



BROOKFIELD COMMUNITY SCHOOL

Brookfield Community School

Chatsworth Road

Chesterfield

Derbyshire

S40 3NS

01246 568115

enquiries@brookfieldcs.org.uk

www.brookfieldcs.org.uk

Headteacher: Mr K Hirst

6th October 2023

Dear Parent/Carer

ELECTION OF PARENT GOVERNOR

We currently have a vacancy for a Parent Governor on the Local Academy Board (LAB) at Brookfield Community School.

If you would like to stand for election to become a Parent Governor, please read the enclosed information and complete and return the attached Nomination Form (*PG1D*) and Declaration of Eligibility (*PG1C*) to Mrs Gillian Rhodes, PA to Headteacher, at the above address in a sealed envelope marked "Nomination for Parent Governor" or return by email to g.rhodes@brookfieldcs.org.uk **by 12.00 Noon on Wednesday 25th October 2023**. Please note another parent of a child at the school must sign the form in support of your nomination.

All newly elected/appointed Governors must hold an enhanced Disclosure and Barring Certificate (DBS). The LAB must apply for such a certificate within 21 days of election/appointment of a new Governor. Further information on this process can be viewed and downloaded at:

<https://www.gov.uk/government/organisations/disclosure-and-barring-service/about#disclosure-checks-dbs-checks>

Check that you are eligible for appointment as a School Governor by reading the enclosed Declaration of Eligibility (*PG1C*).

The Declaration of Eligibility form requires a signature from you in Section A. By signing the form you agree that you have read the qualifications and disqualifications, and you declare that you are qualified for appointment and that none of the statutory disqualifications apply to you. Section C is for verifying proof of identity. Only the statutory disqualifications would automatically exclude you from becoming a Parent Governor. Minor offences, not listed on the form, may not necessarily affect your eligibility to become a Parent Governor. If you are uncertain as to whether you are eligible, you may seek further advice from Mrs Gillian Rhodes on g.rhodes@brookfieldcs.org.uk or Derbyshire County Council's Governor Support Service on governor.support@derbyshire.gov.uk. All Governors are expected to abide by the adopted Code of Conduct (Appendix 4).

A person is disqualified from election or appointment as a Parent Governor if they are an elected member of the Local Authority or if they work at the school for more than 500 hours in any consecutive 12 month period.

Please provide a statement about yourself on the Nomination Form (*PG1D*). If a ballot is needed this statement will be copied and sent to other parents/carers at the school with ballot papers on Thursday 26th October 2023.

In all types of schools, LAB's should have a strong focus on three core strategic functions:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

Please also see the Key Principles of Governance detailed in **Appendix 3**.

For further detailed information on the role of a Governor, please see the Governors' Handbook attached or visit the Department for Education website <https://www.gov.uk/government/publications/governance-handbook>

Becoming A School Governor - What to Expect:

There is an expectation that if elected you will be willing to:

1. Undertake appropriate induction and safeguarding training.
2. Prepare for and attend all meetings regularly. There are 4 LAB meetings per annum, lasting 2 hours. Preparation for these meetings usually takes a couple of hours too.
3. Be an active member of committees as required. You would be expected to be a Link Governor to a particular area in school life, such as Finance, Post-16, Safeguarding, SEND etc. This entails about 1 hour 3 times a year maximum with another hour or so to send in a few notes to the Clerk. You may also be asked to take part in exclusion or disciplinary meetings. These are ad hoc and you will be well supported by the school throughout the process.
4. Be willing to undertake further training to develop your skills as necessary.

This LAB would particularly welcome nominations from parents with certain skills and experience to help improve its effectiveness and address current challenges, please see Person Specification in **Appendix 2**.

On the Nomination Form (*PG1D*), you may briefly wish to set out:

1. Evidence of the extent to which you possess the skills and experience the LAB desires or at least the capacity and willingness to develop them
2. Your commitment to undertake training to acquire or develop the skills to be an effective Governor
3. If seeking re-election, details of your contribution to the work of the LAB during your previous term of office, and
4. How you plan to contribute to the future work of the LAB.

If only one nomination is received, then the person nominated will be deemed elected unopposed. If no nominations are received then the LAB must appoint a Parent Governor into the vacancy.

Only parents/carers of children registered at the school are entitled to stand or vote in the election. Regardless of how many children they have at the school each parent/carer will have one vote per vacancy.

If it is necessary for a ballot to be held, ballot papers will be sent to parents/carers on **Thursday 26th October 2023**. The ballot will be secret and the full result will be communicated to all parents/carers and other members of the LAB will be notified.

The LAB works together as a group. If you are thinking of standing as a Governor, remember that you will need to attend a **minimum of 3 out of the 4 meetings a year, plus committee meetings** during the term. Meetings of the LAB are usually held on Mondays starting at 6.00pm. Ad hoc meetings and disciplinary committee meetings may be earlier in the day. The LAB sets the term of office for all Governors and the start date of the appointment will be from the date of election. If you are elected you may serve out your term of office even if your child leaves the school before your term of office finishes. You can, however, resign from the LAB at any time.

If you would like to be nominated to be a Parent Governor, you need to:

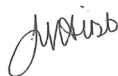
1. Check that you are eligible by reading the enclosed Declaration of Eligibility Form and then sign and return the declaration, the nomination form and the Governor application form and return them to the school in a sealed envelope marked "Nomination for Parent Governor";
2. Have your nomination seconded by a parent who is eligible to vote in the election;
3. Include a statement about yourself and why you would like to become a Parent Governor (on the Nomination Form *PG1D*);
4. Each nomination must be received at the school by **12.00 noon on Wednesday 25th October 2023**.

You are responsible for ensuring that your nomination form is received by the deadline. It may be delivered by hand, sent to school with your child, sent by email to the address stated above or sent by first class post, and should be sealed in an envelope marked 'Nomination for Parent Governor'.

Should a ballot be required, a sealed ballot box will be available in the school for hand deliveries, details of the location will be found on a notice in the entrance to the school.

If you have any questions about whether or not you are eligible to stand or vote in the election or about anything else contained within this letter, please do not hesitate to contact my PA, Mrs Gillian Rhodes.

Yours faithfully



Mr K Hirst
Headteacher

Encs:

1. PG1C Declaration of Eligibility
2. PG1D Nomination Form
3. Appendix 1 Becoming a School Governor
4. Appendix 2 Person Specification
5. Appendix 3 Key Principles of Governance
6. Appendix 4 Code of Conduct
7. Governor Application Form
8. LAB Handbook

All the attachments above are available on our website at www.brookfieldcs.org.uk/governors



BROOKFIELD COMMUNITY SCHOOL

COMMITTED TO EXCELLENCE

BROOKFIELD COMMUNITY SCHOOL

PG1C

Declaration of Eligibility to Service as a School Governor QUALIFICATIONS AND DISQUALIFICATIONS

General

1. A person is disqualified from holding or from continuing to hold office as a governor of a school at any time when the person is a registered pupil at the school.
2. A person is disqualified from being elected or appointed as a governor unless the person is aged 18 or over.
3. Save as otherwise provided in these Regulations, the fact that a person is qualified to be elected or appointed as a governor of a particular category at a school does not disqualify the person from election or appointment or from continuing as a governor of any other category at that school, but no person may at any time hold the office of more than one governor of the same school.
4. Any person who is disqualified from holding office as a governor of a school under this Schedule is likewise disqualified from holding or continuing to hold office as an associate member of the Local Academy Board unless the disqualification is under paragraphs 1 or 2 of this Schedule.

Disqualification criteria for categories of governor

5. (1) A person is disqualified from election or appointment as a parent governor of a school if the person—
 - (a) is an elected member of the local authority; or
 - (b) is paid to work at the school for more than 500 hours in any twelve consecutive months.(2) A person ("P") is not disqualified from continuing to hold office as a parent governor because P ceases to be a parent of a registered pupil at the school or to fulfil any of the requirements set out in paragraphs 10 and 11 of Schedule 1 (as the case may be) .
6. A person is disqualified from appointment as a local authority governor if the person is eligible to be a staff governor of the school.
7. (1) A person is disqualified from nomination or appointment as a partnership governor of a school if the person is—
 - (a) a parent of a registered pupil at the school;
 - (b) eligible to be a staff governor of the school;
 - (c) an elected member of the local authority; or
 - (d) employed by the local authority in connection with their education functions.

(2) The disqualification criterion in paragraph 7(1)(d) does not apply in the case of a person who is employed by a local authority in England under a contract of employment providing for the person to work wholly at a school or schools maintained by the local authority.

8. Upon ceasing to work at the school, a staff governor of a school is disqualified from continuing to hold office as such a governor.

Failure to attend meetings

9. (1) This paragraph applies to every governor, other than governors who are governors by virtue of the office that they hold.

(2) A governor who, without the consent of the Local Academy Board, has failed to attend their meetings for a continuous period of six months beginning with the date of the first such meeting the governor fails to attend, is, on the expiry of that period, disqualified from continuing to hold office as a governor of that school.

(3) A foundation governor, authority governor, co-opted governor or partnership governor who has been disqualified as a governor of a school under sub-paragraph (2) is not qualified for election, nomination or appointment as a governor of any category at that school for twelve months starting on the date on which they are so disqualified.

Bankruptcy

10. A person is disqualified from holding or continuing to hold office as a governor of a school if—

(a) the person's estate has been sequestrated and the sequestration has not been discharged, annulled or reduced; or

(b) the person is the subject of a bankruptcy restrictions order, an interim bankruptcy restrictions order⁽¹⁾, a debt relief restrictions order or an interim debt relief restrictions order⁽²⁾.

Disqualification of company directors

11. A person is disqualified from holding, or from continuing to hold, office as a governor of a school at any time when the person is subject to—

(a) a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986⁽³⁾;

(b) a disqualification order under the Company Directors Disqualification (Northern Ireland) Order 2002⁽⁴⁾;

(c) a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002; or

(d) an order made under section 429(2)(b) of the Insolvency Act 1986⁽⁵⁾ (failure to pay under county court administration order).

Disqualification of charity trustees

12. A person is disqualified from holding or from continuing to hold office as a governor of a school if—

(a) the person ("P") has been removed from the office of trustee for a charity by an order made by the Charity Commission or Commissioners or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which P was responsible or to which P was privy, or to which P contributed or which P facilitated by P's conduct; or

(b) the person has been removed, under section 34 of the Charities and Trustee Investment (Scotland) Act 2005(6), from being concerned in the management or control of any body.

Persons whose employment is prohibited or restricted

13. A person is disqualified from holding or from continuing to hold office as a governor of a school at any time when the person is—

- (a) included in the list kept under section 1 of the Protection of Children Act 1999(7) (list of those considered by the Secretary of State as unsuitable to work with children);
- (b) subject to a direction of the Secretary of State under section 142 of EA 2002(8) (or any other disqualification, prohibition or restriction which takes effect as if contained in such a direction);
- (c) barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006(9);
- (d) disqualified from working with children under sections 28, 29 or 29A of the Criminal Justice and Court Services Act 2000(10);
- (e) disqualified from registration under Part 2 of the Children and Families (Wales) Measure 2010(11) for child minding or providing day care; or
- (f) disqualified from registration under Part 3 of the Childcare Act 2006(12).

Criminal convictions

14. (1) Subject to sub-paragraph (6) below, a person is disqualified from holding, or continuing to hold, office as a governor of a school where any of sub-paragraphs (2) to (4) or (6) below apply to the person.

(2) This sub-paragraph applies to a person (“P”) if—

- (a) within the period of five years ending with the date immediately preceding the date on which P’s appointment or election as governor would otherwise have taken effect or, as the case may be, on which P would otherwise have become a governor by virtue of an office, or
- (b) since P’s appointment or election as governor or, as the case may be, since P became a governor by virtue of an office,

P has been convicted, whether in the United Kingdom or elsewhere, of any offence and a sentence of imprisonment (whether suspended or not) has been imposed on P for a period of not less than three months without the option of a fine.

(3) This sub-paragraph applies to a person (“Q”) if within the period of 20 years ending with the date immediately preceding the date on which Q’s appointment or election as governor would otherwise have taken effect or, as the case may be, on which Q would otherwise have become a governor by virtue of an office, Q has been convicted of any offence and a sentence of imprisonment has been imposed on Q for a period of not less than two and a half years.

(4) This sub-paragraph applies to a person who has at any time been convicted as aforesaid of any offence and a sentence of imprisonment has been imposed on the person for a period of not less than five years.

(5) For the purposes of sub-paragraphs (2) to (4) above, any conviction by or before a court outside the United Kingdom of an offence which, if the facts giving rise to the offence had taken place in any part

of the United Kingdom, would not have constituted an offence under the law in force in that part of the United Kingdom must be disregarded.

(6) This sub-paragraph applies to a person (“R”) if—

(a) within the period of five years ending with the date immediately preceding the date on which R’s appointment or election as governor would otherwise have taken effect or, as the case may be, on which R would otherwise have become a governor by virtue of an office, or

(b) since R’s appointment or election as governor or, as the case may be, since R became a governor by virtue of an office,

R has been convicted under section 547 of EA 1996([13](#)) (nuisance or disturbance on school premises) or under section 85A of the Further and Higher Education Act 1992([14](#)) (nuisance or disturbance on educational premises) of an offence and has been sentenced to a fine.

Refusal to make an application for a criminal records certificate

15. A person is disqualified from holding or continuing to hold office as a governor at any time when the person refuses a request by the clerk to the Local Academy Board to make an application under section 113B of the Police Act 1997([15](#)) for a criminal records certificate.

Notification to clerk

16. Where a person (“P”) is, or is proposed to become, a governor and by virtue of any of paragraphs 10 to 14 P is disqualified from holding, or from continuing to hold, office as a governor, P must give notice of that fact to the clerk to the Local Academy Board.

(1) “Bankruptcy restrictions order” means an order made under paragraph 1 of Schedule 4A to the Insolvency Act [1986 \(c. 45\)](#) and “interim bankruptcy restrictions order” means an order made under paragraph 5 of that Schedule. Schedule 4A was inserted by Schedule 20 to the Enterprise Act [2002 \(c. 40\)](#).

(2) “Debt relief order” means an order made under paragraph 1 of Schedule 4ZB to the Insolvency Act [1986 \(c. 45\)](#) and “interim debt relief order” means an order made under paragraph 5 of that Schedule. Schedule 4ZB was inserted by Schedule 19 to the Tribunals, Courts and Enforcement Act [2007 \(c. 15\)](#).

(3) [1986 c.46](#).

(4) [S.I. 2002/3150 \(N.I. 4\)](#), as amended by the Companies Act [2006 \(c.46\)](#), the Banking Act [2009 \(c.1\)](#), the Debt Relief Act (Northern Ireland) [2010 \(c.16\)](#) and by [S.I. 2005/1454 \(N.I.9\)](#), [2005/1455 \(N.I.10\)](#), [2005/1967 \(N.I.17\)](#), [2006/314 \(N.I.3\)](#), [2006/3336 \(N.I.21\)](#), [2007/2194](#), [2008/948](#), [2009/805](#) and [2009/1941](#).

(5) [1986 c.45](#). Section 429(2) is repealed and substituted by section 106 of and Schedule 16 to the Tribunals, Courts and Enforcement Act [2007 \(c.15\)](#), which are not yet in force.

(6) [2005 asp 10](#).

(7) [1999 c.14](#), as amended by the Care Standards Act 2000 ([2000 c.14](#)). Section 1 is repealed by section 63 of and Schedules 9 and 10 to the Safeguarding Vulnerable Groups Act [2006 \(c.47\)](#) save as provided by [S.I. 2009/2611](#).

(8) Section 142 is repealed by section 63 of and Schedule 10 to the Safeguarding Vulnerable Groups Act 2006 (which are only partly in force) save as provided by [S.I. 2009/2611](#).

(9) [2006 c.47](#).

(10) [2000 c.43](#). Section 28 is repealed by section 63 of and Schedule 10 to the Safeguarding Vulnerable Groups Act 2006 (which are only partly in force) save as provided by [S.I. 2009/2611](#) and [S.I. 2010/1101](#).

(11) [2010 nawm 1](#).

(12) [2006 c.21](#). Part 3 is amended by the Education and Inspections Act [2006 \(c.40\)](#), the Safeguarding Vulnerable Groups Act 2006, the Education and Skills Act [2008 \(c. 25\)](#), the Apprenticeships, Skills, Children and Learning Act [2009 \(c.22\)](#) and the Education Act [2011 \(c.21\)](#).

(13) As amended by SSFA 1998 and by section 206 of and Schedule 20 to EA 2002 and by section 6 of and Schedule 1 to the Education and Inspections Act 2006 and by [S.I. 2010/1158](#).

(14) [1992 c.13](#); section 85A was inserted by section 206 of and Schedule 20 to EA 2002 and amended by [S.I. 2010/1158](#) and by section 54 of and Schedule 13 to the Education Act 2011.

- (15) [1997 c.50](#); inserted by section 163 of the Serious Organised Crime and Police Act 2005 ([2005 c.15](#)) and amended by the Safeguarding Vulnerable Groups Act 2006, the Armed Forces Act [2006 \(c.52\)](#), the Policing and Crime Act [2009 \(c.26\)](#) and [S.I.2009/203](#) and [S.I. 2010/1146](#).

Please turn overleaf for the Declaration of Eligibility Form.

DECLARATION OF ELIGIBILITY FORM – BROOKFIELD COMMUNITY SCHOOL - GOVERNOR

- Please complete Section A and the first half of Section B.
- Please provide two proofs of identity (e.g. Passport/Driving Licence/Utility Bill/Bankers Card) to the PA to Headteacher at BCS who will complete and sign Section C
- **SECTION A** TO BE RETAINED BY THE CLERK TO GOVERNORS FOR THE DURATION OF THE TERM OF OFFICE.
- **SECTIONS B AND C** TO BE DEALT WITH ACCORDING TO THE SCHOOL'S DATA PROTECTION PROCEDURES.

<p>SECTION A</p> <ul style="list-style-type: none">• <i>Having read and understood the disqualification criteria as listed, I declare that I am not disqualified from serving on a School Local Academy Board. If I become disqualified I will give notice of the fact to the <u>Clerk of the Local Academy Board</u>.</i>• <i>I understand that my personal data including name, address, telephone number and email address will be held securely by Brookfield Community School. Some details such as email addresses and telephone numbers may be shared with other members of the Local Academy Board and the Redhill Academy Trust Executive Board.</i> <p>Signed: Date:</p>
<p>SECTION B</p> <p>Title: Name:</p> <p>Home address: Post Code:</p> <p>Email Address:</p> <p>Telephone/Mobile</p> <p>To be completed by the Clerk of the Local Academy Board:</p> <p>School Name: Brookfield Community School, Chatsworth Road, Chesterfield S40 3NS</p> <p>Category of Governor: Parent Governor</p> <p>Date elected/appointed: Length of term of office: years</p>
<p>SECTION C</p> <p>Proof of Identify - two forms of identity required. Please indicate the nature of the proof seen:</p> <p>Governor Name:</p> <p>(1) (2)</p> <p>Countersigned by PA to Headteacher at Brookfield Community School</p> <p>Signature: Date:</p>



BROOKFIELD COMMUNITY SCHOOL

COMMITTED TO EXCELLENCE

BROOKFIELD COMMUNITY SCHOOL

PG1D ELECTION OF PARENT GOVERNOR NOMINATION FORM

To be completed by the Applicant:

NAME:
(Mr/Mrs/Miss/Ms/other)

ADDRESS:
.....
.....

I have a child at the school and do not work at the school for more than 500 hours in any consecutive 12-month period and am not an elected member of the Local Authority. I hereby nominate myself for election as a Parent Governor of the school. I understand that, if elected, I will have to provide a declaration of eligibility and 2 items of proof of identity. A personal statement for inclusion in the voting paper is given overleaf.

SIGNED: **Dated:**

To be completed by the Secunder *:

NAME:
(Mr/Mrs/Miss/Ms/other)

ADDRESS:
.....

SIGNED: **Dated:**

***The secunder must be a parent of a pupil at the school.**

PERSONAL STATEMENT TO INCLUDE:

Why I am interested in being a Governor at Brookfield Community School and what I can bring to the role.
(when completing this section, please include details of generic experience/knowledge/skills you have to offer.
These could include professional expertise, community involvement, voluntary work etc).

You may also wish to address any specific skills criteria the Governing Board are looking for as set out in the attached documentation.

PERSONAL STATEMENT OF **[YOUR NAME]**

Please place this nomination form in a sealed envelope marked 'NOMINATION FOR PARENT GOVERNOR' and return the envelope to Brookfield Community School or by email to g.rhodes@brookfieldcs.org.uk by 12.00 Noon on Wednesday 25th October 2023



BROOKFIELD COMMUNITY SCHOOL

COMMITTED TO EXCELLENCE

BROOKFIELD COMMUNITY SCHOOL

APPENDIX 1 Becoming a School Governor

A Governor should have:

- An interest in **all** children's futures;
 - A desire to make a difference;
 - A willingness to accept responsibility;
 - An ability to work in a team and is happy to ask questions, listen and learn;
 - The skills to contribute to effective governance and success of the school, or at least the capacity and willingness to develop them.
- and will:-**
- Act with integrity, objectivity and honesty in the best interests of the school;
 - Fulfil a largely strategic role in the running of the school;
 - Work in partnership with the Headteacher to raise standards;
 - Actively contribute to the work of the Local Academy Board (LAB)

Typical Governor responsibilities:

- Help to decide the priorities for improving the school;
- Focus on the Redhill Academy Trust's four principles;
- Embrace and promote the **Seven Key Principles of Public Life**;
- Work co-operatively with other Governors in the best interest of the school;
- Attend the meetings of the LAB and its committees;
- Promote the interest of the school in the wider community;
- Have an equal right to participate and to state their views whilst respecting the views of others;
- Are loyal to the decisions made by the LAB;
- Respect the confidentiality of those items of business that have been designated as confidential and do not disclose what individuals have said or how they have voted;
- Withdraw from a decision from which he or she or a partner or close relative stands to gain or where he or she is too involved to be objective;
- Have regard to the broader responsibilities as a Governor of a public institution in regard to promoting a public accountability for the actions and performance of the LAB;
- Participate in appropriate training.
- Abide by the LAB's adopted Code of Conduct and LAB Handbook

What to consider when thinking about becoming a Governor:

- Do you have an interest in improving the educational provision for young people?
- Can you commit the time – at least 4 evening meetings a year (*usually held on Mondays from 5:30pm*) plus additional committees?
- Do you have the time to prepare for governing body meetings i.e. reading of documents/reports in advance of meetings?
- Do you have the confidence to speak up and challenge?
- Can you work as part of a team of governors to ensure that the LAB provides effective governance to meet the **6 key features** determined by the Department for Education?
- Can you commit to participate in the governors' training programme – this may well be in your own time?



BROOKFIELD COMMUNITY SCHOOL

COMMITTED TO EXCELLENCE

BROOKFIELD COMMUNITY SCHOOL

APPENDIX 2

School Governor Person Specification

All those involved in governance should demonstrate the following attributes:

- **Committed**
 - Devoting the required time and energy to achieve the best outcomes for young people. This will be a commitment to devote time during school hours and out of hours;
 - Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance.
- **Confident**
 - Having an independent mind, able to lead and contribute to courageous conversations;
 - Be willing to express opinions and to play an active role on the board.
- **Curious**
 - Possessing an enquiring mind and an analytical approach;
 - Understanding the value of meaningful questioning.
- **Challenging**
 - Providing appropriate challenge to the status quo and asking questions of leaders;
 - Not taking information or data at face and always seeking to improve things
- **Collaborative**
 - Prepared to listen to and work in partnership with others;
 - Understanding the importance of building strong working relationships within the board and with executive leaders, staff, parents and carers, students, the local community, the local authority and employers.
- **Critical**
 - Understanding the value of critical friendship which enables challenge and support;
 - Self-reflective, pursuing learning and development opportunities to enable both themselves and the board to become as knowledgeable as possible.
- **Creative**
 - Able to challenge conventional ideas and be open-minded about new approaches to problem-solving.
 - Recognising the value of innovation and creative thinking to organisational development and success.
- **Desirable but not essential skills/qualities:**
 - Understanding current national education policy and the local education context;
 - Financial management/accounting experience;
 - Experience of basing funding decisions on organisational priorities and question financial performance against strategic priorities;
 - Experience of HR policies and processes;
 - Leadership experience;
 - Experience of chairing a board or committee meeting;
 - Marketing, media and PR experience;
 - Experience of auditing/inspecting and oversight in the school sector.



BROOKFIELD COMMUNITY SCHOOL

COMMITTED TO EXCELLENCE

BROOKFIELD COMMUNITY SCHOOL

APPENDIX 3 **Key Principles of Governance**

The Redhill Academy Trust's four key principles

- High expectations of all students.
- Valuing and celebrating academic achievement.
- Outstanding teaching of all students.
- Widening students' experiences through a range of extra-curricular activities including sports and the performing arts.

Seven key features determined by the Department for Education

- Strategic leadership that sets and champions vision, ethos and strategy.
- Accountability that drives up educational standards and financial performance.
- People with the right skills, experience, qualities and capacity.
- Structures that reinforce clearly defined roles and responsibilities.
- Compliance with statutory and contractual requirements.
- Evaluation to monitor and improve the quality and impact of governance.

Seven Principles of Public Life (the Nolan principles)

- Selflessness - Holders of public office should act solely in terms of the public interest.
- Integrity - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.
- Objectivity - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
- Accountability - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
- Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.
- Honesty - Holders of public office should be truthful.
- Leadership - Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Local Academy Board Member	
ACADEMIC YEAR	2023/24

The RHAT code of conduct is anchored in the Seven Nolan Principles of Public Life. The code is also aligned with the [Framework for Ethical Leadership in Education](#) which outlines principles that support ethical decision-making and challenge unethical behaviour.

We will abide by the Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

We will apply the highest standards and will:

1. act within our powers
2. promote the success of the trust
3. exercise independent judgement
4. exercise reasonable care, skill and diligence
5. avoid conflicts of interest
6. not accept benefits from third parties
7. declare interest in proposed transactions or arrangements

Those governing at a local level will focus on the Trust core governance functions:

- ensuring there is clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
- overseeing the financial performance of the organisation and making sure its money is well spent
- ensuring the voices of stakeholders are heard

As individuals, agree to:

Fulfil our role & responsibilities

- We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
- We will fulfil our role and responsibilities as set out in our scheme of delegation.
- We will develop, share and live the ethos and values of our trust.
- We agree to adhere to trust policies and procedures.
- We will work collectively for the benefit of the trust.
- We will be candid but constructive and respectful when holding senior leaders to account.
- We will consider how our decisions may affect the trust and local community.
- We will stand by the decisions that we make as a collective.
- Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
- We will only speak or act on behalf of the trust board if we have the authority to do so.
- ***Those governing at local level** Will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
- When making or responding to complaints, we will follow the established procedures.
- We will strive to uphold the trust's reputation in our private communications (including on social media).
- ***We will have regard to our responsibilities under The Equality Act and will work to advance equality of opportunity for all.**
- ***Those governing at local level:** We will act as the local ambassadors for our trust.

Demonstrate our commitment to the role

- We will involve ourselves actively in the work of the board and accept our fair share of responsibilities, serving on committees or working groups where required.
- We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
- We will get to know the school/s well and welcome opportunities to be involved in school activities.
- We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
- When visiting a school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
- We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

- We will develop effective working relationships with leaders, staff, parents and other relevant stakeholders from our local communities.
- ***Those governing at local level:** We will champion the voices of our school community and stakeholders.
- ***Those governing at local level:** We will establish effective working relationships with trustees.
- We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
- We will work to create an inclusive environment where each board member's contributions are valued equally.

Code of Conduct: 2023-2024

- We will support the chair in their role of leading the Local Academy Board and ensuring appropriate conduct.

Respect confidentiality

- We will observe complete confidentiality both inside and outside of the trust when matters are deemed confidential or where they concern individual staff, pupils or families.
- We will not reveal the details of any governing board vote.
- We will ensure all confidential papers are held and disposed of appropriately.
- We will maintain confidentiality even after we leave the office.

Declare conflicts of interest and be transparent

- We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the register of business interests.
- We will also declare any conflict of loyalty at the start of any meeting should the need arise.
- If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
- We accept that the Register of Business Interests will be published on the trust's website.
- *We will act as an academy committee member; not as a representative of any group.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the trust board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the Trust website.

We accept that information relating to Local Academy board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

SIGNATURE _____

DATE _____

**New statements updated in 2023 v1*

CONFIDENTIAL
GOVERNOR APPLICATION FORM

ACADEMY NAME:	
GOVERNOR TYPE:	Choose an item.

1 PERSONAL DETAILS

SURNAME:		FORENAME:	
TITLE BY WHICH YOU WISH TO BE REFERRED:	Choose an item.	IF OTHER, PLEASE DETAIL:	

HOME CONTACT DETAILS		EMPLOYER CONTACT DETAILS	
ADDRESS:		NAME AND ADDRESS:	
POST CODE:		POST CODE:	
TEL NUMBER(S):		TEL NUMBER(S):	
EMAIL:		EMAIL:	

2 EMPLOYMENT

PRESENT POST:		DATE APPOINTED:	Click here to enter a date.
BRIEF DESCRIPTION (WHERE APPLICABLE):			

3 PREVIOUS EMPLOYMENT

EMPLOYER	POST	DATES			
		FROM		TO	
		M	Y	M	Y

4 EDUCATION AND TRAINING

NAME OF ESTABLISHMENT/COMPANY	QUALIFICATION GAINED/TRAINING COMPLETED	DATE OF AWARD

5 PERIODS OF UNREMUNERATED ACTIVITY

Please give details of any gaps in employment (not included in sections 3 or 4) since leaving full-time education E.g. Raising Family, Unpaid Voluntary Work.

HOW TIME WAS SPENT	DATES	
	FROM	TO

6 PREVIOUS GOVERNANCE EXPERIENCE

NAME OF SCHOOL/ACADEMY	DATES OF OFFICE	CAPACITY (Staff/Parent/Community)

7 WHY WOULD YOU LIKE TO VOLUNTEER AS A GOVERNOR?

8 SKILLS, KNOWLEDGE AND EXPERIENCE

Please indicate the skills, knowledge and experience that you would be able to offer in this role:

GENERIC SKILLS, KNOWLEDGE AND EXPERIENCE	BASIC	MODERATE	EXTENSIVE
Leadership			
Data analysis			
Community relations			
Chairing meetings			
Negotiation/mediating			
Communication			

SPECIALIST SKILLS, KNOWLEDGE AND EXPERIENCE	BASIC	MODERATE	EXTENSIVE
Financial management			
Premises/facility management			
Human resources			
Fundraising			
Law			
ICT			
PR and Marketing			
Safeguarding			
Project management			
Health & Safety			
Procurement/purchasing			

9 ADDITIONAL INFORMATION

Please provide details of any other experience that you feel are relevant to your application.

10 REFERENCES

Please provide the contact details for two people whom we may ask to provide a reference for you. One of these, preferably, should be someone who knows you in a professional or voluntary capacity.

NAME:		NAME:	
CONTEXT KNOWN:		CONTEXT KNOWN:	
ADDRESS:		ADDRESS:	
POSTCODE:		POSTCODE:	
TELEPHONE:		TELEPHONE:	
EMAIL ADDRESS:		EMAIL ADDRESS:	

11 DISCLOSURE

Do you have any links or association with the Redhill Academy Trust?	Choose an item.
If YES, please give details:	
Have you ever been disqualified or suspended from a governing body?	Choose an item.
If YES, please give brief details including dates:	

--

12 DISCLOSURE OF CRIMINAL BACKGROUND

Please note it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

If you are shortlisted to interview you will be asked to complete a self-declaration of your criminal record.

13 OVERSEAS CHECKS

Have you lived or worked outside the United Kingdom for 3 months or more within the last ten years of your adult life (18)? For more information please click [here](#)

Choose an item.

If you have answered YES, please give brief details including dates.

--

14 DECLARATION

Please sign below to confirm that you:

- have read and understood the expectations and responsibilities of a governor/Local Academy Board;
- are willing to undertake appropriate training to gain a full understanding of the role, and to keep up to date during your term of office;
- understand that the Redhill Academy Trust will apply for a Disclosure and Barring Service certificate;
- agree that the application form and references can be shared with all members of the Local Academy Board and with the Executive Board and senior officers of the Redhill Trust.
- agree that the information you give on this form can be recorded and used by the Trust in accordance with the Data Protection Act and General Data Protection Regulations.
- Declare that you are not disqualified from serving on a Local Academy Board.

SIGNED: _____ **DATE:** [Click here to enter a date.](#)



Brookfield Community School

Local Academy Board (LAB) Handbook 2023/24

Guidance to support the effective operation of the LAB

Contents

Introduction	2
Responsibilities of the Local Academy Board (LAB)	3
Role of the Local Academy Board Member	4
Commitment	4
Conduct at meetings	4
Safeguarding	5
Meeting structure and membership	5
Structure	5
Membership:	5
Meeting organisation	5
Frequency	5
Clerking	5
Chairing	5
Appointment and Removal of Governors	6
Meeting agenda	6
Quorum	6
Voting	6
Any other business	6
Declaration of interests	6
Meeting minutes	6
Visiting the school	7
Meeting programme	7
Meeting Scheduling and Agenda	8
Sequence of LAB (Local Academy Boards) meetings with Trust meetings	8
Local Academy Board Code of Conduct	9
Roles & Responsibilities	9
Commitment	9
Relationships	9
Confidentiality	10
Conflicts of interest	10
Breach of this code of conduct	10

Introduction

The Redhill Academy Trust came into being in 2011 as a result of governors and staff at the Redhill Academy supporting the Wheldon School in Carlton, Nottingham. The Redhill Academy had recently been designated as 'Outstanding' by Ofsted and was matched with Wheldon who had received an Ofsted 'Inadequate' judgement. This set the ethos of the Trust as a school improvement organisation with the ultimate aim of helping to raise the achievement of local children, whatever their background. Since then, the Trust has only grown as it seeks to support other schools and students.

All academies in the Trust work to the following five principles:

1. High expectations of all students.
2. Valuing and celebrating academic achievement.
3. Outstanding teaching for all students.
4. Widening students' experiences through a range of extra-curricular activities including sports and the performing arts.
5. Commitment to Equality & Diversity.

As a governor in one of the Trust's academies we expect that you will support these principles, whilst challenging, analysing and evaluating the work of the academy you serve.

We hope that this handbook will help you fulfil your role as a governor on one of the Trust's Local Academy Boards. We would also like to thank you for giving up your time to help the Trust improve the achievements, and ultimately, the outcomes of all our students.



Andrew Burns
Trust Principal



Simon Healy
Chair of the Trust Executive Board

Responsibilities of the Local Academy Board (LAB)

As a member of the Local Academy Board, you will share equally with the other members of the board the responsibility of exercising the powers and responsibilities delegated by the Trust Executive Board.

The Local Academy Board has a range of responsibilities:

- Supporting good governance of the school
- Safeguarding and promoting the values of the school
- Supporting the Headteacher of the school and being a critical friend
- Maintaining a detailed understanding of the strengths and areas for development of the school
- Regularly reviewing performance and progress and monitoring data
- Monitoring the achievement, quality of teaching and behaviour and safety
- Supporting effective financial governance
- Engagement with the school's key stakeholders e.g. parents/carers, pupils and staff
- Reviewing the progress of the Academy's Improvement Plan (AIP).

Areas on which the Local Academy Board supports the governance of the school, offering views and feedback include (this is not an exhaustive list):

- Vision, values and school strategy;
- Student achievement;
- Behaviour;
- Attendance;
- The curriculum;
- School premises development and capital bid priorities;
- Safeguarding;
- Parental engagement;
- Communicating ideas from the community to the Trust Executive Board;
- Promoting parent participation.

The Trust and the school leadership team will support the Local Academy Board by providing information, support and guidance.

Role of the Local Academy Board Member

Local Academy Board members offer their experience and expertise to strengthen the decision-making process to support the school's continuous improvement.

Local Academy Boards have some delegated decision-making authority and act as a 'critical friend' for the school. This means:

- They provide support and advice
 - Acting as a sounding board for ideas
 - Providing feedback on proposals
 - Helping where needed

- They also provide challenge
 - Asking constructive questions to ensure that decisions are made on the basis of sound information
 - Exploring alternative proposals

An effective Local Academy Board Member supports the school and wants the school to succeed. An effective Local Academy Board Member has a relationship with the school that means they can also be honest where there are concerns. They have a direct link to the Trust Board should concerns need to be raised.

Commitment

Being a member of the board requires commitment. As a Local Academy Board member, there is an expectation that you come to meetings prepared; having read and familiarised yourself with the agenda and any accompanying papers as well as being prepared to ask relevant questions.

There will be opportunities for you to visit the school during the day to help inform the work of the Local Academy Board. Any visit is planned in advance and focused on a consultation area. Your report on the visit will then feed into the consultation response for the school or Trust.

Conduct at meetings

As a Local Academy Board Member, you will be asked to sign a 'Code of Conduct' at the first meeting of the Academic year

During the meeting, it is expected that all members abide by a set of guiding principles:

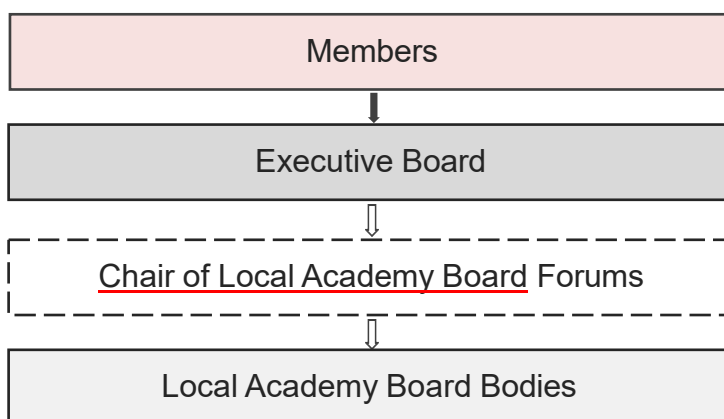
- Support and be guided by the Chair of the meeting.
- Respect other people's opinions and ideas.
- Actively participate in discussions.
- Limit the length of individual contributions.
- Ensure contributions are delivered in a positive and constructive manner, even when challenging or difficult issues are being discussed.
- Respect confidentiality.

Safeguarding

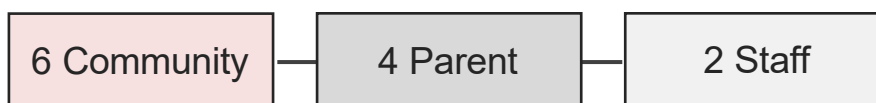
All Local Academy Board members are required to have an up-to-date DBS (Disclosure and Barring Services) (formerly CRB) check, as well as undertake safeguarding training as required.

Meeting structure and membership

Structure:



Membership¹:



Meeting organisation

Frequency

The Local Academy Board will meet a minimum of four times a year. Meetings dates are usually agreed annually and communicated by the Clerk.

Clerking

The Local Academy Board is clerked by one of the Academy Clerks.

Chairing

The Local Academy Board will elect a Chair and Vice Chair at the first meeting of the academic year. Employees of the school are not eligible to stand as Chair or Vice Chair.

The Chair and Vice Chair can resign at any time by giving notice in writing to the LAB Clerk.

¹ For further information see the Terms of Reference Section 2.

Appointment and Removal of Governors

See Terms of Reference Annex 1

Meeting agenda

The Trust Clerk co-ordinates the agenda with input from the Executive Team, Headteacher and the LAB Chair in advance. It is expected that the Headteacher and Chair will work together in customising their agenda.

The agenda will be circulated by the Clerk seven days in advance of the meeting. Supporting papers should also be circulated, where possible, within this timeframe.

Quorum

To enable an effective meeting to take place there should be at least three members present.

Voting

Where applicable voting will take place by a simple majority through a show of hands, with the meeting chair having the casting vote if the decision is split.

Any other business

This section of the agenda allows for last-minute items to be discussed. 'Last minute' means things that happened after the agenda was circulated that cannot wait for the next meeting. Members should speak to the Chair before the meeting starts to request an item for discussion under any other business. The Chair will determine if the item can be discussed, if members are not able to discuss something knowledgeably, that item should be deferred to the next meeting.

Declaration of interests

Annually you will be asked to complete a declaration of business and pecuniary interest form. Additionally, at the beginning of each meeting you will be asked to declare any business or other interests in any item being discussed at the meeting.

Meeting minutes

The Clerk will produce meeting minutes for approval of the Local Academy Board at their subsequent meeting, which will be held centrally.

Items deemed confidential will be minuted & the item will be highlighted in colour and withheld from public circulation.

Visiting the school

As a Local Academy Board Member, you may visit the school to fulfil your responsibilities and gain a better understanding of how the school operates on a day-to-day basis. You do not have an automatic right of entry to the school and all visits must be agreed in advance and have a clear focus. A visit may be undertaken to:

- Improve your knowledge of the school and the people that work in it.
- Support the monitoring responsibilities of the LAB.
- Assist the LAB in discussions and making informed decisions.

Meeting programme

The programme of meetings will include:

Full Local Academy Board				
DATE			TIME	CLERK
1	Autumn (Exams Analysis)	11 th September 2023	6.00pm	Mrs Cathi Thacker
2	Autumn	13 th November 2023	6.00pm	
3	Spring	4 th March 2024	6.00pm	
4	Summer	17 th June 2024	6.00pm	

Meeting Scheduling and Agenda

Each LAB meeting agenda should consider the latest student data dashboard, Headteacher's report, the RAG rated Academy Improvement Plan and Risk Analysis. It is strongly suggested that each meeting of the LAB starts with a presentation from a senior member of staff from the academy on a current issue of interest to the governors. This should be followed by questions, discussions, and scrutiny from the board.

LABs (Local Academy Boards) should also discuss the following agenda items at the LAB meetings.

- HR/Staffing Issues
- Capital Projects (if relevant)
- GDPR (General Data Protection Regulation)
- Expenditure and ensuring delivery of Academy annual budgets Other items relevant to the individual academy.

Autumn 1

- Review of examination results from the previous summer.
- Update on any premises developments.
- The Local Advisory Board of the academy will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year.
- The Local Advisory Board of the academy will ensure that each leader (those paid on the leadership spine) salary is reviewed every year with effect from 1 September and no later than 31 October.
- Curriculum model for the following academic year.
- Any performance management issues.

Spring

- Findings of latest review of teaching and learning.
- Staffing for the following academic year.
- Accounts Audit Issues Identified (January meeting only)

Summer

- Proposed site improvements.
- Priorities for next year's Academy Improvement Plan.
- Year-End Forecast Determination (May meeting only)

Sequence of LAB meetings with Trust meetings

Each termly sequence will be as follows:





Equality and Achievement

Code of Conduct

2023-2024

Local Academy Board Member	Insert name here
ACADEMIC YEAR	2023/24

The RHAT code of conduct is anchored in the Seven Nolan Principles of Public Life. The code is also aligned with the [Framework for Ethical Leadership in Education](#) which outlines principles that support ethical decision-making and challenge unethical behaviour.

We will abide by the Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

We will apply the highest standards and will:

1. act within our powers
2. promote the success of the trust
3. exercise independent judgement
4. exercise reasonable care, skill and diligence
5. avoid conflicts of interest
6. not accept benefits from third parties
7. declare interest in proposed transactions or arrangements

Those governing at a local level will focus on the Trust core governance functions:

- ensuring there is clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
- overseeing the financial performance of the organisation and making sure its money is well spent
- ensuring the voices of stakeholders are heard

As individuals, agree to:

Fulfil our role & responsibilities

- We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
- We will fulfil our role and responsibilities as set out in our scheme of delegation.
- We will develop, share and live the ethos and values of our trust.
- We agree to adhere to trust policies and procedures.
- We will work collectively for the benefit of the trust.
- We will be candid but constructive and respectful when holding senior leaders to account.
- We will consider how our decisions may affect the trust and local community.
- We will stand by the decisions that we make as a collective.
- Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
- We will only speak or act on behalf of the trust board if we have the authority to do so.
- ***Those governing at local level** Will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
- When making or responding to complaints, we will follow the established procedures.
- We will strive to uphold the trust's reputation in our private communications (including on social media).
- ***We will have regard to our responsibilities under The Equality Act and will work to advance equality of opportunity for all.**
- ***Those governing at local level:** We will act as the local ambassadors for our trust.

Demonstrate our commitment to the role

- We will involve ourselves actively in the work of the board and accept our fair share of responsibilities, serving on committees or working groups where required.
- We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
- We will get to know the school/s well and welcome opportunities to be involved in school activities.
- We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
- When visiting a school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
- We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

- We will develop effective working relationships with leaders, staff, parents and other relevant stakeholders from our local communities.
- ***Those governing at local level:** We will champion the voices of our school community and stakeholders.
- ***Those governing at local level:** We will establish effective working relationships with trustees.
- We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
- We will work to create an inclusive environment where each board member's contributions are valued equally.

Code of Conduct: 2023-2024

- We will support the chair in their role of leading the Local Academy Board and ensuring appropriate conduct.

Respect confidentiality

- We will observe complete confidentiality both inside and outside of the trust when matters are deemed confidential or where they concern individual staff, pupils or families.
- We will not reveal the details of any governing board vote.
- We will ensure all confidential papers are held and disposed of appropriately.
- We will maintain confidentiality even after we leave the office.

Declare conflicts of interest and be transparent

- We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the register of business interests.
- We will also declare any conflict of loyalty at the start of any meeting should the need arise.
- If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
- We accept that the Register of Business Interests will be published on the trust's website.
- *We will act as an academy committee member; not as a representative of any group.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the trust board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the Trust website.

We accept that information relating to Local Academy board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

SIGNATURE _____

DATE _____

2023

**New statements updated in 2023 v1*