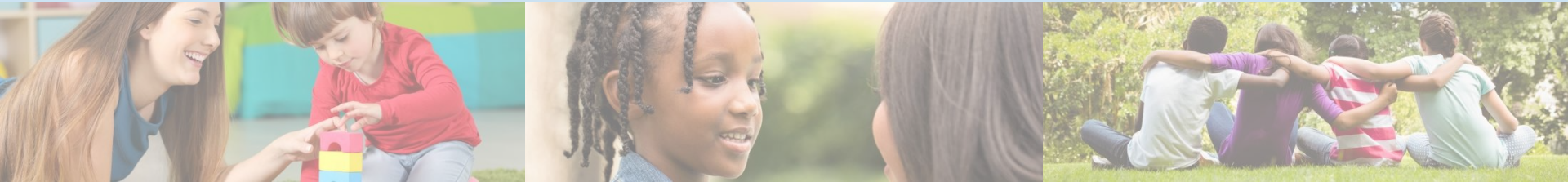


Chairs' Briefing

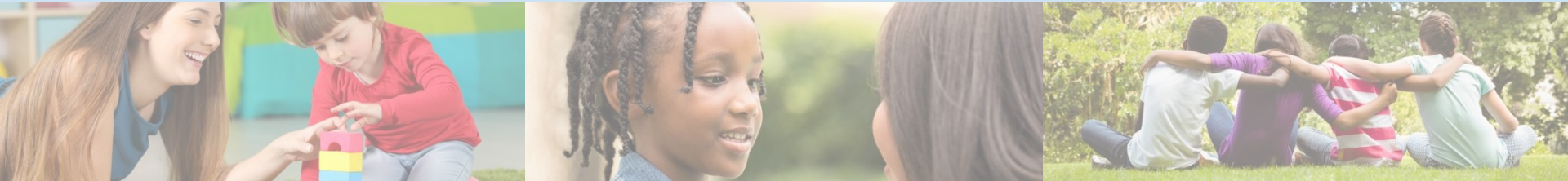
Tuesday 10th November 2020



- Welcome
- Covid Update
- Ofsted Overview
- HSE Visits
- Celebration of Chairs Development Programme
- Next Steps following Governor Conference
- HR Updates
- Finance
- Safeguarding
- Close

Assistant Director Updates

Rachel Morgan



- All schools opened in September
- Schools have done an amazing job
- Positive cases and isolation
- Attendance – Schools Week
- Covid 'drop ins'
- Learning events
- Wellbeing of Headteacher and staff

Ofsted update

- 2 visits
- Assurance visits
- Lockdown changes
- Full inspections

HSE (Health and Safety Executive)

- 2 inspections

Development *for* Chairs

Completion Certificate

This is to certify that

Helen Thompson
Kim Andrews
Paul Sutton
Stephen Weeks
Rene Rastall
Jenny Sachar

Kim Andrews
Bev Mitchell-Wright
Anneken Priesack
Jane Steadman
Julie Skinner
Dave Rogers

have successfully completed the
Development for Chairs
programme

Next Steps following Governor Conference

Sharon Jones



Role of Governance

- Mental Health & Workload

Governance Handbook October 2020

‘All boards should have regard to the work-life balance of teachers and the executive leadership of the organisations.’

‘Boards should have due regard for the wellbeing and mental health of the school leadership team and teaching staff more broadly. Board may wish to consider designating a governor or trustee as a wellbeing champion to provide strategic support to the school leadership team as appropriate.’



Governance handbook

Academy trusts and maintained
schools

October 2020

Session 1: David Beeney- Breaking the Silence

- Wellbeing in Leadership

1

On EVERY call / meeting ask the headteacher/ staff member how they are and listen before talking about work

2

Share your own vulnerabilities as it makes it easier for others to be honest with you

3

Think about the language you use when asking about wellbeing – e.g. ask them for a score out of ten

4

Not all conversations have to be about work

Session 3: Stephanie Davies - Laughology

- Ensuring Positive Mental Health through the pursuit of happiness

1

How conversations and talking about mental illness supports mental health

2

Prevent and protect with 4s – Spot, Stop, Support, Signpost
What aspects could be increased for prevention and protection?

3

Happiness drivers – confidence, personal development, support (from and to others), positive relationships, coping skills – Happy Centred School – what aspects will support wellbeing?

4

FLIP – it Thinking – focus, language, imagination, pattern breaking – solution focused thinking tool. How can FLIP be used to support positive conversations?

Session 2: Debra Kidd - A Curriculum of Hope

- Implementation of the Quality of Education

1

A happy school has the right curriculum for your pupils

2

Intent - what is the purpose of the curriculum - what does it hope to achieve?

3

Implementation - how is it taught and how is it experienced by the children?

4

Impact - how do we know it's working to meet the aims and purpose (this goes beyond test results).

Questions governors should ask....

- Is governance operating strategically?
- What steps have been taken to reduce governance workload demands on the school?
- Do we recognise and discuss staff well-being and workload at meetings?
- Do we understand the actions the school is taking to manage workload demands?

DfE

- Performance management requirements remain
- Use of discretion and pragmatic steps to adapt in current circumstances'

NGA, NAHT and ASCL

'The focus of schools should be to support a sustained, positive and productive return of pupils to the classroom, with a strong emphasis on the well-being of pupils and staff. The approach to performance management and appraisal should remain flexible in order to take account of the possibility of part or full school closures, the need for 'blended' remote learning and / or circumstances where members of staff may need to isolate or shield.'

Headteachers' Standards 2020

Updated 13th October 2020

- Non-statutory guidance intended to:
 1. Shape practice and professional development
 2. Support recruitment & appointment of HT's
 3. Underpin frameworks for current /aspiring HT's
 4. Inform HTPM
- Relevant to all headteachers
- Section 1: Ethics & Professional Conduct
- Section 2: Headteachers' Standards

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

Headteachers' Standards 2020

- 10 standards
- No hierarchy
- 1-6 Build on Teachers Standards
- 7-10 Leadership Responsibilities



HR

Paul Young



Human Resources

- Covid Staffing Challenges
 - HR meet with teacher and support staff unions monthly
 - A number of union challenges in the summer term
 - Staff turnover currently lower than this time usually
 - Governors encouraged to monitor staffing may begin to see an increase in turnover
 - New lockdown guidance generally seeing staff wanting to work
 - Challenges with staff self-isolating

Human Resources

- Restructures and Redundancy
 - Expected in some schools due to budget challenges and PAN reduction
 - If new structure is for Sept 21 then process will need to start in Feb / Mar
 - HR to run sessions for HTs / governors in Jan 21 to go through restructure and redundancy policies
 - Redeployment will be actively looked at across the authority

Human Resources

- Teachers' Pay – PRP
 - Majority of schools have completed
 - Positive relationships with unions have been maintained with HR and schools
 - HR continue to support

Finance

Paul Clark



2020-21 budgets:

1. Exceptional covid costs
 - Average receipts paid for summer term claims show payments increased to £12,909 from the expected £8,648 but still only 31% of maximum permitted (was expected to be 22%)
 - outstanding claims should be determined and paid by end of term
 - no update from the DfE on the promised second round of exceptional covid grant funding for the autumn term
2. Termly collection of covid costs requested (including academies)

2021-22 budget outlook – national picture:

1. Second year of a 3 year funding settlement that the Institute of Fiscal Studies says restores schools funding to pre-austerity levels
2. DfE minimising changes to national arrangements
3. DfE funding protection ensures minimum 2% annual increase in per pupil funding and minimum primary pupil funding of £4,180 (+6.7%) and secondary of £5,150 (+3%)

1. Responses from Financial Consultation confirm broad support to the proposed budget strategy of matching the National Funding Formula allocations and management of budgets by the council
2. Provisional modelling at National Funding Formula values indicates average 4.2% increase in per pupil funding for primary schools, 3.1% for secondaries and 3.7% for all school average
3. 14 primary schools provisionally receive top up funding to minimum per pupil levels and 2 secondaries
4. Mainly as a result of diseconomy funding for new schools, there is around a £400k shortfall to meet NFF rates which can be considered for funding from Reserves although these are not likely to be sufficient to eliminate the gap

Other finance matters

1. New mandatory responsibilities for maintained schools:
 - 3 year budget planning
 - Deficit recovery planning
2. High Needs Block deficit management
 - National issue
 - Changes to LA financial responsibilities
 - Budget challenges for BF with projected £4.5m annual funding shortfall
 - Requirement to complete DfE Deficit Management Tool

Safeguarding

Debbie Smith



Findings:


- Rates of police recorded physical, sexual and online abuse offences against adolescents are higher than rates against younger children
- Rates of adolescents in care are higher than rates for younger children, with the exception in some nations of infants under the age of one
- Rates of adolescents subject to a child protection plan or on a child protection register are lower than rates for younger children
- The report also includes expert insight on adolescent brain development, harmful sexual behaviour, sexting, and the importance of relationship and sex education

NSPCC – How Safe are our Children 2020

Findings:

- many of the risk factors associated with abuse and neglect have been exacerbated by the coronavirus pandemic, while the support services that would traditionally identify and respond to these concerns have been unable to see many of the children and families they work with face-to-face

		Monthly average about abuse and neglect: number and % of all contacts/counselling sessions				
		Neglect	Physical abuse	Emotional abuse	Sexual abuse	All abuse and neglect
NSPCC helpline contacts	Pre-restrictions (6 January – 22 March 2020)	775 (14%)	696 (12%)	568 (10%)	709 (13%)	2,748 (49%)
	Since restrictions (1 April – 31 July 2020)	1,099 (15%)	1,066 (15%)	1,175 (16%)	734 (10%)	4,074 (56%)



An ambitious recovery and rebuilding plan is needed, so no child who has suffered is left without support, and childhoods are not derailed by the pandemic.

Peter Wanless, NSPCC CEO

Download: <https://learning.nspcc.org.uk/media/2287/how-safe-are-our-children-2020.pdf>

The latest Cybersurvey has been published by Internet Matters

- This is the largest and most robust survey of its kind in the UK
- Nearly 15,000 children aged 11-17 took part in 82 schools
- The numbers of children viewing harmful content online dramatically increased over a period of four years, between 2015 and 2019
- Particular concern relating to body image, both for boys wanting to 'bulk up' and girls wanting picture-perfect bodies, or even worse anorexic or harmed bodies.

<https://www.internetmatters.org/about-us/in-their-own-words-2019-cybersurvey-research-report/>

Key themes include:

- Content risk is more commonly experienced than contact risk
- Parents could talk more to their children about online life in general, rather than only when giving advice
- The gap widens between vulnerable and non-vulnerable teens
- Cyberbullying remains stable at 22% of the total sample (this year the survey asked about severity and frequency)
- Meetups are commonplace, 18% have done so

Key themes include:

- Sexting, desire, coercion and relationship norms
- Online aggression is racist, homophobic, often gendered, and hate speech is common
- Spending quite a bit of money in games
- Too few of our teenagers are actively following the online safety advice they were taught
- The positive aspects of online life are enjoyed by all young people but appear much more important to already vulnerable teens than to their peers

- Behaviour Support Team:

Whole Borough approach to behaviour, consistency, earlier intervention, greater needs led SEMH focus

- Safeguarding

Focus of supervision offer to schools in response to extraordinary pressures on leaders

Training available to Governors

In addition to the training on safeguarding and exclusion processes through governor services SLA, the following specialist training is available to governors at an additional cost:

- Safer Recruitment
- Unconscious Bias
- Designated Safeguarding Lead

Places can be booked via CAN-DO

Governors Role – Questions to Consider

- What does online safety look like in your school?
- How is online safety taught?
- How confident that online safety teaching has an impact?
- Online safety questions included in pupil survey?
- Monitoring of vulnerable children.
- Role of supervision to support leaders.
- Compliance with Safer Recruitment training requirement.

Summary & Close

Councillor Dr Gareth Barnard

