

Omnia Learning Trust

Stakeholder Engagement Committee Handbook

This document should be read in conjunction with the OLT Governance Handbook available on the Trust website and on Governor Hub.

1. Purpose of the Committee

The Stakeholder Engagement Committee provides a structured way for Omnia Learning Trust (OLT) to hear and understand the views of parents, staff and pupils across its schools. Its purpose is to gather constructive feedback, identify recurring themes and ensure that stakeholder experience can inform Trust decision-making, policies, procedures and improvement.

The Committee is an engagement and feedback forum. It is not a complaints, grievance, safeguarding or individual case forum, and representatives are not expected to solve problems, make decisions on behalf of the Trust or act as spokespeople.

2. Committee Constitution

The Stakeholder Engagement Committee is constituted by:

- 1 Parent Governor from each Trust school.
- 1 Staff Governor from each Trust school.
- 8 Pupil Council Representatives from each Trust school.

3. Parent Governor Role Description

Parent Governors provide an accessible link between parents and the Trust on operational aspects of school life. Their role is to listen to questions, comments, suggestions and ideas, record them accurately and pass relevant feedback to the Trust through the agreed engagement arrangements.

3(a). Key responsibilities

- Attend two identified public school events each academic year, normally one in each term.
- Be visible and available at these events for parents to share questions, comments, suggestions and ideas.
- Use the survey QR code to help parents submit feedback and to record relevant comments.
- Record feedback impartially without judging, endorsing or rejecting the view or suggestion being shared.
- Meet with the Trust twice a year to review feedback data and explore a range of perspectives.
- Act as a constructive link between the Trust and its parent community without acting as a spokesperson for either party.

3(b). Parent engagement topics

Parents will be invited to give feedback on the following operational areas:

- Uniform
- Premises, playground and buildings
- School lunches
- General health and safety
- Breakfast club
- After-school childcare
- Extracurricular activities
- Trips and visits
- School events
- School culture and belonging
- Travel to and from school
- Home-school communication
- Playtime
- Other operational matters

3(c). Scope and boundaries

The Parent Governor engagement remit is strictly operational. It does not provide an opportunity to comment on education, teaching, curriculum, safeguarding, SEND or the needs, provision or progress of an individual child. These matters are best raised directly with the appropriate teacher or member of school staff through the school's usual communication and escalation arrangements.

- Parent Governors do not resolve concerns or provide answers on behalf of the school or Trust.
- They do not decide whether a parent's suggestion or concern is valid, appropriate or a good idea.
- They do not act as an advocate or spokesperson for an individual parent or group of parents.
- They do not investigate individual issues or become involved in operational decision-making.
- They do not receive or manage formal complaints, safeguarding concerns or individual pupil or staff matters.
- They must not promise that a particular action or change will result from feedback received.

3(d). How parent feedback will be used

The Trust will meet with parent governors twice an academic year to explore the feedback gathered to share perspectives. They will identify the two or three most prevalent or significant themes for consideration. Where appropriate, action will be taken and parents will receive feedback through school newsletters so that they can see what has been heard and how the Trust or school has responded.

4. Parent Governor election and appointment process

Parent Governors on the Stakeholder Engagement Committee are elected by parents of registered pupils at the relevant Trust school. A candidate must, at the time of election, be a parent of, or have parental responsibility for, a registered pupil at that school.

The Trustees are responsible for making the necessary arrangements for Parent Governor elections and may delegate the running of an election to the Principal.

4(a). Election process

When a Parent Governor vacancy arises, the Principal will take reasonably practical steps to inform all known parents of registered pupils at the school of the vacancy and their entitlement to stand as a candidate and vote in the election.

Where the number of candidates does not exceed the number of vacancies, an election will not be required and the eligible candidate(s) may take up the available position(s).

Where there are more candidates than vacancies, the election will be conducted by secret ballot.

All eligible parents must be given an opportunity to vote, with arrangements allowing ballot papers to be returned by post or to the school.

The Trustees determine any other matters relating to eligibility and the conduct of the election, although administration may be delegated to the Principal.

4(b). Insufficient nominations and vacancies

Where fewer parents stand for election than there are vacancies, the Principal may appoint a parent of a registered pupil at the school.

Where it is not reasonably practical to appoint a parent from that school, the Principal may appoint a parent of a registered pupil at another OLT school, or the Trust Board may appoint a Trustee who is also a parent on a temporary basis.

4(c). Term of office and resignation

The term of office for a Parent Governor is four years.

A Parent Governor wishing to resign must give one school term's written notice to the Governance Officer.

Under the current OLT Governance Handbook, a Parent Governor ceases to hold office when their child ceases to be a pupil at the school.

A Governor may also cease to hold office in the other circumstances set out in the OLT Governance Handbook, including relevant attendance or removal provisions.

Successful Parent Governors will receive appropriate Trust induction and information about the Stakeholder Engagement Committee role, its remit and its boundaries.

5. Staff Governor Role Description

Staff Governors provide a structured link between staff and the Trust. Their role is to help the Trust understand staff experience, discuss themes arising from Trust surveys and provide constructive feedback that can support decision-making, policies, procedures and organisational development.

5(a). Key responsibilities

- Attend an autumn-term meeting with the Trust following the annual staff diversity and inclusion survey and general staff survey.
- Discuss survey comments, themes and staff experience with the Trust and Staff Governors from other schools.
- Help identify the two or three most significant or recurring themes for Trust consideration and action.
- Attend a summer-term follow-up meeting to review progress and the Trust's response to the identified themes.
- Remain available during the year for colleagues to share general feedback, suggestions and emerging themes.
- Pass relevant themes to the Trust without taking responsibility for resolving individual issues.
- Provide staff perspectives that may inform Trust decision-making, policies, procedures and practice.
- Act as a constructive link between staff and the Trust without acting as a spokesperson for either party.

5(b). Staff engagement topics

Staff engagement and survey discussion will focus on the following areas:

- Staff pride and belonging
- Feeling supported in their role
- Professional development
- Being trusted to innovate
- Leadership and management
- Workload
- Wellbeing
- Fairness and respect
- Equality, diversity and inclusion
- Tackling discrimination
- Career progression
- Fair promotion
- Performance management

5(c). Scope and boundaries

Staff Governor engagement is intended to identify collective experience, recurring themes and constructive suggestions. It is not a complaints or grievance forum and should not be used to discuss identifiable individual employment cases.

- Staff Governors do not act as representatives or spokespeople for individual members of staff.
- They do not resolve staffing concerns or make decisions on behalf of the Trust.
- They do not handle individual grievances, complaints, disciplinary, capability or other formal HR cases.
- They do not investigate concerns or become involved in management decisions relating to individuals.
- They do not judge whether feedback is justified before passing an appropriate theme to the Trust.

5(d). How staff feedback will be used

Following the surveys and autumn meeting, the Trust and Staff Governors will identify two or three priority themes for further consideration or action. The Trust will provide an update at the summer-term meeting on actions taken, progress made and any further work required.

6. Staff Governor election and appointment process

Staff Governors on the Stakeholder Engagement Committee are drawn from staff employed by the relevant Trust school. The Principal will invite nominations in accordance with the OLT Governance Handbook.

The Trustees are responsible for the arrangements for Staff Governor elections and for determining questions about candidate eligibility. They may delegate the running of an election to the Principal.

6(a). Election process

The Principal will invite nominations from eligible staff employed under a contract of employment at the school.

Where the number of eligible candidates does not exceed the number of vacancies, a contested election will not be required.

Where there is more than one eligible candidate for a vacancy, an election will be held by secret ballot amongst members of staff.

The Trustees determine the arrangements for calling and conducting the election and resolving any questions about candidate eligibility, although administration may be delegated to the Principal.

6(b). Term of office and resignation

The term of office for a Staff Governor is four years.

A Staff Governor wishing to resign must give one school term's written notice to the Governance Officer, copying in the Chair.

A Staff Governor ceases to hold office if they cease to work at the school.

A Governor may also cease to hold office in the other circumstances set out in the OLT Governance Handbook, including relevant attendance or removal provisions.

Successful Staff Governors will receive appropriate Trust induction and information about the Stakeholder Engagement Committee role, its remit and its boundaries.

7. Pupil Council Representative Role Description

Pupil Council Representatives provide pupil voice within the Stakeholder Engagement Committee. Up to eight Pupil Council members from each school may take part, creating a broad representative group through which pupils can share their experience of operational school life.

7(a). Key responsibilities

- Meet with the School Council Lead two times each academic year.
- Share feedback gathered through their school Pupil Council and contribute their own experience and views.
- Take part in interactive discussion and engagement activities around the agreed stakeholder topics.
- Vote on the issues and topics they consider most important so that common priorities can be identified across schools.
- Help identify recurring themes while recognising that pupils in different schools may have different experiences and views.
- Receive feedback at the following meeting on the priority themes previously identified and the Trust's response or progress.

7(b). Pupil engagement topics

Pupil engagement will focus on the following operational areas:

- Uniform
- School lunches
- Premises, playground and buildings
- General health and safety
- Breakfast club
- After-school childcare
- Extracurricular activities
- Trips and visits
- School events
- School culture and belonging
- Travel to and from school
- Home-school communication
- Playtime
- Other operational matters

7(c). Scope and boundaries

Pupil Council Representatives are representatives of pupil voice for the purposes of engagement, but they are not spokespeople for the school or Trust and are not expected to speak on behalf of every pupil. Their role is to share feedback and perspectives, participate in discussion and help the Trust understand what matters to pupils.

The meetings are not a forum for individual complaints, safeguarding disclosures or concerns about individual pupils or members of staff. If a pupil raises a safeguarding or personal concern, it must be passed immediately to an appropriate member of school staff in line with safeguarding procedures.

7(d). How pupil feedback will be used

The Trust will consider the discussion and voting from each meeting and identify the two or three most prevalent or significant themes. These will be taken forward for consideration and, where appropriate, action. At the next meeting, representatives will receive feedback on what was heard, what has happened and any further work planned.

8. Pupil Council selection and representation process

Pupil Council Representatives will be selected through each school's agreed Pupil Council arrangements, with the aim of ensuring a broad and meaningful range of pupil voices can contribute to Trust stakeholder engagement.

Full details of the selection process, eligibility, length of service and arrangements for replacing representatives will be added to this section once the Trust and schools have confirmed the approach.

- Number of representatives from each school: up to eight
- Eligibility and year groups represented: [to be confirmed]
- Selection or election process: [to be confirmed]
- Length of time representatives serve: [to be confirmed]
- Arrangements for ensuring a representative range of pupil voice: [to be confirmed]
- Arrangements for vacancies or replacement representatives: [to be confirmed]
- Briefing and preparation before Trust meetings: [to be confirmed]

9. Meeting and Engagement Frequency

Stakeholder group	Autumn Term	Spring Term	Summer Term
Parent Governors	Slido Survey	Slido Survey	Annual Parent Survey
	One meeting with the Trust per school	One meeting with the Trust per school	Parent Feedback via newsletter
	Parent Feedback via newsletter	Parent Feedback via newsletter	Parent Survey feedback to Board

	Parent Slido feedback to Board	Parent Slido feedback to Board	
Staff Governors	Staff Annual Survey Staff meeting with the Trust – all schools Staff survey feedback to Board	Staff meeting feedback to Board	Follow-up and progress meeting with the Trust – all schools Staff meeting feedback to Board
Pupil Council Representatives	Pupil Council engagement meeting Slido Survey feedback to Board	Pupil Annual Survey Pupil survey feedback to board	Pupil Council Meeting Slido Survey feedback to Board

10. Shared Principles for Stakeholder Engagement

- Listen respectfully and allow stakeholders to express their views without representatives having to agree or disagree.
- Record and communicate feedback accurately and objectively, avoiding unnecessary interpretation.
- Focus on themes, experiences, questions, suggestions and ideas rather than individual cases.
- Use the appropriate school or Trust process where an issue falls outside the stakeholder engagement remit.
- Treat information sensitively and maintain appropriate confidentiality.
- Do not make commitments about outcomes, actions or timescales on behalf of the school or Trust.

11. Complaints, Grievances and Safeguarding

The Stakeholder Engagement Committee is not a complaints or grievance forum. Representatives should not investigate, mediate or attempt to resolve individual complaints, employment matters or individual pupil issues. These must be directed to the relevant school or Trust process.

Safeguarding concerns must never be retained for later stakeholder discussion or entered into a general engagement survey. They must be passed immediately to the school's Designated Safeguarding Lead or another appropriate senior leader in accordance with safeguarding procedures.

12. Relationship with the Trust

The Trust team will manage the stakeholder engagement programme, provide representatives with the information and resources needed to undertake their role, maintain contact throughout the year and ensure

feedback is reviewed and appropriately routed. Representatives may share significant or recurring themes with the Trust between scheduled engagement points where appropriate.

13. Stakeholder Engagement Cycle

- **Listen** - Parents, staff and pupils are provided with structured opportunities to share feedback and ideas.
- **Gather** - Representatives capture and communicate feedback through the agreed engagement mechanisms.
- **Prioritise** - Discussion, survey evidence and pupil voting help identify the two or three most prevalent or significant themes.
- **Consider and act** - The Trust considers the themes and determines proportionate actions, changes or further work.
- **Feedback** - Stakeholders are told what has been heard and, where appropriate, what has happened as a result.

10. Summary

The Stakeholder Engagement Committee exists to strengthen the relationship between OLT and its communities by ensuring that parent, staff and pupil experience is heard in a structured and constructive way. Representatives listen, gather and communicate stakeholder voice; they do not solve individual problems or replace existing school and Trust procedures. The Trust remains responsible for considering the feedback, determining appropriate action and closing the feedback loop.

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