



Governors' News

A Termly Newsletter for Liverpool Governors

Education Bill

Behaviour and Discipline in Schools

Tackling Bullying

Children's University

Liverpool Governors' Forum

Summer Term Training Programme



**Issue 65
Summer 2011**

Education Bill 2011

The new Education Bill was introduced on 26 January. Many of the Bill's proposals were included in the Department for Education White Paper *The Importance of Teaching* published in November 2010 covering teaching, schools and the school system. The bill also includes the abolition of five quangos: the General Teaching Council for England, the Training and Development Agency for Schools, the School Support Staff Negotiating Body, the Qualifications and Curriculum Development Agency and the Young People's Learning Agency for England.

It is expected that the Bill will receive Royal Assent towards the end of 2011 with commencement of most proposals during 2012.

The main provisions of the Bill include:

Early years provision

The free entitlement to 15 hours a week for 38 weeks a year will be offered to two-year-olds from disadvantaged families.

Discipline

School staff receive greater powers to search pupils and, if necessary, seize more items. In addition to knives, offensive weapons, stolen articles and alcohol, staff will be able to search and seize items banned by school rules and those thought likely to commit an offence or cause personal injury to either the pupil or another pupil. If school rules prohibit electronic devices (mobile phones, etc) these can have files removed before they are returned. In urgent circumstances, a member of staff can dispense with the need for the presence of another member of staff of the same sex as the pupil before carrying out a search of a pupil's clothing or possessions.

The parents of an excluded pupil lose the right to appeal to a local independent panel to ask that their child is reinstated. Instead, parents can ask a review panel to ask the school to think again — although the school does not have to. If the review panel finds that there were procedural irregularities, or that information about the exclusion was not properly considered by the school before confirming the exclusion, the exclusion can be quashed and the school must then reconsider the exclusion.

The requirement to give 24 hours notice before a pupil is detained outside school hours as part of a punishment is repealed. The requirement that secondary schools must participate in a behaviour and attendance partnership is to be repealed.



School workforce

The General Teaching Council England (GTCE) is abolished. Its teacher induction and discipline functions transfer to the Secretary of State. The registration of qualified teachers will cease. The Training and Development Agency for Schools (TDA) is abolished and the Secretary of State will be directly responsible for funding initial training, including the setting of entry standards for funded training to teaching and other school related professions. The School Support Staff Negotiating Body (SSSNB) is also abolished and its report on pay and conditions of support staff will not be issued.

Qualifications and curriculum

The examination regulator Ofqual is reorganised with the appointment of a chair to the Ofqual board to which the Chief Regulator reports. The Qualifications and Curriculum Development Agency (QCDA) is abolished with functions being ended or transferred to the Secretary of State. The development of the National Curriculum is transferred to the Secretary of State without the need to involve another body.

The Secretary of State gives up power to direct how the Connexions service works in a particular local authority, but schools can refuse entry to Connexions advisers. Schools become responsible for impartial careers guidance which cannot be provided by a member of the school's staff.

Local authorities will no longer be responsible for securing the additional entitlement for 16-18 year olds, and the full range of diploma courses for 14-16 year olds.

Other provision

Schools are relieved of the duty to co-operate with local plans to improve the well-being of children and will decide for themselves how they will participate in plans to support all children in their area.

Schools will no longer have to publish a school profile.

Local authorities will no longer appoint School Improvement Partners to each school.

The Admission Forum, the body which supported local co-ordination of school admission arrangements, is abolished. On an appeal against a school's admission arrangements, the adjudicator will lose the power to rewrite admission arrangements. Instead, the adjudicator will state what needs to be done in respect of the appeal to bring the admission arrangements into line with the School Admissions Code. This judgment will remain binding on the admission authority.

Local authorities and schools must not charge more for school meals than the cost of providing the meals. However, differential charging will be permitted to encourage take up by specific groups.

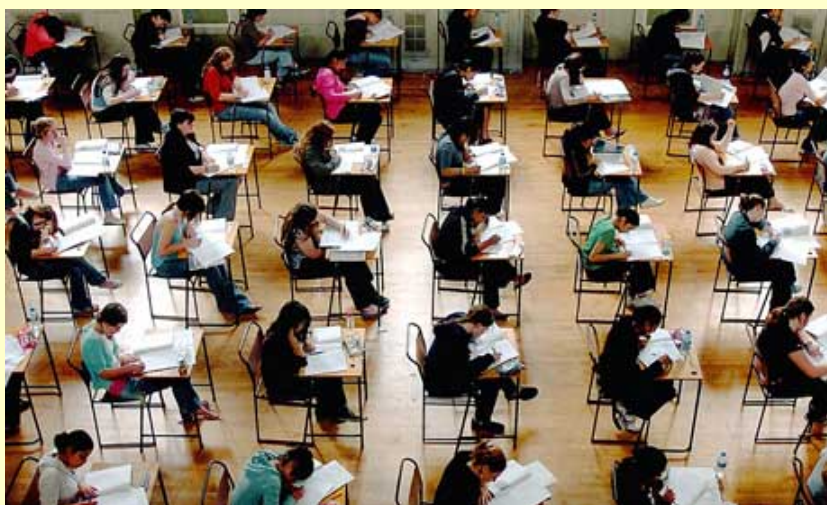
When a new school is required, the local authority must first try to find a promoter to establish an Academy. If none can be found, the local authority can conduct a competition for a foundation or voluntary school. If none can be found following a competition, the local authority can then seek the consent of the Secretary of State to establish a community school. A local authority will be able to use the "special cases" route, which does not require the involvement of the Secretary of State, if all else fails. This route can now be used to merge separate infant and junior schools.

Only parent governors and the head teacher will be required to be members of school governing bodies, and the foundation represented, if there is one. The headteacher can resign from the governing body. When a school leaves a federation, the federation can continue if there are at least two remaining schools.

Outstanding schools will be exempt from Ofsted inspections. Such schools can request an inspection but may have to pay for it. Inspection reports will principally have to report on the achievement of pupils, the quality of teaching, the quality of leadership and management, and the behaviour and safety of pupils.

The Secretary of State gets additional powers to directly close a school: all schools which are eligible for intervention can be closed directly except those which have had a Teachers' Pay and Conditions Warning Notice. The Secretary of State can override a local authority decision not to close a school which is eligible for intervention.

The legislation allowing complaints to the Local Government Ombudsman about individual schools by parents is repealed.



The Secretary of State can direct changes to local authority schemes for financing schools. Premature retirement and redundancy costs of school staff employed for community purposes must be met from school budgets provided that meeting these costs does not interfere with the provision of education to the school's pupils. Schools will be able to charge parents for early years educational

provision when the school provides educational provision outside the 'free entitlement'.

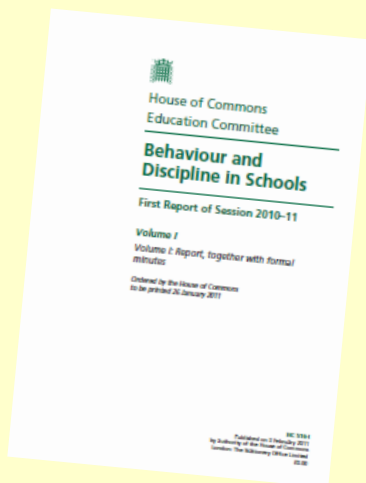
Local authorities lose the power to establish, or discontinue, a sixth form college, or intervene if something goes wrong. Guaranteed places on Sixth Form College Governing Bodies for local authorities are also abolished.

The decision to rename Pupils Referral Units (PRUs) as Short Stay Schools is repealed.

Secondary academies will no longer need to have a specialism. Two new types of academies are created: 16-19 academies and alternative provision academies. It will be possible for an individual school in a federation to apply to become an academy. An Academy must consult on a proposal to increase its age range. The Adjudicator can hear complaints against an Academy's admission arrangements.

Behaviour and Discipline in Schools

In February, The House of Commons Education Committee published a new report investigating behaviour and discipline in schools. The Committee focused on a number of areas, including how to support positive behaviour, the nature of challenging behaviour, and how to involve parents and carers in managing their children's behaviour.



Key points made by the Committee include:

- Current data does not give the full picture about the nature of behaviour and the impact this has on staff, pupils, parents and carers
- Data should be collected and published annually on the number of serious incidents in schools, including those which do not result in some form of exclusion
- Surveys should be carried out of the views of teachers, pupils, parents and carers, to ensure a rounded picture of what is considered challenging behaviour is established
- Governing bodies need to be equipped with the right knowledge and expertise to arrive at fair judgements – and need to have training on exclusions protocols
- It is vital that governors are able to challenge and support headteachers effectively to ensure behaviour policies are applied consistently
- If the curriculum is to have a beneficial impact on behaviour, it must meet the needs of all pupils and contain a mix of the academic and vocational
- A good behaviour policy communicated to all those involved in the school is the foundation of an effective approach to managing behaviour
- Simple approaches to managing behaviour should be incorporated into all initial teacher training and continuing professional development
- The new reading assessment for six year olds should be broadened to include an assessment of speaking and listening ability, so as to ensure the needs of pupils with speech, communication and language needs are met.
- An acknowledgement of the new powers put forward in the Education Bill to abolish the need for 24 hour notice of detentions, but notes that schools must be sensitive to the needs of young carers and those with transport difficulties.
- Recognition of the importance of the Education Welfare Service and a recommendation that responsibility for the co-ordination of the service should rest with local authorities rather than schools
- Expression of concern about alternative provision and particularly the Government's view that significant numbers of new providers will be willing to enter the market
- A welcome for the retention of Independent Appeals Panels for exclusions, but a proviso that the impact of the new arrangements should be monitored to ensure it strikes the right balance between the interest of schools, pupils and their parents
- Suggestion that passing the responsibility to schools to secure alternative provision may act as a disincentive to exclusion, but may encourage schools to work in partnership
- Support for the freedom for schools to commission their own alternative provision as long as quality assurance is robust, but a call on the DfE to clarify how schools will be funded to meet the total costs of funding full-time provision for permanently excluded pupils
- Given the DfE has abolished the requirement for Behaviour and Attendance Partnerships, it should monitor voluntary arrangements and be prepared to reinstate BAPs if voluntary arrangements do not deliver behavioural improvements
- Schools should not be able to abdicate all responsibility for disruptive children
- Concern that as schools become more autonomous there is a possibility that some LA services will be decommissioned leaving schools and more importantly vulnerable pupils without access to critical support mechanisms
- A recommendation that LAs be required to maintain and resource a core provision
- Concern about the resourcing of the Education Psychology service and suggestion that a compulsory levy on schools as a way forward
- The DfE and Department of Health must cooperate to ensure schools have easier and speedier access to Child and Adolescent Mental Health Services (CAMHS).

The full report can be accessed on the Parliament website:
<http://www.publications.parliament.uk/pa/cm201011/cmselect/cmeduc/516/516i.pdf>

Tackling Bullying

Responding to bullying is not always straightforward. A guide produced by the Anti-Bullying Alliance identifies a range of challenges that schools and governors face in relation to bullying. These include:

- agreeing on a definition of bullying and understanding the different types of bullying
- making sure the school has an anti-bullying policy that is regularly monitored to ensure its effectiveness
- consulting with pupils on anti-bullying policy and practice
- responding to emerging forms of bullying, such as the use of cyber technology and sexual bullying
- working with parents and carers to address bullying behaviour effectively and managing parental complaints
- responding to bullying incidents outside of the school day
- responding to serious incidents of bullying that could result in police involvement and/or exclusion, including knowing when to liaise with the police and outside partners
- managing media interest in a bullying incident
- working effectively with members of the wider community to tackle bullying, including other schools and youth providers in the area.

It is important that the governing body keeps up to date with the law relating to behaviour and bullying. Governors and headteachers have a legal duty to ensure the safety of pupils in their care – with particular responsibilities for tackling bullying. Ofsted also inspects schools to see how they are dealing with bullying.

At present the law requires that governing bodies must:

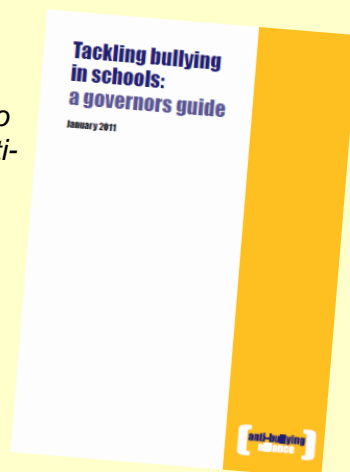
- write a statement of principles to promote good behaviour through consultation with the headteacher and other appropriate members of staff, parents and pupils (*Education and Inspections Act 2006*)
- promote the well-being of pupils in their schools (*Education and Inspections Act 2006*)
- safeguard and promote the welfare of pupils (*Education Act 2002*)
- produce an Annual Profile answering the question ‘How do we make sure our pupils are healthy, safe and well-supported?’ (*Education Act 2005*), and

- establish procedures for dealing with complaints about bullying, and all matters relating to the school, and publicise these procedures (*Education Act 2002*).

The guide contains information for governors on different aspects of prevention and response to bullying including a ‘Top Ten’ of recommendations for governors:

1. Give someone on the governing body a lead role in addressing bullying.
2. Include bullying as a regular standing item at your meetings and ask the headteacher to provide the governing body with relevant data to support discussion.
3. Make sure that as a governing body and as a school you are meeting all your statutory duties with regard to behaviour and bullying.
4. Make sure that the governing body and the wider school community have a shared definition of bullying; an anti-bullying policy that is understood by all; and that pupils, staff and parents and carers are well informed about procedures and know how to effectively address bullying.
5. Work with the headteacher to take a whole-school approach to preventing and responding to bullying.
6. Create opportunities to consult with and involve pupils, parents and carers in the school’s approach to bullying and behaviour.
7. Be clear about your procedures should a serious incident of bullying behaviour occur.
8. Listen to parents who complain and show them that you take behaviour and bullying seriously and will change school practice where necessary.
9. Build partnerships in the wider community and work together to address bullying behaviour inside and outside of the school.
10. Find out which agencies and voluntary organisations can offer support to your school.

Tackling bullying in schools: a governors’ guide is available to view or download from the Anti-Bullying Alliance’s website: www.abatoolsforschools.org.uk/resources/aba_tools.aspx





Children's University™ is a national organisation with local centres that provides 7 to 14 year olds with exciting and innovative learning activities and experiences outside normal school hours. Our aim is to focus on creating excitement about learning, on inspiration and aspiration and on encouraging inquisitiveness. Children's University learning is about becoming confident and independent learners drawing on local learning opportunities within a national framework.

It is also about developing the recognition that learning – any time, any place, anywhere – can be a personalised satellite navigation system to better places and that it should be fun!

“Over 85% of learning occurs outside the school... habitats outside the classroom – out there in the wild – are where the best learning might take place. It is certainly where most learning might already be taking place. So it is important that we are all try to get out there in the wild with our children as they adventure into exciting virgin territory ...remagicalising the world!” - James Bradburne.

Children's University has been running in Liverpool since 2004. It was successfully piloted with a group of schools in South Liverpool, and was eventually rolled out across the rest of the city.

The current format of Liverpool Children's University has been developed over the past two years to adapt to the needs of the city's schools and to provide a framework for quality assessment of the schools' extended provision.

Liverpool Children's University exists to raise aspirations and broaden pupil horizons through encouraging children and young people to voluntarily engage in learning activities. Our goal is to support the desire to be life-long learners by celebrating participation and independent learning through local learning opportunities.

We aim to:

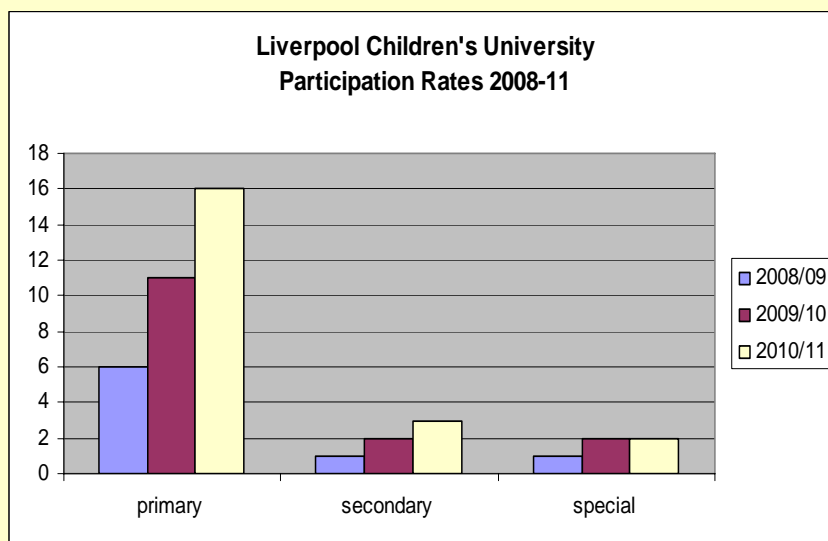
- Encourage life long, independent learning.
- Raise aspirations and broaden horizons.
- Promote exciting and innovative learning opportunities.
- Accredite and celebrate participation, attendance and achievement.

Liverpool Children's University – our Schools

In 2008/09, 9 schools were involved in LCU and over 500 children graduated at a ceremony at St George's Hall in 2009.

In 2009/10 15 schools were involved in LCU, the numbers of graduates being so large this resulted in four graduation ceremonies taking place in June 2010, with 585 children graduating at bronze level, and 221 children graduating with either a silver or gold award at Liverpool Hope University.

Currently there are 21 active LCU schools across Liverpool, with a separate cluster of schools in the Halton borough who will be working in partnership with LCU in 2010/11. Our graduation events are planned to take place in Liverpool Hope University in June 2011, and we are hopeful that we will once again have a record breaking number of graduates.



Learning Destinations

Liverpool Children's University acts as a coordinator for Merseyside to ensure that valuable Learning Destinations across our communities are validated so children can gain credits for learning they are participating in outside of school. Current Learning Destinations include the Beatles Story in the Albert

Dock, Liverpool Library Services, The World of Glass in St Helens, and the Tate Museum, and we have a team of validated staff keen to make sure that any place where learning takes place outside of the classroom is validated by LCU.



What types of activities are included?

We will include any activity which:

- is about learning
- is voluntary
- raises aspirations and broadens pupils horizons

These activities may be one off workshops. clubs or projects such as theatre performances.

We will also validate time spent at visitor attractions focused on learning such as museums, stately homes and outdoor activity centres.

QiSS recognition

Liverpool Children's University has achieved recognition for Quality in Study Support at Emerged Level from QiSS, which is facilitated by Canterbury Christ Church University.

QiSS has a national reputation for excellence in both the application of knowledge and creating practical solutions for education providers in the areas of Study Support, Extended Services, professional development and learning activities outside normal lesson time.

QiSS provides a number of tools for quality development including nationally recognised quality assurance marks for Study Support and Extended Service provision which enhances school improvement. QiSS has developed two nationally used quality assurance frameworks for Study Support and Extended Services and provides a range of continuous professional development opportunities. These tools are available to a range of education providers including Academies, Primary,

Secondary, Independent, Free and Supplementary schools, sports and performing arts centres, libraries, museums and private education organisations.

Achievement of these quality marks demonstrates excellence in a variety of areas including raising attainment and achievement, engaging learners with a variety of needs and significantly improving behaviour and attendance.

Liverpool Children's University is committed to continuous development as an organisation, and pursuit of further quality marks and awards is a fundamental part of the progression which we want to achieve for our members.

Interested in learning more about Children's University and how your school can get involved?

We would like to invite any interested governors and headteachers to attend our 2010/11 graduation ceremonies at Liverpool Hope University, to help us celebrate our children's achievements. Please note, places are limited so get in touch as soon as possible to ensure a seat can be reserved.



To attend this year's graduation ceremony, or for more information on Children's University, please contact me.

Rebecca Duncan
Liverpool Children's University Manager
rebecca.duncan@liverpool.gov.uk

Governor representation on Liverpool Schools Forum

About two years ago, the committee of the Governors' Forum became aware that though, nominally, there were two governor representatives on the Liverpool Schools Forum, neither had attended for some time, and indeed one had ceased to be a governor.

It would seem that as a result of questions we asked about this matter, new governor representatives were appointed. We were concerned to note that this was done without reference to the Governors' Forum; and on further enquiry we were informed that these governor representatives were nominated by head teacher associations.

We made some enquiries through our NGA links with governor associations across the country, and discovered that the situation in most other authorities was markedly different from that in Liverpool. The usual pattern was for there to be equal representation of head teachers and governors, and for the governor representatives to be elected by their peers.

Those of you who attend the meetings for chairs of governors with the Director of Education and Children Services, and the elected member for Education will know that officers of LGF have raised questions concerning this issue on several occasions. We have had a sympathetic response from the Local Authority which, following new guidelines issued by the government, is anxious to bring Liverpool in line with national practice.

The Schools Forum is therefore now to be increased in size to include five more governor representatives. This will not give equal representation with head teachers, but is certainly a step in the right direction. There will be two new governor representatives from the primary sector, two from the secondary sector, and one from the special school sector, bringing the total governor representation to seven.

It is clearly most important that having sought this improvement in governor representation, governors should be willing to put themselves forward to serve on the Schools Forum. Shortly an invitation will be sent out to all governors to self nominate as candidates for the five vacant positions. The commitment is to five or six meetings annually, usually of two hours duration and held at LACE, normally from 2:00 - 4:00 p.m. The September meeting is extended to a full day. Full training will be given to those elected. Please consider nominating yourself for this important and influential Forum. Let us demonstrate that democracy works at governor level.

Should you require any further information please contact any member of the LGF committee. Our email addresses are to be found on the website.

Joe Hartley,
Chairman, Liverpool Governors Forum.
www.livgovforum.org.uk

www.livgovforum.org

If you are not familiar with the Forum's website, please visit it when you have a few minutes to spare. We think it is the medium through which we can be most useful to busy people who already have enough meetings to attend.

The message board provides a real opportunity for exchange of information and ideas; it can be a source of help when help is needed, attracting local and national responses to queries.

The screenshot shows the Liverpool Governors' Forum website interface. At the top, it says 'representing and supporting school governors' and 'LGF Liverpool Governors' Forum'. Below this is a navigation menu with links: Home, Message board, Be a governor, Black and other Disadvantaged (BOD) Governors' Forum, Join us, Governors' Guides, News + Features, Training, Links, Meetings, and Constitution. The main content area is titled 'Liverpool Governors' Forum' and features a search bar and a list of forum posts. The posts include:

TOPIC	REPLIES	VIEW	LAST POST
Schools Financial Value Standard by Dave Caldwell on 2011-03-11, 02:44:50 pm	0	22	by Dave Caldwell on 2011-03-11, 02:44:50 pm
The Future of SPS in Liverpool by admin on 2012-02-05, 02:45:02 pm	0	230	by admin on 2012-02-05, 02:45:02 pm
Ministerial Review into School Governance by Dave Caldwell on 2010-04-13, 08:14:09 am	2	211	by admin on 2011-05-04, 02:17:34 pm
Local authorities by csmarrichan@liverpoolcc.nhs.uk on 2010-11-21, 09:45:42 pm	0	110	by csmarrichan@liverpoolcc.nhs.uk on 2010-11-21, 09:45:42 pm
Provision for children with special needs. by Nick King on 2009-09-21, 07:27:08 am	9	200	by admin on 2012-03-25, 04:45:56 pm
BCSF review of Governance by Joe Hartley on 2009-03-04, 09:34:40 pm	0	124	by Joe Hartley on 2009-03-04, 09:34:40 pm
A Children and Young People's Plan by The Committee on 2008-05-21, 02:42:36 pm	0	57	by The Committee on 2008-05-21, 02:42:36 pm
The end of EEF by Joe Hartley on 2010-09-25, 02:41:52 pm	0	290	by Joe Hartley on 2010-09-25, 02:41:52 pm
Academies - the future? by admin on 2010-06-07, 11:54:02 am	0	5014	by admin on 2010-06-07, 11:54:02 am
KS2 SATs Report by Joe Hartley on 2010-04-21, 09:50:27 pm	3	436	by Dave Caldwell on 2010-05-06, 11:19:48 am

Courses for Summer Term

Termly Meeting for Chairs

Tuesday 19 April 6.30pm to 8.30pm

Ref: G11/20

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

This meeting is open to all Chairs, or representatives, of Governing Bodies.

Councillor Jane Corbett, Cabinet Member for Education and Children's Services, and Stuart Smith, Director of Children, Families and Adults will be present at the meeting.

There will be a presentation of the Director's Items for the term followed by discussion and question time.

Cost: Free

Termly Meeting for Clerks

Wednesday, 18 May 10.00am to 12noon

Ref: G11/21

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

Our termly meeting for clerks to governing bodies and/or committees includes briefings and discussion on current issues as well as an opportunity to share good practice and raise queries.

Presenter:

Terry Brown, School Governor Services

Cost: Free

The Role of the Link Governor (R&R)

Monday 23 May 10.00am to 12noon

Ref: G11/22

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

or

Monday 23 May 6.30pm to 8.30pm

Ref: G11/23

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

Over the past few years there have been a number of initiatives requesting governing bodies to nominate a designated governor to take on additional responsibilities within that specific area.

This session will look at:

- generic role and responsibilities of the nominated governor
- establishing a protocol for governor visits to the school
- reporting back to the governing body

Presenter:

Dave Cadwallader, Governor Services Officer

Charges

Unless otherwise stated all sessions are free with Governor Training Service Agreement 1

or

£85.00 per person if no Service Agreement.

Longer sessions are priced individually.



Safer Recruitment Training (ECM)

Please note that participants on this course will be awarded a Certificate of Accreditation upon successful completion of a short assessment paper on the day.

Thursday 26 May 9.00am to 4.00pm

Ref: G11/24

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

This training was introduced in response to the Bichard inquiry into the Soham murders. The inquiry concluded that at least one member of all school recruitment panels should be trained in Safer Recruitment. The School Staffing Regulations (2009) makes Safer Recruitment training a mandatory requirement for governing bodies in that no school can recruit staff unless a member of the recruitment panel has successfully completed Safer Recruitment Training. An appointment made by a panel that does not meet this mandatory requirement would be unlawful.

This course will:

- Provide an understanding and awareness of offender behaviour
- Identify 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 recruitment policies and practices with a view to making them safer

Presenter:

Kaye Gee, Educational Consultant and
School Improvement Partner

Cost:

Free with Governor Training Service Agreement 1;
£150 if no service agreement

The Role of the School Governor: An induction course for new governors (or a refresher course for experienced governors!) (R&R)

This course is an important element of a governor's induction and it is recommended that all new governors attend. It covers the essential aspects of a governing body's responsibilities and provides an opportunity for participants to discuss how best to approach their role as a governor.

The course is informal, non-threatening (you won't be put on the spot!) and provides a forum for you to ask questions about your new role.

The course is offered as two evening sessions on:

Monday 06 June 6.30pm to 8.30pm Ref: G11/25
and

Monday 13 June 6.30pm to 8.30pm Ref: G11/29

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

or

a one day session on:

Tuesday 07 June 9.30am to 2.45pm Ref: G11/26

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The course will cover:

- The different governor categories
- School Development Plans
- Effective governing bodies
- Monitoring and evaluating progress
- The legal framework for meetings
- Why, how and to whom are schools accountable?
- The Headteacher's report
- Ofsted inspections
- Complaints against the school

Presenter:

Dave Cadwallader, School Governor Services

Cost:

Free with Governor Training Service Agreement 1;
£85 per evening session if no service agreement;
£150 for the one day session if no service agreement;

Governing Body Responsibilities for Out of School Activities (ECM, NC, R&R)

Thursday, 09 June 10.00am to 12noon

Ref: G11/27

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

or

Thursday, 09 June 6.30pm to 8.30pm

Ref: G11/28

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- responsibility of the Governing Body, the LA and the Head teacher
- questions that governors may consider asking the head teacher to assure themselves visits are being correctly organised
- pre-visit risk assessments
- checks that can be made to ensure safe procedures
- matters relating to transport

Presenter:

Frank Thyer, Outdoor Education Officer

Parent Governors (R&R)

Monday 20 June 10.00am to 12noon

Ref: G11/30

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

or

Monday 20 June 6.30pm to 8.30pm

Ref: G11/31

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

This informal course aims to clarify the role of the parent governor and will include:

- What does being a parent representative mean?
- What if I'm approached by another parent?
- Separating being a parent from being a parent governor
- The importance of confidentiality

Presenter:

Dave Cadwallader, Governor Services Officer

Special Educational Needs (SEN) (ECM, R&R)

Thursday 30 June 10.00am to 12noon

Ref: G11/32

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

or

Thursday 30 June 6.30pm to 8.30pm

Ref: G11/33

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

Publication of a Green paper in march (see back cover) has focussed attention on SEN provision in schools.

This briefing will cover:

- The role and responsibilities of the governing body
- Different ways of meeting Special Educational Needs
- School practices and procedures
- Implications of the 2011 SEN Green paper

Presenter:

Phil Cooper, Senior School Improvement Officer, SEN/Inclusion

The Role of the Chair (R&R)

Monday 11 July 6.30pm to 8.30pm

Ref: G11/34

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

or

Thursday 14 July 10.00am to 12noon

Ref: G11/35

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

Recent studies into governance highlighted the need for governing body chairs to undertake training to assist them in their role. This session covers issues concerning the role, skills and qualities of the chair, including:

- The Chair and the law
- Working with the Headteacher and Clerk
- The Chair and the Governing Body
- Organising and chairing meetings

Presenter:

Dave Cadwallader, Governor Services Officer

Children's Workforce HR Service Training

The Children's Workforce HR Service offers training on aspects of school employment policy and procedure. This term's courses are:

Managing Discipline

Thursday 28 April 9.30am - 12.30pm
Toxteth Annexe, Aigburth Road, L17 7BN

Managing Grievances

Thursday 05 May 9.30am - 12.30pm
Toxteth Annexe, Aigburth Road, L17 7BN

Absence Management

Tuesday 10 May 9.30am - 12.30pm
Toxteth Annexe, Aigburth Road, L17 7BN

Recruitment & Selection

Tuesday 17 May 9.30am - 12.30pm
Toxteth Annexe, Aigburth Road, L17 7BN

Managing Flexible Working

Tuesday 14 June 9.30am - 12.30pm
Toxteth Annexe, Aigburth Road, L17 7BN

The cost for each session is £25 per delegate if the school buys in to the Children's Workforce HR or Governor Training SLA, otherwise £50 per delegate. Lunch is included with each session.

The Booking Form on page 15 can be used to book a place on these courses. More information is available online via EDnet: <https://ednet.liverpool.gov.uk>.



Liverpool Archdiocese Training

Foundation Governor Role

(Suitable for new or newly appointed governors)

Friday 06 May 10.00am – 12noon
LACE, Croxteth Drive, Sefton Park,
Liverpool L17 1AA

Thursday 09 June 6.30 – 8.30pm
St .Edmund Arrowsmith Catholic High School,
Rookery Avenue, Ashton-in-Makerfield, Wigan,
WN4 9PF

Tuesday 28 June 6.30 – 8.30pm
Sacred Heart Catholic Primary School,
Windermere Road, Leigh WN7 1UX

Effective Governing Body

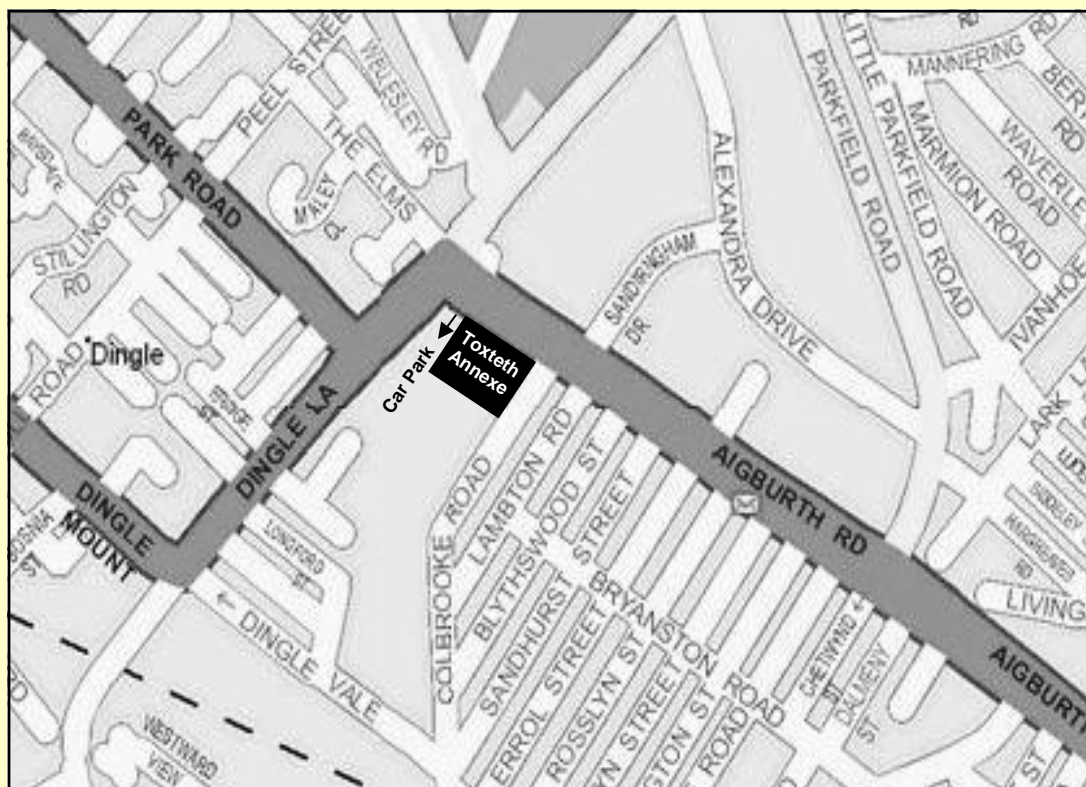
Monday 04 July 10.00am – 12noon
LACE, Croxteth Drive, Sefton Park,
Liverpool L17 1AA

Thursday 16 June 10.00 - 12noon.
St. Theresa's Catholic Primary School, Cannon
Street, Sutton Manor, St Helens WA9 4XU

Booking forms for these courses are available from school or the Archdiocesan website: www.archdiocese-of-liverpool.co.uk

Further information contact the Archdiocesan Schools Department: 0151 522 1071

Toxteth Annexe



Toxteth Annexe Conference Centre is the last building on the inward bound carriageway of Aigburth Road, Liverpool 17, close to the junction with Dingle Lane and opposite McDonalds. The centre has a free car park adjacent.

If travelling by bus, numbers 20, 60, 82, 103 and X5 all stop nearby on Aigburth Road.



moderngovernor

supporting governors, improving schools

Our Governor Training Service Level Agreement includes an e-learning option.

Designed to supplement the 'traditional' training options, the e-learning option provides all governors with unlimited access to the on-line *Modern Governor* courses provided by The Learning Pool. The courses are short and engaging, typically lasting 30 minutes and consisting of a few separate modules so governors can dip in and out of each course. The modules can be accessed by individual governors or as part of a governing body meeting for group learning. Your learning is tracked and you can print a certificate straightaway after completing a module.

New content is released throughout the year, and modules are regularly updated in line with legislative changes.

Costs are £130 for primary schools and £140 for secondary schools.

Module catalogue:

- My Role as a Governor
- Community Cohesion
- Health and Safety
- School Finance
- School Recruitment Practices
- The New Governor
- Safeguarding & Promoting Child Welfare
- Admissions and Discipline
- Governance of a Church School
- Chairing Governing Body Meetings
- Equality and Diversity
- Writing for the Web
- Is Governor Mark for Us?
- Looked After Children
- Self-Evaluation and the New Ofsted Framework
- Governing Body Health-check Questionnaire

For more details contact Dave Cadwallader.

Booking onto a course

Bookings should be made in writing by post, fax, or email - the application form on the next page provides more details on where to send your booking. Telephone bookings can also be accepted on 0151 233 3944.

Confirmation of your booking will be sent to you and, if appropriate, your school will be invoiced.

If you are unable to attend a course for which you have booked please cancel as soon as possible otherwise a fee, if applicable, will be charged in line with our charging policy.

Enquiries regarding course *bookings* should be made to Jean Worrall: tel/fax: 0151 233 3944.

Enquiries regarding course *content* should be made to Dave Cadwallader: tel/fax: 0151 233 3911.

In addition to governors, bookings from teaching and support staff are welcomed.

Charges

Most schools buy into our Governor Training Service Agreement Level 1 which means that all courses advertised in this newsletter are free to governors and school staff.

For those schools that do not buy into the Level 1 Service Agreement, the charge is £85 per person per two-hour session (unless otherwise stated). Longer sessions are priced individually.

Governors don't pay for training themselves – school budgets include an element for training and development which includes governors. Schools are usually more than happy to support governors in developing their role but, as a courtesy, please liaise with your school before booking onto a course.

Governors with a disability

Any governor with a disability wishing to access governor training and support should contact School Governor Services to discuss particular needs. Wherever possible we will do our best to assist.

Accreditation for Governors and Clerks

An accreditation service for governors is offered through The College of Teachers.

Founded in 1846, The College was granted a Royal Charter by Queen Victoria to provide academic qualifications for those involved in education.

For governors, the College offers the Certificate of Educational Studies (CoES) Levels 1 and 2, based on attendance at approved training courses offered through School Governor Services.

A CoES is offered for clerks based on attendance at approved training courses and submission of a portfolio of evidence of clerking duties being undertaken.

The reference given in italics at the end of the course title denotes the suggested course module - although we will try to be as flexible as possible.

Modules are as follows:

- Roles and Responsibilities (*RR*)
- National Curriculum (*NC*)
- Local Management of Schools (*LMS*)
- Every Child Matters (*ECM*)
- Personnel Issues (*PI*)

For further details contact Terry Brown on 233 3939.

Summer 2011 Booking Form

Please return to Jean Worrall, School Governor Services,
Toxteth Annexe, Aigburth Road, Liverpool, L17 7BN
telephone/fax: 0151 233 3944 email: jean.worrall@liverpool.gov.uk

Name.....Tel.....
Address.....Post code.....
email.....School.....

Please indicate the courses you would like to attend	<i>Ref no.</i>	X
Termly Meeting for Chairs	Tuesday 19 April 6.30pm to 8.30pm G11/20	
Termly Meeting for Clerks	Wednesday 18 May 10.00am to 12noon G11/21	
Role of the Link Governor	Monday 23 May 10.00am to 12noon G11/22	
Role of the Link Governor	Monday 23 May 6.30pm to 8.30pm G11/23	
Safer Recruitment	Thursday 26 May 9.00am to 4.00pm G11/24	
The Role of the School Governor - 1	Monday 06 June 6.30pm to 8.30pm G11/25	
The Role of the School Governor - 2	Monday 13 June 6.30pm to 8.30pm G11/29	
The Role of the School Governor (one day)	Tuesday 07 June 9.30am to 2.45pm G11/26	
GB Role in Out of School Activities	Thursday 09 June 10.00am to 12noon G11/27	
GB Role in Out of School Activities	Thursday 09 June 6.30pm to 8.30pm G11/28	
Parent Governors	Monday 20 June 10.00am to 12noon G11/30	
Parent Governors	Monday 20 June 6.30pm to 8.30pm G11/31	
Special Educational Needs	Thursday 30 June 10.00am to 12noon G11/32	
Special Educational Needs	Thursday 30 June 6.30pm to 8.30pm G11/33	
The Role of the Chair	Monday 11 July 6.30pm to 8.30pm G11/34	
The Role of the Chair	Thursday 14 July 10.00am to 12noon G11/35	
Children's Workforce HR Service Training		
Managing Discipline	Thursday 28 April 9.30am to 12.30pm	
Managing Grievances	Thursday 05 May 9.30am to 12.30pm	
Absence Management	Tuesday 10 May 9.30am to 12.30pm	
Recruitment and Selection	Tuesday 17 May 9.30am to 12.30pm	
Managing Flexible Working	Tuesday 14 June 9.30am to 12.30pm	

SEN and disability Green Paper - Support and Aspiration



Consultation is underway on Special Educational Needs (SEN) provision in England, with a green paper proposing some of the biggest reforms in 30 years.

Support and aspiration: A new approach to special educational needs and disability makes wide-ranging proposals to respond to the frustrations of children and young people, their families and the professionals who work with them.

The vision set out in the green paper is informed by the views and expertise of families, teachers, local authorities, health professionals and national and local organisations working with them.

Proposals include:

- a new approach to identifying SEN through a single Early Years setting-based category and school-based category of SEN;
- a new single assessment process and Education, Health and Care Plan by 2014;
- local authorities and other services will set out a local offer of all services available;
- the option of a personal budget by 2014 for all families with children with a statement of SEN or a new Education, Health and Care Plan;
- giving parents a real choice of school, either a mainstream or special school; and
- introduce greater independence to the assessment of children's needs.

The consultation will close on 30 June 2011 and can be accessed via the DfE website:

www.ednet.liverpool.gov.uk/schools/pupilsupport/sen/a0075339/sengreenpaper

Community cohesion and PREVENT: how have schools responded?



The Education and Inspections Act 2006 placed a new duty on the governing bodies of maintained schools in England to promote community cohesion. The Act set schools an aim to generate greater community cohesion, and charged them with responsibility for developing a bespoke approach reflecting their school and community.

This report presents the findings from research commissioned by the Department for Education to assess the effect on schools and local authorities of implementing the duty to promote community cohesion. It also examines schools' awareness of, and involvement in, the government's PREVENT strategy.

The report can be downloaded from the DfE publications website: www.ednet.liverpool.gov.uk/publications/

Governors' News

is published termly by
School Governor Services

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