

Cambridge Steiner School Governance & Management Plan

1. Introduction.....	3
2. Overall Organisational Structure	3
2. School Association	7
Membership	7
Meetings.....	7
3. Board of Trustees.....	7
Membership	8
Meetings	8
4. School Coordination Team.....	9
Membership	9
Meetings.....	9
5. Faculty of Teachers	9
6. Business Team	9
7. Mandated Individuals and Groups	10
Meetings.....	10
8. Decision making.....	11
Decision-making methods	11
9. Planning	13
10. Handling Concerns.....	14
11. Policy Documents.....	15

NOTE: This draft **draws** on information from numerous sources including:
 Michael House Steiner School: Constitution
 Norwich Steiner School: Constitution
 York Steiner School: Website
 Steiner Waldorf Schools Fellowship
 SWAS Documentation

Document History and Version Control Table

Version	Action	Authority	Date
1.0	First Draft written and approved Discussion points highlighted and actions identified.	Trustees	07/06/2016
1.1	Minor updates to draft	Trustees & FBT	08/12/2016
1.2	Minor updates to draft	Trustees	23/02/2017
1.3	Minor updates to draft	Trustees	11/07/2017

2.0	Revised with new management structure	Trustees	08/03/2019
2.1	Minor Updates	Trustees	19/03/2019

DRAFT

1. Introduction

1.1. The Association The Cambridge Steiner School is governed by the Cambridge Steiner School Project (CSSP). CSSP is a company limited by guarantee and an exempt charity - also known as the 'Association'. The charitable company's memorandum and articles of association (registered by Companies House on the 28th September 1993) are the primary governing documents of the Project. All Trustees of the Cambridge Steiner School Project are also School Trustees and directors of the charitable company for the purposes of company law. These terms are used interchangeably throughout the Annual Report and Financial Statements. Trustees are elected by the membership of the charitable company. Membership of the association is granted by application supported by two members of the association. Trustees can be elected at any point - see section 3. For details of association purposes, liabilities of membership, association proceedings and other matters please refer to the Memorandum and Articles of Association.

2.

1.2 School Management Rudolf Steiner's indications on how Steiner-Waldorf schools should be run could be summarised in a contemporary context as:

- **modern self-governing learning communities**
- based on **shared leadership** and **consensus decision-making**;
- with **self-development based on reflective practice at the heart of professional development**.

This has, in many Steiner Schools both in the UK and elsewhere, been interpreted through an organizational structure that entrusts to a College of Teachers the responsibility for school management, monitoring and development. The structure is characterized by no single head. Membership of College is reserved for those who are able to make a deeper commitment to the effective management and leadership of their school. Leadership by the College is delegated by the trustees of the school who are ultimately responsible for the governance of any school in relation to outside regulatory bodies.

Cambridge Steiner School moved away from operating through a College of Teachers in 2009, moving towards a senior leadership team model. However, it was only in September 2018 that this structure was formally organized by Trustees with the establishment of discrete leadership roles for Education – Early Years and Lower School Coordinator – as well as Resources (Business) and Compliance. Prior to that, a Faculty Business Team was formed of senior teaching staff with no defined remit, and led by a School Manager with no educational oversight. On review, the trustees, in consultation with all staff, recognised the need for clearer lines of communication and accountability and a definitive separation of teaching and management responsibilities but also a flexibility to accommodate the Steiner principles of shared leadership. The idea of establishing a headteacher position was discussed but left open for a second stage review in April 2019.

1.3 Responsibility and Accountability It remains the Trustees' aspiration for the School to function fully within a shared leadership model and to aim for a decentralised structure consisting of small teams that take responsibility for their own governance and for how they interact with other parts of the organisation (Frederic Laloux's 'Teal' Organisations). This is

somewhat achieved in terms of the potential responsibility teachers take on for their own classes and kindergartens – and active parents may assume through their mandated voluntary contributions (see Section 7). However, such a decentralised system requires the organisation to be ‘an independent force with its own purpose’. In Education, neither of these are readily achieved: even for us, clarity of purpose is not as simple as ‘a Steiner Education’ – which by definition should remain dynamic and adaptable; whilst independence is mitigated against by dint of being an activity regulated by governmental bodies and agencies – besides our beneficiaries, parents and children. The former is an internal, ongoing process over which the School enjoys its autonomy; the latter is a means of external recognition necessary but also desired. On both counts, no matter what degree of *responsibility* individuals may be willing to assume, there needs to be a flow of *accountability* to ensure that the dynamic process of defining our common purpose continues effectively and that all activity is compliant with the prevailing criteria.

1.4 Structure It is to that end that departments (Early Years/Lower School/Business) are led by a coordinator who sits on the senior leadership team. Just as within each class the teacher holds their children’s individual learning journeys (and their assistants’ professional journeys) within a planned framework, so the coordinators hold the independence of their team members within an agreed set of practices and expectations. At various times and particularly as we transition towards an agreed understanding of our regulatory requirements, there will be a need for a senior leadership team, as established by the Board of Trustees, to lead the School and ensure everyone is operating to their best ability within the terms of our regulated activity and towards a common purpose.

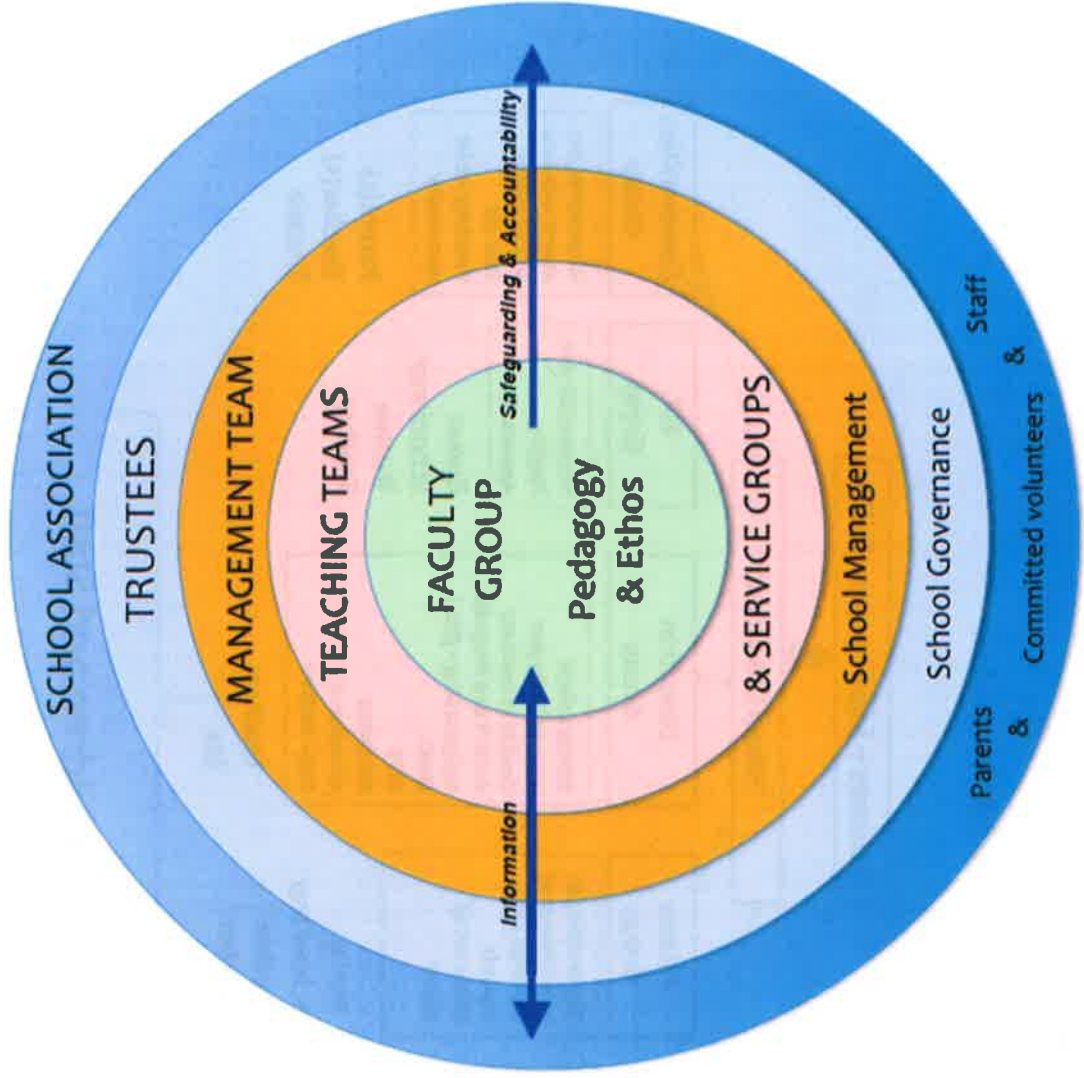
This however does not negate the possibility of a self-regulating, self-organising and self-managing system. The chart below shows the flow of accountability through the School based on the condition of transition but also for appraisal and professional development. However, it also clearly depicts where the heart of the School lies –in the circle around the School Council, consisting of Faculty and Business Councils. The potential to move beyond a managed organisation is always there.

The overall structure of the school is as follows:

- School Association
- Board of Trustees
- School Coordination Team
- Faculty/Council of Teachers
- Business Team/Council
- Mandated Individuals and Groups
- School Council

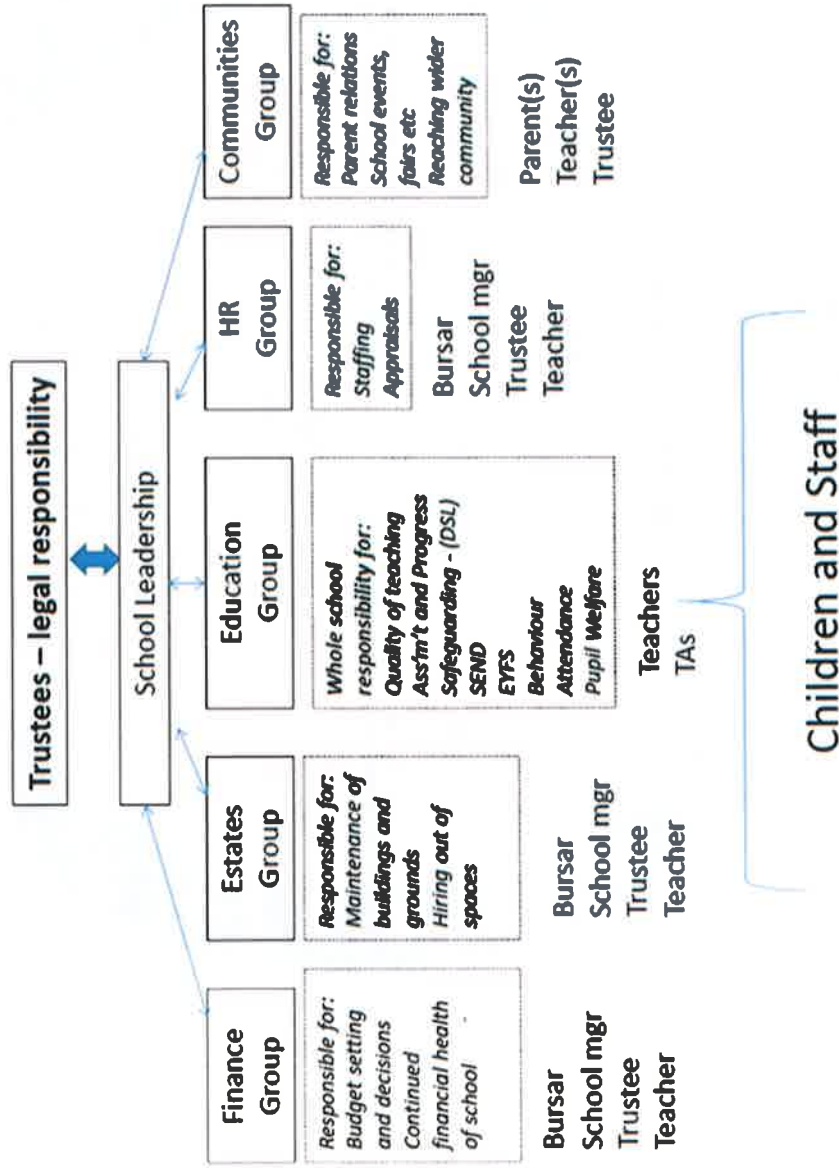
Cambridge Steiner School
Staff and Management Structure
Draft Version 1.0 (Feb 2019)

The School structure is best understood as a nested organization, represented thus:

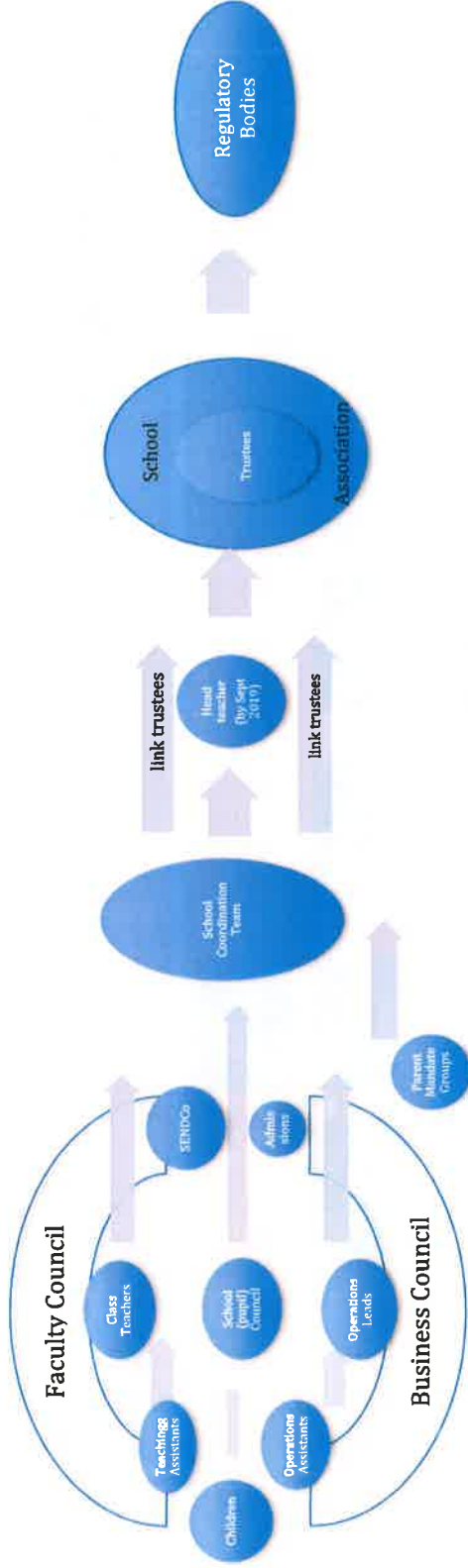


Cambridge Steiner School
 Governance Structure/Flow of Accountability
 Draft Version 1.2 (Feb 2019)

The introduction of mandate groups will fit in like this:

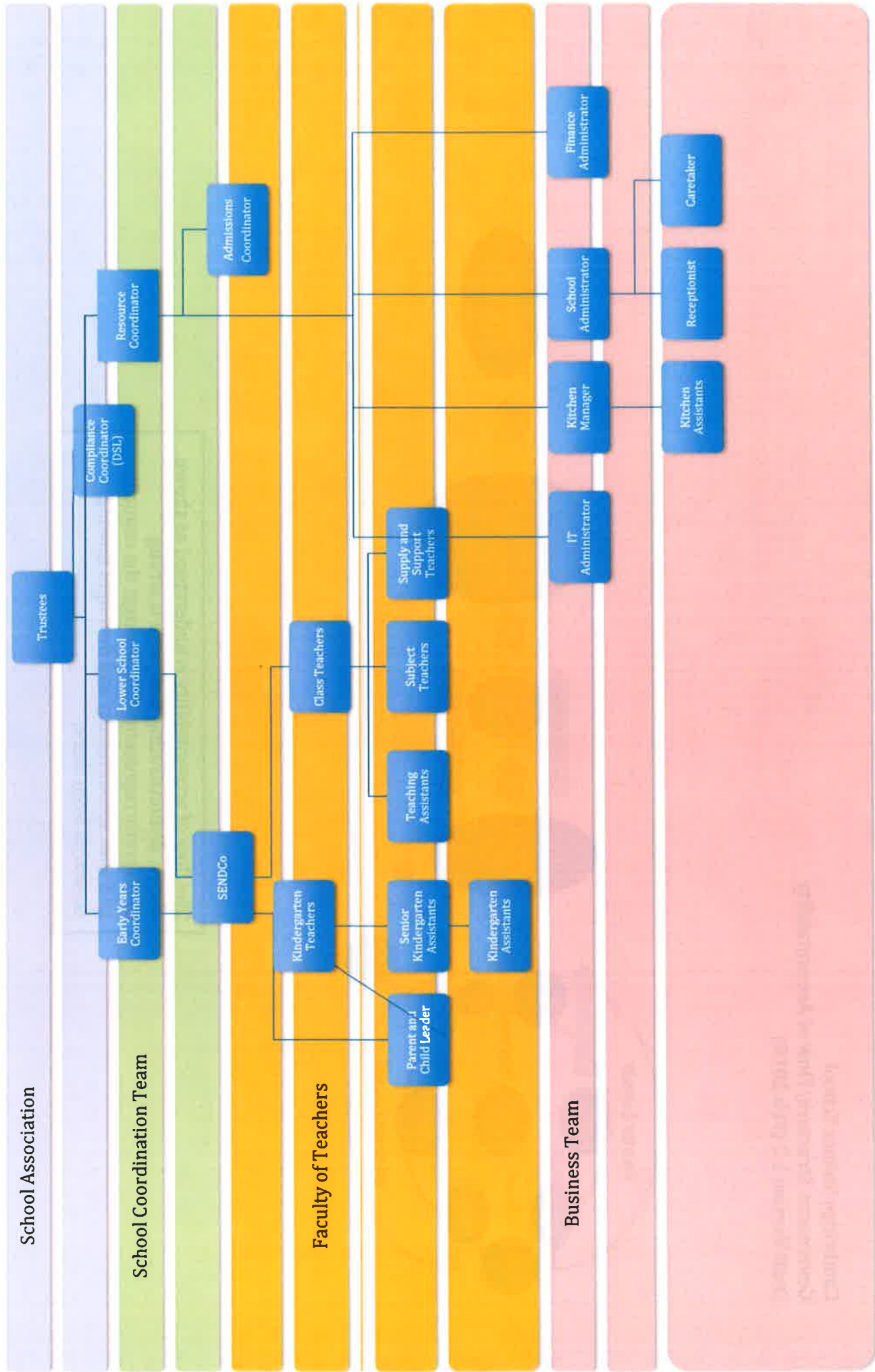


Cambridge Steiner School
 Governance Structure/Flow of Accountability
 Draft Version 1.2 (Feb 2019)



The flow of accountability is understood as shown above, demonstrating that there is strong democratic representation amongst the councils and with accountability and oversight flowing outwards from there.

Cambridge Steiner School
 Governance Structure/Flow of Accountability
 Draft Version 1.2 (Feb 2019)



Cambridge Steiner School
 Cambridge Steiner School
 Cambridge Steiner School

2. School Association

The purpose of the School Association (The Cambridge Steiner School Project) is to

- **Support and achieve the Charitable objectives as laid out in the Memorandum and Articles of Association**
- **represent the interests of its members**

It does this by hosting an Annual General Meeting once a year to do the following:

- Appoint members of the Board of Trustees;
- Hold them accountable for the effective governance of the school through a review of last year and a preview of the coming year;
- Pass the accounts and appoint external auditors as well as determining the remuneration for the auditors.

The activities of the School Association are governed by the **Memorandum and Articles of Association of the Cambridge Steiner School Project (M&AA)**.

Membership

The membership of the School Association is governed by rules laid down in the M&AA.

Meetings

Under normal circumstances, the Association should only meet once a year at its AGM. The 'School Association' (a legal entity) that meets once a year, should not be confused with the 'School Community' (a non-legal entity), which can gather together at any time (e.g. a festival, a fundraising event or a consultation meeting called by one of the teams in the school). Extraordinary General Meetings can be called according to the rules laid down in the M&AA.

3. Board of Trustees

The Board of Trustees is responsible for the effective governance of the school.

It appoints (employs) all members of staff.

The **Board of Trustees** is a *Strategic* group. *Operational* decisions are made by the School Coordination Team and the **Mandated Individuals and Groups (see below)**.

The Board of Trustees delegates responsibility for the effective management of the school to the School Coordination Team, and for other *Operational* activities and decision making, to the **Mandated Individuals and Groups**.

The purpose of the Board of Trustees is:

To hold an awareness of and make decisions about **what is in the best long-term interests of the whole school**, guided by the school's **'policy documents'**.

Membership

Membership of the Board of Trustees is governed by the rules laid down in the M&AA and cannot exceed 12 members.

All Members of the Board of Trustees must abide by the *CSS Code of Conduct for Trustees*.

There are a number of roles/areas of responsibility that are normally held by members of the Board of Trustees, some of which are legally required (*).

Trustee roles should include:

- Chair*
- Finance*
- Safeguarding*
- Special Educational Needs
- Human Resources
- Health & Safety
- Estates

*Legally required roles which normally require a Trustee to act as Deputy.

Other roles which may be taken by Trustees could include:

- Publicity & Marketing
- Fundraising

The M&AA also allows for the Board of Trustees to have a remunerated Secretary.

In addition, trustees have an input to the day-to-day operational decisions through the **Mandated Individuals and Groups**.

Meetings

The **Full Board of Trustees** should meet three times a year, once in each term. Members of the Board of Trustees may also meet at other times and some of those meetings will be with the School Coordination **Team or their representative**. A Quorum for the Board of Trustees is 3 members.

The following members of staff are normally invited to attend meetings of the **Full Board of Trustees** as observers:

The Resource Coordinator and/or Compliance Coordinator representing the School Coordination **Team**.

One or other of the education coordinators (or nominee) representing the **Faculty of Teachers**.

All members of staff attending meetings of the Full Board of Trustees are bound by the *CSS Code of Conduct for Trustees*.

4. School Coordination Team

The purpose of the School Coordination Team is:

To hold an awareness of and make decisions about **what is in the best medium-term interests of the whole school**, guided by the school's **Development Plan**.

The School Coordination Team is responsible for overseeing the day-to-day activities of the School, including education, estates, financial, and HR management.

The School Coordination Team is responsible for overseeing all regulated activity and ensuring it is compliant with current guidelines.

The School Coordination Team is responsible for monitoring and supporting the work of all the **Mandated Individuals and Groups**, unless these are managed directly by the **Board of Trustees**. It is directly accountable to the **Board of Trustees**.

Membership

Certain Staff roles are members of the School Coordination Team.

These include:

- Resource Coordinator(Chair)
- Compliance Coordinator
-
- Early Years Coordinator
- Lower School Coordinator

Where other staff are to become members of the School Coordination Team this needs to take place according to the policies and procedures of the School Coordination Team and should be approved by the Board of Trustees.

it is anticipated that the SENDCo and the Admissions Coordinator may at times be invited to join meetings of the School Coordination Team.

Meetings

The School Coordination Team meets once a week, during teaching time.

The School Coordination Team meets with members of the **Board of Trustees** once a half term (where possible) and once before the start of the school year. Two representatives of the School Coordination Team should attend Full Board Meetings.

5. Faculty of Teachers

The Faculty/Council of Teachers represents all educational staff in both the Lower School and Early Years. The two departments meet separately on a weekly basis but come together for Child Study. This is a forum for the open discussion of all aspects of.

6. Business Team

The business team staff are managed by the Resource Coordinator and carry out operational roles as defined by the **Board of Trustees**. Members of the Business Team can be members of the School Coordination Team.

7. Mandated Individuals and Groups

Mandated Individuals and Groups is the term used to describe Groups, or Individuals, who have authority delegated from the **Board of Trustees** or the **School Coordination Team** as specified in their terms of reference set out on establishment of the mandate.

The strategic and major operational decisions made at the school are made by the **Board of Trustees** or the **Faculty Business Team** (See the Decision Making section). The **Mandated Individuals and Groups** may be asked to carry out a particular task or take responsibility for certain day-to-day operations or to act on longer term planning for the School. **Mandated Individuals and Groups** may be formed under the auspices of the **School Coordination Team** or directly by the **Board of Trustees**. They will report directly to the body which instituted their formation. As a general rule, **Mandated Individuals and Groups** chaired by a Trustee report to the **Board of Trustees**, while others report to the **School Coordination Team**.

Any member of the **School Association** can apply to become, or be co-opted as a **Mandated Individual** or a member of one or more **Mandated Groups**. Certain **Mandated Groups** will have a Trustee(s) as a member. In these cases a Trustee may chair the **Mandated Group**.

Current areas of activity for Mandated Individuals and Groups

- Publicity and website
- Events (e.g. festivals)

Meetings

As and when required as determined by the **Board of Trustees**, **School Coordination Team** or Group chair.

8. Decision making

Decision-making methods

Decision-making methods depend on the type of decision being made. Unless otherwise stated in an already agreed policy or plan, decisions should be made as follows:

Amendments to the Memorandum and Articles of Association	Who?	Board of Trustees and Association Membership (consulting/asking for advice as and when necessary).
	Method	Group decision. Majority voting with chair having a second casting vote.
Amendments to the Policy documents	Who?	Board of Trustees (Having been prepared by and taking the recommendations of the School Coordination Team into consideration, and consulting/asking for internal and/or external advice as necessary)
	Method	Sign off by relevant Trustee with possible application to group decision. In which case: Majority voting with chair having a second casting vote.
Long Term/Large Scale Decisions	What?	For example: with implications for the whole school beyond a single school year and/or with significant (>10% annual turnover) financial impact.
	Who?	Board of Trustees (taking the recommendations of the School Coordination Team into consideration, and consulting/asking for internal and/or external advice as necessary)
	How?	Group decision. Consensus.
Medium Term/Scale Decisions	What?	For example: with implications for the whole school within a current school year and/or with moderate (up to 10% annual turnover) financial impact.
	Who?	School Coordination Team (Where relevant taking the recommendations of one or more Mandated Individuals and Groups into consideration, and consulting/asking for internal and/or external advice as necessary).
	How?	Group decision. Consensus.
Short Term/Small Scale Decisions	What?	For example: with day-to-day implications for a particular area of activity and/or with local and minor (<1% annual turnover) financial impact.

	Who?	School Coordination Team or where relevant Mandated Individuals and Groups with Trustee/SCT approval (consulting/asking for internal and/or external advice as necessary)
	How?	As specified in agreed policy or plans.
Pedagogic Decisions	What?	Decisions affecting the educational activities of the school or the application of Steiner Waldorf principles in the school.
	Who?	Education Coordinators in consultation with Faculty of Teachers
	How?	Group decision. Consensus with Education Coordinators holding veto and final say

DRAFT

9. Planning

This table is derived from the Constitution of Michael House School and needs some revisions to make it relevant to CSS.

<i>Name and description of document</i>	<i>Who is ultimately responsible for producing and updating it?</i>	<i>When?</i>
Governance Document Overall accountability structure Context, structure, planning, decision-making, handling concerns	Board of Trustees (in consultation with Faculty Business Team and the School Association; plus external advisors as and when necessary).	Update as and when necessary
Ethos Statement Overall long-term development Biography of school, core relationships, core task, core values, long-term vision	Board of Trustees (in consultation with School Coordination Team, School Council, Parent Community, Mandated Individuals and Groups and the School Association; plus external advisors as and when necessary). Approved by the Board of Trustees	Update every 3 years
Development Plan, incorporating Improvement Plan and Business Plan Overall medium-term development All Individual/Mandate Group Plans	School Coordination Team (in consultation with Individuals/Mandated Individuals and Groups; plus external advisors as and when necessary). Approved by the Board of Trustees	Update every year (summer term)
Individual Plans Day-to-day-activity Long-term development intention plus operational plan for year ahead for each Individual/Group	Mandated Individuals/Groups (in consultation with other Individuals; plus external advisors as and when necessary).	Update every year (summer term)

10. Handling Concerns

The Steiner-Waldorf movement was inspired by the ideals expressed by Rudolf Steiner and others in the early part of the 20th century. These ideals were based on recognising that each human being is an individual to be valued, and still guide and inspire those working in Steiner-Waldorf settings.

As employers, the Board of Trustees of Steiner-Waldorf settings have many legal duties and responsibilities as well as a responsibility to uphold the founding ideals of Steiner-Waldorf education.

The school has a 'Complaints & Concerns Policy and Procedure' document that must be used to enable the Board of Trustees to fulfil its legal responsibilities, while at the same time seeking to uphold the dignity of the human being as indicated by Rudolf Steiner.

The 'Complaints & Concerns Policy and Procedure' document covers a comprehensive range of situations including:

-
-
-
- **Parental concerns** - if a parent has a concern.
- **Pupil concerns** - if a pupil has a concern.

The Staff Handbook covers situations including:

- **Employee concerns** - if an employee in a school is worried about anything to do with their work.
- **Employer concerns** - if the employer (normally the school's trustees) become concerned about the work of an employee.
- **Dignity at work** - if an employee is experiencing behaviour that is unacceptable to them.

These concerns procedures should be used for anyone that has been formally recruited (part-time, full-time or temporary; paid or un-paid).



Policy Log

Name of Policy
Absence Request Policy
Accessibility Policy
Admissions Policy
Admissions Procedure
Assessment Policy and Procedure
Attendance Policy and Procedure
British Values Statement (EY's)
British Values Statement (LS)
Bursary & Hardship Fund Policy & Procedure
Camera and Mobile Phone Policy
Candle Safe Use Policy
Careers Guidance and Access for Education Policy
Complaints & Concerns Policy & Procedure (now Complaints Policy)
Curriculum Policy
Data Protection Policy
E-Safety Policy
English as an Additional Language Policy
Equal Opportunities and Inclusion Policy
Exclusion Policy
Extreme & Outdoor Weather Policy & Procedure
Fire Safety Policy (for procedures see Fire Folder)
First Aid Policy
Food Policy
Food Safety and Hygiene Policy
Gifted and Talented Policy
Health and Safety Policy
Health and Safety (Outdoor Education)
Home Visits Policy
Late Collection of Children Policy
Lock Down Policy
Lone Working Policy
Missing Child Policy
Nappy Changing Policy (now Intimate Care Policy)
Non Payment of Fees Policy
Physical Handling Policy
Positive Behaviour and Discipline Policy, Early Years

Positive Behaviour and Discipline Policy, Lower School
Positive Playground Behaviour Policy and Procedure
Prevention of Bullying Policy
PSHE Policy
Pupil Acceptable Use Policy
Register Use Policy & Procedure
Safe Recruitment & Selection Policy
Safeguarding & Child Protection Policy
School Readiness Policy
School Trip Policy
Security Policy & Procedures
Special Educational Needs & Disability (SEND) Policy
Staff Code of Conduct
Staff Supervision and Development
Supervision Policy [NEW]
Supporting Pupils with Medical Conditions
Travelling to and from school independently policy
Whistleblowing Policy and Procedure
OTHER DOCUMENTS
Parent Handbooks
Attendance Information Summary for Parents
Lower School Core Curriculum Outline
SWSF Literacy and Numeracy Framework
CSS at a glance Curriculum