**BRIEFING PAPERS FOR**

**AUTUMN TERM 2022 GOVERNING BOARD MEETINGS**

**Prepared by the Governor Services Team,**

**Education Performance Service**

**August 2022**

**AUTUMN TERM 2022 INDIVIDUAL GOVERNING BOARD MEETINGS**

**PAPER 1**

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| **Title/Topic** |  **Changes to Keeping Children Safe in Education (KCSIE) 2022** |
| **Target Group** |  **All governing boards and governors**  |
| **Status of Item**  |  **Action** |
| **Key points** | **Background** From 1st September 2022 schools will have to abide by the Keeping Children Safe in Education (KCSIE) which contains several notable changes. The Department for Education has updated KCSIE 2022 with the aim of improving the approach to safeguarding in schools.In the new version of KCSIE 2022 the relevant parts of Human Rights Act 1998 (HRA), the Equality Act 2010 and the Public Sector Equality Duty have been outlined and explicitly linked to safeguarding, particularly as regards to diversity inclusion, prejudicial and discriminatory bullying and sexual violence & harassment.Throughout the document there has been a widening of focus from specific safeguarding issue eg. criminal exploitation, forced marriage, etc., with this being replaced with “all forms of abuse”.**Part 1** **Disclosure**Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.**Domestic Abuse**New information has been added to explain the impact of domestic abuse. Information has been added to highlight the potential short and long term detrimental impact on children’s health, wellbeing and ability to learn of experiencing domestic abuse at home or within their own intimate relationships.**Part 2 – Management of Safeguarding** The importance that governors and proprietors properly support the DSL role has been given prominence by adding it to the main board of the guidance and includes an expectation that they should read the full DSL job description in Annex C.There is a new requirement for governors and trustees to receive safeguarding training at the point of induction to ensure their understanding of their important strategic role, as well as their legislative responsibilities, and those set out by their local multi-agency safeguarding arrangements, and that this is regularly updated. In relation to online safety there is an expectation that the governors hold this as a central theme in their whole setting approach to safeguarding.A focus on preventative education has been added, with a new paragraph about the importance of setting’s role in delivering effective safeguarding curriculum.**Part 3 – Safer Recruitment** Regarding safer recruitment, the guidance clarifies that a curriculum vitae (CV) should only be accepted alongside a full application form. CVs on their own will not contain all the information required to support safer recruitment.The guidance now states that education settings should consider conducting online searches as part of their due diligence during the recruitment process. The stated aim of this is that it “may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.”**Part 4 – Allegations and Safeguarding Concerns** Learning from all allegations against staff investigations should be incorporated by schools and colleges, not just from those that are concluded and substantiated.The guidance now makes clear that schools and colleges can choose to whom low level concerns about staff are reported to, so long as it is clear in their policies. All staff should be aware of how to handle low level concerns, allegations against staff and whistleblowing, with KCSIE 2022 being clear that this information should be contained in the staff behaviour policy (also known as the code of conduct).**Part 5 – Child on Chid Sexual Violence and Sexual Harassment** Terminology throughout KCSIE 2022 has changed from peer-on-peer abuse to child-on-child abuse. This is a welcome change as the term peer-on-peer abuse suggests the abuse is between children of a similar age which is not always the case.There is a greater emphasis on risks for LGBTQ+ children and/or those that are perceived to be. Staff are reminded about that LGBTQ+ inclusion is part of the statutory relationships education/relationships and sex education curriculum. Senior leaders are reminded of the crucial part education settings play in preventative education within the context of a whole-school or college approach that creates a culture that does not tolerate any form of prejudice or discrimination, including sexism and misogyny/misandry. The expectation is that schools/colleges’ values and standards in this area will be underpinned by their behaviour policy, pastoral support system, as well as a planned programme of evidence based RSHE. The guidance spells out key areas to be included in the latter.**Annexes** A key change is in Annex C, where a statement has been added which requires the DSL to be aware of the role of the appropriate adult.  The role of the DSL has been moved entirely into Annex C to provide clarity and reinforce the responsibility of the role. It is expected that Governors read this in full. The guidance also states that sole proprietors cannot be the DSL in their setting.In Annex B there is increased emphasis on staff being able to identify the indicators of serious youth violence including reducing attendance, changes in friendship groups and performance concerns.  Education settings are encouraged to reach out to their local violence reduction unit. **Action Points**1. Be sure that staff have read and understood KCSIE
2. Ensure all relevant polices have been updated to reflect the changes in KCSIE 2022
3. Ensure all new governors have received safeguarding training at induction
4. Ensure all governors are familiar with all parts of KCSIE
5. Ensure governors are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 201022, (including the Public Sector Equality Duty23), and their local multi-agency safeguarding arrangements
6. Ensure safeguarding is a standing item on all governing board meetings
7. Ensure online safety is a central theme in your school’s whole school approach to safeguarding.
8. Ensure DSL understands the requirement for children to have an Appropriate Adult.
9. Ensure all safeguarding files / information is shared with the new school within five working days of the child moving schools or within 5 working days of the start of the new term.
10. Schools should consider carrying out an online search as part of their due diligence on the shortlisted candidates.
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| **Lead Officer Details****Training****Opportunity** | Mohammed Patel/Julie Chapaneri – Safeguardingineducation@leicester.gov.uk **Safeguarding Training for Governors (**Via Microsoft Teams)Thursday 22nd September 2022 9.30 am – 12 noonMonday 16th January 2023 9.30 am – 12 noonThursday 15th June 2023 9.30 am – 12 noon**See attached flyer for more detail****For further information or to book a place, please email** **safeguardingineducation@leicester.gov.uk** |

**AUTUMN TERM 2022 INDIVIDUAL GOVERNING BOARD MEETINGS**

**PAPER 2**

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| **Title/Topic** |  **Pupil Attendance** |
| **Target Group** |  **All governing boards**  |
| **Status of Item**  | **Discussion and action** |
| **Key points** | **Background** The DfE has issued revised Guidance on pupil attendance which includes specific expectations on governing boards. The main guidance document is:[Working together to improve school attendance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073616/Working_together_to_improve_school_attendance.pdf)[Guidance for maintained schools, academies, independent schools, and local authorities](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073616/Working_together_to_improve_school_attendance.pdf) [Published: May 2022](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073616/Working_together_to_improve_school_attendance.pdf)This is supported by;[Summary table of responsibilities for school attendance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073619/Summary_table_of_responsibilities_for_school_attendance.pdf)**Action Point**Governing boards are asked to familiarise themselves with the list of responsibilities in the summary table (link above) and monitor/ implement expected actions for all cohorts of pupils throughout the year. |
| **Lead Officer Contact Details** | Ellen Collier – Service Manager – Education Welfare Service ellen.collier@leicester.gov.uk  |

**AUTUMN TERM 2022 INDIVIDUAL GOVERNING BOARD MEETINGS**

**PAPER 3**

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| **Title/Topic** |  **Changes to Education Inspection Framework from September 2022** |
| **Target Group** |  **All governing boards** |
| **Status of Item**  | **Discussion and information** |
| **Key points** | **Background** Ofsted has [reviewed and updated](https://www.gov.uk/government/news/changes-to-inspection-handbooks-for-september-2022) its inspection framework and handbooks for September 2022, as it prepares to end a curriculum grace period for schools in place since 2019. However, a new grade descriptor for schools still making changes to their curriculum will ensure there is no “cliff-edge” for schools for a ‘good’ judgment, the watchdog said.**Key changes****1. Ofsted curriculum grace period ends …**When it introduced its new inspection framework in September 2019, Ofsted put in place “transition arrangements”, which gave schools a grace period in which to bring their curriculum in line.This meant that any school still in the process of updating its curriculum could still receive a ‘good’ grade, provided other aspects of the provision were good.This was originally due to last until September 2020, but this was delayed due to Covid restrictions. The end to the grace period was then pushed back again from September 2021 to this spring, [and then again to September 2022](https://schoolsweek.co.uk/ofsted-extends-curriculum-grace-period-to-september-2022/).Ofsted has confirmed the grace period would end in September 2022 and has removed the arrangements from its inspection handbooks.**2. New grade descriptor to prevent ‘cliff edge’**Ofsted said it was “not introducing a ‘cliff edge’ for a judgement of good” and recognised “that you are likely to always be revising elements of your curriculum”. The change “does not mean that schools will now be expected to meet every single handbook criterion to remain good”.A new grade descriptor has been added to the quality of education judgement, “acknowledging that settings are no longer facing emergency measures and are taking longer-term approaches to return pupils and learners to the curriculum they always intended”.Ofsted national director of education Chris Russell has stated that “we do not expect curriculum to be perfect or a ‘finished article’”. “Indeed, the best curriculum thinking is always evolving to meet changing circumstances. Inspection supports this approach to continuous improvement.”**3. New names for section 5 and 8 inspections**Ofsted has also updated its school inspection handbooks to change [the way it refers to different types of inspection.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1088585/School_inspection_summary_-_types_of_inspections.pdf)Full section 5 inspections will now be referred-to as “graded inspections”, while shorter section 8 inspections of ‘good’ and ‘outstanding’ schools will now be called “ungraded inspections”.“Monitoring inspections” of ‘inadequate’ schools or those with two consecutive ‘requires improvement’ grades will keep their name, while Ofsted will continue to conduct “urgent inspections” of certain schools triggered by specific concerns.Ofsted said the purpose of each inspection type and how they are carried out “remains unchanged”. The change in name is “simply aimed at promoting a better understanding of the types of inspection Ofsted conducts and why, especially among parents”.**4. ‘Time to move on from temporary Covid measures’**Ofsted has acknowledged that Covid “continues to have an impact on early years settings, schools, and further education providers, and is likely to affect how they make decisions for some time”.But it also said that education providers were “moving on from an emergency response to the pandemic and returning to more usual ways of working”.“We believe that now is the right time to move beyond the temporary measures that we placed in our handbooks as a response to the national disruption,” To reflect this, paragraphs about temporary Covid measures have now been incorporated into the main sections of each handbook, making it “clear that inspectors will continue to take account of issues that providers may be facing”.An example given is a “clear expectation that conversations between leaders and the lead inspector will continue to include a discussion on the impact of COVID-19.**Action Points**Governing boards should: * familiarise themselves with the changes, discuss the implications and take any necessary actions
* regularly monitor the quality of education/curriculum through visits to the school to look at curriculum areas and ask questions
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| **Sources of further information**  | [Changes to inspection handbooks for September 2022 - GOV.UK (www.gov.uk)](https://www.gov.uk/government/news/changes-to-inspection-handbooks-for-september-2022)School Inspection handbook[School inspection handbook - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/school-inspection-handbook-eif) |

**AUTUMN TERM 2022 INDIVIDUAL GOVERNING BOARD MEETINGS**

**PAPER 4**

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| **Title/Topic** | **Governing Board Annual Planner - Tasks for the Autumn Term**  |
| **Target Group** |  **All governing boards and local governing boards with delegated responsibilities** |
| **Status of Item**  |  **Action** |
| **Key action points** | **Background** The attached planner details tasks that should be undertaken by either the governing board or its committees during a specific term or anytime during the academic year.**Action Point**The governing board should ensure that all appropriate items for the Autumn Term are undertaken. |
| **Separate Document attached**  | Annual Planner – Maintained Schools (August 2022) and Annual Planner – Academies (August 2022)  |
| **Sources of further information** | Learning Link– Governors’ E-LearningDfE Website – <https://www.gov.uk/government/organisations/department-for-education>Leicester Governors’ On-Line Centre[www.leicester.gov.uk/governors](http://www.leicester.gov.uk/governors) |
| **Lead Officer Contact Details** | Janet ChadbournGovernor Services ManagerJanet.chadbourn@leicester.gov.uk |

**AUTUMN TERM 2022 INDIVIDUAL GOVERNING BOARD MEETINGS**

**PAPER 5**

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| **Title/Topic** |  **Headteacher Performance Management** |
| **Target Group** | **All governing boards and local governing boards with delegated responsibilities** |
| **Status of Item**  |  **Action** |
| **Key points** | **Background** Governing boards should arrange to carry out the annual headteacher performance management process, to be completed by 31st December 2022.  Governing boards and trusts are encouraged to respond flexibly and pragmatically, given that the performance management objectives of teachers and leaders are still likely to have been impacted by the pandemic. it is still likely to be the case that some objectives set for teachers and leaders will have been adversely affected by the inability of teachers and leaders to work towards their objectives during a substantial part of the performance management cycle.**Action Points**Governing boards are reminded to; * appoint 3 governors to undertake the task.
* appoint an External Adviser to support the panel and establish and agree any costs associated for this work.
* Agree a date and time, ensuring the process is completed by 31st December 2022
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| **Sources of further information**  | See **attached** guidance on carrying out the Headteacher’s performance management  |

**AUTUMN TERM 2022 INDIVIDUAL GOVERNING BOARD MEETINGS**

**PAPER 6**

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| **Title/Topic** | **Formal Collaboration Arrangements between Governing Boards** |
| **Target Group** | **All maintained school governing boards**  |
| **Status of Item**  | **Discussion and action**  |
| **Key action points** | **Background**The School Governance (Collaboration) (England) Regulations 2003 allow maintained governing boards to make collaborative arrangements with other maintained governing boards to jointly discharge appropriate statutory duties (Staffing hearings and appeals). Several governing boards have also set up collaborations to deal with specific staffing issues where it has been difficult to constitute appropriate panels, usually because of insufficient eligible governors or to ensure objectivity in the process. The DfE has confirmed that governing boards can set up collaborative arrangements with other governing boards in anticipation of the need for such an arrangement, particularly in relation to dealing with staffing hearings and appeals. So, an arrangement could be set up in the autumn term to cover the whole of an academic year. This regulation does not allow a collaborative arrangement to consider pupil exclusions. In terms of complaints, if your school has adopted the DfE’s model complaints policy, there is an allowance within the policy to source any additional, independent governors through another local school in order to make up the committee. This is a separate process and if you require further guidance please contact us.**Key points:*** Collaboration must be formalised at a meeting of each of the governing boards involved in the collaboration and must be carefully minuted. **Each governing board must minute the decision to agree to collaborate before any collaborative work takes place.**
* Once a governing board has agreed upon the decision to collaborate with another school, the Clerk/Chair of Governors should contact the other governing board (via their Clerk or Chair of Governors) to seek agreement for collaboration to take place.
* At a full governing board meeting the governing board should be made aware of the nature and purpose of the collaboration (to be stated in the Minutes);
* The governing board must agree not only to collaborate but to delegate the discharge of the collaborative arrangements to either a named governor or, a committee or the whole governing board as appropriate.

Suggested wording for the minutes can be found in the collaboration briefing note on the Governor’s Online Centre (link below). If you would like to set up a collaboration, there are several possible avenues if you do not already have a link governing board. Consider:* SIL Triad Schools
* Neighbouring Schools
* Schools in your Development Group
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| **Sources of further information** | Your Clerk to GovernorsGovernors’ On-Line Centre[www.leicester.gov.uk/governors](http://www.leicester.gov.uk/governors) |
| **Lead Officer Contact Details** | Robyn CooperSenior Officer, Governor Services Robyn.cooper@leicester.gov.uk  |

**AUTUMN TERM 2022 INDIVIDUAL GOVERNING BOARD MEETINGS**

**PAPER 7**

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| **Title/Topic** |  **Governor HR Workshop** |
| **Target Group** |  **All governing boards** |
| **Status of Item**  |  **Information and action** |
| **Key points** | **Background** LCC HR Traded Service in conjunction with Governor Services will be rolling out workshops for Governors. The aim of this workshop is to ensure that Governors at all levels have a full understanding of their roles and responsibilities when called upon to be Chair or a be a member of Governing panel for HR matters.Workshops will be either online or face to face and further details including dates will be circulated once these have been confirmed. **Action Points:**Please let us know the following:* Do you think Governors at your school will be interested in attending the workshop?
* if so, how many delegates do you envisage attending?
* Do you think the preference will be daytime, evening or a mixture of both?
* Do you think the preference will be for online or face to face meetings?
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| **Lead Officer Contact Details** | **Please respond by 30th September 2022 to:** Carolyn Joseph –Carolyn.joseph@leicester.gov.ukPhone: 0116 454 4337Parvathi Jaganmohan Parvathi.Jaganmohan@leicester.gov.uk Phone: 0116 454 4368 |

**AUTUMN TERM 2022 INDIVIDUAL GOVERNING BOARD MEETINGS**

**PAPER 8**

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| **Title/Topic** | **REMINDER: Private Fostering** |
| **Target Group** | **All governing boards** |
| **Status of Item**  | **Information**  |
| **Key points** | **Background** A privately fostered child is a child under 16, or under 18 if the child has a disability, who is being cared for and living with someone else who is not a parent, close relative or someone who holds parental responsibility. A close relative is considered as a grandparent, step-parent, brother or sister, uncle or aunt. A private fostering arrangement is one which is expected to last 28 days or more. Private foster carers are legally required to notify the Local Authority, but it is expected many private fostering arrangements remain unknown and unregulated. Leicester City Council Social Care and Early Help Service have a duty to ensure that the care arrangements are suitable for the child and that the child is safe. They will assess the private foster family including health checks and accommodation checks.**Action Point**To note that Headteachers have been asked to consider the care arrangements for children and young people who attend your school and notify the Local Authority of any private fostering arrangements they may be aware of. This should be done via the Social Care and Early Help Service by contacting the Duty and Advice Service on 0116 454 1004.  |
| **Sources of further information**  | Duty and Advice Service – Leicester City Council – 0116 454 1004 |

**AUTUMN TERM 2022 INDIVIDUAL GOVERNING BOARD MEETINGS**

**PAPER 9**

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| **Title/Topic** | **REMINDER: Prevent in Education**  |
| **Target Group** | **All governing boards** |
| **Status of Item**  | **Information** |
| **Key points** | **Background** The Counter Terrorism and Security Act (CTS) 2015 includes a duty on named statutory boards to have due to regard to the risks associated with radicalisation. The Prevent Duty - DfE Guidance for schools and childcare providers June 2015: * Explains what the Prevent duty means for schools and childcare providers.
* Makes clear what schools and childcare providers should do to demonstrate compliance with the duty; and
* Informs schools and childcare providers about other sources of information, advice and support.

Ailsa Coull is the Prevent Education Officer, Ailsa.Coull@leicester.gov.uk for Leicester City Council and is the point of contact on Prevent within education settings.  Ailsa’s role includes supporting schools in how they can deliver the Prevent duty effectively, assisting schools with classroom resources around the Prevent Duty, delivering staff Prevent training and acting as the conduit for any Prevent related updates from the DfE and Home Office.  Please don’t hesitate to contact Ailsa for any Prevent related support needed, including referral advice. |
| **Sources of further information**  | Ailsa Coull. Prevent Education OfficerAilsa.coull@leicester.gov.ukThe Prevent Duty - DfE Guidance for schools and childcare providers June 2015<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>[www.leicesterprevent.co.uk](http://www.leicesterprevent.co.uk)[www.educateagainsthate.com](http://www.educateagainsthate.com) |