



GATEWAY
PRIMARY SCHOOL
Inspiring Curious Minds



Governance Policy

2026-27

Date of Approval:	6th July 2026
Date of Review:	3 rd September 2027
Headteacher:	Mrs Kayleigh Anstee
Chair of Governors:	Kevin Moyes
Policy Owner:	Full Governing Board

Signed

Kevin Moyes – Chair of Governors



Policy framework, guidance and related documents

The Governing Board will apply this policy as Gateway Primary School's agreed governance operating framework. Where a legal or statutory requirement applies, the policy reflects that requirement. Where DfE, NGA or Oxfordshire guidance describes good practice, the Governing Board has adopted the practices set out in this policy as commitments and therefore uses "will" wherever the Board has agreed that approach.

Annual governance and monitoring cycle

At the start of each academic year, and whenever material changes are required, the Governing Board will approve an annual schedule of Governing Board meetings and governor monitoring activity. The schedule will map statutory and annual business, policy approvals, committee/panel business, Lead and Deputy Lead monitoring, school visits, training, self-evaluation and review dates so that all material areas of governance are covered across the year.

All governor monitoring will follow Gateway's [Governors' Monitoring Visits Policy](#), will be linked to the School Improvement Plan, statutory duties, risk or agreed governance priorities, and will be reported to the Full Governing Board. The Board will use the [Oxfordshire Governor Services Annual Schedule and monitoring resources](#) to support annual planning.

Core statutory and legal framework

- [School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013 – DfE guidance](#)
- [Constitution of governing bodies of maintained schools – statutory guidance](#)
- [Keeping Children Safe in Education 2026 – statutory safeguarding guidance](#)
- [Working together to improve school attendance – statutory guidance](#)
- [SEND Code of Practice: 0 to 25 years – statutory guidance](#)
- [Supporting pupils at school with medical conditions – statutory guidance](#)

Other legal and statutory duties relevant to responsibilities (including equality, data protection, appraisal, pay and complaints) are referenced in the relevant Terms of Reference and in section 19.

Key good-practice and professional guidance

- [DfE Maintained schools: governance guide](#)
- [DfE Effective governance resources](#)
- [NGA role descriptions, link-governor guidance, monitoring visits and delegation resources](#)
- [Oxfordshire County Council Governor Services](#)

Related Gateway governance documents and information

The Governing Board will use this policy alongside the documents published on the [Gateway Governors page](#), including the Instrument of Government, Standing Orders, Delegation Planner, annual Governance Schedule, Code of Conduct, Governor Induction Policy and Governor Monitoring Visits Policy, and alongside the school's [published policies](#).



Contents (Hyper-Linked)

Policy framework, guidance and related documents	2
1. The Role of the Governing Board	4
2. Membership of the Governing Board	5
3. Governance Structure	6
3A. Chair of Governors - Terms of Reference	8
3B. Vice Chair of Governors - Terms of Reference	9
4. Lead Governors - Terms of Reference	10
5. Deputy Lead Governors - Terms of Reference	11
6. Finance - Terms of Reference for Lead Governors	12
7. Staff (including Wellbeing) - Terms of Reference	13
8. Pupil Mental Health and Wellbeing - Cross-cutting Board Guidance	14
9. Learning and Teaching (including Attendance) - Terms of Reference	15
10. Premises (including Health & Safety) - Terms of Reference	16
11. Community - Terms of Reference	17
12. SEND (Inclusion) - Terms of Reference	18
13. Safeguarding & Child Protection (including Filtering & Monitoring) - Terms of Reference	19
14. Whistleblowing - Terms of Reference	20
15. GDPR / Data Protection - Terms of Reference	21
16. Environmental Sustainability - Terms of Reference	22
17. Headteacher Performance Management Committee - Terms of Reference	23
18. Pay Committee - Terms of Reference	24
19. Key External Guidance and Resources	25



1. The Role of the Governing Board

The Governing Board is the school's strategic decision-making body. Its core statutory functions are to:

- ensure that the vision, ethos and strategic direction of the school are clearly defined;
- hold the Headteacher to account for the educational performance of the school and the effective performance management of staff;
- ensure the sound, proper and effective use of the school's financial resources; and

In addition, the Governing Board has legislative responsibility and strategic oversight for the school's safeguarding arrangements, ensuring that safeguarding and child protection are central to the school's culture and processes.

The Governing Board and individual governors must act with integrity, objectivity and honesty, in the best interests of the school, and be open and accountable for their decisions.

Governance is strategic rather than operational. Governors set direction, scrutinise evidence, provide support and constructive challenge, monitor impact and assure themselves that legal and policy requirements are met. The Headteacher and staff are responsible for the day-to-day management and operation of the school.

Relevant guidance: [DfE Maintained schools: governance guide](#) | [NGA role descriptions](#)



2. Membership of the Governing Board

The composition of the Governing Board is determined by the school's Instrument of Government and the [School Governance \(Constitution\) \(England\) Regulations 2012](#). The current membership is set out in the table below.

Headteacher	Kayleigh Anstee		
Parent Governors	Richard Robyn Emily Tranter	Pearce	Doyle Jones
Local Authority Governor	Kevin Moyes		
Staff Governor	Gill Lock (School Business Manager)		
Co-opted Governors	Kelly Helen 2 Vacancies		Mahon Lynch
Clerk	Jonathan Smith		

When appointing governors, the Board will use its most recent Skills Audit to identify the skills, experience, lived experience and competencies needed to strengthen governance. Where the category of vacancy allows, these priorities will inform recruitment and appointment decisions.

The Board will also consider the diversity of its membership and the community it serves. In line with current DfE guidance, it will periodically review aggregate and anonymised diversity information, where sufficient members have consented to provide it, to support inclusive recruitment, effective decision-making and compliance with equality and data-protection requirements.

All governors, regardless of how they are appointed or elected, act in the best interests of the school and all pupils. Parent and staff governors do not represent a constituency.

The Board will review its skills, succession needs, vacancies, attendance, training and diversity at least annually as part of its governance self-evaluation.

Relevant guidance: [DfE Constitution of governing bodies](#) | [DfE Maintained schools: governance guide](#) | [Gateway Governors information](#)



3. Governance Structure

Gateway operates a Full Governing Board (“circle”) model, supported by clearly allocated Lead and Deputy Lead Governor roles and the two standing committees/panels set out below. The Governing Board will approve an annual Governance Schedule and Governor Monitoring Schedule that determine when statutory, strategic, assurance and monitoring matters are considered.

Roles	Terms of Reference Details	Who
Chair	Full Terms of Reference at section 3A	Kevin Moyes
Vice Chair	Full Terms of Reference at section 3B	Kelly Mahon
Safeguarding & Child Protection (including Filtering & Monitoring)	Monitoring/assurance role; the Governing Board retains collective responsibility	Kelly Mahon (Lead) Emily Tranter (Deputy)
Whistleblowing Governor	Monitoring/assurance role; the Governing Board retains collective responsibility	Kevin Moyes
Headteacher Performance Management Committee	Delegated committee functions within the approved Terms of Reference and relevant policy	Kevin Moyes (Chair) Helen Lynch Robyn Pearce Jones
Pay Committee	Delegated committee functions within the approved Terms of Reference and relevant policy	Kevin Moyes (Chair) Helen Lynch Robyn Pearce Jones
Lead Governors	See generic Terms of Reference and specific guidance	
Area	Lead	Deputy Lead
Finance	Kevin Moyes	N/A
Staff (including Wellbeing)	Kelly Mahon	N/A
Learning & Teaching (including Attendance)	Helen Lynch	Emily Tranter
Premises (including Health & Safety)	Kevin Moyes	N/A
Community	Kevin Moyes	N/A
SEND (Inclusion)	Kelly Mahon	Robyn Pearce Jones
GDPR	Kevin Moyes	N/A
Environmental Sustainability	Kevin Moyes	N/A



Principles for Lead, Deputy Lead and Link roles

- Lead/Link roles improve the depth of monitoring and assurance but do not transfer collective responsibility away from the full Governing Board.
- No individual governor will make decisions or give instructions on behalf of the Board unless that authority has been expressly and lawfully delegated. Lead Governors will not become involved in operational management.
- Monitoring will be proportionate, evidence-led and linked to the School Improvement Plan, statutory duties, risk or agreed governance priorities. It will include, as appropriate, review of data and documents, discussions with leaders, staff or pupils, and planned school visits.
- Monitoring visits are not inspections. Governors will agree the purpose in advance, follow the Governors' Monitoring Visits Policy, avoid disrupting teaching, and report evidence, assurance, questions and actions back to the Board.
- The Board will review role allocations, conflicts of interest, succession and capacity annually. Deputy roles will build resilience and succession rather than create parallel accountability.
- All governors remain responsible for understanding the key issues across safeguarding, SEND, finance, educational performance, attendance, staff wellbeing, equality and risk, regardless of specialist allocations.

Training and development

The Board will maintain an annual training and development plan. All governors will receive appropriate induction and ongoing training. This will include safeguarding, Prevent and online-safety training as required by current guidance, alongside role-specific development.

Full Governing Board meetings

- Agendas will be agreed by the Chair, Headteacher and Governance Professional/Clerk and will prioritise strategic decisions, assurance, school improvement, risk and statutory business.
- The Headteacher's report will provide concise, decision-useful information on strategic priorities and key metrics, including safeguarding, attendance, behaviour, pupil outcomes, staffing, finance/resources, risk, health and safety/estates and stakeholder engagement.
- Working groups may be established for time-limited tasks. Unless the Board expressly delegates lawful decision-making powers, working groups have no delegated authority and report recommendations to the full Board.

The Governing Board will apply this policy alongside the [annual Governance Schedule and other governance documents](#), the [Governors' Monitoring Visits Policy](#), and the school's [published policies](#).



3A. Chair of Governors - Terms of Reference

Purpose

To provide effective leadership to the Governing Board, ensuring that it fulfils its statutory and strategic responsibilities and operates with a culture of high standards, constructive challenge, inclusion, integrity and continuous improvement.

Key responsibilities

- lead the Governing Board and ensure that meetings and wider governance remain focused on strategy, accountability, assurance and impact rather than operational management;
- work with the Headteacher and Governance Professional/Clerk to agree purposeful agendas, ensure appropriate information is available, and enable timely and well-evidenced decisions;
- set expectations for governor conduct, contribution, preparation, attendance, confidentiality, training and compliance with the Board's Code of Conduct;
- build an effective governance team, make good use of governors' skills, support induction and development, and lead succession planning for governance roles;
- maintain a constructive, appropriately challenging relationship with the Headteacher, supporting accountability, wellbeing and professional development while preserving the distinction between governance and management;
- ensure that delegation is clear, lawful, recorded and reviewed and that committees, Lead Governors and working groups report effectively to the Board;
- ensure that the Board evaluates its own effectiveness, follows through agreed actions and addresses persistent under-performance or non-participation by governors appropriately;
- act as the principal point of contact for the Governance Professional/Clerk and ensure the Board receives independent procedural advice;
- represent the Governing Board externally where appropriate and ensure that any communication on behalf of the Board reflects an agreed position;
- use Chair's Action only where the statutory urgency test is met: where delay would be likely to be seriously detrimental to the school, a pupil/parent/carers, or a person who works at the school. Any action taken must be reported in writing to the Governing Board as soon as possible and recorded in the minutes.

The Chair is "first among equals" and does not otherwise have authority to act alone on behalf of the Governing Board.

Relevant guidance: [DfE Maintained schools: governance guide](#) | [NGA chair role description](#)



3B. Vice Chair of Governors - Terms of Reference

Purpose

To support the Chair in leading effective governance and to provide continuity and resilience when the Chair is unavailable.

Key responsibilities

- act as a trusted sounding board to the Chair and provide constructive support and challenge;
- share agreed leadership tasks with the Chair so that governance workload is manageable and succession capacity is developed;
- deputise for the Chair when they are absent or unable to act, including exercising Chair's Action only where the statutory urgency test is met;
- support the development, induction and engagement of governors and contribute to Board self-evaluation and succession planning;
- remain sufficiently independent from matters where the Chair is directly involved so that, where possible, the Vice Chair can support escalation, complaints, appeals or other processes requiring an alternative governance lead;
- work with the Chair, Headteacher and Governance Professional/Clerk to sustain effective relationships, meeting discipline and follow-through of Board decisions.

The Vice Chair has no separate decision-making authority unless acting for the Chair under lawful arrangements or exercising a function expressly delegated by the Board.

Relevant guidance: [NGA vice chair guidance](#) | [DfE Maintained schools: governance guide](#)



4. Lead Governors - Terms of Reference

Purpose

To provide informed monitoring, assurance and challenge on a designated area of the Governing Board's responsibilities, while supporting the whole Board to retain collective understanding and accountability.

Lead Governors will:

- develop and maintain sufficient knowledge of the relevant statutory requirements, professional guidance, school policies, improvement priorities and key risks;
- agree a proportionate annual monitoring plan with the Board and relevant school leaders, linked to the Governance Schedule and School Improvement Plan;
- review relevant data, reports, policies, audit findings and other evidence, identifying material strengths, risks, gaps and questions for the Board;
- undertake planned monitoring visits and discussions in accordance with the Governors' Visits Policy, without conducting inspections or directing staff;
- seek evidence of impact and implementation, rather than relying solely on activity or assurance statements;
- report concisely to the Governing Board, distinguishing evidence, assurance, concerns, recommendations and any follow-up action required;
- escalate significant concerns promptly to the Chair and/or full Governing Board, following safeguarding or other statutory escalation routes where relevant;
- work constructively with any Deputy Lead Governor, sharing knowledge and supporting succession planning;
- consider safeguarding, equality, inclusion, staff workload/wellbeing, financial and risk implications within their area.

Lead Governor status does not create individual executive authority. The full Governing Board retains collective responsibility unless a lawful function has been formally delegated.

Relevant guidance: [NGA link governors and trustees](#) | [NGA monitoring visits](#) | [Gateway Monitoring Visits Policy](#)



5. Deputy Lead Governors - Terms of Reference

Purpose

To support the Lead Governor in a designated area, strengthen monitoring capacity and provide resilience and succession.

Deputy Lead Governors will:

- build sufficient knowledge of the assigned area and its key statutory duties, risks and priorities;
- agree with the Lead Governor which monitoring activity they will undertake, avoiding unnecessary duplication;
- undertake evidence review, meetings or visits in accordance with Board policy and report findings to the Lead Governor and Governing Board;
- deputise for the Lead Governor when required, including presenting monitoring findings or leading discussion of the area at Board meetings;
- support continuity by maintaining appropriate records, understanding outstanding actions and contributing to succession planning;
- raise any significant concern directly with the Chair/full Board where appropriate rather than waiting for the Lead Governor to act.

The Deputy Lead Governor supports but does not dilute the Lead Governor's coordinating role or the collective responsibility of the full Governing Board.

Relevant guidance: [NGA link governors and trustees](#) | [NGA monitoring visits](#) | [Gateway Monitoring Visits Policy](#)



6. Finance - Terms of Reference for Lead Governors

Lead Governor: Kevin Moyes

The Finance Lead Governor (with their deputy if applicable), will:

- provide additional scrutiny and assurance; the full Governing Board retains responsibility for financial oversight and approval of the school budget.
- scrutinise the annual budget and medium-term financial plan, testing assumptions, affordability, alignment with strategic priorities and the sustainability of staffing and other major costs before full Board approval;
- ensure the Board receives clear budget monitoring information at least six times each year and formally reviews income and expenditure against budget at least three times each year;
- scrutinise material variances, forecast outturn, reserves/carry-forward, financial risks and proposed corrective actions, escalating significant concerns to the Board;
- seek assurance that the school complies with Oxfordshire County Council financial regulations, internal controls, procurement requirements and the Board's approved scheme of financial delegation;
- support robust oversight of value for money, financial efficiency, benchmarking, major contracts and investment decisions;
- ensure audit, internal-control and financial-management recommendations are tracked to completion;
- support the Governing Board and School Business Manager/finance lead in completing and approving the Schools Financial Value Standard (SFVS) annually;
- ensure financial decisions take account of educational impact, safeguarding, equality, staff workload and longer-term organisational sustainability.
- The Finance Lead will scrutinise and challenge rather than prepare the budget, process transactions or undertake the operational work of the School Business Manager/finance team.

Relevant guidance: [DfE SFVS guidance](#) | [DfE Maintained schools: governance guide](#) | [Oxfordshire Governor Services](#)



7. Staff (including Wellbeing) - Terms of Reference

Lead Governor: Kelly Mahon

The Staff (including Wellbeing) Lead Governor (with their deputy if applicable), will:

- provide strategic monitoring and assurance on workforce capacity, culture, employment arrangements and staff wellbeing. Individual employment cases remain subject to the relevant policy and must not be informally managed through the Lead Governor role.
- monitor whether the staffing structure, workforce capacity, skills and succession arrangements are sufficient to deliver the School Improvement Plan and meet pupils' needs;
- review high-level workforce information such as recruitment and retention, absence, turnover, vacancies, professional development and workforce risks, while maintaining confidentiality;
- seek assurance that appraisal, capability, disciplinary, grievance, safer recruitment and pay arrangements are compliant, fair and consistently implemented;
- monitor staff workload, work-life balance, wellbeing, psychological safety and working conditions, using staff voice and other evidence to identify themes and evaluate action;
- seek assurance that the school takes appropriate steps to prevent and address bullying, harassment and discrimination and fulfils its equality, health and safety and employment responsibilities;
- consider whether reasonable adjustments, flexible working and inclusive employment practices are appropriately supported within the school's policy framework;
- monitor the impact and value of continuing professional development and leadership development;
- ensure that pay matters are determined through the Pay Committee and Pay Policy rather than by the Staff Lead individually;
- consider Headteacher wellbeing and professional development through the appropriate appraisal/governance arrangements.

The Board retains collective responsibility for staff wellbeing. Current DfE guidance specifically encourages governing bodies to consider staff workload and wellbeing and permits designation of a wellbeing champion.

Relevant guidance: [DfE Maintained schools: governance guide](#) | [Education Staff Wellbeing Charter](#)



8. Pupil Mental Health and Wellbeing - Cross-cutting Board Guidance

No separate Lead Governor is allocated for pupil mental health and wellbeing. The Board will oversee this area collectively, with monitoring integrated across Safeguarding, SEND (Inclusion) and Learning & Teaching.

The Board and Individual Lead Governors will, as part of the execution of their duties:

- seek assurance that pupil mental health and wellbeing are reflected appropriately in curriculum, safeguarding, behaviour, SEND and pastoral arrangements;
- monitor relevant indicators such as attendance, behaviour, suspensions/exclusions, safeguarding themes, SEND needs, pupil voice and referrals/support, looking for patterns and inequalities;
- seek assurance that systems are in place for early identification, intervention, referral and clear accountability where pupils may need additional support;
- consider whether staff have appropriate knowledge, training and access to specialist support;
- use pupil and parent/carers voice to understand experience and evaluate whether support is accessible, inclusive and effective;
- avoid involvement in individual cases except where a formal governance process or safeguarding escalation requires it.

Relevant guidance: [DfE Maintained schools: governance guide](#) | [Gateway safeguarding information](#)



9. Learning and Teaching (including Attendance) - Terms of Reference

Lead Governor: Helen Lynch | **Deputy Lead Governor:** Emily Tranter

The Learning and Teaching Lead Governor (with their deputy if applicable), will:

- monitor the quality and ambition of the curriculum and the extent to which it enables all pupils, including disadvantaged pupils and pupils with SEND, to learn, progress and achieve well;
- scrutinise progress against the School Improvement Plan and the school's self-evaluation, testing whether actions are producing sustained impact rather than activity alone;
- review appropriate educational performance data, understanding its limitations and using questions, monitoring visits, pupil voice and external evidence to triangulate leaders' assessments;
- monitor differences in outcomes and experience between pupil groups and seek assurance that leaders are addressing material gaps and barriers;
- monitor the quality and consistency of teaching, assessment and curriculum implementation at strategic level without undertaking lesson inspection or individual teacher evaluation;
- treat attendance as a school-improvement and safeguarding priority, monitoring whole-school, persistent and severe absence, patterns by pupil group, the impact of support and compliance with Working together to improve school attendance;
- seek assurance that the school understands the causes of absence, works effectively with families and partners, and has clear escalation processes where support is not successful or appropriate;
- consider the resource, staffing, SEND, wellbeing, safeguarding and equality implications of educational priorities and raise these with the relevant Lead Governor/full Board;
- ensure requests for data and monitoring are proportionate and do not create unnecessary workload for staff.

Relevant guidance: [DfE Working together to improve school attendance](#) | [NGA monitoring visits](#) | [Gateway Ofsted and monitoring](#)



10. Premises (including Health & Safety) - Terms of Reference

Lead Governor: Kevin Moyes

The Premises and Health & Safety Lead Governor (with their deputy if applicable), will:

- provide strategic oversight and assurance. Day-to-day estate management, statutory checks, contractor management and risk-control implementation remain operational responsibilities.
- seek assurance that the school maintains a safe, healthy, secure, accessible and sustainable environment for pupils, staff and visitors and complies with relevant health and safety, premises and employer requirements;
- review the school's strategic approach to its estate, including condition, suitability, capacity, accessibility, resilience, maintenance priorities and alignment with educational needs;
- monitor material health and safety risks, audits, risk assessments, incidents, statutory inspections and overdue actions, focusing on whether controls are effective and actions are completed promptly;
- seek assurance that emergency planning, fire safety, security, business continuity and arrangements for school premises used by third parties are appropriate and tested;
- ensure the Accessibility Plan is maintained and reviewed and that estate decisions consider SEND, equality and reasonable-adjustment requirements;
- review major maintenance, capital proposals, premises-related funding bids and significant contracts from a strategic, financial and risk perspective;
- undertake planned site monitoring visits and report material findings and actions to the Board;
- work with the Environmental Sustainability Lead role to monitor energy, water, climate resilience and the environmental performance of the estate;
- seek appropriate assurance on arrangements for pupils with medical conditions and relevant allergy-safety duties where these intersect with premises, health and safety or risk management.

Relevant guidance: [DfE health and safety responsibilities](#) | [DfE Good estate management for schools](#) | [Gateway published policies](#)



11. Community - Terms of Reference

Lead Governor: Kevin Moyes

The Community Lead Governor (with their deputy if applicable), will:

- support the Board to understand the views, needs and experience of pupils, parents/carers, staff and the wider community, including Service families and relevant local partners;
- agree proportionate stakeholder-engagement priorities with the Board and monitor whether engagement is inclusive, accessible and informs strategic decision-making;
- support meaningful pupil voice, including engagement with the Pupil Parliament or other pupil groups, and ensure themes are fed back to the Board;
- monitor the school's approach to community cohesion and relationships with neighbouring schools, early-years providers, local organisations, RAF Brize Norton and other partners where relevant;
- maintain strategic oversight of the relationship with Red Dragon Pre-School and the use of the Community Hall, including educational/community benefit, risk and value for money;
- support effective relationships with the PTA and other parent/community groups while maintaining clear governance boundaries;
- coordinate the annual governor/community report or equivalent communication on governance activity and impact;
- identify material community developments, opportunities or risks and ensure these are brought to the Board's attention.

The Community Lead is not a spokesperson for the school or Governing Board unless specifically authorised and does not "represent" a stakeholder group.

Relevant guidance: [DfE Maintained schools: governance guide](#) | [NGA link governors and trustees](#)
| [Gateway Governors page](#)



12. SEND (Inclusion) - Terms of Reference

Lead Governor: Kelly Mahon | **Deputy Lead Governor:** Robyn Pearce Jones

The Lead and Deputy support the Board's oversight of SEND, disability, inclusion and related equality duties. Overall responsibility remains with the full Governing Board.

The SEND (Inclusion) Lead Governor (with their deputy if applicable), will:

- work regularly with the SENCO and relevant senior leaders to understand the school's SEND profile, strategy, provision, capacity, risks and priorities;
- champion high expectations, inclusion and pupil engagement for pupils with SEND and disabilities, ensuring their experience and outcomes are considered in strategic decisions;
- monitor identification, the graduated approach, provision, progress and outcomes, including attendance, behaviour, suspensions/exclusions, participation and wellbeing;
- scrutinise how SEND funding, including notional SEND funding and top-up funding, is used and whether it contributes to improved provision and outcomes;
- seek assurance that staff have sufficient expertise, training, time and access to specialist support, including that the SENCO is appropriately qualified and resourced;
- monitor engagement with pupils and parents/carers and how their views influence provision and improvement;
- ensure the school prepares and regularly updates its SEN Information Report, SEND policy, equality information/objectives and Accessibility Plan, and that the Board considers its Public Sector Equality Duty;
- monitor provision and outcomes for other groups where the Board has placed these within the Inclusion portfolio, including disadvantaged pupils/Pupil Premium and looked-after or previously looked-after children, ensuring appropriate designated staff and reporting arrangements are in place;
- ensure the Board receives appropriate and regular SEND/disability training.

Gateway references: [SEND information](#) | [Equality, diversity and inclusion](#)

Relevant guidance: [DfE SEND Code of Practice](#) | [NGA SEND link governor role](#) | [Gateway SEND information](#)



13. Safeguarding & Child Protection (including Filtering & Monitoring)

- Terms of Reference

Lead Governor: Kelly Mahon | **Deputy Lead Governor:** Emily Tranter

The Lead Governor takes leadership responsibility for safeguarding assurance on behalf of the Board, but safeguarding remains the collective responsibility of the full Governing Board.

Lead Governor responsibilities

- meet with the Designated Safeguarding Lead (DSL) at least termly, or more frequently where risk requires, to review safeguarding arrangements, themes, training, policy implementation and actions without discussing unnecessary identifying details of individual pupils;
- remain up to date with Keeping Children Safe in Education (KCSIE), Prevent and relevant local safeguarding arrangements and ensure material changes are brought to the Board's attention;
- seek assurance that safeguarding/child-protection policies, safer recruitment, allegations/low-level concerns processes, staff training and record-keeping arrangements are effective and compliant;
- monitor the school's safeguarding culture and whether staff, pupils and families know how to raise concerns and feel able to do so;
- report safeguarding assurance, material risks and outstanding actions to each Governing Board meeting as appropriate, with a fuller annual review of safeguarding effectiveness;
- participate in safer-recruitment activity only where formally appointed and appropriately trained; otherwise seek assurance that safer-recruitment requirements are met.

Filtering, monitoring and online safety

- act as the governor assigned responsibility for ensuring the DfE filtering and monitoring standards are met, working with the responsible SLT member, DSL and IT support/provider;
- be involved in the formal review of filtering and monitoring provision at least once each academic year and whenever significant safeguarding, technology or system changes require further review;
- seek assurance that roles are clearly assigned, systems operate across relevant devices/locations, checks and review outcomes are recorded, harmful content is appropriately blocked, and monitoring arrangements generate timely safeguarding action;
- ensure the Board reviews the DfE filtering and monitoring standards and receives assurance on gaps and actions, including risks associated with generative AI and other emerging technology;
- support annual review of the school's wider online-safety approach and associated risk assessment.

Deputy Lead Governor

- maintain sufficient safeguarding knowledge and training to deputise effectively;
- support agreed monitoring activity, including visits and evidence review, and contribute to reports to the Board;
- provide continuity where the Lead Governor is unavailable or has a conflict of interest.

The Lead/Deputy Governor will not investigate safeguarding concerns or act as an informal complaints route. Concerns must follow the school's safeguarding, allegations, complaints or whistleblowing procedures as applicable.

Relevant guidance: [KCSIE 2026](#) | [DfE filtering and monitoring core standard](#) | [NGA link governor guidance](#)



14. Whistleblowing - Terms of Reference

Whistleblowing Governor: Kevin Moyes

The Whistleblowing Governor will:

- support confidence in the school's whistleblowing arrangements and, where named in the school's Whistleblowing Policy, act as an appropriate governor contact for staff wishing to raise qualifying concerns.
- seek assurance that the Governing Board has agreed and established a clear whistleblowing procedure, based on Oxfordshire County Council arrangements where appropriate, and reviews it periodically;
- ensure the procedure identifies at least one staff contact and at least one governor contact, together with an external/local-authority route for concerns that cannot appropriately be raised within school;
- seek assurance that employees, temporary staff and contractors know how to raise concerns, the types of wrongdoing covered and the protections available to whistleblowers;
- where acting as a named contact, receive concerns sensitively, maintain appropriate confidentiality, make a contemporaneous record and route/escalate the concern in accordance with the Whistleblowing Policy;
- not investigate a whistleblowing concern personally unless formally appointed under the relevant procedure and there is no conflict of interest;
- ensure conflicts are managed and an alternative route is available where a concern involves the Headteacher, Chair, Whistleblowing Governor or another person who would normally receive the concern;
- seek assurance that no person suffers unlawful detriment for raising a protected disclosure and that the school takes concerns seriously and responds promptly;
- provide the Board with proportionate, anonymised assurance on the effectiveness of arrangements, themes and lessons learned, without compromising individual confidentiality.

Whistleblowing is distinct from an employee grievance and from a parental complaint. Grievances normally concern an employee's own employment; parental complaints are managed under the School Complaints Procedure; whistleblowing concerns wrongdoing or malpractice in the public interest.

Relevant guidance: [DfE whistleblowing procedure for maintained schools](#) | [Gateway published policies](#)



15. GDPR / Data Protection - Terms of Reference

GDPR Lead Governor: Kevin Moyes

Gateway reference: [Data Protection and privacy information](#)

The GDPR/Data Protection Lead will:

- provide governance assurance. The school's Data Protection Officer (DPO) and operational staff retain their statutory/professional responsibilities for day-to-day compliance.
- seek assurance that the school complies with UK GDPR, the Data Protection Act 2018 and relevant amendments introduced by the Data (Use and Access) Act 2025;
- monitor whether the school can demonstrate compliance with the seven UK GDPR principles, including accountability, and has current data-protection policies, records and retention arrangements;
- meet with or receive assurance from the DPO on audits, significant risks, breaches, subject access requests, data-protection complaints, privacy notices and outstanding actions;
- seek assurance that data breaches are identified, contained, assessed, recorded and, where required, reported to the ICO and affected individuals within applicable timescales;
- monitor whether Data Protection Impact Assessments are used appropriately for high-risk processing, including new technologies, EdTech, surveillance/CCTV and uses of artificial intelligence where relevant;
- seek assurance that staff receive appropriate data-protection training and that access to personal data is appropriately controlled;
- ensure the Board understands its responsibilities for Freedom of Information, record retention and secure information governance;
- support Board oversight of cyber-security risks and ensure at least one governor completes appropriate cyber-security training;
- consider children's privacy and safeguarding when reviewing data, technology and online-safety arrangements.

The 2026 DfE data-protection guidance has been updated to reflect the Data (Use and Access) Act 2025 and includes new material on EdTech, AI, CCTV and filtering/monitoring.

Relevant guidance: [DfE data protection in schools](#) | [Gateway data protection information](#) | [DfE filtering and monitoring standard](#)



16. Environmental Sustainability - Terms of Reference

Environmental Sustainability Lead Governor: Kevin Moyes

The Environmental Sustainability Lead Governor (with their deputy if applicable), will:

- provide strategic oversight of environmental sustainability and climate resilience. The school will maintain a clearly identified operational sustainability lead/leadership structure responsible for delivery.
- seek assurance that the school has a current climate action plan and a nominated sustainability leadership structure, in line with DfE expectations and estate-management standards;
- monitor progress across the four DfE climate-action pillars: adaptation and resilience; biodiversity and nature; climate education and green skills; and decarbonisation/net zero;
- ensure sustainability is integrated with the school's strategy, curriculum, estate planning, procurement, travel, food, waste, energy/water management and community engagement;
- monitor meaningful measures and outcomes, including energy/water use, cost, carbon-reduction activity, waste, biodiversity, resilience and pupil/staff engagement where data is available;
- work with the Premises/Health & Safety Lead to consider climate resilience, estate condition and long-term investment needs;
- support pupil voice and participation in sustainability and environmental activity and ensure actions are inclusive and educationally purposeful;
- identify relevant funding, partnership and external-support opportunities and ensure material proposals are considered through normal financial and procurement governance;
- report progress, risks and priorities to the Governing Board at least annually and ensure sustainability features in the monitoring schedule.

Relevant guidance: [DfE sustainability leadership and climate action plans](#) | [DfE Good estate management for schools](#)



17. Headteacher Performance Management Committee - Terms of Reference

Committee: Kevin Moyes (Chair), Helen Lynch and Robyn Pearce Jones

Membership and quorum

- The full Governing Board appoints the appraisal panel. Staff governors must not serve on the panel because of the inherent conflict of interest.
- The panel will consist of the three governors named above unless the Governing Board approves a change.
- The quorum is three appointed governors. The Headteacher and external adviser attend the appraisal process but are not committee members, do not form part of the quorum and do not vote.
- The Governing Board must appoint a suitably qualified and sufficiently independent external adviser each year to provide advice and support to the Headteacher appraisal process.

Responsibilities

- conduct the Headteacher's appraisal as a continuous annual cycle, including the formal annual review and appropriate mid-year monitoring;
- agree clear, evidence-based and appropriately stretching objectives linked to school strategy, educational performance, leadership and professional development, taking account of workload and wellbeing;
- agree proportionate evidence and monitoring arrangements at the start of the cycle and avoid introducing unnecessary objectives or data burdens during the year;
- consider the external adviser's impartial advice while retaining ownership of all appraisal judgements and decisions;
- review performance against objectives and the Headteacher's wider responsibilities, recognising achievements, identifying development priorities and agreeing support;
- prepare the required written appraisal report and provide it to the Headteacher in accordance with the school's Appraisal Policy and statutory requirements;
- make any appropriate pay recommendation arising from appraisal to the Pay Committee. The appraisal panel does not make the final pay determination;
- maintain strict confidentiality, sharing appraisal information only as permitted by the Appraisal Policy and law.

Relevant guidance: [DfE teacher appraisal guidance](#) | [NGA headteacher performance management](#)



18. Pay Committee - Terms of Reference

Committee: Kevin Moyes (Chair), Helen Lynch and Robyn Pearce Jones

Membership and quorum

- The Governing Board appoints the Committee. Staff governors and any governor with a relevant conflict of interest must not participate in a pay determination where they are conflicted.
- The quorum is three eligible Governor Members.
- The Headteacher may attend in an advisory capacity where appropriate but must withdraw for discussion and determination of their own pay and whenever a conflict requires.

Responsibilities

- make pay determinations delegated to the Committee in accordance with the school's Pay Policy, the current School Teachers' Pay and Conditions Document where applicable, employment contracts and relevant local-authority arrangements;
- consider the Headteacher appraisal panel's pay recommendation and make the final determination on Headteacher pay within the authority delegated by the Governing Board;
- apply the Pay Policy consistently, objectively and lawfully, with appropriate attention to equality, affordability, evidence and contractual obligations;
- record the reasons for decisions sufficiently to demonstrate proper consideration while preserving personal confidentiality;
- report to the Governing Board that the annual pay process has been completed and identify any material policy, affordability or equality issues that require Board attention, without disclosing unnecessary personal information;
- ensure that any pay appeal is heard by an appropriately constituted panel whose members were not involved in the original determination;
- review these Terms of Reference annually alongside the Pay Policy and role allocations.

Relevant guidance: [DfE School teachers' pay and conditions](#) | [NGA headteacher performance management](#)

Headteacher Appraisal Committee and Pay Committee Important Note:

- The NGA advises governing boards, where capacity allows, to avoid using the same governors for both the Headteacher Appraisal Panel and the Pay Committee, to support appropriate independence and preserve suitable appeal arrangements. Gateway's current allocation uses the same three experienced governors for both committees because of current board capacity and the experience available. This arrangement will be reviewed once existing governor vacancies have been filled.
- Where an appeal needs to be heard by governors, it will be considered by individuals who were not involved in the original decision. Where necessary, this may include suitably experienced governors from another school.



19. Key External Guidance and Resources

The Governing Board will use the following guidance and resources alongside Oxfordshire County Council advice and the school's own statutory policies. Links were checked on 2 September 2026. Some NGA resources require membership access.

Core governance, roles and delegation

- [DfE – Maintained schools: governance guide – current DfE reference guide for maintained-school governance; updated July 2026.](#)
- [NGA – Role descriptions for governors and trustees – model role descriptions and expectations.](#)
- [NGA – Governing board chair role description – leadership responsibilities for chairs.](#)
- [NGA – The role of vice chair – support, deputising and succession.](#)
- [NGA – Link governors and trustees – use of specialist link roles and collective board responsibility.](#)
- [NGA – Maintained school delegation planner – helps distinguish full-board, committee and executive responsibilities.](#)
- [NGA – School monitoring visits – planning and reporting monitoring visits.](#)
- [NGA – Model governing board code of conduct – the Governing Board will review and approve its Code of Conduct annually.](#)
- [NGA – Governing board skills audit – supports annual skills, recruitment and development planning.](#)
- [NGA – Committee terms of reference – current example committee terms of reference and annual review guidance.](#)

Safeguarding, online safety and SEND

- [DfE – Keeping Children Safe in Education 2026 – statutory safeguarding guidance in force from 1 September 2026.](#)
- [DfE – Filtering and monitoring core standard – governor/SLT responsibilities and annual review requirements.](#)
- [NGA – Safeguarding link governor/trustee role – specialist safeguarding monitoring and assurance.](#)
- [DfE – SEN and disability duties: guidance for governing boards – current board responsibilities, checklist and data guidance.](#)
- [NGA – SEND link governor/trustee role – practical SEND link role guidance.](#)

Educational performance, attendance and staff

- [DfE – Working together to improve school attendance – statutory attendance guidance, updated July 2026.](#)
- [NGA – Monitoring educational performance – strategic monitoring of outcomes and school improvement.](#)
- [DfE – Education staff wellbeing charter – framework and resources on staff wellbeing and workload.](#)

Finance

- [NGA – Financial oversight in maintained schools – financial compliance, value for money and strategic oversight.](#)
- [NGA – Budget monitoring in maintained schools – frequency and content of budget monitoring.](#)



- [DfE – Schools Financial Value Standard \(SFVS\) – annual financial-management assurance for maintained schools.](#)

Premises, health & safety and sustainability

- [DfE – Health and safety: responsibilities and duties for schools – health and safety responsibilities and risk management.](#)
- [DfE – Good estate management for schools – strategic estate management, compliance and sustainability; updated July 2026.](#)
- [DfE – Sustainability leadership and climate action plans – sustainability leadership structure and climate action planning.](#)

Data protection and cyber security

- [DfE – Data protection in schools – updated July 2026, including Data \(Use and Access\) Act 2025, EdTech and AI.](#)
- [ICO – Accountability and governance – data-protection governance, accountability and privacy by design.](#)
- [DfE – Digital and technology standards – filtering/monitoring, cyber security and digital governance standards.](#)

Whistleblowing, appraisal and pay

- [DfE – Whistleblowing procedure for maintained schools – school whistleblowing arrangements and governor contact expectations.](#)
- [Protect – whistleblowing advice – independent whistleblowing information and advice.](#)
- [DfE – Teacher appraisal and capability – appraisal guidance for maintained schools.](#)
- [NGA – Headteacher performance management – appraisal panel, external adviser, objectives, monitoring and pay recommendation guidance.](#)

Local and school governance resources

- [Oxfordshire County Council Governor Services – governance advice, annual schedule, monitoring and role resources.](#)
- [Gateway Primary School – Governors page – governance documents, meeting schedules, policies, role information and published board records.](#)
- [Gateway Primary School – Policies page – current school policies approved by the Governing Board.](#)

