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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).<https://schools.bracknell-forest.gov.uk/wp-content/uploads/governor-training-programme-summer-2019.pdf> 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 | |
| **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. 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 | |
| **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. 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 | |
| **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 | |  | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 9d** | | | **Maintained Schools & Academy** |
| **TITLE** | | **Clerking / Procedural Matters - School Emails and Data Protection** | | | |
| **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) | |