

WELCOME TO

ES & 6TH
FORM

EGGLESCLIFFE SCHOOL
AND SIXTH FORM

GOVERNOR INFORMATION

INDEX

1. Index
2. Chair of Governors Welcome
3. Checklist of actions to Support Governors
4. The Role of a School Governor
5. School Details
6. Instrument of Government
7. Code of practice for Governors
8. Term of Office
9. The Governing Body Team membership
10. Structure of Committees and Working Parties
11. List of Full Governing Body
12. Guidance for governor visits
13. Quality Assurance Framework
14. Proposal for governor departmental links
15. School Policies – a summary
16. Map of school

As Chair of Governors at Egglescliffe School it is my pleasure to welcome you to the Governing Body. As an outstanding school we work hard to continue this success and wherever possible facilitate further improvements, whether academic or structural. We also help promote the positive and caring ethos of the school.

Governor volunteers are drawn from a wide variety of backgrounds. Parents and school staff are represented, as is the Local Authority although they do not have a mandate from the Council. A group of co-opted members with a broad professional background serves to ensure that our Governing Body benefits from diverse experience and opinions. Local industry is also represented allowing us to maintain links within the local community.

Over the years a governor's role has dramatically changed and now demands greater commitment and collective responsibility. The Full Governing Body meeting is held each half term, lasting approximately 2 hours in the early evening. There is one sub-committee meeting held in the evening, half termly. All governors are expected to participate in the Quality Assurance programme where governors are expected to visit school termly during *Governor QA week*. Attendance at meetings is vital to enable us to function as a team.

I am looking forward to you joining us at the next meeting, I'm sure you will enjoy the experience and find us to be a friendly bunch. If you have any queries before then do not hesitate to contact Janette Ferreira at Governor Support or myself.



Helen Hogben
Chair of Governors

CHECKLIST OF ACTIONS TO SUPPORT NEW GOVERNORS

It is important that new governors are made to feel welcome and are a part of the school community as well as the governing body.

This induction booklet is provided to help you with some of the many questions you may have.

On taking up your appointment and **before your first full meeting** of the governing body you will have achieved some of the following tasks.

- Receipt of welcome letter from the Chair, outlining the support that will be available
- Invitation to an informal meeting the Head and Chair, at which a range of issues might be discussed, including
 1. Your interests and expertise which could be harnessed effectively, with regard to committees of the governing body
 2. Any constraints that may hinder your effectiveness and participation
 3. Ground rules including the issue of confidentiality
 4. Brief guide as to how the governing body carries out its work
 5. Likely time demands and probable timetable of events
 6. Whether an experienced governor should be appointed to act as mentor for perhaps the first year
- Arrange a time to be shown around the school (by a pupil)
- Provision of useful reading / reference material other than this document which may include:
 1. Copies of recent head teachers reports
 2. Most recent OFSTED report and School Improvement Plan
 3. School development Plan
 4. School Prospectus

At your first meeting

- If you have a supporting governor, have a brief discussion prior to the meeting, particularly when the agenda arrives, so that the procedures of the meeting can be explained and clarified
- Make sure that your first experience of a governors meeting is encouraging and positive
- Ensure each governor introduces themselves, perhaps describing on whose behalf they are a governor and any responsibilities they carry out on behalf of the governing body
- Positively invite a contribution, particularly if an item covers your particular interests or area of expertise

After your first meeting

For which some can be a daunting occasion, spend a little time seeking help to clarify, if required, any outstanding questions or issues and continue with your induction process including

- Provision of additional documents that relate to the day to day running of the school, which may include the annual improvement plan and any details of pupil achievement not already received
- Make a further visit to the school and see it at work and to meet with staff
- Provide a copy of your own profile for inclusion in this booklet and the school website

The Role of a School Governor

As part of a governing body, a governor is expected to:

Contribute to the strategic discussions at governing body meetings which determine:

- the vision and ethos of the school;
- clear and ambitious strategic priorities and targets for the school;
- that all children including those with special education needs, have access to a broad and balanced curriculum;
- the school's budget, including the expenditure of the pupil premium allocation;
- the school's staffing structure and key staffing policies;
- the principles to be used by school leaders to set other policies;

Governing body strategic responsibilities

Governing bodies work closely with Head Teachers and senior leaders. Head Teachers are responsible for day to day management whereas the role of the governing body is strategic. As such, governors are responsible for:

- determining the mission, values and long-term ambitious vision for the school
- deciding the principles that guide school policies and approving key policies
- working with senior leaders to develop a strategy for achieving the vision
- ensuring that parents, pupils, staff and the wider community are involved, consulted and informed as appropriate
- ensuring that all pupils have access to a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- setting the school's budget and ensuring it is managed effectively together with premises and other resources
- agreeing the school's staffing structure and keeping it under review to ensure it supports delivery of the strategy
- ensuring robust risk management procedures are in place and that risk control measures are appropriate and effective

Monitoring and evaluating school performance

Governors must monitor the priorities that have been set to ensure progress is being made by:

- measuring the school's impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies
- evaluating relevant data and feedback provided by school leaders and external reporting on all aspects of school performance
- asking challenging questions of school leaders in order to hold them to account
- holding the Head Teacher to account for standards, financial probity and compliance with agreed policies
- visiting the school to monitor implementation of the strategy and reporting back to the board (this could be in a link governor capacity)
- ensuring that there are policies and procedures in place to deal with complaints effectively

Panels and committees

When required, governors are expected to serve on panels or committees in order to:

- appoint senior leaders
- review decisions to exclude pupils
- deal with formal complaints

Contribution to the governing body

Governors should ensure that they are making a positive and meaningful contribution to the governing body by:

- attending meetings (a minimum of 5 full governing board meetings and a number of committee meetings each year), reading papers and preparing questions for senior leaders in advance
- establishing and maintaining professional relationships with senior leaders and colleagues on the board
- getting to know the school, including visiting the school occasionally during school hours
undertaking induction training and developing relevant training and skills on an ongoing basis

Expenses

Governors should receive out of pocket expenses incurred as a result of fulfilling their role as governor and NGA recommends that a governing board should have such an expenses policy. Payments can cover incidental expenses, such as travel and dependency care, but not loss of earnings.

SCHOOL DETAILS

Postal Address:	Urlay Nook Road, Eaglescliffe, Stockton-on-Tees, TS16 0LA
Telephone Number:	(01642) 352570
E-mail Address:	info@egglescliffe.org.uk
Web Site:	www.egglescliffe.org.uk
Executive Head Teacher:	Mrs L Oyston
Head of School:	Mr N Gittins
Assistant Head Teachers:	Mr S Morrison Mrs C Wright Miss E Richardson Mrs A Gerrard Mrs C Hewitt Miss R Granycome Dr C Lear
Number of Staff:	237
Number of Pupils:	1540
Chair of Governors:	Mrs H Hogben
Vice Chair of Governors:	Mrs L Hearn
Clerk to the Governors:	Mrs Janette Ferreira

INSTRUMENT OF GOVERNMENT

1. The name of the school is **Egglescliffe School**
2. The school is a community school
3. The name of the governing body is **“The Governing Body of Egglescliffe School”**.
4. The governing body shall consist of:
 - a. 2 parent governors;
 - b. 8 co-opted governors;
 - c. 1 Head Teacher
5. The total number of governors is **11**
6. A copy of the instrument must be supplied to every member of the governor body (and the Head Teacher if not a governor), any trustees and to the appropriate religious body

CODE OF PRACTICE FOR GOVERNORS

As governors / trustees, we will focus on our strategic functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive 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/s.
3. We agree to adhere to school/trust policies and procedures as set out by the relevant governing documents and law.
4. We will work collectively for the benefit of the school/s.
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/s 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 / trust'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/s well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school/s and when doing so will make arrangements with 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/ communities.
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/trust's website.
5. We will act in the best interests of the school/trust 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.

Adopted by Egglecliffe School governing board on Monday, 28 September 2020



Signed (Chair of board)

The governing board agree that this code of conduct will be reviewed annually, upon significant changes to the law and policy or as needed and it will be endorsed by the full governing board.

Egglescliffe School

Urlay Nook Road
Eaglescliffe
Stockton on Tees
TS16 0LA

Tel: 01642 352570
DFE number: 4008

Parent Governor	Dr Rosie Baker	16/03/2023 – 15/03/2026
Parent Governor	Mrs Helen Perkins	20/10/2022 – 19/10/2025
Co-opted Governor	Mrs Liz Hearn	10/06/2022 – 09/06/2025
Co-opted Governor	Mrs Helen Hogben	29/09/2023 – 28/09/2026
Co-opted Governor	Prof Robert Holdsworth	21/03/2022 – 20/03/2025
Co-opted Governor	Mr James Almond	12/05/2023 – 11/05/2026
Co-opted Governor	Mrs Alison Osbeldiston	11/11/2023 – 10/11/2026
Co-opted Governor	Mr Doug Devey	04/11/2021 – 03/11/2024
Co-opted Governor	Miss Zarah Ahmed	11/07/2022 – 10/07/2025
Co-opted Governor	Mrs Janet Granycome	14/12/2023 – 13/12/2026
Staff Governor	VACANCY	
Executive Headteacher	Mrs Lindsay Oyston	

Information updated: December 2023

THE GOVERNING BODY TEAM MEMBERSHIP

ALISON OSBELDISTON

Co-opted Governor: 11/11/2023 – 10/11/2026

Professional Details: I work in Darlington as a Work Adviser with the Department of Work & Pensions. My job involves supporting customers into work, helping employers to fill their vacancies and raising students' awareness of the world of work.

Association with Egglecliffe School: I have an (almost) lifelong association with Egglecliffe School as a former pupil and parent. I am a loyal, committed and enthusiastic Governor with a sound knowledge of the local labour market and links with employers.

Reasons for being a governor: I am interested in education and seek to support the school in any way that I can. I consider that strong links between community home and school are important to education and development of young people.

Other relevant roles: In the past I have worked with primary school children in achieving cycling proficiency and have volunteered in the school's Special Needs department.

Prof ROBERT HOLDSWORTH

Co-opted Governor: 21/03/2022 – 20/03/2025

Professional Details: Professor Robert Edmund Holdsworth FGS, FGSA University academic since 1986 based at Durham University Department of Earth Sciences. Former Head of Department (2005-10). Currently Professor of Structural Geology.

Association with Egglecliffe School: I am an experienced academic from the Department of Earth Sciences at Durham University where I have served as Head of Department (2005-10). My eldest son finished his A-Levels in 2012 and two of his younger brothers are presently at school and one more is on the way. I bring expertise and perspectives from Higher Education sector and wish to support and strengthen teaching in all the sciences and geography-geosciences.

Reasons for being a Governor: 1) Wish to contribute expertise and perspectives from Higher Education sector; 2) strengthening of school links to regional Universities, especially in geosciences; 3) interested in supporting and strengthening teaching in all the sciences; 4) interested in promoting links with local companies and employers.

Other Relevant Roles: 1) Energy perspectives: member of Office of Nuclear Regulation Expert Panel for Seismic Risk and Climate Change (Nuclear New Builds). 2) Knowledge Exchange Fellow for the Natural Environmental Research Council (NERC).

JAMES ALMOND

Co-opted Governor 12/05/2023 – 11/05/2026

Professional details: I work in Stockton as an Optometrist specialising in Emergency Eye Care and am secretary of the Local Optical Committee which oversees NHS optical healthcare across the Tees Valley. I am

involved in a voluntary capacity as a committee member of United Voices which is a local choir supporting women seeking sanctuary and asylum in Stockton on Tees.

I work as a Vice Principal and Director of Curriculum for Northern Education Trust. This involves overseeing aspects such as curriculum, CEIAG and Personal Development both on a school and trust wide level. I have worked in education since 2002 and have worked in both academic and pastoral roles starting in my current role in 2016.

Association with Egglecliffe School: I was a former student of the school and Sixth Form from 1990-1997.

Reasons for being a governor: I wish to use my experience to help support the staff and students at Egglecliffe School to ensure they are fully supported in all aspects of their roles and school life respectively.

[LIZ HEARN – Vice Chair](#)

Co-opted Governor – 10/06/2022 – 09/06/2026

Professional details: I work in Stockton as an Optometrist specialising in Emergency Eye Care and am secretary of the Local Optical Committee which oversees NHS optical healthcare across the Tees Valley. I am involved in a voluntary capacity as a committee member of United Voices which is a local choir supporting women seeking sanctuary and asylum in Stockton on Tees.

Association with Egglecliffe School: I have been involved with the PTA and Friends of Egglecliffe Music since 2012. My daughter is currently in year 11 and will be joining sixth form in September.

Reasons for being a governor: I am committed to supporting the continued development of teaching and learning for all students regardless of ability and passionately believe in pupils having access to a wide range of experiences and extracurricular activities. Egglecliffe School has a welcoming and caring ethos and I wish to provide strategic support to further this through projects such as School of Sanctuary.

[JANET GRANYCOME](#)

Co-opted Governor – 14/12/2023 – 13/12/2026

Professional details:

Association with Egglecliffe School:

Reasons for being a governor:

Other relevant roles:

[HELEN HOGDEN – Chair of Governors](#)

Co-opted Governor: 29/09/2023 – 28/09/2026

Professional Details: I am a Barrister specialising in Employment and Regulatory Law and am based at Trinity Chambers.

Association with Eggescliffe School: I have lived in Eggescliffe for the past 10 years and both of my children joined Eggescliffe School in Year 7. They are now in the Sixth Form. I have been the Chair of the Friends of Eggescliffe School Music since 2016.

Reasons for being a governor: Eggescliffe is an outstanding school and my children have benefited enormously from studying here. I would like to do what I can to help the school to continue to flourish.

Other relevant roles: I have professional experience of representing a range of clients in relation to education law matters, in particular SEND provision. I hope this experience will enable me to make a positive contribution in helping Eggescliffe ensure that every pupil in our school reaches his/her full potential.

[DR ROSIE BAKER](#)

Parent Governor – 16/03/2023 – 15/03/2026

Professional Details: I am an NHS doctor and have spent my career to date working in General Practice and Public Health Medicine.

Association with Eggescliffe School: I have two children at the school, in years 10 and 13. My youngest son is hoping to join the school in year 7 in 2024.

Reasons for being a governor: A good education and good health are closely linked, and I aim to support the school in ensuring that students achieve excellent outcomes in both their attainment and their wellbeing.

Other relevant roles: I am experienced in child safeguarding within health, and in ensuring that people using public services have equitable access, experience and outcomes.

[ZARAH AHMED](#)

Co-opted Governor: 11/07/2022 – 10/07/2025

Professional details: I have been an English teacher for over 10 years with experience in a variety of contexts. I am passionate about my subject and ensuring that all students have every opportunity to succeed. Currently, I am teaching key GCSE exam groups at two of the Trust secondary schools. In addition to this, I work with Subject Leaders to develop and improve the quality of education in English across the Trust.

Association with Eggescliffe School: I joined Eggescliffe School in January 2020 as Trust Lead Practitioner for English before being appointed Trust Director of English in September 2021.

Reason for being a governor: I am looking forward to working with governors and senior staff to promote further success at Eggescliffe school. Being a governor will broaden my understanding of how schools operate from a different perspective to enable me to support staff and students more effectively in my role.

Other relevant roles: Director of English for Vision Academy Learning Trust; GCSE examiner for AQA English Language

[HELEN PERKINS](#)

Parent Governor: 20/10/2022 – 19/10/2025

EGGLESCLIFFE SCHOOL
COMMITTEE AND WORKING PARTY STRUCTURE

1. CAPABILITY/GRIEVANCE PROCEDURES

Hearing Committee

- to consider representations made on behalf of staff under Capability, Grievance or Disciplinary Procedures.

Appeals Committee

- to hear appeals on disciplinary matters;
- to hear appeals under grievance procedures;
- to hear appeals under capability procedures;
- to consider any appeal from a member of staff arising from the Pay Review Procedures.

2. PUPIL CARE AND DISCIPLINE COMMITTEE

- to be responsible for the school's disciplinary procedures as agreed by the LEA and within the appropriate legislation;
- to look at pastoral care and review behaviour and achievement policies;
- to hold hearings to consider pupils excluded from school with a view to readmission or permanent exclusion.

3. CHALLENGE COMMITTEE

- Meeting held each half term
- The meetings are less formal than LGB
- The purpose of the group is to gain a greater understanding of all areas of the curriculum, scrutiny of school improvement priorities, and other areas within the governance remit. Different topics are presented at each meeting with governors gaining a greater in depth knowledge. Challenge and questioning are always encouraged.

4. COMPLAINTS COMMITTEE

- to receive an overview of informal complaints which have been received;
- to formally consider complaints received.

Full Governing Body

Executive Head Teacher – Mrs L Oyston

Chair - Mrs H Hogben

Vice Chair - Mrs L Hearn

Mrs A Osbeldiston

Mr R Holdsworth

Miss Zarah Ahmed

Dr Rosie Baker

Mrs Helen Perkins

Mr James Almond

Mr Doug Devey

Mrs Janet Granycome

GOVERNORS WORKING WITH TEACHERS

GUIDANCE FOR GOVERNOR VISIT

All governors are encouraged to link with the school wherever possible to gather information related to the effectiveness of teaching and learning, curriculum and pastoral areas in the school. This will allow governors to:

- Develop relationships with senior leaders, middle leaders and teachers in the school
- Gather information related to the strengths and areas for development for the school as a whole, key lines of enquiry and for specific departments.
- Support and challenge plans for whole school and departmental improvement

To facilitate meaningful discussion where governors can challenge and support, in relation to the quality of education at Eggescliffe, there will be a small number of '**governor QA weeks**' throughout the year.

Governors will spend time, when they are available in the calendared QA week with different members of SLT to gather evidence in order for them to accurately evaluate the quality of education. This evidence could include:

- Lesson observations and visits
- Conversations with students
- Work scrutiny
- Conversations with subject leaders and staff

How the governor QA week will run

- Governors will be sent a timetable (3-4 weeks in advance) when different members of SLT are available to participate in targeted QA activities throughout the week
 - Governors are not expected to be in school all week (any contribution is welcome)
 - There will be a number of different sessions with different members of SLT they will choose from during the week
- Each QA week will have a different focus. This focus will be directly related to the school key lines of enquiry identified in the SIP (eg PP, curriculum, boys etc)
- Governors will participate in a series of QA activities with SLT. These will include
 - observing teaching
 - interviewing students with their book
 - discussions with teachers
- At the end of each session SLT and governors will record their findings in relation to what they have seen (copies to be left with NG). This will then be used by governors to triangulate and evidence the impact of teaching and learning on the key lines of enquiry (see example over page)
 - At the end of each QA week the chair of governors will meet SLT to:
 - Discuss; sum up; evaluate the week and / or suggest future targets
 - All governors will be emailed a synopsis of findings and future actions

***NB**

- Although governors are no longer linked to any specific department they are invited and encouraged to participate in any extra quality assurance processes. (as discussed above they will gather a host of information related to whole school and subject specific areas)
- Governors can contact N Gittins to arrange any extra time to discuss any aspect of teaching, learning, assessment and curriculum. This could be a specific departmental, a special interest or a concern.
- Similarly subject leaders may require specific support or information they would like to discuss and share. SLT will contact governors and invite them if them should this arise.
- ***Subject leaders will be encouraged to ensure the chair of governors is informed of any celebration activities so that governors can be invited and participate in these events***

* Link governors will remain for Core subjects and some admin areas (see list attached)

Quality Assurance Schedule 2023/24

Term 1	
Date	QA Action
3 rd & 4 th October	Trust Led QA
WB 16 th October	School Led QA – Subject Review
WB 23 rd October	Y13 QA window 1 week – (informed by assessment 1)
WB 6 th November	School Led QA – Subject Review
WB 27 th November	Y11 QA window 2 weeks – (informed by assessment 1)
WB 11 th December	Y10 QA window
13 th & 14 th December	Trust Led QA
Term 2	
WB 29 th January	Y7 QA window 2 weeks – (informed by assessment 1) School Led QA – Subject Review
13 th & 14 th February	Trust Led QA
WB 26 th February	Y12 QA window 1 week – (informed by mock results)
Term 3	
WB 15 th April	Y8 QA window 2 weeks – (informed by mock results)
WB 20 th May	Y9 QA window 2 weeks – (informed by assessment 3 data)
WB 10 th June	School Led QA – Subject Review
11 & 12 June	Trust Led QA
WB 1 st July	School Led QA – Subject Review

School : Eggescliffe School

	Link staff	email	Name
Chair of Governors			Helen Hogben
Vice Chair			Liz Hearn
Link Governor Areas			Name
Leadership & Management and Ofsted Progress	Lindsay Oyston	l.oyston@eggescliffe.org.uk	Helen Hogben
Quality of Curriculum	Neil Gittins	n.gittins@eggescliffe.org.uk	Helen Hogben
School Standards, Progress and Improvements/Quality of Education	Neil Gittins/ Stephen Morrison	n.gittins@eggescliffe.org.uk s.morrison@eggescliffe.org.uk	James Almond
Teaching, Learning and Assessment	Emily Richardson	e.richardson@eggescliffe.org.uk	Helen Hogben
Personal Development Pastoral care/Well Being (including mental Health)	Alison Gerrard Caroline Wright (mat leave) Rachel Granycome	a.gerrard@eggescliffe.org.uk c.wright@eggescliffe.org.uk r.granycome@eggescliffe.org.uk	Alison Osbeldiston
Literacy and Numeracy	Emily Richardson	e.richardson@eggescliffe.org.uk	Zarah Ahmed
Relationships & Sex Education	Alison Gerrard	a.gerrard@eggescliffe.org.uk	Alison Osbeldiston
Parent / Community Engagement	Lindsay Oyston	l.oyston@eggescliffe.org.uk	Bob Holdsworth
Safeguarding	Carla Hardy	c.hardy@eggescliffe.org.uk	Helen Hogben
Attendance	Mark Cowan	m.cowan@eggescliffe.org.uk	Bob Holdsworth
Behaviour	Rachel Granycome	r.granycome@eggescliffe.org.uk	
SEND	Carolyn Hewitt	c.hewitt@eggescliffe.org.uk	Liz Hearn/Helen Hogben
Finance	Nicole Valls	n.valls@eggescliffe.org.uk	Doug Devey
CIOC	Lynda Aitchison	l.aitchison@eggescliffe.org.uk	Helen Perkins
Careers (CEIAG)			Doug Devey
Transition	Caroline Wright Bethany Collins	c.wright@eggescliffe.org.uk b.collins@eggescliffe.org.uk	
Sports Premium			
Pupil Premium	Alison Gerrard	a.gerrard@eggescliffe.org.uk	
Sixth Form	Georgina Crook/Faye Corner	f.corner@eggescliffe.org.uk g.crook@eggescliffe.org.uk	Bob Holdsworth

POLICIES

Statutory policies are on the Eggescliffe School website. All policies, statutory and non-statutory will be discussed and agreed at the relevant LGB meetings.

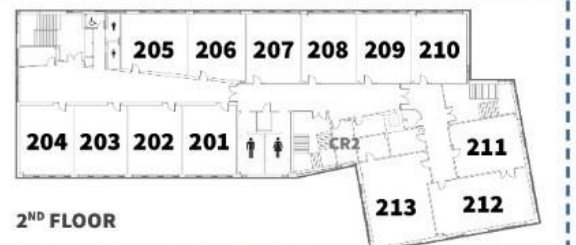
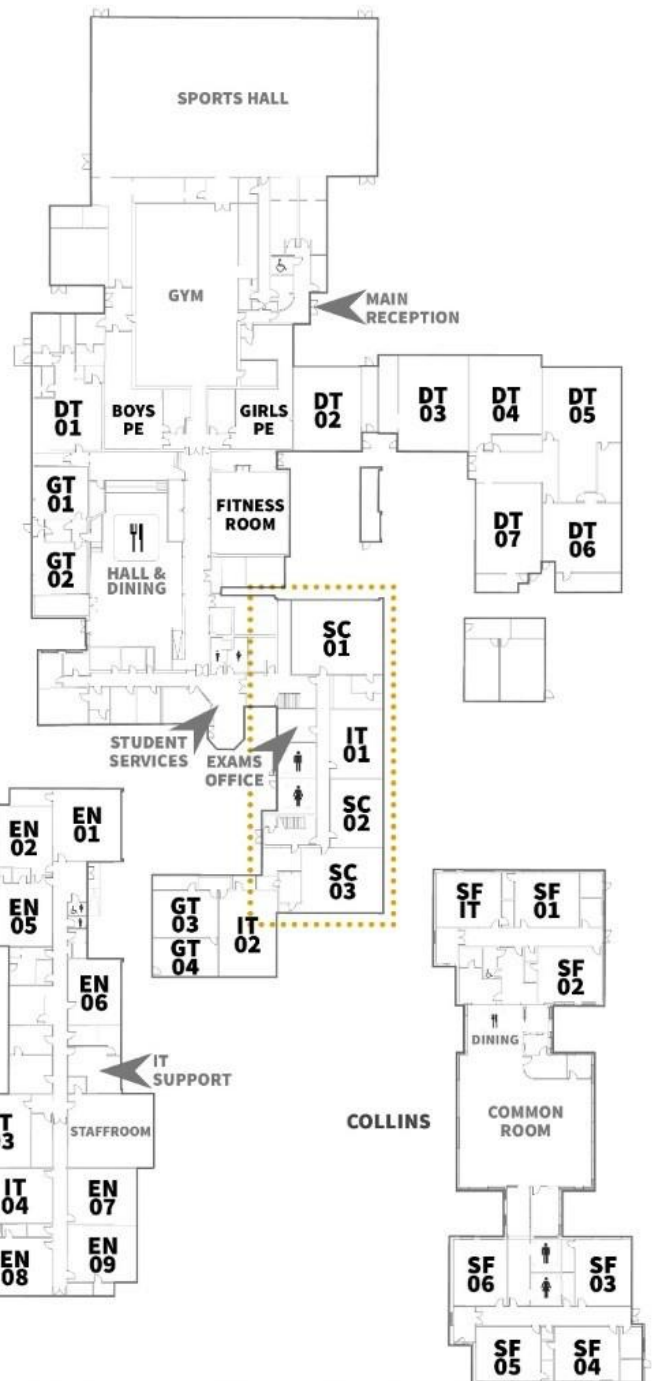
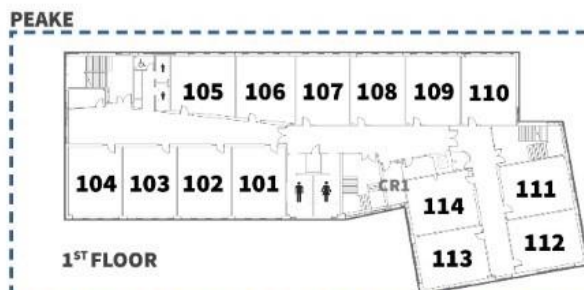
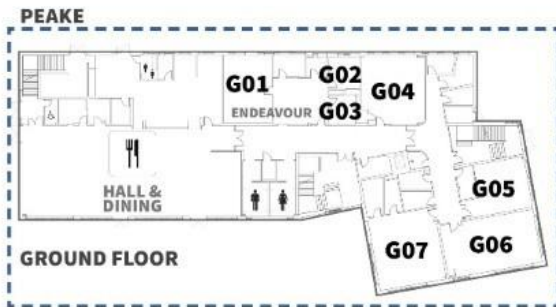
(Please refer to the website for full policy details)

- Accessibility Plan & Access Audit
- Additional Health Needs – Attendane Policy
- Administering Medication Policy
- Admission (policy) statement
- Admission of Refugees and Sanctuary Seekers Policy
- Allergen & Anaphylaxis Policy
- Anti-bullying Policy
- Assessment Policy in conjunction with the Feedback Policy
- Attendance Policy 7 – 13
- BTEC Policies
- CEIAG Policy
- Child with Health Needs who cannot attend school
- Child on Child Abuse Policy
- Child Protection Policy
- Children Missing Education
- Collective Worship Policy
- Curriculum Provision at Eggescliffe
- Design & Technology Health & Safety
- Designated Teacher Policy
- Drug & Alcohol Policy
- ECT Induction Procedure
- Educational Visits Procedures and Guidance
- Exam Policies
 - Archiving
 - Access arrangements
 - Complaints and Appeals
 - Conflicts of Interests
 - Contingency plan
 - Disability
 - Emergency evacuation procedures
 - Internal Appeals
 - Malpractice Policy
 - Non examination assessment
 - Special consideration
 - Word Processor
- Feedback Policy in conjunction with the Assessment Policy
- First Aid Procedures
- Home Learning Policy
- Mental Health Policy
- Profesional Supervision Policy
- Provider Access Policy
- Relationships & Sex Education (RSE) & Health Education Policy
- Remote Learning Policy
- SEND Policy
- Supporting Pupils with Medical Needs
- Suspension and Exclusions Policy
- Use of Reasonable Force Guidance

ES & 6TH FORM

EGGLESCLIFFE SCHOOL
AND SIXTH FORM COLLEGE

2023-24



SCIENCE BLOCK

