

# Director's Report to Governors

Including Governors' Training

## Spring Term 2018





# Introduction

Welcome to the Spring Term Report to Governors.

## The Director's Meeting with Governors

Happy New Year!

I hope you all enjoyed the festive season and had a restful break.

I look forward to seeing you on Tuesday, 27 February 2018 at 6.00pm at the Professional Development Centre, 229 Bethnal Green Road, E2 6AJ. There will be information and discussion about recent national and local developments and a choice of governors' workshops on other topical issues. You will receive the programme in due course.

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](mailto:runa.basit@towerhamlets.gov.uk) or tel: 020 7364 3141.

I look forward to seeing many of you on 27 February at the PDC.

**Debbie Jones**  
**Director**  
**Children's Services**

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## Dates for the diary

Governor Services offers three types of training opportunities:

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

## School-based training

Governing bodies that wish to make enquiries regarding school-based training can contact Governor Services for further information. Email: [runa.basit@towerhamlets.gov.uk](mailto:runa.basit@towerhamlets.gov.uk)

## Governor training Spring Term 2018

Courses	Date/time/venue	Descriptions
GDPR Training	Tuesday, 30 January 2018 5.30pm-8.00pm Professional Development Centre, 229 Bethnal Green Road, E2 6AJ See page 9 for more information.	To reserve a place contact Governor Services. Tel: 020 7364 3141 Email: <a href="mailto:governors@towerhamlets.gov.uk">governors@towerhamlets.gov.uk</a>
Director's meeting with governors	Tuesday, 27 February 2018 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: <a href="mailto:governors@towerhamlets.gov.uk">governors@towerhamlets.gov.uk</a>
Induction training for new governors	Saturday, 24 February 2018 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: <a href="mailto:governors@towerhamlets.gov.uk">governors@towerhamlets.gov.uk</a>
Safer Recruitment Training	See page 28 for more information.	Contact Susan Quashi to book a place. Email: <a href="mailto:susan.quashi@towerhamlets.gov.uk">susan.quashi@towerhamlets.gov.uk</a>
Keeping Children & Young People Safe from Radicalisation and Extremism	For dates, contact: Email: <a href="mailto:husnara.begum@towerhamlets.gov.uk">husnara.begum@towerhamlets.gov.uk</a> Tel: 020 7364 1952	Interactive workshops for parent governors. The role of parent governors supporting schools to keep children and young people safe.

Taking the Chair	Saturday, 10 March 2018 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: <a href="mailto:governors@towerhamlets.gov.uk">governors@towerhamlets.gov.uk</a>
Dealing with parental complaints	Tuesday, 16 January 2018 9.30am-1.00pm	To book a place: Email: <a href="mailto:husnara.begum@towerhamlets.gov.uk">husnara.begum@towerhamlets.gov.uk</a> Tel: 020 7364 1952
Finance Training	See page 26 for more information.	1. Funding and Budgeting 2. Advance Financial Management  One hour courses that can be delivered at the school. Email: <a href="mailto:governors@towerhamlets.gov.uk">governors@towerhamlets.gov.uk</a>
Pupil Exclusions	Bespoke sessions for individual or groups of schools. See page 31 for more information.	Contact Huong Le for training dates. Email: <a href="mailto:huong.le@towerhamlets.gov.uk">huong.le@towerhamlets.gov.uk</a> Tel: 020 7364 4301
Admissions and Appeals Training	Bespoke sessions for individual or groups of schools.	Telephone Huong Le, Pupil Services Team: Tel: 020 7364 4301 Email: <a href="mailto:huong.le@towerhamlets.gov.uk">huong.le@towerhamlets.gov.uk</a>
Safeguarding workshops for governing bodies	Sessions are arranged at schools. As much notice as possible is requested.	Contact: Email: <a href="mailto:sheila.leighton@towerhamlets.gov.uk">sheila.leighton@towerhamlets.gov.uk</a> or <a href="mailto:monty.monaghan@towerhamlets.gov.uk">monty.monaghan@towerhamlets.gov.uk</a>

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](http://www.towerhamlets.gov.uk).

# For Action

## **Recruitment of School Governing Body Health Representatives**

### **Contact for enquiries:**

#### **Jane Wells**

Associate Director of Public Health

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OR

#### **Julia Wolska**

Public Health Officer

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## **Audience: School governors**

### **Background**

There is a clear link between children and young people's health and wellbeing and their ability to benefit from good quality teaching and to achieve their full academic potential.\*

There is also good evidence of the associations between pupils' emotional wellbeing, effective social competencies and their attainment, and between healthy eating, physical activity and child development.

Therefore the benefits of incorporating the development of healthy living into the culture, ethos and curriculum of every school are clear. It helps schools to improve their pupils' wellbeing, behaviour, attendance and attainment, and it helps children to achieve a better quality of life as they grow up.

## Towards a Healthier Tower Hamlets

An unhealthy diet and low levels of physical activity increase the risk of being overweight or obese which can adversely affect a child's physical and mental wellbeing both in the short and longer term. Childhood obesity levels in Tower Hamlets are higher than the average across London and nationally, with nearly 1 in 8 children in reception year and over 1 in 4 of children in year 6 who are obese\*\*.

Children's weight and nutrition has been identified as a key priority in the Borough's Health and Wellbeing Strategy, "Towards a Healthier Tower hamlets". The strategy identifies actions to help children achieve a healthy weight, encourage healthy eating and promote physical activity. It recognises schools as one of the key settings where healthy living for children and young people can be promoted and calls for identifying and supporting a "health representative" on the Governing Body of every school in Tower Hamlets.

## What does this mean for governors?

If you are passionate about creating the best opportunities for our children to develop into healthy happy adults, we would like to work closely with you to help our schools improve their pupils' health, social and academic outcomes. We would like to ensure each school in Tower Hamlets has a health representative on their governing body, who encourages the school to embed health and wellbeing into all of its activities, including the school ethos and environment, school policies, and its approaches to PSHE and the overall school curriculum.

As a health representative, you will support your school in developing a whole school approach to health and wellbeing, and help build relationships and trust between all school staff, health promoting professionals, parents and pupils. You will help to improve all stakeholders' understanding of the link between pupil's health & wellbeing and attainment to ensure their full support for the school health agenda.

The role will also entail maintaining a close relationship with Tower Hamlets Public Health to improve communication between schools and the Council, and support the schools' commitment to creating a healthy environment for their pupils.

You will be provided with information and other support, including network opportunities with health champions from other school governing bodies to help you shape your role.

If you are interested in actively promoting the health agenda in your school, please contact us using the details above.

\* The link between pupil health and wellbeing and attainment. A briefing for head teachers, governors and staff in education settings, PHE 2014

\*\* National Child Measurement Programme data for 2016/17

FOR ACTION

## The Data Protection Act 1998 is being replaced by a new EU Regulation

### Contact for enquiries:

**Redouane Serroukh**

Information Governance Manager

Tel: 020 7364 6570

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### Audience: School governors

A new European Regulation called the 'General Data Protection Regulation' (GDPR) will be coming into effect on the 25 May 2018. This will replace the Data Protection Act 1998.

Brexit will **not** be affecting this change in legislation, as the UK Government has already signalled their commitment to the GDPR. It will also come into effect before the UK formally leaves the EU. We are therefore legally required to be compliant as of 25 May 2018.

There are a number of areas within Data Protection that have changed or become stricter. Below is a quick summary of the key changes that will affect schools.

### What does this mean for governors?

- ➔ **Privacy Notices** (also known as Fair Processing Notices) should already contain basic information like the reason information is being collected and who it may be shared with. The GDPR now requires that the following information also be provided to individuals when collecting their data:
  - ➔ The legal basis being relied upon for processing the information (i.e. is it statutory or consent based?)
  - ➔ How long you plan to keep the data held for? (this should be linked to a retention policy)
  - ➔ Information about the rights of the individual, which includes the right to access information about themselves, the right to complain and also a new right known as the 'right to be forgotten'.

- ➔ **Consent**, if it is being relied upon as the legal basis for processing information, must now be demonstrable and can no longer be as a result of inactivity (i.e. an opt out method) or verbal only, without any recording. The consent must also be demonstrated to be freely given, specific, informed and unambiguous.
- ➔ **Right to be forgotten** is a new right that each individual has. A request can be made for data about the requestor to be deleted. This will be where consent has been withdrawn, or where the purpose under which the information was being processed no longer exists. However, the further retention of such data will be lawful in some cases where it is necessary for compliance with a legal obligation or for the exercise or defence of legal claims.
- ➔ **'Information Society Services'** refers to information of children under the age of 16 (the UK Government may reduce this to 13) being processed for online services where a profile is being created or a log in is required for services specifically directed at the child. Consent for such a service must now be obtained from the holder of parental responsibility for the child.
- ➔ **Notification to the ICO** – The current system of notification under the DPA will be replaced by a requirement for data controllers (each school) to keep an internal record in relation to all personal data they process. The record must include, among other things, details of the purpose of processing personal data, recipients, time limits for erasure as well as a general description of the technical and organisational measures in place protecting the data.
- ➔ **Commissioning of services** that include the transfer of personal data must now be more strictly regulated. When commissioning any service, you are required to obtain assurance that the organisation is already compliant with the GDPR before entering into a contract with that organisation. Failure to do so could render the school liable for a breach by the commissioned service.
- ➔ **Information security breaches** must now be reported to the ICO within 72 hours unless unreasonable to do so. Not reporting an incident could in itself amount to a breach of the GDPR. Fines for breaching the GDPR have also risen significantly from the maximum of £500,000 under the Data Protection Act to a maximum of 20 Million Euros under GDPR.
- ➔ **Statutory Data Protection Officer (DPO) role** has been introduced as part of the GDPR. The DPO should be suitably qualified for the role and does have to be an existing employee, the role can be a paid for service or a contractor. The role of the DPO is:
  - ➔ to inform and advise the school and all staff who are processing personal data of their obligations pursuant to the GDPR
  - ➔ to monitor compliance with the GDPR, including the assignment of responsibilities, awareness-raising and training of staff involved in the processing operations, and the related audits

- ➔ to provide advice where requested with regards to the data protection impact assessment and monitor its performance pursuant to article 33
- ➔ to cooperate with the supervisory authority (the ICO)
- ➔ to act as the contact point for the supervisory authority on issues related to the processing of personal data.

## GDPR Training

The Council is providing GDPR training to all schools to better equip schools with practical guidance on how to become compliant with the new Regulation. Schools are invited to attend any of the following sessions which are all held at the PDC:

- ➔ 9 January 2018 – 9.00am-12.30pm
- ➔ 16 January 2018 – 9.00am-12.30pm
- ➔ 23 January 2018 – 1.00pm-4.30pm

A further session has been arranged specifically for School Governors which is also being held at the PDC on:

- ➔ 30 January 2018 – 5.30pm-8.30pm

# GDPR training for Tower Hamlets schools

## Clarity and guidance on the road to compliance



How ready are you for GDPR?  
The General Data Protection Regulation (GDPR) will become law on 25 May 2018.

Find out what impact this will have on your school and what steps need to be taken to become compliant.

Become equipped with the necessary knowledge to lead your school into compliance and avoid any fines.



### **Dedicated GDPR training for School Governors** **30 January 2018**

Registration starts at 5.30pm

Training will be held at the Professional Development Centre (PDC)  
229 Bethnal Green Road, London E2 6AB

The cost per Delegate is only £75.

Book and secure your date soon by emailing:  
[governors@towerhamlets.gov.uk](mailto:governors@towerhamlets.gov.uk)

The GDPR training will include discussions on:

- What is new in the GDPR?
- The GDPR Principles
- The (new) GDPR rights of individuals
- Privacy Notices
- Consent
- The Data Protection Officer role
- Contracts and procurement
- Data breaches and fines
- Privacy Impact Assessments
- Data Audits

The GDPR Training will be delivered by Redouane Serroukh – Information Governance (IG) Manager for Children’s and Adults Services at LBTH.

Redouane has managed the IG Team at LBTH for over 8 years and previously worked at PwC in the Knowledge Management division. Redouane is a BCS certified practitioner in the Data Protection Act and the Freedom of Information Act. He also holds a BCS Certificate in Information Security Management Principles (CISMP). Redouane has recently completed a Certified GDPR Practitioner Course and is managing the GDPR implementation within his Directorates.

FOR ACTION

## An update on the development of the SEND strategy

### Contact for enquiries:

**Christine McInnes**

Divisional Director Education and Partnership

Tel: 020 7364 4056

Email: sharon.thomas@towerhamlets.gov.uk

### Audience: School governors

During the autumn term a public consultation was carried out on the new draft SEND strategy which is being jointly developed by the London Borough of Tower Hamlets (LBTH) and Tower Hamlets Clinical Commissioning Group (THCCG).

Funding for SEND totals well over £50 million annually (excluding transport costs) and it comes from three main sources

- ➔ the high needs funding block (from the DfE), currently £44.7 million, plus a projected overspend for 2017-18
- ➔ Children's social care expenditure on children and young people with SEND, largely the provision of short breaks and respite together with support and care for those who are looked after: £4.6 million
- ➔ TH CCG also oversees contracts and expenditure on health care for children and young people with SEND. Preliminary analysis has identified at least £2.1 million of support commissioned for children with the highest needs. It is anticipated that this is an underestimate.

Growing demand, increasing complexity and changing needs mean that we must ensure that as a system we are making the right, evidence based decisions in a transparent way to get good value for money. Once the strategy is finalised, it will provide the underpinning framework to guide some difficult decision making where there are many competing pressures.

With 1 in 7 children and young people in Tower Hamlets having SEND, they are an important group of vulnerable residents. There was almost 100% agreement from respondents to the consultation about the need to improve the leadership of SEND and to establish a SEND Board to ensure rigorous accountability.

Building on the early public engagement work which shaped the draft strategy, a variety of live events took place to complement the online consultation.

Engagement recorded included:

- ➔ Responses to the online survey – 91 responses
- ➔ Parents/carers and young people – 140 participants
- ➔ SENCOs and other professionals – 86 participants.

In addition to responses from individuals, the online survey offered the opportunity for responses to be submitted on behalf of organisations. Responses submitted by organisations included:

- ➔ Tower Hamlets Deaf Children's Society
- ➔ The Tower Hamlets Parent and Carers Council
- ➔ Tower Hamlets Education Partnership (THEP)
- ➔ Our Time, all-abilities young people's group
- ➔ The Phoenix Parents Advice and Support Group
- ➔ At least three early years settings and five schools.

The feedback was overwhelmingly positive as illustrated by these comments

- ➔ "With the correct structure and commitment this could drastically improve children's lives and futures in Tower Hamlets";
- ➔ "A clear strategic vision is required in order to ensure all children with SEND in Tower Hamlets receive equal support no matter where they live in our borough";
- ➔ "Joined up working will be critical, and not letting things slip or get delayed."

The key areas of the draft strategy which elicited comments included

- ➔ Leadership
- ➔ Communication
- ➔ Transparency, finances and reporting
- ➔ Opportunities for young people post-16
- ➔ The SEND Charter
- ➔ Timeliness of assessments for different children with SEND
- ➔ Early intervention and early years.

Three significant projects are underway in parallel with the strategy development work.

Schools and professionals are currently piloting a whole new suite of Education, Health and Care materials within a streamlined decision making process. The materials and process will be evaluated ready for a September 2018 launch.

With regard to the finances, an advisory group of school leaders have been working with officers to develop recommendations to make changes that will improve value for money and effectiveness in meeting need.

Finally, in order to prepare effectively for the growing demand for SEND school places and to inform sound decisions about capital expenditure, the LA is for the first time undertaking a detailed SEND pupil place planning process in collaboration with special school headteachers.

Thank you to all who have contributed to this important development work and we look forward to sharing the final strategy in the Summer term.

## **What does this mean for governors?**

To be aware that there will be changes in SEND in the next financial year and we will be writing to Governing Bodies during the spring term to explain the implications of these changes.

FOR ACTION

## **DfE Additional funding for schools in 2018-19 and 2019-20**

### **Contact for enquiries:**

**Sailesh Patel**

Schools Business Partner

Tel: 020 7364 4527

Email: sailesh.patel@towerhamlets.gov.uk

### **Audience: School governors**

On 17 July 2017, the Secretary of State for Education, Justine Greening, announced:

- ➔ Additional funding of £1.3bn for schools over two years for 2018-19 and 2019-20. There would be £416m in 2018-19 and £884m in 2019-20;
- ➔ Confirmation that the new National Funding Formula would be introduced from 2018-19;
- ➔ That in 2018-19 and 2019-20, the National Funding Formula will set indicative budgets for each school, and the total schools funding received by each local authority will be allocated according to the new national fair funding formula;
- ➔ Confirmation that the PE and Sports Premium for primary schools will increase from £160m to £320m. (Tower Hamlets primaries on average will increase from £9k to 18k per school). All primary schools will receive an increase in their PE and sports premium funding in the next academic year.

The additional funding would mean that for the first two years of the new National Funding Formula:

- ➔ There would be an increase in the basic amount of funding provided for all pupils for 2018-19 and 2019-20;
- ➔ There could be gains of up to 3% in per pupil funding in each of the next two years for those schools who have previously been underfunded; (all inner cities and London are considered in the National Funding Formula (NFF) as over-funded)
- ➔ A per pupil cash increase of a minimum of 0.5% per annum for all schools in 2018-19 and 2019-20. (Tower Hamlets average per/pupil amount would increase by £27.50 in both years).

The announcement that indicative budgets will be set for individual schools for both 2018-19 and 2019-20 indicates that the 'hard' implementation of the new formula will be delayed by a year until 2020-21 (the hard implementation is when budgets are set at a national level by the EFA).

The funding for the increases announced will be met from within DfE budgets, specifically: this is not new money from the Treasury. As the Education Secretary said in the Commons, the additional investment in schools 'will be funded in full from efficiencies and savings [...] rather than higher taxes or more debt'.

- ➔ £420m from 'efficiencies and savings across the education capital budget', of which £315 million will come from cutting funding for 'healthy pupils' scheme via soft drinks industry levy.
- ➔ £280m from Free Schools budget savings, which will in part be delivered through the government 'working more collaboratively with local authorities to provide free schools to meet basic need'. The Education Secretary means that only 110 of the 140 free schools announced at the Budget will go ahead. The remaining 30 schools will still be opened, but as standard local authority-run institutions.
- ➔ £250m and £350m of re-prioritised funding in 2018-19 and 2019-20 respectively, including £200m from the central school improvement programme budget. In other words, Ms Greening plans to raid parts of her overall education budget to pay for 'core' schools funding.

Details of the full oral statement made to Parliament is available at:

[www.gov.uk/government/speeches/justine-greening-statement-to-parliament-on-school-funding](http://www.gov.uk/government/speeches/justine-greening-statement-to-parliament-on-school-funding)

## Conclusion

The announcement of an extra £1.3 billion for schools will spare them the cuts they were due in the next two years in the education budget. However, since 2015, funding per pupil has fallen in real terms by 4.6 per cent. Spending per pupil will remain at the same low level for the next two years.

FOR ACTION

## **Responding to the revised statutory guidance – “The Designated Teacher for Looked After and Previously Looked After Children”**

**Contact for enquiries:**

**David Cregan**

Virtual School Headteacher

Tel: 020 7364 6304

Email: [VirtualSchool.forLookedAfterChildren@towerhamlets.gov.uk](mailto:VirtualSchool.forLookedAfterChildren@towerhamlets.gov.uk)

### **Audience: School governors**

Revised statutory guidance calls upon schools to review their work around Children Looked After and for the first time children previously LAC – termed Post-LAC

The DFE recognise that previously looked after children (Post-LAC) have many of the same needs and issues as those who are currently in care. Attainment data for both groups shows that they do not perform as well as other children. They recognise the work done by Virtual School's and the Designated Teachers in school has supported improving educational outcomes for those in care so want to extend this good practice to Post-LAC.

These include:

- ➔ Those who have now been adopted
- ➔ Those under a Special Guardianship Order (SGO) E.g. living with a aunt etc
- ➔ or are subject to a child arrangements order

The consultation on the guidance ended on 27/11/17. The further information on the guidance and consultations can be accessed at:

[www.gov.uk/government/consultations/revised-guidance-for-virtual-school-heads-and-designated-teachers](http://www.gov.uk/government/consultations/revised-guidance-for-virtual-school-heads-and-designated-teachers)

## What does this mean for governors?

The duty of the Governing Body (GB) is to appoint a suitably qualified and experienced member of staff as Designated Teacher (DT) to support both groups of children. This member of staff should be a member of SLT able to influence policy, ethos and be accountable to the GB. The DT must undertake suitable training.

Governing bodies have a responsibility to hold their schools to account by asking specific questions.

- ➔ What is the role of the DT in training whole staff and providing leadership across the school to ensure the needs of LAC and Post-LAC are met?
- ➔ Do school policies support the inclusion and progression of these groups in the school?
- ➔ Has progress and attainment data for these groups been produced and compared to that of the whole school cohort? This should include attendance and exclusions monitoring.
- ➔ Has a report on the impact of "pupil premium +" for LAC been produced detailing the support these children have received?

Please note "Pupil Premium +" is an additional sum of money held by the Virtual School to support LAC children. Post-LAC receive Pupil Premium funding directly to the school. This spending and impact should be separately reported by the DT.

FOR ACTION

## **Statutory Duty on school governors regarding Careers Guidance**

### **Contact for enquiries:**

**Steve Grocott**

Service Manager Careers

Tel: 020 7364 5644

Email: [steve.grocott@towerhamlets.gov.uk](mailto:steve.grocott@towerhamlets.gov.uk)

### **Audience: School Governors**

### **The role of the governing body**

(from Careers Guidance and Inspiration in Schools – Statutory guidance for governing bodies school leaders and school staff – April 2017)

The statutory duty requires Governing Bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

The Governing Body must ensure that the independent careers guidance provided:

- ➔ Is presented in an impartial manner
- ➔ Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- ➔ Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

Strong school leadership is crucial to raising the aspirations of all pupils, encouraging them to overcome barriers to success and to do what it takes to fulfil their potential. The governing body should provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements. The governing body's advice should be informed by the requirements and the key principles for good careers guidance set out in this document – see key points in particular.

Schools should work with local authorities those young people at risk of not participating post-16.

The Gatsby Good Careers Guidance Benchmarks 2014 outlines the following themes for Schools to adopt :

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The local authority will work with schools and colleges to support them in fulfilling their statutory duty to secure independent impartial Careers Guidance. This will include the opportunity to schools and colleges buy Careers Services from the local authority.

The local authority will maintain its service to vulnerable young people. As part of our Statutory Duty we will support young people 16-19 who are 'at risk of becoming ,or who are ,not in education ,employment or training NEET ', this will include Looked After Children ,Young People known to the YOT and Young people with Special Needs ( Young people with Special Needs can receive support up to the age of 25).

We are developing an enhanced website and social media offer to provide self-help for less vulnerable young people.

The local authority will continue to provide support to schools and colleges to deliver their Careers Education Information Advice and Guidance offer including INSET and curriculum support. Moving the service in to Workpath will enhance the Labour Market Information offer and links to employers.

With the move to taking 3 linear A levels schools need to think through what will give their students the edge when applying for University ,Higher and Degree Apprenticeships. In order to develop the students social and cultural capital and employability skills a good start is to go for the Careers Quality Award which picks up the Gatsby standards.

## What does this mean for governors?

Governors need to ensure the school is meeting its statutory requirement as above.

# For Information

## Tower Hamlets Education Partnership

### Contact for enquiries:

**Tracy Smith**

229 Bethnal Green Road, London E2 6AB

Tel: 020 7364 6846

Email: [info@the-partnership.org.uk](mailto:info@the-partnership.org.uk) or [tracy.smith@the-partnership.org.uk](mailto:tracy.smith@the-partnership.org.uk)

Web: [www.the-partnership.org.uk](http://www.the-partnership.org.uk)

### Audience: All governors

The first term of the year has also been a busy one for The Partnership; my priority as Executive Director has been to get into schools to meet with Headteachers and to start to understand their school improvement agendas. I have visited the following schools and will continue a programme of visits in the Spring Term:

### School Visits

**Nursery:** Columbia, Rachel Keeling

**Primary:** Bangabandhu, Ben Jonson, Bigland Green, Bonner, The Clara Grant, Globe, John Scurr, Lansbury Lawrence, Malmesbury, Manorfield, Marion Richardson, Mowlem, Redlands, St Saviours, Smithy Street, Stebon, Thomas Buxton

**Secondary:** Bishop Challoner, Bow, Central Foundation, City Gateway, George Green's, Green Springs, Langdon Park, London East AP, London Enterprise Academy, Morpeth, Mulberry, Mulberry UTC, Oaklands, St Paul's Way, Sir John Cass, Stepney Green, Swanlea, Wapping

**Special:** Beatrice Tate, Phoneix, Stephen Hawking

## Key Developments

The Primary Partnership team, led by Alison Gawthrope has a well deserved and long established reputation for excellence and has made a significant contribution to supporting schools with their development; as we end the term every primary school in the local authority is good or outstanding.

We have an exciting initiative for Primary schools that will start in the Spring Term, working with David Reedy, General Secretary of the United Kingdom Literacy Association (UKLA,) on an innovative 'Creative Grammar' research project.

A key focus was to establish a programme for secondary schools and thus far we have recruited a team of Leadership Consultants to provide challenge and support to secondary Headteachers, set up some secondary subject and leadership networks, developed a programme for new heads and a secondary middle leadership programme.

The Partnership will be working with the 3 Teaching Schools that are members to develop a strategy around ITT and the offer for NQTs – 'Teach Tower Hamlets'. We will also be making a bid to the Strategic School Improvement Fund (SSIF) to support a project to improve Maths at KS4. This is an area wide priority for our RSC sub region and something many of our secondary schools are working on. Ian Jones (Marion Richardson) attended a DfE seminar on reducing workload on behalf of THE Partnership and we are setting up a working group to explore the issue of how we can collaborate to address this.

We will be consulting with Headteachers about The Partnership's work and our membership offer for 2018 early next term.

## Chair of Governors Forum

In the spring term we will be meeting with the four Chairs of Governors of the schools that hosted the Governor Roadshows and also with Dave Lake who represents Governors on The Partnership Advisory Council to develop a Forum for Chairs. This will provide a way for CoG to network and identify areas of development. More information will follow the meeting in January.

It has been a very positive term for our schools with some great results, excellent Ofsted outcomes and the really positive news from The Social Mobility Commission that Tower Hamlets is the 3rd best local authority for social mobility. We look forward to working with you in 2018.

**Tracy Smith**  
**Executive Director**  
**Tower Hamlets Education Partnership**

FOR INFORMATION

## **Integrated Early Years' Service updates**

### **Contact for enquiries:**

**Abdul Quddus**

Joint Area Coordinator

Tel: 020 7364 5402

Email: [abdul.quddus@towerhamlets.gov.uk](mailto:abdul.quddus@towerhamlets.gov.uk)

### **Audience: School governors**

### **Background and update**

The Integrated Early Years' Service came into its present structure on the 1st of May 2017. This brought about a significant change, bringing together all the Early Years' Services (the Early Years' Service, Local Authority Day Care and Children's Centres) in to one line management structure, as well as an expansion of the service to include services for children 5-11 years old. Both the public/professional consultations were in support of this.

New services are being planned and delivered in Tower Hamlets' children's centres in partnership with services provided by Tower Hamlets GP Care Group and commissioned by London Borough of Tower Hamlets Public Health.

#### **1. Family Work with children 0-11 years old**

Following a successful pilot in the North West of the Borough during September to December 2017, the 0-11 offer will be available through all Children's centres across the Borough from January 2018.

The children's centres family support service has always worked directly with the whole family where a referral was made for a child aged 0-4. The expansion of the offer will see children's centres accept referrals for children aged 0-11 with the upper age being 11 years - as long as the child is of primary school age and continue to work with the whole family.

In carrying out this work the service has agreed some principles which defines the support available.

- ➔ We want to work collaboratively with the family and other professionals for the best outcomes for families

- ➔ We want to work in an evidence-based and strengths-based way
- ➔ We want to keep on taking a whole family approach
- ➔ We will be lead professionals where the family and the professionals believe that it will bring about better outcomes for the family
- ➔ We do not want to duplicate services or undermine traded services
- ➔ We want to identify learning and where staff need support before rolling out our offer to the whole of the LA
- ➔ We want the service evaluated and for families to be a part of this evaluation to shape the future of our service

Schools can make a referral to the children's centres for their pupils and their families through the Early Help Hub through [earlyhelp@towerhamlets.gov.uk](mailto:earlyhelp@towerhamlets.gov.uk) or via the helpline on 020 7364 5006 (option 2).

## **2. Sensory Rooms**

All children's centres have sensory facilities with many of the children's centres having dedicated sensory rooms. These can be booked by schools to use with their pupils.

Please contact your nearest children's centre for more information.

## **3. School to School SEND/Inclusion Support**

Our six "outstanding" maintained nursery schools have a rich resource of early years expertise amongst their staff and a long history of high quality education which results in all children thriving and making rapid and sustained progress.

Each of the nursery schools has experience working with schools and early years settings to promote and develop high quality early years practice, working with staff to develop policy and practice; advising and consulting on a range of issues relating to effective early learning and the needs of young children and their families.

They can offer a wealth of advice and guidance as well as practical support through INSET, twilight sessions, bespoke packages or conference presentations.

Supporting children with sensory impairment, visual impairment, hearing impairment, autism, speech, language and communication difficulties, physical difficulties and specific learning difficulties.

To find out more and to discuss your specific needs please email the nursery schools through the IEYS at: [eytraining@towerhamlets.gov.uk](mailto:eytraining@towerhamlets.gov.uk)

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
- ➔ Out-turn 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](mailto: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](mailto: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 demand.

The venue: Room 1, Toby Lane, Harford Street, London E1 4DN

The course normally starts at 9.00am prompt and finishes 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 are 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 organizations, and relates 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.

For dates and to book a place, contact Sheila Leighton: [sheila.leighton@towerhamlets.gov.uk](mailto:sheila.leighton@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](mailto: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:  
[www.gov.uk/government/publications/school-exclusion](http://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](mailto: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.

For dates and information contact Huong Le.

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 020 7364 4301 or [huong.le@towerhamlets.gov.uk](mailto: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 and the Secretary of State for Education. The Governors' Handbook (January 2017) 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: [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/582868/Governance\\_Handbook\\_-\\_January\\_2017.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582868/Governance_Handbook_-_January_2017.pdf)

### ➔ The National Governors' Association is the representative body for school governors in England. [www.nga.org.uk](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. [www.sgooss.org.uk/home](http://www.sgooss.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](mailto:collective.bsg@googlemail.com)

[www.cbsg.org.uk](http://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](mailto:abdi@oceansomali.org.uk) or [info@oceansomali.org.uk](mailto:info@oceansomali.org.uk)

[www.oceansomali.org.uk](http://www.oceansomali.org.uk)

## Tower Hamlets Governor Services Team

Runa Basit	Head of Governance and Information
Angus Huck	Governor Support Officer
Asad Muzammal	Governor Support Officer
Eric Konadu	Governor Support Officer
Linsey Bell	Governor Support Officer
Lorraine Feyi-Shonubi	Governor Support Officer
Suzette Nicol	Governor Support Officer
Tracey Lee	Governor Support Officer
Sharon Bailey	Finance and Admin Officer

To contact Governor Services, email [governors@towerhamlets.gov.uk](mailto: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:

[www.towerhamlets.gov.uk/lgnl/education\\_and\\_learning/schools/school\\_governors/school\\_governors.aspx](http://www.towerhamlets.gov.uk/lgnl/education_and_learning/schools/school_governors/school_governors.aspx)

	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"> <li>➔ Head's Report</li> <li>➔ Monitor School Development Plan – set new priorities</li> <li>➔ Governor training</li> <li>➔ Monitor roll – possible budget implications</li> <li>➔ Agree budget (or summer term)</li> <li>➔ Report on governor visits</li> <li>➔ Agree holiday dates for next year (VA schools)</li> <li>➔ Agree school prospectus</li> </ul>	<ul style="list-style-type: none"> <li>➔ Review overall curriculum policy in light of school self review</li> <li>➔ Report on inclusion issues</li> <li>➔ Report on behaviour and bullying issues</li> <li>➔ Curriculum area reports</li> <li>➔ Complete school profile</li> </ul>	<ul style="list-style-type: none"> <li>➔ Monitor budget</li> <li>➔ Agree viirements</li> <li>➔ Review staffing structure</li> <li>➔ Plan new budget in line with new SDP</li> <li>➔ Review Service Level</li> <li>➔ Agreements – appoint clerk</li> <li>➔ Premises report</li> <li>➔ Review equal opportunities policies</li> </ul>	<ul style="list-style-type: none"> <li>➔ Consider staffing reductions/ending of temporary contracts in August</li> </ul>	<ul style="list-style-type: none"> <li>➔ Monitor Head's performance</li> </ul>

<p>Summer term</p>	<ul style="list-style-type: none"> <li>➔ Agree budget</li> <li>➔ Head's Report</li> <li>➔ Monitor School Development Plan</li> <li>➔ Review Self Evaluation Form</li> <li>➔ Monitor Governor's development plan</li> <li>➔ Agree prospectus</li> <li>➔ Report on governor visits</li> <li>➔ Arrangements for nominations for Chair/Vice Chair</li> <li>➔ Meeting dates for next year</li> </ul>	<ul style="list-style-type: none"> <li>➔ Report on behaviour policy</li> <li>➔ Report on inclusion issues</li> <li>➔ Report on bullying and behaviour issues</li> <li>➔ Curriculum area reports</li> </ul>	<ul style="list-style-type: none"> <li>➔ Monitor budget</li> <li>➔ Agree virements</li> <li>➔ Plans for use of any carried-forward money</li> <li>➔ Premises report</li> </ul>	<ul style="list-style-type: none"> <li>➔ Consider issues from leadership review of teacher annual salary reviews</li> <li>➔ Consider succession planning</li> </ul>	<ul style="list-style-type: none"> <li>➔ Monitor head's performance</li> </ul>
<p>Every meeting</p>	<p><b>Reports on:</b></p> <ul style="list-style-type: none"> <li>➔ Racist incidents</li> <li>➔ Pupil exclusions</li> </ul> <p><b>Standard Items:</b></p> <ul style="list-style-type: none"> <li>➔ Apologies for absence</li> <li>➔ Declaration of pecuniary interest</li> <li>➔ Minutes/matters arising</li> <li>➔ Reports from committees</li> <li>➔ Chair's action</li> <li>➔ Any confidential items</li> </ul>	<ul style="list-style-type: none"> <li>➔ Apologies for absence</li> <li>➔ Declaration of interest</li> <li>➔ Minutes/matters arising</li> </ul>	<ul style="list-style-type: none"> <li>➔ Apologies for absence</li> <li>➔ Declaration of interest</li> <li>➔ Minutes/matters arising</li> </ul>	<ul style="list-style-type: none"> <li>➔ Apologies for absence</li> <li>➔ Declaration of interest</li> <li>➔ Minutes/matters arising</li> </ul>	<ul style="list-style-type: none"> <li>➔ Apologies for absence</li> <li>➔ Declaration of interest</li> <li>➔ Minutes/matters arising</li> </ul>

<p>As Necessary</p>	<ul style="list-style-type: none"> <li>➔ Review aims/ethos of school</li> <li>➔ Governing Body Code of Practice</li> <li>➔ Receive curriculum area reports</li> <li>➔ Induction of new governors</li> <li>➔ Preparation for Ofsted inspection</li> <li>➔ Draw up freedom of information publication scheme</li> </ul>	<ul style="list-style-type: none"> <li>➔ Review of Policies / cycle of dates</li> </ul>	<ul style="list-style-type: none"> <li>➔ Audit of school funds (to be done annually)</li> <li>➔ Health and Safety Report</li> <li>➔ Review personnel policies</li> <li>➔ Review Finance Code of Practice (Spring term)</li> <li>➔ Review policy on charges and remissions</li> <li>➔ Review SEF</li> </ul>	<ul style="list-style-type: none"> <li>➔ Personnel appeals</li> <li>➔ Review SEF</li> </ul>	<ul style="list-style-type: none"> <li>➔ Review Policy including leadership group (autumn term)</li> </ul>
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