Defence Children Services

DCS Directive 3.2.14

School Governance Committees TORs

DCS Directive 3.2.14 v3.0 Sep 2025

Introduction

Authorisation	Head DCS
Senior Responsible Owner	Assistant Heads (Cyprus/ROW) MOD Schools and Settings
Point of Contact	(Governance and Performance Lead)
Issue Date	September 2025
Review Date	September 2026
Related Policy or Guidance	DCS Directive 3.2.8 MOD Schools Complaints Procedure DCS Directive 3.2.9 MOD Schools Exclusions Policy

1.   Ministry of Defence (MOD) School Governance Committees (SGCs) do not have the statutory responsibilities or full delegations held by a Governing Body in England. These responsibilities lie with Defence Children Services (DCS), acting as the Appropriate Authority.
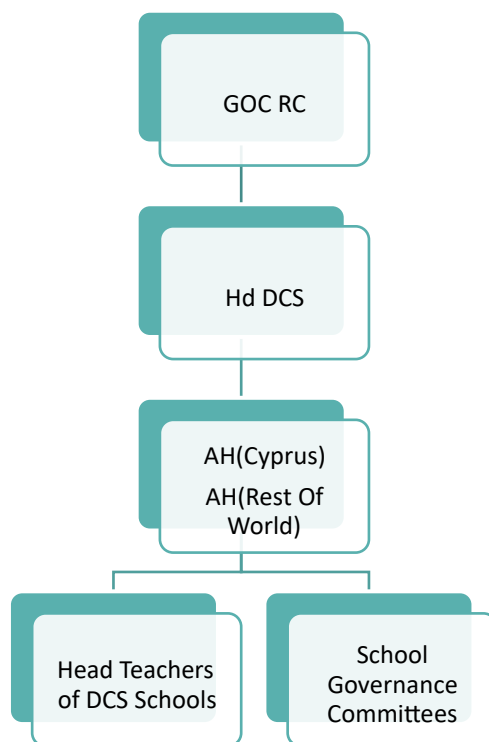
Aim

2.   The purpose of this directive is to define the structure and Terms of Reference (TORs) for SGCs. **Scope**

3.   This directive applies to SGCs only.

Governance Structure within DCS Schools and Settings

4.   The wiring diagram below provides the overall structure for governance of DCS Schools and Settings, and the context in which SGCs operate. Head Teachers work closely together with SGCs as part of the leadership of the school and are held to account by the District Assistant Head (AH). This means either Rest of the World (ROW) or Cyprus. The AH has line management responsibility for the Head Teacher. The Early Year's Advisor (EYA) has line management responsibility for the Early Years Setting Managers. The responsibility for Schools and Settings is held by Head DCS. DCS subordinates to Regional Command (RC).

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5.   Representing key stakeholders, duties for SGC include strategic level review of the following:

   a.   The performance of Schools, Early Years Settings and pupil outcomes through the termly reports on the Core Visit Programme (CVP). This is undertaken by the district School Improvement Team (SIT); This includes the AH, School Improvement Advisor (SIA), Early Year's Advisor (EYA) and Teaching and Learning Advisor (TLA)

   b.   Safeguarding of pupils through annual safeguarding assessments (s175)

   c.   Health and safety compliance through SHE audits

   d.   Financial propriety through the DCS business team

   e.   Data protection through audits undertaken by DCS

   f.   Other relevant audits and performance indicators.

DCS SGC Terms of Reference (TORs)

6.   The SGC has a critical role in ensuring positive outcomes for learners in school by working closely with the Senior Leadership Team (SLT) in supporting priorities for improvement, ensuring accountability, and monitoring and evaluating school performance. The SGC acts in the best interests of all pupils in the school, focused by the question, '**What difference will this make to the pupils in the school?'**

7.   **Roles.** The SGC may involve itself in a range of matters consistent with the aim of improving educational provision and outcomes for pupils and families and is consultative in approach. The Head Teacher retains responsibility and authority for all aspects of school operation within their delegation from DCS. The SGC has the following key roles:

a.   **Supporting the provision of a strategic view.** The SGC contributes to the setting up and review of the school's strategic framework, focussing on raising standards of achievement, establishing high expectations and promoting effective teaching and learning.

b.   **Acting as critical friend.** The SGC supports the Head Teacher and staff through provision of advice, guidance, information and constructive challenge.

c.   **Ensuring accountability.** Representing key stakeholders, the SGC holds the school to account by maintaining a strategic view on performance and, when appropriate, suggesting areas for development.

Responsibilities

8.   The SGC is responsible for:

a.   Working closely with leaders to communicate the vision, ethos and strategic direction of the School and/or Setting, developing a culture of ambition; providing a channel of communication between parents and community and promoting improvements to this communication;

b.   Working with leaders to ensure that Safeguarding procedures are robust and that the School or Setting provides a safe and healthy environment for learners and staff;

c.   Provide strategic challenge to senior leadership and assure themselves that the safeguarding policies and procedures in place are effective in the delivery of a robust approach to Safeguarding;

d.   Understanding the management of finances and how this supports the needs of learners, including those with special educational needs and/or disabilities (SEND), and other vulnerable children;

e.   Understanding the role of performance management for teachers in supporting objective setting and delivering priorities outlined in the School or Setting Improvement Plan (SIP);

f.   Understanding the extent to which the curriculum sets out the knowledge and skills that pupils will gain at each stage (Intent or design), the way in which the curriculum is taught and assessed in order to support pupils to build their knowledge and apply their skills (Implementation or delivery), and the outcomes that pupils achieve as a result of the education they have received (Impact);

g.   Understanding the statutory assessment outcomes and other key performance data.

9.   Responsibilities that do not fall to the SGC are listed at Annex C.

Individual Governor role duties and TORs are identified on Annex D.

Composition

10. A successful SGC will draw on a range of expertise to accomplish its aims. It is therefore important that numbers are optimised for collaborative and consultative working. The

composition of the SGC should be reviewed annually and with the agreement of the Chair. With permission, individuals may attend as observers or contributors. The Chair is responsible for recruitment of new Governors, deciding upon appointments, their continuation and can hold elections if necessary. It is recommended that membership includes:

a.   The Chair is nominated by the Commanding Officer or Senior National Representative of the local Garrison, Station or UK NATO contingent in the overseas base. The choice of nominee should take account of the Chair's ability to further the interests of the school and its community and to take forward, where relevant, the decisions and actions of the SGC. The Chair should be in a position to attend meetings and to fulfil the responsibilities associated with the position.

b.   The Vice-Chair is selected from and by the membership of the SGC. The Vice-Chair should be in a position to chair the meetings if the Chair is absent. It would be an advantage for the Vice-Chair to be in a non-deployable position;

c.   The clerk should be selected by the Chair and does not need to be a member of the SGC;

d.   The Head Teacher as an *ex officio* member or Deputy/Assistant Head Teacher in lieu;

e.   A single elected representative of teaching staff;

f.   A single elected representative of support staff;

g.   A single elected representative of the Foundation Stage (FS1&2) in a large school. In small schools, a single representative of all teaching staff will suffice;

h.   Where a school is closely linked with an Early Years Setting (age 0-3), the Setting Manager must be included and will provide a written report;

i.   A minimum of two parent representatives. Elections for parent representatives should be held where the number of nominations exceeds the number of vacancies;

j.   Community representatives such as the Unit Welfare Officer, Padre or Army Families Federation (AFF). The SGC may determine that a higher or lower number of unit representatives is required;

k.   A DCS Schools and Settings representative (usually the SIA) will endeavour to attend every SGC meeting, and where schools are geographically spread, they may attend these meetings via Microsoft Teams.

Training

11.   An induction pack and webinar link is provided by the clerk for new Governors (Induction Training for new Governors).The SGC must agree to and complete the SGC Code of Conduct agreement (Annex G).

12.   Training for SGC members in their roles and responsibilities is currently provided by the Governance and Performance Lead (GPL). There is core training available via the SGC tab of

the DCS website (https://dcs.school) or Modnet Sharepoint. Additional or bespoke training can also be requested directly from the GPL.

13.   Specific Safeguarding training for the Safeguarding Governor role is required and should be arranged through the School, as can Level 2 training for all new Governors. This training is provided online.

Sub-Committees

14.   Each SGC should have a Finance Sub-Committee, or at least a nominated Finance Governor. They will be selected by the Chair, with responsibility for monitoring, alongside the Head Teacher, how the school's finances are used to support priorities and outcomes for pupils, as well as the use of non-public funds held by the school. Alternatively, as expenditure is monitored closely by DCS, the role of ensuring that spending is aligned to the priorities, could fall to a representative of another sub-committee. It is important to note that Head Teachers in DCS Schools do not have the same budget delegations as Head Teachers in England and that financial propriety rests with DCS.

15.   An individual named Governor should be selected and appointed by the Chair with specific duties and responsibilities for the following key areas (annex D):

   a.   Safeguarding Governor to maintain oversight of the Safeguarding Directive 3.2.1 and practice;

   b.   Special educational needs and/or disabilities (SEND) Governor to maintain oversight of inclusive practice;

   c.   Early Years' Governor to maintain oversight of Early Years provision and practice, including any Setting associated with the school

16.   Complaints are dealt with in line with the Complaints Procedure for DCS Schools & Settings Overseas DCS Jan 24 v 1.0.

17.   An Independent Review Panel (IRP) for exclusions will be convened to address a parental representation following a fixed term or permanent exclusion, as and when the need arises. The membership and remit of an IRP is outlined in the DCS Exclusions Directive 3.2.9 and includes one member of the SGC, either the Chair or a member nominated by the Chair.

18.   The SGC Chair may determine that other sub-committees, or individual named Governors, should be established for specific purposes to meet the needs or context. For example, subcommittees may be established around the key priorities of the school, to ensure that progress towards identified improvement can be monitored. In such cases, the SGC must determine the membership and terms of reference of the sub-committee. The sub-committee must have a chair, appointed by the SGC or elected by the sub-committee. The SGC must review the establishment, terms of reference and membership of any sub-committee, or Individual named Governors, annually.

19.   The National Governance Association (NGA) recommends four separate sub-committees:

   •   Standards

- SEND

- Safeguarding

- Stakeholders

However, combining the first two would create three core standing sub-committees. We know that some SGC cannot commit to holding separate sub-committee meetings and will conduct the business (coverage) in a single termly SGC meeting. If the essential responsibilities are discharged, this is perfectly acceptable. An example of what each sub-committee covers is set out in Annex F.

20. A suggested structure which combines the requirements outlined in these TORs is provided at Annex E for SGC Chairs to consider and agree with the Head Teacher, adapting as required to suit the context of the School. This is a useful starting point for any new Chair.

Meetings

21. A full meeting of the SGC must be held every seasonal term. Additional meetings of subcommittees and/or Individual named Governors meeting staff members will also be necessary. The Head Teacher and Setting Manger will present a written report to each termly meeting and, where necessary, to other meetings. This report should be sent out to all SGC members at least 5 working days prior to the meeting. Items for inclusion in this report are laid out at Annex A.

22. Items for discussion at SGC meetings may be proposed by any member of the SGC, and DCS MOD Schools to the Clerk, Chair or Head Teacher. Standing items for the agenda are shown in Annex B.

23. The Head Teacher should ensure that minutes of SGC meetings are readily available to key stakeholders, for instance via notice boards or on request from parents. Most minutes from meetings should be made available to anyone who is interested and wishes to see them. This principle is laid out in The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013. Meetings often have a portion of the session for confidential matters. For example, crisis management or any other matter that "by reason of its nature" Governors are satisfied should remain confidential and be discussed in private. Any items deemed confidential must not be included in documents due for publication.

24. The content of finalised minutes should not attract a classification higher than 'Official'.

25. Finalised minutes must be copied to the Governance and Performance Lead, by the Clerk, as part of agreed circulations, so that they can be uploaded to the DCS website for public access (SGC tab).

Procedure for resolution of disagreements

26. If the SGC are unable to reach agreement with the Head Teacher, concerning how school matters are dealt with, the Chair of the SGC should refer the matter to the district AH, whose decision will be final.

Annex A   Head Teacher's Report

Items should include:

     a.   Numbers of roll, class organisation and staffing;

     b.   Safeguarding – any significant issues for the SGC to be aware of

     c.   Pupils' achievement - end of previous year pupil progress and attainment at end of each key stage (autumn term), and update on pupil progress and attainment (spring and summer terms);

     d.   School Improvement Plan - sharing of school priorities (autumn term) and progress towards achievement of school priorities (spring and summer terms);

     e.   Special Educational Needs and/or Disabilities (SEND);

     f.   Attendance;

     g.   Continued Professional Development (CPD) of staff;

     h.   Budget updates;

     i.   Major and minor new works (Premises);

     j.   Health and Safety;

     k.   Forthcoming school events (where not listed on school website).

This also applies to Setting Manager reports (wherever practicable).

Annex B   SGC Standing Agenda

Items should include:

    a.   Opening remarks by Chair

    b.   Matters arising from previous minutes

    c.   Head Teacher's Report and/or Setting Manager's Report

    d.   Safeguarding/Health & Safety Update

    e.   Finance update

    f.   Sub-Committee and Individual Named Governor Feedback/Updates/Reports g.

        Issues raised by:

    (1)   Teacher/Practitioner Representatives

    (2)   Parent Representatives

    (3)   Unit Representatives

    (4)   Any Other Business

    (5)   Date of next meeting

Annex C   List of Responsibilities that <u>do not</u> fall to the SGC

Human Resources

Payroll

Education Inspection

Leadership and Continual Professional Development

Energy supplier and energy management

Financial management systems

Management information systems

IT systems and IT hardware supplier contracts

Telecommunication systems

Stationery and consumer supplier contracts

Catering contracts

Cleaning contracts

Facilities management

Capital works

Health and safety management systems

Annex D - Individual named Governor's key duties and responsibilities

Chair of the SGC

1. The Chair of the SGC (or their nominated representative) is responsible for:

   a. Leading and managing the SGC to best support the school in providing high standards of compliant educational provision.

   b. Managing and deciding upon the appointment of new Governors through recruitment and if necessary, elections.

   c. Assigning roles and responsibilities to Governors and maintaining oversight of whether these roles are being adequately performed.

   d. Managing the SGC composition, dynamics and performance and can, if necessary, instruct an SGC member to leave the committee.

   e. Deciding on the agenda, managing the full SGC meetings and ensuring that the minutes are an accurate record.

   f. Liaising regularly with the Head Teacher for informal discussion about school business, providing support and challenge as required.

SGC Clerk

2. The SGC Clerk is responsible for:

   a. Liaising with the Chair and Head Teacher to determine the agenda for SGC meetings.

   g. Issuing a calling notice for each meeting confirming date, time and venue.

   h. Ensuring accommodation is booked where required.

   i. Distributing the agenda and associated papers, including the Head Teacher's and/or Setting Manager's report to ensure receipt at least 5 working days prior to meeting.

   j. Taking minutes of all SGC meetings, submitting draft minutes to the Chair for approval within 10 working days of meeting and distributing minutes to all SGC members, district school improvement team members and additional individuals determined by the SGC (including Governance and Performance Lead).

   k. Maintaining an archive of the agenda, reports and minutes of previous SGC meetings.

   l. Distributing induction packs to new Governors and retaining a training record.

Early Years' Governor

3. The Early Year's link Governor is responsible for:

a. Meeting with the Foundation Stage Leader and/or Setting Manager for onsite visits including discussions with children and Early Years' staff.

b. Reviewing and discussing provision in the Early Years, including the Intent, Implementation and Impact of the curriculum.

c. Reviewing and discussing how the Early Years meet the standards outlined in the Statutory framework for the Early Years Foundation Stage (DfE 2021).

d. Monitoring and evaluating the impact of improvement or development plans relevant to Early Years.

e. Reporting back to the SGC and completing visit reports as required.

SEND Governor

4. The SEND link Governor is responsible for:

a. Meeting with the Special Educational Needs Coordinator (SENCo) in onsite visits to discuss inclusion, current needs and provision.

b. Reviewing and discussing provision for SEND, including the current needs in the school, provision maps, interventions and impact the provision is having on the children's learning.

c. Reviewing and discussing how effectively the SEND policy and information report is being implemented and whether there are any changes required.

d. Monitoring and evaluating the impact of improvement or plans relevant to SEND.

e. Reporting back to the SGC and completing visit reports as required.

Safeguarding Governor

5. The Safeguarding link Governor is responsible for:

a. Meeting with the Desigated Safeguarding Lead (DSL) in onsite visits to review and discuss Safeguarding practices.

b. Reviewing the previous Safeguarding assessment (s175) and appraising the current situation through questioning and triangulation.

c. Attending any relevant training with outside agencies to ensure good understanding of Safeguarding.

d. Reviewing the annual Safety, Health and Environment (SHE) improvement plan and previous SHE audit.

e. Monitoring and evaluating the impact of any actions required relevant to Safeguarding.

f. Reporting back to the SGC and completing visit reports as required.

Annex E – Example structure for SGCs, to be adopted/adapted to suit the school context

School Governance Committee (SGC) structure XXX School

Terms of Reference (TORs)

This SGC adheres to the DCS Directive 3.2.14 School Governance Committees TORs (2024), the SGC Code of Conduct Agreement and working practices outlined in the National Governance Association guidance 'School Visits' (2015). Sub-committees and individual named Governors have TORs which are provided as part of the Committee structure.

Selection of Governors

The Chair is nominated by the local Garrison Commander, Head of Establishment, Station or Overseas Base. Applications to become a new Governor are advertised by the school at the request of the Chair of the SGC which outline why they are interested and what they could bring to the committee. Applications which are received are sifted and selected by the Chair on the grounds of suitability for the needs of the school and the SGC. All interested parties are contacted after application, whether successful or not, and thanked for the interest in supporting the school and volunteering for the SGC. The Chair of the SGC can organise elections to become a Governor, if deemed necessary due to numbers of volunteers and suitability.

Composition of the SGC

Role/representation	Name of Governors
1) The Chair	
2) The Vice-Chair	
3) One representative of all teaching staff	
4) One representative of all support staff	
5) Four parent representatives	a) b) c) d)
6) Three community representatives	a) b) c)
7) One representative from DCS	School Improvement Advisor (SIA) or Assistant Chief Education Officer (ACEO)
8) The Head Teacher (as an *ex officio*) or nominated representative	
9) Secretary to the SGC (does not need to be an SGC member)	

Annex F

Standards Sub-Committee (including SEND)

Purpose:

- To monitor performance and improvement – regular review of performance data, including exam results, pupil progress to ensure school is meeting targets

This sub-committee is authorised to advise, monitor, evaluate and report to SGC.

Big questions to consider:

- How effective is the curriculum (impact)?
- Do all learners achieve well enough and get a good deal?
- How well do we support and challenge the most able and most vulnerable (SEND)?
- Are leaders aware of quality of teaching and learning and how do they check? - Is the school doing all that it reasonably can to improve attendance?

Membership:

- One third appointed by the Chair
- Link for SEND

Quorum:

- Any 2
- If the number of does not constitute a quorum, the meeting will not be held. If during the course of the meeting the number of attendees falls below 2 the meeting will cease and be rescheduled.

Role:

- Work with leaders to identify areas for improvement and develop strategies to address them in line with DCS strategic objectives
- Monitor school performance and improvement through regular reviews of performance data, including exam results, and pupil progress
- Ensure the curriculum is being provided to pupils, appropriate for the school's context - Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies or directives
- Establish strong relationships with the Head Teacher to provide support and challenge - Monitor improvement plans, strategies or performance against targets e.g. attendance - Seek assurance that staff are trained to implement SEND strategies and support plans.
- Ensure pupils with SEND are well-supported and included in all aspects of school life

- Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data
- Understanding the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (Intent), the way in which the curriculum is taught and assessed in order to support pupils to build their knowledge and apply their skills (Implementation), and the outcomes that pupils achieve as a result of the education they have received (Impact);

Frequency:

- 3 x a year, between full meetings

Sources of evidence:

- self-evaluation form (SEF)
- School or setting improvement plan (SIP)
- IDSR (Information data summary report) if applicable (updated termly)
- Analyse school performance (from Oct for previous academic year)

Stakeholder Sub-Committee

Purpose:

- To ensure the needs and concerns of all stakeholders are considered in the decision making process
- To consult with key stakeholders, including wellbeing and satisfaction, and work in partnership with the local community
- To consider the mitigations of mobility and meeting the needs of Service children

This sub-committee is authorised to advise, monitor, evaluate and report to full group

Big questions to consider:

- Are we delivering on the unique offer promised and how would we know?
- Is our approach clear and staff well-informed?
- Is mental health and wellbeing prioritised?
- How well do we communicate and how well do we listen to children and parents?

Membership:

- One third appointed by the Chair

Quorum:

- Any 2
- If the number does not constitute a quorum, the meeting will not be held. If during the course of the meeting the number of attendees falls below 2 the meeting will cease and be rescheduled.

Role:

- Analyse surveys e.g. staff, learners and parents and report
- Monitor the process of sampling to represent the widest representation of 'pupil voice' - Consider the validity of satisfaction metrics – does this stack up with what we know?
- Keep staff wellbeing and workload a high priority e.g. feedback from visits, surveys
- Follow up on initiatives or updates e.g. HT/SM report to check and challenge
- Visit the school to talk to staff and learners e.g. mitigations of mobility, transition etc
- Monitor up-to-date attendance analysis for all groups and behaviour data analysis
- Consider initiatives to understand any barriers and improve attendance
- Are there any persistent absence (PA) or severe absence (SA)
- Work with school leaders to check that the unique offer is experienced by all learners - Provide insight into the challenges and opportunities faced by the local community..
- Celebrate the successes e.g. achievements and improving attendance and behaviour

- Consider community pride and assess the community footprint
- Consider Specific needs of Service children

Frequency:

- 3 x a year

Sources of evidence:

- Staff surveys
- Parent surveys
- Pupil surveys

Safeguarding Sub-Committee

Purpose:

- To implement a culture that prioritises the safety and wellbeing of all learners and staff - To work closely with the designated safeguarding lead (DSL) through the link, and ensure necessary procedures are in place
- To monitor and review the effectiveness of safeguarding arrangements

Membership:

- approximately one third of
- Link for Safeguarding (not staff)

Big questions to consider:

- Are learners safe in school and well prepared for life outside?
- Is the s175 self-assessment completed and action plan followed up on? - Are we meeting our responsibilities, including training and reading?

Quorum:

- Minimum of 2, must include the safeguarding link
- If number falls below 2 or does not include the link, the meeting will be terminated

Role:

- build an effective relationship with the DSL that allows for support and challenge
- complete s175 assessemnt alongside DSL, monitoring impact of actions from s175 or SDP
- ensure that SCR is being checked regularly and recorded (via HT/SM report) - arrange termly monitoring visits with the DSL to learn more about the context, challenges and community
- through discussion with the DSL and action plans, understand the school's strengths and area for development
- use meetings with DSL to monitor progress of strategic safeguarding priorities - ensure that the DSL, and DDSLs, receive the time, training and support they need to carry out their role properly
- talk to the DSL about staff training, seeking assurance that all staff, including new starters, are up to date with policy (safeguarding directive), practice (how we actually do things e.g. use My Concern) and guidance
- observe (through arranged termly visits) how the culture of safeguarding works in the school

- understand how safeguarding is built into the curriculum and how learners are taught how to keep themselves safe (including online and in the community)
- use data from HT report or core visit programme (CVP) to spot trends e.g. reporting increased (RIB move, better training etc)
- to ensure that policies and practice prioritise health & safety (inc estates), welfare and well-being within the local context (checking the challenging)

Frequency:

- 3 x a year, between full SGC meetings (Oct/Nov; Feb/Mar; April/May)

Sources of evidence:

- HT or SM Report
- s175 self-assessment and action plan
- CVP

Annex G

Ministry of Defence

As a member of the School Governance Committee (SGC), I agree to abide by the Seven Nolan Principles of Public Life:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

We will abide by the Seven Nolan 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 occur.

I will focus on our core governance functions:

- **Supporting the provision of a strategic view:** The SGC contributes to the setting up and review of the school's operational framework, focussing on raising standards of achievement, establishing high expectations and promoting effective teaching and learning;

- **Acting as critical friend:**
  The SGC supports the Head Teacher and staff through provision of advice, guidance, information and constructive challenge;

- **Ensuring accountability:**
  The SGC holds the school to account on its performance and management.

1) **As an individual School Governance Committee member, I agree to:**

a) Fulfil my roles and responsibilities.
b) Accept that my role is strategic and so will focus on our core functions rather than involve myself in day-to-day management.
c) Develop, share and live the ethos and values of our school/s.
d) Adhere to policies and procedures as set out by the MOD through Defence Children Services and the School and Setting.
e) Work collectively for the benefit of the School and Setting.
f) Be candid but constructive and respectful when holding leaders to account.
g) Strive to uphold the school's reputation in the community and in my private communications (including on social media).
h) Not discriminate against anyone and will work to advance equality of opportunity for all.

2) *To demonstrate our commitment to the role, I will:*

a) Involve myself actively in the work of the SGC and accept my fair share of responsibilities, serving on committees or as named Governor where required.
b) I will make every effort to attend all meetings and where I cannot attend explain in advance why we are unable to.
c) I will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
d) I will get to know the school and respond to opportunities to involve myself in school activities.
e) I will visit the school and when doing so will arrange this with the relevant staff in advance.

3) *To build and maintain relationships, I will:*

a) Develop effective working relationships with school leaders, staff, parents, DCS and other relevant stakeholders from our local community/communities.

b) Express views openly, courteously and respectfully in all our communications with SGC members and staff both inside and outside of meetings.

c) Work to create an inclusive environment where each SGC member's contributions are valued equally.

4) ***To respect confidentiality, I will:***

a) Maintain confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
b) Ensure all confidential papers and electronic documents are held and disposed of appropriately.
c) Maintain confidentiality even after I leave the role.

5) ***To declare conflicts of interest and be transparent, I will:***

a) Declare any business, personal or other interest that I have in connection with the SGC business when accepting the role.
b) Declare any conflict of loyalty at the start of any meeting should the need arise.
c) If a conflicted matter arises in a meeting, I will offer to leave the meeting for the duration of the discussion.
d) I will act in the best interests of the school as a whole and not as a representative of any group or individual.
e) I accept that in the interests of open governance, our names, date of appointment, terms of office, roles on the committee, category of SGC member and photo may be published on the school website.

We will apply the highest standards and:
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

We will focus on our core purpose:
1. Strategic leadership: defining a vision, fostering a culture and championing the strategy
2. Accountability and assurance: providing robust and effective oversight of operations and performance
3. Engagement: strategic oversight of relationships with stakeholders

Name of Governor:

I agree to abide by this Code of Conduct agreement and will endeavour to complete the role to the best of my ability. I understand that if I fall short of the expectations in this agreement, the Chair of the SGC (DCS CEdO in case of the Chair) may instruct me to leave my role as SGC member.

I declare the following as potential conflicts of interests (i.e. child attending the school, spouse works in the school etc):

Signed: **Date:**

Name:

Once completed, please return this form to the Clerk of the SGC, via the school office.