



# Clerks' Briefing

Autumn 2020



**Strong teamwork  
between the  
headteacher, the  
chair of the  
governing body and  
the clerk is crucial to  
efficient working.**

Ofsted, Learning from the Best 2011.



**The role of the clerk is  
pivotal to ensuring that  
statutory duties are met,  
meetings are well organised  
and governors receive the  
information they need in  
good time. Consequently,  
governors come to meetings  
well prepared and with  
pertinent questions ready so  
that they are able to provide  
constructive challenge.**

Ofsted, Learning from the Best 2011.



**Governor Support Service  
Unit 1 Britannia Court  
The Green  
West Drayton, UB7 7PN**

**01895 717321  
office@governor.support  
www.governor.support  
Twitter.com/govsandclerks  
<https://www.facebook.com/governorsupport>**

## Contents

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Welcome back and Help us to help you	Page 2-4
Department for Education (DfE) News	Page 4-12
Academy updates	Page 12-13
Ofsted – News & updates	Page 13-14
Other News	Page 14-15
Useful Websites	Page 16
Meeting Notice and Agenda Template - Autumn 2020	Page 17-18
Annex A – GSS Autumn 2020 and Spring 2021 Course List	Page 19
Annex B - Course booker website user information	Page 20-24

## Welcome back

Welcome to the new school year. We hope you have had some time off over the summer, even if you couldn't go very far from home.

We are planning monthly webinars for clerks this term to share your questions and hopefully help out with ideas and solutions.

## Help us to help you

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### **Reminder - Governor Support Service Requests**

We hold a database of maintained school and academy governing boards which helps us to help you. Such information is needed for governor recruitment purposes, in cases of urgency, safeguarding, Ofsted inspections, and schools where there is a cause for concern. All data is stored and accessed in accordance with the Data Protection Act and GDPR. The only piece of information we can give out publicly is the name of the Chair of the Governing Board, which is already in the public domain. We do not give out personal contact details or any other information.

With contact details changing each term, please let us have a complete list of all your GB membership including:

- Category of governor
- Contact phone numbers (mobile & home)
- Who is Chair and Vice Chair
- Term of office
- Email address
- Details of any associate members of the board (inc. contact details and term of office)

Please send your Governing Board membership information to: [office@governor.support](mailto:office@governor.support)

## **Get Information About Schools (GIAS)**

Please make sure that you keep the DfE site updated with your governing board membership as well.  
*This applies to maintained schools and academies*

## **Your governing board minutes**

Please send us a copy of your draft board and committee minutes once approved by your Chair of Governors and the final agreed minutes. Email: [office@governor.support](mailto:office@governor.support)

A reminder at the start of the new school year

Review/update:

School website and what needs to be published, [click here](#)

Annual report

Policies

Code of conduct, especially for new governors

Skills audit

Role description, i.e. chair/vice chair etc.

## **Autumn Term Governor Training Courses (Annex A)**

Please can you remind your governors of the range of courses that are available this term, also that they feedback on the course(s) attended to the governing board and to update your training records. Your minutes need to show what learning was achieved and shared with all governors.

## **Course booking arrangements (Annex B)**

A reminder, please ask new governors follow the link on our website home page and on first use will need to register their details to book a course(s). Once registered, users will be able to log in and book a course(s) and receive automatic confirmation of their booking.

For governors who are members of more than one school, could you please ask your governors when booking to make sure they enter the school name for whom they will be attending the training on behalf of?

Please see Annex B for the step by step registration and course booking process.

## **Access to the secure area of our website**

This is available to all governing boards and their clerks who subscribe to our Service Level Agreement. Please email [office@governor.support](mailto:office@governor.support) to request your log in details.

## Hillingdon Governors' Termly Meeting

The Hillingdon Governors Forum Executive are planning a virtual meeting in the Autumn Term. We will let you know the date of the meeting when more details are available.

## Help your board plan ahead, if you haven't already

Prepare a **whole year agenda planner**. It will show that either you have too many meetings or not enough meetings to cover the myriad of items which need to be covered in an academic year. Fit in all the statutory things you have to do and perhaps find time for some reflection - you know research, values, the why. This really matters.



## Department for Education (DfE) – News

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### Updated guidance on the reopening of schools

The DfE has updated its [guidance on the full reopening of schools](#) including supporting children and young people with SEND.

The guidance continues to be split into five sections:

- Public Health advice to minimise coronavirus risks;
- School operations, including attendance, safeguarding and the school workforce;
- Curriculum, behaviour and pastoral support, including expectations around pupil behaviour and the delivery of the curriculum;
- Assessment and accountability; and
- Contingency planning for local outbreaks.

The updated guidance makes clear that:

- Schools should use their existing resources to make arrangements to welcome all children back; there are currently no plans to reimburse additional costs incurred as part of that process;
- Every school will need to plan for the possibility of a local lockdown and how they will ensure continuity of education, including their remote provision;
- Secondary schools which are not in areas subject to specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances. Primary school children will not need to wear a face covering; and
- In areas where local lockdowns or restrictions are in place, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain, such as corridors.

School leaders, including Governors and Trustees, will need to regularly review the school's risk assessment to ensure it remains fit for purpose and reflective of the local context.

The guidance on supporting children and young people with SEND focusses on the practical steps local authorities, educational settings, and parents or carers may wish to take. The latest update also confirms that the [flexibilities introduced in response to COVID-19](#) will come to an end on 25 September 2020.

The DfE have issued [guidance on the wearing of face masks in schools](#) for years 7 and above. The guidance states that from 1 September schools will have the discretion to require face coverings to be worn by pupils and staff in communal areas where social distancing cannot be safely managed, if they believe that it is right in their particular circumstances.

The decision on whether staff and pupils will be required to wear masks in communal areas will be an operational decision made by the senior executive leader but should be included in ongoing risk assessment review discussions with the governing board. It is important that the school's stance on face coverings is also included in relevant policies and clearly communicated to staff, pupils and parents.

In areas where the transmission of the virus is high, also known as local lockdown areas, pupils and staff in education settings where Year 7 and above pupils are educated, should wear face coverings when moving around in areas, such as corridors and communal areas where social distancing is difficult to maintain.

## **Wellbeing programme amidst mental health concerns**

With pupils preparing for their schools to reopen, it is important for schools to be prepared for the potential mental health issues that will have stemmed from the pandemic when pupils return.

There are multiple concerns for a spike in mental health issues, particularly anxiety, which could be triggered by being rushed back to school. Those pupils who have not had access to mental health support throughout the pandemic and have taken on extra worries are a cause for concern.

To tackle this issue, the DfE have launched their [Wellbeing for Education Return](#) programme which aims to help pupils and staff in coping with the significant disruption they have faced. The department also commented that fines should be a last resort where there is no valid reason for pupil absence. The £8 million wellbeing programme will be delivered through the local authority and will partly recruit mental health experts to provide training for staff in order to recognize worrying behaviours. The programme aims to help pupils cope with the emotional impact the pandemic will have taken.

As governing boards embark on the new academic year, it is important they ask about the impact of COVID-19 on the mental health and wellbeing of pupils, building in to strategic discussions the assessment of physical, mental health and wellbeing throughout the school.

## Safeguarding

Keeping Children Safe in Education has been updated for the start of the new academic year; the updated guidance can be found [here](#).

**It is essential that all governors read at least Part 2 of the guidance, The Management of Safeguarding**, as safeguarding is a collective Board responsibility: boards will require all Governors to declare and sign that they have read this section of the guidance at the start of the academic year.

Annex H at the back of the document highlights the changes that have been made to the KCSIE 2020 guidance.

## Teachers pay and conditions

In July, education the DfE accepted recommendations of the School Teachers' Review Body on teachers' pay. Starting salaries for new teachers will increase by 5.5%, while upper and lower boundaries of the pay ranges for all other teachers will increase by 2.75%. These changes affect all teachers paid under the terms of the [School Teachers' Pay and Conditions Document \(STPCD\)](#), including all teachers in maintained schools and many in academies.

Collectively, these changes amount to a 3.1% increase in the overall teachers' pay bill. However, the impact will differ between schools, depending on the characteristics of their staffing group. The government argues that schools will be supported in meeting these costs through the government's three-year funding increase for schools, which amounts to an additional to £2.6billion for schools in 2020-21. Boards will need to consider the budgetary impacts, including other costs which they are facing.

## Performance management and appraisal

Maintained schools must continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. The DfE expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives.

Appraisals and performance management for support staff should be carried out in accordance with the employee's contract of employment.

Extract from NAHT guidance

*We jointly encourage schools, governing boards and trusts to respond flexibly and pragmatically, given that the performance management objectives of teachers and leaders are likely to have been impacted by the government's covid-19 emergency measures, including school closures imposing limitations to on-site provision. Indeed, it is likely to be the case that the vast majority of objectives set for teachers and leaders will be adversely affected by the inability of teachers and leaders to work towards their objectives during a substantial part of the performance management cycle. Find out more [here](#).*

## Relationships and Sex Education

From September 2020, Relationships Education will become compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The guidance can be found on <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The guidance highlights:

- Schools must have a written policy and parents must have been consulted when developing and reviewing this policy;
- The policy must include the right of pupils to be withdrawn from (some aspects of) sex education;
- The milestones that children are expected to have reached by the end of their primary and secondary education, including with respect to their physical health and mental well-being; and
- What Governing Boards should ensure:
  - all pupils make progress in achieving the expected educational outcomes;
  - the subjects are well led, effectively managed and well planned;
  - the quality of provision is subject to regular and effective self-evaluation;
  - teaching is delivered in ways that are accessible to all pupils with SEND;

- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Foundation governors and trustees of faith academy trusts will also have wider responsibilities in relation to maintaining and developing the religious ethos of the schools.

## EYFS Framework

Governors should be aware of the fact that the DfE has put together a new non-statutory curriculum guidance for EYFS entitled [Development Matters](#). Although non-statutory, governors should be aware of this, as the DfE is currently trialling a new EYFS framework ([EYFS reforms early adopter version – July 2020](#)) from which this may have been created and which come into force later.

## Primary PE and Sports Premium Funding

It has been confirmed that £320M of PE and Sport Premium funding has been allocated for the 2020/21 academic year. **In light of the pandemic, the DfE has relaxed elements of the ring-fenced funding for PE and Sport Premium to allow any unspent funding from 2019/20 to be carried over into the 2020/21 academic year.**

## Service pupil premium (SPP)

State schools, academies and free schools in England, which have children of service families in school years reception to year 11, can receive the SPP funding. It is designed to assist the school in providing the additional support that these children may need and is currently worth £310 per service child who meets the eligibility criteria. Find out more [here](#).

## Catch-Up Premium

All mainstream schools will receive, in three tranches aligned to the three academic terms, funding totalling £80 per pupil; special schools and alternative provisions will receive £240 per place in the 2020/21 academic year.

School leaders will need to account for how this funding is being used to achieve the DfE's goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Governors and Trustees will need to scrutinise their schools' approaches to catch-up from September, including their plans for and use of catch-up funding. There is potential for Ofsted's non-graded visits to some schools during the autumn term (see further in newsletter) to discuss the school's plans for spending its catch up funding as part of wider discussions on how the school is bringing pupils back into full-time



education. Beyond the autumn term, Ofsted will recommence making judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

## Early years support package to help close COVID 19 language gap

Schools have until 30<sup>th</sup> October 2020 to sign up for an early years ‘catch up’ programme focused on raising outcomes in speaking and language skills among young pupils whose education has been disrupted by Covid-19. Up to £9M, from the Government’s £350M National Tutoring Programme, will be available, via the Nuffield Early Language Intervention, to provide schools with training and resources from the start of 2021, helping them deliver one-to-one and small-group support for five-year-olds whose oral skills may have suffered as a result of the pandemic.

Whilst every state funded school which has a Reception class will be invited to apply for this support, priority will be given to schools with a high proportion of disadvantaged pupils.

## Checklist for school leaders on behaviour and attendance

The DfE have published a behaviour and attendance checklist for mainstream school leaders to help support them in re-engaging their pupils from the autumn term. As set out in the full opening guidance schools, and their partners, including Local Authorities, will need to work with families to ensure all pupils attend school regularly from September 2020 and have the right behaviour policies and practices in place. School leaders can use the checklist to develop their own plans, in a way that works for their pupils’ needs and school context. This checklist can be accessed [here](#)

Governing boards should ask their headteachers to report about behaviour and attendance since the pupils have returned after lockdown.

## Pupil Exclusions

### Statutory Exclusion Guidance

The end of August has seen the DfE add an addendum to its statutory exclusions guidance, *Exclusion from maintained schools, academies and pupil referral units in England (2017)*, to reflect changes to the school exclusion process during the coronavirus outbreak, including changes to the exclusions process from the 25<sup>th</sup> September 2020, clarification on the conditions for virtual Governing Boards and review panels and procedural guidance on virtual meetings. Prior to the outbreak of the Covid pandemic, it had been expected that the statutory guidance would be updated in September 2020 to reflect the Government’s response to the Timpson Review. The statutory guidance, and the key principles underpinning this, has not been amended and, as yet, it is unknown when such amendments will be reflected in any updated statutory guidance.

The exclusions addendum highlights that:

- The temporary arrangements, which came into force on 1<sup>st</sup> June 2020, apply to all exclusions occurring from then until 24<sup>th</sup> September 2020, as well as:
  - Permanent and fixed term exclusions occurring before 1<sup>st</sup> June 2020 which have not yet been considered by the Governing Board;
  - Permanent exclusions occurring before 1<sup>st</sup> June 2020 which have been considered by the Board, but where the Board has chosen not to reinstate the pupil and the time limit to apply for a review of this decision has not passed; and
  - Permanent exclusions occurring before 1<sup>st</sup> June 2020 where a parent has requested a review of the Board's decision, but this has not yet happened
- For exclusions occurring between 25<sup>th</sup> September 2020 and 24<sup>th</sup> March 2021 (inclusive of those dates), meetings of Governing Boards or IRPs should be held via remote access if it is not reasonably practicable to meet in person due to coronavirus and the conditions for a remote access meeting are met. As a reminder, where Boards or Independent Review Panels have to meet to consider an exclusion, they can do so via telephone or by video-conference as long as:
  - it is not reasonably practicable for the meeting to take place in person, within the usual timescales, due to coronavirus (COVID-19)
  - the Governing Board (or Arranging Authority, if the meeting is an IRP) is satisfied that:
    - all the participants agree to the use of remote access;
    - all the participants have access to the technology which will allow them to hear and speak throughout the meeting, and to see and be seen, if a live video link is used;
    - all the participants will be able to put across their point of view or fulfil their function; and
    - the meeting can be held fairly and transparently via remote access.
  - It is the responsibility of the Governing Board/Arranging Authority to make sure these conditions are met before a meeting takes place.
- It is important that Governing Board meetings and IRPs, relating to exclusions occurring between 25<sup>th</sup> September 2020 and 24<sup>th</sup> March 2021, take place within the **normal** timescales set out in the current statutory guidance. Governing Boards and Arranging Authorities for IRPs should take all reasonable steps to meet the normal deadlines for exclusions occurring after 24<sup>th</sup> September 2020.
- If the deadlines are missed because of coronavirus (COVID-19), the meeting must be held as soon as it becomes either reasonably practicable to meet in person or via remote access (respecting the conditions for such a meeting).
- The deadline for applications for an independent review in relation to exclusions occurring between 25<sup>th</sup> September 2020 and 24<sup>th</sup> March 2021 will be 25 school days from the date on which notice in writing of the Governing Board's decision is given to parents, or directly to the pupil if they are 18 or above.

The updated guidance can be reviewed in full [here](#)

**Essential action:**

***Exclusions, fixed and permanent, should be reported to Boards, at least on a termly basis, aiding Board discussions on whether their school's behaviour policy remains fit for purpose.***

## Schools financial value standard (SFVS) 2020 to 2021

The dashboard enables schools to look at where they stand on a range of measures compared to similar schools. The checklist asks questions of governing boards across 6 areas of resource management. It provides clarification for each question, examples of good practice, and details of further support available to assist schools in addressing specific issues.

- From the 2020/21 financial year onwards, schools will now be required to submit three-year budget forecasts to their LA for review. The DfE argues that maintained schools should already be producing three-year forecasts: it is already specified in the Schools Financial Value Standard (SFVS) as something that maintained schools should be doing as part of their robust financial planning.
- The SFVS for 2021/22 will be updated to include a new question on a school's arrangements for managing its Related Party Transactions (RPTs). Schools will be required to attach a list of RPTs to their SFVS; in addition, the DfE will include additional columns into the CFO Assurance Statement from 2021/22 onwards, requesting the number of RPTs and value of each to be disclosed.
- Schools will be required to submit a recovery plan to their LA when their deficit rises above 5%. The 5% threshold will apply when deficits are measured as of 31<sup>st</sup> March 2021.

Maintained school governing boards need to complete this document in March each year and return to Hillingdon Local Authority.

The [checklist](#) is worth discussing in your governing board committees during the autumn term. Further details can be found [here](#)

## School Website

### Should you post your school website exclusion arrangements?

In a recent change, exclusion arrangements were reclassified as a recommendation rather than a requirement. We suggest taking the recommendations seriously just like the requirements. This shows you are aware of the advice issued regarding school websites.

### The School Information (England) (Amendment) Regulations 2020

From 1 January 2021

The number of school employees (if any) whose gross annual salary for employment at the school is equal to or exceeds £100,000, shown as the total number of those employees falling within salary bands of £10,000, starting from £100,000 and continuing upwards as appropriate.

“school employees” means persons employed as a member of staff of the school under a contract of employment with the governing body or local authority in accordance with section 35(2) or 36(2) of the Education Act 2002(2).

A link to the school’s page on the Schools Financial Benchmarking website, where the school has a page, using the school’s URN.

“Schools Financial Benchmarking website” means the online schools financial benchmarking service maintained by the Department for Education; and

“URN” means the unique reference number allocated to the school by the Department for Education for the purposes of identification and registration on the website known as “Get Information About Schools” maintained by the Department.”.

Find out more [here](#).

Same for Academies but from 1st Sept 2020 (EFSA financial handbook).

Find out more [here](#).

## Academy Updates

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### Academies Financial Handbook 2020

The Academies Financial Handbook (AFH) has been updated from 1<sup>st</sup> September 2020 and can be accessed [here](#).

**Clerks to note please:**

**Part 8: Schedule of requirements (the ‘musts’) essential reading for new appointments to the board and equally as a reminder to all existing board members and trustees.**

The requirements in the handbook brought together into one list: the ‘musts’. It abbreviates these requirements and so cannot be used as a substitute for the full handbook. Links to the relevant sections are included, which must be read in full.

### Information: Letter to accounting officer at academy trusts

#### Financial Return Submission Dates

- Trusts’ audited financial statements for the year ended 31<sup>st</sup> August 2020 must be submitted to the ESFA by 31<sup>st</sup> January 2021, along with the Trust’s internal scrutiny annual report and management letter from the auditors. However, the ESFA is recommending that, as far as possible, Trusts submit the necessary financial information by the original 31<sup>st</sup> December 2020 deadline.
- As a result of the submission delay for the financial statements
  - These can now be uploaded onto Trusts’ websites by 28<sup>th</sup> February 2021; and

- The Accounts Return can now be submitted by 23<sup>rd</sup> February 2021 (original submission date of 19<sup>th</sup> January).
- Despite the delays in submitting the financial statements to the ESFA, Trusts will still need to file their accounts with Companies House by 31<sup>st</sup> May 2021.
- The Land and Buildings Collection Tool will now need to be submitted by 17<sup>th</sup> December 2020.
- The School Resource Management Self-Assessment Tool will now need to be submitted by Trusts in March rather than November, allowing better alignment with Trusts' budgetary cycle. The Tool will next need to be submitted by 15<sup>th</sup> March 2021.
- The Budget Forecast Return Outturn (BFRO) needs to be submitted by 18<sup>th</sup> May 2021.
- The 3-year Budget Forecast Return (BFR3Yr) needs to be submitted by 27<sup>th</sup> July 2021.

## Academies Accounts Direction (AAD)

The ESFA has published the Academies Accounts Direction for the year ending 31<sup>st</sup> August 2020: the Academies Accounts Direction is the reference pack for Academy Trusts and their auditors to use when preparing and auditing financial statements for the specific accounting period.

Summary of changes:

- There are new statutory elements in the **Trustees' Report**, covering the success of the company, employee engagement and business relationships.
- There are new statutory requirements for **streamlined energy and carbon reporting** in the Trustees' Report for large Trusts<sup>1</sup> which consume more than 40,000 kWh of energy in the reporting period ended 31<sup>st</sup> August 2020.

The ESFA is also encouraging large Academy Trusts to reproduce the energy and carbon disclosures from their accounts in a readily accessible format on their website before 31<sup>st</sup> March each year.

A new requirement for Trusts to explain how their audit arrangements are affected by the newly revised **FRC Ethical Standard**, where applicable. The revised FRC Ethical Standard for auditors' states that a firm providing external audit to an entity shall not also provide internal audit services to it, subject to transitional arrangements which permit existing audit engagements as of 15<sup>th</sup> March 2020 to conclude.

The AAD can be accessed [here](#)

## ESFA Update

A weekly newsletter containing actions and information for ESFA-funded organisations.

## Ofsted – News and Updates

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### Interim Visits

Interim visits will help parents and the public to understand how individual schools are returning to the school's normal curriculum. Inspectors will not be evaluating what leaders did during the spring and summer term 2020, when schools were not open to all pupils, but may need to understand the broad context of its impact on the school.

The lead Her Majesty's Inspector (HMI) will write a short letter after each interim visit. The letter will summarise briefly the discussions inspectors had with leaders. This is to provide parents with information about what leaders are doing to help pupils back into full-time education. Letters will not provide any evaluation or graded judgement. They will be published on the Ofsted [reports website](#).

Visits will normally last for a day. The lead HMI will normally contact the school by telephone to announce the visit around 10am on the school day before a visit. These visits will be starting from 28<sup>th</sup> September; Ofsted have confirmed that all inadequate schools will be inspected along with a sample taken from outstanding, good and requires improvement schools.

Inspectors will not routinely meet with governors, trustees, multi-academy trust leaders or local authorities as part of these visits. However, if any of these wish to speak to inspectors, inspectors will try to accommodate a brief conversation.

It is expected that the normal Ofsted inspection cycle will resume in January 2021.

Find out more [here](#).

### Other News

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### Governing board meetings

If governor meetings do take place in school, this should be outside of school hours where possible. Schools and governors should ensure that any governor visits or meetings take place in accordance with the school's implementation of controls measures and new ways of working.

Governing boards may choose to maintain their alternative arrangements for holding meetings and discharging their functions. For example, by using video or teleconferencing applications to hold monitoring conversations with relevant staff.

Schools should consider how to hold elections in the autumn term in order to avoid further delay. However, these will need to be carried out alongside implementing safety restrictions

## **Governor/Trustee appointments**

NGA's advice to governing boards is:

- where schools are able to hold staff governor/trustee elections, arrangements will need to be made to allow any isolating staff to vote (this could be via email or post)
- consider running elections for parent governors/trustees electronically (most likely via email); careful consideration will be needed in these cases to ensure the process is fair and secure

If schools are unable to carry out elections, they may:

- continue to function with vacancies until such time it possible to hold governor/trustee elections and/or
- use governors/trustees whose terms have expired in an associate and/or advisory capacity

Governing boards can continue to identify and recruit new volunteers to the board.

Edited from material provided by, Department for Education, National Governance Association, Ofsted, Schoolsweek, Times Educational Supplement

## **Health and Safety Executive spot-checks**

Governors should be aware of the fact that the [Health and Safety Executive](#) (HSE) has confirmed that it will be carrying out spot-checks in schools as they return to full capacity. Spot checks will take the form of an initial phone call to review the measures taken for reopening, to minimise spread of the virus causing COVID-19. Calls made to schools will evaluate knowledge [DfE Guidance for full opening - School](#) (England) and the control measures required under health and safety legislation. Governors should ensure that school duty holders are aware of the HSE spot checks and know about the school's risk assessment and have it to hand if they receive a call from the HSE. Where the initial call raises concerns about a school's approach, it will be referred for a further intervention which may include a visit to the school.

## Useful Websites

### Department for Education (DfE) Statutory Guidance and Advisory Guidance for Schools

General DfE Website	<a href="https://www.gov.uk/government/organisations/department-for-education">https://www.gov.uk/government/organisations/department-for-education</a>
Statutory Guidance for Schools	<a href="https://www.gov.uk/government/collections/statutory-guidance-schools">https://www.gov.uk/government/collections/statutory-guidance-schools</a>
Advisory Guidance for Schools	<a href="https://www.gov.uk/government/collections/departmental-advice-schools">https://www.gov.uk/government/collections/departmental-advice-schools</a>
DfE Governance Handbook	<a href="https://www.gov.uk/government/publications/governance-handbook">https://www.gov.uk/government/publications/governance-handbook</a>
Education and Skills Funding Agency	<a href="https://www.gov.uk/government/organisations/education-and-skills-funding-agency">https://www.gov.uk/government/organisations/education-and-skills-funding-agency</a>

### The Law

All legislation	<a href="http://www.legislation.gov.uk/">http://www.legislation.gov.uk/</a>
The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013	<a href="http://www.legislation.gov.uk/uksi/2013/1624/contents/made">http://www.legislation.gov.uk/uksi/2013/1624/contents/made</a>
The School Governance (Constitution) (England) Regulations 2012	<a href="http://www.legislation.gov.uk/uksi/2012/1034/contents/made">http://www.legislation.gov.uk/uksi/2012/1034/contents/made</a>
The School Information (England) (Amendment) Regulations 2012	<a href="http://www.legislation.gov.uk/uksi/2012/1124/made">http://www.legislation.gov.uk/uksi/2012/1124/made</a>
Education Acts	<a href="http://www.legislation.gov.uk/all?title=Education%20acts">http://www.legislation.gov.uk/all?title=Education%20acts</a>

### Other sources of support

Governor Support Service website	<a href="http://www.governor.support">www.governor.support</a>
Governor Support Service on Twitter	<a href="https://twitter.com/govsandclerks">https://twitter.com/govsandclerks</a>
Governor Support Service on Facebook	<a href="https://www.facebook.com/governorsupport">https://www.facebook.com/governorsupport</a>
Hillingdon Council's information for schools	<a href="http://www.hillingdon.gov.uk/schools">www.hillingdon.gov.uk/schools</a>
Information on safeguarding children	<a href="https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children">https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children</a>
Governors For Schools	<a href="https://www.governorsforschools.org.uk/">https://www.governorsforschools.org.uk/</a>
Ofsted Website	<a href="https://www.gov.uk/government/organisations/ofsted">https://www.gov.uk/government/organisations/ofsted</a>
National Governance Association	<a href="http://www.nga.org.uk/">www.nga.org.uk/</a>
Safer Recruitment Training for Schools and Governors	<a href="https://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/">https://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/</a>
London Diocesan Board for Schools	<a href="http://schools.london.anglican.org">http://schools.london.anglican.org</a>
Catholic Education Service	<a href="http://www.catholiceducation.org.uk/schools">http://www.catholiceducation.org.uk/schools</a>
Diocese of Westminster: Schools	<a href="http://rcdow.org.uk/education/governors">http://rcdow.org.uk/education/governors</a>



## School Name (and logo)

### Formal Notice and Agenda of the Full Governing Board Meeting to be held on **Date** at **Time, Venue**

#### Attendee List

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Full Name	Role	Information
	Headteacher	
	Staff governor	
	LA governor	
	Parent governor	
	Parent governor	Vice Chair of Governors
	Co-opted governor	Chair of Governors
	Foundation governor	
	Partnership governor	
	Associate member	Non-voting
	Observer	Non-voting
	Clerk to Governors	Non-voting

#### Attendance

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Please confirm by email that you are able to attend this meeting, [email@address](mailto:email@address). You are politely asked to respond by dd/mm/yy.

If you are unable to attend, please telephone your apologies as soon as possible to the clerk to governors. Please ensure you give a reason for any non-attendance. [AN Example on 01234 567890](#). Absence (with or without apologies) is not automatically approved and must be authorised by the governing board at the meeting.

#### Declarations

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Governors and associate members are reminded that if they have a personal or business interest in any of the agenda items, then **it must be declared at the meeting**. If it is a specific interest, then it must be declared before the agenda item the person must withdraw for that part of the agenda. Where there is any question of a conflict of interest, the governing board may decide on whether that person remains in the meeting.

#### Preparation

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Governors are reminded to prepare for this meeting by reading the Headteacher's report, committee minutes and all documentation circulated with this agenda (list given below). *Come to the meeting prepared with your questions, contributions to discussion and decision making.*

**All governors and meeting attendees are politely reminded to observe and follow the Code of Conduct and Standing Orders at all times to ensure we make the best use of our time and resources. Copies can be obtained from the clerk to governors.**

#### Meeting Papers

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The following is a list of documents circulated with this agenda.

Xx

## Meeting Agenda – Autumn term 2020

Item Ref	Agenda Item	Item Lead and Timing
001/20-21	<b>Statutory Duty:</b> Apologies and the governing board's <b>acceptance or rejection for all absences.</b>	Chair/1 Min
002/20-21	<b>Statutory Duty:</b> Election of Chairman and/or Vice Chairman ( <i>where required</i> ).	Clerk/5 mins
003/20-21	<b>Statutory Duty:</b> Governing board approval of the minutes of the last meeting.	Chair/1 min
004/20-21	Matters arising from the previous minutes ( <i>if any</i> ).	Chair/2 mins
005/20-21	<b>Statutory Duty:</b> Report on membership of the governing board to include any vacancies, elections, appointments and forthcoming expiration of any terms of office	Clerk/5 mins
006/20-21	<b>Statutory Duty:</b> Reporting on delegated functions, educational performance of the school and recommendations to the full governing board: <ul style="list-style-type: none"> <li>▪ The Chairman's report (<i>including any urgent actions undertaken</i>)</li> <li>▪ Committee, link governor and working group reports</li> <li>▪ The Headteacher's Report including a data review of pupil numbers, attendance, achievement, exclusions, staffing, safeguarding, racist and bullying incidents</li> </ul>	
007/20-21	<b>Key Issues: Autumn term 2020</b>	
008/20-21	<ul style="list-style-type: none"> <li>▪ <b>Statutory Duty</b> for maintained schools to keep their constitution under review. Is your Instrument of Government still fit for purpose?</li> <li>▪ <b>Statutory Duty:</b> School's website and DfE database compliance. Have these been reviewed and updated this term?</li> <li>▪ <b>Statutory Duty</b> Compliance: Have all staff undergone performance management? Any issues to report generally?</li> <li>▪ <b>Statutory Duty</b> Compliance: GB to set the date and appoint panel for the HT performance Management in autumn term. GB to appoint the independent adviser for the HT PM.</li> <li>▪ <b>Statutory Duty</b> Review the information and format of HT/SLT reports to GB. GB to set the reporting requirements for HT to the GB for the year. Ensure a strong focus on data reporting in a format that the GB can understand to inform their decision making.</li> <li>▪ <b>Statutory Duty</b> Review the GB delegation planner, committee structure, committee membership and terms of reference to ensure that all are current and fit for purpose.</li> <li>▪ <b>Statutory Duty</b> Academies: To be aware of the revised ESFA Financial Handbook from September 2020 and ensure your establishment is compliant with any changes.</li> <li>▪ <b>Statutory Duty</b> Compliance: GB to check and report that the Single Central Register is up to date, considering any staffing changes for this new term. Note the requirement on all schools to ensure governors undergo a section 128 check.</li> <li>▪ <b>Statutory Duty</b> Compliance: Ensure required safeguarding policy changes are made in line with the updated Keeping Children Safe in Education guidance, September 2020.</li> </ul>	
009/20-21		
010/20-21		
011/20-21		
012/20-21		
013/20-21		
014/20-21		
015/20-21		
016/20-21	Review, record the <b>impact of</b> and update the School Development Plan ensuring it links to budget priorities.	Chair
017/20-21	Review and/or update of the school's self-evaluation document	Chair
018/20-21	<b>Statutory Duty:</b> School policies to be reviewed and updated this term.	Chair
019/20-21	Correspondence, information and literature received.	Chair
020/20-21	Planning, reporting back and <b>impact</b> of governors' visits to school and training attended.	Chair
021/20-21	<b>What impact has the GB made since the last meeting and expected impact from this meeting?</b>	Chair
022/20-21	Any items for discussion deemed ' <b>Confidential</b> '.	



## Governor Support Service Autumn Term 2020 & Spring 2021 - Course List

### Autumn 2020 Termly Courses

Title of Event	Date	Day	Time of Session	Venue
Clerk's Briefing	9 <sup>th</sup> Sept 2020	Wednesday	10:00-11:00	Virtual
Headteacher's Performance Management for Governors	14 <sup>th</sup> Sept 2020	Monday	18:30-20:00	Virtual
Effective Clerking	24 <sup>th</sup> Sept 2020	Thursday	18:30-20:00	Virtual
Intro. to Governance - Part 1 Autumn 2020/21	7 <sup>th</sup> Oct 2020	Wednesday	18:00-20:00	Virtual
Understanding and Monitoring the Curriculum (Primary)	14 <sup>th</sup> Oct 2020	Wednesday	18:30-20:00	Virtual
Mental Health and Wellbeing	20 <sup>th</sup> Oct 2020	Tuesday	18:30-20:00	Virtual
Intro. to Governance - Part 2 Autumn 2020/21	21 <sup>st</sup> Oct 2020	Wednesday	18:00-20:00	Virtual
Safeguarding for Governors	16 <sup>th</sup> Nov 2020	Monday	18:30-20:00	Virtual
HR Matters for Governors	24 <sup>th</sup> Nov 2020	Tuesday	18:30-20:00	Virtual
Asking the Right Questions	8 <sup>th</sup> Dec 2020	Tuesday	18:30-20:00	Virtual
Special Needs (SEND) and Governor Responsibilities	16 <sup>th</sup> Dec 2020	Wednesday	18:30-20:00	Virtual

### Spring 2021 Termly Courses

Title of Event	Date	Day	Time of Session	Venue
Basic Finance Training for Governors	13 <sup>th</sup> Jan 2021	Wednesday	18:30-20:00	Virtual
Ofsted – Understanding the New Inspection Framework	25 <sup>th</sup> Jan 2021	Monday	18:30-20:00	Virtual
Taking the Chair	10 <sup>th</sup> Feb 2021	Wednesday	18:30-20:00	Virtual
Managing Complaints	24 <sup>th</sup> Feb 2021	Wednesday	18:30-20:00	Virtual
Academy Governance	11 <sup>th</sup> Mar 2021	Thursday	18:30-20:00	Virtual
EYFS and OFSTED	18 <sup>th</sup> Mar 2021	Thursday	18:30-20:00	Virtual

## HOW TO REGISTER ON THE COURSE BOOKER WEBSITE [FIRST TIME USER]

1. In your web browser go to: <https://enhancealliance.com> or use the link in the 'Courses' section of the Governor Support Service website home page: [www.governor.support](http://www.governor.support)
2. Once on the course booking website click on the 'Register' button in the top right corner.



[Courses](#)

[Contact Us](#)

[Register](#)

[Sign In](#)


### COURSES

3. Enter your registration information as requested on the registration form and then click the "Register" button (you will then receive an email to confirm you have successfully registered on our website).

New Registration

School Name	<input type="text" value="Enter School Name"/>
Email Address	<input type="text" value="Enter Email Address"/>
Confirm Email Address	<input type="text" value="Enter Confirm Email Address"/>
First Name	<input type="text" value="Enter your First name"/>
Last Name	<input type="text" value="Enter your Last name"/>
Job Title	<input type="text" value="Enter your Last name"/>
Password	<input type="password" value="Enter Password"/>
Confirm Password	<input type="password" value="Confirm your password"/>

I understand by ticking this box and registering my account that I am accepting the [Terms and Conditions of Use](#) and [Privacy Policy](#)

I'm not a robot 

## HOW TO BOOK A COURSE

1. In your web browser go to: <https://enhancealliance.com> or use the link in the 'Courses' section of the Governor Support Service website home page: [www.governor.support](http://www.governor.support)
2. Once on the course booking website click the "Sign In" link at the top right corner of the page



[Courses](#) [Contact Us](#) [Register](#) [Sign In](#)

### COURSES

3. Enter your email address and password then click the "Log in" button

Please Sign In

  
  
 Remember Me

[Click here to register](#)  
[Forgotten my password](#)

4. Click on **GOVERNOR SUPPORT COURSES 2020-2021** to see the available courses and then click **'View Course'** to see more details about the course.

# COURSE

BOOKER

BOOK OUR  
LEARNING &  
DEVELOPMENT  
COURSES HERE

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Courses

NQT COURSES 2019 - 2020

SAFER RECRUITMENT

SAFEGUARDING DSL TRAINING (FORMERLY LEVEL 3)

EDEN ACADEMY 2018/19 SEND OUTREACH PROGRAMME

GOVERNOR SUPPORT COURSES 2019 - 2020

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Thursday  
03 Oct  
2019

Intro to Governance Part 1 – Autumn 2019

Course venue: Britannia Court UB7 7PN  
Course Capacity: 10 - Course places available: 10  
Course cost: £140.00 or free as part of our Governor Support Package

6:30pm - 8:30pm
View course

---

Wednesday  
09 Oct  
2019

Intro to Governance Part 2 – Autumn 2019

Course venue: Britannia Court UB7 7PN  
Course Capacity: 10 - Course places available: 10  
Course cost: £140.00 or free as part of our Governor Support Package

6:30pm - 8:30pm
View course

5. Select the course or courses you want to book by ticking the applicable box. Multiple courses can be booked at the same time so tick the box for all the courses you want to book.

# COURSE

BOOKER

BOOK OUR  
LEARNING &  
DEVELOPMENT  
COURSES HERE

---

Courses

NQT COURSES 2019 - 2020

SAFER RECRUITMENT

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GOVERNOR SUPPORT COURSES 2019 - 2020

---

Thursday  
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Intro to Governance Part 1 – Autumn 2019

Course venue: Britannia Court UB7 7PN  
Course Capacity: 10 - Course places available: 10  
Course cost: £140.00 or free as part of our Governor Support Package

6:30pm - 8:30pm
View course

---

Wednesday  
09 Oct  
2019

Intro to Governance Part 2 – Autumn 2019

Course venue: Britannia Court UB7 7PN  
Course Capacity: 10 - Course places available: 10  
Course cost: £140.00 or free as part of our Governor Support Package

6:30pm - 8:30pm
View course

6. Scroll to the bottom of the course list and click the “Book Course” button

Tuesday  
19 Nov  
2019

### Governors briefing on the role of the Local Authority Designated Officer

Course venue: To be confirmed  
Course Capacity: 10 - Course places available: 10  
Course cost: £140.00 or free as part of our Governor Support Package

6:30pm - 8:30pm

View course

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Thursday  
28 Nov  
2019

### Hot Topics - Autumn 2019

Course venue: Britannia Court UB7 7PN  
Course Capacity: 10 - Course places available: 10  
Course cost: £140.00 or free as part of our Governor Support Package

6:30pm - 8:30pm

View course

Book Course

7. Then on the next screen enter the information as requested and click on the “Finish” button. The information entered at this stage will be stored on the database so for all future bookings there will be no need to enter them again.

GOVERNOR SUPPORT COURSES 2019 - 2020

Course Title	Date	Time	Venue
Governors briefing on the role of the Local Authority Designated Officer	19/11/2019	6:30pm - 8:30pm	To be confirmed
Hot Topics - Autumn 2019	28/11/2019	6:30pm - 8:30pm	Britannia Court UB7 7PN

Your Details

First Name	<input style="width: 95%;" type="text"/>	First Name required
Last Name	<input style="width: 95%;" type="text"/>	Last Name required
School Name	<input style="width: 95%;" type="text"/>	School Name required
Job Role	<input style="width: 95%;" type="text"/>	Job Role required
Contact Number	<input style="width: 95%;" type="text"/>	Contact Number required

Finish

Cancel

You will receive an email confirmation of your booking/s.

# HOW TO CANCEL A COURSE

1. In your web browser go to: <https://enhancealliance.com> or use the link in the 'Courses' section of the Governor Support Service website home page: [www.governor.support](http://www.governor.support)
2. "Sign In" using your username and password.
3. After sign in click on the "My Bookings" link at the top of the page.



Courses My Account Delegates **My Bookings** Contact Us Logout

4. Click the "Cancel" button to cancel the course.

MY BOOKINGS						
Course Title	Course Date	Course Time	Course Venue	Attendee Name	Booking Status	
Clerks briefing meeting (evening)	12/09/2019	6:30pm - 8:30pm	Britannia Court UB7 7PN	Mandeep Anand	Confirmed	Cancel
Clerks briefing meeting (morning)	13/09/2019	10:00am - 12:00pm	Britannia Court UB7 7PN	Mandeep Anand	Confirmed	Cancel
New Ofsted Inspection Framework	19/09/2019	6:30pm - 8:30pm	Colham Manor Primary School	Mandeep Anand	Confirmed	Cancel
Intro to Governance Part 1 – Autumn 2019	03/10/2019	6:30pm - 8:30pm	Britannia Court UB7 7PN	Mandeep Anand	Confirmed	Cancel
Intro to Governance Part 2 – Autumn 2019	09/10/2019	6:30pm - 8:30pm	Britannia Court UB7 7PN	Mandeep Anand	Confirmed	Cancel

**You will receive an email confirmation of your cancelled booking/s.**

**IF YOU HAVE ANY QUESTIONS ABOUT HOW TO USE THE COURSE BOOKER  
OR EXPERIENCE ANY PROBLEMS WHILE USING THE SERVICE  
PLEASE CONTACT GOVERNOR SUPPORT AT:  
OFFICE@GOVERNOR.SUPPORT OR 01895 717321**



## Notes