



MAMOURA

BRITISH ACADEMY

Governance Policy

Policy Issued	Term 1 2024
Policy Updated	-
Next Review	Term 1 2026
Lead Professional	Principal
SGG Ratification	November 2024

Rationale

Aldar Education and Mamoura British Academy is committed to establishing sound, purposeful governance through the establishment of a Strategic Governance Group (SGG). This Governance policy establishes a clear framework that ensures accountability, transparency, and strategic direction in MBA operations. It outlines the roles and responsibilities of key stakeholders, such as the governing board and advisory groups, fostering collaboration between school leadership, parents, staff, and the wider community. By setting high standards for decision-making and oversight, the policy ensures that the school adheres to regulatory requirements, maintains academic excellence, and effectively manages resources.

Policy References

This policy is written in conjunction with:

- The Aldar Education Strategic Governance Group Policy – June 2024
- ADEK Governance Policy – Effective 2024/2025

Governance Rules

In this policy the following governance rules will be covered:

- The overall governance structure including details of corporate governance if applicable.
- The terms of reference and membership of the Strategic Governance Group (SGG).
- The scheme of delegation to any committees or individuals.
- The terms of reference and membership of any committees.
- The procedure for appointing members to the SGG and committees.
- The criteria for selection of board members.
- The competencies and skillsets expected of board members.

NB. The Strategic Governance Group is the Schools Governing Board alongside the Corporate Board, which is Aldar Education.

Role and Function of the Strategic Governance Group (SGG)

The SGG functions primarily as an advisory board and holds an important strategic role in overseeing the achievement of the school's core aims and objectives. The SGG will:

- understand and uphold the school's and Aldar Education vision and values.
- monitor, advise and support the school on matters of strategy and policy.
- help monitor the school's academic standards and performance and provide a medium for collective accountability.
- support the school and the Principal and seek to provide wise counsel.
- provide external scrutiny and an opportunity for core stakeholders to contribute and influence decision making.
- have impact on and accountability for school performance and standards.

The SGG is not involved in financial matters, appointing staff, the day to day running of the school, admissions, individual issues or grievances, or any other matters which are the remit of Aldar Education or the school's leadership. These matters can however be discussed at SGG meetings.

The SGG assists with monitoring the activity and performance of the school by supporting the school's senior leaders to be fully accountable for the school's outcomes. Working in partnership with the school, the SGG actively collaborates, always engages and challenges the school through constructive dialogue.

Composition

Members are a group of experienced and skilled individuals from diverse backgrounds, who add a great deal to improve the school's performance. Members are mindful of the role and responsibilities of the Principal and understand and appreciate the relationship of Aldar Education (the company) to the Academy.

Chosen for their skills and expertise, the SGG should consist of 5 to 10 members comprising of the following:

Mandatory Non-Elected Roles:

- Principal (ex officio)
- Aldar Education HQ representation

Mandatory Roles Identified by Principal:

- Parent
- Teacher
- A Senior Leader from another Aldar Education school

Mandatory Roles Identified by Principal – At least one:

- External member with experience within the education sector
- External member with Business/Industry links
- External Community member

There should be a diversity of profiles with consideration given to ethnicity, gender and age. Current and past parents of the school are a good source for potential governors. One of the governors will be appointed chair by the SGG.

Tenure

The appointment of the Chair is for one year, with an election by the SGG for each year thereafter. This is an important role and the relationship with the Principal, and other members of the SGG, is one of mutual trust. The Principal may wish to select the first SGG Chair.

Appointment

Initially, it will fall to the Principal to form the inaugural SGG, but it will be the long-term responsibility of the SGG to ensure that a list of potential members of substance, without conflict of interest to the school or Aldar Education is maintained.

The Principal and chair will research / vet potential members and the SGG will approve the appointment of new members.

Governors may serve for a period of 3 consecutive years, which may be renewed for a further term with the approval of the SGG.

Members are probationary for one year. The appointment will be confirmed, or otherwise, at the end of this period by the chair.

Replacements for governors who have stepped down can be made at any time. The list of names of governors is maintained by the school and shared with Aldar Education within the

shared TEAMs page. The list of those available from the School Support Services (HQ) will be made available to all schools.

Responsibilities

The role of a governor is largely a thinking and questioning role, not a doing role.

A governor is expected to:

- a) contribute to the strategic discussions at SGG meetings which help determine:
 - the vision and ethos of the school.
 - clear strategic priorities and targets for the school
- b) assist the school in the monitoring of their performance including:
 - reviewing the outcomes of the school's self- evaluation (SEF)
 - considering relevant data and feedback on school performance.
 - listening to the school's stakeholders (ie: students, parents, staff, local community, the wider Aldar Education family) to help inform advice and support given.
- c) upon request, serve on sub-committees, working parties, panels as appropriate, for example when a new Principal is appointed.

It needs to be understood that no governor is representing a discrete group of stakeholders or is an advocate for a particular point of view; SGGs are a collective group.

An effective governor will:

- get to know the school well, undertake induction, visit school activities and events
- attend and participate in meetings and come prepared
- act in the best interests of the school at all times
- behave in a professional manner
- maintain confidentiality.

Principal Role:

The Governing Board shall include the Principal as a non-voting member. The Principal shall attend the meetings of the Governing Board to provide advice, respond to questions, and deliver reports regarding the school's operations and performance.

- If the Principal is unable to attend a meeting, the Vice Principal shall attend it in their place.
- The Principal or Vice Principal shall not attend any meeting of the Governing Board where the board is discussing the performance or remuneration of the Principal or at any other time when the Chair deems the Principal's presence to be inappropriate.

Frequency of Meetings

The SGG will meet at least 3 times each year. Dates are set well in advance and governors are requested to ensure their attendance.

Records of Meetings

The chair of the SGG shall ensure that all minutes of meetings of the SGG are recorded and made available to the appropriate authorities on request. The Academy shall publish any relevant decisions made by the Governing Board that affect relevant stakeholders.

Voting and Decision-Making

Mamoura British Academy shall set out the following principles:

- It is expected that decisions by the Governing Board will be reached by consensus and after due discussion. However, where a vote is required, decisions shall be made on the basis of a majority of those attending and voting at a meeting where quorum is achieved.
- Only voting members are authorized to cast a vote. Principals and any other non-voting members shall not have voting rights.

Quorum

Any meeting of the Governing Board shall have at least two-thirds of board members in attendance to achieve quorum.

Method of Working

At all times the SGG's deliberations are confidential. Members are subject to a code of conduct (Terms of reference) which can be found in Appendix 1, along with this policy, it sets out the expectations and commitment required.

The Principal will ensure that each governor is invited to the school for induction at the beginning of their term of office. This will include meeting senior staff, touring the school seeing the school in action and meeting students. Training sessions may be offered from time to time through Aldar Training Academy and from Mamoura British Academy.

In advance of the meeting, the agenda, which will have been prepared by the Principal with approval of the chair, will be circulated. Governors will be able to request items for the agenda in advance. Possible agenda items, although not exhaustive, might include:

- Principals Report (Appendix 2)
- School Planning (SEF, SIP)
- Inspection and Review Data
- School Policies
- Health and safety
- Safeguarding and child protection procedures
- Stakeholder satisfaction data
- Curriculum overviews
- Use of facilities and plans for refurbishment / development

A brief report summary statement of previous minutes for approval by the chair and members is a standing item. Other standing items must include:

- 1) Health and safety
- 2) Child Protection and Safeguarding

At the beginning of a termly meeting there could be an opportunity to meet staff. Presentations could also be made to the SGG e.g. a head of department, year head or by a teacher leading a particular initiative.

Minutes are taken by an administrative assistant or an alternative designated by the Principal. They will record action points which should be circulated within two weeks of the meeting and will be reviewed at the following meeting, with matters arising as required.

Governors are volunteers who are asked to give their time to the school. There should be no administrative work for governors. It is assumed that all papers will be read by each governor in advance of the termly meeting, and time taken to prepare questions and comments. All papers are to be received by governors at least a full week before every meeting.

The SGG can create additional working groups or sub-committees as appropriate.

Mandatory:

- Health and Safety/Operations and Sustainability
- Pastoral and Safeguarding
- Academic

Other optional committees aligned to local and national initiatives and the school's SDP, for example.

- Industry and Innovation
- Community
- National Identity
- AI
- CSR and Sustainability

Ethical Requirements

MBA will communicate the following ethical requirements to their board members:

- SGG members are obliged to follow the *ADEK School Professional Code of Ethics Policy*, *ADEK School Values and Ethics Policy*, *ADEK School Cultural Consideration Policy*, this policy, and the *Code of Conduct for Education Professionals in General Education* (MoE, 2022) and associated school policies in performing their roles.
- SGG members are required to declare any personal interest that might be reasonably deemed to compromise impartiality, conflict with their duty as a member, and/or result in private benefit.
- Prospective or existing SGG members are not authorized to give any financial or other gifts to existing board members. Members are not authorized to accept such gifts on behalf of themselves or the school to secure or maintain the membership of an individual on the SGG.
- SGG members are required to keep the content of Governing Board discussions strictly confidential other than that disclosed by the school (see Section 6. Records). This requirement applies even after the end of a member's service term, provided disclosure is not legally required.

Mamoura British Academy shall ensure that any suspected breach of the above requirements is formally investigated, and where a breach is found, the member in question is removed from the Governing Board.

Corporate Board: Aldar Education

When applying for an ADEK license (new/renewal), Mamoura British Academy, as it is corporate board owned and operated by a corporate board shall identify their relationship with the SGG including the following:

1. Organizational Structure
2. Corporate Board Membership
3. Accountability Mechanisms
4. Operational Mechanisms
5. Financial disclosures (e.g., percentage shared profit margin)

The Principal and Vice-Principal

The Principal has the highest authority in the school and is accountable to the SGG, Corporate Board and committees. The Vice Principal is the Principal's deputy and stand-in during leave of absence and representative who supports the Principal's leadership role.

1. The Principal shall not be the Academy owner or one of its owners, directly, indirectly, or the owner's representative. The Principal shall not be a first- or second-degree relative to the Academy owner or one of its owners.
2. In line with the *ADEK School Staff Eligibility Policy*, the Principal and Vice-Principal shall adhere to educational leadership standards and requirements.
3. The Academy shall have a succession plan to delegate the Principals' responsibilities to the Vice Principal and ensure the continuity of the school's operations in the case of leadership gaps, including sharing tasks to mitigate the risk of disruption should succession be activated, in line with the *ADEK School Employment Policy*.

Responsibilities Towards the Governing Board:

The Principal shall:

1. Prepare and submit documentation related to the school's governance (e.g., organizational structure, policies) to the SGG for approval.
2. Keep the SGG informed and up to date about any directives and communication from ADEK.
3. Disclose any potential personal conflict of interest to the SGG in a timely manner and recuse themselves from situations giving rise to a perceived conflict of interest.

Responsibilities toward the Academy:

The Principal shall:

1. Be accountable for all aspects of the day-to-day operation of the Academy.
2. Lead the evaluation of the school's performance to identify priorities for continuous improvement and raising the standards of education, in line with the *ADEK School Quality Assurance Policy*.
3. Provide instructional leadership and management and monitor teaching and learning.

4. Set and manage the school budget.
5. Follow up on the maintenance of Academy buildings, resources, and facilities.
6. Convey any directives and communication from ADEK to relevant members of the Academy community by acting as a mediator.

Responsibilities Towards ADEK:

The Principal shall:

1. Have the authority to establish rules, procedures, and educational standards at the Academy in a manner that is consistent with ADEK's requirements.
2. Notify ADEK of any legal violation or any non-compliance identified by the Governing Board with the potential for serious impact within 24 hours of identification of such violation or non-compliance.
3. Act as the primary contact person for the Academy and as a communication channel between the Academy and ADEK. The Principal is authorized to nominate a member of staff to manage this communication and ensure that logistical matters are dealt with in a timely and appropriate manner.
4. Respond in a timely manner to any request from ADEK.

Review

This policy is to be reviewed every 2 years or at any time required when ADEK or Aldar Education policy is updated.

APPENDIX 1

Aldar Education Schools' Strategic Governance Group

CODE OF CONDUCT

NAME:

SCHOOL:

As a Governor I agree to the following:

Role and responsibilities

- I understand and accept the purpose of the Strategic Governance Group and the roles of the Principal and Aldar Education.
- I accept collective responsibility for all decisions made by the Strategic Governance Group.
- I will act fairly and without prejudice.
- I will maintain and develop the ethos and reputation of the school. My actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints affecting the school I will follow the procedures established by the school. I will report such matters to the school and won't comment or engage in discussion with complainants.

Commitment

- I will make full efforts to attend every meeting, prepare in advance and contribute to the best of my ability.
- I will undertake relevant induction and training.
- I will get to know the school well.

Relationships

- I will strive to work as a member of a team in which constructive working relationships are actively promoted.
- I will express views openly, courteously and respectfully in all communications.
- I will support the chair in their role of ensuring due process and appropriate conduct.

Confidentiality

- I will observe complete confidentiality both inside and outside the school.
- I will exercise the greatest prudence at all times when discussions regarding the school business arise outside meetings.
- I will not reveal detail of any Strategic Governance Group's decision.

Declaration of other interests

- I will record any pecuniary or business interest with the school in the Register of Interests.
- I will record any interest in other schools.
- I will declare any conflict of loyalty at meetings should the situation arise.

Breach of the code

- If I believe the code to have been breached I will inform the chair immediately, who will investigate.
- If the chair has breached the code, another governor will investigate.

- I may expect to be asked to step down should investigation show that I have breached the code.

Signature:

Date:

APPENDIX 2

Principal's Reports to Governors

The role of the Strategic Governance Group in supporting school improvement relies to a great extent on receiving accurate information about the performance of the school. This may be via the Principal's report, but aspects of this information might also form an agenda item. Information and data should include

- student progress
- management of the school's resources
- progress on the implementation of the school strategic plan

The Principal's report provides a record of aspects of the school's work alongside meeting action points.

Items which could be included in a termly report

- progress on targets including curriculum developments, staff PD and use of time
- achievements of pupils and other members of the school community
- school visits and journeys
- extra-curricular activities
- projections for number on roll figures and admissions trends over time
- staffing structure and responsibilities
- emerging priorities for school improvement planning
- review of material resources, premises requirements and concerns
- policy monitoring information
- outcomes of curriculum reviews

Items which could be included at least once a year

- Aldar Education internal review or external inspection
- pupil attendance data with trends
- baseline assessments and a review of key trends
- public examination results
- leavers' destinations
- parental engagement plans and actions
- community links and use of school facilities
- health and safety issues, relating to policy
- Inclusion/ELL policy implementation
- summary of extra-curricular activities

Items which could be included as and when

- staff appointments and number of applicants
- staff changes, resignations, vacancies
- number of formal complaints with any detail anonymized
- policy monitoring information
- maintenance and improvement work to premises