DIOCESE OF CHICHESTER ACADEMY TRUST

# Governance Handbook



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# Contents


| SECTION | PAGE |
|---|---|
| Foreword | 4 |
| Our Vision and Values | 5 |
| Introduction | 6 |
| Our Schools | 7 |
| Effective Governance | 9 |
| **Governance at DCAT** | **10** |
| Scheme of Delegation | 10 |
| Governance Structure | 11 |
| Members | 12 |
| Trustees | 12 |
| Local Governance | 13 |
| Chair of Chairs Hub | 14 |
| **Trust Board Arrangements** | **15** |
| Trust Board Membership | 15 |
| Composition of the Trust Board | 15 |
| Associate Committee Membership | 15 |
| Appointment and Recruitment | 15 |
| Succession Planning and Board Effectiveness | 16 |
| Code of Conduct | 16 |
| Removal of Trustees | 16 |
| **Trust Board Structure** | **19** |
| Chair of the Trust Board | 19 |
| Committee Structure | 19 |
| Meeting Arrangements | 20 |
| Strategic Leadership and Oversight | 20 |
| Holding Leaders to Account | 20 |
| Educational Performance and School Improvement | 21 |
| Financial Stewardship and Value for Money | 21 |
| Risk Management and Assurance | 21 |
| Compliance and Governance Assurance | 21 |
| Safeguarding | 22 |
| Monitoring Impact | 23 |
| **Local Governing Bodies (LGB) Arrangements** | **24** |
| 12 S's of Effective Governance at DCAT | 24 |
| **Section A – Compliance** | **27** |
| Safety | 27 |
| Safeguarding | 27 |
| Set Constitution | 28 |
| LGB Structure | 29 |

# Contents


| SECTION | PAGE |
|---|---|
| **Section B – Training and Development** | **31** |
| Skills | 31 |
| Succession | 31 |
| Strategic Focus | 31 |
| Systems | 32 |
| **Section C – Evaluation of Impact** | **35** |
| Standards | 35 |
| SEND | 36 |
| Stakeholder Engagement | 36 |
| Support | 37 |
| Sustainability | 38 |
| **The Work of the Local Governing Body** | **39** |
| Governance Professionals / Clerks | 39 |
| Expectations of Governance Professionals / Clerks | 39 |
| Involvement of the Local Governing Body in the appointment of Headteachers | 39 |
| Governor Monitoring Visits | 39 |
| Allowances Policy | 40 |
| **Managing Governance Concerns** | **41** |
| Transition Board (TB) | 41 |
| Complaints to the LGB | 41 |
| Exclusion Panel Hearings | 42 |
| Removal of Governors | 42 |
| Whistleblowing | 43 |
| **Appendices** | **45** |
| External Links | 45 |
| Academy Trust Handbook | 45 |
| Academy Trust Governance Guide | 45 |
| DCAT Website | 45 |
| GovernorHub | 45 |
| Keeping Children Safe in Education | 45 |
| DCAT Documents | 45 |
| **DCAT Governance Support Contact Information** | 46 |

# Foreword

As Chair of the Trust Board, I am proud of the way our Trustees and Local Governors continue to serve our schools, communities and pupils with such commitment and care. Governance within DCAT is rooted in a shared belief that every child deserves the very best education and the opportunity to achieve their God-given potential.

The role of governance is not simply to oversee systems and processes. It is to provide strategic direction, effective support and appropriate challenge so that our schools continue to improve and flourish. In an increasingly complex educational landscape, this has never been more important.  It is our belief that every Trustee and Governor should have a restless ambition for every single child in the Trust and their school and be empowered to hold Trust and school leaders effectively to account to deliver for children. Through strong governance, thoughtful challenge and a continued focus on improvement, we can move the dial together for pupils and secure excellence for every child.

This handbook has been created to support all Trustees and Local Governors in their important role within DCAT. It brings together key information about governance, our strategic priorities and the ways in which we work together to ensure effective oversight and accountability. Whether you are new to governance or bring many years of experience, we hope this handbook provides a helpful reference point, enabling you to contribute with confidence and support the ongoing success of our schools and communities.

**Thank you for your commitment, your passion, your service, your ambition for your pupils and your leadership.**



**Rev Dr Jack Dunn**
**Chair of DCAT Trust Board**

# Our Vision and Values

Our **Vision** for our Trust is that we exist to:
Help every child achieve their God-given potential

I have come that they may have life, and have it to the full
(John 10 vs 10)

Our aims are clear. We aim to be a Trust in which:

**D**eveloping the whole child means pupils achieve and maximise their potential

**C**ontinued development of staff is valued and improves education for young people

**A**ll schools are improving and perform above national expectations

**T**he distinct Christian identity of each Church school develops and is celebrated

Our work as a Trust is underpinned by shared **values**.

They are taken from the Church of England's Vision for Education and guide the work of the Trust Centre team. They are:

| ASPIRATION | WISDOM | RESPECT |
|---|---|---|
| I can do all things through Christ who strengthens me. | Listen to advice and accept discipline, and at the end you will be counted among the wise. | So in everything do to others what you would have them do to you. |
| Philippians 4 vs 13 | Proverbs 19 vs 20 | Matthew 7 vs 1 |

# Introduction

Welcome to our DCAT Governance Handbook.

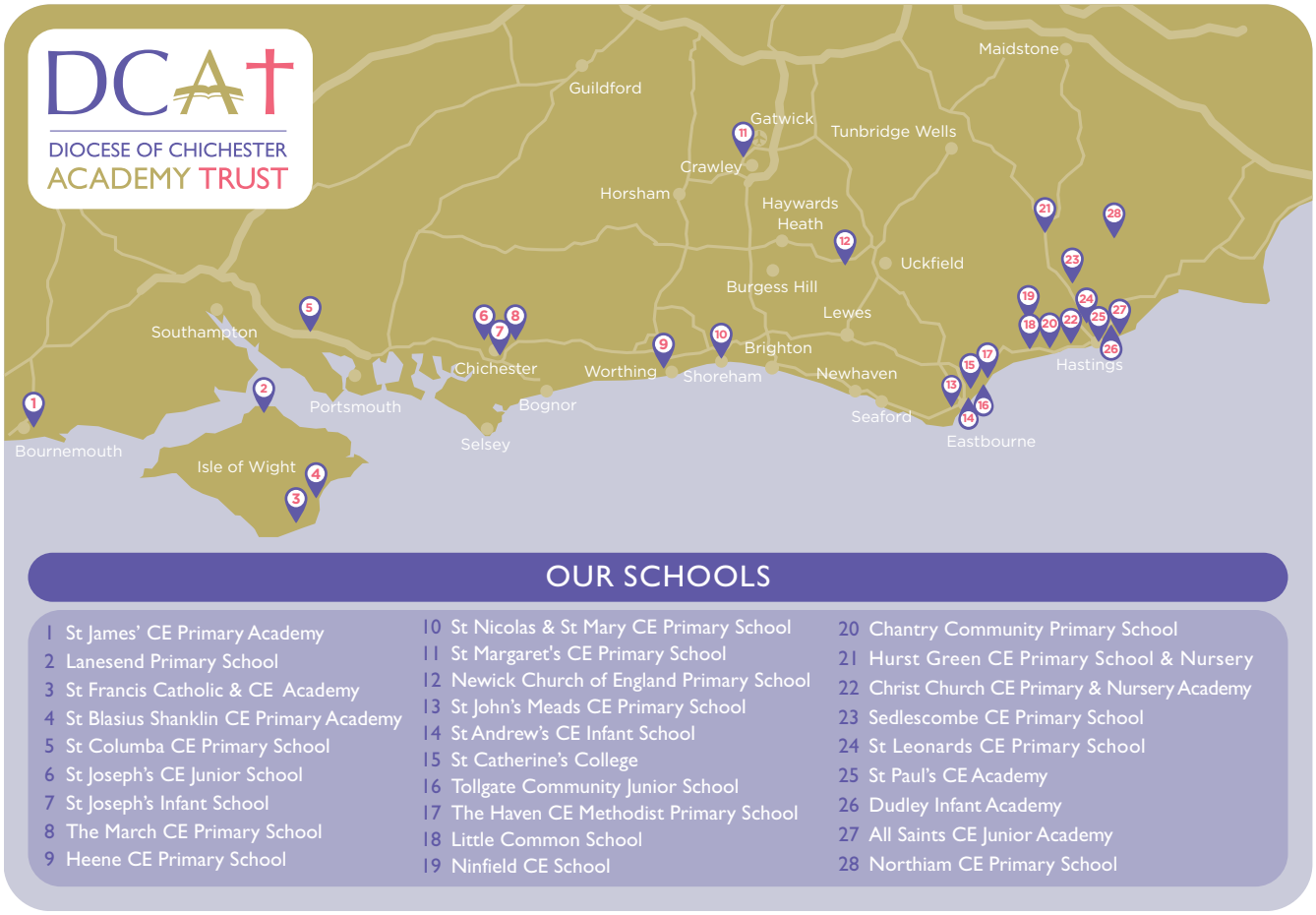
We recognise that in volunteering to become a Trustee or Local Governor you have done so because you want to give something back to support education in your community, using the skills you have acquired in your professional careers and putting them to good use.

You will also have the opportunity to:

- Improve your work skills
- Receive valuable training
- Gain experience of managing an organisation
- Raise questions, discuss issues and help make decisions.

The Trust Centre team is here to provide support to Trustees, Local Governors and Governance Professionals to ensure that all statutory responsibilities are discharged, and we equip the Trust Board and LGBs with the support they need to meet the demands of governing a school in our Multi-Academy Trust. If you need to contact the Trust, details of the DCAT Governance Support Team can be found at the end of the handbook.

# Our Schools




## OUR SCHOOLS

1 St James' CE Primary Academy
2 Lanesend Primary School
3 St Francis Catholic & CE Academy
4 St Blasius Shanklin CE Primary Academy
5 St Columba CE Primary School
6 St Joseph's CE Junior School
7 St Joseph's Infant School
8 The March CE Primary School
9 Heene CE Primary School
10 St Nicolas & St Mary CE Primary School
11 St Margaret's CE Primary School
12 Newick Church of England Primary School
13 St John's Meads CE Primary School
14 St Andrew's CE Infant School
15 St Catherine's College
16 Tollgate Community Junior School
17 The Haven CE Methodist Primary School
18 Little Common School
19 Ninfield CE School
20 Chantry Community Primary School
21 Hurst Green CE Primary School & Nursery
22 Christ Church CE Primary & Nursery Academy
23 Sedlescombe CE Primary School
24 St Leonards CE Primary School
25 St Paul's CE Academy
26 Dudley Infant Academy
27 All Saints CE Junior Academy
28 Northiam CE Primary School

## The Diocese of Chichester Academy Trust is a family of twenty-eight schools, each with its own distinctive character, ethos and place within the community it serves.

Together, our schools educate almost 9,000 children and young people, supported by more than 1,300 staff, alongside the dedicated contribution of our Trustees and Local Governors. A key strength of DCAT is the collaborative partnership that exists across our Trust. Whilst each school retains its individual identity, all are united by a shared commitment to excellence, inclusion and service. Whether Church or community schools, every member of the DCAT family contributes to and benefits from the collective sharing of expertise, experience and resources. Through this partnership, we work together to ensure every child is supported to flourish and achieve their God-given potential.

At DCAT, governance is not simply about oversight. It is about creating the conditions where every child can flourish, every leader can grow, and every school can move closer towards excellence. Our Every Child Strategy reminds us that improvement is never accidental. It comes through courageous leadership, relentless ambition, strong accountability, and a shared commitment to serving children well. Governors play a vital role within this. Through effective support and challenge, thoughtful stewardship, and a continued focus on impact, Governors help ensure that no child is overlooked and no school stands still.

# Our Schools




## The Governance Excellence Framework sets out a shared commitment to:

- Champion every child's potential
- Strengthen schools through strategic governance
- Empower leaders while holding them to account
- Create sustainable excellence across our Trust
- Ensure that collaboration leads to real impact for pupils

As we continue to evolve and strengthen together, our ambition remains clear: to build a Trust where excellence is not the exception, but the expectation for every child in every school. Together, through service, courage, wisdom, and relentless ambition, we will continue moving the dial for children across DCAT – thank you for your important part in this shared mission.

# Effective Governance

## In our rapidly developing education system, the range of organisations being governed is more diverse than ever – ranging from single small primary schools to large MATs governing numerous schools.

Regardless of the scale or nature of the organisation being governed, the features of effective governance remain the same. They are common across the education sector and share their fundamental principles with governance in the charity and business sectors.

As part of the guidance on Commissioning High -Quality Trusts, the Department for Education (DfE) published 5 pillars of academy trust quality (Annex A of the guidance). The trust quality descriptions cover:

- High-quality and Inclusive Education
- School Improvement
- Workforce
- Finance and Operations
- Governance and Leadership

The Academy Trust Governance Guide has been structured around the governance and leadership pillar.

# Governance at DCAT

## Governance within DCAT centres on purpose of governance, as defined in the in the DfE's Academy Trust Handbook:

- Strategic Leadership
- Accountability and Assurance
- Strategic Engagement

The Trust Board has collective accountability and strategic responsibility for the Trust. It has a focus on ensuring the trust delivers an excellent education to pupils while maintaining effective financial management and must ensure compliance with:

- The Trust's charitable objects
- Regulatory, contractual and statutory requirements
- Its funding agreement

Alongside these core functions, Trustees and Local Governors have important responsibilities for safeguarding and Special Educational Needs and Disabilities (SEND) arrangements, promoting pupil welfare, overseeing financial sustainability, managing risk, ensuring statutory compliance and supporting continuous improvement across the Trust.

## Scheme of Delegation

The Trust Board delegates certain responsibilities to committees, the Chief Executive Officer and Local Governing Bodies (LGBs) through the Scheme of Delegation. Delegation enables decisions to be made at the most appropriate level while ensuring that accountability remains with the Board of Trustees. The level of delegation, minimum or maximum, will be agreed at the Academy Improvement Review (AIR) meetings.

This handbook has been developed to support LGBs and Trustees in fulfilling these responsibilities with confidence, clarity and purpose.

### Key Information:

- Academy Trust Handbook - GOV.UK
- Academy trusts: governance guide - GOV.UK
- DCAT Scheme of Delegation

**THE ACADEMY TRUST HANDBOOK**

# Governance at DCAT

## The Governance Pyramid: Levels of Authority




**Working together for excellence**

The 'shareholders' who hold the Trust Board to account and ensure the MAT's vision and values are upheld.

Sets strategic direction, ensures compliance, and oversees the effective performance of the Trust.

Understands local context, supports school leaders, and acts in the best interests of pupils and the community.

Provide depth of expertise, rigorous challenge and assurance on key priorities and risk areas.

Each level plays a vital role in ensuring strong governance, high standards and the best outcomes for every child.

# Governance at DCAT

## Members

Members play a limited but important role within the governance structure of DCAT. Their primary responsibility is to safeguard the Trust's charitable purpose and ensure that effective governance arrangements are in place.

Whilst Members must not become involved in the day-to-day governance or strategic decision-making responsibilities delegated to Trustees, they are responsible for assuring themselves that the Trust is being governed effectively and that Trustees are acting in accordance with the Trust's charitable objects and Articles of Association. Where governance is failing, Members have specific powers to intervene.

DCAT has five Members appointed by the Diocese of Chichester Board of Education, with the Chair of the Trust Board serving as an ex-officio Member. Members are responsible for key constitutional functions, including the appointment and removal of Trustees in accordance with the Articles of Association and the appointment of the Trust's external auditors. Members meet formally at the Annual General Meeting (AGM), which is usually held in December, providing an opportunity to receive the Trust's audited annual accounts and review the effectiveness of governance across the Trust.

### Key Information:

- Further information about DCAT's Members can be found on the Trust website.
- DCAT Articles of Association
- DCAT Scheme of Delegation

## Trustees

The Trust Board is the accountable body for DCAT and provides strategic leadership, oversight and assurance across all schools within the Trust.

Trustees hold collective responsibility for ensuring that the Trust fulfils its charitable purpose, delivers high-quality education, promotes the welfare and safeguarding of pupils, manages public funds effectively and complies with all statutory and regulatory requirements.

Working within the Trust's vision and values, Trustees set the strategic direction of DCAT, establish key priorities and hold executive leaders to account for educational performance, financial sustainability, safeguarding, risk management and organisational effectiveness. Whilst operational leadership is delegated to the Executive Leadership Team (ELT), Trustees retain overall responsibility for the performance and success of the Trust.

Trustees are appointed in accordance with the Trust's Articles of Association and are selected for the skills, experience, knowledge and perspectives they bring to support effective governance. They serve on the Trust Board and its committees, contributing to strategic decision-making and assurance across all areas of Trust activity.

To ensure their decisions are informed by the realities of school life, Trustees engage regularly with school leaders, staff, Local Governors, pupils and wider stakeholders through Board meetings, committee work, school visits and governance activities across the Trust.

### Key Information:

- Further information about DCAT Trustees can be found on the Trust website.
- The arrangements for the recruitment, appointment and induction of Trustees
- Trust Board Terms of Reference
- Trustee Visit Protocol

# Governance at DCAT

## Local Governance

### Strong local governance is a significant strength of the DCAT governance model.

Whilst the Trust Board retains overall accountability for the Trust, LGBs provide valuable local knowledge, community insight and strategic support that strengthen governance across our family of schools. We firmly believe that effective governance is achieved through a partnership between the Trust Board, Executive Leaders and LGBs, united by a shared ambition for every child to flourish and achieve their God-given potential.

Every DCAT school has an LGB or, where appropriate, a Transition Board (TB). These bodies operate as formal committees of the Trust Board and carry out delegated functions in accordance with the DCAT Scheme of Delegation. Through their understanding of the school's community, context and needs, Local Governors provide constructive support and challenge, helping to ensure that Trust priorities are effectively translated into local impact.

In line with the Trust's Articles of Association, each Local Governing Body includes designated places for parent and staff representation. Parent and staff Governors contribute valuable perspectives and strengthen accountability by bringing local insight whilst acting in the best interests of the Trust and all pupils. DCAT also values the contribution of Church representatives within its Church schools.

To support consistency and excellence in governance across the Trust, DCAT has developed its 12 S's of Effective Governance, which articulate the core characteristics of effective governance practice. These principles are supported through the Governance Excellence Framework, which provides LGBs with a structured self-evaluation tool. The framework enables boards to assess their effectiveness, identify strengths and prioritise areas for development, supporting a culture of continuous improvement and governance excellence throughout the Trust.

# Governance at DCAT

## Chair of Chairs Hub

The DCAT Chairs' Hub is a Governor-led forum that brings together the LGBs to collaborate, share effective practice, discuss emerging opportunities and challenges, and strengthen governance across the Trust.

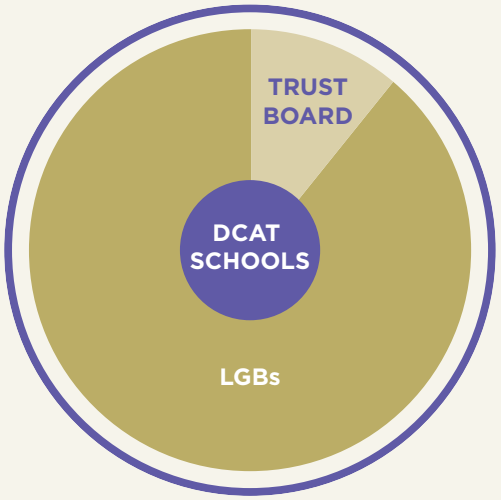
Chaired by the Trust's Chair of Chairs, the Hub provides an important opportunity for Governors to learn from one another, develop their understanding of strategic governance, and contribute to greater consistency and collective accountability across DCAT. It also supports the development of strong relationships between schools, helping Chairs to feel connected to the wider Trust family and governance community.

A key function of the Chair of Chairs is to act as a vital link between the Trust Board and the local governance layer. Through regular Chairs' Hub meetings, governance development events, and their role as an Associate Member of the Trust Board, the Chair of Chairs helps ensure that information, strategic priorities and governance developments are shared effectively between Trustees and Local Governors. This two-way flow of communication enables local perspectives to inform Trust-level discussions whilst ensuring that LGBs remain well informed, engaged and aligned with DCAT's vision, values and governance framework.

### Key Information:

- Further information about membership of the schools' LGB can be found on the individual schools websites.
- The arrangements for the recruitment, appointment and induction of Local Governors.
- Local Governing Bodies Terms of Reference.

## DCAT Governance Structure




### Local Governing Bodies*

This is the heartbeat of governance in DCAT. The largest area of governance, the Local Governors are responsible for school academic and financial performance, school risk management and staff appointments.

### Trust Board

The Trustees are a smaller group, selected for their expertise and experience. They are responsible for Trust-wide academic and financial performance, risk management and the appointment of headteachers (in harmony with the LGB).

### Members

The Members are the smallest group. They appoint Trustees and our external auditors and are responsible for the DCAT Articles of Association which set out how the Trust operates and can be found on our website.

* Schools in challenge may have a transition board

# Trust Board Arrangements

The Board operates at a strategic level, focusing on outcomes, assurance and impact rather than the day-to-day management of schools, which remains the responsibility of executive leaders and school leadership teams.

Through robust monitoring, challenge and support, Trustees ensure that the Trust's strategic objectives are being achieved and that all schools are working towards the shared vision.

The Board receives regular reports and assurance from executive leaders, committees, external auditors and Local Governing Bodies to enable informed decision-making and effective oversight.

## Trust Board Membership

### Composition of the Trust Board

DCAT is committed to ensuring that its Board of Trustees has the collective skills, experience, knowledge and diversity required to provide effective strategic leadership and governance across the Trust. Trustees are appointed for the skills, expertise and perspectives they bring to the Board and their commitment to supporting the Trust's vision, values and charitable objectives, not to represent individual schools or stakeholder groups.

Collectively, the Board must possess the capacity and capability required to oversee a large and diverse family of schools and to provide appropriate challenge and support to executive leaders.

Trustees are recruited for a four-year term, for a maximum of two terms.

Information on the Trust Board membership can be found on the DCAT website.

### Associate Committee Membership

The purpose of an associate committee member is to lend expertise to the Trust Board through attendance at meetings and perhaps fill a skills gap in the short-term.

### Appointment and Recruitment

DCAT seeks to recruit Trustees through a transparent and rigorous process, ensuring appointments are made against identified skills needs and the requirements of the Trust. All Trustees must satisfy eligibility requirements and complete the necessary due diligence and statutory checks prior to appointment. Trustees share collective responsibility for decisions made by the Board and are expected to uphold the Nolan Principles of Public Life in all aspects of their governance role.

The Board regularly reviews its composition to ensure it has the appropriate balance of skills, knowledge and experience required to discharge its responsibilities effectively. Recruitment decisions are informed by skills audits, succession planning and consideration of the future strategic needs of the Trust. The Trust recognises the importance of maintaining strong financial expertise within its governance structure. The Board, Risk & Audit Committee and any committee with delegated financial responsibilities must collectively possess sufficient financial knowledge and experience to provide appropriate challenge, scrutiny and oversight and maintain a sound understanding of financial management, internal controls, monitoring arrangements, reporting requirements and value-for-money principles.

# Trust Board Arrangements

Effective governance requires continuous learning and development. Trustees are expected to participate in induction and ongoing professional development to ensure they remain informed about their statutory responsibilities, sector developments and emerging risks.

DCAT believes that effective governance benefits from a broad range of experiences, backgrounds, perspectives and viewpoints. The Trust is committed to promoting diversity within its governance structures and seeks to develop a Board that reflects, as far as practicable, the communities it serves.

## Succession Planning and Board Effectiveness

The Board recognises that effective governance depends upon careful succession planning and periodic evaluation of its effectiveness. Trustees therefore undertake regular skills reviews and governance evaluations to ensure that the Board continues to have the expertise, capacity and leadership required to meet the evolving needs of the Trust.

Succession planning supports continuity, strengthens leadership capacity and enables the Board to identify future recruitment needs in a timely manner. Through this process, DCAT seeks to ensure that it remains equipped to provide strong strategic leadership, effective accountability and robust stewardship of public resources.

## Code of Conduct

All Trustees are required to adopt and adhere to the DCAT Trustee Code of Conduct, which sets out the standards of behaviour, integrity and accountability expected of those serving on the Trust Board. Trustees must act at all times in the best interests of the Trust and its pupils, uphold the highest standards of ethics and confidentiality, declare and appropriately manage conflicts of interest, and comply with the Trust's policies, Articles of Association and Scheme of Delegation. The Code of Conduct is underpinned by the Seven Nolan Principles of Public Life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership, and supports effective, transparent and ethical governance across the Trust. Trustees are required to review and confirm their commitment to the Code annually.

## Removal of Trustees

Removal from office is a serious step and should be considered only where concerns cannot be resolved through appropriate support, discussion or other proportionate action, except where the circumstances require immediate action. Any removal must be undertaken fairly, confidentially and in accordance with the Trust's Articles of Association, the Trustee Code of Conduct and applicable company and charity law.

The Articles of Association provide that a Trustee, referred to in the Articles as a Director, ceases to hold office if removed by the person or persons who appointed them. This provision does not apply to a Parent Director. Where a Trustee resigns or is removed, written notice must be provided to the Governance Professional.

# Trust Board Arrangements

A Trustee may cease to hold office or be considered for removal where:

- they become disqualified from acting as a Trustee or company director under the Articles of Association, company law or charity law;
- they fail to comply with the Trustee Code of Conduct or the Trust's constitutional documents, policies or governance procedures;
- they repeatedly fail to undertake the duties expected of a Trustee;
- they fail to complete mandatory training, reading or other compliance requirements appropriate to the role;
- their attendance at Trust Board or committee meetings is persistently poor and does not improve following discussion and support;
- there have been repeated or serious breaches that would justify suspension or other formal intervention;
- there has been serious misconduct, including conduct that seriously compromises the Seven Principles of Public Life;
- they display repeated and serious incompetence in carrying out the responsibilities of the role;
- they engage in conduct aimed at undermining fundamental British values;
- they breach confidentiality, data protection or safeguarding requirements;
- their actions bring, or are likely to bring, the Trust, its schools, the Trust Board or the office of Trustee into disrepute; or
- their actions are significantly detrimental to the effective operation of the Trust Board or interfere with the effective operation of the Trust or its schools.

These examples are not exhaustive. The Trustee Code of Conduct identifies repeated grounds for suspension, serious misconduct, repeated and serious incompetence, conduct aimed at undermining fundamental British values, and actions significantly detrimental to effective Board or school operation as potential grounds for removal by the Members.

## Managing concerns before removal

Where appropriate, concerns about a Trustee's conduct, attendance, contribution or compliance should initially be addressed through the procedure set out in the Trustee Code of Conduct. This may include:

- investigation by the Chair, or by the Vice Chair where the concern relates to the Chair;
- a meeting with the Trustee to explain the concerns and provide an opportunity to respond;
- clarification or resetting of the expectations arising from the Trustee Code of Conduct;
- support, mentoring or relevant training;
- agreed actions and a reasonable period for improvement;
- requiring the Trustee to withdraw from discussions or decisions where a conflict or dispute exists; and
- suspension, where permitted and appropriate, as a last resort.

The Trustee Code of Conduct states that suspension for up to six months may be considered where there has been no improvement, although the preceding steps may be bypassed in exceptional circumstances.

## Formal removal process

Where removal is being considered, the following process should normally apply:

1. Written concerns: The grounds for the proposed removal should be clearly documented and supported by relevant evidence.
2. Opportunity to respond: The Trustee should be informed in writing of the concerns and given a reasonable opportunity to provide a written response and, where appropriate, attend a meeting to present their position.
3. Consideration by the appointing body: The evidence, the Trustee's response and any relevant advice should be provided to the person or persons with the constitutional authority to remove the Trustee.

# Trust Board Arrangements

4. Conflict management: Anyone with a material conflict of interest should withdraw from the discussion and decision-making process.
5. Decision: The decision must be made by the person or persons who appointed the Trustee and in accordance with the Articles of Association. For DCAT's current Trustee composition, appointments are principally made by the Members, while the Articles also make provision for certain other categories of Director.
6. Written notification: The outcome and the reasons for the decision should be confirmed to the Trustee in writing. The Governance Professional should also be notified so that the Trust's statutory and governance records can be updated.
7. Regulatory updates: Following removal, the Trust should promptly update its register of Trustees and make the necessary notifications and amendments to Companies House, Get Information About Schools, the Trust website, GovernorHub and any other relevant statutory or governance records. The Code of Conduct requires Trustees to support the Trust's regulatory reporting obligations, including Companies House and Department for Education governance information.

The process and decision should be appropriately recorded. Information relating to individual Trustees, allegations, evidence and deliberations must be treated as confidential, subject to the Trust's legal and regulatory reporting duties.

## Automatic cessation or disqualification

Separate from removal due to conduct or performance concerns, a Trustee will cease to hold office where a relevant provision of the Articles applies. This includes:

- resignation, provided that at least three Trustees remain in office;
- absence without permission from all Board meetings held during a six-month period, where the Board resolves that the office should be vacated;
- becoming disqualified under company or charity law;
- removal as a charity trustee by the Charity Commission or High Court on grounds of misconduct or mismanagement;
- specified bankruptcy, insolvency, criminal conviction or director-disqualification circumstances; or
- failure to meet the eligibility and safeguarding requirements contained in the Articles.

The precise grounds and process must be checked against Articles 65 to 80 of the current Articles of Association before action is taken.

## Removal of the Chair or Vice Chair from office

Removal of an individual from the office of Chair or Vice Chair is different from removing that individual as a Trustee. Under the Articles, a resolution to remove the Chair or Vice Chair from that office must be passed at a Board meeting and confirmed at a second meeting held at least fourteen days later. The proposed removal must be specified on the agenda for both meetings, the reasons must be stated, and the individual must be given an opportunity to respond.

Removing an individual as Chair or Vice Chair does not, by itself, remove that person from the Trust Board.

### Key information

- DCAT Articles of Association
- DCAT Trustee Code of Conduct

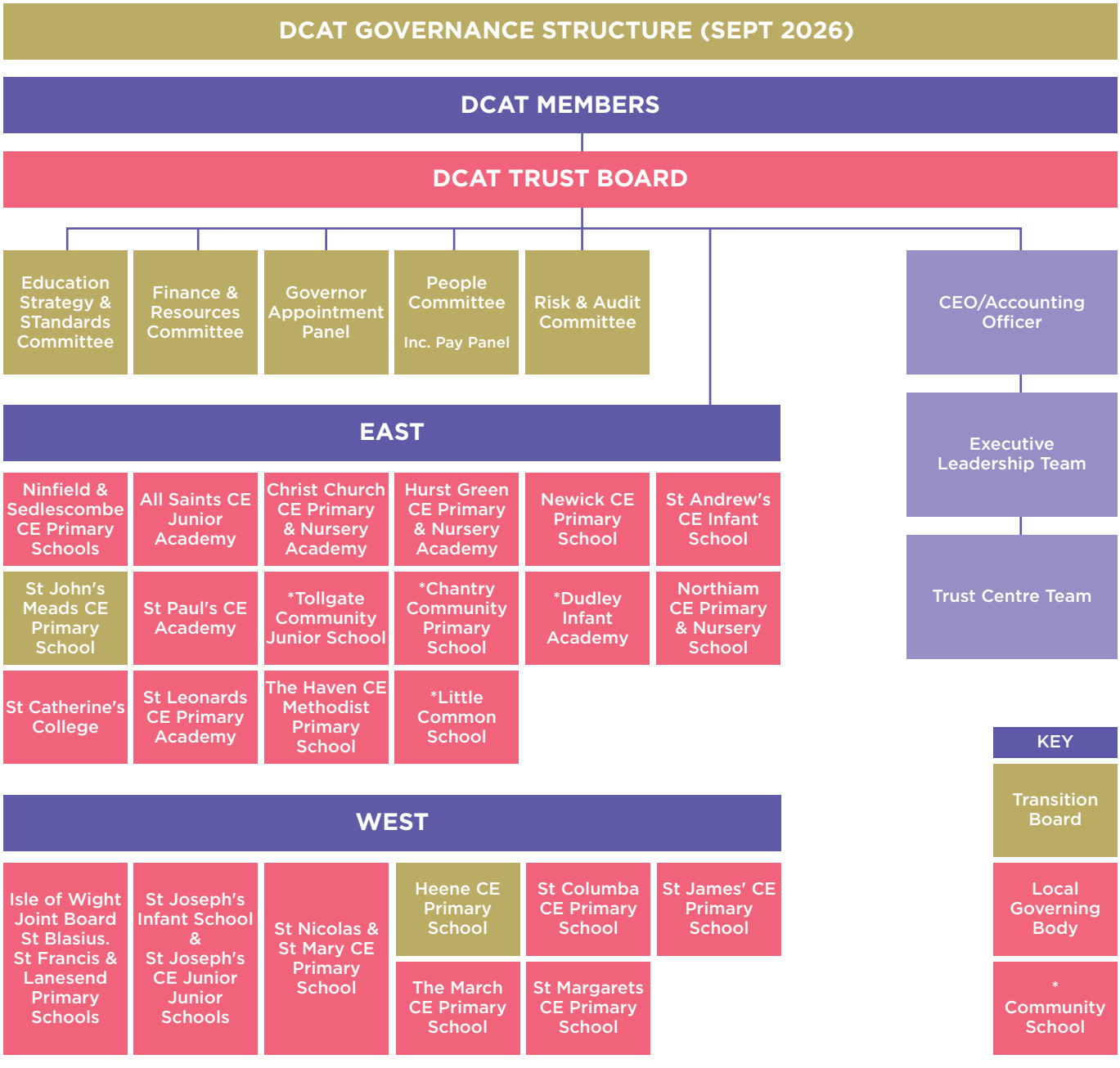
# Trust Board Arrangements

## Trust Board Structure

### Chair of the Trust Board

The Chair of the Trust Board is elected annually by the Trustees, as per the Articles of Association. The responsibilities of the Chair are set out in the Chair Role Description.

### Committee Structure



# Trust Board Arrangements

## Meeting Arrangements

The Trust Board calendar is agreed annually in advance of the academic year to support effective planning and governance. Meetings are strategically focused and aligned to the Trust's priorities, assurance framework and statutory responsibilities.

Trustees are expected to attend meetings punctually, participate fully in discussions and prepare thoroughly by reading papers circulated via GovernorHub at least seven days before the meeting. Trustees should be prepared to provide constructive challenge and support to Trust leaders, reflecting DCAT's values of Respect, Wisdom and Aspiration and upholding the Nolan Principles of Public Life. Trustees with designated link responsibilities are expected to act as informed and critical friends, bringing relevant insight and assurance to Board discussions.

Meeting agendas are agreed between the Chair and the relevant Executive Leader and focus on strategic priorities, performance, risk, compliance and assurance. Routine operational matters are considered only where they have strategic significance or require Board oversight.

Trust Board meetings are ordinarily held in person, at Church House in Hove. If a Trustee is unable to attend, apologies should be submitted to the Chair and Governance Professional wherever possible at least 48 hours in advance of the meeting.

Regular attendance is an important element of effective governance and demonstrates a Trustee's commitment to the role. Attendance records are reported annually and published on the Trust's website. Persistent non-attendance may be considered as part of the Board's arrangements for Trustee review, reappointment and, where necessary, removal from office in accordance with the Trust's articles of association.

## Strategic Leadership & Oversight

The Trust Board is responsible for setting the strategic direction of DCAT and ensuring that the Trust's vision, values and strategic priorities are translated into effective plans and measurable outcomes.

To fulfil this responsibility, the Board:

- Approves the Trust's strategic plan and annual operating priorities.
- Monitors progress against agreed objectives and key performance indicators.
- Reviews the impact of Trust initiatives on pupils, staff and communities.
- Ensures resources are aligned to strategic priorities and educational improvement.
- Maintains oversight of the quality of education across the Trust.
- Trustees focus on long-term sustainability and continuous improvement, ensuring that decisions are made in the best interests of pupils and the wider Trust community.

## Holding Leaders to Account

A key responsibility of the Trust Board is to hold the Chief Executive Officer and Executive Leadership Team to account for the performance of the Trust.

This is achieved through:

- Scrutiny of educational, financial and operational performance reports.
- Monitoring progress against the Trust's strategic priorities.
- Challenging leaders through constructive and informed questioning.
- Evaluating the effectiveness of improvement strategies.
- Reviewing outcomes for pupils, staff and schools over time.
- Trustees seek assurance that executive leaders are delivering improvements, managing resources effectively and maintaining high standards across all aspects of Trust operations.

# Trust Board Arrangements

## Educational Performance and School Improvement

The Trust Board has a collective responsibility to ensure that all pupils receive a high-quality education and are supported to achieve their full potential. The Trust Board, and its committees, receives regular information relating to:

- Educational standards and outcomes.
- Attendance, behaviour and inclusion.
- Vulnerable groups, including disadvantaged pupils and pupils with SEND.
- Safeguarding and pupil welfare.
- School improvement priorities and their impact.

Trustees use a range of quantitative and qualitative information, including internal performance measures, external benchmarks and independent reviews, to gain assurance regarding the effectiveness of educational provision across the Trust.

## Financial Stewardship and Value for Money

As stewards of public funds, Trustees are responsible for ensuring that the Trust's financial resources are managed with regularity, propriety and transparency.

The Board, and its committees:

- Approves the annual budget and financial plans.
- Monitors financial performance throughout the year.
- Ensures compliance with the Academy Trust Handbook and funding agreements.
- Oversees procurement, investment and resource allocation decisions.
- Promotes value for money and financial sustainability.
- Ensures that expenditure supports improved outcomes for pupils.

Trustees work closely with the Risk and Audit Committee and executive leaders to ensure that financial controls remain effective and that the Trust remains financially resilient.

## Risk Management & Assurance

The Trust Board is responsible for establishing and maintaining an effective framework of internal control, risk management and assurance. Through its committees and assurance framework, the Board seeks confidence that risks are identified, understood and effectively controlled by:

- Maintaining oversight of the Trust's strategic risk register.
- Reviewing the effectiveness of risk mitigation strategies.
- Receiving assurance from internal scrutiny and external audit activity.
- Monitoring compliance with statutory, regulatory and funding requirements.
- Ensuring that risks relating to safeguarding, health and safety, finance, estates, information governance and organisational resilience are appropriately managed.

## Compliance & Governance Assurance

Trustees have a duty to ensure that the Trust complies with all relevant legal, regulatory and statutory requirements. The Board and its committees receive regular assurances that compliance arrangements are effective and that any areas requiring improvement are addressed promptly.

# Trust Board Arrangements

## Safeguarding

Trustees ensure safeguarding responsibilities are fulfilled and that a strong safeguarding culture is embedded across the Trust.

The Trust Board has collective accountability and statutory responsibility for safeguarding arrangements across all schools within the Trust. Trustees must ensure that effective safeguarding and child protection policies, procedures, systems and controls are in place and operating effectively in accordance with statutory guidance, including Keeping Children Safe in Education (KCSIE). The Trust Board is responsible for providing strategic oversight, assurance and challenge, ensuring that safeguarding remains a priority at every level of the organisation and that pupils are safe, protected and supported to flourish.

To support this responsibility, the Trust Board will appoint a Trust Safeguarding Trustee who acts as the Board's designated link for safeguarding. See the Safeguarding Trustee role description for the full expectations of the role. The Safeguarding Trustee provides strategic scrutiny and assurance on behalf of the Board but is not involved in operational safeguarding matters, investigations or the review of confidential safeguarding records. The Safeguarding Trustee works closely with the Trust Designated Safeguarding Lead (DSL) and receives regular assurance reports relating to:

- Safeguarding culture and effectiveness across the Trust.
- Compliance with statutory safeguarding requirements.
- Single Central Record (SCR) compliance and safer recruitment arrangements.
- Outcomes of safeguarding audits, reviews and external inspections.
- Safeguarding training compliance and workforce development.
- Management of safeguarding risks, trends and emerging themes.
- Filtering, monitoring and online safety arrangements.
- Trust-wide safeguarding improvement priorities and action plans.

The Trust Board receives regular safeguarding reports and seeks assurance that appropriate resources, training, staffing and support are in place to enable safeguarding leaders to fulfil their responsibilities effectively. Trustees are also responsible for ensuring that safeguarding risks are appropriately reflected within the Trust's risk management framework and that lessons learned from safeguarding reviews, audits and incidents are acted upon promptly. KCSIE 2026 places a stronger emphasis on governance oversight and assurance, particularly in relation to safeguarding culture, online safety, filtering and monitoring systems, harmful sexual behaviour and emerging risks, including AI-enabled abuse.

## Safeguarding Training

In accordance with Keeping Children Safe in Education, all Trustees must undertake appropriate safeguarding and child protection training, as part of their induction. Training should equip Trustees with the knowledge and understanding necessary to provide effective strategic challenge and assurance, enabling them to satisfy themselves that safeguarding arrangements across the Trust are effective and support a robust whole-school and whole-trust approach to safeguarding. Refresher training must be completed at least every two years, with regular safeguarding updates provided between formal training sessions.

# Trust Board Arrangements

Trustees must complete all mandatory DCAT safeguarding training and maintain an up-to-date record of training completion. Evidence of training should be recorded and retained to support Trust assurance processes and external scrutiny, including Ofsted inspections and safeguarding reviews.

## Trustee Reading and Compliance Requirements

All Trustees are expected to read, understand and comply with the following documents:

- Keeping Children Safe in Education (KCSIE) 2026 – All Trustees should ensure they have read, as a minimum, Part One: Safeguarding Information for All Staff and Part Two: The Management of Safeguarding. A record will be kept by the Clerk. Trustees will be required to complete a short assessment to check understanding. Trustees should also familiarise themselves with the sections relevant to governance oversight and safeguarding assurance.
- The DCAT Child Protection and Safeguarding Policy.
- Relevant safeguarding updates, briefings and guidance issued by the Trust, safeguarding partners or the Department for Education.

Trustees will be required to confirm annually that they have completed the required safeguarding training and reading, enabling the Trust Board to demonstrate compliance with statutory requirements and its commitment to maintaining a strong culture of safeguarding across the Trust.

This approach enables the Trust Board to discharge its statutory safeguarding responsibilities while maintaining appropriate strategic oversight, challenge and assurance across all schools within the Trust.

## Key Information / Reports:

- Trust-wide safeguarding performance and compliance through the Trust Safeguarding Lead reports to the Risk and Audit Committee
- Serious incidents, thematic trends and lessons learned (appropriately anonymised).
- Emerging safeguarding risks and legislative changes.

## Monitoring Impact

Effective governance requires Trustees to focus on impact rather than activity. The Board, and its committees, therefore, uses a range of evidence sources to evaluate the effectiveness of its decisions and the work of the Trust. By maintaining a strong culture of challenge, support and accountability, the Board ensures that DCAT remains focused on delivering exceptional educational outcomes and fulfilling its charitable objectives.

# Local Governing Bodies (LGB) Arrangements

## THE 12 S'S OF EFFECTIVE GOVERNANCE AT DCAT

THE 12 S'S PROVIDE A SHARED FRAMEWORK FOR EFFECTIVE LOCAL GOVERNANCE ACROSS DCAT. TOGETHER, THEY DEFINE THE CORE ELEMENTS OF STRONG GOVERNANCE AND SUPPORT GOVERNING BODIES IN MAINTAINING STRATEGIC FOCUS, EFFECTIVE ACCOUNTABILITY, AND HIGH AMBITION FOR EVERY CHILD.



**SECTION A COMPLIANCE**



**1. SAFETY**
Safety and compliance expectations are met.



**2. SAFEGUARDING**
Safeguarding responsibilities are fulfilled and safeguarding culture is strong (refer to safeguarding section of the AIR).



**3. SET CONSTITUTION**
Safety and compliance expectations are met.

## SECTION B
## TRAINING AND DEVELOPMENT (INCLUDING VISION AND VALUES)



### 4. SKILLS
Skills-based recruitment, induction, training, and development are informed by the Skills Effectiveness Tool.



### 5. SUCCESSION
Succession planning supports sustainable and effective governance leadership.



### 6. STRATEGIC FOCUS
Governance maintains a strategic focus on the Trust's vision and values.



### 7. SYSTEMS
Governors demonstrate secure knowledge and use of Trust systems, policies, and processes through engagement in training and hubs.

## SECTION C
## EVALUATION OF IMPACT



### 8. STANDARDS
Rigorous scrutiny of standards, including pupil outcomes (Every Child Goal), GAPs, inclusion, attendance, and safeguarding culture.



### 9. SEND
Strategic oversight of SEND provision, inclusion, and impact.



### 10. STAKEHOLDERS ENGAGEMENT
Safety and compliance expectations are met.



### 11. SUPPORT
Effective support and challenge regarding the implementation and monitoring of the school development plan.



### 12. SUSTAINABILITY
Securing best financial value, effective resource deployment, and long-term sustainability.

# Local Governing Bodies (LGB) Arrangements

## The 12 S's are delivered through DCAT's Governance Excellence Framework and established governance systems and assurance processes.

LGB's operate as committees of the Trust Board and provide local knowledge, support and challenge in line with the Scheme of Delegation. Their work is informed by the Trust's vision, values, governance expectations, training programme, monitoring arrangements and Annual Improvement Review (AIR) process. Together, these arrangements enable Governors to maintain a strategic focus, scrutinise school performance, monitor compliance, understand risk and provide assurance that each school is working effectively to help every child achieve their God-given potential.

Each LGB is expected to use the Governance Excellence Framework to review the strength and impact of local governance. The framework should support agenda planning, Governor monitoring, skills audits, training priorities, stakeholder engagement and evaluation of school improvement. It should also help Chairs, Governors and Governance Professionals identify where practice is strong, where further assurance is needed and where additional support or development may be required.



**GOVERNANCE EXCELLENCE FRAMEWORK**

# Local Governing Bodies (LGB) Arrangements

## Section A – Compliance

### 1. Safety

#### Safety and Compliance expectations are met

This is achieved through LGB oversight of health and safety, safeguarding, risk and compliance as part of the standing agenda for LGB. Meetings should include safeguarding, health and safety, finance and governance as regular areas of discussion, ensuring that key compliance matters are routinely considered.

**Key Information / Reports:**

- Facilities and Health and Safety Report – must be received in terms 1, 3 and 5
- Site Development Plan
- Health and Safety Audit report
- Policy schedule and policies
- Website audit
- Data Validation Visit Report
- GDPR Breach Log

### 2. Safeguarding

#### Safeguarding responsibilities are fulfilled and culture is strong

Each LGB and Transition Board must appoint a Safeguarding Lead Governor (SLG). The SLG provides strategic oversight, support and challenge in relation to safeguarding and child protection and does not undertake operational safeguarding duties, manage individual cases or routinely access confidential child protection records. See the SLG's role description for the full expectations of the role.

The Safeguarding Lead Governor meets regularly with the Designated Safeguarding Lead (DSL), monitors whether safeguarding culture, policies and procedures are effective, checks that Single Central Record (SCR) checks are taking place, reviews the annual Trust audit completed by the school and undertakes the annual compliance check set by the Trust.

#### Safeguarding Training

It is a requirement of Keeping Children Safe in Education that all Governors and Trustees undertake appropriate safeguarding and child protection training (including online training) at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be updated every 2 years.

Local Governors must undertake the DCAT mandatory training in relation to their safeguarding responsibilities as a local governor.

Local Governors should ensure that their training record held on GovernorHub is kept up to date with the records of their safeguarding training as this will be used by the Trust and external agencies, such as Ofsted, in the evaluation of the school's approach to safeguarding. The certificates issued once the modules are complete should be uploaded to GovernorHub as evidence for the Trust and external bodies.

All Governors are also expected to read and understand their responsibilities set out in the following documents:

- Keeping Children Safe in Education – All Governors should ensure they have read, as a minimum, Part One: Safeguarding Information for All Staff and Part Two: The Management of Safeguarding and Annex A. A record will be kept by the Clerk. Governors will be required to complete a short assessment to check understanding.
- The school's Child Protection and Safeguarding Policy (please access via the school website). Within the school's policy (appendix B) it sets out the procedures for Chairs of Governors to follow if an allegation is made against the Headteacher.

# Local Governing Bodies (LGB) Arrangements

Local Governors are required to confirm via GovernorHub that they have completed the tasks above.

### Key Information/Reports:

- DSL Report to LGB
- SLG Reports to LGB, including pupil and staff voice
- Safeguarding audit outcomes and action plans.
- Training compliance for staff, Governors and Trustees.
- SCR compliance.
- Serious incidents, thematic trends and lessons learned (appropriately anonymised).
- Online safety, filtering and monitoring assurance.
- Attendance and the safeguarding of vulnerable pupils.

## 3. Set Constitution

**Constitution requirements are met and the DCAT Code of Conduct is followed**

### Composition of the LGB

The effectiveness of each LGB depends upon having the right blend of skills, experience, knowledge and diversity. LGB membership should reflect the needs of the school and its community, ensuring Governors collectively have the capacity to provide effective strategic leadership, support and challenge.

As a minimum, DCAT expects LGBs to include representation from the following stakeholder groups:

- The Headteacher
- At least two Parent Governors
- One Staff Governor
- Business and Community Governors

### For Church schools

The LGB should also include Foundation Governors, including representation from the local parish priest wherever possible. Where a school was designated as a Voluntary Aided school prior to joining the Trust, every effort will be made to ensure that Foundation Governors constitute at least 50% of the LGB membership, preserving the school's distinctive Christian foundation and governance heritage.

The Trust encourages schools and LGBs to actively engage with their wider community when recruiting Governors, ensuring governance remains representative, diverse and equipped to meet the needs of the school and the Trust.

Members of any LGB may be invited to support in another of the Trust's schools where their particular skills/experience may be of use. Similarly, they may be invited to join review/appeals panels relating to personnel and disciplinary matters, including the conduct of staff in any of the Trust's schools.

### Associate Members

The purpose of an Associate Member is to lend expertise to the LGB through attendance at meetings and perhaps fill a skills gap in the short-term. Associate members cannot be link Governors.

Members of staff who regularly attend LGB meetings may be invited to become an associate member. The LGB need to be clear on the reasons why the member of staff is attending and whether this is for the whole meeting or just the appropriate section they are presenting to the LGB. Further advice on the role of associate members can be sought from the Trust.

# Local Governing Bodies (LGB) Arrangements

### Recruitment and Appointment of Local Governors

The guidelines for Local Governor applications, includes the Trust guidance for the expectations and election of Parent and Staff Governors.

Any Local Governor appointment is subject to a satisfactory enhanced DBS check and section 128 check. Local Governors must apply for their DBS check, following the relevant school's procedure, within 21 days of appointment. The information will be recorded on the school's Single Central Record (SCR).

### Code of Conduct and Declaration of Business Interests

Local Governors shall act in the best interest of the Trust and their school at all times. They uphold public trust in their roles and maintain high standards of ethics, behaviour and confidentiality. Local Governors are expected to follow the Trust and school's policies and procedures, along with the LGB Code of Conduct. Failure to follow the Code of Conduct may result in removal as a Local Governor.

Local Governors must complete an annual declaration of business interests and update declarations when changes occur, supporting transparency and compliance with the Academy Trust Handbook. The Declaration of Interests Register for the LGB will be published on the school's website. The declaration must include:

- Directorships, partnerships and employments with businesses
- Trusteeships and Governorships at other educational institutions or charities
- Relationships with other members, Trustees or Local Governors
- Relationships with Trust employees
- Relationships within the school – e.g., parent Local Governors should declare they are a parent to a child within the school
- The date any interest commenced and the cessation of the interest

It may be best to declare:

- Membership of any professional bodies
- Any gifts or hospitality offered to trustees or Local Governors
- Contracts held by trustees or Local Governors that involve the school

If you are unsure if an interest counts, pleas err on the side of caution and declare it. You will have the opportunity to declare interests of this sort before meetings. The LGB may decide it is appropriate for you to withdraw from the discussion of relevant items of business. More information is available in the Trust Finance Policy.

## 4. LGB Structure

### LGB Chair

The chair of the LGB will be elected annually and the Governor Appointment Panel will review these appointments. The expectations of the Chair of LGB can be found **here**.

The Chair can be a shared role, but cannot be fulfilled by an employee of the school. LGB's are encouraged to elect a Vice Chair for succession and ensuring smooth running of meetings in the absence of the Chair.

### Committee Structure

In the majority of cases the work of the LGB is conducted through the LGB. In some cases the LGB may decide to delegate some of the work of the LGB to a committee.

### The Pay Panel

In line with the Trust Pay Policy, all LGB's must annually convene a Pay Panel meeting to

# Local Governing Bodies (LGB) Arrangements

consider the pay increases that the Headteacher is recommending for the teaching staff. Every teacher's salary must be reviewed annually, with effect from 1st September. A written statement of pay must be sent to each teacher by 31st October each year. Therefore, the Pay Panel need to meet by 31st October annually, although it is a preference for DCAT that this is done earlier so any increases can be applied to staff salaries when the School Teachers Pay and Conditions Document has been formally agreed.

The panel will comprise of three Local Governors and should be clerked by the Clerk to the LGB. The terms of reference sets out the responsibilities of the pay panel for teaching staff as well as the Trust. As with other LGB meetings, the Pay committee will have an agenda and supporting paperwork. Information on the papers and information to be provided can be found **here**.

## Meeting Arrangements

LGBs normally meet at least six times per year. The quorum for any meeting is 50% of those eligible to vote (rounded up). However, the non-staff members should be in the majority. LGB members are expected to:

- Arrive on time and fully participate in the meetings
- Read pre-circulated paperwork, coming ready to ask questions and challenge school leaders in line with the Trust values of respect, wisdom and aspiration alongside the individual school vision and values
- Conduct and feedback key learning from monitoring visits in line with a pre-agreed schedule between the Headteacher and Chair of the LGB
- Where linked to an area, be the critical leader
- Raise any concerns with the Chair and, where appropriate, school leaders

The agenda and associated papers will be circulated, via GovernorHub, to all LGB members 7 days prior to the meeting. Whist the Trust does not prescribe a set agenda, an example can be found **here**.

Members of the Board of Trustees or the Trust Centre Team may attend any LGB meeting. The Board of Trustees reserve the right, with good reason, to withdraw delegated powers from any LGB in the Trust and to disband it at any time.

## Apologies for Absence

If a Governor is unable to make a meeting, then apologies should be given to the Chair/Clerk 48 hours prior to the meeting. It is appreciated that in exceptional circumstances this may not be possible Regular attendance is an expectation of all Governors and will be reported annually on the school's website. Any Governor not attending on a regular basis may be suspended or removed. Attendance will also be taken into consideration when reappointing Local Governors.

## Key Information / Reports

- GovernorHub - All Local Governors are expected to keep their individual records up to date so that they can access LGB information and papers
- Local Governor application form and appointment process
- Local Governor Code of Conduct

# Local Governing Bodies (LGB) Arrangements

## Section B – Training and Development

## Skills

### Skills-based recruitment, induction, training and development are informed by the Skills Effectiveness Tool

Effective governance relies on having the right mix of skills, knowledge, experience and perspectives within each LGB. Local Governors are expected to maintain high standards of professionalism and take responsibility for undertaking the training and development required to fulfil their role effectively and contribute to informed decision-making. To support continuous improvement, each LGB completes an annual skills audit through the GovernorHub Effectiveness Tool. The outcomes of this review are used to inform recruitment, succession planning and future training priorities, ensuring that any identified skills gaps are addressed in a timely and proportionate way.

DCAT provides a programme of governance development and support. Governors have access to a range of e-learning resources through GovernorHub and Handsam, alongside the Trust's annual continuing professional development (CPD) offer. Additional training opportunities are available through Diocesan Boards of Education and, where appropriate, Local Authority Governor services. Governors should ensure that any externally sourced training reflects the academy trust context and is relevant to their governance responsibilities. Please be aware that there may be a cost to external training that is met at school level.

The Trust Governance Team is available to support Chairs and Local Governing Bodies in identifying suitable development opportunities for both individual Governors and governing bodies as a whole.

Details of the training that Local Governors must do can be found here.

### Induction

New Local Governors are required to undertake e-learning to understand their roles and responsibilities as a Local Governor, within one month of appointment.

Additionally the following DCAT Induction programme must be completed:

- LGB Induction Checklist – helping new Governors get confident quickly
- DCAT Induction Programme (4 modules):
  - How governance works in our Trust – focusing on roles, delegation and decisions
  - Local assurance and 'effective challenge' - focusing on standards, safeguarding, SEND and inclusion
  - Working with school leaders – how to support, scrutinise and avoid role-blur
  - Information flow, stakeholder voice and escalation – two-way communication in practice

Information on dates and times can be found in the training section of GovernorHub.

All new Governors have access to The Key / Knowledge via their GovernorHub membership.

New Governors should also expect the following support from the LGB:

- A tour of the school
- A meeting with the Headteacher and Chair of Governors
- A Governor mentor. Having an experienced Governor as a 'buddy' can be very helpful support to new Governors. A buddy can help you understand your role and support you in applying the skills you have to a school governing context
- Meet with you after 6 months to review your progress and discuss support and responsibilities moving forward.

### Key Information / Reports

- GovernorHub – e-learning and support articles, individual local Governor training records
- DCAT Governor Training expectations

# Local Governing Bodies (LGB) Arrangements

## Succession

### Succession Planning supports sustainable and effective governance leadership

Effective governance relies on a planned and proactive approach to succession. Local Governing Bodies should continually develop governance capacity by identifying future leaders, recruiting Governors with the skills and perspectives required for the future, and creating opportunities for Governors to grow into leadership roles. Succession planning is not solely about replacing individuals when they leave; it is about ensuring continuity, resilience and the long-term effectiveness of governance.

LGBs should regularly consider the sustainability of their membership, including the future requirements for the Chair, Vice Chair, Link Governor roles and committee membership. Skills audits, governance evaluations and attendance records should be used to identify strengths, gaps and future recruitment priorities. These arrangements help ensure that governance remains effective, representative and aligned to the evolving needs of the school, Trust and community.

Within DCAT, succession planning should be a standing consideration rather than a response to vacancies. Chairs should encourage leadership development, provide opportunities for Governors to take on additional responsibilities and actively support aspiring governance leaders. Vice Chairs should be developed to provide leadership continuity and to strengthen the long-term effectiveness of the LGB. Recruitment should be informed by identified skills gaps, diversity of thought and experience, and the future strategic priorities of both the school and the Trust.

LGBs should work alongside the Trust through skills audits, succession planning discussions during the AIR process, targeted recruitment activity, governance development opportunities and leadership training. Through these arrangements, it can be identified that every LGB has the capacity, capability and leadership necessary to provide effective strategic governance and support the achievement of every child.

### Key Information / Reports

- Annual Skills Audit and GovernorHub Effectiveness Tool.
- Training and Development Records.
- LGB Membership and Terms of Office Report.
- Succession Plan for Chair, Vice Chair and Link Governor roles.
- AIR Governance Review and Governance Excellence Framework.
- Governor Recruitment and Diversity Information.

## Strategic Focus

### Governance maintains a strategic focus on the Trust's vision and values

Within DCAT, LGBs are a vital link between the Trust Board and individual school communities, providing local intelligence, strategic challenge and assurance that Trust priorities are being delivered in a way that reflects the unique context and character of each school.

LGBs are expected to provide strong strategic leadership to a school, ensuring accountability for educational and financial performance. Whilst the Trust Board is responsible for determining the strategic direction of the Trust and for setting the overall vision, values and priorities. LGBs play an important role in

# Local Governing Bodies (LGB) Arrangements

supporting the delivery of that strategy at school level by providing local insight, challenge and assurance.

LGBs should ensure that their discussions and activities remain focused on matters of strategic importance, rather than becoming involved in the operational management of the school, which is the responsibility of the Headteacher and executive leaders. The LGB's role is to ensure that strategy is anchored in the needs of its schools and communities and that governance remains focused on achieving the Trust's charitable objectives.

In carrying out their responsibilities, LGBs should:

- Understand and promote the Trust's vision, values and strategic priorities within their school community.
- Monitor how effectively School Development Plans (SDP) support the Trust's wider strategic objectives.
- Provide constructive challenge and support to school leaders on educational outcomes, pupil wellbeing, attendance, inclusion, safeguarding and community engagement.
- Consider the needs, views and experiences of pupils, parents, staff and the wider community, ensuring that local perspectives inform Trust decision-making.
- Identify emerging risks, opportunities and local issues that may impact the achievement of Trust objectives and escalate these through agreed governance channels.
- Seek assurance that policies, systems and practices within the school are being implemented effectively and are delivering the intended outcomes.
- Focus on long-term improvement, sustainability and the quality of education, rather than individual operational, staffing or day-to-day management matters.

LGB members are expected to contribute strategically, maintain a whole-school perspective and act in the best interests of the Trust and its pupils. Through informed scrutiny, local knowledge and effective stakeholder engagement, LGBs help ensure that the Trust's strategy is successfully translated into meaningful outcomes for the communities it serves.

### Key Information / Reports

- School Development Plan
- School Data Pack
- Excellence Reviews
- DCAT Data Dashboard
- AIR documentation / process
- External reports – e.g. Ofsted, SIAMS

## Systems

### Governors demonstrate secure knowledge of trust systems, policies and processes through engagement in training and hubs

GovernorHub is used as the Trust's secure portal to share information and documents, record Governor training, declarations and confirmations, and support Governors in keeping records up to date. The Trust provides annual CPD for Governors through GovernorHub, including virtual training sessions.

GovernorHub provides Local Governors with access to a wide range of governance resources designed to support informed decision-making, effective challenge and strategic oversight. Governors are encouraged to make full use of

# Local Governing Bodies (LGB) Arrangements

the guidance materials, knowledge articles, training resources, governance templates and question banks available through GovernorHub to strengthen their understanding of governance responsibilities and improve the quality of discussion at meetings. Well-informed governors are better equipped to ask constructive and purposeful questions, test assurances, scrutinise performance information and support school and Trust leaders in delivering improvement. GovernorHub resources should be used to prepare for meetings, support monitoring activities, inform governor development and help ensure that challenge remains focused on strategic priorities, pupil outcomes, safeguarding, financial sustainability and the effective delivery of the Trust's vision and values. Governors should use these resources to develop confidence in their role, whilst ensuring that challenge is evidence-based, proportionate and undertaken in a spirit of support, accountability and continuous improvement.

## Communication Need to Know (N2K)

The Trust issues a fortnightly communication, N2K, with updates on national and local issues. This has a specialist tab for Trustees, Local Governors and Clerks and will be posted on the GovernorHub noticeboard fortnightly, on Tuesdays.

## Chair to LGB Hub Meetings

These are set up to bring together our Chairs of Local Governing Bodies as a forum for discussion and development. A chair of an LGB is nominated to be the Chair of the Chairs Hub with the intention is that they will bring the group together with a shared agenda at least three times a year. Trust Senior Leaders will be on hand for relevant items to help maintain strong communication between the work of the schools and the Trust. If Chairs are not able to attend the meeting, the Vice Chairs can attend in their place. It is appreciated that in exceptional circumstances and it may not be possible to attend and apologies should be given.

The Chair of the Chairs Hub will also be invited to attend Trust Board meetings as an associate trustee to provide the link from the LGBs to the Trust Board.

## Policies

Further information can be found here.

All school policies are delegated in the Scheme of Delegation to the LGB to approve and monitor. The schools are responsible for producing these policies and ensuring they are reviewed and approved within the statutory / agreed timescales. Most policies are recommended for annual review by the DfE, but schools can take a view on this and whether the time scale could be extended to 2 or 3 years. The Trust communicates the approval / changes to policy via the N2K.

# Local Governing Bodies (LGB) Arrangements

## Section C – Evaluation of Impact

### Standards

**Rigorous scrutiny of standards including pupil outcomes (Every Child Goal), attainment gaps, inclusion, attendance and safeguarding culture**

The Academy Improvement Review (AIR) is a strategic tool that captures a school's journey, agrees self-evaluation, reviews trajectory and identifies additional support from the Trust Excellence Offer, where required. It covers the 12 areas of Trust Life. Part A focuses on the elements of the Ofsted Framework and Part B on Trust Life:

| PART A: OFSTED AREAS | PART B: TRUST LIFE |
|---|---|
| Achievement | Christian Vision, Values and Ethos |
| Attendance and Behaviour | Estates and Operations |
| Curriculum and Teaching | Finance |
| Early Years | Safeguarding |
| Inclusion | Workforce |
| Leadership and Governance | |
| Personal Development and Wellbeing | |

Evaluation of impact is carried out through AIRs, Headteacher reviews, Governor monitoring visits and LGB meetings. The AIR, which happens twice a year, is a time for an opportunity for:

- School leaders, Chairs of Governors, and Trust leaders to come together,
- Reflecting on what's working well,
- Identifying what can be improved and any next steps
- Risks identified and fed into the overall Trust risk register

The effectiveness of the LGB will be reviewed as part of the Academy Improvement Review (AIR) process by a review of the Governance Excellence Framework. This will support the risk rating on the school's risk register for governance and help to formulate a plan to support any development within the LGB.

LGB meetings are expected to include the Headteacher's report, including school improvement focus such as the School Development Plan, Self Evaluation Form (SEF), SEND, pupil premium, SIAMS focus, external partner feedback and other external validation. Governor monitoring visits support scrutiny of school progress and performance and should be aligned to the priorities in the School Development Plan.

### Key Information / Reports

- School Development Plan
- School Data Pack
- Excellence Reviews
- DCAT Data Dashboard
- AIR documentation / process
- External reports – e.g. Ofsted, SIAMS
- Governor Monitoring Visits

# Local Governing Bodies (LGB) Arrangements

## SEND

### Strategic oversight of SEND provision, inclusion and impact

Every LGB and Transition Board must have a SEND Lead Governor. The SEND Lead Governor is expected to understand the LGB's responsibilities under the SEND Code of Practice, the different special educational needs and disabilities represented at the school and the local and national policy context for SEND.

The SEND Lead Governor ensures that the school makes necessary special educational provision, meets the needs of pupils with SEND, makes reasonable adjustments under the Equality Act 2010, appoints a SENCO with appropriate training and maintains an up-to-date SEN information report or policy.

The SEND Lead Governor should meet with the SENCO three times a year to monitor SEND provision, use of SEND budget and resources, and the progress of pupils with SEND, then reports to the governing board so that SEND is considered in board discussions and budget decisions.

### Key Information / Reports

- School Development Plan
- School Data Pack
- Excellence Reviews
- DCAT Data Dashboard
- AIR documentation/process
- External reports – e.g. Inclusion Quality Mark (IQM)
- SEND Governor Monitoring Visits
- SEND Information Report / SEND Policy

## Stakeholder Engagement

### Purposeful engagement with pupils, parents, staff and the wider community

LGBs play a key role in strengthening the relationship between the academy, the Trust and its wider community. Acting as a vital link between stakeholders and Trust governance, LGBs help ensure that the views of pupils, parents, carers, staff, parish communities and other local partners are understood and considered. Through effective engagement, LGBs provide valuable local insight to support strategic decision-making and help ensure that the school continues to meet the needs of the community it serves.

Within DCAT, LGBs are expected to champion positive relationships with stakeholders, promote understanding of the Trust's and school's vision and values, and provide feedback on matters affecting the school community. While individual Local Governors do not act as representatives of particular groups, the LGB collectively seeks, listens to and reflects stakeholder views, helping to ensure that local perspectives contribute to school improvement and the successful delivery of Trust priorities. This engagement supports accountability, strengthens community confidence and enables the Trust Board to better understand the opportunities and challenges experienced across its family of schools.

The LGB is delegated the responsibility to ensure that the parent and pupil stakeholder voice is conducted for evidence at the AIR meetings.

### Key Information / Reports

- Staff Stakeholder Voice
- Parent Stakeholder Voice
- Pupil Stakeholder Voice
- Ofsted Parentview

# Local Governing Bodies (LGB) Arrangements

## Support

### Effective support and challenge regarding the implementation and monitoring of the school development plan

One of the primary functions of the LGB is to provide effective support and constructive challenge to school leaders on behalf of the Trust Board. This involves building positive and professional relationships with the Headteacher and senior leaders whilst maintaining sufficient independence to ask probing questions, seek assurance and hold leaders to account for the delivery of Trust priorities. Effective challenge is evidence-based, focused on improving outcomes for pupils and aligned to the strategic objectives of the school and the Trust. Local Governors should use performance information, stakeholder feedback and other sources of assurance to test whether leaders' actions are having the desired impact and to identify areas where additional support or intervention may be required.

Within DCAT, support and challenge should be undertaken in a spirit of partnership and continuous improvement. Local Governors are expected to be curious, well-informed and solution-focused, celebrating success whilst constructively questioning areas of underperformance or risk. Through this balanced approach, LGBs help ensure that high standards are maintained, resources are used effectively, pupils remain at the centre of decision-making and academy leaders are supported to secure the best possible outcomes for their school communities. The Trust Board relies on LGBs to provide local assurance, raise emerging concerns and communicate the strengths, opportunities and challenges within their academy.

### Key Information / Reports

- School Development Plan
- School Data Pack
- Excellence Reviews
- DCAT Data Dashboard
- Stakeholder Voice

# Local Governing Bodies (LGB) Arrangements

## Sustainability

### Securing best financial value, effective resource deployment and long term sustainability

LGBs have an important role in supporting the Trust's commitment to securing best financial value, deploying resources effectively and promoting the long-term sustainability of each school. Whilst responsibility for financial strategy and statutory accountability rests with the Trust Board, LGBs provide local oversight and assurance by considering how resources are being used to support educational priorities, improve outcomes for pupils and deliver value for money. LGBs should maintain an awareness of the school's context, challenges and resource needs, ensuring that decisions and recommendations support both immediate improvement and long-term sustainability.

Within DCAT, LGBs are expected to consider the impact of resource allocation on teaching, learning, inclusion, staffing, estates, technology and community engagement. They should encourage a culture of responsible stewardship, ensuring that public funds are used wisely and that opportunities to improve efficiency, sustainability and value for money are identified and shared. Through appropriate scrutiny, challenge and local intelligence, LGBs help the Trust Board understand emerging pressures, risks and opportunities, contributing to informed decision-making and the long-term success of both individual schools and the wider Trust. LGBs should always seek to balance financial sustainability with the Trust's mission, values and commitment to delivering high-quality education for every pupil.

### Key Information / Reports

- Finance Spotlight Report, Finance Reports
- Headteacher Report to LGB

# The Work of the Local Governing Body

## Governance Professionals/Clerks

High quality professional clerking is crucial to the effective functioning of the LGB. The Governance Professional is there to support the LGB. Their role is not only about good and effective organisation and administration, but also, and more importantly, about helping the LGB understand its role, functions and legal duties and supporting the Chair to enable and facilitate strategic debate and decision making. This is crucial in helping the LGB exercise its functions expediently and confidently, so that it can stay focused on its core purposes.

Briefing sessions and training for the Clerks/Governance Professionals are available. Please see GovernorHub for further information.

## Expectations of Governance Professionals/Clerks

Governance Professionals/Clerks are expected to adhere to the following expectations:

- Seek to build and maintain good relationships with the Chair, Headteacher and Local Governors.
- Ensure that all required safeguarding training is completed as required by every Local Governor in the LGB.
- Produce minutes that use formal language, show clear challenge, identify actions to be completed and follow up on the actions from previous minutes, are free from typing errors and spelling mistakes.
- Ensure that the agenda, approved minutes and any report, document or other paper to be considered at an LGB or Transition Board meeting is uploaded to GovernorHub.
- Attend at least three Clerk to LGB Hub meetings each academic year and send apologies for absence. It is appreciated that in exceptional circumstances this may not be possible.

## Involvement of the Local Governing Body in the appointment of Headteachers

The LGB will be invited to contribute to recruitment materials for Headteacher appointments and representative(s) of the LGB (usually the Chair) will be invited to take a full part in the work of the selection panel for any Headteacher appointments. The final decision on any appointment will be made by the Trust in keeping with national requirements on School Trusts. It is the expectation of the Trust that Headteachers of our Church schools will be practising Christians. For community schools, it is the expectation of the Trust that the Headteacher will be supportive and empathetic to the Christian faith.

## Governor Monitoring Visits

One of the key roles and responsibilities of the LGB is to monitor the progress and performance of the school. Undertaking visits demonstrates the LGB's role in the strategic management of the school by helping to hold the school to account and evaluate its progress.

The LGB must refer to the Governor Monitoring Policy when undertaking monitoring visits by individuals or by pairs/groups of Governors, which anticipates that at least three monitoring visits will take place each year. In some cases, (i.e. SEND, Safeguarding), more frequent monitoring may be appropriate.

A programme of monitoring visits will be approved annually by the LGB and will take account of the priorities set out in the approved School Development Plan. Local Governors should refer to their individual school's monitoring plan and the Trust Governor Monitoring policy.

# The Work of the Local Governing Body

This includes:

- Signing in and following the school's safeguarding systems
- Wearing a Governor badge throughout the duration of the visit
- Being a pre-agreed visit as part of the programme of monitoring visits. Exceptional cases may dictate an unannounced Governor visit but this should be with the agreement of the Chair of Governors and CEO of the Trust.
- Completing a Governor visit form to report back to the LGB. This should be sent to the Headteacher to be agreed before being circulated amongst the LGB. A copy of the DCAT Governor Visit Form can be found in the Governor Monitoring Policy. However, LGB forms can be used if they contain the required information as a minimum.

Visits may also be made in an informal capacity by:

- attending school assemblies and worship
- supporting a school event
- helping in a class
- attending a school function or educational visit.

## Key Information / Report:

- Governor Monitoring Policy

## Allowances Policy

Trustees and Local Governors will be able to claim allowances providing the allowances are incurred in carrying out their duties. These must be claimed in line with Trust Finance Policy.

Anyone wishing to make claims under these arrangements, once prior approval has been sought, should complete a claims form, attaching receipts where possible, and return it to the Trust / school within two weeks of the date when the allowances were incurred, when they will be submitted for approval by the Chair for final approval.

## Key Information / Report:

- Expenses Claim Form

# Managing Governance Concerns

## Transition Board (TB)

The decision as to whether a Transition Board (TB) is put in place is made either when a school joins the Trust, where a school is deemed a 'Critical Response' school, or at the request of the Chair / LGB as a supportive measure to help the school through a period of transition it is facing. A TB is responsible for ensuring the school is safe, and its future is planned. The TB is largely operational, with governance oversight. The TB is chaired by a DCAT-appointed Chair and additional members of the TB are appointed by the Trust. Often these are members of the Trust Centre team. In some cases, the TB will work alongside some or all of the current Governors. The Clerk will ensure that the TB is compliant with statutory obligations.

The TB is a temporary measure, although it will be in place for a minimum of one year and will transition to an LGB once the governance is secure and the school is judged as making sufficient travel and progress. This decision will be made by the CEO with input from the Director of Education, Director of Operations and Governance, Director of Finance, Chair of LGB, Trust Centre staff and Headteacher.

The stages of the TB can be found **here**. When a TB reaches stage three the Chair of the TB will make recommendations for Parent and Staff Governors following a meeting between the Chair, Headteacher and the candidate. For any parent or staff appointments to the TB, the Governor Appointment Panel will note the appointment as recommended by the Chair, Headteacher and Director of Operations and Governance.

## Complaints to the LGB

Governors play a key role in ensuring complaints are handled fairly, independently and in accordance with the Trust's Complaints Policy and Procedure. Their involvement is generally reserved for situations where a complaint has not been resolved through the school's earlier stages. At Stage 2, the LGB or a nominated Governor may review the complaint, clarify the issues raised, consider the evidence, and oversee or commission an investigation where appropriate. Local Governors must remain impartial, maintain confidentiality, and focus on whether the complaint has been investigated and addressed appropriately rather than becoming involved in the day-to-day management of the school.

## Complaint Panel Hearings

Where a complainant remains dissatisfied, Governors may form a Complaints Panel to hear the matter as the final stage of the school's procedure. The panel must be independent, with members having had no prior involvement in the complaint, and its purpose is to provide a fair and objective review of the process and outcomes. The panel can uphold or dismiss the complaint, recommend actions to resolve the issue, and suggest improvements to school systems or procedures to prevent similar concerns arising in the future. However, the panel cannot overturn operational decisions, discipline staff, or rewrite policy; its role is to determine whether the complaint has been handled properly and fairly, and to promote resolution and learning for the organisation.

### Key Information:

- DCAT Complaints Policy and Procedure available on all school websites

# Managing Governance Concerns

## Exclusion Panel Hearings

Governors have an important statutory role in providing independent oversight of suspensions and permanent exclusions. The LGB must ensure that exclusions are lawful, reasonable, procedurally fair and used only as a last resort. Where a permanent exclusion occurs, a pupil is excluded for more than 15 school days in a term, or a suspension would result in a pupil missing a public examination, the LGB must convene an exclusion panel to review the decision. In doing so, they consider all relevant evidence and representations, while also taking account of safeguarding, welfare and any SEND considerations.

When sitting as an exclusion panel, Governors must act impartially and have had no prior involvement in the case. Their role is not to re-investigate the incident but to determine whether the Headteacher's decision was justified and followed the correct process. The panel may direct reinstatement immediately or from a specified date, or decide not to reinstate the pupil. Beyond individual cases, Governors are responsible for monitoring patterns and trends in suspensions, permanent exclusions, managed moves and off-site directions, challenging school leaders where concerns arise and ensuring that exclusions are not used inappropriately or in a discriminatory manner. They must also scrutinise exclusion data to identify any disproportionate impact on particular groups of pupils and ensure the school complies with its duties under equality and safeguarding legislation.

### Key Information / Report:

- Suspensions and Exclusions Policy
- Reporting to LGB template

## Removal of Governors

Removal is seen as a last resort and the Trust would always seek to resolve the situation before it reaches the removal stage. The Trust may remove a Governor where:

- They are disqualified from being a Local Governor (as set out in articles 68-80 of the Articles of Association).
- They have failed to follow the Code of Conduct for Local Governors.
- They have not completed appropriate training for the role (for example, non-completion of statutory safeguarding training).
- There are issues with attendance.
- There have been repeated grounds for suspension.
- There has been serious misconduct. Serious misconduct should be determined by the Trust Board based on the facts of the case. It is expected that any actions that compromise the Nolan principles, if sufficiently serious, would be considered in scope of this reason for removal.
- They display repeated and serious incompetence.
- They have engaged in conduct aimed at undermining fundamental British values.
- Their actions are significantly detrimental to the effective operation of the board, and/or their actions interfere with the operational efficiency of the school.

These examples are not exhaustive.

Any local Governor who is removed has a right of appeal by writing to the Deputy CEO to request that an appeal hearing is convened, within 7 days of the decision to remove. A panel will be convened, if appropriate, within 21 days to hear the appeal. A panel, consisting of 3 members, will be appointed:

# Managing Governance Concerns

- 2 members nominated by the Trust – this could include Trustee, Chair of another LGB or a lay person
- A Local Governor independent of the running of the school where the local Governor served.

The panel will meet to review the removal and request the following information is submitted 7 days prior to them meeting:

- A statement from the local Governor / Trust member of staff proposing the suspension, to include their reasons for the suspension in writing. This will be circulated to the Local Governor subject to removal and they will be given the opportunity to make a statement in writing in response, to be submitted to the panel five days prior to the panel meeting.

The panel will meet and review the statements and decide whether to uphold the decision or re-instate the Local Governor. A decision letter will be sent to the removed Governor within 7 days of the panel meeting informing them of their decision.

## Whistleblowing

### Please see the Trust Whistleblowing Policy on the DCAT website

The Trust encourages Local Governors to raise any concerns that they may have about any wrongdoing at any level within the Trust. Wrongdoing in this context means a Governor has a reasonable belief that disclosure of any of the following, for example, would be in the public interest: any breach of a legal obligation; risk to health and safety; a criminal offence being committed, a miscarriage occurring or likely to occur; or damage to the environment.

Any initial concern should be raised with the Chair of Governors. If it is not appropriate to raise your concern with your Chair of Governors, then you should contact the CEO, a member of the Trust's senior management team or the Chair of the Trust Board, who will ensure that your concern is properly addressed.

Governors are encouraged to raise concerns internally. However, should it not be appropriate to do so using the normal management structure, or if your concerns are about management, you can use any of the contacts listed below:

- Chair of the DCAT
- Chair of the Risk and Audit Committee
- Chief Executive Officer
- Ofsted
- Local Authority Designated Officer (LADO) (for safeguarding matters)
- Department of Education (DfE)
- Education Skills and Funding Agency (ESFA)

If you wish to raise your concerns in writing to any of the above officers of the Trust, please address your letter to: (Marked 'confidential') Diocese of Chichester Academy Trust, St Catherine's College, Priory Road, Eastbourne, BN23 7BL, or email contact@dcat.academy

Local Governors, whose concerns relate to the Chair of Governors, may wish to approach the Director of Operations and Governance, or any of the individuals listed above.

Please remember that in order to allow us to investigate and assess the situation, it would be helpful to provide as much information as possible. We encourage you to put your name to allegations, as anonymous concerns are more difficult to investigate, and we want to be able to take any appropriate action to protect you and provide you with feedback.

Local Governors who raise a concern which is in the public interest under this policy are entitled not to be subjected to any detriment as a result. However, the Governor must reasonably believe that the disclosure they are making is true.

# Managing Governance Concerns

## How will the Trust respond?

Your concern will be assessed, and appropriate action will be considered. This may involve a formal review, an internal enquiry or a more formal investigation. You will be told who your point of contact is to be, what further assistance we may need from you, and agree a timetable for feedback. If you ask, we will write to you summarising your concern and setting out how we propose to handle it. If we have misunderstood the concern or if there is any information missing, please let us know.

When you raise the concern, please comment on how you think the matter might be resolved. Please tell us at the outset if you have any personal interest in the matter. If we think your concern falls within another relevant policy, you will be informed.

Regardless of what action may be appropriate in resolving your concern, we will not tolerate victimisation or harassment, and will take all necessary steps to protect you from any detriment.

Wherever possible, we will give you feedback on the outcome of any investigation. Please note, however, that we might not be able to tell you about the precise actions we take where this would infringe the duty of confidence we owe to other persons.

Whilst we cannot guarantee that we will respond to all matters in the way that you might wish, we will strive to handle the matter fairly and properly. By using this policy, you will help us to achieve this.

## External contacts

The aim of this policy is to provide an internal mechanism for reporting, investigation and remedying any wrongdoing in the workplace. In most cases the Governor should not find it necessary to alert anyone externally. The law recognises that in some circumstances it may be appropriate for the employee to report his/her concerns to an external body such as a regulator. It will very rarely be appropriate to alert the media. If a Governor is not satisfied with the Local Governing Body's / Trust response, the Chair of Governors should ensure that s/he is made aware with whom s/he may raise the matter externally.

For concerns about the safety and welfare of children in our schools, the Safeguarding and Child Protection Policy provides details of who to contact: The Trust Head of Safeguarding, Headteacher, the Chair of the Local Governing Body or the Local Authority Designated Officer. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline on **0800 028 0285.**

Even if your concern proves to be unfounded, you will be protected against any reprisals from management, colleagues or any other employee of the Trust. Making a deliberately false allegation, however, against the Trust, your school, an employee, fellow Governor or any other person will be treated as a breach of the Governors' Code of Conduct, which will usually result in removal.

If you are the subject of an allegation of wrongdoing, then you will be informed of the allegation and given every opportunity to explain the situation and put your side of the story.

# Appendices

## External Links

- Academy Trust Handbook
- Academy Trust Governance Guide
- DCAT Website
- GovernorHub
- Keeping Children Safe in Education

## DCAT Documents

- Academy Improvement Review (AIR) template
- Articles of Association
- Expenses Claim Form
- Facilities, Health and Safety Report to LGB
- Governance Excellence Framework
- Governor Induction Training Expectations
- Governor Monitoring Policy and information
- Governor Training Expectations
- LGB Agenda Items
- LGB Chair Expectations
- Local Governor Appointment Guidelines
- Local Governors Code of Conduct
- Local Governor Induction Checklist
- LGB Pay Panel Information
- Policy Spreadsheet
- Safeguarding Lead Trustee
- Safeguarding Link Governor
- SEND Link Governor
- Terms of Reference
- Transition Board Stages
- Trustee Appointment Guidelines
- Trustee Code of Conduct
- Trustee Visit Protocol
- Whistleblowing Policy

# DCAT Governance Support Contact Information

| NAME/ROLE | CONTACT TEL | CONTACT EMAIL |
|---|---|---|
| Mark Talbot<br>Trust CEO | T: 01273 425001 | E: mtalbot@dcat.academy |
| Rev Dr Jack Dunn<br>Chair of Trust Board | T: 01273 425001 | E: jdunn@dcat.academy |
| Jo Saunders Director of Operations & Governance | T: 01273 056288 | E: jsaunders@dcat.academy |
| Sarah Clarke<br>Trust Governance Professional | T: 01273 425001 | E: sclarke@dcat.academy |
| Dominique Ivil<br>Head of Safeguarding | T: 01273 425001 | E: divil@dcat.academy |
| Miles Willey<br>Operations Manager | T: 01273 056291 | E: mwilley@dcat.academy |
| Joanne Whitmore<br>Compliance Officer | T: 01273 056286 | E: jwhitmore@dcat.academy |
| Georgia Hunt<br>Marketing, PR, Events & Communications Officer | T: 01273 056290 | E: ghunt@dcat.academy |
| DCAT Main Contact | T: 01273 425001 | E: contact@dcat.academy |
| Jenny Barnard-Langston<br>Chair of Chairs Hub | T: 01273 425001 | E: jbarnard-langston@dcat.academy |

# Notes

DCAT
DIOCESE OF CHICHESTER
ACADEMY TRUST

# EVERY CHILD EVERY DAY IN EVERY SCHOOL IS GIVEN EVERY CHANCE TO ACHIEVE THEIR GOD-GIVEN POTENTIAL.

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