

Entrust Governor Information Pack Primary School Edition Spring Term 2021

GOVERNOR SERVICES



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0.0	Introduction
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Welcome to the Spring 2021 Governor Information Pack, in its new format. We have made changes to the GIP in response to feedback and we hope that you find the new format and hyperlinks an improvement, making it easier to find the information you want and to navigate through the document.

2020 proved to be a very challenging year for all of us in all aspects of our lives, not least in the role of being a governor/trustee. As we move into a new year, I am sure we are all hopeful that things will begin to settle and return to something resembling 'normality.'

Remember that Entrust Governor Services is here to support you in your vital work as a governor/trustee and please contact us if you require any assistance.

Email: governors@entrust-ed.co.uk
Telephone: 01785 337237

I would like to take this opportunity, on behalf of all the team, to wish you well for the coming year and to say thank you for the time you give to support schools as a governor.

Graham Tague
Head of Governor Services



SECTION 1 All SCHOOLS

1.1	Strategic
1.1a	<p>Governing Board Meetings</p> <p>The DfE School governance update March 2020 has been updated - 2 December 2020</p> <p>The Department continues to advise:</p> <ul style="list-style-type: none"> • against governing bodies meeting in person, and to instead adopt alternative arrangements, for example by using video or conferencing applications. • There have been no changes to the statutory governance functions and regulations. • Boards should prioritise providing support to their school leaders and staff where needed, to allow them to get on with operational matters. School leaders should stay in touch with the governing board in a proportionate way, including providing information on the welfare of staff and pupils, so that they can retain a strategic overview of the situation and the school. <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Further information can be found at:</p> <p>DfE Coronavirus helpline Email: dfecoronavirushelpline@education.gov.uk Telephone 0800 046 8687</p> <p>Further information is available: https://www.gov.uk/government/publications/school-governance-update/school-governance-update-march-2020</p> </div> <p>Recommendations for Governors</p> <ul style="list-style-type: none"> • To meet according to agreed schedule, but to avoid meeting in person and instead to meet virtually using an online platform
1.1b	<p>Membership – website and GIAS</p> <p>Please update your school website showing who is a member, trustee or working on the Governing Board (GB).</p> <p>This information should match the information on Get Information About Schools GIAS. If you want to check that your school information has been updated, then either visit the data base called the 'compare schools' data base. No log in is required. This information cannot be edited through this access route.</p> <p>Follow this link for more information and type in the name of your school.</p> <p>https://www.compare-school-performance.service.gov.uk/find-a-school-in-england</p> <p>or go directly to the webpage</p> <p>https://get-information-schools.service.gov.uk/</p>



	<p>The school will have designated member of staff who should update the GIAS website on a regular basis, they can access the data base using their unique log in by following this link</p> <p>Recommendations for Governors</p> <ul style="list-style-type: none"> Review information on GIAS and school website and ensure it is accurate
1.1c	<p>Governance Handbook Revised October 2020</p> <p>The Governance Handbook is updated for 2020 to reflect policy and legislation changes from the past year, or to clarify language where necessary. For example, it includes information about cyber security in schools and the new requirement for trust boards to have a clerk/governance professional.</p> <p>There is also a new foreword by Baroness Berridge, who took over the role of Parliamentary Under Secretary of State for the School System in February 2020.</p> <p>There are references to legislative and policy changes impacted by the coronavirus (COVID-19), where this is seen as essential, but otherwise, please continue to use dedicated coronavirus guidance pages on GOV.UK</p> <p>The most significant updates and changes to the content within the handbook sections include:</p> <p>Section 2: Strategic Leadership</p> <ul style="list-style-type: none"> Updated section at 2.1.7 to place stronger emphasis on the board's role in safeguarding. Additional text at 2.3.15 to place greater emphasis on the importance of risk assessments. <p>Section 3: Accountability</p> <ul style="list-style-type: none"> Updated text within 3.1 on the Headteachers Standards and role and responsibilities of head teachers to their board. Additional text at 3.2 about alternative arrangements for board meetings and that Members must be kept informed of the trust's business. Updated 3.4 to reinforce workload messaging and highlight the principles in the Making Data Work report, removing references to 'floor standards' and 'coasting', link to guidance about school and college accountability for 2019/20 and the removal of a sub-section on other sources of education data Additional text in 3.4.2 about the impact of coronavirus on visits to schools by governors and academy trustees. Updated section 3.6 to reflect the availability of the View My Financial Insights (VMFI) tool and the Schools Financial Value Standard (SFVS) tool. <p>Section 4: People</p> <ul style="list-style-type: none"> New text in 4.1.1 on the importance of boards being supported by a skilled and knowledgeable clerk/governance professional. Updated text at section 4.1.2 on criminal records checks and s128 prohibition. New text in 4.1.3 on the importance of the board reflecting the diversity of their community and promoting inclusivity, and new text on the appointment and removal of academy trustees and those on Local Governing Bodies. 4.2 text removed to reflect the new Ofsted framework, which will not include governor/academy trustee development in its judgement. Updated text at section 4.4 to reflect the new requirement within the AFH that trusts must have a clerk or governance professional to support a governing body. New paragraphs in 4.5 to highlight Risk Protection Assurance (RPA).



- Updated and new text in section 4.7 to clarify the need for trusts to maintain a register of interests for LGB members in accordance with the AFH.
- New paragraphs in 4.7.1 sub section to reflect AFH and related party transactions reporting to ESFA.

Section 5: Structures

- New text within 5.2.1 on academy trustees' responsibilities for keeping Members informed and new information on forthcoming requirement that Members must not be employees of the trust.
- Updated section 5.4.4 on Teaching School Hubs and their future links to the Early Career Framework and the National Professional Qualifications.
- Additional sub sections within 5.3.1 to describe Foundation and Partnership Governors.
- Additional text in 5.3.2 to clarify the focus and structure of a federated board.

Section 6: Compliance

- New section on Health and Safety at 6.3, which has impacted on the subsection numbering of the rest of the Section 6.
- Updated section at 6.5.4 to highlight the introduction of Relationship, Sex and Health Education (RSHE).
- Updated guidance at 6.5.9 highlighting the requirement on schools to publish information on their careers programme.
- Updated section at 6.5.14 about the assessment standards at KS1 and KS2, additional assessments and the Reception Baseline Assessment.
- Change of section heading and updated advice at 6.6.3 on information the board must have regard to pertaining safer recruitment practices.
- Amended heading and additional text added to 6.6.6 to clarify the importance of appraisal and the board's responsibility for undertaking Executive Leaders appraisal.
- Section 6.6.7, sub section on executive pay updated to reflect AFH wording.
- Updated guidance at 6.6.9 to reflect Secretary of State's responsibility to regulate teachers' professional conduct and the legal requirements regarding referrals to the Disclosure and Barring Service (DBS).
- Updated guidance at 6.6.12 highlighting the boards responsibility to ensuring access to the Teachers' Pension Scheme (TPS) is applied correctly.
- Additional paragraph in 6.7.1 to explain how the ESFA may refer trusts to the Charity Commission where there are concerns about non-compliance within the trust.
- Updated text at 6.7.3 and within sub-headings to provide clarification on various aspects of school funding, including dedicated school grants, academies general annual grant, the pupil premium and the removal of the year 7 literacy and numeracy premium, which is no longer available and new subheading on funding access to period products.
- Updated guidance at 6.8 and its corresponding sections to provide further clarity on the board's responsibilities under safeguarding.
- Section 6.8.3 on safer recruitment merged with section 6.6.3.
- New paragraph in 6.9.5 to give a definition of the term 'off-rolling'.
- Section 6.9.11 pupil health and safety has now been merged under the new section 6.3: Health and Safety.
- Updated advice at 6.9.12 to alert the board to their legal responsibilities
- Clarification at 6.9.14 on school security in relation to biometric and GDPR implications and new paragraph on cyber security.
- Inclusion of additional paragraph at 6.10.2 on the responsibility of schools to ensure that any provision of childcare on site must have appropriate policies in place in relation to supporting pupils in school with medical conditions.
- Updated text at 6.11 and its corresponding sections to provide further clarity on understanding land ownership, updated information on funding for capital investment, changes



to how the devolved formula capital is calculated and clarifying the role of the GB and LA in funding premises-related work at voluntary-aided schools.

- Updated text at 6.12 and its corresponding sections have been re-arranged to assist with flow and additional information and guidance included on the use of school premises for the community and out of school activities, and the use of Transfer of Control Agreements.
- Updated section at 6.15.1 to provide further clarity on Get information about schools (GIAS) and data to be provided by organisations.
- Clarification of language in sections 6.15.2- 6.15.4 on information for the LA and for parents from the school.

Section 7: Evaluation

- Updated 7.2 to remove Ofsted “myths” documentation reference, which is no longer available.
- Updated section 7.3.1 and 7.32 to reflect the new Ofsted Inspection Framework.
- At section 7.4 updated content on schools causing concern and removal of section 7.4.1 on coasting schools.
- Section 7.5.2 has been updated to include additional links which may be of use to boards

Further information can be found at:/ for more information contact

<https://www.gov.uk/government/publications/governance-handbook>

Recommendations for Governors

- Familiarise yourselves with the changes to the regulations.

1.1d Headteacher performance management HTPM support – National Standards Revised October 2020

These revised standards replace the national standards of excellence for headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers.

The standards can be used to:

- shape headteachers’ own practice and professional development, within and beyond the school
- support the recruitment and appointment of headteachers, including the development of job descriptions and person specifications
- underpin frameworks for the training of school leaders, including current and aspiring headteachers
- inform the performance management of headteachers

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for pupils. Together with those responsible for governance, they are custodians of the nation’s schools.

The standards are an important benchmark not only for headteachers and those who hold headteachers to account, but also for those who train and develop school leaders. Headteachers are expected to demonstrate consistently high standards of principled and professional conduct.



	<p>They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.</p> <p>Headteachers uphold and demonstrate the <u>Seven Principles of Public Life</u> at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:</p> <p>The standards are divided into domains.</p> <p>Domains</p> <p>The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers.</p> <p>The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.</p> <p>Culture and ethos</p> <ul style="list-style-type: none"> • school culture • behaviour • professional development <p>Curriculum and teaching</p> <ul style="list-style-type: none"> • teaching • curriculum and assessment • additional and special educational needs <p>Organisational effectiveness</p> <ul style="list-style-type: none"> • organisational management • school improvement • working in partnership <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Further information can be found at:</p> <p>https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers</p> </div> <div style="background-color: #009688; color: white; padding: 5px; margin-top: 10px;"> <p>Recommendations for Governors</p> </div> <p>Governors should check the following: -</p> <ul style="list-style-type: none"> • Is the headteacher and those on the GB for HTPM aware of the above revised standards? • Has the date been set for HTPM? • In a LA maintained school has an external adviser been appointed to support the GB? <p>Has a HTPM committee with a maximum of three governors been appointed?</p>
1.1e	<div style="background-color: #f4a460; padding: 5px;"> <p>Revised maintained school and trust governance role descriptors October 2020 x 2 documents</p> </div> <p>Governance structures and roles</p> <p>This publication provides an explanation of how governing boards of maintained schools and academy trusts are structured and descriptions of the roles and responsibilities of members.</p>



The DfE have published new [role descriptors](#) designed to provide high-level information about the roles in maintained school and academy trust governance, and the responsibilities of each role. The descriptions contained in the documents serve as an introduction to, and clarification of, the various roles in the governance system. The descriptors also include links to further support and guidance that you may find helpful

Further information can be found at:

<https://www.gov.uk/government/publications/governance-structures-and-roles>

Recommendations for Governors

- Highlight the importance of governors' role in the governance system and to share the role descriptors.
- We would encourage you to read and share these descriptors within your governing board.

1.1f Governance Skills Audits and Skills Matrix

Boards should carry out regular audits of the skills they possess in the light of the skills and competences they need, taking account of the department's Competency Framework for Governance, and actively seek to address any gaps they identify – through either recruitment or training as discussed further below. They should also reflect regularly on whether they have the right overall balance of people and skills and consider the benefits that might result from restructuring the board's constitution and membership.

The National Governance Association has updated their popular skills audit in 2019 and 2020 which can be used to help identify any knowledge, experience, skills and behaviours your governing board still needs to deliver their core functions effectively.

There continues to be two separate models: one for maintained school governors including those governing in a federation, trustees of single academy trusts and academy committee members (often referred to as local governing bodies) and another for trustees of multi-academy trusts.

This takes into account the significant differences of governing as a MAT trustee compared to governing as a maintained school governor. The skills matrix, which provides a useful at a glance view of the relative strengths of the board as a whole, has also been updated to reflect the changes made to the skills audit forms.

About the skills audit update

The skills audit was previously updated in 2017 and then again in 2019 and was structured around the DfE's six features of effective governance as referred to in the Competency Framework for Governance. The 2019 and 2020 versions have retained that structure but now includes an additional section titled "positive contribution", which covers the experience and skills that characterise an effective and experienced governing team with capacity to develop and improve further. At the same time the skills audit has been streamlined with fewer questions to make it more manageable. The skills audit does not ask potential or serving governors or trustees to rate their commitment to their, school, its ethos, vision and to improving education and welfare for all pupils. Nor does it ask them to evaluate their willingness to devote time and enthusiasm to the role. It is assumed that this has been established from the outset.



	<p>Two important things that have not changed</p> <ul style="list-style-type: none"> The advice that whilst no individual governor/trustee/academy committee member is expected to have all the skills listed in the audit, they should be covered across the governing board. The principle that governing boards are best placed themselves to individually assess which areas outlined in the competency framework are most important for them. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Further information can be found at:/ for more information contact</p> <p>https://www.nga.org.uk/Guidance/Workings-Of-The-Governing-Body/Governance-Tools/Skills-Audit.aspx</p> </div> <div style="background-color: #00a0a0; color: white; padding: 5px; margin-top: 10px;"> <p>Recommendations for Governors</p> </div> <ul style="list-style-type: none"> Utilise the updated NGA skills audit forms and matrix when evaluating skills.
<p>1.1g</p>	<div style="background-color: #f4a460; padding: 5px;"> <p>Being Strategic National Governance Association Updated Guide for Governing Boards and School Leaders. October 2020</p> </div> <p>This guide to Being Strategic has been jointly developed by NGA, the Association of School and College Leaders (ASCL) and the National Association of Head Teachers (NAHT). The guide offers leaders and governing boards in schools and trusts a robust annual cycle for creating, monitoring and reviewing strategy.</p> <p>Included in the guide:</p> <ul style="list-style-type: none"> Mission, values and vision Creating the strategy document Monitoring the strategy Reviewing the strategy The impact of culture on strategy <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Further information can be found at:</p> <p>https://www.nga.org.uk/Knowledge-Centre/Vision-ethos-and-strategic-direction/Being-Strategic-A-guide-for-governing-boards.aspx?fbclid=IwAR0dOyh4PklskNw6jiAAuxm2Jh9ZoCQlarHGqng544e95oC3ZpPm-2zTs</p> </div> <div style="background-color: #00a0a0; color: white; padding: 5px; margin-top: 10px;"> <p>Recommendations for Governors</p> </div> <ul style="list-style-type: none"> Where governing boards are striving to be more strategic and less operational this information will be a useful resource.
<p>1.1h</p>	<div style="background-color: #f4a460; padding: 5px;"> <p>Research into impact of Covid 19 on education</p> </div> <p>Report Overview</p> <p>Much has been written on the impact of school closures on pupils, and how different groups have been affected differently by Covid-19.</p> <p>However, the reports referenced here look at the potential long-term impacts of spring's school closures and the potential effects on earnings later in life and prospects for social mobility.</p>



A variety of data sources indicate that **school closures had a greater impact on those from lower socio-economic groups than those from higher groups**, including the amount of time spent learning each day, and the effectiveness of that learning.

The Sutton Trust report mirrors much of the information in the Education Endowment Foundation reports.

Very recently the Education Endowment Foundation reveals three new projects assessing disadvantage gap

The Education Endowment Foundation (EEF) has announced three new research studies designed to provide greater understanding of the strategies schools put in place to support pupils throughout Covid-19 closures, and the impact of these approaches on the disadvantage gap.

The three projects announced by the EEF are:

1. A team led by FFT aims to provide the earliest robust estimate of the change in the disadvantage gap pre- and post-lockdown, as well as analysing strategies associated with mitigating a widening gap, focused on pupils in Years 2 to 6 in 145 primary schools.
2. The National Foundation for Educational Research will assess the extent to which Key Stage 1 pupils' attainment in reading and maths has been impacted by school closures, and particularly the effect on disadvantaged pupils. 158 schools will provide detailed information on the types of support individual pupils are receiving this year, as well as whole-school strategies - such as small-group work, tutoring, parental engagement - which will be uniquely important in trying to understanding the impact of different responses for disadvantaged groups.
3. The University of York, NIESR and EPI will assess the impact of lockdown on the school readiness of new Reception children across England and their educational attainment and socio-emotional wellbeing over their first year of education.

Further information can be found at:

https://www.suttontrust.com/our-research/lost-learning-lost-earnings/?fbclid=IwAR0h4Hmxl5A174hbxz_4ee1GX7Sh9GWPnhsffoU5sOCnPhKqjKMCd4DMqG0

<https://educationendowmentfoundation.org.uk/>

Recommendations for Governors

- For information only

1.1i Ofsted - Commentary on the impact of lockdown

Her Majesty Chief Inspector commentary: findings from visits in October 2020- Amanda Spielman

Now, after hundreds of visits and discussions, we are developing a clearer picture of how education and social care are responding to the challenges they face at the moment. And we have a better grasp of what those challenges are – both the impact of the pandemic on children, learners and staff, and the systemic issues highlighted or exacerbated over the last 8 months. I'd like to thank all



of the leaders and managers who have spoken to us for their candour – and I’m delighted that so many have said they found the discussions helpful and constructive.

It’s becoming clear that children’s and learners’ experiences since the first national lockdown in March fall into 3 broad groups. There are those who have been, and still are, coping well in the face of restrictions; there is a group who have been hardest hit, largely because of the interplay between their circumstances and the impact of the pandemic; and there is the majority – a group who have slipped back in their learning to varying degrees since schools were closed to most children and movement restricted.

The first group – those coping well – can best be summarised as those with good support structures around them, who benefited from quality time spent with families and carers. This shouldn’t be confused for a simple message about privilege versus deprivation. It includes children from all backgrounds, including those within the care system, who saw relationships with carers improve, at the same time as the lockdown meant they weren’t dealing with wider pressures and challenges that might exist outside of the home.

For some children with SEND, the simpler routines proved beneficial. Without the timetable pressures of a regular school day, remote learning was a positive for those children who enjoyed learning at their own pace. More time for some with family or carers also helped improve language, literacy and communication.

More generally within education, leaders also reported improved communication skills and development among younger children within this group, resulting from more quality time with family – which mitigated the time lost with peers. And older learners also form part of this group. Many further education courses were already partly taught remotely, so the shift away from the classroom was not such a deprivation for those students, who were already used to flexibility and independent learning.

At the other extreme are those children who were hardest hit by school closures and other restrictions: the children in their earliest years of education whose parents were unable to work more flexibly and who experienced the double whammy of less time with parents and less time with other children. Leaders reported regression back into nappies among potty-trained children and others who had forgotten some basic skills they had mastered, such as eating with a knife and fork – not to mention the loss of early progress in words and numbers.

We were told of older children losing stamina when it came to reading and writing; some who had lost physical fitness; and others showing signs of mental distress, including an increase in eating disorders and self-harm. In further education, we know that many apprentices lost their placements or were furloughed. Across all age groups, children with SEND were seriously affected in both their care and education, as the services that families relied on, particularly speech and language services, were unavailable.

And of course, there continue to be concerns about the children who were out of sight while schools were closed to most pupils. Referrals to social care fell and have still not fully returned to more usual levels as schools have returned, raising concerns that neglect, exploitation or abuse is going undetected.

Remote learning for those who are self-isolating is the focus of much attention. As we reported last month, schools are putting remote learning in place, often supported by technology and sometimes involving live-streaming lessons.



However, it remains the case that the home learning experience is patchy and, in many cases, not aligned effectively with the classroom curriculum. Children who isolate as part of a bubble seem to be better off than the very many children who are isolating individually, sometimes because of their own health, but more often because of contact with someone who tested positive. And of course, remote learning also requires motivation from pupils who might otherwise be distracted by other technological temptations.

Further information can be found at:

<https://www.gov.uk/government/speeches/hmci-commentary-findings-from-visits-in-october?fbclid=IwAR3rmiTTq3MVeBmecunmwar8lvZJcH5PH1hJuaWukedxqtGqpSu1MEOI9IM>

Recommendations for Governors

- For Information only



1.2	Finance
1.2a	See sections two and three for Academies and Maintained Schools information
1.3	Teaching and Learning
1.3a	<p>The DfE Temporary Direction on Remote Education</p> <p>The DfE Temporary Direction on remote education came into force on October 22nd. This direction makes clear the expectation that where a class, group of pupils, or individual pupil need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education.</p> <p>The quality of remote education expected of schools was set out in the Guidance for full opening published in July 2020 and last updated 21 October 2020.</p> <p>Remote education expectations</p> <p>Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.</p> <p>In developing these contingency plans, the DfE expect schools to:</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum <p>When teaching pupils remotely, the DfE expect schools to:</p> <ul style="list-style-type: none"> • set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos • gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work • enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding • plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers <p>For secondary schools teaching pupils remotely in a rota system because of tier 2 local restrictions, modified remote education expectations apply. These can be found in how schools can plan for educational tier 2 local restriction.</p>



The DfE expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

DfE Remote education good practice guide October 27th, 2020

From 22 October, schools must provide immediate access to remote learning to any pupils who can't attend school due to COVID-19, including:

- Individual pupils, whole classes, groups, and small numbers of pupils self-isolating
- Pupils staying at home due to local or national restrictions (like whole-school closure)

Effective remote teaching provision

While pupils experienced disruption to their education from 23 March 2020, a number of different approaches were used by schools to continue their education. Many schools also learnt from experience and innovated, took on board pupil and parent feedback and improved their provision as the weeks passed. While there are a number of ways to implement high-quality remote education, remote-access technology offers many advantages which enable schools to continue a relatively normal programme of teaching across all or most curriculum subjects.

Interactive platforms

Many schools have been able to use a single, interactive platform such as Microsoft Teams or Google Classroom for their remote education provision. By using these and similar systems, it is possible to create virtual classes by drawing information from schools' Management Information Systems, enabling a single point of access for all lessons and resources and allowing teachers to host both live and recorded explanations and lessons.

Schools can apply for government-funded support through [The Key for School Leaders](#) and access one of two free-to-use digital education platforms: G Suite for Education or Office 365 Education. To help applicants make the most appropriate choice for their school, The Key also provides feature comparison and case studies on how schools are making the most of these platforms.

Further information can be found at:

<https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note>

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

<https://covid19.thekeysupport.com/covid-19/deliver-remote-learning/make-tech-work-you/digital-education-platform-hub/>

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

<https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions#remote-education>

Recommendations for Governors

Governors should check the following: -

- Is the school adhering to the temporary directive from the DfE?
- Does the school need to review any policy documents to support the temporary directive from the DfE?



1.3b	<div>Mental Health, Wellbeing and MindKind</div> <p>We all have mental health. Anyone can experience poor wellbeing and symptoms of poor mental health and 1 in 4 of us experience symptoms each year. The MindKind channel on the SLN is designed to raise awareness of mental health and challenge the stigma that can surround it. We want everyone to become more MindKind and we encourage all staff and governors in schools to learn more about their wellbeing and mental health by visiting MindKind using the school’s HSW Service SLN log in. https://www.staffordshire.gov.uk/secure/Schools/Health-and-Safety/Mindkind/About-Mindkind.aspx</p> <div>Health and Safety training</div> <p>We provide a wide range of health, safety and wellbeing training events which can be delivered directly to a group of your staff or by booking a place on an open course through Entrust. Our training can be delivered online or face to face (subject to risk assessment and local restrictions). All our training is delivered by a competent health and safety adviser from the Health, Safety and Wellbeing Service.</p> <table><tr><td>Further information can be found at:</td></tr><tr><td>SLN https://www.staffordshire.gov.uk/secure/Schools/Health-and-Safety/Health-and-Safety/Training/Training.aspx</td></tr><tr><td>Entrust website https://entrust.education/Training</td></tr></table>	Further information can be found at:	SLN https://www.staffordshire.gov.uk/secure/Schools/Health-and-Safety/Health-and-Safety/Training/Training.aspx	Entrust website https://entrust.education/Training
Further information can be found at:				
SLN https://www.staffordshire.gov.uk/secure/Schools/Health-and-Safety/Health-and-Safety/Training/Training.aspx				
Entrust website https://entrust.education/Training				
1.3c	<div>Groupings for Collective Worship- Covid-19 (Assemblies)</div> <p>Many schools have made enquiries about groupings for Collective Worship (CW) during the Covid-19. Guidance says that any groupings already in place within a school can be used for Collective Worship – traditionally, this has been interpreted to mean the whole school, key stage groups, year groups and individual class groups. In the present circumstances, other groupings such as ‘bubbles’/ ‘pods’ formed by schools to manage appropriate social distancing could also be included in this list.</p> <p>This is in accordance with the legislation (Schedule 20 of the School Standards & Framework Act 1998) which states that:</p> <p><i>(2) The arrangements for the required collective worship may, in respect of each school day, provide for a single act of worship for all pupils or for separate acts of worship for pupils in different age groups or in different school groups.</i></p> <p><i>(3) For the purposes of sub-paragraph (2) a “school group” is <u>any group in which pupils are taught or take part in other school activities.</u></i></p> <p>The DfE view is that this gives schools a lot of flexibility to conduct CW in any grouping that they think appropriate, including ‘bubbles’ or ‘pods’</p> <div>Recommendations for Governors</div> <ul style="list-style-type: none">• Check that Collective worship/ Assemblies continue in a flexible manner in line with the legislation.			



1.3 d	<p>Teach RE- resources for schools</p> <p>Who is Teach: RE for? Teach: RE primarily offers distance learning modules to teachers of RE. Teach: RE's modules contain a wealth of information that would be of benefit to anyone in the field of religion and worldviews education, whether community representatives, local councilors or LA representatives.</p> <p>What are the Teach: RE modules? They offer a list of ten modules covering practical, national and current issues related to religion and worldviews education, from new subject knowledge to policy and research. Each module takes around 20- 25 hours study. Participants can work at a pace that suits them, completing in any time from a week to six months. Modules explore the history of the subject and current questions such as about knowledge and aims. Some enable participants to consider the practicalities of teaching, such as through planning and curriculum. Other modules explore factors wider than teaching and learning which influence the subject, such as policy and community cohesion.</p> <p>You can read a brief summary of each module here: https://www.teachre.co.uk/tutored-modules/</p> <p>How are participants supported? Participants are supported throughout the module by a professional tutor who offers one-to-one coaching and expertise. Tutors also ensure the modules directly support participant's context and needs. Participants greatly benefit from this professional relationship. Sign up for a Teach: RE module and see where it leads.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>For more information or to discuss any requirements!:</p> <p>mary.gale@entrustassociate.co.uk</p> <p>trec@cstg.org.uk</p> </div> <p>Recommendations for Governors</p> <ul style="list-style-type: none"> • For information only
1.4	Safeguarding
1.4a	<p>Recording of attendance during Covid-19 pandemic</p> <p>This explains changes made to regulations governing school attendance registers in relation to coronavirus (COVID-19) and should be used from 24 August 2020 to the end of the 2020 to 2021 academic year.</p> <p>Although school attendance is mandatory from the start of the autumn term, there are some circumstances where pupils cannot attend school due to coronavirus (COVID-19).</p> <p>To make sure schools record this accurately and consistently, the DfE have made changes to the regulations² governing school attendance registers to add a new category of non-attendance – 'not attending in circumstances related to coronavirus (COVID-19)'.</p> <p>This category must only be used to record sessions that take place in the 2020 to 2021 academic year where a pupil does not attend because their travel to, or attendance at, school would be:</p>



- contrary to guidance relating to the incidence or transmission of coronavirus (COVID-19) from Public Health England (PHE) and/or the Department of Health and Social Care (DHSC)³
- prohibited by any legislation (or instruments such as statutory directions) relating to the incidence or transmission of coronavirus (COVID-19)

In line with the Secretary of State's expectation that no parent will be penalised for following official public health advice for their child not to attend a given session, this new category of non-attendance will not count as an absence (authorised or unauthorised) for statistical purposes

Further information can be found at:/ for more information contact

<https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year>

<https://www.gov.uk/government/publications/school-attendance>

Recommendations for Governors

Governors should check the following: -

- Is the school adhering to the regulations regarding recording of attendance from the DfE?
- Is there a need to update the school attendance policy to reflect the temporary regulations?

**1.4
b**

Safer Recruitment after Brexit on 1st January 2021

From 1 January 2021 the Teaching Regulation Agency will no longer maintain a list of EEA teachers with sanctions.

The government has announced that 'from 1 January 2021 professional regulators in the EEA (EU, Iceland, Liechtenstein and Norway) will no longer share information about sanctions imposed on EEA teachers with the Teaching Regulation Agency (TRA)'.

They say, 'Schools must continue to carry out safer recruitment checks on all applicants.

For applicants that have lived or worked outside of the UK, schools must make any further checks they think appropriate so that relevant events that occurred outside the UK can be considered, including obtaining an enhanced DBS certificate with barred list information (even if the teacher has never been to the UK).

Teachers may be able to provide proof of their past conduct as a teacher, issued by the professional regulating authority in the country in which they worked. Where available, such evidence can be considered alongside other information obtained through other pre-appointment checks to help assess their suitability

Further information can be found at:

<https://www.gov.uk/guidance/changes-to-checks-for-eu-sanctions-on-eea-teachers-from-1-january-2021>



	Recommendations for Governors <ul style="list-style-type: none"> If you are employing teachers from overseas, please follow the guidelines
1.4c	Online Safety Information <p>Introducing Ollee – a virtual friend (ParentZone/BBC Children In Need) Ollee is a digital friend for children aged 8-11, created by Parent Zone and funded by BBC Children in Need's A Million & Me initiative, which aims to make a difference to children's emotional wellbeing.</p> <p>It's designed to help children reflect on how they feel and to process their experiences with the support and help of their parents and carers – and it does this by offering them advice about a range of subjects: school, family, friends, their body, the internet and the world.</p> <p>For each of these subjects, children can choose an emotion that matches how they feel about it: happy, angry, sad, confused, frustrated, stressed or worried.</p> <p>Next, they can choose from a list of topics – for instance, a child who was worried about school might be able to select 'I haven't done my homework' as the cause of their worry. Finally, they'll see a page of advice about the topic, presented in child-friendly bite-sized chunks they can read then or save for later.</p> <p>You can find more information and download the Ollee app here: https://parentzone.org.uk/Ollee</p> <p>WhatsApp launches new disappearing messages option During November, WhatsApp will be rolling out 'disappearing messages' functionality. The feature will allow WhatsApp users to enable disappearing messages on chat conversations between friends, to automatically delete messages after seven days. Wiping will also apply to videos and photos.</p> <p>Whilst WhatsApp's minimum user age is 16, many children and young people have accounts. Auto-deleting entries could increase the risk to younger users as evidence of any issues may not be available.</p> <p>Some professionals are using WhatsApp for professional purposes for various reasons, including connecting with young people directly during lock-down. There is an article outlining the pitfalls here: https://www.safeguardingschools.co.uk/why-schools-shouldnt-use-whatsapp/</p> <p>A product similar to WhatsApp for business use is Guild. Guild is GDPR-compliant and is free for up to 25 users, 1 group, 1 admin. You can find out more about Guild here: https://guild.co/</p> <div> <p>Further information can be found at:</p> <p>You can more information and download the Ollee app here: https://parentzone.org.uk/Ollee</p> <p>https://www.safeguardingschools.co.uk/why-schools-shouldnt-use-whatsapp/</p> <p>https://guild.co/</p> </div>



	<h2>Recommendations for Governors</h2> <ul style="list-style-type: none"> For information only
1.4d	<h3>Online Safety Questions for Governors</h3> <p>A recent report from the 360 degree safe Self-Review Data 2020, found that only 51% of schools provide governor online safety training. If your school falls in the 49%, how are you ensuring effective online safety practice?</p> <p>A few years ago, the UK Council for Internet Safety released 5 key questions for Governors to find out about online safety policy and practice in school. This document has now been completely updated to reflect recent changes in the online safety landscape.</p> <p>If your school requires additional support around Online Safety, the Entrust EdTech team can help. Please contact Vikki.Bardon@entrust-ed.co.uk to learn more about the courses available and other free resources that can help to safeguard your school.</p> <p>Free funding ending soon... The DfE is providing funded support to get set up on one of two free-to-use digital education platforms: G Suite for Education and Office 365 Education.</p> <p>The scheme: The scheme includes online resources, support getting set up, webinars and peer-to-peer support between schools. Once registered and approved, schools will receive:</p> <ul style="list-style-type: none"> Funded support from an accredited partner to get set up on either Google G Suite for Education or Microsoft Office 365 Education. Free training on how to use the platform, through online resources, webinars and peer-to-peer support between schools. <p>Our support: Entrust has been vetted and accredited by Google to deliver on the deployment of G Suite, so if you decide that Google's education platform suits you best, we can support you to make the move and get you set up. After an initial handover, we will also provide you with up to five hours of free CPD training (exclusive from Entrust), delivered by fellow educators, to help you get the best from the platform and can also provide additional long-term CPD support to fit your needs.</p> <div> <p>Further information can be found at:</p> <p>Details on how to apply please email edtech@entrust-ed.co.uk or visit https://www.entrust-ed.co.uk/dfe-funded-platform</p> </div> <h2>Recommendations for Governors</h2> <p>Funding ends on 31 December</p>
1.5	<h2>Buildings and Premises</h2>
1.5a	<h3>DfE Estate management guidance published 21st October 2020</h3> <p>The management of the school estate (land and buildings) is carried out by executive leaders, school business and property professionals. However governing boards need to be confident that the school premises are safe and suitable enabling all to keep safe, warm and dry. Good</p>



management of the estate reduces the risks associated with buildings. It helps to prevent the need for significant capital expenditure and disruption which can follow building failure.

The DfE guidance on [good estate management](#) has recently been updated. It now includes an easy to read list of the benefits of good estate management, as well as an updated section, which serves as a [checklist that governing boards can use](#) to make sure that land and buildings are managed effectively and efficiently.

The ESFA provides guidance for schools and academies on effective estate management, to help them make the most of their resources.

One of the main priorities for effective estate management is to ensure the necessary policies, processes and documents are in place, and that these are compliant with requirements.

The fundamentals

The fundamentals of good estate management are underpinned by implementing the right policies, processes and documents – these are outlined below:

- Estate vision
- Estate strategy
- Asset management plan (AMP)
- Clear governance processes
- Three to five-year budget and finance plan
- Estate performance management processes
- Data and data management processes
- Procurement procedures
- Emergency planning procedures
- Health and safety procedures
- Compliance procedures
- Maintenance plan
- Tenure and land ownership procedures
- Acquisitions and disposals procedures
- Information relating to the condition of the estate
- Suitability and sufficiency information
- Energy and water management procedures
- Process for planning and prioritisation
- Approach to project delivery

Strategic estate management

Strategic estate management is key to making decisions supported by evidence, using your resources effectively and maximising the estate's value. To do so, you should:

- Understand what needs to be done with the estate to meet your educational, and other goals.
- Set up good governance arrangements.
- Assign responsibilities across the estate – it should be clear who is involved in the strategic planning process.
- Agree an implementation plan.
- Review and track your performance.

To link the estate with your educational vision, you will need to implement the following:

- Estate vision
- Estate strategy
- AMP
- Strategic review process

You may also need an estate development plan.



	<p>Further information can be found at:</p> <p>https://www.gov.uk/guidance/good-estate-management-for-schools/tools-and-checklists</p>
	<p>Recommendations for Governors</p> <p>Governors should check the following</p> <ul style="list-style-type: none"> • Is there a systematic cycle of planning and review of the state of buildings and other assets? • Do we have a priority list of buildings and assets in need of repair/replacement? • Have we a proposed budget to support repair/replacement? • Have we identified all the obvious risks (including asbestos) associated with our buildings and do we have a plan for managing them? • Have we got adequate levels of insurance? • Have we identified who is responsible for organising repairs?
1.6	<p>Staffing and HR</p>
1.6a	<p>Guidance on Shielding and Protection of vulnerable groups</p> <p>Gov.uk-</p> <ol style="list-style-type: none"> 1) Education and childcare settings: New National Restrictions from 5 November 2020 2) Guidance on shielding and protecting people who are clinically extremely vulnerable from Covid-19. Updated November 4th 2020 <p>Definition of clinically extremely vulnerable groups:</p> <p>People who are defined as clinically extremely vulnerable are at very high risk of severe illness from COVID-19. There are 2 ways you may be identified as clinically extremely vulnerable:</p> <ol style="list-style-type: none"> 1. You have one or more of the conditions listed below, or 2. Your hospital clinician or GP has added you to the Shielded patients list because, based on their clinical judgement, they deem you to be at higher risk of serious illness if you catch the virus. <p>If you do not fall into either of these categories and have not been informed that you are on the Shielded patients list, follow the new national restrictions from 5 November.</p> <p>If you think there are good clinical reasons why you should be added to the Shielded patients list, discuss your concerns with your GP or hospital clinician.</p> <p>Adults with the following conditions are automatically deemed clinically extremely vulnerable:</p> <ul style="list-style-type: none"> • solid organ transplant recipients • those with specific cancers: <ul style="list-style-type: none"> ○ people with cancer who are undergoing active chemotherapy ○ people with lung cancer who are undergoing radical radiotherapy ○ people with cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment ○ people having immunotherapy or other continuing antibody treatments for cancer



- people having other targeted cancer treatments that can affect the immune system, such as protein kinase inhibitors or PARP inhibitors
- people who have had bone marrow or stem cell transplants in the last 6 months or who are still taking immunosuppression drugs
- those with severe respiratory conditions including all cystic fibrosis, severe asthma and severe chronic obstructive pulmonary disease (COPD)
- those with rare diseases that significantly increase the risk of infections (such as severe combined immunodeficiency (SCID), homozygous sickle cell disease)
- those on immunosuppression therapies sufficient to significantly increase risk of infection
- adults with Down's syndrome
- adults on dialysis or with chronic kidney disease (stage 5)
- pregnant women with significant heart disease, congenital or acquired
- other people who have also been classed as clinically extremely vulnerable, based on clinical judgement and an assessment of their needs. GPs and hospital clinicians have been provided with guidance to support these decisions

Education settings- children

More evidence has emerged that shows there is a very low risk of children becoming very unwell from COVID-19, even for children with existing health conditions. Most children originally identified as clinically extremely vulnerable no longer need to follow this advice. Speak to your GP or specialist clinician, if you have not already done so, to understand whether your child should still be classed as clinically extremely vulnerable.

Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school while this advice is in place. Your school will make appropriate arrangements for you to be able to continue your education at home. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school.

Staff

Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past. Staff should talk to their employers about how they will be supported, including to work from home where possible, during the period of national restrictions.

All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.

Clinically vulnerable staff and children


Staff and children who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend early years and childcare settings in line with current guidance.

Further information can be found at:/ for more information contact

https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020?fbclid=IwAR17r_i9JgchKv0BAE0T6axkwPTC3BcEKrbuvWlkr9CZ6mD62LNahscUyQ

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>



	19?fbclid=IwAR2MhHmy0BENIH2dJCzYhkrHJjFh5US63DQOW9Z6G1HYqc99B7juEcw_MWU
	<div>Recommendations for Governors</div> <ul style="list-style-type: none"> Information only
1.7	Appendices
1.7a	<div>Guidance for Governing Bodies on their roles in relation to looked after and previously looked after children</div> <p>Please find attached advice and guidance for Governing Bodies on their roles in relation to looked after and previously looked after children. The information gives a suggested format for the annual report to Governing Bodies and a checklist for the governor with responsibilities for looked after and previously looked after children.</p>  <p>DT report to Gov Nov 20 LAC UPDATEI</p> <p>Staffordshire Virtual School will be delivering on-line training for Governors in the Spring Term to be put on the waiting list visit virtual.school@staffordshire.gov.uk</p> <div>Recommendations for Governors</div> <ul style="list-style-type: none"> Ensure that the report from the designated teacher for looked after and previously looked after children is included on the governing body agenda at least annually.
1.7b	<div>Opinion piece on the value of Outdoor Education</div> <p>At this time of disruption and uncertainty, where connectedness to friends, family, society and the natural world are impacted for so many of our young people, there are few interventions that are as well-evidenced as that which quite literally lies outside your door.</p> <p>Fun and Enjoyment There's nothing quite like the sound of children laughing – such pure and natural joy! These days, with so much disruption in all our lives, in a world where both the seriousness of the pandemic and the relentless media coverage are unavoidable, there really is a need for our young people to have some fun and enjoyment.</p> <p>Not only is enjoyment rewarding in its own right it also helps children and young people to develop a positive attitude that helps them get through in times of challenge and change. Ask anyone over 40 to recount their most treasured memories of childhood play, and most will be outdoors. As things stand today, children are just not getting many of the opportunities to make those memories to be treasured in later life. We already know that around 20% of our kids regularly play outside anyway, compared with 70% of their parents. Outdoor centres can provide meaningful, safe opportunities at this time for young people to get away from it all, to share some enjoyment with their friends and make lasting memories.</p> <p>Developing Confident Characters Increased confidence and raised self-esteem are known to be lasting impacts for children and young people from outdoor adventure residential. Diminished confidence can underpin a lot of</p>



woes in any life, affecting ability to contribute in the best way when working as part of a team. Confidence is also recognised as a personal attribute that, as with others such as teamwork, life skills, intra-personal skills and taking up new opportunities and/or activities is useful to people later in life.

At this time, it is important to mitigate against widening inequalities, allowing all our young people access to opportunities to explore, both of their own being and the world around them, providing opportunities to develop increased initiative, self-reliance, perseverance and commitment – developing confident characters who are resilient and mindful.

A Social Self

Aristotle is credited with saying ‘Knowing yourself is the beginning of all wisdom’. The development of a social self takes time and experiences, building on self-awareness and social skills.

At this time, with many social activities restricted, it’s arguably tougher to appreciate yourself and others; for relationships to be enhanced and transformed.

Outdoor adventure residentials are largely built on the premise that they lead to better communication, problem solving, leadership and teamwork. The roots of our society lie in social action, with many respectable scientists, doctors, mental health experts, educationalists, and sociologists recognising that when kids stop getting opportunities to go out into the natural world and play alongside others, it can affect not just their development as individuals, but society as a whole, where mobility is lessened, and cohesion weakened.

Outdoor adventure residentials help maintain a strong social core.

Health Comes Naturally

Whatever happens in the next year with the pandemic, our children will never forget this time. It will be etched in their memories and, sadly, for many will also be reflected in their health. Less time outdoors and fewer options to get away from screens will have a lasting impact. We already have an obesity crisis, with fewer children spending time being active and more adults finding themselves discouraging in their own kids the kinds of risk taking they themselves took when they were young.

Some of the benefits of physical fitness on overall health and wellbeing are obvious but some are less so. There are many studies that clearly show regular time outdoors produces significant improvements in attention deficit hyperactivity disorder, learning ability, creativity and mental, psychological and emotional wellbeing. Outdoor adventure residentials embrace nature, and why? Because nature is unavoidable – we look, act and are the way we are because of it! Nobody puts it quite the same way as one of our greatest natural treasures, Sir David Attenborough:

‘It seems to me that the natural world is the greatest source of excitement; the greatest source of visual beauty; the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living.’

Inspiring Futures, Supporting Better Learning

Outdoor adventure residentials can help make connections, increasing motivation in young learners that lead to widening horizons. Not only can outdoor adventure residentials with Entrust Outdoors support better learning back in school but also in the home and the developing home-school learning partnerships, allowing reimagining, refocusing and reforming around all our young people’s futures.



Further information can be found at:/ for more information contact

To enquire, please contact pec@entrust-ed.co.uk

Recommendations for Governors

For information only



SECTION 2 - Additional Information for Academy Governors/Trustees

2.1	Academy Specific Information		
2.1a	<p>Academy trusts financial insights tool - 28 October 2020</p> <p>Guidance for 'view my financial insights tool (VMFI)' tool which provides users with insights into the financial position and performance of their trust was updated in Autumn 2020.</p> <p>It takes financial benchmarking a step further for academies by providing hints on areas to examine.</p> <table><tr><td>Further information can be found at:/ for more information contact</td></tr><tr><td>https://www.gov.uk/government/publications/academy-trusts-view-my-financial-insights</td></tr></table> <p>Recommendations for Governors</p> <ul style="list-style-type: none">• For finance committees to take note.	Further information can be found at:/ for more information contact	https://www.gov.uk/government/publications/academy-trusts-view-my-financial-insights
Further information can be found at:/ for more information contact			
https://www.gov.uk/government/publications/academy-trusts-view-my-financial-insights			
2.1b	<p>CLEAPSS – (Consortium of Local Education Authorities)</p> <p>CLEAPSS provides schools and colleges with information and guidance on safety, teaching and learning resources related to practical science, art and design & technology.</p> <p>During March / April Entrust are provided with a list of current CLEAPSS members who normally access the service via S.C.C. and undertake the process of membership renewals at a cost based on pupil numbers. In the past when schools were maintained status, this was an automatic renewal process via S.C.C. but for those who have now converted to Academy status, they have now to access the service through Entrust or go direct to CLEAPSS which is more costly.</p> <p>In recent years, many schools have let their membership lapse, thinking that this does not apply to them, and not understanding that previously via S.C.C. they received all the benefits and guidance automatically. Particularly, many primary schools do not realize that CLEAPSS also provides information, guidance and risk assessments relating to their fields of work, including Covid-19 related guidance.</p> <p>Other benefits of membership include: -</p> <ul style="list-style-type: none">• Telephone and email helpline• Termly newsletter• CLEAPSS website• CLEAPSS You Tube channel• Hazcards & Recipe sheets• Model Risk Assessments for Technology• CPD Courses• Radiation Protection guidance for Secondary schools <p>Schools are encouraged to continue with their membership and maintain the most up to date practical guidance and advice from CLEAPSS who are recognized by the Health and Safety Executive and the Department for Education as the definitive basis for safe practice in practical work in schools and colleges.</p>		



Further information can be found at:/ for more information contact

Further information can be obtained by contacting Phil Davies or directly through CLEAPSS
phil.davies@entrust-ed.co.uk
www.cleapss.org.uk

Recommendations for Governors

- Ensure that the school is accessing the most up to date practical health and safety advice available.

SECTION 3 Additional Information for Maintained School Governors

3.1	Information for Maintained School Governors
3.1a	Pay policy and Appraisal policy Updated from SCC Autumn 2020
	<p>As you are aware the School Teachers Pay and Conditions Document 2020 has been published and came into force on 14 October 2020.</p> <p>Staffordshire County Council, as the employer for controlled and voluntary controlled schools, has now concluded a full consultation process and reached agreement with the recognised trade unions and professional associations for teaching and support staff regarding the content of the Staffordshire Model Whole School Pay Policy 2020. NASUWT has been consulted and confirm they note the commended policy.</p> <p>In summary, the outcome, effective from 01 September 2020, is as follows:</p> <ul style="list-style-type: none"> • Minimum of the main pay range (MPR) is increased by 5.5 per cent. • Maximum of the MPR and the minima and maxima of all other pay and allowance ranges for teachers and school leaders are uplifted by 2.75 per cent. • Recommended 'advisory' pay points are reintroduced on the MPR and UPR from September 2020 but these are not mandatory. • Except for teachers and leaders on the minimum of their pay range, schools must determine in accordance with their pay policy how to take account of the uplift to the national framework in making individual pay progression decisions. <p>1. Whole school model pay policy 2020</p> <p>Headteachers and Governors should consider:</p> <ul style="list-style-type: none"> • Staffordshire County Council recommends that, beyond the statutory requirement to uplift the minimum and maximum of pay ranges, all schools should adopt the advisory pay points for main and upper pay ranges from 01 September 2020, however this is an individual school decision. • Following consultation with the Green Book trade unions as a result of changes to SCC's performance review processes, the contribution-based point (max SCP in each grade) for NJC Green Book school support staff is no longer linked to performance. Pay progression to the maximum spinal column point within each grade is based on time in post in line with all other spinal column points within each grade (apart from Grade 1 which has a single spine). Should any employee have had the contribution-based point withheld from 01 April 2020, this should now be implemented in the next available payroll period backdated to 27 September 2020 which is the date the change came into effect. • Impact of Covid-19 – Appraisal & Pay Progression 2020 - DfE guidance states 'Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of partial school



closures, where this has impacted on the ability of the teacher to meet fully their objectives”.

- It is the view of all the Staffordshire JCC reps (ASCL, NAHT, NASUWT, NEU) that, as Teachers’ objectives were determined in the context of the normal operation of schools, to honour the above principle of “no detriment”, all eligible staff, including school leaders, must be awarded automatic pay progression this September. It is accepted that there may be some exceptions to this where staff who, prior to “lockdown”, were subject to a formal capability process and there is a genuine belief that the support offered may not have been completely successful in improving performance. We believe that staff in this position should be given a further period to address the concerns that were raised.

2. Whole school appraisal policy 2020

Staffordshire County Council, as the employer for controlled and voluntary controlled schools, has now concluded a full consultation process and reached agreement with the recognised trade unions and professional associations for teaching and support staff regarding the content of the New Whole School Appraisal Policy. NASUWT has been consulted and confirm they note the commended policy.

Headteachers and Governors should consider:

- Staffordshire County Council recommends that all staff are appraised in line with this policy to ensure objectives are set to drive the delivery of the School Development plan, and that performance is consistently assessed across the entire school workforce.
- In line with the information given relating to the Model Whole School Pay Policy 2020, all staff should be appraised fairly and no staff should be penalised during the appraisal process or (for teachers) in respect of any subsequent pay progression decisions as a result of partial school closures, where this has impacted on the ability of the staff member to meet fully their objectives.
- Should any school decide not to adopt the New Whole School Appraisal Policy, any references in existing Appraisal policies to the CBP being performance related for support staff are obsolete and progression to the final spinal point must not be restricted.

3. Next steps the agreed policies to commend to school governing bodies are available from your headteacher in the school Ebag.

You will of course wish to discuss any issues with your HR provider before taking these policies to your Governing Body for adoption.

Further information can be found at:/ for more information contact

E bag 16th October 2020- Logins are required to enable the links

[Whole School Model Appraisal Policy October 2020 \(228kb\)](#)

[Appendix 1a Statutory Pay Ranges 2020 \(158kb\)](#)

[Appendix 1b LGA Pay Circular September 2020 \(202kb\)](#)

[Appendix 1c. SCC Pay-Structure -1.4.2020 \(153kb\)](#)

[Appendix 2 Roles and Responsibilities \(99kb\)](#)

[Appendix 3 Application to Upper Pay Range \(21kb\)](#)

[Whole School Model Pay Policy - October 2020 \(1mb\)](#)



	<h2>Recommendations for Governors</h2> <ul style="list-style-type: none"> • Adopt the two policies and minute this in your Spring FGB meetings if you have not already done so. • Ensure school staff have also received a copy of the policies. • Any proposed changes to either policy must be consulted upon locally with the County Secretaries of the Trade Unions/professional association
3.1b	<h2>Financial Regulations Update</h2> <p>Financial factors to be noted by governing boards</p> <p>Governors overseeing financial management of the school including:</p> <p>A clear responsibility and accountability framework including:</p> <ul style="list-style-type: none"> • Clear terms of reference/roles and responsibilities for the full Governing Body and all of its committees as required by statutory guidance. • A Scheme of Delegation that shows who has the power to take which decision within the school. Make sure yours is updated, reflects the actual arrangements in school and is approved annually by the GB. • All committee agendas and minutes held by the school, that are clerked appropriately in accordance with School Governance Regulations and cover all items, including appropriate challenge. • The right policies in place as they provide a road map for day to day operations and ensure compliance with laws and regulations. Policies such as Remissions and Charges, Debt Management, etc.; do they contain all the appropriate information, are they up to date and approved in accordance with your Scheme of Delegation. • Budgets should be set, approved and reviewed in accordance with the Scheme of Delegation and Financial Regulations, including any deficit strategies, • Adequate financial reports submitted to the appropriate committee responsible for governance of school finances, • School funds audited and approved in accordance with requirements of Financial Regulations. • An up to date pecuniary interest register held at the school and published appropriately. <p>Schools Financial Regulations have been updated and are now on the Staffordshire Learning Net. to make it a requirement for maintained schools to: -</p> <ul style="list-style-type: none"> • Provide LAs with three-year budget forecasts. - submit a recovery plan to their maintaining authority when their deficit rises above 5%. • Schools will have to append a list of Related Party Transactions (RPTs) to their response to the question in the Schools Financial Value Standard (SFVS) about their arrangements for managing RPTs. <p>Schools will be required to publish annually on their website: - the number of individuals (if any) earning over £100K in £10K bandings. - a link to the schools financial benchmarking website, to show the Consistent Financial Reporting (CFR) statement of income, expenditure and balances</p>



Further information can be found at:/ for more information contact

<https://www.gov.uk/government/consultations/financial-transparency-of-la-maintained-schools-and-academy-trusts>

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Recommendations for Governors

- Reflect on the above and ensure finance committee agendas or the FGB agendas address these aspects.



SECTION FOUR Training

All training for Spring 2021 will be delivered virtually via Webinar

Chair and Vice Chair Briefings

Code	Name	Date
GS-0121-T001	Chairs and Vice Chairs briefing Spring 2021	12/01/2021 18:00 - 20:00
GS-0121-T006	Clerks to School Governors - Termly Briefing	13/01/2021 14:00 - 16:00
GS-0121-T002	Chairs and Vice Chairs briefing Spring 2021	14/01/2021 13:00 - 15:00
GS-0121-T003	Chairs and Vice Chairs briefing Spring 2021	19/01/2021 18:00 - 20:00

Governor Training Calendar

Code	Name	Date	Cost +VAT
GS-0121-T004	Closing the Gap: Responding to the Impact of COVID-19	26/01/2021 10:00 - 12:00	£99.00
GS-0221-T003	Welcome to Being a Governor - Part 1	04/02/2021 18:00 - 20:00	£99.00
GS-0221-T002	The Role of the Chair of Governors - for those who are new or aspiring to the role	08/02/2021 13:00 - 15:00	£99.00
GS-0221-T004	Welcome to Being a Governor - Part 1	24/02/2021 13:00 - 15:00	£99.00
GS-0321-T003	Welcome to Being a Governor - Part 2	02/03/2021 10:00 - 12:00	£99.00
GS-0321-T005	Risk Management for Governors	08/03/2021 13:00 - 15:00	£99.00
GS-0321-T002	Training for the Role of Link Governor	11/03/2021 10:00 - 12:00	£99.00
GS-0321-T004	Welcome to Being a Governor - Part 2	15/03/2021 18:00 - 20:00	£99.00
GS-0321-T001	Good Governance in Practice-	19/03/2021 13:00 - 15:00	£99.00

Finance for Governor Training

These webinars will allow governors to understand their financial responsibilities, train them in how their school or academy is funded, and how to interpret financial reports in order to provide appropriate challenge to their schools.

Course Title	Date/Time	Venue	Cost + VAT
Finance for Maintained School Governors	On demand	Webinar available on https://www.educationspace.co.uk/finance-space/	£99.00
Finance for Academy Governors	On demand	Webinar available on https://www.educationspace.co.uk/finance-space/	£99.00



governor space

GovernorSpace is a **FREE** online programme, aimed at supporting Governing Bodies to improve the quality of Governance.

- ✓ Gain peer to peer support from trusted experts
- ✓ Review performance, monitor progress & evidence development
- ✓ Share development opportunities across your MAT Board
- ✓ Flexible learning - accessed anywhere, any time on any device
- ✓ Rate your Governing Board against the DfE competency framework

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Sign up at: **www.governorspace.co.uk**

Last chance to sign up for free DfE funded training, funding ends March 2021. Register by February 2021 to avoid missing out!

Entrust

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