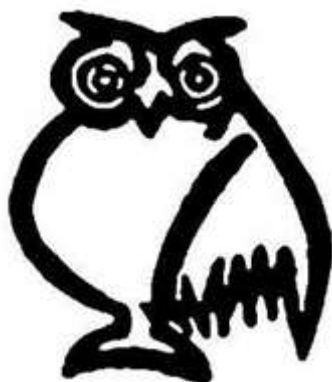


# Danbury Park Community Primary School



## Governor Handbook

Last revision dated:	Autumn 2022
This revision completed during:	Spring 2023
Agreed by the governing body:	12/01/2023
Next revision due:	September 2023

*Be wise, be happy, belong*



## Danbury Park Community Primary School

Well Lane  
Danbury  
Essex  
CM3 4AB

Tel: 01245 224994

Fax: 01245 224673

Website: [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>	Paul Sutton	01245 224994 <a href="mailto:psutton@danburypark.essex.sch.uk">psutton@danburypark.essex.sch.uk</a>
<b>Vice Chair of Governors</b>	Brenda Wray	01245 224994 <a href="mailto:bwray@danburypark.essex.sch.uk">bwray@danburypark.essex.sch.uk</a>
<b>Clerk to Governors</b>	Justine Higgins	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,**

**Paul Sutton**

**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 *Rolash*

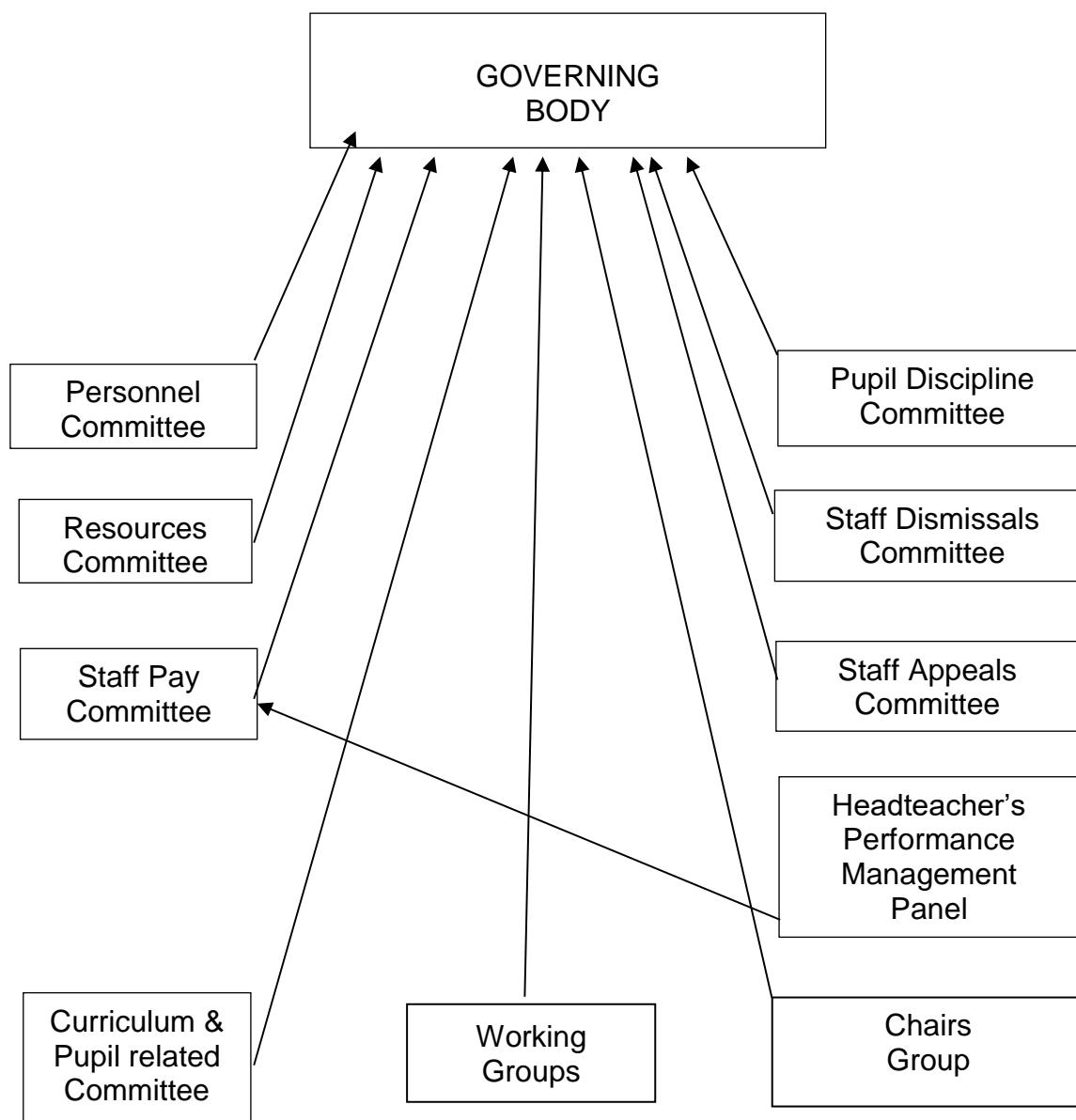


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## Governing Body Structure

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.



## APPENDICES

### List of Governors January 2023

Mrs Carol Gooding	Staff (Ex-officio)
Mrs Deborah Le Monde	Co-opted
Mrs Brenda Wray	Co-opted
Miss Donna Johnston	Co-opted
Mrs Erica Quirk	Co-opted
Mrs Katherine Moulding	Co-opted
Mrs Sally Pain	Co-opted
Vacancy	Co-opted
Mr Jim Webb	Local Authority
Mrs Deborah Ireland	Staff
Mr Paul Sutton	Parent
Mr George Fraser	Parent
Mr Nick Moore	Parent
Mrs Charlotte Halls	Parent
Mrs H Adedotun	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 Meetings 2022-23

### Full Governing Body:

7.00 Thursday	21 <sup>st</sup> September 2022
7.00 Thursday	12 <sup>th</sup> January 2023
7.00 Thursday	20 <sup>th</sup> April 2023*
7.00 Thursday	27 <sup>th</sup> April 2023
7.00 Thursday	6 <sup>th</sup> July 2023

Resources:*	7.00 Thursday	3 <sup>rd</sup> November 2022
	7.00 Thursday	2 <sup>nd</sup> March 2023
	7.00 Thursday	8 <sup>th</sup> June 2023

Pay Committee	6.30 Monday	6 <sup>th</sup> October 2022
	6.30 Monday	13 <sup>th</sup> March 2023

Curriculum:	4.30 Thursday	29 <sup>th</sup> September 2022
	4.30 Thursday	19 <sup>th</sup> January 2023
	4.30 Thursday	18 <sup>th</sup> May 2023

Personnel	7.00 Monday	6 <sup>th</sup> October 2022
	7.00 Monday	13 <sup>th</sup> March 2023
	7.00 Monday	12 <sup>th</sup> June 2022

### \*Budget Setting Meeting

Governor training: 16<sup>th</sup> November 2022



## School Staff September 2022

### 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 Katishe Macey

### Support Staff

<b>Teaching</b>	
Music (PPA Cover)	Mrs Sue Long
French (PPA Cover)	Mme Farida Dekhar
<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 Emma Hammond
Administrative Assistant	Mrs Maria Warner
<b>Midday Assistants</b>	
MDAs	Ms Hellen Campbell
	Me Ian Carmichael
	Mrs Susan Caulfield
	Miss Leanne Collins
	Ms Alexa Davis
	Mrs Theresa Devlin
	Ms Ceri Fuller
	Mrs Vicki Harris
	Mrs Katie Holmes
	Mrs Louise Hunnybun
	Ms Annita Kamara
	Mrs Amanda McGuinness
	Mrs Claire Tyler
	Ms Danielle Warren
	Miss Lucy Winstanley
Get Active Promoters	Mrs Lucy Williams
	Mrs Kelly Fox
	Mrs Sara Day
<b>Kitchen</b>	
Cook	Mrs Ruth Thynne
Assistant Cook	Mrs Maggie Everard
	Mrs Emma Wilkinson
Kitchen Assistant	Mrs Alison Whitbread
	Miss Abby Bond
Site Manager	Mr David Lawday





## Danbury Park Community Primary School Term and Holiday Dates Academic Year 2022-2023

September 2022							October 2022							November 2022							December 2022						
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
			X	X	3	4						1	2		1	2	3	4	5	6				1	2	3	4
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
19	20	21	22	23	24	25	17	18	19	20	X	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
							31																				
January 2023							February 2023							March 2023							April 2023						
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			1	2	3	4	5			1	2	3	4	5						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	X	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28						27	28	29	30	31			24	25	26	27	28	29	30
30	31																										
May 2023							June 2023							July 2023							August 2023						
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		1	2	3	4	5	6
8	9	10	11	12	13	14	X	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31			
														31													



= Schooldays



= School holidays



= Bank holidays



= Weekends

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

<b>Autumn Term:</b>	Thursday 1 September 2022 – Tuesday 20 December 2022 <i>Half Term 24 October – 28 October</i>	74 days
<b>Spring Term:</b>	Thursday 5 January 2023 – Friday 31 March 2023 <i>Half Term 13 February - 17 February</i>	57 days
<b>Summer Term:</b>	Monday 17 April 2023 – Friday 21 July 2023 <i>Half Term 29 May – 2 June, and May Bank Holiday - 1 May</i>	64 days
		<u>193 days</u>



## 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



## **Appendix 7**

# **Danbury Park Community Primary School Code of Conduct for the Governing Body**

The governing board has adopted the following principles and procedures:

### **As governors, we will focus on our strategic functions:**

1. Ensuring there is clarity of vision, ethos and strategic direction.
2. Holding leaders to account for the educational performance of the organisation and its pupils and the performance management of staff.
3. Overseeing the financial performance of the organisation and making sure its money is well spent.
4. Ensuring the voices of stakeholders are heard.

### **As individuals on the board we agree to:**

#### **Fulfil our role & responsibilities**

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day to day management.
2. We will develop, share and live the ethos and values of our school.
3. We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
4. We will work collectively for the benefit of the school.
5. We will be candid but constructive and respectful when holding senior leaders to account.
6. We will consider how our decisions may affect the school and local community.
7. We will stand by the decisions that we make as a collective.
8. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
9. We will only speak or act on behalf of the board if we have the authority to do so.
10. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
11. When making or responding to complaints we will follow the established procedures.
12. We will strive to uphold the school's reputation in our private communications (including on social media).

#### **Demonstrate our commitment to the role**

1. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school and when doing so will make arrangements with the headteacher and relevant staff in advance and observe school and board protocol.
6. When visiting the school in a personal capacity (i.e. as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.



### **Build and maintain relationships**

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community.
2. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
3. We will support the chair in their role of leading the board and ensuring appropriate conduct.

### **Respect confidentiality**

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

### **Declare conflicts of interest and be transparent**

1. We will declare any business, personal or other interest that we have in connection with the board's business and these will be recorded in the Register of Business Interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school's website.
5. We will act in the best interests of the school as a whole and not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms 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.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database of governors (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

### **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

### **Adapted from the NGA Model Code of Conduct, 2020**

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.

**The Governing Body of Danbury Park Community Primary School adopted this Code of Conduct on 21<sup>st</sup> September 2022**

### **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.