

Director's Report to Governors

Including Governors' Training

Spring Term 2017



TOWER HAMLETS

Introduction

Welcome to the spring term report to Governors.
Hope you all had a good Christmas break.

The Director's Meeting with Governors

I look forward to seeing you on Tuesday 31 January 2017 at 6.00pm at the Professional Development Centre, 229 Bethnal Green Road, E2 6AJ. There will be information on the recent updates from the government on the National Funding Formula Review and outcomes from the LBTH SEN review. There will also be information and opportunity for discussion about other recent national and local developments, including the Tower Hamlets Education Partnership. You will receive the programme with this report.

Please send Governor Services any questions you would like to raise and confirm that you are coming so that we know how many to expect.

Email: runa.basit@towerhamlets.gov.uk or tel: 020 7364 3141.

I look forward to seeing many of you on 31 January 2017 at the PDC.

Debbie Jones
Corporate Director
Children's Services

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Dates for the Diary

Governor Services offers three types of training opportunities:

- ➔ In-school training for whole governing bodies
- ➔ Central training for all governors
- ➔ Clerks' briefing for independent clerks

School based training

Schools that have Service Level Agreements (SLAs) with the Governor Services Team can also have training for all their governors based at the school. We will be responsive and match the training to the particular requirements of governors.

Governing bodies that have not taken up an SLA but would like to benefit from the school-based training offer can contact Governor Services for further information.

Email: runa.basit@towerhamlets.gov.uk

Spring term 2017

Courses	Date/Time/Venue	Descriptions
Director's meeting with governors	Tuesday 31 January 6.00pm - 8.00pm Professional Development Centre, 229 Bethnal Green Road, E2 6AJ	The Director's termly meeting with governors: workshops, items from governors, discussion and debate. Email: governors@towerhamlets.gov.uk
Safer Recruitment Training	Various dates available	Contact Jean Morgan to book a place. jean.morgan@towerhamlets.gov.uk
Briefing for Clerks to Governing Bodies	Thursday 2 February 2017 10.00am Mulberry Place, 5 Clove Crescent, London E14 2BG	The termly briefing session for independent clerks and Governor Support Officers. Email: governors@towerhamlets.gov.uk Tel: 020 7364 3141

Courses	Date/Time/Venue	Descriptions
Induction training for new governors	Saturday 25 February 2017 9.30am - 2.00pm Professional Development Centre, 229 Bethnal Green Road, E2 6AJ	To reserve a place contact Governor Services Tel: 020 7364 3141 Email: governors@towerhamlets.gov.uk
Keeping Children and Young People Safe from Radicalisation and Extremism	For a place contact Husna Begum.	Interactive workshops for parent governors. The role of parent governors supporting schools to keep children and young people safe. For a place email: husna.begum@towerhamlets.gov.uk Tel: 020 7364 1952
Taking the Chair	Saturday 6 May 2017 9.30am - 2.00pm Professional Development Centre, 229 Bethnal Green Road, E2 6AJ	Essential training for prospective and serving chairs, vice-chairs of governing bodies and committees. Email: governors@towerhamlets.gov.uk
Finance Training	See page 24 for more information	1. Funding and Budgeting 2. Advance Financial Management One hour courses that can be delivered at the school. Email: governors@towerhamlets.gov.uk
Pupil Exclusions Level 1	Wednesday 18 March 2017 5.15pm - 7.45pm Professional Development Centre, 229 Bethnal Green Road, E2 6AB	See page 29 for more information. Email: huong.le@towerhamlets.gov.uk Tel: 020 7364 4301
Pupil Exclusions Level 2	Wednesday 15 March 2017 5.00pm - 6.45pm Professional Development Centre, 229 Bethnal Green Road, E2 6AB	See page 29 for more information. Email: huong.le@towerhamlets.gov.uk Tel: 020 7364 4301
Admissions and Appeals Training	Bespoke sessions for individual or groups of schools.	Telephone Huong Le, Pupil Services Team: 020 7364 4301 Email: huong.le@towerhamlets.gov.uk

Courses	Date/Time/Venue	Descriptions
Safeguarding workshops for governing bodies	Sessions are arranged at schools. As much notice as possible is requested.	Contact: sheila.leighton@towerhamlets.gov.uk or monty.monaghan@towerhamlets.gov.uk
Roles and Responsibilities with regard to the Education of Looked After Children Part 1	Thursday 16 March 2017 9.00am - 11.15am Professional Development Centre, 229 Bethnal Green Road, E2 6AJ	See page 16 for more information. Email: faduma.said@towerhamlets.gov.uk Tel: 020 7364 1770
Roles and Responsibilities with regard to the Education of Looked After Children Part 2	Thursday 16 March 2017 11.15am - 1.00pm Professional Development Centre, 229 Bethnal Green Road, E2 6AJ	See page 16 for more information. Email: faduma.said@towerhamlets.gov.uk Tel: 020 7364 1770

You can book a place on these courses by telephoning Governor Services on 020 7364 3141. An online application form is available on the Tower Hamlets website: www.towerhamlets.gov.uk

Online ModernGovernor training courses

On www.moderngovernor.com

Tower Hamlets Governor Services offers this e-learning service as part of schools' SLA to form and enhance the governor learning and development package.

Many governors want to be able to access training online and so we are pleased to be able to offer this opportunity now to all schools.

Contact for enquiries and for information on cost for schools without an SLA:

Tel: 020 7364 4948

Email: governors@towerhamlets.gov.uk

For Action

Update on SFVS (The Schools Financial Value Standard)

Contact for Enquiries:

Sailesh Patel

Schools Finance Manager

Tel: 020 7364 4527

Email: sailesh.patel@towerhamlets.gov.uk

Audience: All Governors

What does this mean for governors?

Governing bodies have a formal responsibility for the financial management of their schools and so the Standard is primarily aimed at governors.

The Standard contains 25 questions which governing bodies should formally discuss annually with the head teacher and senior staff; the questions cover the governing body and school staff, setting the budget, value for money and protecting public money.

It is a statutory requirement that all maintained schools complete and submit the SFVS to the local authority (LA) on an annual basis. However, the SFVS will not be externally assessed; the LA will use the school's returns to inform their programme of financial assessment and audit.

All maintained schools will be required to carry out their annual review and submit a completed Standard before the 28 February 2017, signed by the Chair of Governors, to the local authority.

DfE have also issued an assurance guide which explains DfE, local authority and schools' responsibilities, which is available on the DfE website or from the Governor Services Team.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511575/SFVS_support_notes_2016-17_FINAL.pdf

The SFVS template is attached as Appendix 1 on page 33 which needs to be completed and returned to the schools finance team.

FOR ACTION

Supporting pupils at school with medical conditions – statutory guidance

Contact for Enquiries:

Roland Ramanan

Joint Head of Support for Learning

Tel: 020 7364 6458

Email: roland.ramanan@towerhamlets.gov.uk

Audience: All School Governors

Section 100 of the Children and Families Act 2014 places a duty on governing bodies of maintained schools, proprietors of academies and management committees of PRUs to make arrangements for supporting pupils at their school with medical conditions. From 1 September 2014 all schools in England are required by law to have a medical conditions policy. A medical conditions policy should state how the school will care for any children with medical conditions, the procedures for getting the right care and training in place and who is responsible for making sure the policy is carried out. Schools must regularly review and audit their policy to make sure the arrangements for children with medical conditions are working. This policy statement should be made publicly available on the school's website.

Schools should refer to the statutory guidance Supporting pupils at school with medical conditions; statutory guidance for governing bodies of maintained schools and proprietors of academies in England.

For further information regarding the roles and responsibilities of schools and governing bodies use the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf

This guidance sets out clearly the expectations for schools in addition to specific arrangements such as care plans as well as the administering and storage of medications.

FOR ACTION

Maintained School Website – what you need to publish (NGA checklist)

Contact for Enquiries:

Runa Basit

Head of Governance and Information

Tel: 020 7364 4302

Email: runa.basit@towerhamlets.gov.uk

Audience: All Maintained School Governors

	Not Published	To be uploaded	Published
Required by law			
School contact details including school name, postal address and telephone number, along with a contact name for the member of staff who deals with parent and other queries.			
A statement of the school's ethos and values.			
Admission arrangements – publish your school's admission arrangements, explaining how you will consider applications for every age group, including: <ul style="list-style-type: none"> ➔ arrangements for selecting the pupils who apply ➔ your oversubscription criteria (how you offer places if there are more applicants than places) ➔ an explanation of what parents should do if they want to apply for their child to attend your schools ➔ publish details of how parents can find out about your school's admission arrangements through your local authority. 			
Link to the school's recent Ofsted inspection and Department for Education's Performance Tables or publish this on the website.			

Required by law	Not Published	To be uploaded	Published
<p>Where applicable, the most recent Key Stage 2 results, provided under the following headings:</p> <ul style="list-style-type: none"> ➔ the expected standard or above in reading, writing and maths ➔ average progress in reading, writing and maths ➔ an average 'scaled score' in reading and maths ➔ a high level of attainment in reading, writing and maths. 			
<p>Where applicable, the most recent key stage 4 results, provided under the following headings:</p> <ul style="list-style-type: none"> ➔ attainment 8 score ➔ progress 8 score ➔ percent who got a 'good pass' in English and maths ➔ percent achieving the English Baccalaureate ➔ for secondary schools, the percent of pupils moving on to further education, training or employment must be on the website. 			
<p>For Key Stage 5 results (if applicable), schools must publish (from March 2017):</p> <ul style="list-style-type: none"> ➔ the progress students have made in English and maths ➔ the progress students have made compared with students across England ➔ the average grade that students in your college get at 16 to 19 study (Key Stage 5). <p>Schools must also publish 16-19 student 'retention' rates (percent who finish their programmes) and student 'destinations' (percent who go onto further education, training, or employment after sixth form).</p>			
<p>The following curriculum information must be outlined for each academic year group and every subject:</p> <ul style="list-style-type: none"> ➔ curriculum content, and details of how additional information relating to the curriculum may be obtained by parents ➔ for Key Stage 1, the names of any phonics or reading schemes in operation ➔ for Key Stage 4, a list of all courses available, including GCSE's. 			

Required by law	Not Published	To be uploaded	Published
<p>The policies on:</p> <ul style="list-style-type: none"> ➔ behaviour – must comply with section 89 of the Education and Inspections Act 2006 ➔ charging and remissions policy - including activities or cases which you charge pupils parents for and circumstances where you would make an exception on a payment ➔ complaints procedure - must comply with Section 29 of the Education Act 2002. 			
<p>Schools must publish their pupil premium strategy on the website with the following details:</p> <ul style="list-style-type: none"> ➔ how much pupil premium your school has received for this academic year ➔ a summary of the barriers to educational achievement faced by disadvantaged pupils in your school ➔ how the pupil premium will address these barriers and reasons for this approach ➔ how the school will measure the impact of the funding ➔ the date of the next pupil premium strategy review ➔ how the previous academic year's allocation was spent, and its effect (impact) on the educational attainment of disadvantaged pupils. <p>As schools won't know their final pupil premium allocation until April/July they should report on the funding up to the end of each financial year. Updates to the website can be made once all of the information has been released.</p>			
<p>For schools in receipt of the PE and sport premium (primaries) – information to be published:</p> <ul style="list-style-type: none"> ➔ amount of allocation for the current academic year, how it is intended that this will be spent and how the school will make these improvements sustainable ➔ how the previous academic year's allocation was spent, and its effect (impact) on the PE, sport participation and attainment of the students who attract this funding 			

Required by law	Not Published	To be uploaded	Published
<p>For schools in receipt of Year 7 catch-up premium funding – information to be published:</p> <ul style="list-style-type: none"> ➔ amount of allocation for the current academic year and how it is intended that this will be spent ➔ how the previous academic year's allocation was spent; and its impact on the attainment of the students who attract this funding. 			
<p>Special educational needs (SEN) report published by the governing body including:</p> <ul style="list-style-type: none"> ➔ admission arrangements for students with SEN or disabilities ➔ steps taken to prevent students with SEN from being treated less favourably than other students ➔ access facilities for students with SEN ➔ the school's accessibility plan. 			

FOR ACTION

Publishing information about governance structures

In the interests of transparency, a school must publish on its website up-to-date details of its governance arrangements in a readily accessible format. This effectively means it should be on a webpage and avoids the need to download or open a separate document.

	Not Published	To be uploaded	Published
The structure and remit of the governing body and any committees, and the full names of the chair of each.			
For each governor who has served at any point over the past 12 months, their full names, date of appointment, date they stepped down (where applicable) and who appointed them (in accordance with the governing body's instrument of government).			
Relevant business and pecuniary interests (as recorded in the register of interests) including: <ul style="list-style-type: none"> ➔ governance roles in other educational institutions ➔ any material interests arising from relationships between governors or relationships governors and school staff (including spouses, partners and close relatives). 			
For each governor their attendance record at governing body and committee meetings over the last academic year.			
The same information as above for any associate members, making clear whether they have voting rights on any of the committees to which they have been appointed.			

FOR ACTION

Roles and Responsibilities with regard to the Education of Looked After Children

Contact for Enquiries:

Lorraine Wood

Senior Teacher - Virtual School for LAC

Tel: 020 7364 1770

Email: lorraine.wood@towerhamlets.gov.uk

Audience: All Governors

Roles and Responsibilities with regard to the Education of Looked After Children

Thursday 16 March 2017

Tower Hamlets Professional Development Centre

Bethnal Green Road, London E2

The training will be in two parts (Governors should attend Part 1 only)

Part 1. 9.00am to 11.15am:

The first part of the training will provide an overview of the Personal Educational Plan (PEP) process and the main roles and responsibilities of designated teachers, governors, Virtual School staff and social workers. It will include

- ➔ an update on the attainment and achievements of LAC
- ➔ DfE guidance on roles and responsibilities
- ➔ an explanation of the PEP process; ensuring appropriate and ambitious targets; promoting pupil participation
- ➔ information on the Pupil Premium Plus
- ➔ discussion of the School Provision for LAC: Self Evaluation Framework
- ➔ opportunities for networking with other professionals working with LAC.

Part 2. 11.30am to 1pm:

The second part of the training will serve as an introduction to the new electronic Personal Education Plan (E-PEP) which will be implemented for children in the care of Tower Hamlets from January 2017.

Designated teachers should attend either Part 1 and Part 2 or Part 2 only.

For Information

Consultation on 'Schools that Work for Everyone'

Contact for Enquiries:

Email: schoolsystem.consultation@education.gsi.gov.uk

Audience: All Governors

Overview

The DfE was consulting on proposals to create more good school places. The proposals included:

- ➔ independent schools to support existing or open new state schools, or offer funded places to children whose families can't afford to pay fees
- ➔ universities to commit to sponsoring or setting up new schools in exchange for the ability to charge higher fees
- ➔ allowing selective schools to expand, or new ones to open, while making sure they support non-selective schools
- ➔ allowing new faith free schools to select up to 100% of pupils based on their faith, and introducing new requirements to make sure that faith schools include pupils from different backgrounds.

More information can be found on the following link:

<https://consult.education.gov.uk/school-frameworks/schools-that-work-for-everyone/>

FOR INFORMATION

Tower Hamlets Education Partnership - Update

Contact for Enquiries:

Professional Development Centre, 229 Bethnal Green Rd, London E2 6AB

Tel: 020 7364 6846

Email: info@the-partnership.org.uk

Web: www.the-partnership.org.uk

Audience: All Governors

Membership:

A total of 88 schools have joined THE Partnership so far, around 90% of the borough's schools. This represents a powerful statement of our schools' commitment to the principles of THE Partnership and the potential power of collaborative working. There are also nine Associate Members, representing a range of local organisations who are keen to work with school to help improve the quality of life for the boroughs children and young people.

The full list of members can be found at http://api.the-partnership.org.uk:8080/wp-content/uploads/2016/09/Membership_List_Oct_17.pdf

The Membership Offer:

We are currently undertaking final work on the preparation of an 'offer catalogue', spelling out in detail the services and support that member schools – including governors – can expect from THE Partnership over the next year, and their costs. This will include the core offer that members will receive through their subscriptions, and the additional services that can be purchased at discounted rates. This will be available at the beginning of the Spring Term to allow schools to plan their budgets.

THE Partnership as a formal Schools company:

The setting up of THE Partnership as a charitable trading organisation has taken a little longer than originally anticipated. Formal legal processes often seem to throw up unexpected challenges and delays. However, thanks mainly to the sterling – and pro-bono – efforts of one of our directors, Rob Crothers, (governor at Morpeth and on the IEB at Kobi Nazrul), this is now almost complete, with formal registration expected before Christmas.

Securing seed funding for 3 years:

The council and the council commissioners have now confirmed agreement to the provision of £300,000 a year for three years to seed fund THE Partnership while it establishes itself as a sustainable organisation. The first year's funding is now ready for release, and will enable us to focus more fully on delivering the school improvement offer that you in our schools want to see.

A Partnership Data Pack:

Some member schools attended an excellent seminar on data for members on 6 December. Led by John Sinnott and Gwen Sinnott, schools were taken through a comprehensive analysis, which enabled education outcome comparisons between Tower Hamlets and other London boroughs, as well as national comparisons. They showed how data could be customised for individual schools and how a personal pack for each school, providing local detail, would be helpful in planning for the year. Such a pack would complement the national data and local POSI.

Attendees were overwhelmingly agreed in discussion that it is very useful to be able to place one's own school in this kind of context as soon as possible after results are out. Membership of THE Partnership carries an implicit agreement to share data as quickly as possible, so that a data pack of this nature could be produced for the very start of the autumn term.

Volunteers for a working party were recruited, to further develop ideas about the partnership data pack, in liaison with John and Gwen.

The potential value of survey information was also discussed, especially where several schools conduct the same survey, providing the possibility of a broader perspective for a cluster of schools, for example, the Index of Need Analysis also generated interesting discussion around how it might be used to make comparisons across similar schools or groups of students.

THE Partnership Website:

The process of redesigning and reconstructing our website continues. It is now nearing completion, and we expect it to be up and running at the start of the spring term, offering what should be a much more appealing and interactive tool for our members.

Strategic Plan:

Preparation of a strategic plan for THE Partnership, translating vision and goals into practice, is underway. The plan will set out the specific actions through which our goals will be delivered, and the baselines and targets for our proposed outcomes. We expect a consultation draft to be ready for members early next term.

FOR INFORMATION

Early Help Hub

Contact for Enquiries:

Jill McGinley

Head of Parent and Family Support Service

Tel: 020 7364 4946

Email: jill.mcginley@towerhamlets.gov.uk

Audience: All Governors

Early Help is well established in Tower Hamlets and delivered effectively in Tower Hamlets schools.

Early Help aims to ensure children; young people and their families are able to get the right services at the right time and in the right place and might include support with:

- ➔ school attendance and accessing early years provision
- ➔ transition
- ➔ parenting
- ➔ health
- ➔ education, training and employment
- ➔ behaviour
- ➔ drugs and alcohol
- ➔ emotional wellbeing
- ➔ crime prevention.

Early Help operates within the Family Wellbeing Model which includes universal (Tier 1), targeted (Tier 2) and specialist services (Tier 3). There are a range of Early Help services which support Tier 2 work in schools. These include:

- ➔ Local Authority Services
- ➔ Voluntary Sector Organisations
- ➔ Health Services

Despite the quality of the Early Help, there has been a growing concern that a proportion of referrals to the Child Protection Advice Line (CPAL) and Multi-agency Safeguarding Hub (MASH) result in no further action (NFA) because they have been referred to Tier 3 services when they would have been more appropriately managed at Tier 2.

Therefore we are currently establishing an Early Help Hub.

The Early Help Hub (EHH) is a new children and families service – it will provide a single point of contact for people and professionals to get advice and support and assist where front line services, for example schools, children's centres, youth provisions, health centres, doctors surgeries etc are unable to meet needs or extra support is required.

The Early Help Hub will support staff with use of the eEHA (CAF), provide general advice and guidance on operating a Team Around a Child (TAC), support practitioners to work in an integrated way with children, young people and their families and also support the co-ordination of the Social Inclusion Panel (SIP) process.

The EHH is based in the Town Hall, Mulberry Place and will initially operate Monday / Friday 10.00am - 1.00pm (contact outside that time should go through the Children's Services Hotline).

The contact details are below:

Email: earlyhelp@towerhamlets.gov.uk

Tel: Early Help Hub – ext 5744 (Monday / Friday 10.00am - 1.00pm)
Children's Services Hotline– ext 5006 (All other times)

FOR INFORMATION

Finance Training Courses for Governors

Contact for Enquiries:

Sailesh Patel

Schools Finance Manager

Tel: 020 7364 4527

Email: sailesh.patel@towerhamlets.gov.uk

Audience: Chairs and members for the Finance Committee

What does this mean for Governors?

Financial management training is essential for school governors. This course is aimed at new governors but will also be of interest to more experienced governors who have not previously attended a finance course.

Funding and Budgeting

The link to school improvement: ensuring your financial decisions and monitoring drive school improvement.

This course explains the factors that generate school funding and the key factors involved in setting a school budget. The main aspects of financial control will also be introduced. It is particularly suitable for new chair of governors, finance committee members and those governors who might consider joining the finance committee.

Topics to be covered include:

- ➔ School funding
- ➔ Building a budget – revenue and capital
- ➔ Medium term financial planning
- ➔ Financial control
- ➔ Signposts for additional help and information

Advanced Financial Management

The link to school improvement: ensuring your financial decisions and monitoring drive school improvement.

This course is designed to provide governors with a detailed understanding of schools' funding, budgeting and financial control to enable them to provide informed support to head teachers and school financial staff.

Topics to be covered include:

- ➔ Funding Forecasting
- ➔ Budget Modelling
- ➔ Staffing Structures
- ➔ Financial Control
- ➔ Outturn Forecasting
- ➔ Benchmarking

These one-hour courses can be delivered at the school, as part of your SLA with Governor Services or cost £95. To book a session, please email governors@towerhamlets.gov.uk.

FOR INFORMATION

Safer Recruitment

Contact for Enquiries:

Sheila Leighton

Safeguarding Training Coordinator

Tel: 020 7364 2327

Email: sheila.leighton@towerhamlets.gov.uk

Audience: All Governors

What does this mean for Governors?

Mandatory Renewal of Accreditation

It is now mandatory that Safer Recruitment Training is re-taken every five years. Certificates of Safer Recruitment accreditation will not be recognised by OFSTED if the date of accreditation is longer than five years. As the Safer Recruitment Training workshops in Tower Hamlets commenced in December 2007, many delegates will be due for renewed training in the coming year. Also, some Headteachers/ School Governors may have gained accreditation by the online route prior to December 2007 and may be due to renew their training. Bearing the need for renewals in mind, we will arrange more sessions, based on resultant demand.

The venue:

Room 1, Toby Lane, Harford Street, London E1 4DN

The course will start at 9am prompt and finish at approximately 4.30pm.

You must be available for the whole day due to the assessment at the end of each session.

Tea and coffee available from 8.45am.

Lunch is provided.

Fee: £80 per person

Please note we need 72 hours notice for cancellation or each place will be charged at the full rate.

Who should attend?

This one day workshop is aimed at all those who recruit staff, who work with and around children and young people

Every such establishment is expected to have staff, who sit on recruitment panels for such posts to gain accreditation for Safer Recruitment via the Safer Recruitment training workshop. All panels recruiting staff to work with children will be expected to have at least one member who has successfully completed the Safer Recruitment training.

Participants at this workshop will have the opportunity to undertake an assessment at the end of each session. Those who successfully complete the assessments will receive accreditation and certificate confirming they have attended Safer Recruitment training which complies with the above requirement, sight of which may be required in the future OfSTED inspections.

Aims

- ➔ To give participants and awareness and understanding of offender behaviour
- ➔ Identify the key features of staff recruitment that help deter or prevent the appointment of unsuitable people
- ➔ Consider policies and practices that minimise opportunities for abuse or ensure its prompt reporting
- ➔ Help participants begin to review their own and their organization's policies and practices with a view to making them safer places for children.

Programme outline

Session 1: Profile of abuse/potential abusers

Looks at how Safer Recruitment fits within wider context of safeguarding and promoting the welfare of children and the Help Children Achieve agenda, the scale of abuse; some aspects of the characteristics of abusers and the detail of how child sex abusers typically operate within organisations, and relate that to recruitment.

Session 2: A Safer Recruitment process

Looks at the importance of: planning a recruitment exercise, sending the right messages to potential applicants, following a consistent and thorough process to obtain relevant information about each applicant and short listing candidates for interviews.

Session 3: Making the right decisions

Considers the importance of making the right decisions and using structured interviews to help to that, as well as pre-employment checks on the candidate selected for appointment.

Session 4: An ongoing culture of vigilance

Examines the need for ongoing awareness and vigilance and considers how organisations can develop and maintain an environment that deters and prevents abuse and challenges inappropriate behaviour, including ensuring whistle blowing policies are effective.

To book a place contact Jean Morgan at jean.morgan@towerhamlets.gov.uk

FOR INFORMATION

Guidance and Training on the use of Pupil Exclusion

Contact for Enquiries:

Terry Bryan

Head of Pupil Services

Tel: 020 7364 4304

Email: terry.bryan@towerhamlets.gov.uk

Audience: All Governors of Maintained Schools

This is to remind governors of the guidance, advice and training on the use of Pupil Exclusion.

Background

The DfE guidance on 'Exclusion from School and Pupil Referral Units' is available via:

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

Governing Bodies have a statutory duty to have regard to this guidance when making decisions on pupil exclusions and administering the exclusion process. This is part of the governors' role on pupil behaviour, which includes the setting of the school's behaviour policy and a framework within which the school should operate. The Local Authority (LA) also has guidance for schools and governing bodies on pupil exclusion and related matters, which is available from: huong.le@towerhamlets.gov.uk.

The LA guidance is provided as a helpful supplement to the DfE guidance with additional information specific to Tower Hamlets as well as advice to support governors' in their role.

What does this mean for governors?

Governors who serve on Pupil Discipline Committees need prior knowledge of the statutory and local guidance on pupil exclusion and to attend training on exclusions. Discipline Committee members should attend periodic refresher training as the regulations and best practice guidance change regularly. A lack of familiarity with the guidance could lead to an Independent Review Panel directing a school to review its decision to permanently exclude a child and impose a significant financial penalty if the governing body fails to do so.

The local authority provides training for governors and clerks, which is delivered at two levels:

- ➔ Level 1: an introduction to a governor's role in pupil exclusion for those with little or no prior experience of pupil discipline committees.
- ➔ Level 2: an advanced course for chairs, vice chairs and governors who chair pupil discipline committees. Participants should have attended the Level 1 workshop, or have equivalent experience of pupil exclusion. Dates and times can be found on page 6.

Bespoke sessions for individual schools or groups of schools can also be arranged by telephoning or emailing Huong Le in the Pupil Services Team on Tel: 020 7364 4301 or huong.le@towerhamlets.gov.uk

Support

Organisations, publications and websites which support governors in their roles

➔ The Governors Handbook

All school governors need to know their legal responsibilities and how these fit in with the responsibilities of the headteacher, the local authority (LA) and the Secretary of State for Education. The Governors Handbook (January 2015) provides information about the role and legal duties of governing bodies in maintained schools and academies (including free schools).

The Governors Handbook can be found on the DfE website or downloaded via this link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395789/Governors_Handbook.pdf

➔ The National Governors' Association is the representative body for school governors in England. <http://www.nga.org.uk/>

The NGA works for governors by:

- ⊕ supporting local governor associations and governing bodies
- ⊕ lobbying ministers and policy makers
- ⊕ producing high quality guidance and information
- ⊕ organising events and conferences.

Governors can join the NGA as individuals, as members of a governing body, or through their local governors' association.

➔ School Governors One Stop Shop (SGOSS) is a small charity which recruits volunteers to become governors in schools across England. SGOSS has won awards for the way it works with volunteers, builds partnerships with employers, manages its finances, and develops its staff. Its services are FREE to local authorities, volunteers, employers and schools. <http://www.sgoss.org.uk/home/>

➔ **Collective of Bangladeshi Governors**

The Collective of Bangladeshi School Governors is a voluntary organisation which promotes the recruitment of governors in the borough. It also supports serving governors in the performance of their duties and responsibilities.

For more information, email the Collective of Bangladeshi School Governors collective.bsg@googlemail.com
<https://www.cbsg.org.uk/>

➔ **Ocean Somali Community Association (OSCA)**

Concordia Centre, Railway Arches, 420-421 Burdett Road, London E3 AA

OSCA promotes governor recruitment among the Somali community in Tower Hamlets. It aims to increase the number of BME governors in schools, raises awareness and supports new governors.

Tel: 020 7987 5833 Email: abdi@oceansomali.org.uk or info@oceansomali.org.uk
<http://www.oceansomali.org.uk/>

Tower Hamlets Governor Services Team

Runa Basit	Head of Governance and Information
Andy Skelton	Governor Support Officer
Angus Huck	Governor Support Officer
Asad Muzammal	Governor Support Officer
Eric Konadu	Governor Support Officer
Kevin Phillip	Governor Support Officer
Linsey Bell	Governor Support Officer
Lorraine Feyi-Shonubi	Governor Support Officer
Oyetona Raheem	Governor Support Officer
Suzette Nicol	Governor Support Officer
Tracey Lee	Governor Support Officer
Sharon Bailey	Finance and Admin Officer
Azizur Rahman	Admin Assistant
David Stone	Locum Clerk
Monika Maywood	Locum Clerk

To contact Governor Services, email governors@towerhamlets.gov.uk or call 020 7364 3141.
 Governor Services, Fourth Floor, Mulberry Place, 5 Clove Crescent, London E14 2BG.

For more information, go to the Tower Hamlets Governor webpages:

http://www.towerhamlets.gov.uk/lgnl/education_and_learning/schools/school_governors/school_governors.aspx

APPENDIX 1

Schools Financial Value Standard (SFVS) – 2016/17 - Template

Name of School:

DfE No.:

Introduction

The Standard is a requirement for local authority maintained schools. Governing Bodies have formal responsibility for the financial management of their schools, and so the Standard is primarily aimed at governors.

What do schools need to do?

- ➔ The Standard consists of 25 questions which governing bodies should formally discuss annually with the head teacher and senior staff.
- ➔ The questions which form the standard are in sections A to D. Each question requires an answer of Yes, In Part, or No.
 - ⊕ If the answer is Yes, the comments column can be used to indicate the main evidence on which the governing body based its answer.
 - ⊕ If the answer is No or In Part, the column should contain a very brief summary of the position and proposed remedial action.
- ➔ In Section E, governors should summarise remedial actions and the timetable for reporting back. Governors should ensure that each action has a specified deadline and an agreed owner.
- ➔ The governing body may delegate the consideration of the questions to the Finance or other relevant committee, but a detailed report should be provided to the full governing body and the chair of governors must sign the completed form.
- ➔ The school must send a copy of the approved and signed Standard to their local authority's finance department and retain a copy in the school for audit purposes.

There is no prescription of the level of evidence that the governing body should require. The important thing is that governors are confident about their responses.

Support notes

Support notes are available for each question, which governing bodies can use if they wish. The notes provide clarification of the questions, examples of good practice and information on further support to assist schools in addressing specific issues.

Timetable and Submission

- ➔ **Tower Hamlet schools must submit their completed and approved form by 28 February 2017**
- ➔ Send completed forms to – Schools Finance Team email: schoolsfinance@towerhamlets.gov.uk.

Questions	Answer (Yes, In Part, No)	Comments, Evidence and Proposed Actions
A: The Governing Body and School Staff		
1. In the view of the governing body itself and of senior staff, does the governing body have adequate financial skills among its members to fulfil its role of challenge and support in the field of budget management and value for money?		
2. Does the governing body have a finance committee (or equivalent) with clear terms of reference and a knowledgeable and experienced chair?		
3. Is there a clear definition of the relative responsibilities of the governing body and the school staff in the financial field?		
4. Does the governing body receive clear and concise monitoring reports of the school's budget position at least three times a year?		
5. Are business interests of governing body members and staff properly registered and taken into account so as to avoid conflicts of interest?		
6. Does the school have access to an adequate level of financial expertise, including when specialist finance staff are absent, eg on sick leave?		

Questions	Answer (Yes, In Part, No)	Comments, Evidence and Proposed Actions
A: The Governing Body and School Staff		
7. Does the school review its staffing structure regularly?		
8. Have your pay decisions been reached in accordance with a pay policy reflecting clear performance criteria?		
9. Has the use of professional independent advice informed part of the pay decision process in relation to the headteacher?		
B: Setting the Budget		
10. Is there a clear and demonstrable link between the school's budgeting and its plan for raising standards and attainment?		
11. Does the school make a forward projection of budget, including both revenue and capital funds, for at least three years, using the best available information?		
12. Does the school set a well-informed and balanced budget each year (with an agreed and timed plan for eliminating any deficit)?		
13. Is end year outturn in line with budget projections, or if not, is the governing body alerted to significant variations in a timely manner, and do they result from explicitly planned changes or from genuinely unforeseeable circumstances?		
Value for Money		
14. Does the school benchmark its income and expenditure annually against that of similar schools and investigate further where any category appears to be out of line?		
15. Does the school have procedures for purchasing goods and services that both meet legal requirements and secure value for money?		
16. Are balances at a reasonable level and does the school have a clear plan for using the money it plans to hold in balances at the end of each year?		
17. Does the school maintain its premises and other assets to an adequate standard to avoid future urgent need for replacement?		

Questions	Answer (Yes, In Part, No)	Comments, Evidence and Proposed Actions
18. Does the school consider collaboration with others, eg on sharing staff or joint purchasing, where that would improve value for money?		
19. Can the school give examples of where it has improved the use of resources during the past year?		
D: Protecting Public Money		
20. Is the governing body sure that there are no outstanding matters from audit reports or from previous consideration of weaknesses by the governing body?		
21. Are there adequate arrangements in place to guard against fraud and theft by staff, contractors and suppliers (please note any instance of fraud or theft detected in the last 12 months)?		
22. Are all staff aware of the school's whistleblowing policy and to whom they should report concerns?		
23. Does the school have an accounting system that is adequate and properly run and delivers accurate reports, including the annual Consistent Financial Reporting return?		
24. Does the school have adequate arrangements for audit of voluntary funds?		
25. Does the school have an appropriate business continuity or disaster recovery plan, including an up-to-date asset register and adequate insurance?		

Outcome of Self-assessment

E: Summary of agreed remedial action and timetable for reporting back:

Chair of Governors (print name)

(signature)

Date of Governing Body meeting:

	Full Governing Body	Curriculum (School Development, School Standards, Teaching and Learning)	Resources (including Finance, Personnel and Premises)	Pay / Personnel Appeals	Performance Management
Spring Term	<ul style="list-style-type: none"> ➤ Head's Report ➤ Monitor School Development Plan – set new priorities ➤ Governor training ➤ Monitor roll – possible budget implications ➤ Agree budget (or summer term) ➤ Report on governor visits ➤ Agree holiday dates for next year (VA schools) ➤ Agree school prospectus 	<ul style="list-style-type: none"> ➤ Review overall curriculum policy in light of school self review ➤ Report on inclusion issues ➤ Report on behaviour and bullying issues ➤ Curriculum area reports ➤ Complete school profile 	<ul style="list-style-type: none"> ➤ Monitor budget ➤ Complete SFVS ➤ Agree virements ➤ Review staffing structure ➤ Plan new budget in line with new SDP ➤ Review Service Level Agreements – appoint clerk ➤ Premises report ➤ Review equal opportunities policies 	<ul style="list-style-type: none"> ➤ Consider staffing reductions / ending of temporary contracts in August 	<ul style="list-style-type: none"> ➤ Monitor Head's performance
Summer Term	<ul style="list-style-type: none"> ➤ Agree budget ➤ Head's Report ➤ Monitor School Development Plan ➤ Review Self Evaluation Form ➤ Monitor Governor's development plan ➤ Agree prospectus ➤ Report on governor visits ➤ Arrangements for nominations for Chair/Vice Chair ➤ Meeting dates for next year 	<ul style="list-style-type: none"> ➤ Report on behaviour policy ➤ Report on inclusion issues ➤ Report on bullying and behaviour issues ➤ Curriculum area reports 	<ul style="list-style-type: none"> ➤ Monitor budget ➤ Agree virements ➤ Plans for use of any carried-forward money ➤ Premises report 	<ul style="list-style-type: none"> ➤ Consider issues from leadership review of teacher annual salary reviews ➤ Consider succession planning 	<ul style="list-style-type: none"> ➤ Monitor Head's performance

	Full Governing Body	Curriculum (School Development, School Standards, Teaching and Learning)	Resources (including Finance, Personnel and Premises)	Pay / Personnel Appeals	Performance Management
Every meeting	<p>Reports on</p> <ul style="list-style-type: none"> ➤ Racist incidents ➤ Pupil exclusions <p>Standard Items:</p> <ul style="list-style-type: none"> ➤ Apologies for absence ➤ Declaration of pecuniary interest ➤ Minutes / matters arising ➤ Reports from committees ➤ Chair's Action ➤ Any confidential items 	<ul style="list-style-type: none"> ➤ Apologies for absence ➤ Declaration of interest ➤ Minutes / matters arising 	<ul style="list-style-type: none"> ➤ Apologies for absence ➤ Declaration of interest ➤ Minutes / matters arising 	<ul style="list-style-type: none"> ➤ Apologies for absence ➤ Declaration of interest ➤ Minutes / matters arising 	<ul style="list-style-type: none"> ➤ Apologies for absence ➤ Declaration of interest ➤ Minutes / matters arising
As necessary	<ul style="list-style-type: none"> ➤ Review aims/ethos of school ➤ Governing Body Code of Practice ➤ Receive curriculum area reports ➤ Induction of new governors ➤ Preparation for Ofsted inspection ➤ Draw up freedom of information publication scheme 	<ul style="list-style-type: none"> ➤ Review of Policies/cycle of dates 	<ul style="list-style-type: none"> ➤ Audit of school funds (to be done annually) ➤ Health and Safety Report ➤ Review personnel policies ➤ Review Finance Code of Practice (Spring term) ➤ Review policy on charges and remissions ➤ Review SEF 	<ul style="list-style-type: none"> ➤ Personnel appeals ➤ Review SEF 	<ul style="list-style-type: none"> ➤ Review Policy including leadership group (autumn term)

