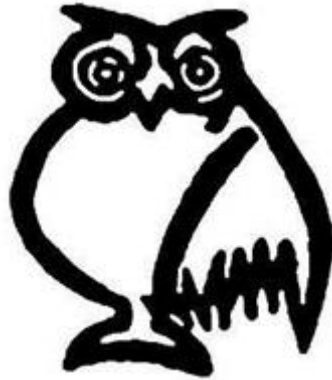


# Danbury Park Community Primary School



# Governor Handbook

Last revision dated:	January 2018
This revision completed during:	Summer 2018
Agreed by the governing body:	September 2018
Next revision due:	September 2019

*Be wise, be happy, belong*



## Danbury Park Community Primary School

Well Lane  
Danbury  
Essex  
CM3 4AB

Tel: 01245 224994

Fax: 01245 224673

Web site: [danburypark.essex.sch.uk](http://danburypark.essex.sch.uk)  
Email: [admin@danburypark.essex.sch.uk](mailto:admin@danburypark.essex.sch.uk)

<b>Chair of Governors</b>	Brenda Wray	01245 224994 <a href="mailto:BWray@danburypark.essex.sch.uk">BWray@danburypark.essex.sch.uk</a>
<b>Vice Chair of Governors</b>	Jim Webb	01245 224994 <a href="mailto:JWebb@danburypark.essex.sch.uk">JWebb@danburypark.essex.sch.uk</a>
<b>Clerk to Governors</b>	Pauline Eagar	01245 224994 <a href="mailto:ClerktotheGovernors@danburypark.essex.sch.uk">ClerktotheGovernors@danburypark.essex.sch.uk</a>
<b>Headteacher</b>	Carol Gooding	01245 224994 <a href="mailto:headteacher@danburypark.essex.sch.uk">headteacher@danburypark.essex.sch.uk</a>
<b>Deputy Headteacher</b>	Donna Johnston	01245 224994 <a href="mailto:djohnston@danburypark.essex.sch.uk">djohnston@danburypark.essex.sch.uk</a>



**Dear Governor,**

Welcome to the Governing Body of Danbury Park Community Primary School.

If you are new to being a school governor, there are likely to be many things you would like to know about what being a governor involves and many questions to which you would like answers.

Being a School Governor can be like starting a new job; there is a lot to learn about the school and the way children are educated today. Methods of teaching children have made great progress in recent years and the pace of change continues. In many ways it is likely to be quite different from how today's adults were taught when they were at school. To aid with the learning process, we have produced this handbook to help new governors understand their roles and how a governing body works; it also helps to explain the responsibilities of being a governor and how we as a governing body carry out our duties. The governing body is a democratic group and the principles of operation are the same as for any other similar group, such as local councils and management groups of voluntary organisations. We all work very much as a team for the benefit of the school respecting each other's points of view but always acting as a corporate body, accepting the decisions reached by the majority on the rare occasion we are unable to reach a unanimous conclusion. Our relationship with the Headteacher and other staff at the school is excellent and all governors are committed to maintaining this – it is an essential part of our success.

In addition to the handbook, for both new and experienced governors, there are training courses run by the Local Authority and all governors are encouraged to take advantage of any training on offer. These courses are free of charge to members of the governing body. The Link Governor will keep the governing body informed of training courses available.

Governing Bodies have a strategic role in the development of the school and do not become involved in day to day management issues – that is the role of the Headteacher. Working in partnership with the Headteacher and staff we have made Danbury Park Community Primary School the success that it is today and we very much hope your contribution will enable us to continue to build on this success.

**Yours sincerely,**

**Brenda Wray**

**Chair of Governors**

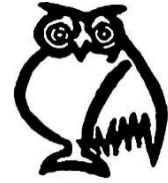


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# Danbury Park Community Primary School



## Vision and Aims

*Be wise, be happy, belong*

### School Vision

At Danbury Park Community Primary School, we all share a common vision for every child.

We want to enable every child to become:

- 🦉 Curious, self-motivated, independent and resilient learners
- 🦉 Aspirational, confident and happy individuals
- 🦉 Honest, respectful and responsible members of our community

**Be wise  
Be happy  
Belong**

### School Aims

We endeavour to:

- 🦉 Provide each pupil with the best possible education, to the highest standards in all areas, tailored to their individual needs.
- 🦉 Create a welcoming environment where children are accepting of others, develop positive relationships and see the school as part of an expanding, wider community, and ultimately, a bigger world in which they can play a part.
- 🦉 Provide every child with the opportunity to gain recognised achievement, celebrating their successes, however small and in whatever area.
- 🦉 Be an open, friendly and accessible school in which each individual has equal value.

**These are our guiding principles**

We do this through enacting the Danbury Park School code in everything we do.

## Danbury Park's Courtesy Code

The following code has been agreed by both the children and adults at the school and we expect everyone to uphold it:

At our school everyone tries to:

- 🦉 Ask questions, solve problems and keep trying, not being afraid to fail;
- 🦉 Take pride in their work and the work of others;
- 🦉 Be polite and well mannered, respecting the views and feelings of others;
- 🦉 Look after our property and that of others, the school and its grounds;
- 🦉 Contribute to our community, playing an active and positive part in school life;
- 🦉 Do their best.



## Safeguarding Children

Danbury Park Community Primary School takes the safeguarding of children extremely seriously and has no higher priority. Over many years procedures have been developed that enshrine the safeguarding of all children at our school. However our school is ever vigilant about the welfare of all children: individuals, small groups, classes, year groups and the school as a whole. School always welcomes suggestions from parents, staff and governors as to how it could improve further its work on safeguarding pupils and you're are invited to please send any in writing to the Headteacher.

School holds current policies on all aspects of safeguarding children, all of which are available on the school's website or from the school office. Should you have any concerns about the safeguarding of children at our school, no matter how apparently trivial, please inform the Headteacher. Together we can ensure the safety of our pupils.

## Mutual Expectations

### Governing Body expects

### School expects

#### School will

#### Governing Body will

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Understand and respect its statutory role and purpose;</li> <li>• Recognise the shared commitment to improving the education provided for all pupils;</li> <li>• Respect governors as volunteers who bring other skills, experiences and perspectives, and value their contribution;</li> <li>• Work openly with the governing body and provide clear, concise and relevant information on which to base decisions;</li> <li>• Enable all governors to become involved in the life of the school;</li> <li>• Contribute to the induction, training and development of governors;</li> <li>• Ensure that where educational jargon is unavoidable it is at least explained.</li> </ul> | <ul style="list-style-type: none"> <li>• Respect the professional expertise of the Headteacher and staff;</li> <li>• Work openly in partnership with the Headteacher and staff for the benefit of the school and its pupils;</li> <li>• Demonstrate its commitment, collectively and individually;</li> <li>• Act and take decisions that are in the best interests of the school and not those of self, individuals or groups;</li> <li>• Support the school with parents and in the community;</li> <li>• Recognise the need for both governor induction and on-going training and development.</li> </ul> |
|---|--|

### The expectation of individual governors is that they will:

- Enhance the work of the Governing Body;
- Be a critical friend at meetings but not openly critical in public;
- Demonstrate their commitment by getting to know the school and becoming involved in school life and activities;
- Prepare for meetings so that they are well informed, having at minimum read all the papers sent out with the agenda;
- Attend meetings (Governing Body/committees/working group) and play an active part;
- Support the school with parents and in the community;
- Recognise the corporate status of the Governing Body and the concept of collective responsibility;
- Respect confidentiality and the need to act with circumspection;
- Accept responsibility for their own training and development.



## Instrument of Government

### DANBURY PARK COMMUNITY PRIMARY SCHOOL INSTRUMENT OF GOVERNMENT

1. The name of the school is Danbury Park Community Primary School
2. The school is a community school
3. The name of the governing body is 'The Governing Body of Danbury Park Community Primary School'
4. The Governing Body shall consist of
  - 5 parent governors
  - 1 Local Authority governor
  - 2 staff governors [including the headteacher (unless the headteacher resigns the office of governor in accordance with Regulation 19 of The School Governance (Constitution) (England) Regulations 2012)]
  - 7 co-opted governors
5. Total number of governors: 15
6. The term of office of each category of governor shall be:

parent governors	4 years
Local Authority governor	4 years
staff governors (except headteacher)	4 years
co-opted governors	4 years
7. This Instrument of Government comes into effect on 1 September 2015 and replaces Instrument No. 21222 sealed on 27 July 2004.
8. This Instrument was made by order of Essex County Council Local Authority on  
**23 JAN 2015**

THE COMMON SEAL OF  
ESSEX COUNTY COUNCIL

was hereunto affixed in the presence of:

Attesting Officer *Rolach*

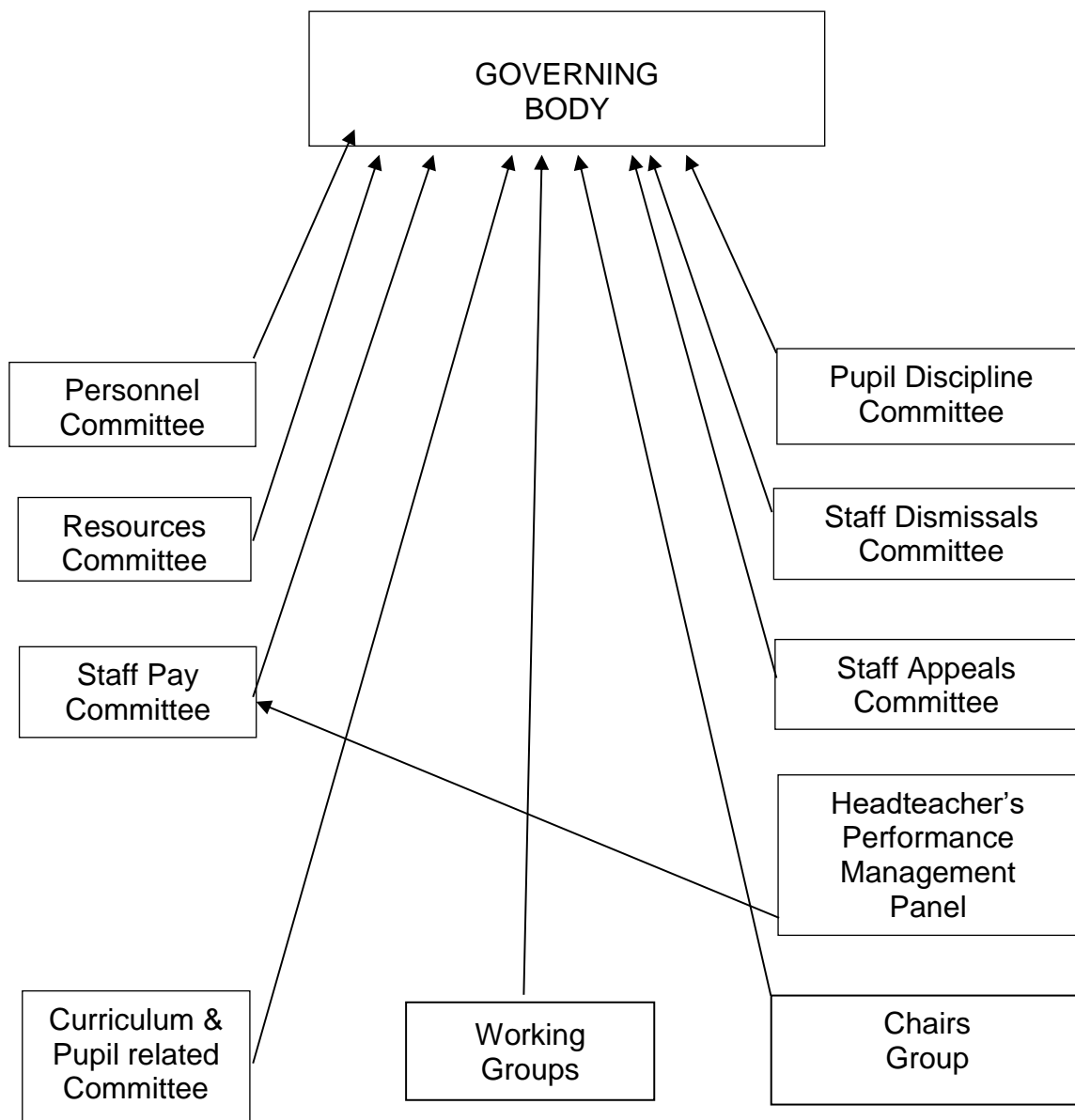


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## Governing Body Structure

Most members of the Governing Body belong to at least one committee and this is where the detailed work of the Governing Body is carried out. In addition, we have the Headteacher’s Performance Management Panel and a Chairs Group, consisting of the Chair of Governors, the Headteacher and the Chair of each committee. For more detailed information about each committee, please see the Terms of Reference in the Appendices.







## Responsibilities of the Governing Body

The Governing Body has specific responsibilities including:

- Responsibility for the conduct of the school;
- Setting and agreeing targets in standards and achievement;
- Ensuring the School has a Curriculum policy, in particular the teaching of National Curriculum subjects and religious education and deciding on the provision of Sex Education;
- Statutory responsibility regarding Special Educational Needs and Disabilities;
- Ensuring Policies relating to the School's operation are prepared, agreed and reviewed regularly;
- Ensuring compliance with various equality legislation;
- Providing information for parents;
- Financial management;
- Personnel matters including staff appointments as appropriate;
- Management and maintenance of buildings;
- Health and Safety;
- Pupil discipline and behaviour;
- Monitoring and evaluating the activities of the school;
- Ensuring the outcomes of an OFSTED are incorporated into the School Development Plan and overseeing its implementation.

### Role of Chairs of Governors

The Chair's functions include:

- Ensuring the business of the Governing Body is conducted properly, in accordance with the legal requirements;
- Ensuring that meetings are run efficiently, focusing on priorities and making best use of the time available;
- Ensuring that all members have equal opportunities to participate fully in discussions and decision making;
- Encouraging all members of the Governing Body to work together as a team;
- Liaising with the Headteacher;
- Acting in cases which may properly be deemed "urgent". This is defined in statute and applies where a delay in exercising the function would be seriously detrimental to the interests of the school, a pupil, parent or member of staff;
- Making public statements on behalf of the Governing Body.

### Role of Headteacher

The Headteacher's functions include:

- Making proposals about the educational character, ethos and development of the school;
- Formulating policies for the conduct and operation of the school in discussion with the Governing Body, monitoring their implementation once agreed, and reporting progress;
- Giving information and advice, making recommendations to and reporting appropriately to the Governing Body.

### Role of Clerk

The Governing Body is responsible for the appointment of the clerk. The clerk has a central role in providing administrative and organisation support. Tasks include:

- Organising agendas for meetings of the full Governing Body;
- Convening and minuting the meetings;
- Sending draft minutes to the Chairperson and Headteacher for approval;
- Advising on appropriate Governing Body procedures;



- Ensuring that all written reports and papers presented to the meeting are filed as part of the minutes and are made available for public inspection, subject to the Governing Body's ruling on confidentiality;
- Maintaining records on Governing Body memberships and advising when appointments need to be made/elections held.

## **Role of Governors with Special Responsibility**

One of a governor's most important roles is monitoring. Governors' expertise and interests are used, wherever possible, and so a governor may be asked to take on a particular role to act as a focus for their monitoring. The following are brief descriptions of some of these special roles.

### **Governors associated with curriculum areas:**

- To liaise with school staff including members of the senior leadership team and subject leaders;
- To visit the school and see the subject/area in operation;
- To discuss the existing use of resources and future needs;
- To report regularly to the Curriculum Committee on developments and progress;
- To attend appropriate training.

### **Equality Governor:**

- To liaise with the Headteacher;
- To visit the school and observe that the governors' policy is followed in operation;
- To discuss any issues with the Headteacher;
- To ensure that appropriate returns are submitted in respect of any racial incident;
- To report to the Curriculum Committee on developments;
- To attend appropriate training.

### **Headteacher's Performance Management:**

- To determine the timing of the performance management review cycle for the Headteacher;
- At or near the start of the cycle, to hold a planning meeting, with the School Improvement Partner and the Headteacher, to consider the Headteacher's objectives, the arrangements for the review and interim meetings, and to prepare a planning statement;
- To agree any amendments to the plan which may become necessary;
- At or near the end of the cycle, and before 31 December, to hold a meeting with the School Improvement Partner and the Headteacher to review the Headteacher's performance, and to agree a statement;
- To make a report to the Pay Committee, including, where the Headteacher is eligible for pay progression, a recommendation on pay progression;
- To attend appropriate training.

### **Health and Safety Governor:**

- To liaise with the school Health and Safety Co-ordinator and the school's Safety Representative;
- To ensure all risks to health and safety are assessed and any significant findings recorded;
- To assist Headteacher in monitoring health and safety performance;
- To report to the Premises Committee on developments and progress;
- To attend appropriate training.

### **Child Protection Governor:**

- To ensure, in liaison with the Headteacher, that the school has a Child Protection policy;
- To conduct, in liaison with the Headteacher, an annual audit of the school's provision



- To ensure that an annual item is placed on the Governing Body meeting agenda to report on any issues resulting from the above audit, any changes to the policy, any training undertaken by people responsible, and any relevant issues relating to child protection matters;
- To liaise (with due regard to confidentiality) with the Headteacher/designated teacher re allegations of child abuse;
- To attend relevant training for governors.

### **Link Governor:**

- To encourage all governors to attend appropriate training courses;
- To record training attended by governors;
- To report on training matters at the full Governing Body meetings;
- To assist with the induction on to the Governing Body of new governors;
- To attend appropriate Link governor meetings and training courses;
- To arrange in-school training at the request of the Chair of Governors;
- To arrange the distribution of literature from the Local Authority and Government to all governors.

### **Special Educational Needs and Disabilities Governor:**

- To liaise with the school's SENDCo who is responsible for identifying the needs of SEND pupils;
- To visit the school and see that the provision being made for SEND pupils is being met;
- To advise the Governing Body on its statutory responsibilities;
- To report to the Curriculum Committee annually on how the curriculum needs of SEND pupils are being met;
- To attend relevant training;
- To be aware of and review the SEND Policy in consultation with the SENDCo.

### **Grievance Governor:**

- Staff grievances will go to the Personnel Committee in the first instance, thereafter to governors from the rolling list;
- To be the point of contact for staff with a grievance which they have failed to resolve directly with their line manager or the Headteacher;
- To be the point of contact for the Headteacher if they have a grievance which has not been resolved;
- To manage the formal stage of the Grievance Procedure if appropriate as set out in the Grievance Policy;
- To provide evidence in a Staff Appeals Procedure.

### **Complaints Governor:**

All complaints have to be handled with care and in accordance with the complaints policy and procedures agreed by the Governing Body.

### **Principles**

The following principles apply for the handling of general complaints:

- Wherever possible differences should be settled informally;
- Formal mechanisms for dealing fairly and effectively with complaints should only be used where it is impossible to settle a complaint informally;
- Procedures should be made available to parents, staff and governors.

### **Procedures**

1. Complaints in the first instance should generally be made to the class teacher and then, if necessary, to the Headteacher.



2. The Chair of the Governing Body should be the first person to approach only in cases which could involve disciplinary or legal action against the Headteacher.
3. Any governor approached by a parent or member of staff should refer him or her to the Headteacher, or the Chair according to 1 or 2 above.
4. If discussions between the Headteacher and the complainant prove fruitless, the complainant will be told of the right to make formal complaint and how it can be made.
5. Formal complaints to the Governing Body are made to the Complaints Governor, who should take care that no governor can be accused of prejudice by ensuring that:
  - an individual governor does not deal with the complaint;
  - the complaint is quickly referred to the relevant committee or to the Headteacher, if complaint procedures at that level have not been exhausted;
  - the complaint is not reported to the whole Governing Body until it is resolved and then not in detail;
  - all parties to the complaint are given a fair hearing;
  - the decision of the committee is given in writing to the complainant;
  - the complainant is told of any right of appeal if the decision is given against them.
6. Governors involved in a complaint by either an individual or a group cannot take part in any formal hearing of a complaint as a member of the complaints committee, or appeal against a decision made by the complaints committee.
7. Individual complaints cannot be raised at full meetings of the Governing Body, unless the meeting is part of the complaints procedure.

The Governing Body has adopted a detailed complaints procedure – a copy of which is available on the school website.

## **Governor Visits**

One role of governors is to ensure that the school has the highest educational standards and monitoring through visits to school is one of the strategies governors can use:-

- Informal visits involve attending assemblies, open afternoons, sports days, plays and link class support, etc. Dates are circulated and governors invited to volunteer attendance.
- Formal visits are where governors represent the governing body with a specific monitoring role and defined objective, e.g. safeguarding, health and safety, curriculum areas. Visits are arranged and the objective agreed with the Headteacher and according to the visits agreed at committee level. The governor involved may meet DHT, a KS leader, support staff or pupils, analyse information or look at school buildings. The Headteacher will review the visit with the governor and a written report prepared for circulation to other governors and relevant staff.

Full details of the policy on Governor Visits, with accompanying forms, can be obtained on the school website.

## **Governors' Handbook and Guide to the Law**

Governing bodies are required to follow the regulations and legislation as set out by the Department for Education and this can be found online at:

<https://www.gov.uk/government/publications/governors-handbook--3>



## **Governor Training**

The Governing Body subscribes to the training programme presented by Essex County Council and encourages all governors to enrol on courses relevant to Governing Body activity. Enrolling for courses may be done through the Essex Governor website (see appendices – Useful Websites)

All governors will receive a copy of the annual training programme produced by Essex County Council. The Governing Body has appointed a link governor to co-ordinate training needs and to keep a record of courses attended by individual governors.

All new governors are expected to attend at least the induction courses – details of which are published in the County Council's training programme.

The Governing Body discusses the training needs of its members at regular intervals and decides on a training programme. It will identify areas of whole Governing Body development and arrange for in-house Governing Body development sessions to be provided through Essex County Council's Governor Services.

Governors attending training courses are given an opportunity to report on the course at each Governing Body meeting.

## **Payment of Governor Allowances**

Governor allowances will not normally be paid except in exceptional circumstances and then only at the discretion of the Chair of Governor in consultation with the Chair of Finance.

If a claim is made it should be submitted in writing to the Chair of Governors, describing the need and the amount to be claimed. Any claim would need to be supported by documentary evidence such as receipts.

Any money used for payment of Governor allowances will come from the school's delegated budget.

The Governing Body will monitor and evaluate this policy annually in conjunction with the school's Financial Regulations.

**APPENDIX****List of Governors September 2018**

Mrs Carol Gooding	Staff (Ex-officio)
Mr Peter Irvine	Co-opted
Mr Ian Scott	Co-opted
Mrs Joyce Woodham	Co-opted
Mrs Brenda Wray	Co-opted
Miss Donna Johnston	Co-opted
Mrs Sophie Wilson	Co-opted
Mr Rak Rehal	Co-opted
Mr Jim Webb	Local Authority
Mrs Deborah Ireland	Staff
Mr Nick Court	Parent
Mr George Fraser	Parent
Mrs Katherine Moulding	Parent
Mrs Emma Sanford	Parent
Mrs Georgina Clifford-Smith	Parent

## Definitions:

**Co-opted governors** are persons who, in the opinion of the governing body, have the skills required to contribute to the effective governance and success of the school.

**Local Authority governors** are persons who are nominated by the local authority and appointed by the governing body having, in the opinion of the governing body, met any eligibility criteria that they have set.

**Parent governors** are persons who are elected by parents of registered pupils at the school and are parents at the time of election.

**Associate member** is a person who is appointed by the governing body as a member of any committee established by them but who is not a governor.



### Danbury Park – Governor Committee Membership : September 2018

Name	Type of Governor	Term Expires	Recourses	Personnel	Curriculum	Staff Pay	Pay Appeals	Headteacher Review Panel	Staff Disciplinary	Staff Disciplinary Appeal	Pupil Discipline	Pupil Discipline Appeals	Special Responsibilities	Curriculum Link	Class	Count by Type of Governor
Carol Gooding	Staff (ex-Officio)	Ex-Officio	X	X	X	X										1
Peter Irvine	Co -opted	25/11/2021	X	X		X		(X)					Chair, Personnel Committee, VC Pay, Health and Safety Classroom Remodelling		A	1
Ian Scott	Co -opted	18/03/2021		X	X	X		X					Data WP, Recruitment WP, SEN	KS1 English	C	2
Joyce Woodham	Co -opted	01/09/2019	X		X		X						Equality Transition to secondary	KS2	B	3
Brenda Wray	Co -opted	01/09/2019	X	X	X		X	X					Chair of GB Complaints Recruitment WP Data WP Communications WP	EYFS	E	4
Donna Johnston	Co -opted	01/10/2019	X		X											5
Katherine Moulding	Parent	16/01/2023														6
Jim Webb	Local Authority	08/01/2018	X	X		X							Chair of Pay FGB Vice Chair Link governor	Science	J	1
Nick Court	Parent	13/11/2021	x				X						Resources, Sport		F	1
Emma Sanford	Parent	14/10/2020	X										Resources		B	2
Georgina Clifford-Smith	Parent	14/10/2020			X								Chair of Curriculum, Broad Curriculum		D	3
Rak Rehal	Co-opted	31/08/2020	X	X			X						Chair of Resources Communications WP Recruitment WP Data WP	ICT	C	7
George Fraser	Parent	16/01/2023														4
Deborah Ireland	Staff	19/09/2021			X											1
Sophie Wilson	Co-opted	16/01/2023	X	X	X	X		X					Resp. Officer Child Protection VC Resources	Maths	G	5
Pauline Eagar	Clerk															
<b>Total</b>			<b>10</b>	<b>7</b>	<b>9</b>	<b>5</b>	<b>4</b>	<b>3</b>								<b>16</b>



## Danbury Park Meetings 2018-19

### Full Governing Body:

	7.00 Thursday	20th September 2018
	7.00 Thursday	17th January 2019
	7.00 Thursday	2nd May 2019
	7.00 Thursday	11 <sup>th</sup> July 2019

<b>Resources:*</b>	7.00 Thursday	1st November 2018
	7.00 Thursday	7th March 2019
	7.00 Thursday	25th April 2019 **
	7.00 Thursday	20th June 2019

<b>Pay Committee</b>	6.30 Monday	8th October 2018
	6.30 Monday	18th March 2019

<b>Curriculum:</b>	4.30 Thursday	4 <sup>th</sup> October 2018
	4.30 Thursday	31 <sup>st</sup> January 2019
	4.30 Thursday	13th June 2019

<b>Personnel</b>	7.00 Monday	8th October 2018
	7.00 Monday	18th March 2019
	7.00 Monday	20 <sup>th</sup> May 2019

**\*Meetings commence with a site walk at 6.30 p.m. except \*\***

**\*\*Budget Setting Meeting – All FGB invited to attend**

Governor training to be arranged





## School Staff September 2018

### Senior Leadership Team

Headteacher	Mrs Carol Gooding
Deputy Headteacher EYFS & KS1 Leader	Miss Donna Johnston
KS2 Leader	Mrs Deborah Ireland
Office Manager	Mrs Jacki Brooke
SENDCO and Pastoral Manager	Mrs Debbie Trussell

### Support Staff

<b>Teaching</b>	
Music (PPA Cover)	Mrs Sue Long
French (PPA Cover)	Mme Farida Dekhar-Powell
<b>Welfare</b>	
Emotional Well-being Mentor	Mrs Julie Koch
	Mrs Tracy Backshall
	Mrs Lynda Babbs
<b>School Office</b>	
Office Manager	Mrs Jacki Brooke
Administrative Assistant	Mrs Steph Packham
Administrative Assistant	Mrs Maria Warner
<b>Midday Assistants</b>	
Senior MDA	Mrs Cheryl Sullivan
MDAs	Mrs Stacy Ayris
	Mrs Kellie Berry
	Mrs Linda Biggs
	Ms Hellen Campbell
	Mrs Theresa Devlin
	Miss Heidi Forder
	Mrs Christine Pitt
	Mrs Allison Turner
Get Active Promoters	Mrs Yvonne Burton
	Mrs Nicki Butcher
	Mrs Kelly Fox
<b>Kitchen</b>	
Cook	Mrs Ruth Hind
Assistant Cook	Mrs Maggie Everard
Kitchen Assistant	Mrs Emma Wilkinson
	Mrs Kim Laird
	Mrs Alison Whitbread
Site Manager	Mr David Lawday
Cleaners	Mrs Cathy Hoy
	Mrs Linda Biggs
	Mrs Maria Warner



## Members of Staff and Class Structures

Class	Teacher	LSA	R	1	2	3	4	5	6	Total
Avocet	Joy Eveleigh & Lucinda Booth	Lynda Babbs							29	29
Budgerigar	Dan Brown	Linda Anstee						23	7	30
Cuckoo	Nicola Marsland	Julie Wainwright/ Tracey Backshall  Paula Parker, Isabelle Croucher, Julie Koch					17	11		28
Dove	Deborah Ireland	Sam Rackliff  Maria Warner, Rebecca Caves (SEND)				10	20			30
Eider	Kim Chinery	Kirstie Barker  Tracy Backshall, Maria Warner, Paula Parker (SEND)				29				29
Flamingo	Jo McIntosh & Sarah Buer	Wendy Clarke			30					30
Goldfinch	Donna Johnston	Eve Rush		19	6					25
Hummingbird	Megan Tomlin & Kate Crouch	Radha Thakkar	8	18						26
Jay	Louise Bridge	Linda Thirkettle/ Linda Anstee	27							27
<b>Total</b>			<b>35</b>	<b>37</b>	<b>36</b>	<b>39</b>	<b>37</b>	<b>34</b>	<b>36</b>	<b>254</b>
<b>Spaces</b>			<b>2</b>		<b>1</b>			<b>3</b>	<b>1</b>	

Correct as at 28.01.2019



## Danbury Park School Term and Holiday Dates for Academic Year 2018-2019

September 2018							October 2018							November 2018							December 2018						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
							1	2	3	4	5	6	7				1	2	3	4						1	2
3	X	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
10	11	12	13	14	15	16	15	16	17	18	X	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	X	22	23
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
																					31						
January 2019							February 2019							March 2019							April 2019						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
	1	2	3	4	5	6					1	2	3					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	X	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28				25	26	27	28	29	30	31	29	30					
May 2019							June 2019							July 2019							August 2019						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	X	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				26	27	28	29	30	31		

= Schooldays / Weekends     
  = School holidays     
  = Bank holidays

In addition, schools allocate five non-pupil days out of the school days indicated, or the equivalent in disaggregated twilight sessions as shown by **X**.

<b>Autumn Term:</b>	Tuesday 4 September 2018 – Friday 21 December 2018 <i>Half Term 22 - 27 October</i>	74 days
<b>Spring Term:</b>	Monday 7 January 2019 – Friday 5 April 2019 <i>Half Term 18-22 February</i>	60 days
<b>Summer Term:</b>	Tuesday 23 April 2019– Wednesday 24 July 2019 <i>Half Term 27 May – 31May, and May Bank Holiday, 6 May</i>	61 days
		195 days



## Useful Websites

Government Department for Education

<http://www.education.gov.uk/>

Schools Standards

<http://www.ofsted.gov.uk>

Essex Schools Infolink - Detailed information on County funds and runs schools

<https://schools-secure.essex.gov.uk>

Essex County Governors website

<http://www.essex.gov.uk/Pages/Default.aspx>

Essex County School Information

<http://www.essex.gov.uk/Education-Schools/Schools/Pages/Default.aspx>

Training Courses

<http://www.eescpdportal.org>

School Financial Value Standard (SFVS)

<http://www.education.gov.uk/schools/adminandfinance/financialmanagement/schools%20financial%20value%20standard/a00192114/schools-financial-value-standard-sfvs>

Teacher Information

<http://www.education.gov.uk/schools/toolsandinitiatives/teacherstv/>

Governor Services, Essex Education Services

<http://www.essex.governorservices@essex.gov.uk>

## USEFUL TELEPHONE NUMBERS

### **Governorline**

08000 722 181 – a freephone, government-financed line on which you can consult experienced governors.

### **Governor Services, Essex County Council**

01245 436318; 033301 39833

### **Training queries at Essex County Council**

03330 139834



# Danbury Park Community Primary School

## Code of Conduct for the Governing Body

The governing board has adopted the following principles and procedures:

### **Purpose of the governing board**

The governing board is the key strategic decision making body in the school, setting the strategic framework and ensuring it meets all its statutory duties. Raising achievement is at the heart of a governing board's strategic role; every child has the right to attend a good school.

### **The governing board has the following core strategic functions:**

Establishes the strategic direction by:

- setting the vision, values, and objectives for the school
- agreeing the school improvement strategy with priorities and targets
- meeting statutory duties

Ensures accountability by:

- appointing the headteacher
- monitoring progress towards targets
- performance managing the headteacher
- engaging with stakeholders (including parents & pupils)
- contributing to school self-evaluation

Ensuring financial probity by:

- setting the budget
- monitoring spending against the budget
- ensuring value for money is obtained
- ensuring risks to the organisation are managed

For governing boards to carry out their roles effectively, governors must be:

- prepared and equipped to take their responsibilities seriously
- committed to the key characteristics and behaviours expected of the role, as set out in [A Competency Framework for Governance](#) (DfE 2017)
- acknowledged as the accountable body by the lead professionals
- supported by the appropriate authorities in that task
- willing and able to monitor and review their own performance

### **The role of a governor:**

In law, the governing board is a corporate body which means:

- No governor can act on his/her own without proper authority from the full governing board.
- All governors carry equal responsibility for decisions made.
- Although appointed through different routes, the overriding concern of all governors has to be the welfare of the school as a whole. Governing boards should be alert to the risk of



becoming dominated by one particular mind-set or strand of opinion

**As individuals on the governing board, we agree to the following:**

**Role & Responsibilities**

- We understand the purpose of the governing board and the role of the headteacher
- We are aware of and accept the Seven Nolan Principles of Public Life (see Appendix 1)
- We accept that we have no legal authority to act individually, except when the governing board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so
- We accept collective responsibility for all decisions made by the governing board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately
- We will consider carefully how our decisions may affect the community and other schools
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this
- We will always use social networking sites responsibly and ensure that neither our personal/professional reputation, nor the school's reputation is compromised by inappropriate postings
- We will promote tolerance of and respect for those of different faiths and beliefs, races, genders, ages, disability and sexual orientation
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing board
- We will support the headteacher and senior leadership team but challenge their expectations and hold them to account for school performance

**Commitment**

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy
- We will each involve ourselves actively in the work of the governing board and accept our fair share of responsibilities, including service on committees or working groups
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to do so
- We will get to know the school well and respond to opportunities to involve ourselves in school activities
- We will visit the school, with all visits to school arranged in advance with staff and undertaken within the framework established by the governing board and agreed with the headteacher
- We will demonstrate commitment to continually developing our knowledge and skills and keeping them up to date. This includes our ability to understand and interpret educational and financial data



- We accept that in the interests of openness and transparency, our full names, date of appointment, term of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website. We accept that personal information will also be published on DfE [EduBase](#) or replacement [Get Information about Schools](#) (GIAS) system. This is to help increase transparency on who governs our schools
- We accept that we are required to hold an Enhanced Criminal Records Certificate (ECRC)

### **Relationships**

- We will strive to work as a team in which constructive working relationships are actively promoted
- We will express views openly, courteously and respectfully in our communications with other governors
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved
- We will seek to develop effective working relationships with our headteacher, staff and parents, the local authority, and other relevant agencies and the community

### **Confidentiality**

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside and outside the school
- We will ensure that we are familiar with, and adhere to, the data protection principals set out in the Data Protection Act (DPA) 1998 and its replacement the Data Protection Act 2018. (see Appendix 2)
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote

### **Conflicts of Interest**

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests will be published on the school's website
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board



### **Breach of this Code of Conduct**

- If we believe this Code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways
- Should it be the chair that we believe has breached this Code, another governor, such as the vice chair will investigate
- **Maintained schools:** Any elected governor removed from office in accordance with the grounds and procedures laid down in Regulations 20-24A and 25 of [The School Governance \(Constitution and Federations\) \(England\) Regulations 2016 \(as amended 2017\)](#) is disqualified from holding or continuing to hold office as a governor of a school until the date immediately after the fifth anniversary of the date of their removal

### **Adapted from the NGA Model Code of Conduct, 2015**

Reviewed by EES Governance Support September 2017

Governors will sign the Code of Conduct at the first governing board meeting of each school year. Once approved by the governing board the Code of Conduct will apply to all governors, trustees and governors of local governing boards.

**The Governing Board of Danbury Park Community Primary School adopted this Code of Conduct on 21<sup>st</sup> September 2017.**

### **Undertaking:**

As a member of the governing board I will always have the achievement and well-being of the children and the reputation of the school at heart; I will do all I can to be an ambassador for the school, publicly supporting its aims, values and ethos; I will never say or do anything publicly that would embarrass the school, the governing board, the headteacher or staff.

**Signed:**

**Printed Name:**

**Date:**





## Appendix 8

### The Seven Principles of Public Life

(Originally published by the Nolan Committee)

**Selflessness** - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends

**Integrity** - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties

**Objectivity** - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit

**Accountability** - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office

**Openness** - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands

**Honesty** - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest

**Leadership** - Holders of public office should promote and support these principles by leadership and example

The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations.



## Appendix 9

# Protocol for the Appointment of Governors

Danbury Park Community Primary has 4 different types of Governors:

- Authority (LA)
- Co-opted
- Parent
- Staff

### Appointment Process protocol:

#### Authority (LA)

- Essex County Council's EES for Schools will contact the HT, Chair and Clerk in the term prior to when the current incumbent completes their Term of Office.
- Clerk to include the date of the end of their Term of Office on the Agenda of the FGB meeting preceding this date.
- Current incumbent to liaise with EES for Schools about either their re-appointment, or their retirement, from the post.
- If they plan to stand-down from the GB, EES for Schools will liaise with the School about a replacement and suggest an approved candidate.
- If they would like to continue as a DPS Authority Governor, EES for Schools will need to approve their re-appointment and inform the DPS Clerk.
- Clerk to seek approval from DPS GB at an FGB meeting for either a new appointee, or a re-appointee.
- Appointment of either new appointee, or re-appointee, will be confirmed on successful DBS check.
- Clerk to notify EES for Schools of the confirmed appointment, or re-appointment.

#### Co-opted

- Clerk to include the date of any upcoming ends of Terms of Office of Co-opted Governors on the Agenda of the FGB meeting preceding this date.
- Current incumbent(s) to indicate if they would like to be considered to serve a further Term of Office at this FGB meeting.
- Chair, or Vice-Chair, of Governors to carry out a Skills Audit of current GB. If Chair and/or Vice-Chair are resigning/retiring from the GB, or have indicated they wish to be considered to serve for a further Term of Office, a Chair of another GB Committee will be appointed by the Committee Chairs to carry-out the Skills Audit.
- If the Skills Audit indicates the DPS GB would benefit from a current incumbent serving a further Term of Office, Chair (or whoever carried out the audit), to notify the incumbent. If the Skills Audit indicates that DPS ought to source another Co-opted Governor, the Chair would notify the GB who would be asked to agree whether the current incumbent should continue on the GB, or not.
- If a resignation/retirement is/has anticipated/occurred, Chair, or Vice-Chair, or Committee Chair, will carry out a Skills Audit, excluding the current incumbent.
- Chair, or Vice-Chair, or Committee Chair, to source a replacement through the ECC website and taking into account the skill-set required.



- Potential Co-opted Governors to be interviewed by Chair, or Vice-Chair, or Committee Chair and HT.
- If the appointment is required urgently, in exceptional circumstances, e.g. forthcoming OFSTED pending, quorate issues, etc., the GB will grant the Chair, or Vice-Chair, or Committee Chair and HT, the authority to appoint the preferred applicant through Chair's Action.
- Usually, the preferred applicant would need to be approved by the FGB.
- Appointment of either new appointee, or re-appointee, will be confirmed on successful DBS check.
- Clerk to notify EES for Schools of the confirmed appointment, or re-appointment.

### **Parent**

- Clerk to include the date of any upcoming ends of Terms of Office of Parent Governors on the Agenda of the FGB meeting preceding this date.
- A Parent Governor may stand for a further Term of Office, but must volunteer when all parents/carers are invited to do so by the HT.
- HT to advertise the forthcoming vacancy to all parents/carers of DPS registered pupils asking for volunteers at the start of the term that the ends of the Terms of Office will occur.
- Should there be more volunteers than vacancies, a secret election will take place among the pupils' parents/carers to be arranged by the HT.
- The FGB may only reject the appointment if the potential applicant fails the standards of being a Governor, e.g. criminal offender.
- Appointment of either new appointee, or re-appointee, will be confirmed on successful DBS check.
- Clerk to notify EES for Schools of the confirmed appointment, or re-appointment.

### **Staff**

- Clerk to include the date of any upcoming end of Term of Office of the Staff Governor on the Agenda of the FGB meeting preceding this date.
- A Staff Governor may stand for a further Term of Office, but must volunteer when all staff are invited to do so by the HT.
- HT to advertise the forthcoming vacancy to all staff of DPS asking for volunteers. The HT, DHT and Clerk to the GB may not stand for election.
- Should there be more volunteers than vacancies, a secret election will take place among the staff to be arranged by the HT.
- Appointment of either new appointee, or re-appointee, will be confirmed on successful DBS check.
- Clerk to notify EES for Schools of the confirmed appointment, or re-appointment.



## Appendix 10

### Data Protection and Information Security – Personal Data

The governing board has a collective and individual responsibility regarding confidentiality in respect of school business. In exercising their functions, governors will on occasion, have access to sensitive personal information about staff and pupils. This may, for example, relate to safeguarding, exclusion, health or conduct issues.

In addition, the nature of a governor's role means that they will often receive, access and process information outside of the school premises – at home or at work. Under the Data Protection Act 1998\* it is particularly important that personal and sensitive information is held and handled securely.

We will ensure that we are familiar with, and adhere to, the data protection principals set out in the Data Protection Act (DPA) 1998\*.

We will ensure that personal data:

- is processed fairly and lawfully
- is obtained only for lawful purposes, and is not further used in any manner incompatible with those original purposes
- is accurate and, where necessary, kept up to date
- is adequate, relevant and not excessive in relation to the purposes for which it is processed
- is not kept for longer than is necessary for those purposes;
- is processed in accordance with the rights of data subjects under the DPA;
- is protected by appropriate technical and organisational measures against unauthorised or unlawful processing and against accidental loss, destruction or damage and
- is not transferred to a country or territory outside the European Economic Area unless that country or territory ensures an adequate level of protection of the personal information

#### Contact details

We will:

- ensure that our correct contact details (home address, phone number and email address) are held by the school to avoid misdirected communications
- ensure that our email addresses are professional and where possible, personal (ie not shared with family members)
- take appropriate steps to prevent others, including family members, from accessing confidential information

#### Electronic personal data

We will:

- use encryption software/strong passwords on all electronic devices which may contain personal data. This includes mobile phones, laptops, tablets and USB devices
- password protect files containing personal data
- take all reasonable steps to keep such devices secure (eg not leaving them in cars)



- ensure that family members/work colleague who share devices, cannot access personal data

### **Paper-based personal data**

We will:

- keep all paper based files securely
- dispose of paper records in a secure manner

\*The DPA 2018 replaces the DPA1998 - compliance is mandatory from 25/05/18. Like the DPA 1998, the DPA 2018 applies to 'personal data'; in most cases, you can assume that if you hold information that falls within the scope of the DPA 1998, it will also fall within the scope of the DPA 2018.