







## 1. Roles and Responsibilities

### How the Trust Board works together with Local School Boards (Governors):

- Assurance reports from the Local School Boards (LSBs). The Trust Board receives reports on the reports the LSBs provide. Unlike many MATs, CIT has retained a local governance layer to ensure that governance decisions are informed by input from local stakeholders. The Trust Board values the work of the LSBs and the Trust works to support the assurance-related work of these bodies.
- Information provided by LSBs related to the 5Cs (Communications, Culture, Celebration, Concerns, Community) in their reports to the Trust Board.
- Assurance reports from the CIT Executive. The Trust Board Committees receive regular detailed school-specific reports on matters linked to quality of education, Safeguarding, behaviour, pupil attendance, Finance, premises, Health and Safety, HR and staff wellbeing.

Education Scrutiny and Safeguarding Committee meeting  
strengths and areas requiring improvement.

Documentation. Trustees have access to a range of reports and data for each school in the Trust. We have access to health check reports, the IDSR data report, safeguarding audits, Health and Safety reports, condition survey reports, budget reports, etc.

## Community Inclusive Trust - **Communications Statement**

- Ensuring that information regarding staff pay and conditions of service is made available to all who are employed at the school.
- Taking steps to ensure parents who do not have access to the Internet can still access the information that is included on the school website.
- Ensuring the communication of key messages and school values.
- Ensuring all platforms of communication are up to date

## Community Inclusive Trust - **Communications Statement**

- Access to a HeadteachersqNetwork that is always be on hand to advise and listen.
- Regular training and networking for DSLs to ensure they are kept updated with local and national Safeguarding issues.
- An online Safeguarding Hub to store all documents, policies and guidance you will need to help you get Safeguarding right in your school.
- Bespoke Curriculum support to enable your pupils to learn how to keep themselves safe.

### **School Improvement**

- Providing support and challenge to the Headteacher and Senior Leadership Team.
- Facilitating and running Headteacher Development Days.
- Communicating Health Checksqfeedback to ensure that schools are appraised so that strengths can be shared and areas for development can be addressed.
- Training and coaching to Senior Leaders.
- Monitoring standards throughout the year using a range of evidence sources including learning walks, observations, book inspections, meetings with SLTs and desk top exercises when considering attainment and progress.
- Supplying Ofsted mentoring and guidance.

### **Finance**

- Providing each school with a School Operations Manager and a Finance Administrator.
- Regular communication with the Headteacher on budgeting.
- Providing support and challenge to the School Operations Managers and Finance Administrators for Operations and Finance within their schools.
- Regular network meetings for all Schools Operations Managers.
- School review meetings for Finance and Operations as necessary.

## Community Inclusive Trust - **Communications Statement**

- Proactively identify, develop and implement improvements to systems and procedures to enhance service efficiently.
- Communicating the CIT ^{ } [ [ ^^^ free helpline for: Family issues - medical information - lifestyle addictions - gambling - financial - relationships - domestic abuse - insurance claims - consumer issues - debt - legal - stress - childcare . housing.

### **LEARN**

- Communicating the fully funded menu of training opportunities and professional networks available to schools.
- Supporting in the development of strategic leadership of SEND to ensure that SEND and inclusion are embedded into whole school provision with the aim of having a positive impact on outcomes for all pupils.

### **Projects & Estates**

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## Community Inclusive Trust - **Communications Statement**

- Phone calls
- The school website
- School Newsletters
- In-person meetings

In line with the Social Media Policy, staff will not communicate or interact with parents or pupils via their personal social networking pages, except in the case of blogs or social media pages set up specifically for the purpose of teaching and learning (should staff think they have a valid reason to communicate with children/parents they must gain permission from the Headteacher who will inform HR so that a record can be kept).

CIT



## Community Inclusive Trust - **Communications Statement**

Email and Internet access will be used in line with the Trust's Data Protection Policy and the Online Safety/E-Safety Policy.

All staff will have their own Trust or school email account, which will be used to conduct all work-related communication .

## Community Inclusive Trust - **Communications Statement**

When parents wish to organise official meetings with members of staff, they should follow the process set out in the Communications Statement. Parents will be required to organise meetings with members of staff with adequate preparation time. Lessons will not be interrupted to accommodate parents needing to speak to a teacher (unless an emergency and time-critical).

### **Right to erasure**

In accordance with the UK GDPR, all individuals have the right to request the deletion or removal of personal data where there is no compelling reason for its continued processing, e.g. , @!^ æ] æ^} œ &@â @œ |^•&@ [ |.

In requests for consent, the DPO will ensure the reasons for processing are clear, e.g. by ensuring they are not obscured by lengthy procedures or small print. In its requests for consent, the school will make it clear all individuals have the right to erasure in the following circumstances:

- Where the personal data is no longer necessary in relation to the purpose for which it was originally collected or processed.
- When the individual withdraws their consent.
- When the individual objects to the processing and there is no overriding legitimate interest for continuing the processing.
- The personal data was unlawfully processed.
- The personal data is required to be erased in order to comply with a legal obligation.

### **Right of access and SARs**

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The procedure below will be followed for SARs:

- The requests will be made in writing to the V!^ •œ Executive Leadership Team and will be responded to within one month of receipt.
- The period of compliance may be extended by a further two months where the requests are complex or numerous. If this is the case, individuals will be informed within one month of receipt of the request, with an explanation of why an extension is required.
- A pupil, or the parent of a pupil, will have the right to access the information that the school holds about the pupil in question.
- Individuals have the right to access their personal data free of charge.
- Where requests are manifestly unfounded or excessive, a reasonable charge for the administrative costs of providing the information will be applied, or the request will be refused.
- If any request is refused, the individual will be informed of their right to complain to the supervisory authority and to a judicial remedy without delay within one month.

Under the UK GDPR, remote access to a secure self-service system will be given to provide individuals with direct access to their personal information.

### **Freedom of Information requests**

In line with the Freedom of Information Act 2000, private data and public records can potentially be accessed through lodging a Freedom of Information (FOI) request. The procedure below will be followed in terms of FOI requests:

- The requests will be made in writing to the school or Trust, stating the name and address of the requester and a description of the information requested.
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