance arrangements as part of the annual financial review
- l implementing school pay policy and appointment procedures
- m developing financial policy
- n budgeting & long term financial planning

These functions are delegated to the School Business Manager for day to day operation.

Head's Job Description and Job Specification – see Appendix 2.

1.3 The Role of the School Business Manager

1.3.1 The School Business Manager (SBM) is responsible to the Head for the day to day operation of the school's finances covering such aspects as:

- Providing financial advice
- Monitoring income and expenditure
- Arranging and checking insurance
- Costing
- Processing invoices and payment of accounts via the Financial management system (FMS)
- Bank reconciliation of non-public funds
- Petty Cash
- Liaising with suppliers to obtain value for money.
- Assisting with the month and year end closedown of accounts.

Job Description and Job Specification of the School Business Manager - see Appendix 3.

1.4 Business Ethics

- 1.4.1 It is important that the governors and staff not only act impartially but are also seen to act impartially. The Nolan Report in 1996 on standards in public life identified seven principles which should be applied. These are: selflessness, integrity, objectivity, accountability, openness, honesty and leadership. One way of demonstrating that the school is applying these principles is by a Register of Business Interests.
- 1.4.2 All governors and some staff complete an annual Statement of Pecuniary Interests. This is regardless of whether they have authority to purchase or not. This is done to avoid any conflict of interest between an individual's personal interest and those of the school. The Clerk to the Governors maintains a register of these statements. If any interest is expressed during the course of governors' meetings, the details are to be recorded in the minutes, and the governor(s) concerned should withdraw from the meeting. The SBM reviews these statements annually.
- 1.4.3 Members of the Governing Board have a duty to declare pecuniary interest at any meeting of the main Governing Board or committees where decisions are taken regarding contracts, proposed contracts or any other matter in which a governor may have a conflict of interest.
- 1.4.4 The Nolan report also included recommendations on the often difficult issue of setting out clear mechanisms for dealing confidentially with allegations of malpractice (commonly known as *whistleblowing*).

1.5 Delegated Powers

- 1.5.1 The Governing Board is required to consider the extent to which it wishes to delegate its financial powers to the Head. Decisions taken regarding delegated powers must be recorded in the minutes of the governing body.
- 1.5.2 Expenditure can be authorised by placing orders or contracts or implementing a specific scheme or proposal within the following limits:
 - a) Up to £10,000 excluding VAT by approval of Head
 - b) Above £10,001 excluding VAT by the Governing Board

CHAPTER 2 – FINANCIAL PLANNING

- 2.1 The Budget
- 2.2 School Improvement Plan
- 2.3 Salaries Budget
- 2.4 Capital spending from Budget
- 2.5 Curriculum Budget
- 2.6 Staff Training Budget
- 2.7 Budget Timetable
- 2.8 In Year Budget
- 2.9 3 Year Budgets
- 2.10 Best Value

2.1 The Budget

- 2.1.1 The four main benefits of setting a realistic budget that enables the effective management of the school and directing resources in line with school priorities are

Financial – a good budget lowers the risk of financial crisis and ability to fund planned activities.

Educational – a good budget will support the changing needs of the curriculum and pupils and direct resources to these areas of need or development.

Motivational – a well set and managed budget enables the management of the school to concentrate on its primary purpose of educating the children, not on managing financial problems.

Image – a financially well-managed school is likely to have a better external image and where there is competition for resources, it puts it in a better position.

- 2.1.2 The principles of setting a school budget are well documented elsewhere. Some of the principles and parameters for setting Aintree Davenhill School's budget are however, outlined in the paragraphs about One and Three Year budgets (at 2.8 and 2.9).
- 2.1.3 The budget is constructed to enable the responsibility for separate activities and functions to be delegated to appropriate persons:

Budget	Responsibility
Staffing Salaries	Head
Staffing Overtime	Head or SBM
Curriculum	Head
Supply	Head or SBM
Staff Training	Head
Admin/Other	Head or SBM
Premises	Head or SBM

- 2.1.4 The LA requires each school to work within its budget share. There is no provision for schools to operate a deficit budget unless the Governing Board has written permission in advance from the LA Finance Director and Director of Children's Services.

- 2.1.5 In those cases, where written permission is granted, the LA will specify the following conditions:

- that the deficit will be repaid in three financial years in accordance with a plan of action agreed between the school's Governing Board and the Finance and CS Directors.
- the purpose and extent of the planned deficit must be agreed between the school's Governing Board and the Finance and CS Directors.
- any costs to the LA arising from these arrangements will be charged to the school's budget share.

2.2 The School Improvement Plan (SIP)

- 2.2.1 The SIP gives the projected strategic educational intentions for a period of three years and also within that structure are more detailed in-year statements of the direction that the governing board wishes the school to take. A vital part of a plan of this sort is that elements

are costed and included in the overall school budget system. Naturally, it is not always possible to proceed with some projects as other priorities may come to light in the progress of the year, so some of the costings may well appear with the proviso "if budget surplus allows". These items would then be actioned, quite possibly late in the financial year.

- 2.2.2 It is not always possible to readily identify the link between an item in the SIP and the Budget as some items may be costed as "time only" or the costs are quite insignificant and will be subsumed within, say, a departmental budget. Others though, may be substantial and should be identified in budget working papers, any comments accompanying the budget to the governors and retrospectively in the SIP.

2.3 Salaries Budget

- 2.3.1 The Head is the Budget Manager for the Salaries Budget which is the largest single item accounting for some 80% of the total budget.
- 2.3.2 Aintree Davenhill School has a series of linked spreadsheets to enable accurate calculation of the annual school salary budget and the monthly comparison of budget against actual paid salary by individual member of staff.
- 2.3.3 The spreadsheet is compiled by the LA and SBM throughout the previous year as changes to staffing and salaries occur and is then updated in the spring with new rates of pay, national insurance and pension contributions as well as applying incremental drift for teachers on the Main Pay Scale. For budgeting purposes, it is always useful to take account of likely increments such as movement from the Main to Upper Pay Scale or Leadership Scale. This is done in consultation with the Head.

2.4 Capital spending from Budget

- 2.4.1 The Governing Board is allowed to use the budget to meet the cost of Capital Expenditure on school premises.
- 2.4.2 The Governing Board must notify the LA if it intends to spend any of its budget on work of a Capital Expenditure nature.

2.5 Curriculum Budget

- 2.5.1 The SBM produces a Monthly Report from the accounting system. The Head is informed of budgets causing concern.

2.6 Staff Training Budget

- 2.6.1 The Head is the Budgetary Manager for the Staff Training Budget.
- 2.6.1 Although not a large budget in monetary terms it is important to plan for investment in training through reviewing the training and development needs for all staff, throughout their employment. It is vital that Continuous Professional Development (CPD) is planned over a long period taking into account personal as well as departmental and whole school objectives and priorities.
- 2.6.2 Consideration is given to "Cascade Training" as a potential cost saving method of training. This involves sending one member of staff on a specific training session and then for that person to train or advise others. This is not only seen as good practice from a budgetary aspect, but is also good for that person to be able to progress their development as a manager.

2.7 Budget Timetable

Dates	Actions
January	Salary spreadsheet continuously updated. PLASC pupil numbers applied to funding.
February	Notes made of any significant alterations which will affect the budget. eg energy contracts, pay awards
February	Start compiling the draft budget
February/March	Draft budget completed
February/March	Receive grant allocation from LA
April/May	Present to Resources Committee for consideration and approval; also present a 3 year budget
May/June	Governing Board informed of budget set
By 30 June	Submit final budget to the LA
June onwards	Monitor the budget – Update 3 year plan

2.8 In Year Budget

2.8.1 Compilation of the In Year Budget is managed by drawing together various known, anticipated and possible factors. The method used at Aintree Davenhill School is based on historical data for the majority of headings, adjusted for inflation and any known changes. However, due to the many changes occurring in the way schools are funded, ongoing building improvements and curriculum changes, it is important to use a zero based approach from time to time.

2.8.1 Income is mainly derived from the Dedicated Schools Grant (DSG), which is calculated by formula based mainly on pupil numbers. It is important that the School Census is therefore accurate.

School Development Grant (SDG) includes many former Standards Fund grants and decisions need to be made on how these funds are spent, as some are ring fenced. Particular care needs to be taken with grants that are time limited so that commitments are not made that are not long term sustainable.

Devolved Formula Capital (DFC). A capital expenses grant designed for buildings and ICT work.

2.8.2 The largest part of the expenditure budget is salaries and this is compiled as indicated in 2.3 above.

2.8.3 To realise the school's aims and objectives through the SIP, it is necessary to initially include all in year elements of that plan in the budget and to conduct an option appraisal of what is achievable within the priorities and costs once the draft budget is produced.

2.8.4 The other large part of expenditure is on premises, particularly energy and other running costs which are essential to the daily background of managing the school. These have to be included in as non-discriminatory items, but should always be evaluated for potential savings wherever possible.

2.8.5 In addition, in setting a budget the following require consideration:

- identify premises' developments within a priority/cost basis
- identify ICT developments within a priority/cost basis
- ensure that expenditure related to ring fenced funding is easily identifiable
- consider balances and what they have been set aside for.

2.8.8 If at all possible within the balanced budget, a contingency sum should be included as a single item.

- 2.8.9 Finally, it may be useful to Governors if one or two previous years' budgets are included for comparison purposes. There may, of course, be large variances depending on what has happened at the school over that period of time, but these should be explainable.

2.9 Three Year Budgets

- 2.9.1 Long term budgets are an essential part of the whole school strategic planning scenario and will enable options to be appraised for the many different potential aspects for the future of the school. However, care should always be taken to remember that these are only estimates and no major decisions should be finalised until detailed figures are known.
- 2.9.2 These budgets can only ever be an indication or guideline to what might happen or might be available, but with more long-term certainty being given to funding and salaries, they are now a much more valuable management tool.
- 2.9.3 It is essential that the basis for calculating these budgets is widely known and accepted, so that informed decisions can be made. Assumptions will be:
- Income will be based on future DfES predictions and known or presumed changes to other grant income, as well as projected pupil numbers etc.
 - Salaries expenditure will be based on the teachers' long term pay arrangements and support staff on an agreed percentage increase. National insurance and pension contributions, as a major part of the salary bill, will again be based on an agreed percentage increase. The spreadsheets will allow for incremental drift etc.
 - All other expenditure should be based on an agreed percentage increase.
- 2.9.4 Once the above has been included, the items in the SIP for that year should also be considered. This consideration will then give enough detail for the overall review of the SIP.

2.10 Best Value

- 2.10.1 The Governing Board must submit a Best Value Statement setting out what steps they will take during the year to ensure that expenditure, particularly in the case of large service contracts, will reflect the principles of Best Value.
- 2.10.2 This statement must be forwarded with the annual budget plan.

CHAPTER 3 – FINANCIAL MONITORING

- 3.1 Budget Monitoring
- 3.2 LA Reporting
- 3.3 Audit
- 3.4 Benchmarking

3.1 Budget Monitoring

- 3.1.1 Monthly reports will be produced for use by the Head as soon as possible following monthly reconciliation with departmental Cost Centre report

- 3.1.2 The Governing Board meet twice a term and are provided with the most recent budget monitoring statement to review.

3.2 LA Reporting

- 3.2.1 As part of Sefton's Fair Funding Scheme, the governors of Aintree Davenhill School will submit to the LA an approved budget along with the minutes and Best Value Statement, in line with the dates set down in the Fair Funding Scheme.
- 3.2.2 Aintree Davenhill School has chosen to enter a SLA with the LA for the provision of financial accountancy services and will not therefore be required to formally submit details of income and expenditure.
- 3.2.3 An annual statement of the school's non-public funds is also provided for the financial year. This is reported to the Resources Committee at the next appropriate meeting.

3.3 Audit

- 3.3.1 The LA Internal audit team will assist the school management by evaluating and reporting on the elements of the internal financial control systems for which they are responsible. The purpose of any visit is to consider that the school is operating in accordance with the controls specified by the LA and governors.
- 3.3.1 It is the Governing Board's responsibility for ensuring that prompt effective action is taken on the findings and recommendations. If a recommendation is not implemented, the risks resulting from inaction are recognised, accepted and documented in the governors' minutes.

3.4 Benchmarking

- 3.4.1 Benchmarking is a systematic process for comparing performance or processes in different schools in order to learn how to do things better.
- 3.4.2 Financial benchmarking can provide evidence that Aintree Davenhill School could use for further detailed investigation to see if it may be possible to do things better, improve efficiency or reduce costs.
- 3.4.3 There are a number of sources for benchmarking data particularly the DfES Value for Money website and LA schools' details.
- 3.4.4 The VFM website, using CFR data is very comprehensive but does rely on finding other schools with a comparable footprint to make useful comparisons.
- 3.4.5 It may be useful to have a Q & A session on benchmarking once a year as part of the school's commitment to the Value for Money Statement in that it would allow the Challenge and Compare elements of the "4 C's" of VFM to be complied with.
- 3.4.6 The Governing Board uses benchmarking criteria to monitor the school's budget, short and medium term and to consider the school's financial performance compared with schools of a similar size.

CHAPTER 4 – FINANCIAL ADMINISTRATION

- 4.1 Accounting Basis
- 4.2 Accounting System
- 4.3 Separation of Duties

4.4 Retention of Records

4.5 Alterations to Documents

4.1 Accounting Basis

4.1.1 Aintree Davenhill School's accounts are based on the Accruals method of accounting.

4.2 Accounting System

4.2.1 The accounting records are processed and retained on the FMS accounting system. Access to the system is restricted by password protection. The Head is the only person who can decide on access rights to this area, and his/her decisions are implemented by the School Business Manager.

4.2.2 The school has a service level agreement with Agilisys who back up the system remotely each day.

4.2.3 The finance system is backed up within the main school back up process.

4.2.4 All financial records are retained for a minimum of seven years.

4.2.5 The school office and SBM office are kept locked when practical.

4.3 Separation of Duties

4.3.1 Duties are properly segregated between individuals. One of the prime means of control is the separation of those responsibilities or duties, which would, if combined, enable one individual to record and process a complete transaction. Segregation of duties reduces the risk of error or intentional manipulation through checks built into the routine.

4.4 Retention of Records

4.4.1 This section covers the retention of all education records, not just financial information.

4.4.2 The school has adopted a policy on retention of records. The policy falls in line with the requirements of the General Data Protection Regulations 2018. A copy of the policy can be found in the SBM's office. Physical storage of records is important and care is always taken to safeguard the integrity of all archived records.

4.5 Alterations to documents

4.5.1 The preferred method of making changes to documents is to cancel the original and reissue. However, any alterations to original documents such as cheques, invoices and orders will be clearly made in ink and initialled. Copies of documents will be clearly marked "Copy".

CHAPTER 5 – INCOME

5.1 Grant Income

5.2 Trips

5.3 Lettings

5.4 Income from sale of assets

- 5.5 Catering
- 5.6 Journals
- 5.7 Nursery additional sessions

5.1 Grant Income

- 5.1.1 The Head, SBM and LA Financial Officer are responsible for checking the LA grant income to ensure accuracy of the allocation against the prescribed formula and the returns provided to these authorities, particularly School Census in January.
- 5.1.2 The Head and SBM are also responsible for checking any subsequent revisions to the school's formula share. These are recorded and entered into the FMS system.

5.2 Trips

- 5.2.1 The routine followed for trip income is as follows:
 - a. Once a trip is authorised, the organiser calculates the cost per pupil.
 - b. Payments are made via School Comms or cash and cheques are given to the Administrative Assistant to record and bank.
 - c. The SBM makes spot checks of the system to ensure accuracy.
 - d. The account statement is available to the trip organiser who checks to confirm if sufficient monies have been received from pupils.

5.3 Lettings

- 5.3.1 The Governing Board's lettings' policy is that subject to the school budget not being used to subsidise any use, the Head is delegated to consider and approve the use of the school and grounds by outside bodies, the charges or arrangements for such use and the annual review of charges.
- 5.3.2 Any income accruing from lettings of the school premises must be paid into the school budget and must not be credited to voluntary or private funds held by the school.
- 5.3.3 The scheme allows the school to subsidise lettings for community and voluntary use with income from other lettings, although this must be done at no net cost to the budget.
- 5.3.4 Aintree Davenhill School periodically needs to invoice other organisations outside Sefton. This is done on a sundry debtor invoice through Sefton's Income Section as part of the school's Debtors/Creditors SLA.

5.4 Income from the sale of assets

- 5.4.1 The school is permitted to retain the proceeds of the sale of assets where the asset was originally funded from delegated funds. Any income raised can only be spent for the purposes of the school.

5.5 Catering

- 5.5.1 School meal income is administered in accordance with Sefton's method of accounting.

5.6 Journals

- 5.6.1 From time to time, it is necessary to raise journals for a variety of reasons e.g. charges to another LA school. This has to follow finance regulations on the internal transfer journal request forms
- 5.7 Nursery additional sessions
- 5.7.1 Nursery pupils who are not entitled to 30 hours of free childcare may opt to pay for additional Nursery sessions, subject to capacity. Parents are charged the same hourly rate the school would have received from LA funding.
- 5.7.2 The SBM sends a request to raise an invoice to Sefton's Income team each half term in advance.

CHAPTER 6 – ORDERING AND PURCHASING

- 6.1 General - Value For Money (VFM)
- 6.2 Procedures
- 6.3 CIS (Construction Industry Scheme)
- 6.4 Leases
- 6.5 Bank Card

6.1 General

- 6.1.1 It is imperative that the school utilises all its resources economically, and this is most important where purchasing is concerned as it is necessary to achieve best value for public money entrusted and spent by the school. It is important to get best quality at the best price and the school has an SLA with Sefton to ensure VFM.

6.2 Procedures

- 6.2.1 The FMS system holds a list of approved suppliers, which are regularly checked with the LA Central Purchasing Unit (CPU).
- 6.2.2 A purchase requisition form must be completed.
- 6.2.3 The SBM is responsible for entering the requisition onto the computer system which will automatically allocate an order number and the production of a purchase order.
- 6.2.4 The order is then sent to the supplier and a copy order is retained in the SBM's office. The original internal requisition order is returned to the budget holder.
- 6.2.5 Deliveries are checked against the delivery note, confirming satisfaction as to quantity and quality. The delivery note is then filed.
- 6.2.6 Invoices are checked in the following way:
 - a. stamp with received date
 - b. checked against copy order and delivery note
 - c. price calculations confirmed
 - d. entered onto FMS
 - e. invoices sent to the LA Creditors Section for payment

- 6.2.7 Staff are not permitted to place orders by telephone.
- 6.2.8 Staff are not permitted to use official orders to obtain goods or services for private use.

6.3 Construction Industry Scheme (CIS)

- 6.3.1 A comprehensive list of contractors is supplied by the LA. The school will not enter into any arrangement with a contractor until they can provide a CIS certificate. When processing invoices, details are checked and entered onto the computer system.

6.4 Leases

- 6.4.1 Advice is sought from the school's LA advisors before entering into any lease agreement.

6.5 Bank Card

- 6.5.1 The school holds one charge card that can be used against the delegated budget. The card is administered by the charge card Administrator and SBM in line with LA Guidelines.
- 6.5.2 The card can only be used to purchase goods or services on behalf of the school.

CHAPTER 7 – QUOTATIONS, TENDERING & CONTRACTS

7.1 General

7.2 Competitive Quotations or Tenders

7.1.1 General

The Governing Body / Headteacher must ensure that they consider quality, economy and efficiency and environmental and social impact when making agreements for the purchase of supplies, goods, equipment, or services.

7.2.1 Competitive Quotations or Tenders

The school will comply with Sefton's legislative thresholds within the Procurement Act and Councils' Contract Procedure rules [Procurement Rules](#). Prior to commencing a tender or quotation process, the school will check the current Procurement Act Contract Regulation thresholds, and assess in advance, where relevant, the health and safety competence of contractors, taking account of the authority's policies and procedures. It will ensure they represent the aggregate value of the contract over the whole contract lifecycle, not per annum

CHAPTER 8 – BANKING

8.1 Budget Banking arrangements

8.2 Opening Accounts – Non-Public Funds

8.3 Deposits

8.1 Budget Banking arrangements

- 8.1.1 Aintree Davenhill School uses the LA's banking arrangements.

8.2 Opening Accounts – Non-Public Funds

- 8.2.1 Only the Governing Board can authorise the opening or closing of bank accounts and also nominate the cheque signatories. The bank should also be advised that the account must not become overdrawn.
- 8.2.2 Individuals are not to use their own private bank accounts for any payment or receipt related to the school budget.

8.3 Deposits

- 8.3.1 All deposits are entered on a copy paying-in slip, counterfoil or listed in a supporting book. The details include
 - a. the amount of the deposit and
 - b. a reference, such as the number(s) of the receipt(s) or the name of the debtor.

CHAPTER 9 – PAYROLL

9.1 Payroll

- 9.1.1 Aintree Davenhill School has chosen to enter into a SLA with the LA for the provision of Payroll and will not therefore be required to formally submit detailed analysis of expenditure and personnel data.

9.2 Payroll Administration

- 9.2.1 Changes to the rates of pay for staff are advised in writing to the LA Transactional HR team, all such notifications are signed by the Head and copies retained in the SBM Office.
- 9.2.2 Other temporary adjustments to salaries are supported by the necessary paperwork, particularly overtime claim forms and supply teacher claims and authorised by the Head or SBM
- 9.2.3 The current method of payment to staff bank accounts is through Sefton's Payroll Section via the BACs system, to reach personal bank accounts by the 15th of each month for support staff the 23rd of each month for teachers.
- 9.2.4 Monthly checks on payroll details to school records are carried out by the SBM. All checks are clearly documented and retained for audit.
- 9.2.5 Access to payroll and personnel records is restricted to the Head and SBM.
- 9.2.6 No member of staff is permitted to authorise a change to their own salary. Changes to the Head's salary are to be confirmed by the Chair of Governors.
- 9.2.7 The LA manages the staff pension contributions.

CHAPTER 10 – PERSONNEL

- 10.1 General
- 10.2 Governor Appointments
- 10.3 Staff Appointments

10.4 Appointment Process, Standard Letters and Forms

10.5 Job descriptions

10.6 Performance Management

10.7 Professional Development

10.8 Return to Work after Absence

10.9 Personnel Policy Documents

10.1 General

10.1.1 Although the process of appointing staff is not totally connected with the financial elements of the school, there are many aspects that necessarily have to be within the financial remit, and it is right and proper to include these processes in this manual.

10.1.2 This chapter does not go into all the detail of competencies and appointment procedures as these are well documented in other publications available to Governors and Staff, but rather indicates the base level of issues and points to where more information can be found.

10.2 Governor Appointments

10.2.1 When Aintree Davenhill School has to recruit a new governor there is an opportunity to consider what skills are needed of new governors to complement those already available within the governing body. A matrix of financial management competencies for the governing body has been developed specifically which the Governors will consider as the need arises.

10.2.2. Other information available from the DfES includes a governor recruitment tool-kit which sets out assistance in the following steps in the recruitment process:

- a. Publicising the vacancy – through a letter to all pupils, e.g. Parent Governor or an internal advertisement e.g. Staff Governor
- b. Considering the applicants – matching applicants to the needs of the school
- c. Pre-appointment checks – including Disclosure and Baring Service (DBS) if required by the Governing Board or by legislative changes.
- d. Appointment.

10.3 Staff Appointments

10.3.1 The School Workforce and the change from Management Allowances (MA) to Teaching and Learning Rewards (TLR) for teachers has created the structure for Aintree Davenhill School to work with until there are further changes in the curriculum or DfES strategy.

10.3.2 The Head has delegated powers of staff appointments as follows:

- To set up appointment panels for staff below Assistant Head level.
- The Head may request Governors to be part of the appointment process.

10.3.3 The Financial Management Standard contains a matrix for Financial Competencies that can be used to evaluate what may be required for new staff or may even identify training needs of current staff.

10.4 Appointment Process, Standard Letters and Forms

10.4.1 The general processes to be followed for any staff recruitment are:

- Deciding what competencies are required of the post holder
- Drawing up the person specification
- Drawing up the job description
- Advertising the post
- Short listing applicants
- Interviewing short listed applicants
- Appointing and inducting successful candidates

10.4.2 Aintree Davenhill School is mindful of its responsibilities to appoint suitable persons and all appointments will be subject to checks. In particular, these will be:

- Qualified Teacher Status (QTS)
- National Professional Qualification for Headship (NPQH)
- DBS
- Identity
- Academic and Professional Qualifications
- Previous Employment History
- Professional reference

10.4.3 To this end, there are a number of standard letters and forms.

These are:

- Application form
- Invitation to interview
- Letter requesting references

10.4.4 Aintree Davenhill has other forms to complete the appointment process and ensure that full details are maintained for all staff for personnel and financial use.

- Notification of appointment forms
- DBS Form
- Health check form
- Standard letter of appointment
- Contracts
- Bank authorisation form
- Application form

10.5 Job Descriptions

10.5.1 Every member of staff at Aintree Davenhill School has a copy of their job description which forms an integral part of Performance Review.

10.6 Performance Management

10.6.1 Performance management for teaching staff is set out in the Pay Policy document.

10.6.2 Support Staff have their own style of performance review.

10.7 Professional Development

10.7.1 The Governors of Aintree Davenhill School are fully supportive of the value of planned and constructive training to support the development of the whole school workforce and allocate a sum of money in the annual budget to assist in this process.

10.8 Return to Work after Absence

- 10.8.1 The school has an obligation to manage staff absences so as to fulfil its role as a caring employer. The School records all absences whether for CPD, trips, sickness or other allowed absences, in line with the LA procedures. This report is submitted by the SBM monthly via a computerised system and a printout kept on file in the SBM's Office.

10.9 Policy Documents

- 10.9.1 Policy documents relating to Personnel are

Grievance Procedures
Disciplinary Procedures
Equal Opportunity
Pay Policy

CHAPTER 11 – PETTY CASH

- 11.1 Purpose

- 11.2 General Instructions

11.1 Purpose

- 11.1.1 Petty cash disbursements are used only for small incidental expenditure and not as a method to bypass the School's Purchasing Systems.

- 11.1.2 The purpose of petty cash is to enable staff to pay cash for minor expenditure relating to curriculum purchases, travel, administrative and other ad-hoc payments relating to classroom/school expenditure. It is designed for small incidental expenses when it is infeasible or impractical to use normal purchasing means.

11.2 General Instructions

- 11.2.1 The following general restrictions apply to the use of the petty cash float:

- a. Petty cash must not be used to cash personal cheques
- b. Salaries and wages must not be paid through petty cash
- c. Petty cash must only be topped up from Sefton LA's bank account

- 11.2.2 Petty cash is used only for reimbursing small amounts of necessary expenditure up to £30.

- 11.2.3 Any claim over £30 will be reimbursed under the procedures for expenses.

- 11.2.3 As a general rule, reimbursement should be made only if receipts are supplied.

- 11.2.4 The float holder is to ensure that the cash is kept in the main safe and that records are kept which show the nature of the expenditure.

- 11.2.5 At any time, the total of cash remaining plus the receipts and/or vouchers for reimbursements should be the same as the total float. Any discrepancies found should be investigated and corrected, if this is not possible the Head Teacher needs to be informed in writing.

- 11.2.6 When the Imprest balance falls below 75%, the Administrative Assistant balances the cash and vouchers held with the Petty Cash Imprest Ledger and reimburses the float. This process is to be done when necessary to top up the float. The Imprest Ledger is to be countersigned by the Head and SBM.

CHAPTER 12 – INSURANCE AND RISK MANAGEMENT

12.1 LA

12.2 School insurance policies

12.3 Risk Management

12.1 LA

12.1.1 Insurances are arranged centrally by the Finance Director by negotiating terms for the LA as a whole in order to obtain the most appropriate, advantageous terms and a value for money. Premiums for such insurance will be paid by the Finance Director and the school will be recharged for those premiums for which it has a delegated responsibility.

12.2 School Insurance Policies

12.2.1 Insurances for school trips are covered by the LA's insurance policy but insurances for residential trips are taken out on an "as required" basis, normally with the trip organiser.

12.3 Risk Management

12.3.1 Risk is the threat that an event or action will adversely affect the school's ability to achieve its objectives and successfully execute its strategies. Risk Management is the process by which risks are identified, evaluated and controlled. It is a key element of the framework of governance.

12.3.2 Risk Management is the process whereby:

- a. There is a shared awareness and understanding in the school of the nature and extent of the risks it faces; the extent and categories of risks regarded as acceptable, the likelihood and potential impacts of the risks materializing its ability to reduce the incidence and impact on the organisation of risks that do materialise.
- b. There is a regular and ongoing monitoring and reporting of risk including early warning mechanisms.
- c. An appropriate assessment is made of the cost of operating particular controls relative to the benefit obtained in managing the related risk.
- d. The school conducts, at least annually, a review of the effectiveness of the systems of internal control in place.
- e. The Head reports to governors on the results of the review and explains the action it is taking to address any significant concerns he/she has identified.

12.3.3 This process is ongoing and has the potential to re-orientate the whole organisation around performance improvement. It is not about eliminating risk but about understanding risk and managing it more effectively.

12.3.4 Risk Management is not just about the Health and Safety aspects of life in a school, but covers all areas where decisions have to be made and the potential outcomes of those decisions, including operational, financial, environmental and reputation.

12.3.5 There are 3 main elements to Risk Management

- a. Identification
- b. Assessment
- c. Review

CHAPTER 13 – ASSET MANAGEMENT

13.1 The Asset Management System

13.2 Asset Register

13.3 Security

13.4 Insurance

13.5 Disposals

13.6 Obsolete Assets

13.7 Losses

13.1. The Asset Management System

13.1.1 Successful management of assets demands appropriate monitoring. This includes security, insurance, maintenance and disposal.

13.1.2 The main elements of the asset management system are as follows:

- a. Purchase
- b. Register
- c. Maintenance, Security and Insurance
- d. Disposal

13.2 Asset Register

13.2.1 A register of the school's equipment is kept and updated as soon as new items are purchased or disposed of.

13.2.2 The register includes items with a value of £250 or more.

13.2.3 The register is checked annually each April to ensure everything is included. This will ensure that assets have been accurately recorded and that the register is up to date.

13.2.4 Any discrepancies discovered during the check are recorded in writing with supporting explanations, investigated promptly and where significant, reported to a member of the SLT.

13.2.5 The Asset Register includes the following information:

Date of acquisition of asset
Description of asset including a unique identification mark such as a serial number
The cost of the asset purchased
The location of the asset

13.2.6 Back-up copies of the asset register are maintained and kept in a safe place. The actual register is on the computer system and is submitted to the LA Insurance Section each April.

13.3 Security

- 13.3.1 It is important to consider the security of assets – especially the easily portable and saleable items (laptops, iPads, cameras, etc.). These are kept securely locked away when not in use and particularly overnight.
- 13.3.2 Items of school property are not removed from the school premises without the authorisation of the Head. The SBM will record all such instances in a register and staff are to report the return of the asset to her.

13.4 Insurance

- 13.4.1 Items on loan to a member of staff and removed from the school premises are deemed to be their responsibility and covered by their own personal insurance.

13.5 Disposals

- 13.5.1 The Governing Board may dispose of assets through sale, donation or scrapping.
- 13.5.2 Any disposal of a capital asset must be made in accordance with the school's policy on purchasing and disposal.

Where assets have been acquired by the LA prior to delegation of budget, they may be written off/disposed of in accordance with the terms outlined as follows:

Up to £2000	Head	Inform the Governing Board
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- 13.5.3 All IT equipment is disposed of in accordance with the General Data Protection Regulation (GDPR) legislation. Any software products, for which licences are maintained in-house, are to be removed from the equipment prior to disposal.
- 13.5.4 Any member of staff who determines that an asset is surplus to requirements or is involved in the disposal should never attempt to purchase it or take it for him or herself, for personal gain.
- 13.5.5 Official receipts are issued for income received. Monies must be received and properly accounted for by someone who has not been involved in the disposal. The income received from the sale of any asset must be treated as income in the school's budget.

13.6 Obsolete Assets

- 13.6.1 Assets are obsolete if they have no resale value; they may be donated to the voluntary sector or scrapped.

13.7 Losses

- 13.7.1 All actual or suspected losses of assets are to be reported to the SBM who will investigate.

CHAPTER 14 – SECURITY

- 14.1 Office Security
- 14.2 Safe
- 14.3 Personal Security

14.4 Records

14.5 Data Security

14.1 Office Security

14.1.1 All offices containing financial or personnel records are locked when not in use.

14.2 Safe

14.2.1 There are two safes in school. The main safe in use in the school is in a secure strong room adjacent to the small hall. It complies with LA regulations and is fire proof. The SBM and the Administrators jointly hold keys. No other keys are held to this safe. A smaller safe with keypad entry is situated in the admin office which hold small sums of money prior it to be transferred to the strong room safe overnight.

14.2.2 The safe is kept locked at all times. Any loss is reported to the SBM and Head immediately.

14.2.3 Cash holdings in the safe are kept within the limits specified in the LA's insurance.

14.3 Personal Security

14.3.1 As a general rule, working in the school does not pose a personal security threat as regards violent theft. However, some staff work in the school during the holiday periods when limited numbers of staff are in, although there may be contractors on site.

14.3.2 Measures that are taken to reduce risk in these situations is as follows:

- a. Keep a log of all persons in the building and ensure that all staff know who else is in. This log is also useful in the event of a fire and is not designed to keep a check on attendance. Tell a colleague if you are off site for lunch etc.
- b. Where possible external doors that are not in use are kept locked.
- c. Reduce cash holdings to the bare minimum.

14.4 Records

14.4.1 School records of all types are where possible safeguarded against accidental or intended damage. Filing cabinets and cupboards containing current records are locked when not in use. Archived records are kept in a secure area and only permitted staff will have access to this.

14.5 Data Security

14.5.1 Much of the data processed in a school is now computerised and it is essential that this information is protected from unauthorised access and that it is securely stored.

14.5.2 The school computer system is divided into two – the curriculum and the administration. All staff have their own login and password, which are changed regularly. Passwords and access are cancelled immediately staff leave the school's employment.

14.5.3 Within the system there are also rules set up to only allow staff access to certain areas, eg finance which has restricted access.

14.5.4 Data is backed up daily through a service level agreement with Agilisys

- 14.5.5 To prevent viruses being imported, only authorised software agreed by the ICT Network Manager is installed.
- 14.5.6 A recovery plan to ensure continuity of financial administration in the case of emergency has been established.
- 14.5.7 The school has appointed Peter Raferty as its Data Protection Officer. His contact details are on the school website.

CHAPTER 15 – NON PUBLIC FUNDS

15.1 Funds

15.2 General Principles

15.3 Account Administration

15.4 Year End Accounts

15.1 Funds

- 15.1.1 Aintree Davenhill School has two non-public funds - School Fund and School Development Fund.

15.2 General Principles

- 15.2.1 These two accounts are managed separately from the LA Budget account, but the same strict rules for accounting as previously stated in this manual apply equally to the non-public funds.
- 15.2.2 An income and expenditure statement of the School Fund is produced regularly and kept in the Office.
- 15.2.3 An annual statement is provided to the LA for the funds.
The school must comply with any requirements specified by those making the funds available. This will include compliance with Charity Commission regulations.

15.3 Account Administration

- 15.3.1 The office administrator is responsible for recording income and expenditure against the correct cost centres on the School Fund software programme.
- 15.3.2 Each month transactions are reconciled against the bank statement by the office administrator and checked by the SBM.

15.4 Year End Accounts

- 15.4.1 School Fund accounts are managed on an academic year cycle.
- 15.4.2 The office administrator, overseen by the SBM, reconciles all transactions, produces Year End reports and records accruals.
- 15.4.3 Year End accounts are submitted to an independent auditor.

Head's Job Description and Job Specification

Job description

DEPARTMENT: CHILDREN, SCHOOLS AND FAMILIES

POST: HEAD

LOCATION: AINTREE DAVENHILL PRIMARY SCHOOL

RESPONSIBLE TO: GOVERNING BODY

Responsible for: The internal organisation, management and control of the school. In carrying out his/her duties a Head shall consult, where this is appropriate, with the Authority, the Governing Body, the staff of the school and the parents of its pupils.

Job Purpose: To provide professional leadership for the school, which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of achievement.

The conditions of employment for Heads are specified in the School Teachers' Pay and Conditions Document. Heads must carry out their duties within the provisions of the Education Acts and other statutory requirements, the school's instrument of government and the appropriate rules, regulations and policies of the Governing Body and the Local Authority.

Main Professional Duties

Leadership

- Formulate the overall aims and objectives of the school;
- Draw up school policies to achieve the aims and objectives;
- Demonstrate effective leadership through good communication and positive motivation; ensuring particularly that teachers at the school receive the information they need to carry out their professional duties effectively;
- Solve problems and resolve conflict;
- Motivate staff and pupils through personal interest, encouragement and concern for their health, safety and general well-being;
- Participate, to such an extent as may be appropriate having regard to his/her other duties, in the teaching of pupils at the school, including the provision for absent teachers.

Organisation and Management

- Plan, organise, co-ordinate and control the work of the school;
- Formulate the school development plan through consultation with the Governing Body, staff and the Local Authority;
- Keep under review the work and organisation of the school, particularly through an annual review of the school development plan and the ongoing evaluation and amendment of school policies;
- Participate in the selection and appointment of the staff of the school;

- Deploy and manage all staff and allocate particular duties to them, through the negotiation of written job descriptions and in a manner consistent with their conditions of employment, maintaining a reasonable balance for each teacher between work carried out in school and work carried out elsewhere;
- Consider how far the duties of the Head may be delegated to the Deputy Head and Assistant Head;
- Evaluate the standards of teaching and learning in the school, and ensure that proper standards of professional performance are established and maintained;
- Supervise and participate in arrangements for the appraisal of the performance of teachers, of him/herself, and of other Heads in the Local Authority; participate in identifying his/her own training needs and undertaking such training;
- Ensure that all staff have access to advice and training appropriate to their needs;
- Ensure that newly qualified teachers and those returning to teaching after a break in service have access to adequate support in their first year of service or resumed service;
- Be responsible for the supervision and training of teachers during their induction periods in accordance with the Induction Regulations, and making a recommendation as to whether they have met the prescribed standards;
- Ensure that teachers serving induction periods do not teach for more than 90% of the time a teacher at that school who does not receive responsibility points would be expected to teach;
- Ensure that the duty of providing cover for absent teachers is shared equitably among all the teachers in the school (including the Head) taking account of their teaching and other duties;
- Make arrangements for the exercise of his/her functions when absent;
- Provide information about the work and performance of the staff where this is relevant to their future employment;
- Report to the Governing Body annually on the professional development of all teachers at the school;
- Advise the Governing Body on the adoption of effective procedures to deal with under-performing teachers, and to keep them informed of the general operation of such procedures.

The Curriculum

Structure

- Determine, organise and implement a broad, balanced, differentiated and appropriate curriculum for the school, having regard to the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available to the school, in accordance with statutory requirements and the policies of the Governing Body and the Local Authority;
- Ensure that all pupils in attendance at the school take part in daily collective worship;
- Have a broad understanding of the curriculum and allocate responsibilities in order to ensure there is a coherent framework for the curriculum;
- Ensure the curriculum is evaluated and reviewed as necessary;

- Establish a whole school pay policy for assessment, recording and reporting which informs learning and informs parents and others of pupils' progress.

Pupils

- Determine measures to be taken to promote among the pupils' self-discipline and proper regard for authority, encouraging good behaviour, securing that the standard of behaviour is acceptable and otherwise regulating the conduct of the pupils; making such measures generally known within the school, and ensuring that they are implemented;
- Ensure that pupils are able to learn in a secure and well ordered community through making appropriate arrangements for pastoral care and discipline throughout the school day and whenever pupils are engaged in authorised school activities, whether on the school premises or elsewhere;
- Monitor and record the progress of pupils in order to ensure continuity of learning;
- Ensure that due emphasis is given to spiritual, moral, social and cultural development;
- Ensure that educational planning and provision is based on the needs of pupils;
- Ensure that pupils are encouraged to enjoy learning and given the opportunity for a wide range of learning experiences;
- Make arrangements for transition between phases and schools in order to minimise anxiety and build upon previous achievement.

Accountability

- Advise and assist the Governing Body, attending and making reports at meetings to enable Governors to carry out their duties;
- Liaise and co-operate with officers of the Authority and provide information which is required by the Department for Education and Skills and the Local Authority in order for them to carry out their duties;
- Work within the policies of the Governing Body and the Local Authority;
- Recognise that as an employee of the Governing Body, s/he derives authority from the Governors and is accountable to them.

External Relations

Parents

- Make arrangements for parents to be given regular information about the school curriculum, the progress of their children and other matters affecting the school so as to promote common understanding of its aims;
- Recognise that parents have the prime responsibility for the development of their children and ensure that parents are involved as fully as possible in the life of the school;
- Work in partnership with parents in the best interests of their children;
- Encourage and participate, where possible, in school association activities to increase the facilities of the school and the well-being of staff and pupils.

Other Institutions

- Liaise with other schools, and other education establishments with which the school has a relationship;

- Liaise with appropriate external bodies.

Staff Union and Associations

- Maintain relationships with organisations representing the staff of the school;

The Community

- Promote effective relationships with persons and bodies outside the school;
- Ensure that the school meets its responsibilities to the community and plays a constructive part in the life of the local community;
- Ensure that the school's curriculum draws on the nature and resources of the community;
- Develop links with local employers for the benefit of the pupils and the school;
- Promote a positive image of the school in accordance with the school's aims.

Resources for Learning

- Allocate, control and account for those financial and material resources of the school which are under his/her control;
- Formulate an annual budget for the school in conjunction with the Governing Body;
- Monitor and evaluate the effective deployment of staff and resources;
- Maintain effective accounting procedures for school expenditure;
- Make arrangements for the security, supervision and care of the school building and contents, and of the school grounds; and ensure that any lack of maintenance is promptly reported to the Governing Body and/or local authority.

General

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading.

All staff are responsible for the implementation of the Health and Safety Policy so far as it affects them, colleagues and others who may be affected by their work. The Head is also expected to monitor the effectiveness of the health and safety arrangements and systems to ensure that appropriate improvements are made where necessary.

The Authority has approved a policy on Equal Opportunities in Employment and copies are freely available to all employees.

SEFTON METROPOLITAN BOROUGH COUNCIL

JOB DESCRIPTION

School: Aintree Davenhill Primary

Post: School Business Manager (SBM)

Grade: Grade I

Responsible to: Head

Responsible for: Administrators, Caretakers, Lunchtime Supervisors

JOB PURPOSE

As the school's leading support staff professional and member of the Senior Leadership Team the SBM supports the Head's overall leadership and development to ensure the school meets its educational aims. The SBM has leadership and management responsibility for effective whole school administration and organisational systems, working with a large degree of autonomy. Responsible for financial and budgeting processes with the Head. Responsible for human resource issues and for premises related matters including building projects. Line management responsibility for all non teaching support staff.

MAIN DUTIES

Administration

Responsible for the planning, development, design, organisations and monitoring of support services and whole school systems, procedures and policies.

Determine the need for and arrange provision, analysis and evaluation of data and detailed reports and information.

Responsible for the design and effective operation of all administrative and human resource procedures.

Development and ongoing monitoring of all management information systems.

Responsible for the commissioning and effective operation of an appropriate payroll system.

Responsible for the submission of all returns and relevant information, internal and external.

Attendance at School Leadership Team (SLT) School Management Team (SMT) as a member and at Governors Meetings, presenting reports as necessary.

Management of relevant SLAs/contracts in relation to provision of services and presentation of recommendations as a result of ongoing monitoring and evaluation of contracts to SMT/Governing Body.

Organisation

Identify the need for and be responsible for securing appropriate licenses and insurance.

Responsible for devising marketing and promotion strategies for the school.

Interpret matters of policy, procedure and statute to ensure the school's compliance and initiate appropriate action.

Provide specialist advice and guidance to SMT/Governing Body etc. on national and local guidelines, policy and statute, etc.

To manage and resolve complex telephone and face-to-face enquiries in accordance with school policies and procedures.

To participate and assist in the organisation of examination invigilation as and when necessary.

Responsible for the organisation of school trips, visits by the school nurse, photographer, linked schools, parents etc. including insurance and risk assessments.

To assist with pupil first aid/welfare duties, looking after sick pupils, liaising with parents/carers and/or staff etc.

To manage the Head's diary including the arrangement of meetings, appointments etc. when necessary.

Resources

Responsible for the effective management of all financial administrative processes ensuring compliance with financial regulations.

Identify the need for, select and manage resources including management of resource budget.

Responsible for the planning, expenditure, monitoring and evaluation of budgets.

Management of facilities including the use of building premises and associated income.

Management of building works and projects e.g. new developments including the development of work specifications and service contracts.

Responsible for the management of the ICT network.

Responsible for securing sponsorship/funding and the preparation and submission of bids for financial grants.

Preparation of expenditure reports and estimates on development projects.

Responsible for the on-going review of support staff structures.

Responsible for the negotiation of contracts for large-scale purchases and bulk buying contracts in association with other schools as appropriate.

Management of Health and Safety in the school.

Support for the School

Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Be aware of and support difference to help ensure everyone has equal access to the services of the school and feels valued, respecting their social, cultural, linguistic, religious and ethnic background.

Contribute to the school ethos, aims and development/improvement plan.

Work as part of a team, appreciating and supporting the role of other people in the team.

Attend and participate in meetings as required.

Undertake personal development through training and other learning activities including performance management as required.

Line Management

Management responsibility for all non-teaching support staff including performance management, attendance, training and development.

Responsible for the creation and implementation of recruitment / induction / appraisal / training and mentoring for support staff.

Responsible for the effective communication with all support staff, holding regular team meetings with managed staff.

Represent support staff at relevant meetings.

Note This is not a comprehensive list of all tasks, which may be required of the postholder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

GENERAL:

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading.

All staff are responsible for the implementation of the Health and Safety Policy as far as it affects them, colleagues and others who may be affected by their work. The postholder is also expected to monitor the effectiveness of the health and safety arrangements and systems to ensure that appropriate improvements are made where necessary.

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