**BRIEFING PAPERS FOR**

**SPRING TERM 2023 GOVERNING BOARD MEETINGS**

**Prepared by the Governor Services Team,**

**Education Performance Service**

**December 2022**

**SPRING TERM 2023 BRIEFING PAPER FOR GOVERNING BOARD MEETINGS**

**PAPER 1**

|  |  |
| --- | --- |
| **Title/Topic** |  **REMINDER: Safeguarding/Induction Training** |
| **Target Group** |  **All schools** |
| **Status of Item**  |  **Discussion and action where appropriate** |
| **Key points** | **Background** The September 2022 Keeping Children Safe in Education (KCSIE) statutory guidance required all governors and trustees to receive appropriate safeguarding and child protection training at induction. Also, the training must be regularly updated – the LA Safeguarding in Education Team advises this should be on an annual basis. Please note that governors should have governor-specific training as the training school staff receive is not sufficient as it does not cover their strategic responsibilities. **Safeguarding Training options** * LA Training – Safeguarding for Governors - 16th January or 15th June 2023, 9.30 am – 12 noon (Microsoft Teams course – flyer attached)
* Learning Link - Safeguarding: the governor's role (online E-learning module) [NGA Learning Link - Safeguarding: how to fulfil the governance role module - National Governance Association](file://C:\Users\chadj001\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\6W7KUVOB\•%20Learning%20Link%20-%20Safeguarding:%20the%20governor's%20role%20(online%20module)%20NGA%20Learning%20Link%20-%20Safeguarding:%20how%20to%20fulfil%20the%20governance%20role%20module%20-%20National%20Governance%20Association)
* The Leicester and Leicestershire Teaching School Hub –[Safeguarding for Governors Training Course (online course) – 17th April](https://bookwhen.com/teachingschool/e/ev-sjoo-20230417174500) 2023 5.45 pm

 * National College – Safeguarding: The Governor’s Role 2022 (online module) [The National College | Remote video CPD for school leaders & teachers](https://thenationalcollege.co.uk/)

 **Action Points**Governing bodies should ensure that: * all new governors undertake induction and safeguarding training as soon as possible after their appointment/election;
* all governors undertake appropriate refresher safeguarding training on an annual basis.
 |
| **Sources of further information**  | Safeguardingineducation@leicester.gov.uk governors@leicester.gov.uk  |

**SPRING TERM 2023 BRIEFING PAPERS FOR GOVERNING BOARD MEETINGS**

**PAPER 2**

|  |  |
| --- | --- |
| **Title/Topic** |  **Schools Financial Value Standard** |
| **Target Group**  |  **All maintained school governing bodies** |
| **Status of Item**  | **Action** |
| **Key action points** |  **Background** Local authority maintained schools are required to conduct an assessment against the Schools Financial Value Standard (SFVS) once a year.  Assessments must be signed and dated by the Chair of Governors and submitted to the local authority by 31st March each year. The Director of Finance will inform the DfE each year of how many schools have submitted a SFVS self-assessment to the local authority by 31st March 2023 and will confirm that there is a system of school audits in place to provide assurance over their standards of financial management and the regularity and propriety of their spending.  Internal Audit will undertake a programme of SFVS spot checks each summer term to confirm the accuracy of the content of the self-assessments and to make the Governing Board and the local authority aware of discrepancies in judgement.**Action Points**To return the signed statement by 31st March 2023 |
| **Separate Document**  | Click [here](https://www.gov.uk/guidance/schools-financial-value-standard-and-assurance-sfvs) to access the **2022/2023** SFVS Assessment Form  |
| **Deadline for Response** | To be returned to the LA no later than 31st March 2023. |
| **Sources of further information** | [Schools financial value standard (SFVS) and assurance - GOV.UK](https://www.gov.uk/guidance/schools-financial-value-standard-and-assurance-sfvs)  |

**SPRING TERM 2023 BRIEFING PAPER FOR GOVERNING BOARD MEETINGS**

**PAPER 3**

|  |  |
| --- | --- |
| **Title/Topic** |  **School Improvement Leicester (SIL) – Triad Reports** |
| **Target Group** |  **School Improvement Leicester Primary Schools** |
| **Status of Item**  |  **Discussion and action** |
| **Key points** | **Background** School Improvement Leicester (SIL) is a schools’- led alliance established by school leaders in 2019 to deliver high quality school improvement services to all 49 member primary schools. SIL is owned and governed by the Leicester Primary Partnership.All SIL member schools actively engage in a peer review triad (3 schools), meeting their triad colleagues 3 times a year for the peer review meetings. Triads are groups of three (occasionally four) schools who carry out the review and support programme. The triad School Improvement Partner, triad headteachers and other appropriate leaders, make visits to each other's schools to support and challenge the school self-assessment, identify strengths, vulnerabilities and support needs and feed into the LA’s decision on the school’s category.The purpose of the peer review meeting is to gain a greater understanding of the school through joint monitoring that will: * support and challenge self-evaluation (SEF)
* externally validate self-evaluation
* identify priorities for improvement
* evaluate the impact of any support the school receives to address issues and agree on-going support requirements
* Feed in to the Education Performance Service’s decision on school categorisation
* feed into the knowledge the School Improvement Board and the LA have about Leicester schools
* review the progress the school is making on its areas for improvement
* identify good practice and capacity to support other schools
* gain confirmation from the Headteacher that the safeguarding, website and SEND regulations are compliant.

Following a peer review, a report is drawn up and sent directly by SIL to the Headteacher and Chair of Governors. In addition, all SIL schools are also offered a 2 day review every 3 years. Since 16th November 2022 the review reports are now being shared with the Chair of Governors.**Action Points**As the report provides an external validated evaluation of the performance of the school, it is a very useful tool for governors to use to hold the school to account by triangulating the information received directly from the Headteacher and that sourced by governors during visits and other activities.Therefore, governing bodies are strongly recommended to discuss the Triad reports/review report at the termly governing board meeting or appropriate committee.  |
| **Sources of further information**  | School Improvement Leicester jholland@lpp-leicester.org.uk  |

**SPRING TERM 2023 BRIEFING PAPER FOR GOVERNING BOARD MEETINGS**

**PAPER 4**

|  |  |
| --- | --- |
| **Title/Topic** |  **Staff Health and Wellbeing** |
| **Target Group** |  **All schools**  |
| **Status of Item**  |  **Discussion and Action**  |
| **Key points** | **Background** School leaders and governing boards have significant responsibilities to support the wellbeing of those employed in their schools, including their work-life balance. These responsibilities are underpinned by health and safety law and statutory pay and conditions. The judgement of leadership and management in the current Ofsted education inspection framework also considers how governing boards and school leaders review and address issues relating to staff workload and wellbeing, including the removal of unnecessary workload associated with data and evidence collection. The [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook) states that governing boards should have "due regard for the wellbeing and mental health of the school leadership team and teaching staff more broadly" (page 98).  But the concept of 'wellbeing' is hard to define, made trickier by the need to approach wellbeing strategically, not operationally.**Wellbeing Culture and Strategy** It is important for governing boards to understand the legal frameworks, and all of the requirements with which they must comply. However, it is just as important to look beyond this and to reflect on the culture of wellbeing that exists in the school/trust. Effective wellbeing strategies: * encourage school leaders to lead by example by prioritising their own wellbeing and self-care
* provide mechanisms for highlighting and responding to specific pressure points and risks
* use effective communication to demonstrate the commitment to priorities (eg reducing working hours)
* allocate sufficient resource, including resource for providing confidential external support, for those who need it
* are monitored through reports from your Headteacher that are discussed by the board alongside other evidence and wider feedback received
* evaluate/gather evidence from staff on the culture of health and wellbeing via staff questionnaires

**The Wellbeing of School Leaders** Governing boards have a clear statutory responsibility for the work-life balance of the Headteacher/senior leader. The Headteacher has the responsibility for ensuring that their staff achieve the same. Senior leaders work in an increasingly challenging environment with limited resources and higher levels of accountability. In this context, it is important for the Headteacher to feel supported by a governing board that plays its part in limiting unnecessary stress, challenging excessive working hours and maintaining a healthy work-life balance. **Action Points for Governing Boards*** **Establish a school or staff**[**wellbeing policy**](https://schoolleaders.thekeysupport.com/policy-expert/staff/staff-wellbeing-policy-model-and-examples/?marker=content-body)
* **Monitor Staff Wellbeing**

Unlike how the Chair supports  the Headteacher’s wellbeing, the way governors support staff wellbeing is more hands-off.As a governing board, governors need to make sure that:* Relevant policies and processes are in place which:
	+ Facilitate a healthy work-life balance among staff
	+ Don't put undue pressure on workload
* The school adheres to the working time limits set out in the [Working Time Regulations 1998](http://www.legislation.gov.uk/uksi/1998/1833/contents/made)
* Governors don't make unreasonable demands on the time of school staff, including the Headteacher
* Governors support the headteacher and teachers to achieve a satisfactory work-life balance. This is a requirement for maintained schools, but good practice for all school types (see page 19 of the [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook))
* Governors provide appropriate challenge and support to the headteacher, including:
	+ Asking appropriately probing questions
	+ Setting targets for improvement where feedback shows there are staff wellbeing issues

**Monitor wellbeing initiatives**The governing board’s role is a strategic one so governors should **monitor** initiatives to make sure they’re having an impact and show how wellbeing is being embedded in the school’s culture.This can be done by:* **Asking questions during board meetings**
* **Undertaking learning walks to see wellbeing initiatives in practice**
* **Looking at data**

To ensure that initiatives are having an impact, sources of data could include:* Staff Surveys
	+ Positive or negative comments can give governors and school leaders insight into how individuals feel about an initiative and if they think it's working/has worked
* Staff absence rates and spend
	+ If staff feel happy and healthy, they're less likely to be off sick due to anxiety, stress or burnout
* Feedback from conversations senior leaders have had with staff
	+ For example, governors would want to know if a new staff workload initiative had been effective. The Headteacher reported that they had spoken to 5 members of staff who all said they'd seen a huge reduction in workload since the school introduced the initiative. One staff member said they hadn't needed to take work home with them since the initiative started.
 |
| **Sources of further information** | **LA Schools’ Extranet Section - Health and Wellbeing Plan in Schools**A working group of school, union and local authority representatives have been tasked to propose a standard Health and Wellbeing survey for Leicester schools to use in producing their health and wellbeing plan.The group considered the good practice already happening in Leicester, the Ofsted framework and also the many resources available online. The information proposes how your school can create a health and wellbeing plan and use the Leicester city survey template for initial and subsequent school staff engagement. The group drew on guidance set out by **The Key for School Leaders** (a trusted source for whole school support) which describes the steps to take and how to use the findings to help create a strong health and wellbeing plan.**The resources will be available shortly for schools to use.** |

**SPRING TERM 2023 INDIVIDUAL GOVERNING BOARD MEETINGS**

**PAPER 5**

|  |  |
| --- | --- |
| **Title/Topic** | **Governing Board Annual Planner - Tasks for the Spring 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 Spring 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 |

**SPRING TERM 2023 BRIEFING PAPERS FOR GOVERNING BOARD MEETINGS**

**PAPER 6**

|  |  |
| --- | --- |
| **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 |

**SPRING TERM 2023 BRIEFING PAPERS FOR GOVERNING BOARD MEETINGS**

**PAPER 7**

|  |  |
| --- | --- |
| **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) |