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| CLERKS’ BRIEFING  **Summer term 2021**  **Thursday 6th May 2021**  **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 summer term, with a particular focus on any adaptations due to current Coronavirus restrictions.

CLERKS’ BRIEFING AGENDA

1. Finance
   1. 2020-21 School Balances
   2. 2021-22 School Budgets
   3. Provision of medium-term financial plans and deficit recovery plans
   4. Consistent Finance Reporting
   5. Benchmarking Report Card
   6. Academy budget returns
   7. Academy Accounts Direction
2. Can (Do) Working Together – Support Services for Schools
3. Mentally Healthy Schools and wellbeing strategy
4. Cyber Attacks
5. Safeguarding
6. Statutory and Department Guidance
   1. School Governance Update 2021
   2. Governing and trust board meetings and visits into school
   3. Early Career Framework statutory induction guidance change
   4. Introduction of Behaviour Hubs
   5. New regulations relating to Pupil Premium Reporting
   6. Summer School Guidance
   7. Assessments
   8. Face Masks
   9. School Exclusions
   10. Sports premium funding
   11. Review launched by the New Children’s Commissioner
   12. New law to make school uniform costs affordable for all
   13. School Visits
7. Ofsted
   1. Inspection Handbooks have changed
   2. Commission of Ofsted review into sexual abuse claims
   3. Science Review
8. Governor and Clerk Training and Development Opportunities:
   1. BF Summer Term Programme 2021
   2. Other training and development opportunities
   3. Training log and training feedback
9. Clerking and Procedural Matters
   1. Agenda plan for summer 2021
   2. Electronic signatures and filing of minutes
   3. Election of Chair and Vice Chair
   4. School Emails & data protection
   5. Terms of Reference
   6. Forward Plan for autumn 2021
10. NGA Membership and Resources
11. Education Governor Nominations
12. AOB

**Date of next meeting:**

**Thursday 23rd September 2021, 1pm to 2.30pm**

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| **APPENDICES**  Appendix A – List of Clerks  Appendix B – Training record template |  |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 1a** | | | **Maintained Schools** |
| **TITLE** | | **Finance - 2020-21 School Balances** | | | |
| The Bracknell Forest Scheme for Financing Schools requires the Council to monitor surplus balances, and where these are considered significant, to report amounts to the Schools Forum. The approved scheme to control significant surplus school balances was agreed following consultation with schools and is set out in full at the end of this letter with the key features being:   1. Schools are free to retain any surplus balance without explanation of up to 5% of the annual budget for secondary schools, and 8% for primary and special schools and Pupil Referral Units. 2. Surplus balances between 5% and 10% in secondary schools, and 8% and 16% in primary and special schools and Pupil Referral Units, can also be retained, provided they are being held for a valid reason as defined in the attached scheme. 3. For balances above these thresholds, the expectation must be that the money will be clawed-back, although a request for retention can be made to the Schools Forum to consider the merits on a case by case basis.   Whilst it is perfectly reasonable to retain surplus balances, and not withstanding the significant disruption faced last year, the general expectation is that schools are spending their revenue funding in a timely manner for the benefit of pupils currently on roll and not unnecessarily putting aside large amounts.  Where the Forum consider significant surpluses are not being held for appropriate purposes, or are in excess of the maximum thresholds, funds can be removed and redistributed within the Schools Budget. However, the council is committed to working closely with schools to make sure that claw-back is avoided by timely spend of budgets or retention for a valid reason.  Reflecting on the hugely unexpected challenges schools faced last year, the circa £1m overall increase in aggregate school surplus balances previously highlighted through email to chairs of governors as well as the comments provided by Headteachers at the recent Recovery Group and previous Schools Forum meetings, we have refined the information we would like to collect from schools.  Bursars will be briefed on this at the 13 May session.  The changes being made are intended to better inform school leaders, the Schools Forum and BFC on the financial impact arising in schools last year and the plans being made for 2021-22 to support recovery from the pandemic. | | | | | |
| **ACTION POINTS:** | * Review notified balance to check as correct. * Provide supporting information on intended use if significant surplus identified. * Return information on 2021-22 budget plans for recovery from the pandemic | | | | |
| **DEADLINE FOR ACTION** | 24 May 2021 | | **CONTACT NAME** | Paul Clark, Finance Business Partner | |
| **TELEPHONE** | 01344 354054 | |
| **EMAIL** | [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 1b** | | | **Maintained Schools**  **Academy for information** |
| **TITLE** | | **Finance - 2021-22 School Budgets** | | | |
| All LAs are moving towards implementing the DfE School National Funding Formula (NFF) that is being introduced to ensure the same approach to school funding operates equally across the country with similar schools receiving similar budgets. 2021-22 school budgets are still being set locally by LAs, with BF schools expressing through consultation that the new NFF should be fully implemented locally as soon as possible.  Whilst there is a national approach to School Funding, many LAs will be facing their own local cost pressures, some of which will be significant. Schools will be aware that BF is experiencing a medium-term pressure relating to diseconomy costs to support the delivery of additional school places that are anticipated in response to new house building programmes. However, taking account of the council providing an additional £1m for schools from its own resources over a 4-year, and a measured draw down of reserves (£0.227m in 2021-22), 2021-22 individual school budgets have been set at 100% of the values funded by the DfE.  To ensure funding stability during the change, all schools receive at least a 2.0% increase in per pupil funding compared to 2020-21, with new minimum per pupil funding rates guaranteed for each school at £4,180 for primary aged pupils, and £5,415 for secondary aged pupils.  Overall schools will experience an average increase in per pupil funding in 2021-22 of 3.8% which compares to 6.3% in 2020-21 and 2.8% in 2019-20.  As usual, schools will be facing cost pressures, although with the public sector pay freeze, only staff on salaries below £24,000 are expected to receive a cost of living increase. These and other increases will need to be factored into school budget plans which must be set on an affordable and realistic basis and returned to BFC on the template provided for this purpose by 31 May.  More information on the 2021-22 final budget setting process can be found at:  [Agenda for Schools Forum on Thursday, 14 January 2021, 4.30 pm | Bracknell Forest Council (bracknell-forest.gov.uk)](https://democratic.bracknell-forest.gov.uk/ieListDocuments.aspx?CId=187&MId=9542&Ver=4) | | | | | |
| **ACTION POINTS FOR MAINTAINED SCHOOLS:** | * A budget plan should be formulated for 2021-22 having regard to known facts and a realistic assessment and financial provision for future events. All sources of income due to the school should be taken into account, and not just the delegated budget. * The full governing body, or responsible subcommittee, if authority to make the approval has been delegated, must formally approve the 2021-22 budget plan. * The budget plan should be emailed to the Education Finance Team by 31 May on the spreadsheet that has been provided for this purpose - [Education.Finance@Bracknell-Forest.gov.uk](mailto:Education.Finance@Bracknell-Forest.gov.uk) **.** * Should you experience difficulties in balancing your 2021-22 budget plan, you should contact Education Finance without delay. An extension to the submission deadline can be approved to 31 July when discussions are underway with Education Finance and agreed by the Exec Director of People. * A copy of the minutes from the full governing body meeting approving the plan are to be sent to Education Finance once agreed, and no later than 31 December 2021. | | | | |
| **DEADLINE FOR ACTION** | 31 May (budget plan)  31 Dec (minutes approving budget plan) | | **CONTACT NAME** | Paul Clark  Finance Business Partner | |
| **TELEPHONE** | 01344 354054 | |
| **EMAIL** | [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 1c** | | | **Maintained Schools**  **Academy for information** |
| **TITLE** | | **Finance – Provision of medium-term financial plans and deficit recovery plans** | | | |
| Governors will be aware that LAs are required to publish schemes for financing schools that set out the statutory financial relationship between them and the schools they maintain. The Secretary of State has recently issued a direction requiring LA to revise their schemes for the following new provisions to come into effect from April 2021.   * 1. schools must submit a 3-year budget forecast each year, by 30 June   2. schools must submit a recovery plan to the local authority when their revenue deficit rises above 5% at 31 March of any year. Local authorities may set a lower threshold than 5% for the submission of a recovery plan if they wish.   These changes are therefore mandatory for all schools.  In respect of **3-year budget forecasts**, bursars have been briefed on the new requirement and a template model with information for schools to predict pupil numbers for budget income calculation and return relevant information to the council has been provided for this purpose. Schools will need to match this up to their expenditure calculation which they should already be completing in accordance with the requirements of the School Financial Management Standard.  For **deficit recovery plans**, all schools with a deficit are in regular contact with BFC to agree a recovery plan. There are no immediate plans to change this approach.  The purpose of these new requirements is for governors and LAs to be well informed on these important financial matters. | | | | | |
| **ACTION POINTS FOR MAINTAINED SCHOOLS:** | * A 3-year budget plan should be formulated for 2022-23 to 2024-25 having regard to known facts and a realistic assessment and financial provision for future events. All sources of income due to the school should be taken into account, and not just the delegated budget. * Governors should be aware of these plans and arrangements. | | | | |
| **DEADLINE FOR ACTION** | 30 June (for 3-year budget forecast)  As agreed with Education Finance for submission of deficit recovery plans | | **CONTACT NAME** | Paul Clark  Finance Business Partner | |
| **TELEPHONE** | 01344 354054 | |
| **EMAIL** | [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 1d** | | **Maintained Schools** |
| **TITLE** | | **Finance - Consistent Financial Reporting (CFR)** | | |
| Governing Bodies have a statutory duty to complete an annual CFR return which sets out school expenditure in a prescribed format. The final 2020-21 return will be required in June, and schools will very shortly be given further guidance. Each school’s CFR return is posted onto the DfE website to enable schools to undertake financial benchmarking enquiries from a national database which assist in meeting the requirements of the School Financial Value Standard. | | | | |
| **ACTION POINTS:** | * Governing bodies need to ensure that this task is properly completed. | | | |
| **DEADLINE FOR ACTION** | TBA June | **CONTACT NAME** | Paul Clark, Finance Business Partner | |
| **TELEPHONE** | 01344 354054 | |
| **EMAIL** | [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk)  *Useful website link*:  <https://www.gov.uk/guidance/consistent-financial-reporting-framework-cfr> | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 1e** | | | **Maintained Schools** |
| **TITLE** | | **Finance - Schools Financial Value Standard (SFVS)** | | | |
| The DfE have confirmed that, as a result of the pandemic, maintained schools, can now submit their completed 2020/21 Schools Financial Value Standard by 28th May 2021 (normal submission date would have been 31st March 2021). As a reminder, if Boards have adopted a committee structure, the SFVS will need to be discussed and ratified by the Full Governing Board prior to submission to the LA and this ratification formally recorded in the minutes. Boards will also need to ensure that sufficient time has been allowed for the review and discussion of the data dashboard, and any issues that have been highlighted, before the final submission of the SFVS  The completion of SFVS is a statutory requirement for all maintained schools. It is primarily aimed at governors as governing bodies have formal responsibility for the financial management of their schools.  There are no significant changes to the requirements in place for the 2020-21 SFVS return.  The DfE web site address that sets out the requirements and helpful guidance on meeting the Standard is as follows:  [Schools financial value standard (SFVS) - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs)  Completed signed returns should be scanned and emailed to:  [Education.finance@bracknell-forest.gov.uk](mailto:Education.finance@bracknell-forest.gov.uk) | | | | | |
| **ACTION POINTS:** | * Governing bodies need to ensure that they take the necessary steps to meet the Standard, including arranging the annual discussion with the headteacher and senior staff, annual reporting to the full governing body and formal sign off by the chair of governors. | | | | |
| **DEADLINE FOR ACTION** | 28 May 2021 | | **CONTACT NAME** | Paul Clark  Finance Business Partner – People Directorate | |
| **TELEPHONE** | 01344 354054 | |
| **EMAIL** | [Paul.clark@bracknell-forest.gov.uk](mailto:Paul.clark@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 1e** | | | **Maintained Schools & Academy** |
| **TITLE** | | **Finance - Benchmarking Report Card** | | | |
| A tool to help with the core function of Overseeing the financial performance of the organisation and making sure its money is well spent.  The Benchmarking Report Card is personalised for your school. It captures highlights of your school’s spending and compares them with similar schools. The report card should be used to stimulate discussion within the school leadership team to discover where efficiencies can be made, to encourage the use of financial benchmarking, and to prompt more sharing of best practice among schools.  The report card compares your school with a small number of statistical neighbours, based on the characteristics of your school. The first column shows your school. The school in the second column is the statistical neighbour geographically closest to your school. The remaining schools are those most statistically similar based on your school’s Free School Meal and SEN rates.  The report card might, for example, prompt you to look at:  ● Why are we spending more in a particular category than comparator schools? Could we be more efficient or do we have unique circumstances compared to those schools?  ● What might we do to achieve the greatest efficiencies in that category?  ● What can we learn by contacting the comparator schools? You can benchmark your school against any schools you like by using the schools financial benchmarking website at [www.education.gov.uk/sfb](http://www.education.gov.uk/sfb) (maintained schools) or [www.education.gov.uk/afb](http://www.education.gov.uk/afb) (academies). You may also find it useful to share best practice with comparator schools.  The benchmarking report cards are produced annually and are always distributed by the DfE and ESFA School Resource Management Team according to the email addresses provided by schools on the [Get Information About Schools](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fget-information-schools.service.gov.uk%2F&data=04%7C01%7CRachel.Clayton%40bracknell-forest.gov.uk%7C7c5d1990e99c43229e5708d8fb681250%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C0%7C0%7C637535771698550047%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=l60w8fH%2FmrvOQbHrmMGL7wVMXLsQZrTjXQfysYM1sAE%3D&reserved=0) site.  You will need to update the email address on your school’s pages to automatically receive your benchmarking report card or ask the current address to forward it on to you.  If your school has not received a copy you can request it from [School.RESOURCEMANAGEMENT@education.gov.uk](mailto:School.RESOURCEMANAGEMENT@education.gov.uk) | | | | | |
| **ACTION POINTS:** | * Ensure the benchmarking report card has been received by the bursar, school business manager or secretary and shared with governors. | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 1f & g** | | | **Academy** |
| **TITLE** | | 1. **Academy budget returns** 2. **Academy Accounts Direction** | | | |
| **f) Academy Budget Returns**  The ESFA has confirmed that for this financial year only, Trusts will be required to submit only one Budget Forecast Return (BFR). The BFR will be a combination of:   * The (usual) Budget Forecast Return Outturn (BFRO), with the exception of debtors and creditors information. The BFRO provides the ESFA with actual financial information for the first 7 months of the reporting period plus 5 months of forecast information; * The (usual) 3 year Budget Forecast Return (BFR3Y) which is expected to include detailed forecasts for the first year and headline figures for years 2 and 3.   The combined BFR form is expected to be live from 22 June 2021 with a submission deadline of 27 July 2021; this is the same submission deadline that Trusts were working towards with respect to the BFR3Y.   1. **Academy Accounts Direction**   The AAD for 2021 has now been published; this sets out the requirements, and provides guidance, for Academy Trusts preparing their annual report and financial statements for accounting periods ending on 31 August 2021. The AAD, including any subsequent supplementary bulletins, is mandatory for all Trusts, with compliance a requirement of the Trust’s funding agreement with the Secretary of State.  This year, the model accounts, which Trusts are expected to follow, and sections aimed at Trust auditors and reporting accountants have been moved from the AAD to form two separate documents. Other changes to the AAD 2021 include:   * The provision of greater clarity on the content of the financial review section of the Trustees’ Report; * The introduction of a new requirement for Trusts who have had a Financial Notice to Improve in place at some point during the year to declare this and provide more information on this; and * Where a Trust has entered into an “off-payroll” arrangement with someone who is not an employee, including but not limited to where the ESFA has exceptionally approved the appointment of an Accounting Officer or Chief Financial Officer, the amount paid for that person’s work for the Trust must also be included in the staff costs note as if they were an employee. The prior year figure should also be reported.   As was the case for the 2019/20 reporting period, the ESFA intends to publish a supplementary bulletin to the AAD and the Auditor Framework and Guide which separately covers matters relating to the reporting and auditing of Covid-19 related matters. This bulletin will be published as soon as practicable. The AAD 2021 can be accessed [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/975322/Academies_Accounts_Direction_2020_to_2021.pdf). | | | | | |
| **ACTION POINTS:** | * Ensure compliance with the requirements. | | | | |
| **DEADLINE FOR ACTION** | Item 9f – 27 July 2021  Item 9g – 31 August 2021 | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 2** | | | **Maintained School & Academy** |
| **TITLE** | | **Can (Do) – Schools Support Services** | | | |
| **Training:**  This remains largely online with a view to a return to face-to-face training where appropriate as restrictions allow. Bookings can be made via Can(Do) at the following link: [Training & Events | Can-Do | Bracknell Forest (bracknell-forest.gov.uk)](https://can-do.bracknell-forest.gov.uk/Training)  A guide is available to download from the Can (Do) homepage and links have been sent to headteachers. The guide will be published three times a year, in preparation for each school term.  Please note that courses not included within the governor services SLA may be available to book for governors at an additional cost. Please discuss any such instances with the School Business Manager / Bursar before booking.  Delegate list maintenance – School Business Managers / Bursars are the only ones with the access rights to remove governors and staff who have left the school. Clerks can add new delegates.  **Information Resources:**  Further resources will be moving to Can(Do) from the School Management Website over the summer term. Clerks will be informed by email when resources move and, where necessary, a guide on how to access the relocated resources will be issued with each move. All resources will be moved before January 2022.  **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. Governors attending training do not require full accounts to access courses or browse courses on offer, however we ask that all governor training is booked via the Clerk to Governors  **Service Renewals 2021/22**  Renewals are now largely complete for the financial year 2021/22. Schools not purchasing services will find that their access to premium resources have been withdrawn. If you need to discuss bespoke requirements or are unsure if your school has renewed, please contact [cando@bracknell-forest.gov.uk](mailto:cando@bracknell-forest.gov.uk) | | | | | |
|  |  | | **CONTACT NAME** | **Richard Skegg**  Business Relationship Manager | |
| **TELEPHONE** | 07876 869418  01344 354096 | |
| **EMAIL** | [cando@bracknell-forest.gov.uk](mailto:cando@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 3** | | | **Maintained School & or Academy** |
| **TITLE** | | **Mentally Healthy Schools and Wellbeing Strategy** | | | |
| **The government’s 2017**Green Paper**, ‘Transforming children and young people’s mental health provision’, outlined new responsibilities for schools and colleges around mental health.**  A whole-school or college approach to mental health and wellbeing requires a culture change across the school community and this requires leadership. It is important to understand what a strategic focus on wellbeing looks like and how to use it to create a culture of wellbeing in your school.  The Governance Handbook says that boards should have "due regard for the wellbeing and mental health of the school leadership team and teaching staff more broadly". But the concept of 'wellbeing' is tough to pin down, made trickier by the need to:   * Approach wellbeing strategically, not operationally * Be sure steps taken are substantial, not superficial   Your role is to understand what good mental health and wellbeing really means for your school, to embed that into your vision and ethos, and then support (and challenge) your senior leadership team (SLT) to put measures in place to make it happen. Strive to make your school a healthy, happy place to work, and the end result will be a better functioning school.  To enable long-term, meaningful change in a school, it is therefore worth ensuring those responsible for setting the agenda are consistently putting wellbeing at the top of it.  It’s well established that mental health and wellbeing influences children and young people’s cognitive development and learning, as well as their social and emotional health. Children and young people struggling with mental health are unlikely to be able to learn effectively and more likely to be absent from school or college. **Staff working in schools are ideally placed to recognise and respond to early signs of mental health difficulties in children and young people.**  Whole-school approaches to mental health improve attendance and attainment and can help children and young people – and school staff – before problems escalate. Children from the toughest backgrounds are most likely to benefit.  Does your school have any of these?   * A practical framework to support whole school approach to mental health. * Clear policies that support staff to respond to pupils’ mental health? * A range of policies e.g. Safeguarding and behaviour, which reference mental health? * Opportunities for all staff to learn new skills and knowledge about mental health?   A whole-school approach means encouraging participation from parents, pupils, staff and governors and [identifying champions](https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/working-together/establish-a-mental-health-action-group/)in these communities.  **The government Green Paper recommends that all schools and colleges have a designated lead for mental health (DLMH) by 2025. Most now have one in place.**  Designated mental health leads in schools and colleges are not expected to be mental health professionals; teachers and school leaders should not be involved in the diagnosis or treatment of mental health conditions.  **It is not a requirement for the designated mental health lead to be a senior leader, but schools tell us that Mental Health Leads who are either on the senior leadership team (SLT) or have support from the SLT are likeliest to be able to implement whole-school change and improvements efficiently.**  **Their responsibilities should be written into their job description with responsibilities that include developing a whole-school or college approach to mental health and wellbeing.**  If you have not yet appointed a designated lead, you could consider:   * inviting a member of SLT to take on the designated lead role and to hold responsibility for mental health and wellbeing * having a named governor with responsibility for mental health and wellbeing * having a named member of staff who links to mental health and specialist service providers.   Resources:  [Home : Mentally Healthy Schools](https://www.mentallyhealthyschools.org.uk/)  [Why is physical activity in schools such an important wellbeing issue? | Governors for Schools](https://governorsforschools.org.uk/news/why-is-physical-activity-in-schools-such-an-important-wellbeing-issue/) | | | | | |
| **ACTION POINTS:** | * Bring this item to the attention of your governing board for them to consider their position, appropriate next steps and an action plan / set of objectives. | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | Governors.helpdesk[@bracknell-forest.gov.uk](mailto:Lesley.adams@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 4** | | | **Maintained School & Academy** |
| **TITLE** | | **Cyber Attacks** | | | |
| There has been a recent rise in cyber-attacks targeting schools, including the Harris Federation, which has resulted in the loss of data. The National Security Cyber Centre (NSCC) has issued an alert for those responsible for IT and data protection in educational settings which can be accessed [here](https://www.ncsc.gov.uk/news/alert-targeted-ransomware-attacks-on-uk-education-sector?utm_source=JARVIS&utm_campaign=85e2853116-EMAIL_CAMPAIGN_2021_03_26_09_03&utm_medium=email&utm_term=0_afe2f6e1a8-85e2853116-#section_3) Governing Boards should be reviewing, reflecting and requesting an overview from senior leaders and/or their data protection officer of the systems and strategies that are currently in place to ensure these are as robust as possible.  As referenced last term we have been working with the South East Grid for Learning and the following webinar has been developed for school governors.  **Cyber Security Awareness Training for School Governors**  **Via this** [**link**](https://youtu.be/-T_lbGeUFgw)  **Approx. 30 minutes**    **Target audience:** All governors and clerks from maintained schools and academies and members of SLT (Senior Leadership Team).    **Aim:** To support awareness that the responsibility for cyber security is collective.    **Content:** During 2020, schools were increasingly targeted by criminals through cyber crime to gain access to data and commit fraud. This trend is only set to increase in 2021. This session will highlight the key threats faced by schools and steps that need to be put in place to reduce the chances of being targeted and mitigate the damage any incident could cause. It is important that Cyber security awareness is not just seen as an ‘IT issue’ and like safeguarding, it is something that all staff need to be aware of and regularly review their knowledge and processes.    **Provider:**Chris White, Head of Cyber & Innovation, South East Cyber Resilience Centre    **Access:** Via this [link](https://youtu.be/-T_lbGeUFgw) | | | | | |
| **ACTION POINTS:** | * Bring this item to the attention of your governing board. * Ensure appropriate governors, the Clerk and members of SLT access the training webinar. | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | Governors.helpdesk[@bracknell-forest.gov.uk](mailto:Lesley.adams@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO 5** | | | **Maintained School & Academy** |
| **TITLE** | | **Safeguarding** | | | |
| Safeguarding during coronavirus: school governors and trustees - [Safeguarding during coronavirus: school governors and trustees | NSPCC Learning](https://learning.nspcc.org.uk/news/covid/school-governors-academy-trustees-safeguarding-coronavirus) Schools across the UK have had to adapt to new ways of working during the coronavirus (COVID-19) pandemic.  As restrictions continue to change, safeguarding and child protection are as important as ever.  Governors and academy trustees have a key role to play in making sure their school is continuing to put robust safeguarding and child protection procedures in place.  This involves:   * acting as a ‘critical friend’ to the school’s leadership team and talking through decisions * checking how the school is safeguarding children and young people during the pandemic * approving policy changes at short notice * asking safeguarding leads about any challenges they are facing * finding out what support the school needs to be able to keep children safe.   Via the NSPCC link the following areas are detailed to help ensure your school is keeping children safe during this time, including:   * safeguarding and child protection policies and procedures * staff absence * recruitment * children’s safety and wellbeing.   In addition, there are updated references within the Education Inspection Handbooks and Safeguarding and Attendance:   * Inspectors will pay close attention to how school leaders adapted approaches to safeguarding during the pandemic to make sure that: - vulnerable pupils were prioritised for face-to-face education in school; and - safeguarding procedures remained effective for those receiving remote education, as well as those attending school. * Inspectors will discuss how safeguarding arrangements have changed over time due to the pandemic, and how school leaders have made sure that they remain effective. | | | | | |
| **ACTION POINTS:** | * Bring this item to the attention of your governing board and particularly the child protection / safeguarding governor. * Governor for Schools webinar – Safeguarding – What governors need to know in 2021 – recording and slides will be available here [Webinars | Governors for Schools](https://governorsforschools.org.uk/resources/webinars/) | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | Debbie Smith | |
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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 6** | | | **Maintained School & Academy** |
| **TITLE** | | 1. **School Governance Update 2021** 2. **Governing and trust board meetings and visits into schools** 3. **Early Career Framework statutory induction guidance change** 4. **Introduction of Behaviour Hubs** 5. **New regulations relating to Pupil Premium Reporting** 6. **Summer School Guidance** 7. **Assessments** 8. **Face Masks** 9. **School Exclusions** 10. **Sports premium funding** 11. **Review launched by the New Children’s Commissioner** 12. **New law to make school uniform costs affordable for all** 13. **School Trips** | | | |
| **a) School Governance Update 2021**  All governors should receive a copy of the DfE Governance Updates as long as your school email has been entered onto the GIAS (Get Information About Schools) website. Clerk to Governors can also sign up to receive a copy as they are not currently listed on GIAS. The April edition can be found [here](https://www.gov.uk/government/publications/school-governance-update/school-governance-update-april-2021) .   1. **Governing and trust board meetings and visits into schools**   Governing and trust boards should continue to take a pragmatic approach to their meetings. In line with national restrictions, and guidance on social distancing, boards should continue with their alternative meeting arrangements where possible but could consider whether a blended approach of face-to-face and virtual meetings would be appropriate if needed.  Chairs should respond flexibly to the personal circumstances of board members and their clerk to governors, having open conversations about how they wish to join meetings.  The DfE guidance about governors or trustees going into schools has not changed. This can still happen, if considered essential. 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 guidance, including on face coverings. Where visits can happen safely outside of school hours, they should. A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required.   1. **Early Career Framework statutory induction guidance change**   On 25 March, DfE published [statutory induction guidance](https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview#updated-statutory-induction-guidance). The governing body should ensure compliance with the requirement to have regard to this guidance.  From September 2021, statutory induction for teachers will change as part of the ECF reforms. Early career teachers in England undergoing statutory induction will be entitled to 2 years of high-quality professional development and training.  Schools offering statutory induction need to replace their current induction process. A range of support is available to ensure schools can meet this requirement. Read the [Early career framework reforms guidance](https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview) for further information about the support available   1. **Introduction of Behaviour Hubs**   The DfE has launched a new drive to improve school behaviour through the creation of [behaviour hubs](https://www.gov.uk/guidance/behaviour-hubs). Behaviour hubs will enable schools and multi-academy trusts (MATs) with exemplary behaviour cultures and practices to work with partner schools that want and need to improve behaviour in their school.  The behaviour hubs programme aims to improve pupil behaviour in schools by taking a whole school approach and embedding a clear, sustainable behaviour culture throughout the school. How students behave in school is strongly linked to attainment and other outcomes. Good behaviour generally leads to:   * more time to focus on teaching and learning * students achieving more academically and socially * improved staff satisfaction, higher retention and less problematic recruitment   The programme is based on the principles and ideas outlined in Tom Bennett’s 2017 review of behaviour in schools [Creating a culture: how school leaders can optimise behaviour](https://www.gov.uk/government/publications/behaviour-in-schools).   1. **New Regulations relating to Pupil Premium Reporting**   The Department for Education updated its Pupil Premium guidance and published new Allocations and Conditions of grant 2021-22 at the end of March. Governors and school leaders will need to be aware of these changes as they impact on what schools must publish on their websites, and the way in which they make decisions relating to the use of Pupil Premium funding.  From the academic year 2021/22 onwards, schools must demonstrate how their PPG spending decisions are informed by research evidence, making reference to a range of sources, including the Education Endowment Foundation’s toolkit. In line with the EEF’s pupil premium guide, activities should include those that:   * support the quality of teaching, such as staff professional development; * provide targeted academic support, such as tutoring; and * tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.   To comply with School Information regulations, maintained schools (and most academies, as per their Funding Agreements) are required to publish an annual pupil premium strategy. All schools now must use the DfE’s templates to publish their 2021/22 pupil premium strategy, which must be done by 31st December 2021. The DfE has stated that it will undertake monitoring checks on a sample of schools’ published reports to ensure compliance.  The information provided on the strategy template should explain:   * How much pupil premium funding the school has been allocated for the current funding year; * How the school intends to use its pupil premium funding (specific activities, strategies, initiatives); - The rationale for allocating the funding on specific areas including the barriers they will help to overcome; * The intended impact of allocating the funding in this way; and * The effect of the previous year’s pupil premium funding on eligible pupils and more widely.  1. **Summer School Guidance**   The summer schools programme is open to secondary schools. The aim of the programme is to deliver a short summer school, offering a blend of academic education and enrichment activities.  Funding will be made available to:   * state-funded secondary and special schools * pupil referral units   Eligible secondary schools can access the [funding allocations](https://www.gov.uk/government/publications/coronavirus-covid-19-summer-schools-programme-funding) to view the maximum available funding for their school, based on numbers of year 7 pupils.  Guidance is available [here](https://www.gov.uk/government/publications/summer-schools-programme) and the deadline to complete the summer schools sign-up form is on 7 May 2021 which is an extension from the end of April deadline. The guidance reminds governing bodies about their role in the safeguarding arrangements of such provision.   1. **Assessments**   Secondary  Following the decision to cancel A Level and GCSE exams in summer 2021 and for teacher assessed grades to be used instead, the DfE has now issued guidance on how those grades should be awarded. Whilst the full guidance can be accessed [here](https://www.gov.uk/government/publications/awarding-qualifications-in-summer-2021/awarding-qualifications-in-summer-2021), key points include:  18th June deadline for grade submissions  Students will receive their results for A/AS levels on 10th August and GCSE results on 12th August.  When the DfE set out its policy on how A Level and GCSE grades should be issued in summer 2021, it also confirmed that it wanted students to have the opportunity to take exams in autumn 2021 if they wished to try and improve on their teacher assessed grades. The published consultation outcomes and analysis was published on 4 May 2021.  Primary  As was also the case in 2020, all formal Key Stage 1 and 2 assessments, as well as the Year 1 Phonics Check and the Year 4 multiplication check (although schools can choose to do the Y4 multiplication check), will not take place in summer 2021. The DfE is strongly encouraging schools to continue to use assessment during the summer term to inform their teaching, to enable them to give information to parents on their child’s attainment in their annual report and to support transition to secondary school.  Performance tables for the 2020/21 academic year will again not be published by the DfE; this decision was made prior to its decision to cancel all exams and assessments in summer 2021.   1. **Face Masks**   During the Easter break the DfE confirmed that face coverings should continue to be worn in secondary school classrooms as a precautionary measure when students return after the Easter break. It is expected that face coverings will no longer be required to be worn in classrooms, or by students in other communal areas, at step 3 of the roadmap, which will be no earlier than May 17th. The DfE confirmed that any changes would be confirmed with one week’s notice to schools.   1. **School Exclusions**   The DfE has updated its school exclusion guidance to highlight that:   * Meetings relating to exclusions occurring between 25th September 2020 and 24th September 2021 must take place within the normal timescales described in the 2017 statutory exclusions guidance. * If it is not reasonably practicable for panels to meet by the usual deadline, either in person because of coronavirus or by remote access because the conditions for a remote access meeting have not been met, the meeting must not be delayed any longer than is reasonably necessary. * The deadline for applications for an independent review in relation to exclusions occurring between 25th September 2020 and 24th September 2021 will be 25 school days (rather than the 15 days highlighted in the statutory guidance) from the date on which notice of the Governing Board’s decision is given in writing to parents. * Schools must wait for the extended period of 25 school days to pass without an application having been made before deleting the name of an excluded pupil from their admissions register.  1. **Sports Premium Funding**   As a result of the pandemic, the DfE relaxed the ring-fencing arrangements for the PE and Sports Premium funding in the 2019/20 academic year to allow any unspent grant to be carried forward into 2020/21. The DfE has now confirmed that any under-spends carried forward from 2019/20 will need to be spent in full by the end of this academic year as further carry forward will not be permitted.  Schools must publish details of how they have spent their PE and Sport Premium funding by the end of the summer term or by 31 July 2021 at the latest. If they have any carried forward funding from 2019/20, it should be shown separately how this funding has been spent. As a reminder, online reporting must include:   * the amount of PE and sport premium received; * a full breakdown of how it has been spent; * the impact the school has seen on pupils’ PE, physical activity, and sport participation and attainment; and * how the improvements will be sustainable in the future.  1. **Review launched by the New Children’s Commissioner**   A ‘once in a generation’ review of the future of childhood has been announced by the new Children’s Commissioner, Dame Rachel de Souza. The Children’s Commission will look at the barriers to children reaching their potential and propose policy solutions with 10 year targets. The project will be shaped by the findings of ‘The Big Ask’, a survey of school pupils which has just been launched, to gain the views of children across the country – the survey will run from 19th April to 19th May 2021. The survey will be made available to every school. The Commission aims to address issues highlighted and exacerbated by the pandemic including the impact of missed schooling on children’s career prospects and mental health.   1. **New law to make school uniform costs affordable for all**   A new law will require schools to follow Government statutory guidance on school uniform costs to keep prices down. The guidance is expected to be published in autumn 2021. A press release can be found [here](https://www.gov.uk/government/news/new-law-to-make-school-uniform-costs-affordable-for-all#:~:text=A%20new%20law%20will%20require,guidance%20on%20school%20uniform%20costs.&text=The%20Act%2C%20which%20received%20Royal,them%20to%20keep%20prices%20down.).   1. **School Trips**   School trips are a vital part of school's curriculum; however, due to the impact of the coronavirus pandemic, school trips have not been able to occur regularly, until now. As restrictions begin to lift, school trips are now permitted, slowly beginning to be phased in via a staggered approach. Any activity, especially off-site trips need to be carefully managed and planned for, especially with additional consideration for coronavirus restrictions and health and safety measures. The DfE are lifting restrictions in line with the roadmap in England – 12 April day trips allowed and from 17 May residential educational visits can resume. | | | | | |
| **ACTION POINTS:** | * Bring this item to the attention of your governing board. * Ensure compliance with the items detailed. * Monitor requirements for publishing on the school’s website for Sports Premium, Pupil Premium and Summer Schools (secondary). | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | Governor Services | |
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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 7** | | | **Maintained Schools & Academy** | |
| **TITLE** | | 1. **Inspection Handbook Changes** 2. **Commission of Ofsted review into sexual abuse claims** 3. **Science Review** | | | | |
| 1. **Inspection Handbook Changes**   Ofsted have released [updates](https://educationinspection.blog.gov.uk/2021/04/19/our-education-inspection-handbooks-have-changed-whats-new-what-do-you-need-to-know/) to their [inspection handbooks](https://www.gov.uk/government/collections/education-inspection-framework) following their plans to resume full inspections in September. The updates include a section that sets out how inspections will take account of COVID-19 in schools. This includes:   * longer preparation calls before inspections to understand the impact of COVID-19 on that school * considering externally published data, paying particular attention to the age of the data * teacher assessed grades from 2020-21 will not be used * inspections will mainly be carried out on site but some aspects such as discussions with governors may be conducted through video or telephone calls   Inspectors will also want to know how schools have prioritised the curriculum, implemented attendance strategies and provided improvised personal development opportunities for pupils throughout this period.  Inspectors will seek to understand how school leaders supported the school community throughout the COVID-19 pandemic, for example by understanding how:   * remote education was put in place and monitored * teachers and support staff were prepared for remote education * vulnerable pupils were kept safe and prioritised for face-to-face education * parents were kept up to date with developments and changes * COVID-19-related staff absence impacted on the running of the school * staff and pupils’ well-being have been promoted  1. **Commission of Ofsted review into sexual abuse claims**   Ofsted has [published plans for a review](https://www.us4.list-manage.com/track/click?u=46387df40cbf78623e0679b2f&id=3724b4bfcd&e=58d47657d4) into safeguarding policies and practices relating to sexual abuse in state and independent schools and colleges. The review seeks to establish if there is “sufficient” guidance for schools on how to deal with allegations and monitor schools’ subsequent implementation. Ofsted’s full terms of reference for its review can be found [here](https://www.gov.uk/government/publications/ofsted-review-of-sexual-abuse/ofsted-review-into-sexual-abuse-in-schools-terms-of-reference). Despite the specific targeted visits, Ofsted has confirmed that the review itself will “not report on individual schools or cases” but “present a picture of good and poor practice across the country”. However, if the ‘sample’ school visits lead to an identification of “serious and widespread” failures in safeguarding arrangements, an immediate and full inspection of said school will follow, resulting in an individual published report.  **c) Ofsted publishes the first in a series of subject reviews**  Ofsted has published a [science research review](https://www.us4.list-manage.com/track/click?u=46387df40cbf78623e0679b2f&id=70166ade2c&e=58d47657d4), the first in a new series looking at what makes for a high-quality education in different subjects across the curriculum. There are also two videos of Jasper Green, Her Majesty's Inspector (HMI) and Ofsted's subject lead for science, in which he discusses [what it means to get better at science](https://www.youtube.com/watch?v=T8kV0R4BAj8) and the [key principles](https://www.youtube.com/watch?v=ppCt8o-LZrA) that can influence the quality of school science. | | | | | | |
|  |  | | **CONTACT NAME** | Governor Services | | |
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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 8a** | | | **Maintained Schools & Academies** |
| **TITLE** | | **Governor and Clerk Training and Development Opportunities**  **Summer Term 2021** | | | |
| All governors, associate members and clerks should have a copy of the spring term training and development programme; it can be found [here](https://can-do.bracknell-forest.gov.uk/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 Clerk to Governors on 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.  **Introducing new courses this term:**   * Developing an effective and strategic relationship – SENCO and SEN governor – the idea is that you attend together * Recruitment, Induction & Succession Planning * Taking a closer look at the Education Inspection Framework * Data Protection for Governors * Cyber Security Awareness Training for School Governors     **The following courses have been identified, updated or requested to be run this term:**   * Role of Governors in Performance Management & Pay – runs annually in the summer term * Role of Governors on Headteachers Performance Management Panel – runs annually in the summer term   **Hot off the press – Chairs Briefing postponed from Thursday 20th May to Tuesday 22nd April.**  All boards are responsible for identifying the ongoing training and development they need.  **Dates for Dairies:**  **Clerks Briefing**  **Thursday 23 September**  13:00 - 14:30    **Chairs Briefing**  **Thursday 11 November**  19:30 - 21:00    **Induction training**  **Tuesday 5 & 12 October**  **(attend both sessions)**  19:00 - 21:30 | | | | | |
| **ACTION POINTS:** | * Summer term training summary has been issued and sent to Development Governor and clerk ensure receipt. * Consider as a board what your training plans are going to be both individually and as a whole GB and book accordingly. * 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. | | | | |
| **DEADLINE FOR ACTION** | Ongoing | | **CONTACT NAME** | Governor Services | |
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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 8b** | | | **Maintained Schools & Academies** |
| **TITLE** | | **Other Training and Development Opportunities** | | | |
| Please find below additional training and development opportunities we have identified which are.  **NGA Learning Link**  All governors, associate members and clerks should be registered for NGA Learning Link the eLearning platform.  This pages detail the modules and bitesize modules in a clear and concise way [NGA Learning Link - e-learning for school governors, trustees and clerks - National Governance Association](https://www.nga.org.uk/Training-and-Development/NGA-Learning-Link-e-learning.aspx)  **Governors for Schools Webinars -** <https://www.governorsforschools.org.uk/resources/webinars/>  They have run a variety of webinars; the slides are available via the links but by registering you will receive information about future webinars where you can sign up to take part.  Governors and clerks need to create an account to access the webinars and eLearning modules.  **NGA Webinars -** <https://www.nga.org.uk/News/Webinars.aspx>  You can find details of our upcoming webinars below. All of our webinars will be available to watch back on this page shortly afterwards.  All governors, associate members and clerks should already have an account with the NGA.  **NGA Events -** [Events - National Governance Association (nga.org.uk)](https://www.nga.org.uk/News/Events.aspx)  As members each school can have one place at the NGA Events.  All governors, associate members and clerks should already have an account with the NGA.  **NGA Podcasts –** [NGA podcasts - National Governance Association](https://www.nga.org.uk/News/Podcasts.aspx)  NGA staff and members have a monthly conversation on topics which concern governing boards.  All governors, associate members and clerks should already have an account with the NGA. | | | | | |
| **ACTION POINTS:** | * Consider as a board what your training plans are going to be both individually and as a whole GB and book accordingly. * Inform Development Governor of any training governors and clerks undertake to ensure a record is kept. * Register with Governors for Schools. * Clerk to ensure manage membership on NGA is up to date for the board. | | | | |
| **DEADLINE FOR ACTION** | Ongoing | | **CONTACT NAME** | Governor Services | |
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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 8c** | | | **Maintained School & Academy** |
| **TITLE** | | **Training log and feedback** | | | |
| The Governance Handbook has a section on training and development. It states:   * All boards are responsible for identifying the induction and other ongoing training and development they need – including for those with specific responsibilities. They should set aside a budget for this purpose. * As part of induction and continuous development, effective boards encourage everyone involved in governance, especially those new to their role, to make the most of the resources, guidance and training available to develop their knowledge and skills. * The board’s code of conduct should set an ethos of professionalism and high expectations of everyone involved in governance, including an expectation that they undertake whatever training or development activity is needed to fill any gaps in the skills they have to contribute to effective governance. Importantly, this includes their ability to understand and interpret educational and financial performance data. Everyone on the board should be able to engage fully with discussions on these matters and if they cannot, they should undertake appropriate training or development to enable them to do so. * Boards should consider giving the vice-chair or another individual on the board a specific responsibility for enabling every person to develop the skills they need to be effective. Rather than simply track attendance at training and development courses, with administrative and advisory support from the professional clerk, this person would be responsible for ensuring that everyone on the board develops their skills to make an active and valuable contribution board. Any persistent skill gaps across the board or for individuals should be brought to the attention of the chair. (Within BFC this role may sit with the Development governor. * If, in the view of the board, an individual fails persistently to undertake the training or development they need to contribute effectively to the board, then they are likely to be in breach of the board’s code of conduct.   In addition, under the Chair section it states:   * The chair, with support from the vice chair and the clerk/governance professional, is responsible for ensuring the effective functioning of the board and has a vital role in setting the highest of expectations for professional standards of governance. It is the chair’s role to give the board clear leadership and direction, keeping it focused on its core strategic functions. A chair should encourage the board to work together as an effective team, building their skills, knowledge and experience. They need to ensure that everyone is actively contributing relevant skills and experience, participating constructively in meetings, and actively involved in the work of any committees. It is their role to make sure everyone understands what is expected of them and receives appropriate induction, training and development. It is for the chair to have honest conversations, as necessary, if anyone appears not to be committed or is ineffective in their role. | | | | | |
| **ACTION POINTS:** | * Do governors take advantage of training and development opportunities? * Consider a training log and who maintains it – see Appendix B for an example. * Consider how governors share knowledge and skills gained with the board. * Ensure governors are familiar with the training and development framework within the Bracknell Forest Governor Development handbook [Governor Services Hub | Can-Do | Bracknell Forest (bracknell-forest.gov.uk)](https://can-do.bracknell-forest.gov.uk/Page/14557) | | | | |
| **DEADLINE FOR ACTION** | Ongoing | | **CONTACT NAME** | Governor Services | |
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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 9a** | | | **Maintained Schools & Academy** |
| **TITLE** | | **Clerking / Procedural Matters - Agenda plan for Summer 2021** | | | |
| Items to consider:   * Headteachers Report * Committee and link governor reports * Reports from governor monitoring visits * Complete SFVS (maintained schools) and file account return (academies) * Approve the budget * Review internal performance data (secondary understand how GCSEs, AS and A-level grades will be awarded this summer) * Make sure your school’s risk assessments and fire safety plans remain up to date * Put mental health and wellbeing on the agenda * Check your school’s delivering relationships and sex education (RSE) * Make sure your school’s ready for the new Early Career Framework (ECF) * Be clear on changes to the EYFS framework * Review staffing arrangements for 2021/22 * Review your goals and get strategic planning back on track * Reflect on your boards’ effectiveness, skills, and procedures * Continue to monitor your school’s remote provision * Monitor the coronavirus catch-up premium * Plan your governor training   COVID-19 has put extra pressure on governance and leadership teams, now’s the time to review your performance, take stock of what is working well and ensure your board is running successfully, some things to consider:  **Define what governance is and what it means for your school or trust** – different schools work best with different governance structures. Defining what effective governance looks like is crucial. How do new governors gain knowledge and know what the role looks like in your school?  **Ensure responsibilities are clear** – every member of the governing board needs to be aware of their responsibilities, how delegation works and who is accountable for what. This is to ensure the success of both educational performance but also financial and organisational performance.  **Ensure you have a strong governance strategy in place** – being strategic in governance means setting the organisation’s overall strategic direction and priorities, as per the Governance Handbook. This should include setting a direction, defining a clear vision and outlining ambitions for current and future pupils.  **Improve communication** – between school governors, between the governance board and executive leaders. It is key to ensure successful governance and everyone being on the same page and that your priorities are on track and being addressed.  **Allow budget and time for training** – a good way to join other governors, share best practice and resources is through governance training evenings. They are important for improving your governance knowledge and skills and for networking.  And finally, **‘Boards must be ambitious for all children and young people and infused with a passion for education and a commitment to continuous school improvement that enables the best possible outcomes’** – Governance Handbook October 2020. | | | | | |
| **ACTION POINTS:** | * Amend agenda plans and ensure you are covering items that were paused as you return to business as usual. * Review the 6 steps related to effective governance. * Review your new governor induction. * Review governor training and development. * Review how the board has been operating and decide what has worked and what hasn’t. | | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **CONTACT NAME** | Governor Services | |
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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 9b** | | | **Maintained Schools & Academy** |
| **TITLE** | | **Clerking / Procedural Matters - Electronic signatures and filing of minutes** | | | |
| Advice sought from NGA in regard to electronic signatures and filing.  It is still not necessarily practical to physically sign documents at the current time. Therefore, electronic signatures and clarity in the minutes that approval has been given will need to suffice. A physical signature could be added retrospectively once circumstances allow it.    Electronic filing can be an option, providing schools are mindful of the requirement to make available for inspection by any interested person copies of the agenda, minutes and other papers considered at meetings. The vast majority of schools satisfy this requirement through paper copies held at the school office / reception, while some upload them to the school website.  However, this does not preclude the possibility of printing them on demand or even using electronic copies for this purpose, given that the regulations do not stipulate what form the documents should take – simply that ‘a copy’ is required as soon as is reasonably practicable. The same can be said for the [model articles of association](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Facademy-model-memorandum-and-articles-of-association&data=02%7C01%7CRachel.Clayton%40bracknell-forest.gov.uk%7Ca88c86c9b4d44f4aaf1308d7e5de26f7%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C1%7C1%7C637230614610464002&sdata=p1nrxju8flY2Gay2UbFExgzKmJ4VdaMhymm%2FNNPrlPA%3D&reserved=0) for academies.  Senior HMI for Ofsted has said - Inspectors are used to sharing documents electronically and do not need to have printed copies provided, especially if this is not how the school typically works. However, the school should consider the level of access they intend to provide to inspectors. We would not want undue access to any resources or to risk breaching any information sharing protocols. For this reason, many schools put the relevant electronic documents in an online folder and share this with inspectors.  BFC schools audit has said – they agree with Ofsted viewpoint and that they are trying to audit schools remotely. This has been found to be harder as they go into the detail and in some cases require an auditor to visit to pick up everything needed. | | | | | |
| **ACTION POINTS:** | * Ensure compliance with this item. | | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 9c** | | **Maintained Schools & Academies** | |
| **TITLE** | | **Clerking / Procedural Matters - Election of Chair and Vice Chair** | | | |
| **Virtual voting**  Where required, voting for chair or vice chair can normally be completed using the virtual meeting platform that the board has in place (e.g. Microsoft Teams or Zoom). Academy trusts should check that their articles of association do not prevent them from conducting a virtual election. In addition to the normal procedures that the board has in place, the following should be taken into account:   * Candidates must not be present when the rest of the governing board discuss or vote on the position they are standing for. In practice, the candidate could leave the virtual meeting and return once voting is complete (virtual waiting rooms or ‘hold’ functions are useful in this scenario). * Where the governing board chooses to vote using a secret ballot, the clerk should ensure that governors vote during the meeting, with only one vote cast by each governor. Votes could be sent to the clerk by email.   **The Process**  It is usual for elections for the positions of Chair and Vice Chair to be held at the first GB meeting in the academic year in September or the last meeting of academic year in July. The GB can determine their own procedures for electing the chair and vice chair, however these should be agreed in advance to avoid any confusion and it is timely to do this in the Summer term if elections take place in the Autumn term. It is important that both chair and vice chair posts are filled. The vice chair’s role is not just to chair meetings when the chair is absent.  A model procedure has been drawn up by the NGA and can be viewed on their website [Model procedure for electing a chair and vice chair | National Governance Association - National Governance Association](https://www.nga.org.uk/Knowledge-Centre/Compliance/Policies-and-procedures/Electing-governors-and-trustees/Procedure-for-electing-a-chair-and-vice-chair.aspx?login=success) (You will need to log in to the NGA website members area).  These procedures are short and fairly straightforward; however, it is suggested that GBs consider the following:   * The GB must determine in advance of the election the date on which the term of office of the Chair and Vice Chair will end.   *In other words how long their term of office will be. Chairs/vice chairs can be elected for between 1 and 4 years. However, a governor in this role automatically ceases to hold the position at the end of their term of office. It is unlikely that a term of 4 years would coincide with a governor’s term of office. It is most common for chairs and vice chairs to be elected annually and this is best practice.*   * How and when nominations are made.   *This is usually done by filling in a simple form which is sent to the clerk. Or it could be by email to the Clerk. If nominated by another governor, check that the nominee is willing to stand.*  *It is considered best practice for nominations to be requested in advance of the full governing body meeting at which the appointment is to be made. This avoids possible awkwardness (e.g. if someone else wants to stand against an existing chair) and also saves time during the meeting. It is recommended that the vote is a secret ballot.*   * Whether an election statement is required in advance.   *This allows consideration by all governors in advance of the meeting. It is suggested that the statement demonstrates how the individual has fulfilled their role as governor to date, how they intend to fulfil the role of Chair i.e. why they think they would be a good Chair/VC and what skills or experience they have to take on the role.*   * Whether candidates will be given the opportunity at the FGB meeting to put their case for (re)election.   *In the event of only one nomination for a post, the appointment is not automatic as all GB decisions must be decided by vote. The GB needs to decide what to do in the event that the vote is not in favour.*  *In this situation there needs to be a way of resolving the problem as a GB cannot function without a Chair. One approach would be to invite additional nominations from those attending the meeting and then take another vote. A new nominee would need to be given the opportunity to make an election statement about their suitability.*  *The Departmental Advice (The School Governance (Roles Procedures and Allowances)(England)Regulations 2013 – Departmental Advice for school leaders and governing bodies of Maintained schools and management committees of PRUs in England, issued in January 2014, state that it is possible to appoint more than one person to share the role of Chair, or vice chair, if the board believes this is necessary and in the best interests of the school. The board would need to ensure that any role sharing arrangement does not lead to any loss of clarity in its leadership. This is particularly important regarding the Chair’s ability to act alone in the event of an emergency.*  *The Departmental Advice goes on to say that that the board may decide that none of its existing members has the skills to serve as its Chair. Nothing in the regulations prevents GBs advertising for and recruiting a highly skilled Chair from outside its current membership. However, the successful candidate would have to be appointed to a vacant position on the GB prior to being elected. It therefore follows that if you don’t have a suitable vacancy you cannot follow this route.*   * Whether unsuccessful candidates for Chair will automatically be considered for Vice Chair.   *This is normally the case.*   * What to do in the event of a tie.   **Notes**:  As with all decisions made by a governing body, only governors (not associate members) can vote, and only governors present at the meeting can vote (no proxy or postal voting).  There is no legal limit on how many times a Chair can stand for re-election. In the view of the National Governance Association (NGA) all chairs should consider stepping down after serving 6 years in post at the same school. This allows for a healthy turnover of people and encourages newer governors who may feel rather awkward about standing against a long serving governor, to step up. This approach needs to go hand in hand with succession planning.  If the Chair ceases to occupy the position e.g. due to resignation or he/she comes to the end of their term of office, the Vice Chair automatically assumes the role of Chair until there is an opportunity for an election. The vice chair can also act as chair and make decisions on behalf of the Governing Body in an emergency if the chair is unavailable or cannot be contacted.  If you have Co-Chairs of Governors you still need to have a Vice Chair of Governors elected.  There is nothing in law to say that the Clerk must administer the election, but it is usually the case. | | | | | |
| **ACTION POINTS:** | * GBs to agree procedures for electing Chair and Vice Chair. * Elect the chair and vice-chair * Inform Governor Services accordingly | | | | |
| **DEADLINE FOR ACTION** | 1. Summer term 2. First meeting of Autumn term or last meeting of the summer term 3. ASAP thereafter | | **CONTACT NAME** | | Governor Services |
| **TELEPHONE** | | 01344 354069 |
| **EMAIL** | | [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 9d** | | | **Maintained Schools & Academy** |
| **TITLE** | | **Clerking / Procedural Matters - School Emails and Data Protection** | | | |
| **Question: Should governors use school email accounts?**  **Answer: Yes, for the following reasons.**   * The school is the data controller. As the data controller, the school should be retaining control over its data and that includes communication conducted by and on behalf of the school. The best way to do that is to ensure that it stays within the school’s systems – so, in the case of email, within the school’s email systems. * As the data controller, data protection by design is the overarching priority of data law. Anything that doesn’t give the school as the controller the ability to implement controlled security designed into a system is in fact against the principle of data law…if the school chooses to design their email system to ensure security of data, the clerk and governors must use the system. Using their own email does not allow for that design and is a problem. You don’t know what security etc the clerk and governors have in place on their email system so can’t guarantee the protection of any data that may end up in that system. * From a practical point of view, the school should always be able to audit any data that it controls including monitoring and audit of emails if necessary. If someone is working on behalf of the school and is using a personal email address instead of the school’s, the school is unable to audit or monitor that without requesting access to that person’s email account. There is always a risk that if that were the case, the school would be able to access other personal emails on that system that they shouldn’t. * When the school is given a SAR (subject access request), it should be able to search all of its systems for any data regarding the data subject that has put in the request. This could include emails if that has been specified in the request. Someone using a personal email for school business does not give the school easy searchable access to their emails for data in this sort of situation which puts the school at risk of not being able to disclose all of the information it holds. * When a governor leaves you can easily stop access to confidential documents.   **Data Protection for Governors**  **Via eLearning Module**  **Approx. 30-45 minutes**    **Target audience:** All governors and clerks from maintained schools and academies.    **Aim:** To support awareness that the responsibility for data protection is collective.    **Content:** Everyone on the board:  · Gains a strong baseline knowledge of the school’s data protection duties.  · What the rules introduced by the General Data Protection Regulation (GDPR) and Data Protection Act 2018 mean to your school.  · Understands the governor and clerk responsibilities.    **Provider:**SchoolPro TLC    **Access:** The module will be administered by your Clerk to Governors who will share login details. | | | | | |
| **ACTION POINTS:** | * Ensure compliance with the school email requirement. * Ensure all governors, clerks and associate members have completed the Data Protection for Governors training (access is for 12 months from 1.4.21) * Ensure new governors complete the Data Protection training | | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 9e** | | | **Maintained Schools & Academy** |
| **TITLE** | | **Clerking / Procedural Matters - Terms of Reference** | | | |
| Governing boards have the power to delegate certain functions either to individuals or established committees. Where they do so, the full governing board will remain accountable in law, to Ofsted and to the local community for the exercise of their functions and so regular reporting to the full board is crucial to ensure full oversight.  NGA advises the following if the board delegates key tasks and responsibilities to committees of the governing board or to individuals:   * the conditions of such delegation clearly set out in [terms of reference](https://www.nga.org.uk/Knowledge-Centre/Compliance/Policies-and-procedures/Model-Committee-Terms-of-Reference.aspx) * individuals (including [link governors and trustees](https://www.nga.org.uk/Knowledge-Centre/Governance-structure-roles-and-responsibilities/Roles-and-responsibilities/Role-descriptions/Link-governors-and-trustees.aspx)) and/or committees with delegated powers report effectively to the governing board * minutes and reports are demonstrating clearly the functions that are delegated and they are carried out   NGA have recently confirmed that terms of reference should include details on the composition, remit and procedures relating to a decision-making body such as a committee. As the composition and powers of the full governing body (FGB) are not delegated and instead contained in legislation such as the School Governance (Constitution) (England) Regulations 2012 and School Governance (Roles, Procedures and Allowances) (England) Regulations 2013, it will not be necessary to repeat this in terms of reference.  Model terms of reference can be found here for committees [Policies and procedures | Model committee terms of reference - National Governance Association (nga.org.uk)](https://www.nga.org.uk/Knowledge-Centre/Compliance/Policies-and-procedures/Model-Committee-Terms-of-Reference.aspx)  The NGA document Statutory Framework for Governance is useful reminder and reference [NGA-Statutory-Framework-final.pdf](http://www.nga.org.uk/thenga/media/NGA-Image-Library/Guidance/NGA-Statutory-Framework-final.pdf) (you will need to be logged into to access).  Maintained school delegation planner [Policies and procedures | Delegation of functions to individuals or committees - National Governance Association (nga.org.uk)](https://www.nga.org.uk/Knowledge-Centre/Compliance/Policies-and-procedures/Delegation-of-functions-to-individuals-or-committe.aspx)  Scheme of delegation [Scheme of delegation guidance | National Governance Association - National Governance Association (nga.org.uk)](https://www.nga.org.uk/Knowledge-Centre/Governance-structure-roles-and-responsibilities/Academy-trusts/Scheme-of-delegation.aspx) | | | | | |
| **ACTION POINTS:** | * Ensure terms of reference are up to date. * Ensure delegation planner (maintained school) or scheme of delegation (academy) are up to date. | | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 9f** | | **Maintained Schools & Academies** | |
| **TITLE** | | **Clerking / Procedural Matters - Forward Planning for Autumn Term** | | | |
| As discussed, during the briefings and in addition to item 9a, Clerks and Chairs may wish to plan for the autumn term. Plan for the first meeting in September and can some of this business be achieved in advance without extra work for your HT or SLT:   * Check end dates for all Governors – if necessary, check with those near the end of their term what their plans are. * Determine Governor elections required, and paperwork can be prepared in advance for this. * Election of Chair / Vice Chair – see item 9c. * Pay Committee members – don’t forget there is annual training taking place this term. * Head Teacher’s Performance Management members – don’t forget the annual training taking place this term. * Appointment of designated Governors to roles. * Review Governors Code of Conduct * Governors to complete self-evaluation. * Chair to check-in with each governor to understand what they would like to become involved with, what ideas do they have, concerns, issues etc. * Review terms of reference. * Policy reviews and ratification – this may well have been delayed but ensure compliance. * Website – prepare governance information. * Draft the meeting timetable for the year – this will require HT input and awareness of financial deadlines. * Consider use of virtual governance / face to face meetings going forward * Check GIAS information is accurate. * Prepare paperwork for register of business interests. * Consider governor development. * Review processes and effectiveness. | | | | | |
| **ACTION POINTS:** | * Ensure compliance. | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | | Governor Services |
| **TELEPHONE** | | 01344 354069 |
| **EMAIL** | | [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 10** | | | **Maintained School & Academy** |
| **TITLE** | | **NGA membership and Resources** | | | |
| Under the terms of the Council’s Service Level Agreement (SLA) for Governor Services, all Governing Bodies are standard members of the National Governance Association (NGA).  **Role of Clerks**  Please note that the Clerk is the point of contact between the NGA and governing Bodies and should keep the NGA membership advised of changes in their governing body, through My Account – Manage Membership - this includes school email addresses. If you contact the NGA it is advisable to state that you are members through Bracknell Forest Council.  **New Publications**  The new 12th edition of the NGA’s best-selling guide Welcome to Governance – a guide for new governors and trustees of single schools – was published in April. NGA have taken a fresh look at Welcome to Governance and how it can support you as you start your governance journey. In this new edition they have focussed on how to help you become a more effective governor in your first 12-18 months of governance. All new governors receive a copy of the Welcome to Governance publication as part of their induction pack from the Local Authority.  **Resources**  NGA’s **pupil premium**[**guidance**](https://protect-eu.mimecast.com/s/WO1bCgL8zhnKj8CQQ_yZ) has been updated in line with new [DfE allocations and conditions of grant](https://protect-eu.mimecast.com/s/gbL0Cjq5DhkDwgcVcRDH) 2021 to 2022. It now includes the requirements for schools to publish a pupil premium strategy statement using the government template and to demonstrate, using a range of sources, how research evidence is used to inform spending decisions. Governing boards should also use the strategy statement to monitor how funding is focused on raising attainment for disadvantaged pupils and expect evidence-based strategies.  NGA have published a new [guide](https://www.nga.org.uk/Knowledge-Centre/Pupil-success-and-wellbeing/Curriculum/PSHE-education.aspx) on **personal, social, health and economic (PSHE)** education. The guide lays out the importance of PSHE education in improving the physical and emotional health of children, increased academic attainment and employment prospects, with the greatest benefits experienced by the most disadvantaged pupils. It details how those governing can hold progressive discussions with school and trust leaders about making PSHE education a fundamental part of a curriculum that supports their educational vision, as well as how, working at a strategic level, boards can support the planning and delivery of PSHE and monitor its impact.  NGA have issued a useful document **“**[**Making pupil mental wellbeing a priority”**](https://www.nga.org.uk/getmedia/0d99d2c0-b86c-410e-b58d-2f9f6ec61b92/nga-pupil-mental-wellbeing-20210427.pdf) **which is covers the following:-**   * championing a whole school approach to wellbeing * how to review your school's approach to mental wellbeing * assessing the impact of COVID-19 * reviewing your culture, policies, curriculum and use of resources * monitoring impact and outcomes   Chairs have an important role in supporting their senior executive leader to identify and access the continuing professional development (CPD) and learning they need to build their capacity and expertise. NGA in conjunction with [HeadsUp4HTs](https://www.headsup4hts.co.uk/) have issued “[**Headteacher development**](https://www.nga.org.uk/getmedia/f3c6d30e-e772-4c7d-9807-b274c5ed1c1c/nga-headteacher-dvpmnt-for-chairs-20210429.pdf) **A guide for governing board chairs**”  **A guide to school visits for governing boards was updated on 8th April 2021**  Monitoring visits provide governing boards with essential information about how their strategy is being implemented. The NGA [guide](https://www.nga.org.uk/getmedia/e2a9fa7a-b47f-4125-87cf-2b44e50be577/nga-school-visits-guide-20210408.pdf) explains the purpose of school visits and includes advice on what to do before, during and after visits. Other useful resources available on this [link](https://www.nga.org.uk/Knowledge-Centre/Good-governance/Effective-governance/NGA-Guidance-on-school-visits.aspx) include: -   * School Visits Model Policy * School visits Report Template * School Visits schedule Template   As pupils returned on 8 March, NGA issued an updated version **of** [**monitoring priorities for governing boards.**](https://www.nga.org.uk/getmedia/4b6554dd-8deb-42d1-a061-d506f11d1793/NGA-COVID-Monitoring-priorities-21012021.pdf)  Monitoring priorities covered in this information sheet include:   * Risk management and safeguarding * Asymptomatic testing * Wellbeing across the school community * Maintaining the curriculum and continuity of learning * Continuing remote education where required * Resource allocation and management | | | | | |
| **ACTION POINTS:** | * Ensure NGA Manage Membership is up to date. * Ensure all governors have access and receive the weekly ebulletin. | | | | |
| **DEADLINE FOR ACTION** | Ongoing | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 11** | | | **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.   |  |  | | --- | --- | | **School** | **Status or name and date term ends** | | College Hall | Vacancy | | New Scotland Hill Primary | Vacancy | | Sandhurst | 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  Democratic Services | |
| **TELEPHONE** | 01344 352308 | |
| **EMAIL** | [Hannah.stevenson@bracknell-forest.gov.uk](mailto:Hannah.stevenson@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER 2021** | **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 | Stacey | Davies ◊ |
| 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 | Stephanie | Raymond+ |
| St Michael’s CE Primary School (Sandhurst) | | | 01252 873360 | Miss | Laura | Beresford |
| St Michael’s Easthampstead CE VA Primary | | | 01344 420878 | Vacant |  |  |
| The Brakenhale | | | 01344 423041 | Mrs | Dawn | Deykin |
| The Pines School | | | 01344 426413 | Mrs | Lyndsey | North |
| Uplands Primary School & Nursery | | | 01252 873069 | Mrs | Sharon | Mobbs |
| Warfield CE Primary School | | | 01344 862074 | Mrs | Claire | Pollard |
| Whitegrove Primary School | | | 01344 861020 | Mrs | Rachel | Clayton |
| Wildmoor Heath School | | | 01344 772034 | Unknown |  |  |
| 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 |
| Corvus Learning Trust | | | 01344 772658 | Mrs | Sarah | Bamford |

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| **CLERKS’ BRIEFING**  **SUMMER 2021** | **APPENDIX B** |
| **TITLE** | **Training Record Template** |

Governance Training Record 2021-2022

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| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Governance Role/Area of Responsibility** | **Training Requirements** | **Title or Topic of Training** | **Provider *Internal* e.g. school INSET**  ***External* eg LA/online**  **+ Cost (if expenses applicable)** | **Date of Attendance**  **/ Completion** | **Review/Frequency Date** |
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