Exminster Community Primary School Governance Information

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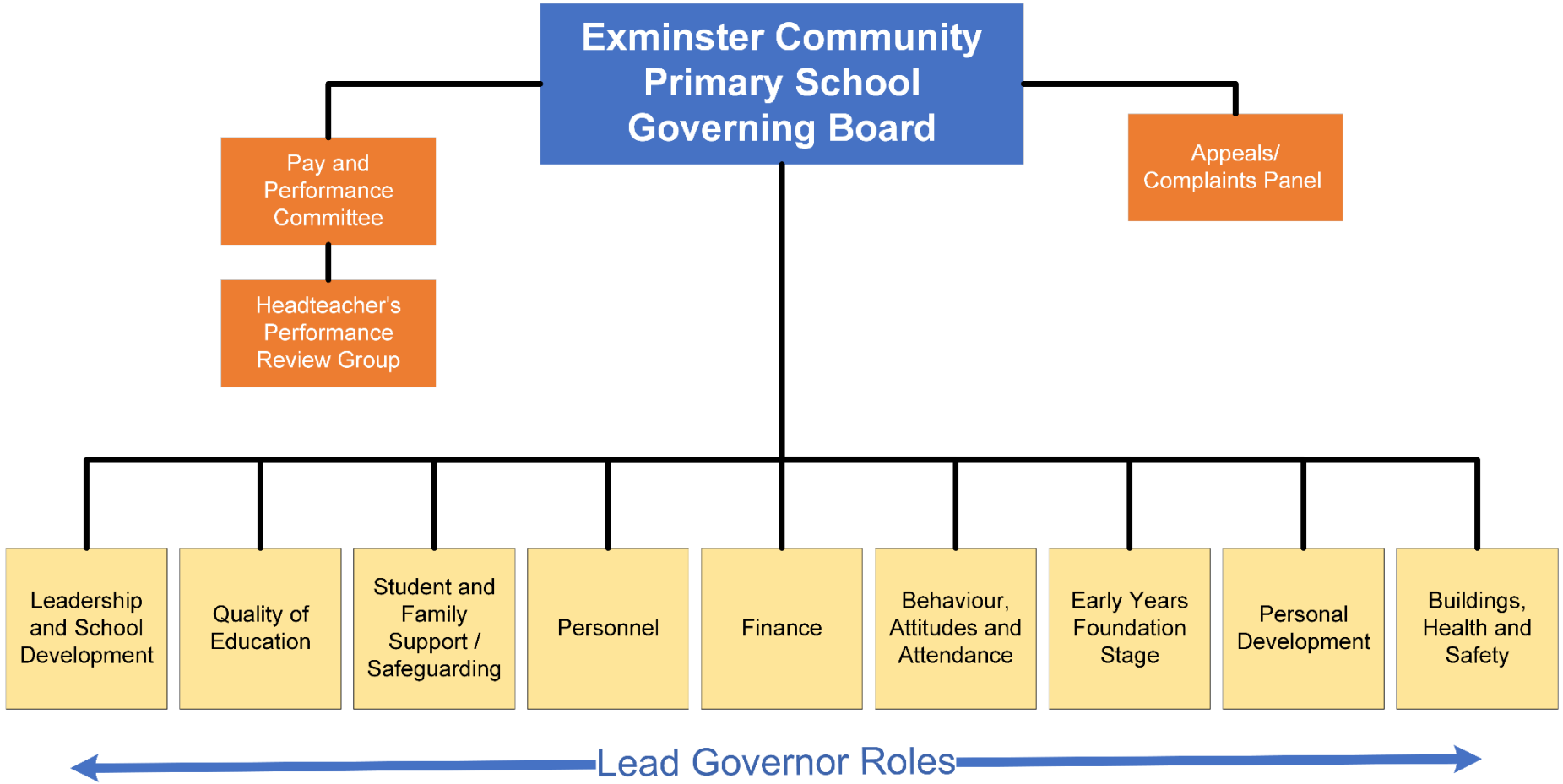
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Governing Board Constitution

Category of Governor	Number of Governors	Details of Appointment	Term of Office
Parent	2	Elected by parent body	4 years
Local Education Authority	1	Appointed by Local Education Authority based on criteria set out by the Governing Board	4 years
Staff	1	Elected by staff	4 years
Headteacher[1]	1	N/A	N/A
Co-opted Governors	Up to 10	Appointed by the Governing Board based on skills required	4 years

[1] There is one position on the board for a substantive Headteacher. If two individuals share the role, they also share the ex-officio position on the Board. The position carries one vote. If a vote is required, the two individuals will need to agree how the vote is cast. If agreement cannot be reached, they may need to abstain from the vote.

Governing Board Structure



Last updated 23/10/2026

Lead Governor Roles

These Terms of Reference for Lead Governor Roles were approved at a Full Governing Board meeting on 12 September 2019 and are reviewed annually at the first Governing Board meeting of the academic year.

Key:

D = Decision can be taken by the Lead Governor and reported back to the Full Governing Board.

R = Recommendation should be made by the Lead Governor for decision of the Full Governing Board.

Quality of Education

Lead Governors

Danni Cooke
Robin Scott
Christopher Porter
Connor Heelan (Pupil Premium focus)

The Lead Governor(s) will meet with key staff at least once each term, to monitor, triangulate and report on the outcomes below linking to the School Development Plan, considering the linked OFSTED requirements. The Lead Governor(s) will prepare a written, bulleted report to be discussed with the School Development Lead Governor and to be reported to the Governing Board as required. Every point beneath must be considered at least once each year.

- Subject leadership has a high impact and teachers have good subject knowledge
- Teachers and leaders use assessment well
- Teaching is designed to help pupils remember long term content
- The Governing Board play an integral role in the Early Career Teacher (ECT) statutory induction process and are required to ensure that the school complies with the statutory guidance.
- High learner engagement is evident
- Reading is prioritised to allow pupils to access the full curriculum offer, reading develops fluency, confidence, and enjoyment
- Intent and implementation of curriculum:
    - The curriculum is ambitious for all pupils
    - The curriculum is coherently planned and sequenced
    - The curriculum is successfully adapted, designed,
    - and developed for pupils with SEND and those that are Disadvantaged
    - Children access a broad and balanced curriculum
    - Across all parts of school, series of lessons contribute well to delivering the curriculum intent
- Impact of curriculum:

- Pupils' work across the curriculum is consistently of a high quality, pupils consistently achieve highly

Governor Monitoring Visit Suggestions

- Reading interviews across all ages, reading with children – fluency, enjoyment, confidence
- Meeting with leaders to evidence rigorous and sequential approach to the reading curriculum
- Meeting with leaders to evidence teaching of phonics
- Development of vocabulary across the school – meeting with School Learning Team/School leaders/staff interviews
- Discussions with pupils about what they have remembered about the content they have studied
- How well pupils with SEND are prepared for the next stage of education
- Work scrutiny of PP and non-PP children, outcomes of spotlights, PP learning walk
- Discussions with leaders about the content and what is done to support the teachers
- Collaborative learning strategies observation and impact of these

Related Policies and Documents

- Curriculum information published on school website (statutory) (D)
- Collective Worship policy (recommended) (D)
- Governor Visits policy and protocol (non-statutory) (D)
- Sex and relationships education policy (included in PHSE policy) (statutory) (D)
- PE Grant information on website – How it is spent (D)

Contacts in School

English Team:
Arlene Badcott, Natalie Chandler
Phonics Lead:
Gail Miller
Curriculum Team:
Ian Moore
Pupil Premium Team:
Sarah Whalley, Fiona Jones, Becca Barr, Sophie Angel
SEND co-ordinator:
Claire Norman

Student and Family Support (SAFS) and Safeguarding

Lead Governors

Alwyn Reeves (SAFS, Safeguarding and Children in Care)
Hamish Cherrett (Safeguarding)
Ellouise Stone (SAFS and SEND)

The Lead Governor(s) will meet with the Key Leads (and visit classrooms as necessary) at least once each term, to monitor the outcomes below, considering linked OFSTED requirements. They will prepare a written, bulleted report to be discussed with the School Development Lead Governor and reported to the Governing Body. Every point must be considered at least once each year.

- The needs of all learners are met
- All staff collaborate to assess learners' needs
- Staff are well supported in tackling learners' challenges
- External agencies are used to grow internal expertise
- The school engages with all families
- Safeguarding:
- The school fully complies with and fully integrates and develops its policies and practices on safeguarding and child protection
- The school implements and monitors its Behaviour Management policy
- The school monitors attendance, exclusions and absences and applies the appropriate policies
- The school demonstrates equality and fairness to all its learners
- Additional funding to assist learners is monitored and applied in the most effective manner
- Fulfilment of 'Prevent Duty' responsibilities
- School identifies children for Early Help and secure the help for pupils' risk of harm to be reduced in a timely way
- Manage safe recruitment and allegations about adults who may be a risk to pupils

Governor Monitoring Visit Suggestions

- Unannounced safeguarding learning walks
- Questions from safeguarding summary booklet/safeguarding reviews with governors
- Involvement in safeguarding audit and review of safeguarding action plan
- Learning walk with SENDCo to observe how children's needs are met, discussions with SENDCo about involvement of external agencies and impact of this involvement on the learner
- Interviews with children about their learning (SEND focus), alongside pupil learning conferences

Related Policies and Documents

- Link to KS2 results on school website (statutory)
- Link to Ofsted report on school website (statutory)
- Link to DfE performance tables on website (statutory)
- Central record of recruitment and vetting (DBS) checks
- SEND Policy (statutory) (R)
- Information relating to SEND published on school website (statutory) (D)
- Equality Policy (statutory – website) (D)
- Equality Objectives (statutory - website) (D)
- Supporting Pupils with Medical Conditions Policy (statutory) (R)
- Child Protection Policy (statutory - website) (R)
- Cyberbullying Policy (statutory) (D)
- E-safety Policy (statutory) (D)
- Exclusion Policy (statutory) (D)
- Looked After Children Policy (recommended) (D)
- Attendance Policy (recommended) (D)
- Safeguarding Audit (annual review) (D)
- Pupil Premium Information on website – How it is spent and strategy for the school's use of funding (D)

Contacts in School

SEND Co-ordinator:
Claire Norman
Safeguarding Team:
Sarah Whalley, Hannah Parker, Claire Norman, Ian Moore, Paul Herring

Behaviour, Attitudes and Attendance

Lead Governors

Jamie Hulland
Tamara Janes (Attendance focus)
[Teresa Collins]

The Lead Governor(s) will meet with the Key Leads (and visit classrooms as necessary) at least once each term, to monitor the outcomes below, considering linked OFSTED requirements. They will prepare a written, bulleted report to discuss with the School Development Lead Governor and the Governing Body. Every point must be considered at least once each year.

- Shared values are established across the school community
- Learners are stakeholders and decision makers
- Positive behaviour is self-sustaining
- Spaces promote learning
- Displays support learning
- Pupils behave with consistently high levels of respect for one another and play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated
- Pupils have consistently highly positive attitudes and commitment to their education, are highly motivated and actively support the well-being of others
- Pupils behave consistently well, high levels of self-control. Where pupils struggle with this, school take actions to support them to engage and succeed in their education.

Governor Monitoring Visit Suggestions

- Observing behaviour around school at different times of the school day (structured guidance provided for looking at this)
- Speaking to staff about behaviour in the school (LSAs, MTAs, admin, catering, teachers)
- Speak to a range of pupils about behaviour at school
- Look at parental feedback and questionnaires about what they say about behaviour and relationships
- Look for patterns in behaviour figures and ask questions about what school is doing to combat these (provided from the behaviour team)
- Attend a behaviour team meeting and ask questions to challenge and support

Related Policies and Documents

- Behaviour Principles (statutory - website) (R)
- Positive Behaviour Management Policy (statutory – website) (R)

Contacts in school

Behaviour team:

Paul Herring, Hannah Parker, Sinead Coville, Claire Madge, Claire Norman, Natalie Chandler

Personal Development

Lead Governors

Tamara Janes (Climate Change link and Mental Health link)

The Lead Governor(s) will meet with the Head teacher/SLT once a term, or as needed, to monitor the outcomes below, considering linked OFSTED requirements. They will prepare a written, bulleted report to discuss with and will discuss with the Leadership Lead Governor and the Governing Body. Every point must be considered at least once each year.

- Pupil character is developed through the shared values
- Enrichment activities broaden horizons – pupils have access to a wide, rich set of experiences with opportunities for pupils to develop their talents and interests
- Learner voice has high status
- The school's work to enhance pupils' spiritual, moral, social, and cultural development is of a high quality
- School provides high quality pastoral support, develop children's understanding of physical and mental well-being, and understand healthy relationships
- School prepares pupils for life in modern Britain effectively developing British values of democracy, the rule of law, individual liberty, tolerance, and respect.
- School promotes equality and diversity
- School promotes responsible, respectful, active citizens who contribute positively to society
- Pupils are well prepared for their next steps of education
- The link Governor for Climate Change will support and drive the school's sustainable activity. They will:
    - provide the authority and support to drive and embed culture change
    - ensure climate change and sustainability feature on the agenda at key meetings
    - be responsible for succession planning, so that commitment to sustainability endures in the setting
- Our school has a trained senior mental health lead who has accessed training under the DfE's grant training. The training has helped our school to see where we already have appropriate support in place, and where further work is needed. An audit of our current practice has been completed and an action plan identifies which aspects of our whole school approach can be improved. The link governor focus for Mental Health will be:
    - To hold knowledge of our Mental Health Action Plan.
    - To have an overview of policies linking to mental health
    - To become familiar with our Mental Health Provision Map.
    - To understand pupil voice and pupil work in regards of developing positive mental health.
    - To understand staff voice and staff work in regards of developing positive mental health staff appraisals.

They will meet with the senior school lead for mental health on a termly basis to review the action plan and complete other informative monitoring visits.

Governor Monitoring Visit Suggestions

- Meeting with leader for careers guidance to see the intent, implementation, and impact of the programme
- Interview children about pupil responsibilities e.g. Eco Alert group, School Learning Team
- Meeting with PSHE leader to look at impact of PSHE programme
- Meeting with key leads on development of mental health programme within school, impact of strategy
- Pupil interviews with Civic Award

Related Policies and Documents

- Complaints Procedure (statutory - website) (D)
- Data Protection Policy (statutory) (D)
- Freedom of information publication scheme (statutory) (D)
- Privacy Notice (statutory) (D)
- Statement of the school's Vision and Values published on school website (statutory)
- Home School Agreement (non-statutory) (D)

Early Years' Foundation Stage

Lead Governors

Danni Cooke

The Lead Governor will meet with the EYFS lead at least once each term, to monitor the outcomes below, considering linked OFSTED requirements. They will prepare a written, bulleted report to discuss with the School Development Lead Governor and Governing Body. Every point must be considered at least once each year.

- There is high ambition for ALL pupils that is embodied by all staff
- The impact of the curriculum on what children know, can remember and do is strong
- There is deep engagement and sustained high levels of concentration
- Children are highly motivated and eager to join in
- The children can share and cooperate well, demonstrating high levels of self-control and respect
- There is an ambitious curriculum that is coherently planned and sequenced, developing knowledge and skills for future learning
- There is a sharp focus on wide vocabulary development, with secure phonics preparing for confident and fluent readers
- The EYFS curriculum and pedagogy is managed in relation to the learning needs of their children
- Information is presented clearly to children, staff communicate well and check understanding, identify misconceptions, and provide clear explanations to improve learning, adapting teaching as necessary
- Reading to the children is exciting and engaging
- Staff are knowledgeable about the teaching of early mathematics
- The curriculum and care practices promote and support children's emotional security and development of character
- Impact: Detailed knowledge and skills developed, ready for next stage in Y1, enjoy and listen attentively, positive attitudes, manage own feelings and behaviour

Governor Monitoring Visit Suggestions

- Discussions with EYFS leader
- Observations of practice in EYFS
- Pupil interviews

Related Policies and Documents

- Early Years' Policy

Contacts in School

EYFS Lead - Marie Greenslade

Finance

Lead Governors

Liam Hatton

The Lead Governor will meet with the Head teacher/SLT at least once each term, to monitor the outcomes below, considering linked OFSTED requirements. They will prepare a written, bulleted report to discuss with the School Development Lead Governor and Governing Body. Every point must be considered at least once each year.

- Scrutinise all factors in relation to the anticipated income and expenditure of the school
- Review and agree formal budget plans and recommend to the Governing Board
- Monitor budgets at least termly to challenge variances and report to the Governing Board
- Ensure Governors understand and are knowledgeable of the SFVS and ensure the yearly return is completed
- Monitor statistics, performance indicators and direct action where appropriate
- To discuss strategic financial expenditure with the School Development Lead Governor, to achieve budgeted and appropriate direction of resources

Related Policies and Documents

- Charging and Remissions (statutory - website) (D)
- Governor Allowances/Expenses (statutory) (D)
- Finance Policy (statutory) (R)
- Schools Financial Value Statement (statutory) (R) – Includes reference to the Business Continuity Plan and Emergency Management Plan
- Lettings' policy (statutory) (D)

Personnel

Lead Governors

Liam Hatton
Jamie Hulland

The Lead Governor will meet with the Head teacher/SLT once a term, or as needed, to monitor the outcomes below, considering linked OFSTED requirements. They will prepare a written, bulleted report to discuss with and will discuss with the Leadership Lead Governor and the Governing Body. Every point must be considered at least once each year.

- With the Headteacher, strategically review the current and likely future staffing structure
- Review policies and practice with required Human Resources and legislative processes
- Ensure that strategic pay and performance management is consistent with school development and learners' outcomes
- Provide challenge and support to SLT in staff appraisal, management, and support
- Ensure Governors are updated and trained for any committee and support roles
- Advise Finance and Leadership Lead Governor(s) of strategic impact on staff changes

Related Policies and Documents

- Contract of employment for each member of staff
- Redundancy and Selection Criteria policy (statutory) (D)
- Staff Capability policy (statutory) (D)
- Staff Discipline policy (statutory) (D)
- Staff Grievance policy (statutory) (D)
- Staff Leave and Absence policy (statutory) (D)
- Managing Staff Sickness Absence policy (statutory) (D)
- Maternity Policy (non-statutory) (D)
- Flexible Working Requests Policy (non-statutory) (D)
- Shared Parental Leave policy (statutory) (D)
- Teachers' Appraisal policy (statutory) (D)
- Teachers' Pay policy (statutory) (R)
- Whistleblowing policy (statutory) (D)

Buildings, Health and Safety

Lead Governors

Hamish Cherrett
Simon Broom
The Lead Governor will meet with the Head teacher/SLT once a term, or as needed, to monitor the outcomes below, considering linked OFSTED requirements. They will prepare a written, bulleted report to the Governing Body and will discuss required strategic resources with the Finances Lead Governor. Every point must be considered at least once each year.

- The school is safe, accessible, and suitable for all users and visitors
- There is an appropriate plan for maintenance, repair, and where necessary, replacement of capital items
- Plans for long-term expenditure and future developments to premises are appropriate for the likely needs of the school
- Consider and advise on strategic priorities of capital expenditure and development
- Review efficient and cost-effective use of school premises
- Discuss and agree likely resource allocation with Headteacher/SLT and Finance Lead Governor
- Cybersecurity

Related Policies and Documents

- Accessibility Plan (statutory)
- Asset Management Plan
- Health and Safety Policy (statutory) (D)

Leadership and School Development

Lead Governors

Liam Hatton
Jamie Hulland
Robin Scott

The Lead Governor(s) will meet with the Key Leads (and visit classrooms as necessary) at least once each term, to monitor the outcomes below, considering linked OFSTED requirements. They will prepare a written, bulleted report to discuss with their counterpart Lead Governor and the Governing Body. Every point must be considered at least once each year

- Clear ambitious vision, values and outcomes are apparent and reflect focus on learning and achievement
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment
- Leaders engage effectively with pupils and others in their community
- Professional Development is targeted for staff is targeted and highly effective
- There are high levels of support for staff well-being issues
- The Headteacher, and the SLT provide effective leadership, support, and challenge to staff and each other
- Distributed leadership is evident throughout the school with clearly defined roles and responsibilities
- School teams are designed around cohorts of learners and time is dedicated to plan for learners' needs
- Leaders are adept at managing change and developing the capacity of staff, engage effectively with staff and are aware and take account of the main pressures on them, they are realistic and support staff workload
- Achievement data is used effectively by leaders to view efficacy and accountability of staff
- The School Development Plan is fully integrated in learning and evidence of its efficacy is monitored
- Achievement data is evaluated and triangulated by the SLT to understand any challenges to school development
- Governors understand the OFSTED framework and are applying best practice

Related Policies and Documents

- School Development Plan

Committee Terms Of Reference

Pay and Performance Committee

- To review a Pay Policy for all members of staff, in line with HR advice and make recommendations to the full Board.
- To adopt and keep under review staff appraisal policies.
- To ensure that the appropriate arrangements for pay progression are in place, can be applied consistently and that pay decisions can be objectively justified
- To annually review the salaries of all staff.
- To approve teachers' salaries following recommendations from the headteacher/senior leadership team on whether to award a pay progression in line with the school's policy. Following recommendations from the headteacher, to make decisions in respect of pay increases of any members of staff in a leadership role not covered by standard pay progression and ensure that decisions on pay are in line with the pay policy
- To ensure those staff who do not meet the requirement for pay progression (under formal capability) have a formal support package put in place to ensure improvement
- To assess any application for the upper pay range received and make a determination, based on the headteacher's recommendation and in line with the pay policy, on whether the teacher meets the criteria
- To review the headteacher's salary annually in consultation with the Headteacher's appraisal group.
- To undertake salary reviews at any other time the governing board directs that there is a need to do so
- To consider the salary appropriate for new posts within the school, in line with similar posts already in place.
- To inform the board of approved salary decisions, to ensure inclusion in the budget.
- To monitor the outcomes and impact of the pay and appraisal policies to assess their effect and the school's continued compliance with equalities legislation.

Membership

At least 5 Governors (Headteacher, Staff Governor(s) and Associate Members are not permitted)

Membership	Liam Hatton Alwyn Reeves Hamish Cherrett Tamara Janes Jamie Hulland
Quorum	3
Chair of committee	
Clerk to committee	Helen Hibbins
Meetings	September, (December – if needed), and

	May/June
Date Terms of Reference were reviewed by FGB	Autumn 2026
Review Cycle	Annual

Headteacher's Performance Review Group

- Arrange to meet with the independent external advisor to discuss the Head Teacher's performance targets
- Decide, with the support of the independent external advisor whether the targets have been met and to set new targets annually
- Monitor through the year the performance of the Head Teacher against the targets
- Make recommendations to the Pay and Performance Committee in respect of awards for the successful meeting of targets set

Membership

5 Governors (Headteacher, Staff Governor(s) and Associate Members are not permitted)

Membership	Jamie Hulland Alwyn Reeves Hamish Cherrett Tamara Janes Robin Scott
Quorum	3
Chair of committee	
Meetings	September, March and July
Date Terms of Reference were reviewed by FGB	Autumn 2026
Review Cycle	Annual

Appeals Panel

- Hear complaints in accordance with the school's complaints policy where this has not been resolved at a previous stage.
- Hear appeals against any decision made by the Headteacher or any other committee of the Governing Board

Membership

Not less than 3 members of the Governing Board with no prior knowledge of the complaint (Headteacher not permitted).

Membership	To be determined as required. Consideration to be given to inviting Governors from outside this school if deemed necessary.
Quorum	3
Chair of Panel	To be appointed by complaints co-ordinator
Clerk to the Panel	Helen Hibbins
Meetings	As required
Date Terms of Reference were reviewed by FGB	Autumn 2026
Review Cycle	Annual

Pupil Discipline and Exclusion Panel

- Discharge the Governing Board's legal responsibilities in respect of pupil exclusions
- Discharge the Governing Board's legal responsibilities in respect of pupil discipline

Membership

Not less than 3 members of the Governing Board (Headteacher, Staff Governor(s) and Associate Members are disqualified).

Membership	To be determined as required. Consideration to be given to inviting Governors from outside this school if deemed necessary.
Quorum	3
Chair of Panel	Robin Scott/Connor Heelan
Clerk to the Panel	Helen Hibbins
Meetings	As required
Date Terms of Reference were reviewed by FGB	Autumn 2026
Review Cycle	Annual

Code of Conduct

All members of the Governing Board agree to faithfully abide by this Code of Conduct. [Confirmed electronically October 2026].

This revised code was adopted on 17 September 2026.

We will abide by the Seven Nolan Principles of Public Life and demonstrate our commitment to ethical governance:

- **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 focus on our core governance functions:

As per the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013:

- 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

NGA recognises the following fourth core function of governance:

- ensuring the voices of stakeholders are heard

As individual board members, we 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 develop, share and live the ethos and values of our school [*include* 'maintain and uphold our school's religious ethos' *where applicable*].
- We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
- We will fully cooperate with requests that are necessary to ensure organisational compliance, including disclosure and barring checks.
- We will work collectively for the benefit of the school.
- We will be candid but constructive and respectful when holding senior leaders to account.
- We will consider how our decisions may affect the school 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 board if we have the authority to do so.
- We will fulfil our responsibilities to school staff, ensuring a safe working environment, support for their wellbeing, and acting fairly and without bias.
- When making or responding to complaints we will follow the established procedures.
- We will strive to uphold the school's reputation in our private communications (including on social media).
- We will not do anything, either in undertaking our governance role or outside of this, which brings the school into disrepute.
- We will have regard to our responsibilities under The Equality Act and will work to advance equality of opportunity for all.
- 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 and respond to opportunities to involve ourselves in activities.
- We will visit the school and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
- When visiting the 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, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

- We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community.
- We will respect the remit of, and engage constructively with, relevant authorities and other schools.
- 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.
- We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

- We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
- We will not reveal the details of any governing body vote.
- We will ensure all confidential papers are held and disposed of appropriately.
- We will maintain confidentiality even after we leave office.
- We will practice good ICT security, keep personal data safe and support GDPR compliance.

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 school's website.

- We will act as a governor; 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 governing body, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school website.
- We accept that information relating to 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 including suspension or removal from the governing body as a last resort.

Annual Meeting Cycle

There are 8 scheduled meetings per year.

September	October	November	January	February	March/April	June	July
Elections	Approve School Development Plan	Policy approvals	Benchmarking	Policy approvals	Headteacher's report	Governing Board Development	Policy approvals
Minutes and Actions List	Data	Budget Monitoring	School Development Plan update	School Development Plan Governor monitoring reports	Approve SFVS	Report from Pay and Performance Committee	Appoint Headteacher appraisal partner
Policy approvals	Governing Board Development	Headteacher's report	SEF/OFSTED information	Governing Board Development	Budget Monitor	School Development Plan Governor monitoring reports	Budget Monitor
Confirm Academic year dates for next year	Pupil Premium strategy and report	Safeguarding Audit report				Policy approvals	Headteacher's report
Review Terms of Reference, Lead Governor roles and Code of Conduct.	SEND report					Approve Budget	Sports Funding Report
Confirm Safeguarding training/readier has been done	Register of Interest Forms to be signed					Safeguarding update	
Report from Pay and Performance Committee						School Development Plan update	
Report from Headteacher appraisal group						Stakeholder Surveys	

Governing Board Membership

Surname	First Name	Category	End of Term of Office
Broom	Simon	Staff	26/11/2029
Cherrett	Hamish	Co-opted	04/12/2027
Cooke	Danni	Co-opted	06/05/2026
Griggs	Ellouise	Parent	10/07/2028
Hatton	Liam	Co-opted	04/12/2027
Heelan	Connor	Parent	03/12/2028
Hulland	Jamie	Co-opted	02/10/2028
Janes	Tamara	Co-opted	08/12/2029
Porter	Christoper	Co-opted	05/12/2027
Reeves	Alwyn	Local Authority	08/06/2026
Scott	Robin	Co-opted	02/11/2027
Vacancy	Vacancy	Co-opted	
Vacancy	Vacancy	Co-opted	
Vacancy	Vacancy	Co-opted	
Whalley [Moore]	Sarah [Ian]	Co-Headteachers[2]	N/A

Associate Members of the Governing Board[3]

Surname	First Name	Category	End of Term of Office
Collins	Teresa	Staff	N/A

[2] Co-Headteachers share the ex-officio position on the Governing Board. Both have a right to attend meetings. The position carries one vote. If a vote is required, the Co-Headteachers will need to agree how the vote is cast. If agreement cannot be reached they may need to abstain from the vote.
[3] Associate Members have no voting rights at Full Governing Board meetings