

BUDE INFANT



SCHOOL

Bude Junior School



Budehaven
Community School



Jacobstow Community
Primary School



Kilkhampston Junior and
Infant School



Stratton Primary
School



Bude Communities' Schools' Trust

(a rural co-operative partnership)

Public Consultation: Booklet 1

'Changing from Community School to Foundation School Category and Acquiring a Charitable Trust': A Rationale.

The reason for the consultation

The Governing Bodies of Bude Infant School, Bude Junior School, Budehaven Community School, Jacobstow Community Primary School, Kilkhampston Junior and Infant School, Stratton Primary School and Whitstone Community Primary School are proposing to change their category from community to foundation school, and at the same time acquire charitable status as a shared co-operative Trust, to be known as Bude Communities' Schools' Trust.

What we would like you to do

We would like to know what you think of our plans, so we invite you to take part in our public consultation. You can do this by:

- Reading this Booklet One. You may also wish to read Booklet Two, which provides answers to a wide range of frequently asked questions (FAQs). Copies of this will be available at all the schools.
- Completing the Public Consultation Questionnaire and returning it to any of the schools.
- Attending one of the consultation meetings – there will be parent meetings held at each participating school plus a central, public meeting held within Bude (details on page 11).

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Section 1 – Executive Summary

- 1.1 The Governing Bodies of the following Bude Area schools are each proposing to change their category from a community to a foundation school and at the same time to acquire together a charitable trust, to be called Bude Communities' Schools' Trust. The schools are:

- Bude Infant School,
- Bude Junior School,
- Budehaven Community School,
- Jacobstow Community Primary School,
- Kilkhampton Junior and Infant School,
- Stratton Primary School,
- Whitstone Community Primary School.

The two Church of England Voluntary Controlled Primary Schools in the Bude area, Marhamchurch CE Primary School and St Mark's CE Primary School, Morwenstow will be named as partners in the Bude Communities' Schools' Trust. As foundation members of the Diocesan Trust they are unable to be foundation members of a second trust.

- 1.2 The proposed date of implementation (i.e. the date on which any legal change of category would take place – and the Trust would be created on), is 1st November 2012.
- 1.3 The partnership of schools supported by the Trust will work together to improve standards, outcomes and services for children, young people and their families within our local communities in the Bude Area. The seven schools together with the two church schools are responsible for the state education of the young people in the area, and our Headteachers believe strongly that by working together they can achieve significantly more for their schools than they can by working alone. They would therefore like to build on the work already being undertaken in the Bude Area by forming a Co-operative Trust to support and secure their work.
- 1.4 As members of a shared Trust, our schools will continue to be part of the Local Authority family of maintained schools, but the change of category will allow us to be supported additionally by a charitable trust. A number of other schools may have an interest in either becoming a full member or an associate member of the Trust. If they join, they will be full contributors to and beneficiaries of the work of the Trust. Copies of all the consultation documents are available from each consulting school's website (see contact details, p13) as well as in hard copy from each school office.
- 1.5 As a result of the change, the Governing Body of each school will gain new powers and responsibilities. It will become the legal employer of all staff at the school. Each school will remain in the Local Authority maintained sector and continue to be subject to national agreements and existing pay and conditions will remain unchanged for all staff.
- 1.6 Each Governing Body will also become responsible for pupil admissions, but will work jointly with the Local Authority to administer the provision of pupil places within the requirements of the National Schools Admissions Code. The Trust will also hold the land and capital assets in trust for each school, although each governing body will retain day to day responsibility for managing these assets in the same way as they do now.

- 1.7 You will have the opportunity to comment on these proposals through the consultation which runs from noon Thursday 31st May to noon Thursday 5th July 2012. We would emphasise that no decision has yet been made and we would welcome suggestions that might help us to improve our proposals, as well as challenging them.
- 1.8 When the consultation period is over, each Governing Body will then consider the outcome independently and decide on whether they should go ahead to the next stage: i.e. to publish Statutory Proposals for their own school on changing category and acquiring a charitable trust - or remain as a community school.
- 1.9 After considering the outcome of the consultation, one or more schools may decide not to proceed to Statutory Proposals. However this does not prevent the other named schools from continuing to publish Statutory Proposals if their governing body wishes to proceed.
- 1.10 In order to make the change, each Governing Body is therefore legally proposing to change category from a Community School to a Foundation School and at the same time formally to acquire a co-operative Trust – to be called Bude Communities’ Schools’ Trust.
- 1.11 As well as playing a full role in the development of the Co-operative Trust, the Governors of Budehaven Community School are also actively exploring the potential additional benefits that may accrue by the school subsequently converting to Cooperative Academy Trust at a future date. Further consultation would need to take place on such a proposal if that were to be pursued.

Section 2 – Visions and Values

- 2.1 All the local schools have long worked together for mutual benefit, and this has included the Bude Area Heads' Group, the Bude Area Governors' Network, the Bude Sports Partnership and the Bude Area Extended Services Network.
- 2.2 Working as a collaborative cluster has helped the schools to develop a common set of aims and values. Headteachers, teachers and governors meet together to share ideas and to receive training. Learners from our schools regularly take part in activities organised by the schools working together. This has helped all of our schools to improve by sharing best practice.
- 2.3 Becoming a shared Trust will help us to further develop our vision and aims. We shall continue to raise expectations and standards across the partnership, and make our existing collaboration more sustainable. We fundamentally believe that to meet the needs of the community we need to work together as a community. As a group of schools we know that we can achieve more by working together than we can by working alone. By working together the needs of all children and families in our area can be better met.
- 2.4 Key aims for our Trust are to:
- Work together to preserve, develop and sustain our schools in our local communities.
 - Ensure consistently high expectations and outcomes across all of our schools amongst learners, teachers, parents and carers.
 - Enable all learners to benefit from high quality teaching and learning.
 - Work effectively with parents and carers, professionals and the wider community to promote health and well-being, in order to create the right conditions for learners to thrive.
 - Make efficient use of all resources available to us and thereby maximise the benefits for learners.
 - Work with external partners and schools in neighbouring areas to widen the range of collaborative opportunities available to our workforce and our young people.
 - Improve social cohesion within our community by strengthening our commitment to co-operative values, including respect, social justice, inclusion, fairness and democracy.
- 2.5 As a co-operative Trust, the Trust will adopt the values and principles of the co-operative movement (see Appendix B).
- 2.6 Co-operatives are based on the six values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, co-operative members believe in the values of honesty, openness, social responsibility and caring for others.
- 2.7 We have chosen to become a co-operative Trust because these are the values and principles which underpin our work with each other and with our young people. They are the values through which we know our parents want their children to be educated.

Section 3 – What will the Trust do?

3.1 What will be the Trust’s particular focus?

Our focus will be to ensure that all young people in all our schools will benefit from the highest quality of teaching and learning and will thereby be able to achieve their full potential.

We will work closely with all stakeholders and with a variety of innovative educational partners from the community and beyond, in order to impact positively on learner outcomes.

It is therefore the key role of the Trust to assist in further raising achievement and outcomes by continuing to:

- a) Strengthen the quality and consistency of teaching and learning.
- b) Increase aspirations among stakeholders, and all those who work with children.
- c) Harness resources efficiently in the interests of learning.
- d) Create the right conditions for enjoyable and effective learning.
- e) Use our local environment as an inspirational context to stimulate inspirational learning.
- f) Increase inclusive opportunities in order to educate generations of young people to respect and celebrate difference and diversity.
- g) Ensure smooth transition through the key stages.

3.1.1 *Strengthen the Quality and Consistency of Teaching and Learning.*

As a Trust we will:

- Look to recruit and retain the highest calibre of staff in all roles to work in our schools.
- Continue to develop our committed workforce within our schools through a collaborative and shared programme of professional development.
- Encourage teachers and school leaders to share their expertise for the benefit of all members of our Co-operative Trust.
- Provide those working in our schools with the best we can afford in terms of training, facilities, resources and support.

3.1.2 *Increase aspirations among stakeholders, and all those who work with children*

As a Trust we will work in partnership to:

- Encourage all members of our learning communities to have high expectations.
- Enable those who attend the Bude Communities’ Schools’ Trust schools to acquire the skills and attitudes to be life-long learners and to make a positive contribution to the community in which they live.
- Foster creativity and innovation in our young people through an exciting, challenging and appropriate curriculum.
- Create amongst learners a sense of local pride and an understanding of the possibilities afforded in the wider world.

3.1.3 *Harness resources efficiently in the interests of learning*

As a Trust we will:

- Work together as a group of schools to ensure that the whole of our commitment to learning is greater than the sum of its parts.
- Work in partnership with parents and carers to achieve the overall aims of the Trust and in particular promote and develop more effective parental learning and networking across all our schools.
- Work with community organisations to extend and enrich school provision
- Work with external partners and agencies to support our aims.

3.1.4 *Create the right conditions for enjoyable and effective learning*

As a Trust we will seek to build upon our existing strengths including creating a learning environment which is both safe and stimulating for all and which promotes high quality, measurable outcomes in the following areas:

- Attainment and progress.
- Attendance.
- Behaviour.
- Health and well-being.
- Transition.

3.1.5 *Use our local environment as an inspirational context to stimulate inspirational learning.*

As a Trust we will work with each other and with the local community to:

- Maximise the learning opportunities afforded by our local environment.
- Foster a sense of pride and belonging in our very special and unique local communities and our natural environment.

3.1.6 *Increase inclusive opportunities in order to educate generations of young people to respect and celebrate difference and diversity.*

As a Trust we will strive to enable all children to achieve their potential by:

- Providing learning opportunities on an individual and group basis which allows for greater inclusion.
- Maximise parental engagement and involvement in their children's education and learning.
- Being proactive to ensure children maximise their access to learning, regardless of their gender, disability, ethnicity, sexual orientation or religious belief.

3.2 What will each partner bring to the Trust?

The seven Schools

Bude Communities' Schools' Trust will initially encompass seven member foundation schools, plus the two named church partner schools, which serve all the Bude Area and which between them have a wealth of experience and expertise in the provision of education. In addition, each School's governing body brings a wide range of skills and experience which will be of benefit to the Trust as a whole.

As outlined in paragraph 1.11, in the event that Budehaven Community School converts at a future date to Co-operative Academy Trust status that school will cease membership and become a partner of the Trust; no school can be a foundation member of more than one trust.

The two Church Schools

Voluntarily Controlled Church Schools are not able to be members of the Bude Communities' Schools' Trust. However, on a day to day basis all nine maintained schools in the area work closely together and Marhamchurch CE Primary School and St Mark's CE Primary School, Morwenstow will be partners of Bude Communities' Schools' Trust.

Cornwall Council

The Local Authority has actively supported the seven schools to seek Trust status, and will continue to provide technical and specialist support. Negotiations will take place with a number of different service teams within the Local Authority to broker bespoke services to the Trust in support of schools. It is also anticipated that the Local Authority will also from time to time commission work from the Trust in order to achieve its own objectives.

The Co-operative Movement (represented in the interim by the Co-operative College)

By becoming a co-operative trust we are part of the global co-operative family. We will become members of the Schools Co-operative Society, the national network of co-operative trusts, and work with the Co-operative College to identify a suitable long term co-operative partner for the trust from the Co-operative Movement in Cornwall. The Co-operative College has extensive experience in both the general school sector and the co-operative trust sector. They helped to found and organise the network of co-operative schools, of which the Trust will be part. They will also help bring a global dimension to the schools and assist in establishing national and international links with other co-operative organisations.

Other Partners

The Trust is keen to explore links with other partners from the public, voluntary and commercial sectors that can help to further its aims. Charitable status and existing partnerships will help significantly in identifying suitable partners.

3.3 How will the Trust make a difference?

- 3.3.1 The formation of the Trust will focus the minds and energies of all partners on the task of raising attainment and increasing opportunities for enjoyment and achievement across our local communities.
- 3.3.2 By bringing coherence and continuity to lifelong learning at a time when Local Authority services are diminishing and schools are increasingly finding themselves working alone, the Trust provides a means of bringing local schools together to serve a common purpose and to provide sustainable pathways to learning, enjoyment and achievement from early years through adulthood.
- 3.3.3 By making efficient and effective use of resources, the Trust will provide schools with significant collective bargaining power in their negotiations with suppliers of goods and services. This will enable them to secure best value and prioritise funding for teaching and learning. This is particularly important in our sparsely populated rural area some distance away from major transport networks where costs are frequently higher. The Trust will also encourage schools to pool expertise and resources to enable them to maximise the benefits for staff and students.
- 3.3.4 The Trust will extend the offer of membership to parents, learners, employees and community groups. This will have the value not only of identifying specific benefits for each of these groups, but also enlisting their support in achieving the aims of the Trust. Furthermore, the membership are the custodians of the values and principles of the Trust thereby safeguarding the ethos and future commitment of each school to the co-operative alliance.

Section 4 – How will the Trust work?

- 4.1 The Trust will be a charitable, not for profit organisation, meeting the legal and other requirements of the Department for Education (DfE). It will carry out its duties in relation to schools as set out by the DfE, specifically by appointing a minority of the members to the Governing Body of any supported schools and by holding the land and assets in trust for the community.
- 4.2 The Trust will be legally established and regulated (as with all charities) by the Charities Commission and registered as a company limited by guarantee with Companies House.
- 4.3 Trustees will not be able to derive an income from the Trust, but the Trust may become an employer as it develops its work. Any income generated by the Trust must only be used to support its charitable aims. The Trust will not seek to alter the individual characteristics of the partner schools and it will not seek to change the character (religious or otherwise) of a partner school.
- 4.4 The Trustees will meet a minimum of 3 times a year (co-ordinated with existing school governance arrangements as required).
- 4.5 The Trust will work with other people and organisations, as appropriate, to carry out its work. As the Trust develops, it may be appropriate to consider additional partners. There will be a clear process involving existing Trustees to ensure that any future partner will comply fully with the vision, values and aims of the Trust.

- 4.6 The Trust will be made up of representatives from schools, partners and members. For details of the proposed structure of the Trust see Appendix C.
- 4.7 The Trust will appoint a minority of governors (the legal minimum number is two), at any school for which it acts.
- 4.8 The Trust will have an ethos of co-operation and democracy consistent with co-operative values. It will seek to empower learners and their community. The Trust will help young people prepare for the challenges facing them as global citizens.

Section 5 – Foundation Status

- 5.1 To facilitate the organisation of the Trust, community schools are required to alter their category to become Foundation schools. In acquiring foundation category, the Governing Body - and not the Trust- will take on new responsibilities including responsibility for the employment of staff and the admission of learners to each school. In addition, the Trust will hold the land and assets in trust for each school for which it acts. Each governing body will retain day to day responsibility for managing these assets, as is presently the case.
- 5.2 The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 provide for all the rights, powers, duties and liabilities to transfer existing staff from the Local Authority to the Governing Body.
- 5.3 Existing and new staff will continue to work under the terms of the ‘School Teachers’ Pay and Conditions Document’ (STPCD). Each school’s governing body will set out the terms and conditions for new support staff which will be no less favourable than those enjoyed by existing staff. All staff will therefore enjoy as a minimum the same terms and conditions of employment as in any maintained school.
- 5.4 Schools will continue to teach the National Curriculum and be inspected by Ofsted.
- 5.5 Each governing body within the Trust will work in collaboration with the Local Authority in ensuring strict adherence to the Schools Admissions Code while reserving its own legal right to review admission arrangements.

Section 6 – What Trust and Foundation Status will mean.

Admissions

- 6.1 Each school will remain part of the Local Authority's family of maintained schools. Each will continue to have a fair admissions policy and not introduce selection by ability or according to which particular school a child attends.
- 6.2 Parents will apply for places at a Trust school as part of the Local Authority process and schools will continue to work with the Local Authority to ensure that pupil places are given fairly in line with the published admissions criteria.

Composition of Governing Bodies

- 6.3 The current arrangements for appointing Parent, Community, Local Authority and Staff Governors will be maintained. However the Governing Body will now also have a minority of governors appointed by the Trust (this will probably be the legal minimum of two). This will help to ensure that there is a strong link between the Trust and each school Governing Body. The proportions each governing body must follow in reconstituting itself to allow for the two Trust nominated governors, are set out in Appendix D.

Membership of the Trust

- 6.4 The membership of the Bude Communities' Schools' Trust will be fully inclusive. Membership of the Trust will be open to:
- learners
 - parents and carers
 - staff employed by the Trust
 - community organisations supporting the work of the Trust
 - individual members of our local communities who wish to associate themselves with the aims and values of the Trust.
- 6.5 We are planning to establish a Trust Forum whose members, including parents, staff, learners and representatives of community – both organisations and individuals, are elected. The purpose of the Trust Forum will be to hold the Trust to account, to help shape policies and to appoint a minority of trustees (normally two or three).
- 6.6 In keeping with the co-operative tradition, we will be looking to identify a range of benefits to members which would be consistent with the aims of the Trust.

Employee Terms and Conditions

- 6.7 The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 provide for all rights, powers, duties and liabilities to transfer existing staff from the Local Authority to the Governing Body of each school. Employees will be employed by their school's Governing Body instead of the Local Authority.
- 6.8 Trust schools will continue to recognise the same unions and staff associations. The existing rights of teachers will be fully protected if schools acquire a Trust. Trust schools will continue to be bound by the School Teachers' Pay and Conditions Document.
- 6.9 Each governing body will set terms and conditions for its own support staff. These terms and conditions will be safeguarded as per the prescribed regulations and all support staff will maintain the same employment rights as Local Authority employees.

- 6.10 Employees will still be represented on all governing bodies, elected by their colleagues.
- 6.11 Under the terms of the Trust, all staff will continue to enjoy as a minimum entitlement the same terms and conditions of employment as staff in any Cornish local authority school.

Section 7 – The Consultation Process

- 7.1 We would like to know what you think about the proposals contained in this booklet. You can comment on the proposals at any time from noon on Thursday 31st May to noon Thursday 5th July 2012
- 7.2 You can take part in the consultation by
- a) Completing the Public Consultation Questionnaire and returning it to any of the seven schools,
 - b) Attending one of the meetings as detailed in the table below.
- 7.3 Learners will be consulted via their school councils, assemblies and a range of other internal school mechanisms.
- 7.4 Staff will be kept fully informed and involved in the consultation process throughout. There will also be a staff consultation meeting to which staff at all seven schools are invited at Budehaven Community School at 4pm on Monday 18th June, 2012.
- 7.5 Parents’ meetings will be held in each of the seven schools as shown below.
- 7.6 There will be a public meeting at Budehaven Community School on Monday 18th June at 6.30pm. All seven headteachers and the schools’ Chairs of Governors will be in attendance at this meeting.
- 7.7 The full consultation meetings programme is as follows.

Venue	Date	Time	Audience	Venue
Bude Infant School	Tuesday 19 th June	6.30pm	Parents	Bude Infant School
Bude Junior School	Tuesday 19 th June	6.30pm	Parents	Bude Infant School
Budehaven Community School	Monday 18 th June	4pm 5.30pm 6.30pm	Staff Parents Public	Budehaven Community School
Jacobstow Community Primary School	Wednesday 20 th June	5.00pm	Parents	Jacobstow Community Primary School
Kilkhampston Junior and Infant School	Wednesday 20 th June	7.00pm	Parents	Kilkhampston Junior and Infant School
Stratton Primary School	Wednesday 20 th June	2.30pm	Parents	Stratton Primary School
Whitstone Community Primary School	Friday 22 nd June	3.15pm	Parents	Whitstone Community Primary School

- 7.8 After the consultation is closed, all comments oral and written will be collated and a report will be prepared by the Co-operative College for consideration by each Governing Body. The reports will be made available on the school websites. Individual reports will not be published but will be made available to the respective Governing Body and will be available for inspection by the public on request. The seven governing bodies will receive a joint presentation on the consultation. Each will then hold its own separate meeting to review the report and all the comments made before reaching an informed decision.
- 7.9 There are three possible decisions that each individual governing body can take:
- Proceed - issue Statutory Notices about a change from Community to Foundation Status and the adoption of a Trust;
 - Pause - modify the proposal in the light of suggestions made during the consultation and if the changes are significant, consult again on the changes;
 - Stop - decide not to proceed and to retain their current status.
- 7.10 If an individual governing body decides not to proceed, it does not prevent other schools from proceeding after they have made an informed decision to do so. The outcome of consultation for each school is mutually exclusive.
- 7.11 If a governing body decides to proceed and issues a Statutory Notice, there will be another chance after the summer holidays to comment on any formal proposals which might be made before any final decision is made.
- 7.12 The proposed implementation date for the Trust is 1st November 2012.
- 7.13 Copies of all of the consultation documents can be obtained from the individual schools.
- 7.14 If you have any queries about anything you have read in this document, please contact your local school. (Full details are in Section 8 below).

Section 8 – Contact details

Schools consulting on change to Foundation Status		
School name and address	Tel/E-mail/website	Headteacher
Bude Infant School Broadclose Hill, Bude, Cornwall. EX23 8EA	01288 353798 head@bude-inf.cornwall.sch.uk www.bude-inf.cornwall.sch.uk	Mrs Jane Greatbatch
Bude Junior School Broadclose Bude EX23 8DR	01288 352731 head@bude-jnr.cornwall.sch.uk www.budejuniorschool.uk.org	Mr Mike Narroway
Budehaven Community School Valley Road Bude EX23 8DQ	01288 353271 head@budehaven.cornwall.sch.uk www.budehaven.cornwall.sch.uk	Mr David Barton
Jacobstow Community Primary School Jacobstow Bude EX23 0BR	01840 230337 head@jacobstow.cornwall.sch.uk www.jacobstow.cornwall.sch.uk	Mrs Sue Russell
Kilkhampton Junior and Infant School Kilkhampton Bude EX23 9QU	01288 321259 head@kilkhampton.cornwall.sch.uk www.kilkhampton.cornwall.sch.uk	Mrs Jane Adams
Stratton Primary School New Road, Stratton, Bude EX23 9AP	01288 353196 head@stratton.cornwall.sch.uk www.stratton.cornwall.sch.uk	Mr Phil Aldis
Whitstone Community Primary School Oak Lane Whitstone Nr Holsworthy EX22 6TH	01288 341241 head@whitstone.cornwall.sch.uk www.whitstone.cornwall.sch.uk	Mr Paul Woolner

Appendices

Appendix A – List of Consultees

We are keen to consult widely about this proposed change to ensure that all interested parties have an opportunity to contribute to the consultation. We are therefore consulting with the following:

- a) learners currently at each school applying for a change of status;
- b) parents and carers of those learners and students;
- c) teachers and support staff currently employed at these schools;
- d) staff, parents and carers at other local schools including Children's Centres and pre-school providers;
- e) other neighbouring schools which might be affected by the proposals;
- f) local teacher associations and trades unions representing our staff
- g) Cornwall Council, Devon County Council, local town and parish councils,
- h) serving local MPs and local councillors
- i) local community and voluntary groups, including sports and leisure providers;
- j) local and neighbouring FE and HE institutions
- k) The Primary Care Trust (PCT) and local health care providers
- l) local religious organisations

If you feel that there are other stakeholders who should be contacted, please inform your school.

Appendix B – Co-operative Values and Principles

The Values and Principles embraced by today's worldwide co-operative movement have evolved from the ideals of the early co-operators of the 18th and 19th centuries. They are embodied in the Statement of the Co-operative Identity published by the **International Co-operative Alliance**. For more information about the origins of the co-operative movement, please visit the **National Co-operative Archive**.

Co-operative Values

Co-operatives throughout the world share a set of values that give them their distinctive character.

Self-help

In co-operatives, people help each other whilst helping themselves by working together for mutual benefit.

Self – responsibility

Individuals with co-operatives act responsibly and play a full part in the organisation

Democracy

A co-operative will be structured so that members have controls over the organisation – one member, one vote.

Equality

Members will be treated justly and fairly.

Solidarity

Members will support each other and other co-operatives.

Ethical Values

In the tradition of their founders, co-operative members believe in the ethical values of:

- Honesty,
- openness,
- social responsibility
- caring for others

Co-operative Principles

The co-operative principles are guidelines by which co-operatives put their values into practice.

1st Principle: Voluntary and Open Membership

Co-operatives are voluntary organisations, open to all persons able to use their services and willing to accept responsibilities of membership, without gender, social, racial, political or religious discrimination.

2nd Principle: Democratic Member Control

Co-operatives are democratic organisations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member one vote), and co-operatives at other levels are also organised in a democratic manner.

3rd Principle: Member Economic Participation

Members contribute equitably to, and democratically control, the capital of their co-operative. At least part of that capital is usually the common property of the co-operative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any of the following purposes: developing their co-operative, possibly by setting up reserves, part of which at least would be indivisible; benefitting members in proportion to their transactions with the co-operative; and supporting other activities approved by the membership.

4th Principle: Autonomy and Independence

Co-operatives are autonomous, self-help organisations controlled by their members. If they enter into agreements with other organisations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy.

5th Principle: Education, Training and Information

Co-operatives provide education and training for their members, elected representatives, managers and employees so they can contribute effectively to the development of the co-operatives. They inform the general public – particularly young people and opinion leaders – about the nature and benefits of co-operation.

6th Principle: Co-operation among Co-operatives

Co-operatives serve their members most effectively and strengthen the Co-operative Movement by working together through local, national, regional and international structures.

7th Principle: Concern for Community

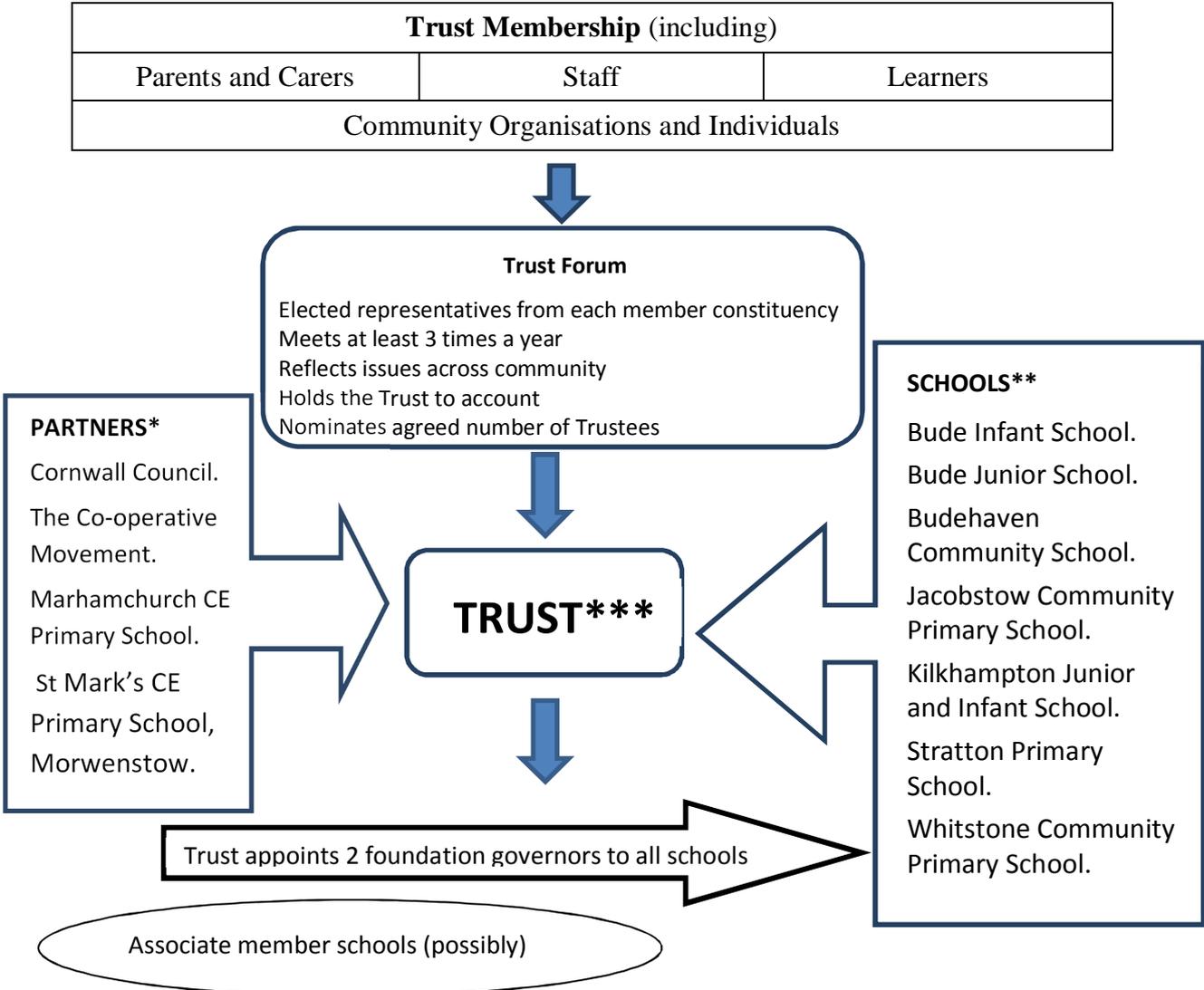
Co-operatives work for the sustainable development of the communities through policies approved by their members.

Appendix C – Proposed Bude Communities’ Schools’ Trust Structure

As part of the consultation process, we are keen to develop a Trust structure which will be properly representative of all members and stakeholders, represent external partners appropriately and enable all of our schools to be represented equitably.

In putting this together we need to build on existing governance arrangements whilst creating a structure which is realistic. We have no wish to create an unwieldy and bureaucratic structure which is not fit for purpose.

The diagram below is an initial representation of the relationship between wider membership, schools and their Governing Bodies and proposed external partners. Further work is needed here and this will be a priority in our consultation process.



***Each partner will appoint one trustee to the Board**

****Each school will appoint two trustees to the Board, (being the Headteacher and Chair of Governors – or nominee)**

***** Trust appoints two governors to each of the seven schools.**

Under this structure, the Trustees would meet as The Bude Communities’ Schools’ Trust at least 3 times a year.

Appendix D: Proposed Reconstituted Governing Body Structures

The current situation of appointing Community, Local Authority and Staff Governors will be maintained. However in addition the Governing Body will now have a minority of governors appointed by the Trust (a minimum of two),

Local Authority nominated governors must number at least one and be no more than one fifth of the total governing body. Parent governors must be at least one third of the Governing Body. Staff governors must be at least two, but not more than one third. If there are three or more staff governors then one must be a non-teacher. Community governors must be at least one tenth. There must be a minimum of two Foundation governors (Trust appointees).

The Governing Body of each school will undergo minimum changes in order to comply with the appropriate legislation.