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| CLERKS’ BRIEFING **Autumn term 2020****Tuesday 29th September 2020****1pm to 2.30pm****This will be a virtual meeting with invitations sent via Governor Services**(Copied to Chairs by email) |  |

This briefing will focus on the clerks' role in providing advice and support within governance throughout the autumn term, with a particular focus on any adaptations due to current Coronavirus restrictions.

Notes – governance does need to get back to its three core functions, however, schools are very different places. Chairs should be regularly check in with your HT and not adding more pressure, being a listening ear. Governors should be asking themselves what you can do to alleviate pressure.

CLERKS’ BRIEFING AGENDA

1. Finance
	1. SFVS
	2. Financial Consultations with Schools
	3. Schools Audit
	4. Covid-19 Catch Up
	5. Primary PE and Sport Premium
	6. Academies Handbook 2020
	7. Early Education Funding
2. HR
3. Admissions
4. Health & Safety
5. School Building Programme
6. IT
	1. Secure Email Update
	2. Cyber Security
7. Governors Fact Sheet Liability Insurance
8. Pupil Premium Governor Toolkit
9. Can (Do) Working Together – Support Services for Schools
10. Safeguarding
	1. Keeping Children Safe in Education 2020
	2. New BFC model policy
	3. LADO – Local Authority Designated Officer
11. Statutory and Department Guidance
	1. Guidance for full opening: schools
	2. Reception Baseline Assessment
	3. Early Years Framework
	4. PHSE and RSE Reforms
	5. What maintained schools must publish online – new financial requirements
	6. Publication of Governor Details
12. Ofsted
13. Governor and Clerk Training and Development Opportunities:
	1. BF Autumn Term Programme 2020
14. Clerking / procedural matters:
	1. Governors with Particular Responsibilities
	2. Notification of Governing Body Changes
	3. Copies of Minutes
	4. Register of Business Interests
	5. Performance Management
	6. Complaint Policy
	7. Parent & Staff Governor Elections
	8. Agenda plan for Autumn 2020
15. NGA
	1. Delegation planners
	2. Model role descriptions
	3. Corporate membership and NGA Learning Link membership
	4. Code of Conduct 2020
	5. Skills Matrix 2020
16. Education Governor Nominations
17. Tips for Governor Recruitment
18. AOB

**Date of next meeting:**

**Thursday 21 January 2021, 1pm to 2.30pm**

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| **APPENDICES**Appendix A – List of ClerksAppendix B – BFC Policy List and Review Dates September 2020 – maintained schoolsAppendix C – BFC Policy List and Review Dates September 2020 – Academies |  |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 1** | **Maintained School**  |
| **TITLE** | **Financial Issues**1. **Schools Financial Value Standard (SFVS)**
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| This is a reminder that due to the coronavirus pandemic, the SFVS return for 2020-21 financial year which would ordinarily be due by 31 March 2021 has been cancelled by the DfE and there is no requirement to arrange review by governors and certification by the chair of governors.  |
| **ACTION POINTS:** | * Advise Finance committee or FGB.
 |
| **DEADLINE FOR ACTION** | N/A | **CONTACT NAME** | Paul Clark, Finance Business Partner – People Directorate |
| **TELEPHONE** | 01344 354054 |
| **EMAIL** | paul.clark@bracknell-forest.gov.uk |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 1** | **Maintained School**  |
| **TITLE** | **Financial Issues:**1. **Financial Consultations with Schools**
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| Initial stages of building the 2021-22 budget for mainstream schools are now underway and a straightforward financial consultation was released on 19 September to gather views from schools. There are five questions being asked, none of which have not been asked before.They are generally asked each year to ensure the Schools Forum has the current view of governors to consider when relevant decisions are taken.The questions are:1. Should funds continue to be allocated to mainstream schools as closely as possible to the way the Department for Education (DfE) allocates funds to the council?
2. Should we aim to set the minimum per pupil funding increase from 2020-21 at the highest permitted rate of 2% for all school types i.e. mainstream and special?
3. Should schools receiving the highest increases in per pupil funding finance the cost of ensuring all schools receive a minimum increase in per pupil funding from 2020-21?
4. Should funds from maintained mainstream schools continue to be “de-delegated” back to the council on permitted budgets where there are strategic, risk sharing or cost-effective benefits to gain?
5. Should maintained schools continue to make a financial contribution to the education related statutory and regulatory duties required of the council that are no longer financed through a grant from the DfE?

Governors should therefore be ready to consider the consultation.Deadline for responses to the consultation is 23 October. |
| **ACTION POINTS:** | * Governors need to be aware of the opportunity to provide views on school funding and the key issues anticipated.
* Be aware of any changes in pupil numbers between October 2019 and October 2020 as this is likely to be the biggest factor in the amount of funds that will be received in 2021-22.
 |
| **DEADLINE FOR ACTION** | 23 October 2020 | **CONTACT NAME** | Paul Clark, Finance Business Partner – People Directorate |
| **TELEPHONE** | 01344 354054 |
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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 1** | **Maintained School & Academy** |
| **TITLE** | **Financial Issues:**1. **Schools Audit**
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| **Background**For the last few years, we have taken a risk-based approach to whether an audit visit is needed for a school due for audit on rotation. This is based on a number of factors including review of the SFVS, outcome of OFSTED inspections and review of the self-assessment form completed by the school focusing on governance and financial controls. The self-assessment form was usually issued in the spring and completed and reviewed before the end of the summer term with audits being completed in the autumn and spring terms. Audit have up to now been completed by Mazars LLP.​​Due to delivery issues with Mazars and then COVID 19, a number of school audit that were due to be undertaken in March were cancelled and the self-assessment due to be completed to schools due on rotation was not issued.  ​**Current Position**We are still intending to audit those schools that were due to be audited in March under the 19/20 Audit Plan.Due to limited budgets we are continuing with the risk-based approach to determining if an audit visit is undertaken for audits due on rotation in 20/21 and the self-assessment will be issued in the next week for completion by 30th October. Audit visits will be undertaken from January to March 2021.Due to delays in delivery we have ceased to use Mazars for our school audits. We are now increasing our in-house audit capacity.Should schools wish to separately purchase audits, there will be the option to do this.**Supporting Documentation -** <https://schools.bracknell-forest.gov.uk/finance/policies-and-guidance-notes/>Internal Audit CharterGuidance on Internal Audit for AuditeesSelf-Assessment for Schools due on Rotation |
|  |  | **CONTACT NAME** | Sally HendrickHead of Audit and Risk Management |
| **TELEPHONE** | 01344 352092 |
| **EMAIL** | Sally.hendrick@bracknell-forest.gov.uk  |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 1** | **Maintained School & Academy** |
| **TITLE** | **Financial Matters*** 1. **Covid-19 Catch Up Premium**
	2. **PE and Sport Premium**
 |
| 1. **Covid-19 Catch Up Premium**

First published by the DfE on 20 July with additional information available here <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#history>As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.What school leaders need to know about the catch-up premium and the National Tutoring Programme, including funding amounts and how funding should be spent. <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium> - Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents.1. **PE and Sport Premium**

Published 5 July - The Primary PE and Sport Premium funding will continue at £320 million for the 2020/21 academic year. The DfE has also sanctioned any PE and Sport Premium funding from the current academic year (2019-20), that schools **were unable to use**, as a result of the coronavirus pandemic, can be **carried forward** to utilise in the next academic year. The Premium is designed to help children get an active start in life, supporting primary schools to improve the quality of their PE and sport provision so that pupils experience the benefits of regular exercise – from becoming healthier both mentally and physically to improved behaviour and better academic achievement. The funding is a ring-fenced grant for English primary schools to provide additional and sustainable improvements to the quality of PE, sport and physical activity. Allocations to schools are determined by a formula based on pupil numbers. The average one form entry primary school will receive roughly £18,000 per year. Updated guidance can be found here: <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools#coronavirus-covid-19-update> |
|  |  | **CONTACT NAME** | Governor Services |
| **TELEPHONE** | 01344 354036 / 4069 |
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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 1** | **Academy** |
| **TITLE** | **Financial Matters**1. **Academies handbook 2020**
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| First published in July 2020 and came into effect on 1 September 2020, this replaces the previous version <https://www.gov.uk/guidance/academies-financial-handbook/academies-financial-handbook-2020-to-print>. What has changed:**Governance**Further information on governance arrangements including trustees' responsibility to maintain the trust as a **going concern** [[1.14](https://www.gov.uk/guidance/academies-financial-handbook/part-1-roles-and-responsibilities#nbsp-nbsp-members), [2.5](https://www.gov.uk/guidance/academies-financial-handbook/part-2-main-financial-requirements#nbsp-nbsp-basic-control-principles) and [2.8](https://www.gov.uk/guidance/academies-financial-handbook/part-2-main-financial-requirements#nbsp-nbsp-financial-planning)], confirmation that **members** must not be employees or occupy unpaid staff roles [[1.4](https://www.gov.uk/guidance/academies-financial-handbook/part-1-roles-and-responsibilities#nbsp-nbsp-members)], that **members** must remain informed about trust business [[1.8](https://www.gov.uk/guidance/academies-financial-handbook/part-1-roles-and-responsibilities#nbsp-nbsp-members)] and that trusts must appoint a **clerk to the board** [[1.40](https://www.gov.uk/guidance/academies-financial-handbook/part-1-roles-and-responsibilities#nbsp-nbsp-the-clerk-to-the-board)]. Also clarifying that trusts must keep their **register of interests** up to date [[5.46](https://www.gov.uk/guidance/academies-financial-handbook/part-5-delegated-authorities#nbsp-nbsp-related-party-transactions)].**Executive team**Confirmation that both the **accounting officer** and **chief financial officer (CFO)** should be employees, and a requirement for ESFA approval if, exceptionally, they are not [[1.26](https://www.gov.uk/guidance/academies-financial-handbook/part-1-roles-and-responsibilities#nbsp-nbsp-the-accounting-officer) and [1.36](https://www.gov.uk/guidance/academies-financial-handbook/part-1-roles-and-responsibilities#nbsp-nbsp-the-chief-financial-officer)]. Also encouraging larger trusts to consider relevant accountancy qualifications for their **CFO,** and for all CFOs to maintain professional development [[1.37](https://www.gov.uk/guidance/academies-financial-handbook/part-1-roles-and-responsibilities#nbsp-nbsp-the-chief-financial-officer) and [1.38](https://www.gov.uk/guidance/academies-financial-handbook/part-1-roles-and-responsibilities#nbsp-nbsp-the-chief-financial-officer)].**General controls and transparency**Updated clarifications including maintenance of a **fixed asset register** [[2.7](https://www.gov.uk/guidance/academies-financial-handbook/part-2-main-financial-requirements#nbsp-nbsp-basic-control-principles)], termly review of **pupil number projections** [[2.12](https://www.gov.uk/guidance/academies-financial-handbook/part-2-main-financial-requirements#nbsp-nbsp-financial-planning)], use of **integrated curriculum and financial planning** [[2.13](https://www.gov.uk/guidance/academies-financial-handbook/part-2-main-financial-requirements#nbsp-nbsp-financial-planning)], avoidance of **overdrafts** [[2.24](https://www.gov.uk/guidance/academies-financial-handbook/part-2-main-financial-requirements#nbsp-nbsp-financial-planning)], publication of information about **high pay** [[2.32](https://www.gov.uk/guidance/academies-financial-handbook/part-2-main-financial-requirements#nbsp-nbsp-procurement-and-spending-decisions)] and **whistleblowing** [[2.44](https://www.gov.uk/guidance/academies-financial-handbook/part-2-main-financial-requirements#nbsp-nbsp-whistleblowing)], confirmation that the trust's funds must not be used to purchase **alcohol** [[2.35](https://www.gov.uk/guidance/academies-financial-handbook/part-2-main-financial-requirements#nbsp-nbsp-procurement-and-spending-decisions)], board and committee responsibilities for **risk management** [[2.38](https://www.gov.uk/guidance/academies-financial-handbook/part-2-main-financial-requirements#nbsp-nbsp-risk-management), and [3.6 to 3.8](https://www.gov.uk/guidance/academies-financial-handbook/part-3-internal-scrutiny#nbsp-nbsp-directing-internal-scrutiny---the-audit-and-risk-committee)] and completion of the **School resource management self-assessment tool** [[6.8](https://www.gov.uk/guidance/academies-financial-handbook/part-6-the-regulator-and-intervention#nbsp-nbsp-school-resource-management-self-assessment-tool)].**Internal scrutiny**Updated text including clarification that **internal scrutiny** covers both financial and non-financial controls [[3.1](https://www.gov.uk/guidance/academies-financial-handbook/part-3-internal-scrutiny#nbsp-nbsp-purpose-of-internal-scrutiny)], removal of the option for **internal audit** to be performed by the external auditor [[3.17](https://www.gov.uk/guidance/academies-financial-handbook/part-3-internal-scrutiny#nbsp-nbsp-delivering-internal-scrutiny) and [3.20](https://www.gov.uk/guidance/academies-financial-handbook/part-3-internal-scrutiny#nbsp-nbsp-delivering-internal-scrutiny)] and confirmation that trusts can use additional individuals or organisations to support **internal scrutiny** where specialist non-financial knowledge is required [[3.18](https://www.gov.uk/guidance/academies-financial-handbook/part-3-internal-scrutiny#nbsp-nbsp-delivering-internal-scrutiny) and [3.23](https://www.gov.uk/guidance/academies-financial-handbook/part-3-internal-scrutiny#nbsp-nbsp-delivering-internal-scrutiny)].**Annual accounts**More on the **audit and risk committee's** role in relation to external audit [[4.17](https://www.gov.uk/guidance/academies-financial-handbook/part-4-annual-accounts-and-external-audit#nbsp-nbsp-external-audit-oversight-and-findings--the-audit-and-risk-committee)]. |
| **ACTION POINTS:** | * Ensure governors and trustees aware of the changes.
* Compliance with the handbook is required in trusts ‘funding agreements with the Secretary of State’.
 |
| **DEADLINE FOR ACTION** | ASAP | **CONTACT NAME** | Governor Services |
| **TELEPHONE** | 01344 354069 |
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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 1** | **Maintained School & Academy with nurseries** |
| **TITLE** | **Financial Matters**1. **Early Education Funding Autumn 2020**
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| The Department for Education has issued guidance on Local Authority (LA) funding to early years (EY) providers for autumn 2020. <https://www.gov.uk/government/publications/use-of-free-early-education-entitlements-funding-during-the-coronavirus-outbreak/use-of-free-early-education-entitlements-funding-during-coronavirus-covid-19>This guidance sets out that* From start of Autumn term 2020 LA’s should continue to fund open EY providers at broadly the same levels that they would have expected had there not been a Covid-19 outbreak
* LAs should not fund providers which are closed, without public health reason.
* The intention is to fund based on, ‘as if autumn term 2020 were happening normally’
* LA’s might, for example, use the numbers of children in places in the previous autumn term to inform funding levels
* Where settings are receiving Government funding (free entitlement) they should only furlough staff if they meet the conditions set out in the following guidance

(<https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care> )For Maintained School and Academy nursery classes in Bracknell Forest this means that:* There will be no change to the normal funding process schools need to follow.
* Maintained Schools and Academies receive annual indicative funding statements based on actual hours delivered each term over the last year (April to March). There is then a termly positive or negative adjustment dependent on actual hours delivered.
* To maintain funding at the level normally expected, changes will only be made to the indicative funding if there are children attending more hours in Autumn 2020 than in Autumn 2019.
* A review of interim payments will be undertaken to validate any unexpected outcomes which would then be discussed with relevant schools and where necessary rectified at the first available funding adjustment.

The approach will support EY providers whilst they work to promote and build businesses back up to a sustainable level. |
|  |  | **CONTACT NAME** | Cherry Hall |
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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 2**  | **Maintained School & Academies who purchase HR SLA** |
| **TITLE** | **Updates from Human Resources** |
| Updates from HR are now added as a News Item in Can (Do), which are available to those schools who buy the Human Resources SLA. Chairs, Clerks, Headteachers and Bursars/School Business Managers have login details. News items are visible on the Schools HR Hub resources page, once you have logged in:<https://can-do.bracknell-forest.gov.uk/Page/14602> Further information relating to the items below is given in Can (Do).NJC Pay Award. This pay award has now been agreed. The pay award, which is backdated to 1st April 2020 consists of a 2.75% increase on all NJC pay points. It also affects annual leave entitlement staff in Bracknell Forest or certain grades, with less than 3 years of service.Policy and Procedures Updates .HR policies have been reviewed over the summer break and are available on Can (Do) for Governing Bodies to adopt. Summary for maintained schools available in Appendix B and Academies in Appendix C.There have been no major changes to policies this year but please note the following policy has been added – Parental Bereavement Leave.

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| Migrant Workers A reminder that from 1st January 2021 free movement will end and the UK will introduce a points-based immigration system. The new system will treat EU and non-EU citizens equally and will change the way in which all migrants come to the UK to work. Under this system anyone coming to the UK for work must meet a specific set of requirements for which they will score points. Visas are then awarded to those who gain enough points.EU citizens already living in the UK by 31st December 2020 are eligible to apply to the EU Settlement Scheme and have until 30th June 2021 to make an applicationKeeping Children safe in EducationThe DfE September 2020 version of the Keeping Children Safe in Education guidance is now in force and replaces previous versions.  A full list of the updates in Keeping Children Safe in Education can be found in Appendix H of the document. There have been changes to Part 1 - the part all staff in schools should read. There are no changes to the Safer Recruitment guidance, but we have made minor changes our Safer Recruitment Toolkit for clarity. The updated 2020 version is available on the recruitment pages of Can (Do)  |

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**Teachers' Pay Award September 2020 - latest news** The School Teachers Review Board have made their recommendations for changes to Teachers Pay from 1st September 2020, and the DfE have confirmed they are accepting the recommendations in full. There is a consultation period currently in progress, but if the recommendations remain unchanged, it will be laid before parliament. We are expecting it to be confirmed late in October. This is a more complex pay award than usual.The STRB estimate that their  recommendations would result in increases in the overall teacher pay bill of approximately 3.1% for the London fringe pay bands, but impact on individual schools will depend on the  proportion of teachers a school has on the main pay range, where the increase is higher.  |
|  |  | **CONTACT NAME** | Jo RaynerSchools HR Manager |
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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 3** | **Maintained School & Academy**  |
| **TITLE** | **Admissions** |
| **Secondary School Admissions**Secondary school admissions are now open. Bracknell forest parents of year 6 children can now apply for their children to transfer to year 7 in September 2021. The closing date is 31 October 2020. Parents can apply online following the below link: <https://www.bracknell-forest.gov.uk/applyforsecondary>**Variation to primary and secondary admission arrangements 2021-22**The admission arrangements for 2021-22 for primary schools have been varied.The denominational criteria section has been amended due to COVID-19 closures of places of worship and now includes the below paragraph.*In the event that during the period specified for attendance at worship the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admissions arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.*In addition, the oversubscription criteria now include:(D) Children of staff at a particular school. Where a member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made and/or the member of staff is recruited to fill a vacant post for which there is demonstrable skill shortage. Finally, following a ruling by the OSA (Office of the Schools Adjudicator) the admission arrangements for King’s Academy Binfield have been varied for 2021/22. |
|  |  | **CONTACT NAME** | School Admissions |
| **TELEPHONE** | 01344 354023 |
| **EMAIL** | School.admissions@bracknell-forest.gov.uk  |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 4** | **Maintained Schools & Academies** |
| **TITLE** | **Health & Safety (COVID 19) special arrangements** |
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| **Health & Safety at work**It is a statutory duty under Health and Safety at Work etc Act 1974 to secure, as reasonably practicable, the health, safety and welfare of employees and others who may be affected by the council’s activities.  Do you have staff working from home?  Therefore, it is the responsibility of all managers to ensure that the following areas have been considered.**Risk assessments**Are your teams up to date and have you thought about the changes of working locations including home working? (if self-isolating)* Managers are to determine what measures need to be taken to comply with statutory duties under the Health and Safety at Work Act and other Health & Safety regulations.
* Identifying employees who may be at risk.

Full guidance can be found via this link for [Risk Assessments.](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fschools.bracknell-forest.gov.uk%2Fwp-content%2Fuploads%2Frisk-assessment-and-control.pdf%3Fmedium%3Demail%26source%3DGovDelivery&data=02%7C01%7CKevin.Gibbs%40bracknell-forest.gov.uk%7C2c225b0e7f9e4ea7b10508d7e2e79226%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C1%7C1%7C637227356519414632&sdata=gZG3nrOb12xLFUjffNQz1dv4HH0FcCj4Cwa6qHKUXdw%3D&reserved=0)If you would like a word version of the risk assessment forms or you would like a  review of your risk assessments please email Doug Brady You can also use this link for advice on [stress management](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fschools.bracknell-forest.gov.uk%2Fwp-content%2Fuploads%2Fstress-policy.pdf%3Fmedium%3Demail%26source%3DGovDelivery&data=02%7C01%7CKevin.Gibbs%40bracknell-forest.gov.uk%7C2c225b0e7f9e4ea7b10508d7e2e79226%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C1%7C1%7C637227356519424625&sdata=aDjWxsK4EzwULQGCXi6RRiOLibG%2BeFPPbQZZE7%2BpX9Q%3D&reserved=0)**Accident/incident and RIDDOR reporting**Should a member of your team have an accident whilst undertaking their work duties from home this will still require reporting.**RIDDOR - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013.**RIDDOR puts duties on employers, the self-employed and people in control of work premises (the Responsible Person) to report certain serious workplace accidents, occupational diseases and specified dangerous occurrences (near misses).Any COVID-19 incidents will require reporting under “RIDDOR”. As long we are sure the incident happened while undertaking work dutiesLinks to both reporting forms and more information can be found on the Health & Safety page on [The Internet](https://bfcouncil.sharepoint.com/SitePages/Health-and-safety.aspx)**Coronavirus (COVID-19) - latest information and advice**The Department of Health & Social Care (DHSC) and Public Health England (PHE) are leading the UK government response to the coronavirus (COVID-19) outbreak.Full health and safety guidance on the latest information and advice can be found via the [HSE website.](https://www.hse.gov.uk/coronavirus/index.htm?utm_source=hse.gov.uk&utm_medium=refferal&utm_campaign=coronavirus&utm_term=banner-2&utm_content=home-page-banner) |
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|  |  | **CONTACT NAME** | Doug BradyHealth & Safety Manager |
| **TELEPHONE** | 01344 352288 |
| **EMAIL** | Doug.Brady@bracknell-forest.gov.uk  |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 5** | **Maintained Schools & Academies** |
| **TITLE** | **Ten Year re-building Programme for Schools** |
| On 29-Jun the Prime Minister announced a transformative ten-year rebuilding programme for schools across England starting in 2020/21: *“Schools across England are set for a transformative ten-year rebuilding programme under radical plans to be set out by the Prime Minister today [Monday 29 June].* *Representing the first major rebuilding programme to be launched since 2014, schools will benefit from substantial additional investment. Schools and colleges will also receive funding this year to refurbish buildings in order to continue raising standards across the country.* *The rebuilding programme will start in 2020-21 with the first 50 projects, supported by over £1 billion in funding. Further details of the new, multi-wave ten-year construction programme will be set out at the next Spending Review.* *Investment will be targeted at school buildings in the worst condition across England - including substantial investment in the North and the Midlands - as part of the Prime Minister's plan to level up opportunity for all.**Investment in schools will be prioritised on the basis of buildings' condition and further details of the programme, including the approach to eligibility will be confirmed following the Spending Review.”*I would hope that this programme will include all schools including VA schools and academies. The Council’s approach will be to bid for all schools that meet the eligibility criteria, so as to maximise capital investment into the school estate. |
|  |  | **CONTACT NAME** | Chris TaylorHead of School Property, Places and Admissions |
| **TELEPHONE** | 01344 354062 |
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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 6** | **Maintained School & or Academy** |
| **TITLE** | **IT**1. **Secure Mail**
 |
| **Secure Mail issues and new solution*** Issues with new secure mail solution over past few weeks
* Number of changes to help resolve – still issues
* New simplified solution
	+ Act like a normal email but will be sent securely
	+ Can open, forward, edit, attachments etc. no restrictions
	+ Define a subject header e.g. ‘BFC-SECURE or BFC-SENSITIVE’ tbc
	+ Communications between all schools and BFC will be secure (checked)
	+ Checked schools email domains – all support new solution
	+ Tested with a number of schools successfully
	+ Apply to new messages only
	+ Advise schools when implementing asap
 |
|  |  | **CONTACT NAME** | Debbie Langley |
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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 6** | **Maintained School & or Academy** |
| **TITLE** | **IT**1. **Cyber Security**
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| **Cyber Security Briefing**The SEGfL (South East Grid for Learning) is also running a Cyber Security Briefing on Tuesday 6 October with the South East Regional Organised Crime Unit. The event has been promoted to BFC schools and is free. There will be two sessions:**Cyber Choices – Safeguarding in a Digital World (1.30-2.30)****Cyber Protect – The Anatomy of a Ransomware Attack on a School – and Defending Yours (2:30-3:40)**<https://www.eventbrite.co.uk/e/young-people-and-cyber-crime-briefing-6th-october-2020-tickets-119601402013> The role of governing boards is strategic and should be focused on ensuring that the school or trust has IT policies and procedures in place that cover the use of ICT systems and data security, including compliance with the [General Data Protection Regulations (GDPR)](https://www.ncsc.gov.uk/information/GDPR).**New guidance on managing cyber security risks in your school**When considering a school’s security policies and plans, schools should also include an assessment of cyber security risk. A cyber security incident can result in a data breach where sensitive personal information about pupils, parents and staff is accessed without permission. This can have implications for safeguarding and can also result in serious disruption to the running of the school.The National Cyber Security Centre (NCSC) has published [Cyber security in schools: questions for governors and trustees](https://www.ncsc.gov.uk/information/school-governor-questions) to help inform conversations with school leaders about managing cyber security risks. |
|  |  | **CONTACT NAME** | **Heather Hadfield** **South East Grid for Learning** ***Consortium Manager*** [www.segfl.org.uk](http://www.segfl.org.uk)  |
| **TELEPHONE** | 07931 506487 |
| **EMAIL** | heather.hadfield@segfl.org.uk  |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 7** | **Maintained Schools** |
| **TITLE** | **Governors Fact Sheet Liability Insurance**  |
| There are a number of indemnities that the Council provides to School Governors through insurance policies arranged with QBE Insurance Ltd.* Public Liability: This provides an indemnity to School Governors in respect of their legal liability to pay damages and costs to members of the public who are accidentally injured or whose property is damaged as a result of their business activities as a governor of any of the Council’s schools. Cover is provided with a Limit of Indemnity of £50,000,000 and an excess of 2050,000.
* Employers Liability: This provides an indemnity in respect of the Council’s legal liability for bodily injury or disease caused to any School Governor of any of the Council’s schools, provided the injury or disease arises out of or in the course of their business activities as Governor of a Bracknell Forest School. Cover is provided with a limit of indemnity of £50,000,000 and an excess of £200,000.
* Libel and Slander: This provides an indemnity in respect of the Council’s legal liability to pay damages for publication of false information or utterance of a false statement made by an employee of the Council, Members or School Governors while acting in an official capacity. Cover is provided with a total annual limit of indemnity of £2,000,000 and with an excess of £200,000.
* Officials Indemnity: This provides an indemnity for losses arising due to any wrongful act in performance of official duties for the Council in accordance with powers granted under the Local Government Act 1972. This includes defence costs as well as situations where the Governor has been acting in good faith but was subsequently found to be acting outside their powers (known as ultra vires). The policy does not extend to any criminal acts although will reimburse defence costs in the event that allegations are not proven, neither does it pay for any fines or penalties imposed on members. Cover is provided with a total annual limit of indemnity of £5,000,000 and with an excess of £200,000.

In the event that you receive a letter of claim or are notified of an incident which may give rise to a claim in the future, please inform the Insurance Section at Bracknell Forest Council promptly. |
|  |  | **CONTACT NAME** | Helen Rogers - Insurance ManagerEmma Condon – Insurance Officer |
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| **EMAIL** | helen.rogers@bracknell-forest.gov.uk / emma.condon@bracknell-forest.gov.uk |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 8** | **Maintained School & Academy** |
| **TITLE** | **Governor Roles & Responsibilities - Governor’s Pupil Premium Toolkit** |
| We are pleased to present to you, the new Bracknell Forest **Governor Pupil Premium Toolkit**. As you may well be aware, the council’s Task and Finish Group on Double Disadvantaged Pupils identified the development of a Governor Pupil Premium Toolkit as one of their key recommendations. The toolkit has been created based upon the most recent guidance and practice and draws on the practice in Bracknell Forest. This has enabled us to develop a practical and current resource, which we feel governors will find useful when supporting their schools. Electronic copies have been made available to Governing Boards. The Governor’s Pupil Premium Toolkit has been published and contains the following:* Key funding information
* Accountability information
* The Pupil Premium Grant and the role of the Governors
* How the funding should be spent
* Support available within the Local Authority
* Key publications and websites
 |
|  |  | **CONTACT NAME** | Tracey BradshawStandards & Effectiveness Partner |
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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 9**  | **Maintained School & Academy** |
| **TITLE** | **Can (Do) – Schools Support Services** |
| As reported in the Summer Term Briefing, [Can (Do)](http://can-do.bracknell-forest.gov.uk) is the designated ‘Support Services for Schools’ solution for Bracknell Forest Council.All our school support services are closely aligned with our **‘Learning Improvement Strategy’** to ensure that we *“Work in Partnership”* across all parties and strive to unlock **REAL OPPORTUNITIES** and the best possible educational outcomes for all children and young people across Bracknell Forest and beyond.This allows to deliver a comprehensive ‘over-arching’ service, with a greater focus on the resulting beneficial outcomes for the children and schools that we serve.There have been no major changes to the Can (Do) system itself over the summer. Certain key changes that had been planned by the developers have been postponed because it was felt that users had enough to contend with because of the pandemic – so any key changes will now be held over until 2021.However, all our dedicated Schools Support Services continue to evolve and be enhanced to ensure that they continue to deliver true *‘Value Add’* and continue to meet the comprehensive needs and requirements of the schools and the pupils that we serve.**COVID-19**The coronavirus pandemic continues to be challenging for us all, with everyone having different criteria that they must manage to ensure that everyone stays safe whilst we continue to utilise our best endeavours to deliver all our support services to schools.How these are delivered however is clearly one major area of change, particularly regarding training and other events that we plan to deliver through the autumn term and beyond.**Training and Events Programme Guide**Clearly, one of the major changes that we have had to introduce is how we can deliver future training to all schools.This has necessitated a move from ‘face-to-face’ classroom-based training to online interactive training.To help facilitate and publicise this, we have now distributed to all schools our new **‘Training and Events Programme Guide’.** This provides all schoolswith a concise and up-to-date list of all forthcoming Support Services training and events that will be available from September 2020 onwards. This ‘Guide’ has been produced to fulfil two principle objectives – 1. To provide schools and their staff with a comprehensive overview of all training activities that will be of interest and beneficial to all relevant personnel, and
2. To ensure that there is a physical training ‘Guide’ that can easily be distributed to all staff members as required.

Most training courses and other events are now available online and will be delivered utilising two principal web conferencing mediums – these being either Microsoft TEAMS or ZOOM. Online courses are primarily interactive, thus enabling and encouraging delegate and audience participation, together with managing audience Q&A sessions wherever possible. Equally, some online sessions may also be pre-recorded, and will either be embedded as part of an interactive course or will be standalone and can therefore be viewed at any time at the viewers discretion.Face-to-face classroom-based training will only be re-introduced at the appropriate time when it is safe to do so but always in accordance with any COVID-19 social distancing guidelines and/or requirements to ensure that the safety of both delegates and trainers is adhered to and that everyone understands and complies with the measures we have put in place.**Training (Viewing and Booking)**All training can now be viewed in the **‘Programme Guide’**, and then follow the links through to any specific event within Can (Do) itself.The online process is still the same – and schools / users can see what training courses and events are available, particularly regarding Governor Services. Just click on **‘Training’** in the main navigation bar on Can (Do) and then, depending on whether you’re logged in or not, the page will display a range of training events and suggested courses that are already set up.There is also a comprehensive ‘Filter’ and ‘Search’ process in where you can look for specific courses or browse by key roles, categories or by a particular support service. **Information Resources**Covid has also delayed our plans to move all the data and information that is currently held on the [‘School Management’](https://schools.bracknell-forest.gov.uk/) website across to Can (Do). As reported last time, three service areas, Human Resources, IT and Governors Services have already been moved across, and the plan is still that this will be followed by Health & Safety, Property and Financial Services. As and when files are moved across, a ‘link’ on the ‘School Management’ website will re-direct viewers to Can (Do).Whilst this will still be undertaken, we are unable to publish any timescales for the completion of this work at this time.**Governor Services Hub**As mentioned last time… all Governors information, which was previously held on the ‘School Management’ website, is now only available on the Can (Do) platform. This is accessed through the ‘Resources’ area on Can (Do) and accessing the [‘Governor Services Hub’](http://can-do.bracknell-forest.gov.uk/Page/14557).When on this web page, you will be able to see all the information that is available, but will not be able to access it unless you are logged in. **Access to Can (Do)**Again (and as mentioned before), all access to information on Can (Do) is managed by a user login, as this prevents unrestricted access to key documents by unauthorised personnel.All Clerks have been set up on Can (Do) and they all have access to all Governors Resources.**General Information**Information on how to use the Can (Do) system, how to login in and how to access ‘Resources’ etc. can be found in the [‘Helpful Hints - User Guide’](http://can-do.bracknell-forest.gov.uk/Page/14493) – which is available to download from the ‘Resources’ area. The current release is Version 1.7 which was published in March 2020.It is likely that there will be a future release before the end of the year.In future, all schools need to decide (within their school) who else requires access to Can (Do) and for what purpose. This then needs to be communicated to the Can (Do) administration team (see the email below) who will be able to set up individual users with respective access rights.**Summary**Can (Do) continues to evolve as the *‘one-stop shop’* and the *‘Go To’* platform for all school and academy traded services, bespoke services and support. Can (Do) manages and maintains not just information about all the Bracknell Forest support service offerings, but it is also a comprehensive ‘communication’ platform for providing information on training courses, conferences, resources and other events and activities. We will continue to keep all schools informed of latest developments and accessibility to information as and when it becomes available. |
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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO 10** | **Maintained School & Academy** |
| **TITLE** | **Safeguarding** 1. **“Keeping Children Safe in Education”**
2. **Bracknell Forest Model Safeguarding Policy**
3. **LADO**
 |
| 1. **“Keeping Children Safe in Education”**

The government has released their updated guidance for safeguarding in schools, [Keeping Children Safe in Education 2020,](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnga.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3D61b50c958d6d8bdc66ca58bbd%26id%3Dae6292faa9%26e%3Dfd58613c80&data=02%7C01%7CRachel.Clayton%40bracknell-forest.gov.uk%7Cb6669469527b4995f20908d819f44931%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C1%7C0%7C637287884299759668&sdata=Rg4rMn6ew31MO1Xiz94C7pJjNZjzeHqgxuL5HQugTb0%3D&reserved=0) having cancelled their planned consultation due to the ongoing situation with Covid-19. The guidance outlines what school staff and those governing must do to ensure children are safe in school, as well as their compliance requirements such as safeguarding checks. Key changes to this edition include:* New requirements on mental health when it is also a safeguarding matter;
* A reformatted part two, which is the section that those governing should read;
* A change to the definition of safeguarding.

Governing boards should be aware of their obligations. NGA have information on safeguarding during the Covid-19 which can be [found here](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnga.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3D61b50c958d6d8bdc66ca58bbd%26id%3D526d741d90%26e%3Dfd58613c80&data=02%7C01%7CRachel.Clayton%40bracknell-forest.gov.uk%7Cb6669469527b4995f20908d819f44931%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C1%7C0%7C637287884299769660&sdata=FcLvvT%2FYUJxuX36V6R1KoP3ndfhDLasfrHPslrw4%2BTw%3D&reserved=0), and [guidance on those governing’s obligations](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnga.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3D61b50c958d6d8bdc66ca58bbd%26id%3D8c42861872%26e%3Dfd58613c80&data=02%7C01%7CRachel.Clayton%40bracknell-forest.gov.uk%7Cb6669469527b4995f20908d819f44931%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C1%7C0%7C637287884299769660&sdata=dMPth%2ByxVkzUpRKPaK6Lg8lE4u%2B8mxZ6bH2EGXvG5FY%3D&reserved=0) more generally including role description for the Child Protection Governor, The Governance of Safeguarding document and online safety.1. **Bracknell Forest Model Safeguarding Policy**

An updated model policy has been sent to schools. As usual, this policy will require personalising for your school and should be completed and uploaded to your school website for the start of the new school year. The policy needs governing body approval. 1. **BFC LADO**

There is a new LADO (Local Authority Designated Officer) in Bracknell Forest Council, Alison Small. It is probably best practice to ensure any policies referencing the LADO use the email lado@bracknell-forest.gov.uk and phone number 01344 351572 e.g. complaints policy and safeguarding policy. |
| **ACTION POINTS:** | * Personalise and approve the updated Model Safeguarding Policy for Bracknell Forest Schools.
* Ensure staff and governors are up to date with the Keeping Children Safe in Education September 2020. It is essential that all governors read at least Part 2 of the guidance – The Management of Safeguarding, as Safeguarding is a collective Board responsibility; many Boards will require all Governors to declare and sign that they have read this section of the guidance.
* Share the new NGA guidance with your governors.
 |
| **DEADLINE FOR ACTION** | ASAP | **CONTACT NAME** | Debbie Smith  |
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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 11** | **Maintained School & Academy** |
| **TITLE** | **Statutory and Departmental Guidance**1. **Guidance for full opening: Schools**
2. **Reception Baseline Assessment**
3. **Early Years Framework**
4. **PHSE and RSE Reforms**
 |
| **a) Guidance for full opening: Schools**<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>The following information has been updated:* managing confirmed cases of coronavirus (COVID-19) amongst the school community
* the framework for supporting transport to and from schools
* pupils who are shielding or self-isolating
* use of face coverings in schools
* actions for all schools and local authorities with regards to recording attendance and absence
* employer health and safety and equalities duties
* support available for schools with regard to supply teachers
* performance management and appraisal for teachers
* music, dance and drama in school
* wraparound provision and extra-curricular activity
* physical activity in schools
* new resources available for pupil wellbeing and support
* behaviour expectations
* primary assessment
* additional resources available for delivering remote education
* changes to SEND legislation

**b) Reception Baseline Assessment**Following its 2017 consultation, the Department for Education (DfE) announced plans to introduce statutory Reception Baseline Assessment (RBA) in the Autumn of 2020. The Standards and Testing Agency, part of the DfE, wrote to headteachers on 25 June and at the same time published a notice on its area of the DfE website announcing the postponement of the requirement until the autumn of 2021. **c) Early Years Reforms Framework**New framework designed to align better with the changes of the curriculum and outcome expectations of KS1 and 2. * New EYFS Framework becomes statutory in September 2021
* Until now there has been a pilot of the framework and in 2020 schools nominated themselves to become early adopters of the framework, it becomes statutory in September 2021
* The 4 main key areas of change are – ELG change map included
	+ Oral Health Section
	+ No Exceeding Judgment
	+ New Development Matters document to complement changes
	+ Changes to ELGs

**d) PSHE Reforms**The introduction of compulsory relationships education and RSE was due to take place from September 2020. However, in light of COVID-19, the DfE have released an [**update**](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education#history) on the implementation of the new curriculum, which states:* Where schools are prepared and have already met the requirements of the statutory guidance, schools are encouraged to begin teaching in the new academic year (2020-2021).
* Where schools are not prepared and do not meet the requirements due to the current circumstances, schools should begin preparing at the earliest point.
* Schools are expected to begin teaching the new curriculum by the start of the summer term at the latest.

NGA has a useful information sheet[**here**](https://www.nga.org.uk/getmedia/2c46797d-7296-4652-8800-1a952be027d3/NGA_Information-sheet_Relationships-Education-RSE_Sept-2020.pdf)including questions for governing boards.**The reforms are designed to:*** Better aligned to take account of children and young people’s needs of today
* To deliver 3 core aims Health and Wellbeing, Relationships, and Living in the Wider World

Primary and Secondary School - What pupils will be taught* **Mental wellbeing**
* **Internet safety and harms**
* **Physical health and fitness**
* **Healthy eating**
* **Drugs, alcohol and tobacco**
* **Health and prevention**
* **Basic first aid**
* **Changing adolescent body**

From 2020, the following subjects will become compulsory in applicable schools in England.* Relationship education in primary schools
* Relationship and sex education in secondary schools
* Health education in state funded primary and secondary schools

Parental Rights to Withdrawal from RSE Lessons* Parents can still withdraw their child from RSE lessons, but this is only recommended in the secondary school.
* There is clear guidance around timelines and processes for this.

RSE or RSHE Need to Knows* Sex education does not need to be taught in primary schools, but relationship and health education does.
* Sex education does have to be taught in secondary schools.
* Parents can still request for their child to not access RSE lessons in the secondary school, but this should be discouraged. Hence the statutory guidance stipulating consulting parents and carers.
* All schools must update their PSHE and RSE policies in light of the statutory changes.
* Schools must be ready to deliver RSE statutory duty by summer 2021.
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|  |  | **CONTACT NAME** | Governor Services |
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| **EMAIL** | Governors.helpdesk@bracknell-forest.gov.uk  |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 11** | **Maintained School**  |
| **TITLE** | **Statutory and Department Guidance**1. **What maintained schools must publish online – new financial requirements**
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| The information that schools maintained by their local authorities must publish on their websites has been updated on 27 August <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#history>You must now publish the following financial information in addition to all previous requirements:* how many school employees (if any) have a gross annual salary of £100,000 or more in increments of £10,000 - we recommend using a table to display this
* a link to the webpage which is dedicated to your school on the [schools financial benchmarking](https://schools-financial-benchmarking.service.gov.uk/) service - follow the prompts to find your school’s specific page
 |
| **ACTION POINTS:** | * Ensure compliance with the new requirements.
 |
| **DEADLINE FOR ACTION** | ASAP | **CONTACT NAME** | Governor Services |
| **TELEPHONE** | 01344 354069 |
| **EMAIL** | Governors.helpdesk@bracknell-forest.gov.uk |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 11** | **Maintained School & Academy** |
| **TITLE** | **Statutory and Department Guidance** 1. **Publication of Governor’s Details**
 |
| **School Website** Governors hold an important public office and their identity should be known to their school and wider communities. In the interests of transparency, a governing body should publish on its website up-to-date details of its governance arrangements in a readily accessible form. Readily accessible means that the information should be on a webpage without the need to download or open a separate document. This should include: * the structure and remit of the governing body and any committees, and the full names of the chair of each;
* for each governor who has served **at any point over the past 12 months**:
* their full names, date of appointment, term of office, date they stepped down (where applicable), who appointed them (in accordance with the governing body’s instrument of government),
* relevant business and pecuniary interests (as recorded in the register of interests) including: governance roles in other educational institutions; any material interests arising from relationships between governors or relationships between governors and school staff (including spouses, partners and close relatives); and **their attendance record at governing body and committee meetings over the last academic year.**

Governing bodies should also publish this information for associate members, making clear whether they have voting rights on any of the committees to which they have been appointed.Governing bodies should make it clear in their code of conduct that this information will be published on their governors and any associate members. Any governor failing to provide information to enable the governing body to fulfil their responsibilities may be in breach of the code of conduct and as a result be bringing the governing body into disrepute. In such cases the governing body should consider suspending the governor.**Get Information About Schools (GIAS)**Details of schools and governors are held on the [Get information about schools (GIAS) website](https://get-information-schools.service.gov.uk/guidance). It is important that you keep these details up to date, including email addresses, so direct communications can be sent when necessary.If you would like to receive a direct email alert when we publish updates, ask your school’s DfE Sign-in approver to add your contact details to the GIAS website.You must update GIAS with:* email addresses for all chairs of governors
* start and end of term of office dates for all governor posts

For further information, read the [GIAS website](https://get-information-schools.service.gov.uk/guidance).If you are a clerk, or are otherwise unable to upload your details to GIAS, email schoolgovernance.update@education.gov.uk and we will add you to the circulation list manually. |
| **ACTION POINTS:** | * Clerks to read and ensure compliance.
* Ensure the information about your governing board is correct on GIAS.
* Make any amendments to ensure you are compliant with the requirements.
 |
| **DEADLINE FOR ACTION** | ASAP | **CONTACT NAME** | Governor Services |
| **TELEPHONE** | 01344 354069 |
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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 12** | **Maintained School & Academy** |
| **TITLE** | **Ofsted**  |
| On 17 March, all routine inspections of schools, further education, early years and social care providers were suspended due to Covid-19. Urgent inspections where specific concerns have been raised are still going ahead. This allows Ofsted to prioritise the immediate safety of children where necessary. As far as they are able, they are continuing our important [regulatory work](https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update#regulatory-work).Since this date, teachers, headteachers and support staff have been stepping up to support pupils, families and the communities they serve. Ofsted have now announced a phased return to routine inspection by undertaking ‘interim visits’ to schools from 28 September until December 2020 <https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies>. **Contents**1. [Introduction](https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies#introduction)
2. [The purpose of interim visits](https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies#the-purpose-of-interim-visits)
3. [The legal context](https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies#the-legal-context)
4. [How we will select schools for interim visits](https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies#how-we-will-select-schools-for-interim-visits)
5. [Length and timing of interim visits](https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies#length-and-timing-of-interim-visits)
6. [Before the interim visit](https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies#before-the-interim-visit)
7. [During the interim visit](https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies#during-the-interim-visit)
8. [After the interim visit](https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies#after-the-interim-visit)
9. [Conduct and complaints](https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies#conduct-and-complaints)

[Incomplete visits](https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies#incomplete-visits)[Privacy notice](https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies#privacy-notice)These visits are designed to support schools in their important work to welcome all pupils back full-time. Interim visits will not:* result in any evaluation or graded judgement of a school
* change a school’s current Ofsted inspection grade
* use the education inspection framework and school inspection handbook
* judge schools on their response to COVID-19 during the spring and summer terms 2020
* require any pre-written planning, self-evaluation or other documentation
* require teachers to prepare any lesson plans or examples of assessment, or to put up any displays for the visit
* use lesson visits as a method of collecting evidence
* involve a general review of a school’s policies
* provide any evidence or lines of enquiry for later inspection events, once routine inspection resumes

The guidance states that inspectors will not routinely meet with governors, trustees, multi-academy trust leaders or local authorities. However, if any of these wish to speak to inspectors, inspectors will try to accommodate a brief conversation.They have also updated our [deferral policy](https://www.gov.uk/guidance/deferring-ofsted-inspections), including a section on deferrals during this period. |
|  |  | **CONTACT NAME** | Governor Services |
| **TELEPHONE** | 01344 354069 / 4036 |
| **EMAIL** | Governors.helpdesk@bracknell-forest.gov.uk  |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 13** | **Maintained School & Academy** |
| **TITLE** | **Governor and Clerk Training and Development Opportunities**1. **Autumn Term 2020**
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| All governors, associate members and clerks should have a copy of the autumn term training and development programme; it can be found [here](https://secure2.sla-online.co.uk/v3/Resources/Page/14557). It is important that Governing Bodies discuss the programme and ensure that they are represented on training as appropriate. The autumn term has some key training opportunities. Please book onto training which will assist you in your role and note that most sessions are only delivered once a year. Bookings are made via Sue Shields by returning a completed booking form, a phone call or sending an email, whichever method is used please ensure governors provide their full name and name of the school to Sue Shields **By phone: 01344 354385 Email:** sue.shields@bracknell-forest.gov.uk In addition, Clerk to Governors can now make bookings via the [Can (do) Training Pages](https://can-do.bracknell-forest.gov.uk/Training).**When a governor applies for a course and does not attend, the school will be charged £50 unless we have been notified in advance.**  Induction for New Governors and Safeguarding for Governors are courses that currently take place termly. In Bracknell Forest there is an expectation that all new governors attend the Induction training within 6 months of appointment. **Annual Training only run this term:****Training on Education Finance****Target Audience: Maintained Schools** Governors who have attended the induction training for new governors and those on the Finance Committee and anyone interested in Education Finance. **Introduction to Education Funding and School Budgets****Tuesday 17 November****18:30 - 20:00** **Virtual via Microsoft Teams****Aim:**To provide an outline guide on Education Funding and School Budgets and to inform governors of their responsibilities. **Introduction to the Financial Framework that governs schools****Tuesday 24 November****18:30 - 20:00** **Virtual via Microsoft Teams****Aim:**To provide an outline guide on the Financial Framework that governs schools and to inform governors of their responsibilities. **Introducing new courses this term:****The Role of Effective Questioning****Tuesday 3 November****19:00 - 21:00****Virtual via Zoom****Target audience:** All governors and clerks from maintained schools and academies.**Aim:** As governors carry out their roles, effective questioning is key to their knowledge and understanding of the strategic direction and holding leaders to account in a beneficial way. **The following courses have been identified, updated or requested to be run this term:****Role of Governors in securing high quality outcomes for learners with SEND****Wednesday 2 December****19:00 - 21:00****Virtual****Target audience:** All governors and clerks from maintained schools and academies. **Aim:** To provide governors with the opportunity to develop key knowledge and skills in relation to SEND and develop a greater understanding of their strategic responsibilities. All boards are responsible for identifying the ongoing training and development they need.**Dates for Dairies:****Clerks Briefing****Thursday 21 January 2021**13:00 - 14:30 **Chairs Briefing** **Thursday 4 February 2021**19:30 - 21:00**Induction training** **Tuesday 2 February 2021**9:30 - 15:00   |
| **ACTION POINTS:** | * Clerks to ensure all members of the governing board have a copy of the programme.
* Consider as a board what your training plans are going to be both individually and as a whole GB and book accordingly.
* Governors, Associate Members and Clerks are encouraged to view the full training and development programme and book onto training accordingly through Sue Shields.
* Inform Development Governor of any training you would like considered whether repeating existing courses or new ideas.
* Register with NGA Learning Link if not already done so, this has to be by individual governor.
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| **DEADLINE FOR ACTION** | Ongoing | **CONTACT NAME** | Governor Services |
| **TELEPHONE** | 01344 354069 |
| **EMAIL** | governors.helpdesk@bracknell-forest.gov.uk  |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 14** | **Maintained Schools & Academy** |
| **TITLE** | **Clerking / Procedural Matters:** **(a) Governors with particular responsibilities** |
| All governing bodies must have a Chair, Vice Chair and Clerk, but in addition, it is recommended that the areas below are covered by individual governors, and their names should be notified to Governor Services.**Headteacher Performance Management Chair**To support the governor’s role in holding executive leaders to account for the effective and efficient performance management of staff.**Pupil Premium (PP) Governor**To support, challenge, monitor and evaluate the work of the school in raising the achievement of Pupil Premium children. **Special Educational Needs and Disabilities (SEND) Governor**Governing bodies have statutory responsibilities for pupils with SEND. A SEND governor has the responsibility for liaising with the school’s SEND co-ordinator (SENCO) and must ensure that the governing body is aware of, and fulfils its responsibilities for, special education as described in the DfE statutory guidance. **Child Protection (CP) Governor (Safeguarding Governor)**Governors are accountable for ensuring that their school has effective child protection policies in place that meet local and national guidance. A governor with CP responsibility needs to ensure that up to date appropriate policies are in place and that staff and parents are aware of them. It would also be appropriate for this governor to ensure (by asking the Headteacher) that all staff have received up to date safeguarding training and that the governing body meets statutory requirements for attendance on safer recruitment training. The CP governor has responsibility for championing child protection issues, liaising with the headteacher, and providing information and reports to the governing body. However, they should not take the lead in dealing with specific safeguarding issues, nor do they have the right to know details of such cases.**Development Governor**The key role of the Development Governor is to encourage and support the development of the skills of individual governors and the governing body as a whole by ensuring that all are aware of appropriate training opportunities. Training should be discussed on a regular basis at governing body meetings.The role can be as wide or as narrow as the governing body wishes and could incorporate organising a buddy or mentoring for new governors and supporting with recruitment. **Governing Bodies may also wish to appoint governors with other responsibilities such as Health and Safety, Gifted and Talented, Early Years, Finance or a governor linked to the core subjects.** |
| **ACTION POINTS:** | Clerks to notify Governor Services of their:* Chair
* Vice Chair
* SEND Governor
* Child Protection Governor (CPG)
* Development Governor
* Pupil Premium
* Headteacher Performance Management Chair

This information should be sent by email to the Governors’ Helpdesk as below. |
| **DEADLINE FOR ACTION** | As soon as possible | **CONTACT NAME** | Governor Services |
| **TELEPHONE** | 01344 354069 / 4036 |
| **EMAIL** | Governors.helpdesk@bracknell-forest.gov.uk |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 14** | **Maintained School & Academy** |
| **TITLE** | **Clerking / Procedural Matters:** **(b) Notification of Governing Body Changes – guidance for new clerks** |
| 1. **Notification to Governor Services**

It is the clerk’s responsibility to notify Governor Services of any changes to your governing body. Please do this as soon as possible so that we have accurate records of our governors. If we are not notified, new governors will not receive any communications or support from us, and we will not be meeting our statutory responsibilities. We should also be notified of any **Associate Members** that are appointed to your Governing Body. Associate Members can be appointed for one, two, three or four years and this needs to be made clear at the time of their appointment. Changes should be notified by using the change form available on the Can (do website under clerking information. Please ensure that all details are provided:* Name
* Address
* Tel number
* Email address
* Type of governor
* How recruited
* **Date of appointment**

We also need to be notified of any changes of responsibilities e.g. Chair, Vice Chair, Development Governor, SEN etc.**IMPORTANT NOTE**We require confirmation of **re-appointments** and when governors come to the end of their term of office and leave the governing body.**Resignations**Clerks may wish to remind governors that resignations must be made in writing to the Clerk to the governing body. 1. **Notification to the National Governors’ Association (NGA)**

Now that membership of the NGA forms part of the Governor Services SLA, it is important that, as clerk, you ensure that your school’s NGA membership is up to date by logging into your account and using Manage Membership. |
| **ACTION POINTS:** | * Report any changes to Governor Services.
* Manage your NGA membership.
* Ensure GIAS (Get Information About Schools) is updated (see item 11f).
* Ensure School Website is up to date.
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|  |  | **CONTACT NAME** | Governor Services |
| **TELEPHONE** | 01344 354069 |
| **EMAIL** | governors.helpdesk@bracknell-forest.gov.uk |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 14** | **Maintained Schools & Academy** |
| **TITLE** | **Clerking / Procedural Matters:** **(c) Copies of minutes** |
| **Covid-19 note -** There are no prescribed methods to satisfy the requirement for minutes of meetings to be ‘signed’. Instead of signing the minutes in the usual (pen and paper) manner, the chair may use alternative methods to record that the minutes have been reviewed and are confirmed by the board to be an accurate record of the meeting and any decision making. This could be any method of electronic signature or a confirmation email to the clerk (with the chair’s name typed at the bottom of the email or added directly to the minutes document). Minutes can then be countersigned in person in the future, as per guidance as soon as reasonably possible, a clerk will need to monitor this.The Local Authority (LA) asks maintained schools to provide copies of governing body minutes on a regular basis. It is up to academies whether they wish to do the same.The LA only require copies of the following minutes:* Full Governing Body
* Committee dealing with Curriculum
* Committee dealing with Finance

Unless specifically requested, we do not routinely need:* copies of minutes of sites / premises/ staffing or any other committee
* copies of agendas or associated papers
* copies of school policies

Each governing body organises its business through different committee structures. The above is a guideline only and it does not matter if there is some overlap.Please provide copies of the required documents in electronic form and send to governors.helpdesk@bracknell-forest.gov.uk **Please type in the subject of the email the name of the school and the type and date of the minutes e.g. Curriculum Minutes – 9.9.20.** This will assist us greatly as you will appreciate that we receive a large number of minutes each term**.**A copy of the *signed* FGB minutes of the meeting at which the school’s budget is agreed each year is separately required by Education Finance. Governor Services do not send copies to the finance team.Please provide draft/chair approved minutes as soon as reasonably possible after each meeting rather than in batches. The minutes are sent to the school’s adviser, now known as the STEP (Standards & Effectiveness Partner).If the minutes are received regularly the support services for the governing body can keep more up to date with current issues in the school, which can improve the support that the school receives. |
| **ACTION POINTS:** | * Clerks to send minutes of meetings electronically to governors.helpdesk@bracknell-forest.gov.uk following each meeting.
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| **DEADLINE FOR ACTION** | As soon as possible following meetings | **CONTACT NAME** | Governor Services |
| **TELEPHONE** | 01344 354069 |
| **EMAIL** | governors.helpdesk@bracknell-forest.gov.uk  |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 14** | **Maintained School & Academy** |
| **TITLE** | **Clerking / Procedural Matters:**1. **Register of Business interests**
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| **Covid-19 note** - There are no prescribed methods to satisfy the requirement for business interests to be ‘signed’. Instead of signing the business interests in the usual (pen and paper) manner, alternative methods to ensure compliance can be used. This could be any method of electronic signature or a confirmation email to the clerk. The clerk will need to ensure they are signed and countersigned in person, as per guidance as soon as reasonably possible.It is important that governors and staff not only act impartially but are also seen to act impartially. The governing body and school staff have a responsibility to avoid any conflict between their business and personal interests and affairs and those of the school. There is a legal duty on all governors to declare an interest likely to lead to questions of bias when considering any item of business at a meeting and for the governor concerned to withdraw, if necessary, whilst the matter is considered. Every governor, clerk and associate member must complete a new business interest’s form annually, and these must be kept together by the clerk. This register is always examined in an internal audit of the school and is often found to be lacking for one of the following reasons:* Individual records are missing
* Individual records are not dated
* Individual records have not been countersigned
* Records are not up to date

A summary of the register of business interests must be available on the school’s public website showing governors and associate members, it does not have to show the clerk’s business interests.Guidance is available on the Can (do) website under clerking information. Forms must be retained for seven years as they are considered to be financial documents. |
| **ACTION POINTS:** | * Business interests forms to be completed annually.
* Clerks to ensure that all forms are dated and countersigned in accordance with guidance.
* Ensure information is on the school’s public website covering anyone who has been a governor in the last 12 months.
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| **DEADLINE FOR ACTION** | Autumn term | **CONTACT NAME** | Governor Services |
| **TELEPHONE** | 01344 354069 |
| **EMAIL** | Governors.helpdesk@bracknell-forest.gov.uk  |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 14** | **Maintained Schools & Academy** |
| **TITLE** | **Clerk / procedural Matters****(e) Governors Role in Performance Management and Pay** |
| **Covid-19 note** - we would draw your attention to this NGA document <https://www.nga.org.uk/getmedia/b2c2e7b8-1bce-41d2-87a4-b6d90a727405/NGA-COVID-19_Recovery-and-continuity-guidance_August-2020.pdf> which talks about pay and performance management.The reopening of schools document states the following <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>:**Performance management and appraisal**Maintained schools must continue to adhere to the School Teachers’ Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. We would expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives.Appraisals and performance management for support staff should be carried out in accordance with the employee’s contract of employment. DfE does not specify pay or terms and conditions of employment for support staff.The governing body delegates the performance management of the Headteacher to the panel although they should ensure that the meeting with the Headteacher and External Adviser takes place by the end of the autumn term, where objectives are reviewed, and new ones set. It is also good practice to check that interim reviews are held in the spring and summer term although this is not with the external adviser. The governing body should also ensure that governors carry out the Headteacher’s review effectively by sending any new panel members on training provided by governor services. The appraisal of all other staff is delegated to the Headteacher and in line with the policy approved by governors, (usually adopting the Bracknell Forest model policies for teachers and support staff in the HR section of the Can (d) website but governors would expect that the headteacher will report to them at some stage in the year about the overall process including:-* example anonymised objectives to ensure they are in line with the school improvement objectives
* explanation of lesson observation process to ensure staff are being observed and that professional support is in place to ensure the quality of teaching and learning is improving and any resulting training and inset plans.

In addition, the pay committee meet annually during the autumn term to consider the Headteacher’s recommendations which are confidential so that untainted governors can deal with any appeals. The pay committee members need to be able to demonstrate that they are rigorous and fair and so would expect to receive information as indicated in the example table at the end of the BF model policy. Decisions are made based on objectives, pupil progress, lesson observations and overall performance in the light of the Teachers’ standards. |
| **ACTION POINTS:** | * Ensure Chair of HT performance management panel and other members are up to date.
* Ensure all governors have undertaken relevant training – this takes place in the summer term annually.
* Share the DIY guides governor’s role in pay and governor’s role in performance management for Can (do).
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| **DEADLINE FOR ACTION** | ASAP | **CONTACT NAME** | Governor Services |
| **TELEPHONE** | 01344 354069 |
| **EMAIL** | governors.helpdesk@bracknell-forest.gov.uk |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 14** | **Maintained School & Academy** |
| **TITLE** | **Statutory and Department Guidance** **(f) School Complaints Procedures** |
| Whilst schools were partially closed, DfE and ESFA were clear that schools were not expected to handle new or existing complaints. However, with schools re-opening fully in the autumn term, boards should now be prepared to deal with new and existing or suspended complaints. This may be face to face, if this is possible whilst adhering to social distancing guidance and the school’s control measures or using video conferencing.However, DfE do not expect schools to respond if a tier 4 local restriction is in place or school access is restricted due to localised cases of COVID-19. Schools should still, however, engage with parents and pupils where possible.Read the [DfE guidance: handling complaints during the COVID-19 outbreak](https://www.gov.uk/government/publications/school-complaints-procedures/best-practice-advice-for-school-complaints-procedures-2019#handling-complaints-during-the-coronavirus-covid-19-outbreak) for more information.The Department for Education have previously produced model policies for schools regarding the complaints procedure.  There are two policies which includes the overall complaints procedure and a model policy for managing serial and unreasonable complaints. As per previous clerks briefing papers the BFC model complaints policy has now been removed and is no longer valid.The duty to establish procedures for dealing with complaints lies with the governing body. If you choose to adopt model policies, you must tailor them to your school.  |
| **ACTION POINTS:** | * All maintained schools to review their current complaints policy in light of BFC removing their model policy from publication.
* A reminder that governors do not write policies as per the NGA Governor Role description.
* The up to date policy must be on the school’s website.

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| **DEADLINE FOR ACTION** | ASAP | **CONTACT NAME** | Governor Services |
| **TELEPHONE** | 01344 354069 |
| **EMAIL** | governors.helpdesk@bracknell-forest.gov.uk  |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 14** | **Maintained School & Academy** |
| **TITLE** | **Clerking / Procedural Matters****(g) Parent & Staff Governor Elections** |
| **Covid-19 Note** - Requirements and approach for parent governor and trustee elections in the current climate.Partial school closures in the summer term meant that many governor and trustee elections were put on hold. Schools should now consider how to hold staff and parent governor/ trustee elections in the autumn term alongside COVID-19 control measures.NGA have produced an information sheet which states:**Electing staff governors and trustees** Most staff have now returned to work in schools and so a similar election process to that which was in place prior to COVID-19 should be suitable. However, if any staff are isolating, arrangements need to be made for those staff to participate in voting. This could include offering the member of staff the option of a postal or email vote.**Electing parent governors and trustees** There is no requirement to use any specific system for the election of parent governors or trustees. In most schools, elections would normally be carried out with letters and forms being sent to parents in hard copy format. Some schools may choose to provide an alternative voting method that supports the COVID-19 control measures in place. There is scope to use an electronic voting method for parent governor/trustee elections, provided the following criteria is met: ◼ all individuals that are eligible to stand are informed of the vacancy and informed that they can stand for election and vote ◼ those individuals are given the opportunity to do so ◼ mechanisms are in place to ensure that the process is fair, and safeguards are in place to ensure that one person cannot cast two votes ◼ voter confidentiality is maintained ◼ academies should ensure that any voting system complies with rules set out in their articles of association (or relevant procedural document) ◼ maintained schools must provide the opportunity for postal voting (including delivery by hand) and should check with their local authority to see if specific voting systems are recommended or mandated**Alternative voting methods** Whilst schools may decide that an alternative to paper voting forms is preferable at this time, this does not mean that paper forms cannot be used. A pragmatic approach should be taken to decide the most appropriate method, balancing safety and feasibility. Potential alternative voting methods include: **Existing home-school communication tools** Many schools have established and effective electronic home-school communication tools in place. These include applications such as Parent Mail, SchoolPing (and many more). Some schools are using these communication tools to facilitate electronic voting. In some cases, these tools can be used to manage the entire process, from an initial message to parents to explain the process through to generating an electronic voting form (in much the same way as parents might complete a consent form). **Email** A dedicated email inbox can be created for voting forms to be returned to. In this case, care should be taken to ensure that only essential access is given to this inbox to maintain confidentiality. Schools also need to monitor eligibility to vote – for example, only one vote per email address is allowed (and the email address must be a match to the school’s existing database).**Online survey tools** Services like Google Forms, Microsoft Forms and SurveyMonkey may offer an efficient voting method. These services can also make use of the school’s existing email database. These services use a variety of methods and so care must be taken to ensure eligibility to vote and maintain confidentiality. Some of these services have the capability to collect votes anonymously and to limit votes to one per email address. However, some of these features may come at a cost. Communication tools and their capabilities vary considerably between schools. As such, schools must ensure that the voting method they choose meets the outlined criteria. **Why allow postal voting?** Not all parents are able to engage via email (or other electronic means of communication). This could be because parents do not have access to a device with email or may have difficulty using email if, for example, English is not their first language. Parents may also be unable to access email due to a disability. Whilst parents must have the opportunity to vote via post, this facility can be provided only where needed (not necessarily as a matter of course for all parents). |
| **ACTION POINTS:** | * Governing boards to review their staff and parent governors’ terms of office and vacancies.
* Consider the most appropriate way of filling vacancies as per guidance found on Can (do), to reduce workload.
* If new staff or parents are elected advise governor services as soon as possible.
 |
| **DEADLINE FOR ACTION** | ASAP | **CONTACT NAME** | Governor Services |
| **TELEPHONE** | 01344 354069 |
| **EMAIL** | governors.helpdesk@bracknell-forest.gov.uk  |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 14** | **Maintained Schools & Academies** |
| **TITLE** | **Clerking / procedural matters:****(h) Agenda Plan for Autumn 2020** |
| Clerks have a very important role in helping the Chair / Vice Chair and Senior Leaders agree what is essential for business continuity this term.Those governing will want to support school leaders the best way that they can, first and foremost by ensuring that their governing boards continue to function, carry out their urgent business and make necessary decisions.There should be a clear communication and audit trail that explains why it was necessary to take an alternative approach. The DfE advice to governing boards is to prioritise providing support to their school leaders and staff where needed, to allow them to get on with operational matters. School leaders should stay in touch with the governing board in a proportionate way, including providing information on the welfare of staff and pupils, so that they can retain a strategic overview of the situation and the school.**How to conduct meetings this term** NGA’s position is that **governing boards should continue to meet and govern remotely** in order to support the considerable efforts that schools are making to maintain effective control measures and remain open. Whilst acknowledging that our [eight elements of effective governance](https://www.nga.org.uk/Knowledge-Centre/Good-governance/Effective-governance/Eight-Elements-of-Effective-Governance.aspx) do require some face-to-face interaction, we believe that safety considerations must take priority at this challenging time. We also recognise that governing boards and their clerks have, for the most part, transferred to virtual governance, speedily and effectively. Depending on a schools’ risk assessment and visitor policy small meetings may be possible face to face e.g. HT performance management but it is up to an individual school to decide.**Update from the headteacher on the current situation** - but, don't ask for a report for the sake of it - if the chair's been keeping everyone updated on the situation, you might be sufficiently updated already. The governing board also has a role in supporting the school/trust communications intended to provide stakeholders with reassurance over the measures that have been put in place to reduce the risk in school.**School’s contingency plans** – how to deliver remote education in the vent of localised or individual or groups having to self-isolate. Considering the inequality of access to technology.**Elect your chair and vice Chair** – consider how your usual procedures can be adapted to support virtual governance.**Review committees and link governor roles**Spread the workload more evenly by reorganising your board to make sure you have the right eyes in the right places and no single school leader is bearing the brunt of governors’ focus. Review chairs actions, face to face meetings versus virtual meetings and governor school visits etc. Schools will need to consider their risk assessments.**School Improvement / Development Plan**Schools are open to all pupils, but they are not business as usual. If your SLT have had time to revise the School Development Plan. Priorities are likely to be safeguarding, health & safety, headteacher and staff workload and wellbeing and teaching and learning.**Report on any monitoring** – focus on the following and how this can be achieved remotely:* Safeguarding – check compliance with updated guidance
* Health and safety – any issues arising from how the building is currently being used and remote working for staff
* Headteacher and staff wellbeing – encourage senior leaders to prioritise their own wellbeing and look after themselves
* Pupil progress
* Curriculum
* Coronavirus catch-up premium
* Continuing education - especially to children who are vulnerable, have EHCP, children of key workers. Support being given to parents and carers to help them educate their children at home.

**Performance Management and headteacher appraisal**See item 14e. Appoint panel members for Headteacher performance management and pay panels.**Your role in holding school leaders to account**With routine Ofsted inspections suspended until at least January 2021, remember that your board is the only thing holding school leaders to account right now. That said, you should avoid playing inspector. Carry on your normal monitoring duties, balancing robust challenge with even more robust support.**Approve urgent policy updates** – ensure your policy tracker knows which policies are outstanding from last term.**School visits**The DfE position on governors/trustees visiting schools set out in the [July governance update](https://www.gov.uk/government/publications/school-governance-update) has not changed and does not prevent governors/trustees going into schools. However, the DfE have been clear that when considering how to organise visits from governors/trustees, schools will need to consider their own risk assessments and how they will protect the health and safety of any visitors alongside staff and pupils, in line with government guidance.**Less-urgent items**These can be undertaken in working parties who report back to the FGB on strategy, governor recruitment, reflecting on the board’s skills and effectiveness especially during the coronavirus situation and use of remote meetings.  |
| **ACTION POINTS:** | * Amend agenda plans and ensure you come back to items that have been carried forward when you return to business as usual.
 |
| **DEADLINE FOR ACTION** | ASAP | **CONTACT NAME** | Governor Services |
| **TELEPHONE** | 01344 354069 |
| **EMAIL** | governors.helpdesk@bracknell-forest.gov.uk |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 15** |
| **TITLE** | **NGA Update**1. **Delegation Planner (maintained schools) and scheme of delegation (academy)**
2. **Model Governor Role Descriptions**
3. **Managing membership for NGA and NGA Learning Link**
4. **Code of Conduct**
5. **Skills Matrix 2020**
6. **Covid-19 continuity, recovery, monitoring and FAQs**
7. **Complying with GDPR – a guide for governing boards and clerks**
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| **(a) Delegation Planners**The National Governors Association publishes an [example delegation planner 2019 for maintained schools](https://www.nga.org.uk/Guidance/Workings-Of-The-Governing-Body/Governance-Tools/LA-maintained-schools-delegation-planner.aspx) and [Model schemes of delegation](https://www.nga.org.uk/Guidance/School-structures-and-constitution/Academies-and-free-schools/New-Model-Schemes-of-Delegation.aspx) 2020 for both single academy and multi academy trusts, available [here](https://www.nga.org.uk/Knowledge-Centre/Compliance/Policies-and-procedures/Delegation-of-functions-to-individuals-or-committe.aspx). These are useful documents that set out to whom each responsibility can be legally delegated. This will help your governing body ensure they delegate key responsibilities appropriately. They are also useful for governing boards with a “flat structure” as it is a useful list of all that must be covered when planning agendas.Minutes and reports should demonstrate clearly the functions that are delegated and that they are carried out.**(b) Model Governor Role Descriptions** Effective boards have a good understanding of their roles and responsibilities. NGA model role descriptions can be used for recruitment and induction as well as to support ongoing development. The following have been updated for 2020 and can be found [here](https://www.nga.org.uk/Knowledge-Centre/Good-governance/Effective-governance/Governing-Roles/Role-descriptions.aspx):* Chair
* Governor
* Trustee
* Academy trust governance professional and academy clerk
* Maintained school clerk to governing board

**(c) Managing membership for NGA and NGA Learning Link**Your corporate membership for NGA and NGA Learning Link has been renewed for all schools purchase the Governor Services SLA.Governor Services will advise the NGA when a new Clerk to Governors is appointed to a school. The Clerk is then responsible for managing the membership for your school, please note the system can be quite slow. A user guide is available from Governor Services.For NGA Learning Link, governors should register themselves, but Clerks can create an account for them if that is deemed easier. A guide for creating accounts is available from Governor Services.**(d) Code of Conduct**All boards should adopt a code of conduct: the updated NGA model document acts as a template that can easily be adapted to your board’s needs.<https://www.nga.org.uk/Knowledge-Centre/Good-governance/Ethical-governance/Model-Code-of-Conduct.aspx>Effective boards clearly set out what they expect of members, particularly when they first join. All governing boards should adopt a code of conduct which details the behaviour and professional standards required for the governing board to carry out its work.The NGA model code of conduct is suitable for boards in all types of school or trust. However, the model code is designed to act as a template and should be adapted to reflect:* your specific governing board and school structure
* your board’s delegated responsibilities
* policies and procedures that your individual school or trust must follow; the code of conduct should not contradict other constitutional documents such as articles of association

A new guide has been produced to accompany the code of conduct.  The accompanying guide to the model code of conduct has been developed to support adoption and effective use of a code of conduct. The guide covers:* the principles of the NGA model code of conduct
* using a code of conduct to support effective teamwork
* tailoring the NGA model code of conduct
* adopting and reviewing a code of conduct

About the 2020 updateThe NGA model code of conduct has been refreshed for 2020. However, the core content and substance are unchanged from 2019. Updates include:* The model code of conduct has been reformatted to allow for easier adaptation.
* The code continues to draw upon Nolan’s principles of public life but has been clarified to ensure accessibility for all levels of governance.
* The guide which accompanies the model code is new for 2020 and includes suggestions to help boards use their code of conduct to support teamwork and development.

**(e) Skills Matrix 2020**The NGA skills audit, matrix and accompanying guide has been refreshed for 2020. However, the core content and substance are unchanged from 2019. Updates include:* The range of skills and knowledge covered by the skills audit remain the same and continue to reflect the DfE’s Competency Framework. However, the list of statements has been **reduced and clarified**to ensure accessibility for all levels of governance.
* The skills audit asks individuals to **rate their agreement** with a range of statements (rather than rate their level of experience).
* The ‘how-to’ guide which accompanies the skills audit and matrix contains **additional guidance**to help boards act on their evaluation through creating development plans.
	1. **Covid-19 continuity, recovery, monitoring and FAQs**

NGA continue to update this area of their website [here](https://www.nga.org.uk/Knowledge-Centre/Covid-19.aspx) and we would recommend that Clerks and Chairs use it to keep all governors up to date. The NGA have not updated their school governance Covid-19 pages since 17 July 2020 [here](https://www.gov.uk/government/publications/school-governance-update/school-governance-coronavirus-covid-19-june-update--2)  |
| **ACTION POINTS:** | * Ensure delegation planners are used as appropriate.
* Remind governors and clerks of their roles.
* Ensure your code of conduct is reviewed.
* Ensure a skills audit is up to date.
* Ensure up to date with Covid-19 and governance.
 |
| **DEADLINE FOR ACTION** | No specific deadline but recommended that this is done in the Autumn Term | **CONTACT NAME** | Governor Services |
| **TELEPHONE** | 01344 354036 / 4069 |
| **EMAIL** | Governors.Helpdesk@Bracknell-Forest.gov.uk  |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 16** | **Maintained School**  |
| **TITLE** | **Education Governor Nominations** |
| The nomination of potential governors is delegated to the Director of People in consultation with the Executive Member for Children, Young People & Learning. The process allows nominations for Education / LA Governor Vacancies and those coming to the end of their Education / LA Governor Terms to be considered at any time during the year and allows for vacancies to be filled when they arise.Existing governors on the board can become Authority governors, the application form should be completed with the nomination being supported. The nomination form has been designed; using the model Skills Audit Proforma produced by the National Governance Association as its base, to find out about the skills and experience of the nominee and whether they have the necessary attributes to become an effective and useful school governor. It is therefore critical that nominees are encouraged to complete the form as fully as possible. Applications must be accompanied by a supporting statement and signed by the applicant (scanned signatures are acceptable). If an application is incomplete, then this may delay the nomination’s consideration.Copies of the nomination form can be obtained from Democratic Services or downloaded from the following webpage: <https://schools.bracknell-forest.gov.uk/governors/becoming-a-governor/>This nomination has to be approved by the School’s Full Governing Body and as a result the four-year term of office will not start until this has happened. Once the nomination has been approved, the appointment will continue for the specified period unless the applicant resigns, or the Authority has reason to remove the applicant from office. The power to remove a governor has always existed and must be used reasonably and lawfully.

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| **School** | **Status or name and date term ends** |
| Ascot Infant School | Vacancy  |
| Birch Hill Primary School | Vacancy |
| College Hall | Vacancy |
| Harmans Water Primary | Vacancy |
| New Scotland Hill Primary | Vacancy |
| Sandhurst | Vacancy  |
| Wildridings | Vacancy |

If your school has a vacancy which has not been listed, please contact Hannah Stevenson in Democratic Services immediately. Notification of any Local Authority School Governor resignations should be sent to Hannah Stevenson, with a copy to Governor Services. |
| **CONTACT NAME** | Hannah Stevenson |
| **TELEPHONE** | 01344 352308 |
| **EMAIL** | Hannah.stevenson@bracknell-forest.gov.uk |

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| **CLERKS’ BRIEFING****AUTUMN TERM 2020** | **ITEM NO. 17** | **Maintained School & Academy** |
| **TITLE** | **Tips for Governor Recruitment**  |
| Clerks should regularly check their governing body details to ensure chairs of governors are aware which governors are coming to the end of their term of office. This ensures that good succession planning takes place and governing bodies plan ahead for elections, advertising and recruitment. All Governing Bodies need to plan for recruitment. To encourage prospective governors, it is helpful to:1. Advertise vacancies with BFC here <https://www.bracknell-forest.gov.uk/schools-and-learning/schools/school-governors/how-apply-become-school-governor> by submitting an advert to governor services.
2. Work with the following organisations to promote your vacancies free of charge:
* Governors for Schools <https://www.governorsforschools.org.uk/>
* Inspiring Governance <https://inspiringgovernance.org/> (maintained schools) and [Academy Ambassadors](http://www.academyambassadors.org/)
1. Send out annual newsletter summarising the work of the governors and encourage parents to show interest.
2. Communication to parents to encourage friends and family, with no link to the school but with the right skills to contact the school about becoming a school governor.
3. At school events, ensure that leaflets and posters are displayed encouraging parents to become governors. Parents’ evenings are a good opportunity for governors to be present and instigate conversations.
4. Identify from the Headteacher regular visitors to the school and whether they may be potential governors.
5. Approach local businesses maybe through mail outlining the two way benefits of being a school governor. Either request opportunity to advertise or find out if they would be interested in nominating governors from a corporate social responsibility standpoint.
6. Ask your headteacher to approach other schools to find out if there are any members of staff who would be interested in becoming a governor elsewhere as part of their professional development.
7. Ensure that your school website advertises the role of school governors and clarifies where to show interest.
8. Identify if your community have a local parish magazine or other newsletter where you can submit an article to advertise for new governors.
9. Ask a local charity if they have anyone who would be interested in becoming a school governor.
10. Ask at your local library & doctor’s surgery if they would be willing to put up a poster on becoming a school governor.
11. Use of social media.

Remember: you need your Governing Body to have an appropriate range of skills and to represent all groups within the community. Respond immediately to any show of interest and ask them to complete a skills audit form, then keep a list of potential recruits even if you are full.  |
|  |  | **CONTACT NAME** | Governor Services |
| **TELEPHONE** | 01344 354036 / 4069 |
| **EMAIL** | Governors.helpdesk@bracknell-forest.gov.uk  |

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| **CLERKS’ BRIEFING****AUTUMN 2020** | **APPENDIX A**  |
| **TITLE** | **List of Clerks to Governing Bodies** \* new clerk ◊ temp +leaving |
|  |  |  |  |  |
| **School:** | **School Tel No.** | **Clerk:** |  |  |
| Ascot Heath Primary School | 01344 882631 | Mrs | Jackie | Frew |
| Binfield CE Primary School | 01344 860106 | Mrs | Deborah | Chappell |
| Birch Hill Primary School | 01344 455815 | Mrs | Jane | Hodgson |
| College Town Primary School | 01276 31933 | Mrs | Karen | Cane |
| College Hall | 0118 989 3378 | Mrs  | Rachel | Moss |
| Cranbourne Primary School | 01344 882350 | Mrs | Carole | Allen |
| Crown Wood Primary School | 01344 485448 | Mrs | Dawn | Deykin |
| Crowthorne CE Primary  | 01344 772089 | Mrs | Mary | Jenkinson |
| Easthampstead Park School | 01344 304567 | Mrs  | Rhona | Franco |
| Edgbarrow School | 01344 772658 | Mrs  | Celeste | Moruzzi  |
| Fox Hill Primary School | 01344 421809 | Mrs  | Claire | Pollard |
| Garth Hill College | 01344 421122 | Mrs | Lyndsey | North |
| Great Hollands Primary | 01344 424911 | Unknown |  |  |
| Harmans Water Primary School | 01344 422196 | Mrs | Julie | McBain\* |
| Holly Spring Primary School | 01344 483920 | Mrs | Lyndsey | North\* |
| Jennett’s Park Primary | 01344 301269 | Mrs | Penny | Thompson  |
| Kennel Lane School | 01344 483872 | Mrs | Fiona | Stanton |
| Kings Academy Binfield | 01344 306983 | Mrs | Linda | Gallo\* |
| Meadow Vale Primary School | 01344 421046 | Mrs | Fiona | Stanton |
| New Scotland Hill Primary School | 01344 772184 | Mrs | Claire | Pollard◊ |
| Owlsmoor Primary School | 01344 776642 Mrs | Fiona  | Stanton |
| Ranelagh  | 01344 421233 | Miss | Dawn | Deykin |
| Sandhurst School | 01344 775678 | Miss | Claire | Read  |
| Sandy Lane Primary School | 01344 423896 | Mrs  | Susan | Barrett |
| St Joseph’s Catholic Primary School | 01344 425246 | Mrs | Adele | Valentin |
| St Margaret Clitherow Catholic Primary School | 01344 424030 | Mrs | Charlotte | Hearnshaw+ |
| St Michael’s CE Primary School (Sandhurst) | 01252 873360 | Miss  | Laura | Beresford |
| St Michael’s Easthampstead CE VA Primary | 01344 420878 | Mrs | Katrina | Brown |
| The Brakenhale | 01344 423041 | Mrs  | Dawn | Deykin |
| The Pines School | 01344 426413 | Mrs | Lyndsey | North |
| Uplands Primary School & Nursery | 01252 873069 | Mrs | Sharon | Ashmore-Mobbs |
| Warfield CE Primary School | 01344 862074 | Mrs | Claire | Pollard  |
| Whitegrove Primary School | 01344 861020 | Mrs | Rachel  | Clayton |
| Wildmoor Heath School | 01344 772034 | Mrs | Celeste | Moruzzi  |
| Wildridings Primary School | 01344 425483 | Mrs | Kate | Harding |
| Winkfield St Mary's CE Primary School | 01344 882422 | Mrs | Gemma | Lenton |
| Wooden Hill Primary and Nursery School | 01344 421117 | Miss | Dawn | Deykin |
|  |  |  |  |  |
| Hatch Ride Primary | 01344 776227 | Mrs | Pat | Arthur |
| Oaklands Infant School | 01344 774644 | Mrs | Gemma | Thompson |
| Oaklands Junior School | 01344 773496 | Mr | Andrew | Gorham |

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| **CLERKS’ BRIEFING****AUTUMN 2020** | **APPENDIX B** | **Maintained Schools** |
| **TITLE** | **BFC Policy List and Review Dates September 2020** |
| **MODEL POLICY / GUIDANCE** | **Version** | **Summary of Changes (where applicable)** | **Review Date** |
| Absence Management Procedure | 1 | * No change
 | September 2021 |
| Adoption Leave Policy | 5 | * No change
 | September 2021 |
| Appraisal Policy for School Support Staff | 5 | * Minor corrections
 | September 2021 |
| Appraisal Policy for Teachers | 8 | No change | September 2021(should be reviewed annually) |
| Capability Procedure for Schools | 5 |  | September 2021 |
| Code of Conduct for Schools | 7 |  | September 2021 |
| Disciplinary Procedure  | 2 | * Change on page 3 under ‘Introduction and Scope’ to include supply teachers not employed/engaged directly by the school to be subject to the same LADO & investigation processes when safeguarding allegations arise. This is in line with changes in the Keeping Children Safe in Education Document.
 | September 2021 |
| Fair Treatment Policy | 5 | * Minor changes
 | September 2021 |
| Flexible Working Requests | 5 |  | September 2021 |
| Grievance Procedure | 2 | * No change
 | September 2021 |
| Guidance on ending Fixed Term Contracts | 5 |  | September 2021 |
| Maternity Leave for Support Staff < 1 years’ service | 4 |  | September 2021 |
| Maternity Leave for Support Staff > 1 years’ service | 4 |  | September 2021 |
| Maternity Leave for Teachers < 1 years’ service | 4 |  | September 2021 |
| Maternity Leave for Teachers > 1 years’ service | 4 |  | September 2021 |
| Organisational Change Protocol – Schools | 4 | * Currently under review, continue to use existing policy
 | September 2021 |
| Parental Bereavement Leave | 1 | * New policy following new legislation
 | September 2022 |
| Parental Leave | 5 |  | September 2021 |
| Paternity Leave (Ordinary Paternity and Support Leave/Attending Ante-Natal Appointments) | 6 |  | September 2021 |
| Pay Policy 2020 |  | * Not yet available, currently under review pending teachers’ pay award approval
 |  |
| Redeployment of School Based Staff  | 5 | * Currently under review, continue to use existing policy
 | September 2021 |
| Redundancy Policy and Procedure (School Staff) | 5 | Currently under review, continue to use existing policy | September 2021 |
| Shared Parental Leave  | 3 |  | September 2021 |
| Stress at Work | 5 |  | September 2021 |
| Substance Misuse Policy  | 5 |  | September 2021 |
| Time off for Dependent’s | 5 |  | September 2021 |
| Time off for Public Duties | 5 |  | September 2021 |
| Whistle-Blowing Procedure | 5 |  | September 2021 |

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| **CLERKS’ BRIEFING****AUTUMN 2020** | **APPENDIX C** | **Academy** |
| **TITLE** | **Academy Trust Policy List and Review Dates September 2020** |
| **MODEL POLICY / GUIDANCE** | **Version** | **Summary of Changes****(where applicable)** | **Review Date** |
| Absence Management Procedure | 1 | No changes | September 2021 |
| Appraisal Policy for School Support Staff | 1 | No changes | September 2021 |
| Appraisal Policy for Teachers | 2 | No changes | September 2021(should be reviewed annually) |
| Capability Procedure for Schools | 2 |  | September 2021 |
| Disciplinary Procedure  | 6 | Due for review. Use current policy.Change under ‘Employees covered by this procedure’ to include supply teachers not employed/engaged directly by the school/trust to be subject to the same LADO & investigation processes when safeguarding allegations arise. This is in line with changes in the Keeping Children Safe in Education Document. | September 2021 |
| Fair Treatment Policy | 1 |  | September 2021 |
| Flexible Working RequestAn Employee’s Right to ask for Flexible Working | 1 |  | September 2021 |
| Pay Policy 2020 | 1 | * Under review, awaiting teacher’s pay award to be agreed and laid before Parliament
 | September 2020 |
| Grievance Procedure | 2 | No changes | September 2021 |
| Organisational Change Protocol – Schools |  | Due for review, continue to use existing policy  | September 2021 |
| Redeployment of School Based Staff  |  | Due for review, continue to use existing policy | September 2021 |
| Redundancy Policy and Procedure (School Staff) |  | Due for review, continue to use existing policy | September 2021 |
| Whistle Blowing Procedure | 5 |  | September 2021 |