



**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

23rd July 2025

Dear Parent/Carer

Election - Parent Governor at Brookfield Community School

I am writing to inform you of two parent governor vacancies, and we seek nominations from parents who are interested in joining the Local Academy Board (LAB) of 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 Application Form and Declaration of Eligibility (RHA1C) "Application for Parent Governor", by **12.00pm Midday on Friday 12th September 2025**. 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 [here](#).

Interested parties should:

1. Check the Trust Terms of Reference for more details about disqualification from becoming a School Governor.
2. Check that you are eligible for appointment as a School Governor by reading the enclosed Declaration of Eligibility (RHA1C). **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 Brookfield Community School for more than 500 hours in any consecutive 12-month period.**

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, its students and the performance and management of staff; and
3. Overseeing the financial performance of the school making sure its money is well spent

Appendix 1 Becoming A School Governor – What to Expect

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

1. Undertake appropriate induction & safeguarding training
2. Prepare for and attend all meetings regularly
3. Be an active member of committees as required
4. Be willing to undertake further training to develop your skills, as necessary

REDHILL
ACADEMY TRUST

Equality and Achievement

This LAB would particularly welcome nominations from parents with relevant skills/experience to help improve its effectiveness and address current challenges.

Please see Person Specification (**Appendix 2**) and the Key Principles of Governance (**Appendix 3**). For further detailed information on the role of the governor, please see the Governors' Handbook [here](#).

All Governors are expected to abide by the adopted Code of Conduct (**Appendix 4**).

On the Application Form Section 7, 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 how you plan to contribute to the future work of the LAB.

If only one application is received, then the person will be deemed elected unopposed. If no other applications are received, then the LAB must appoint a Parent Governor into the vacancy subject to verification of all statutory checks.

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 a secret ballot is needed this statement will be copied and sent to other parents/carers at the school electronically on **Tuesday 16th September 2025**. The full result will be communicated to parents/carers and members of the LAB will be notified. Should a ballot be required, a sealed ballot box will also be available in the school for receipt of hand deliveries and details of the location will be found on a notice in the entrance to the school.

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 four meetings a year. Meetings of the LAB are usually held on either a Monday or Wednesday evening, however, adhoc meetings and disciplinary committee meetings may be earlier in the day.

The Trust Executive Board 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 sign and return the Application form enclosed and return it to the school in a sealed envelope marked "Application for Parent Governor."
2. Include a statement about yourself and why you would like to become a Parent Governor (Section 7 on the Application form);

3. Submit your application form to the school by **12.00 Midday on Friday 12th September 2025.**

You are responsible for ensuring that your application form is received by the deadline. It may be delivered in a sealed envelope marked 'Application for Parent Governor' by hand, sent to school with your child, sent by first class post, or emailed to Mrs G Rhodes, the Clerk to Governors, on ClerkToGovernors@brookfieldcs.org.uk.

If you have any questions about eligibility to stand or vote in the election or about anything else contained within this letter, please do not hesitate to contact Mrs Rhodes, Clerk to Governors as above. Please note that school will be closed from lunchtime on Thursday 24th July 2025, however, staff will be on site from 08.00am on Thursday 4th September 2025 if you wish to hand deliver your application into main reception.

Yours faithfully

A handwritten signature in blue ink, appearing to read 'K Hirst', is written over a faint, larger blue signature that appears to read 'Justine'.

Mr K Hirst
Headteacher

Encs:

1. Application form
2. RHA1C Declaration of Eligibility to Service as a School Governor
3. Appendix 1 Becoming a School Governor – What to expect
4. Appendix 2 Person Specification
5. Appendix 3 Key Principles of Governance
6. Appendix 4 Code of Conduct

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)

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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			

Equality and Achievement

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:	

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

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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.](#)

Qualifications and disqualifications

General

No current pupil of the academy/one of the academies in the trust shall be a trustee.

A person must be aged 18 or over at the date of their election or appointment.

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.

Disqualification criteria for categories of governor

A person shall be disqualified from holding office or continuing to hold office as Trustee/Local Academy committee member if:

- a) s/he becomes incapable by reason of illness or injury of managing or administering his own affairs;
- b) s/he is subject to a disqualification order or a disqualification undertaking under the Company Directors Disqualification Act 1986; or
- c) s/he is subject to an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order);
- d) s/he ceases to be a trustee by virtue of any provision in the Companies Act 2006;
- e) s/he is disqualified from acting as a trustee by virtue of section 178 of the Charities Act 2011 (or any statutory re-enactment or modification of that provision); or
- f) s/he is otherwise found to be unsuitable by the Secretary of State;
- g) s/he has been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which he/she was responsible; or to which was privy; or which by his/her conduct, contributed to or facilitated;

Failure to attend meetings.

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

Resignation and removal a person serving on the Local Academy Board shall cease to hold office if:

- a) he/she resigns office by giving notice in writing to the clerk of the Local Academy Board; the Executive//Head of School
- b) or a staff governor ceases to work at the Academy;
- c) the Directors terminate the appointment of a governor whose presence or conduct is deemed by the Directors, at their sole discretion, not to be in the best interests of the Trust or the Academy.
- d) is absent without the permission of the trustees from all their meetings held within a period of six months, and the trustees resolve that the term of office be vacated.

Bankruptcy

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

RHA1C: School Governor Declaration of Eligibility

- 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).
- c) s/he has been declared bankrupt and/or the estate has been seized from his/her possession for the benefit of his/her creditors and the declaration or seizure has not been discharged, annulled or reduced; or

Disqualification of company directors

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

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

- a) the person 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 the person was responsible or to which he/she was privy, or to which contributed, or which facilitated by he/she 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- is included in the list of people considered by the Secretary of State as unsuitable to work with children (under section 1 of the Protection of Children Act 1999);

- a) is subject to a direction of the Secretary of State under section 142 of the Education Act 2002 (or any other disqualification, prohibition or restriction which takes effect as if contained in such a direction);
- b) is subject to a direction of the Secretary of State under section 128 of the Education and Skills Act 2008;
- c) is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006;
- d) is disqualified from working with children under sections 28, 29, or 29A of the Criminal Justice and Court Services Act 2000;
- e) is disqualified from registration under Part 2 of the Children and Families (Wales) Measure 2010 for child minding or providing day care;
- f) is disqualified from registration under Part 3 of the Childcare Act 2006;

Criminal convictions

- a) has been s/he has, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 178 of the Charities Act

RHA1C: School Governor Declaration of Eligibility

2011; convicted of any offence and received a prison sentence of two and a half years or more in the 20 years before becoming a governor;

- b) has been convicted of any offence at any time and received a prison sentence of 5 years or more;
- c) has been convicted of an offence and sentenced to a fine under section 547 of EA 1996 (nuisance or disturbance on school premises) or under section 85A of the Further and Higher Education Act 1992 (nuisance or disturbance on educational premise) during the 5 years prior to or since appointment or election as a governor.

Refusal to make an application for a criminal record certificate.

A person is disqualified from holding or continuing to hold office as a governor when the person has not provided to the chairman of the trustees a criminal records certificate at an enhanced disclosure level under section 113B of the Police Act 1997.

APPENDIX 1: Becoming a School Governor – What to expect

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 Head of School to raise standards.
- Actively contribute to the work of the Local Academy Board (LAB).
- Abide by the LAB's adopted Code of Conduct.

Typical governor responsibilities:

- Help to decide the priorities for improving the school.
- Focus on the Redhill Academy Trust's 54 principles.
- Embrace and promote the 7 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.

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 or Wednesdays at 5.30pm plus additional committees which could take place during the day).
- 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?
- Will you embrace the principles of the LAB's Code of Conduct?
- Can you commit to participate in the governors' training programme – this may well be in your own time?

APPENDIX 2: 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 value 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 carer, pupils 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 innovative 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.

APPENDIX 3: Key Principles of Governance

The Redhill Academy Trust's 5 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
- Commitment to Equality & Diversity.

6 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.

APPENDIX 4 – Code of Conduct

NAME	
LOCAL ACADEMY BOARD	Brookfield Community School

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

APPENDIX 4 – Code of Conduct

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.

APPENDIX 4 – Code of Conduct

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.
- 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 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 _____