

Governors' News

A Termly Newsletter for Liverpool Governors



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Issue 78 Autumn 2015

With thanks to Windsor Primary School for the cover photo

Liverpool Learning Partnership



Liverpool Counts

Liverpool Counts is the Partnership's response to the identification of maths as an issue facing schools, academies and colleges across all phases in the city. The scheme is based on the successful model of Liverpool - City of Readers and aims to raise standards in numeracy and maths by changing attitudes and perceptions through the delivery of a Liverpool Counts quality mark and the promotion of the importance of numeracy as a life skill through business links and cultural opportunities.

Liverpool Counts is directed by a steering group with representation from all managerial associations, the Liverpool Learning Partnership, City of Liverpool College and officers of School Improvement Liverpool. In addition a practitioners group with representatives from all phases has been established.

The priorities for Liverpool Counts are:

- To raise standards in mathematics and numeracy with fun and joy of numbers at the heart of all aspects of the strategy
- To challenge perceptions and change attitudes towards numbers and mathematics
- To raise the profile of numeracy through a range of activities, events and resources with an emphasis on the application to real life contexts
- To bring relevance to numeracy through problem solving set in local contexts
- To enhance the delivery of the new national curriculum at all key stages and the early years foundation stage
- To secure a shared understanding between the phases of education with an agreed common mathematical language and transition projects
- To promote the use of technology to engage learners
- To involve parents and the local business and cultural communities
- To creating a sustainable legacy of a love of numbers

Sitting alongside Liverpool Counts are other significant local strategies to address issues relating to maths and numeracy including the National

Numeracy Challenge being promoted with adults by Councillor Nick Small, the work of the primary

Mathematics curriculum team, the Liverpool Secondary Strategic Mathematics Plan and the Liverpool Early Years Quality Mark. It is essential that the work of these strategies comes together to have maximum impact on the outcomes for learners and Liverpool as a city.

Settings seeking accreditation for the Liverpool Counts Quality Mark will be assessed against six key themes:

- Key Theme 1 Leadership and Management
- Key Theme 2 Promotion and Development of Numeracy & Mathematics
- Key Theme 3 Workforce Development
- Key Theme 4 Numeracy events and groups
- Key Theme 5 School/Centre-wide opportunities for numeracy for life
- Key theme 6 Family/Community involvement

LLP Executive Board

The end of the 2014/15 academic year brought a number of changes to the LLP Executive Board.

Paul Dickinson, Headteacher of Archbishop Beck Catholic College, who had chaired the Executive Board since its inception, stood down as chair as part of a planned process to be succeeded by the Deputy Chair Ruth Town, Headteacher of St Michael in the Hamlet Primary School.

Elaine Rees, Headteacher of Kingsley Primary School, was appointed as LLP Chief Executive Officer effective from 01 September succeeding Phil Daniels and Tony Mckee who had undertaken the role on a shared basis.

Councillor Nick Small, Assistant Mayor of Liverpool and Cabinet Member for Education, Employment & Skills, and Councillor Lana Orr, Mayoral Lead for Primary Schooling, also took up positions on the Board succeeding Cllr Jane Corbett. The Board also said goodbye to Bob Clark, Advisory Member.

School of Sanctuary

A Liverpool School of Sanctuary is a school that is committed to being a safe and welcoming place for all students and their families. It is a school that helps its students, staff and wider community understand what it means to be seeking sanctuary and to extend a welcome to everyone as equal, valued members of the school community. It is a school that is proud to be a place of safety and inclusion for all.

There is already so much good practice across Liverpool schools in providing a welcoming and inclusive environment. Many of our schools have years of expertise in supporting children and their families who are looking for a space to feel safe, whether they have fled from dangers overseas or whether they are children born here in Liverpool needing a safe and secure environment to thrive and develop. The School of Sanctuary Charter Award recognises and celebrates this.

School Improvement Liverpool's Ethnic Minority and Traveller Achievement Service (EMTAS) is working in collaboration with the National School of Sanctuary and Liverpool City of Sanctuary to roll out the Charter award.

There are three principles to becoming a School of Sanctuary:

1. Learn what it means to be seeking sanctuary
2. Take positive action to embed concepts of welcome, safety and inclusion within your school and the wider community.
3. Share your vision and achievements – be proud!

The Charter has been piloted in some primary schools with plans to extend the award to all Liverpool schools. A range of events and activities are scheduled to take place including a celebration of language, International Weeks, Refugee Week events and awareness raising, and projects exploring journeys and sanctuary and challenging stereotypes and misinformation. The pilot schools have also established a support network to share and disseminate good practice.



'At Abercromby Nursery we are very excited about becoming a School of Sanctuary. It reflects the ethos of our School where it is our aim to support all children, parents and the community in our inclusive environment. This is evident in our resources, activities, displays, planning, the curriculum – everything! We are looking forward to working with colleagues to celebrate our safe and inclusive school and show that we are never too young to 'all be friends'!'

'The best thing about Windsor is we have people from every country in the world – Windsor welcomes everyone and we make sure when people come they are safe and happy.'

'...accredited buddies from each class will be trained in welcoming new children to the family of St Anne's Overbury. Together with expert guidance and help from the learning mentors the Buddies will provide the ongoing practical and emotional support new children (particularly those who may have recently arrived) may need to enable them to feel safe, happy and settled.'

EMTAS will host the School of Sanctuary Conference during the autumn term. The conference will provide colleagues with the opportunity to learn more about seeking sanctuary and how we can best support some of our most vulnerable groups of pupils. Details about the School of Sanctuary Award and the conference are available on www.ednet.co/emtas

Gill Rowlands
EMTAS Manager

Counselling in schools

School based counselling is one of the most prevalent forms of psychological therapy for children and young people, with around 70-90,000 cases seen a year across the UK in secondary schools alone.

At secondary level the majority of schools in England offer some level of access to counselling. Although data is not systematically collected on counselling services in schools, the British Association of Counselling and Psychotherapy estimates that 60-80% of secondary schools in England offer some kind of counselling and the numbers have increased over the last ten years.

While counselling in primary schools seems to have a shorter history than in secondary schools, with little evidence of it being available before 1999, it also seems to be growing.

Counselling can be beneficial in a number of ways, for example it can help:

- reduce the psychological distress that children and young people may experience as a result of facing a range of life difficulties, such as being bullied or experiencing bereavement;
- support young people who are having difficulties within relationships, for example with family or with friends;
- young people who are having difficulty managing their emotions, such as anger.

Many pupils report improvements in their capacity to study and learn following counselling and frequently report that counselling helps them to concentrate. Pupils also report an increased motivation for school and schoolwork.

Headteachers and pastoral care teachers are also supportive of counselling in helping pupils to study and learn, particularly in facilitating the young person's ability to concentrate in class, as well as increasing their attendance at school and improving behaviour.

Evidence indicates that in secondary schools the most common issue that young people raise with counsellors, is family issues. Anger is second and is

significantly more common for males, with about one-quarter of all males presenting with this difficulty. 'Behaviour' is another common presenting issue at school-based counselling; as are bereavement, bullying, self-worth and relationships in general. For the young people themselves, the most frequent goal they wish to work on when coming to counselling is increasing self-confidence and self-acceptance.

School staff know their pupils well. However teachers and support staff often don't have either the time or the expertise to help children and young people when they begin to show signs of distress for an extended period of time. Studies show that school staff can appreciate the availability of a professionally qualified counsellor who can support these children once they have been identified. School staff also say that they benefit from the guidance of counsellors when they are trying to understand and manage children and young people's behaviours and emotions in school.

Whilst school based counselling has gained much support and has increased in prevalence in recent years, there are, however, broad areas for development for counselling services which schools should be mindful of, including:

- increasing the extent to which practice is evidence-based;
- greater use of outcome monitoring;
- ensuring equity of access to young people who are currently under-represented, for example those from BME backgrounds;
- increasing children and young people's involvement with development of services;
- better integration with other mental health and wellbeing support, within the school and beyond it, allowing for improved assessment and referral.

There are a number of ways in which counselling may be used in schools, including to complement and support other services.

The key areas are:

- as a preventative intervention. School staff, parents or carers, or other adults close to the child or young person may identify that there are emerging signs of behavioural change (for instance, drug and alcohol misuse, or dis-engagement with learning). Consequently they may refer the child or young person, with their informed consent (and in line with the individual school's procedures) to counselling to explore and make more positive, goal-orientated choices.
- For assessment purposes. A suitably qualified counsellor can provide an assessment of a child or young person which includes an assessment of risk, and identify with them an appropriate way forward, including considering goals which they may want to achieve (which may be to do with any aspect of their lives). The agreed way forward may be ongoing counselling, but may also be 'watchful waiting' or a recommendation through agreed school routes that a referral to other statutory or voluntary services would be appropriate.
- As an early intervention measure. Children or young people themselves, or the adults around them, might identify a problem and refer them to counselling. A counsellor will work with the child or young person to help them address their problem(s) and reduce their psychological distress.
- A parallel support alongside specialist CAMHS. Some children and young people may attend counselling while they are also attending specialist mental health services. Sometimes resource constraints can mean that specialist mental health service appointments are not as frequent as the service and/or the young person and parents or carers would like. Here, a school counsellor can support the young person in between specialist mental health service appointments, or while waiting for treatment to begin. Both services should know each other are involved and can communicate any significant developments between them (normally with the young person's and parent's or carer's permission).

- A tapering or step down of intervention when a case is closed by specialist mental health services. Sometimes, when a specialist mental health service intervention is completed, a child or young person may attend counselling within school as a further support which consolidates the work of the specialist mental health service. Counselling, too, is tapered and stepped down to an end. However, should the problems escalate, a fast track communication and referral can operate between counselling and specialist mental health services.

At each stage of school based counselling, and no matter how a referral was made, the child or young person should work with the counsellor's support to find their own answers to their difficulties. Some children and young people may not want to see a counsellor in their school and schools may, therefore, want to provide their students with information about other sources of help in the local community.

Leadership role

All of the above is dependent on clear and committed leadership. The headteacher's role will be crucial, as will that of the governing body, but strong leadership below that is also essential to ensure a coherent whole school approach, championing wellbeing, and acting as a point of contact both within school and for external agencies. *Future in Mind** proposes there should be a specific individual responsible for mental health in schools. In fact it is already common practice within schools who have counselling services for a senior member of staff to be the "link person" to the counselling service. This senior member of staff can act as the champion for the service, whether the counsellor is employed by the school or an outside agency.

A recent review of initial teacher training recommended that in future, training should provide new teachers with a grounding in child and adolescent development, including emotional and social development, which will underpin their understanding of other issues including mental health.

** Future in mind: Promoting, protecting and improving our children and young people's mental health and wellbeing, Dept of Health 2015*

New from Westminster

Education and Adoption Bill

At the time of writing, The Education and Adoption Bill is working its way through Parliament and should be enacted in time for September implementation. The Bill provides new powers for Government intervention in schools.

The main provisions are:

- Maintained schools rated inadequate by Ofsted will automatically be subject to an Academy Order. An Academy Order is the mechanism by which a maintained school converts to an academy. Prior to the Bill, the Secretary of State could issue such an order but didn't have to.
- Powers of intervention – the Secretary of State, as well as local authorities, will have the power to issue warning notices to maintained schools and to determine the form of intervention, ie:
 - to require the governing body to enter into arrangements (with a view to improving the school);
 - to appoint additional governors;
 - to suspend the delegated authority for the school's budget;
 - to appoint an Interim Executive Board (IEB) to replace a failing governing body. Currently the Secretary of State only has powers to direct a local authority to issue a warning notice.
- The Secretary of State will have the power to determine the membership of an IEB even if a local authority had issued the warning notice.
- A warning notice will also apply to 'coasting' schools.

Where a school has been rated inadequate by Ofsted and is therefore subject to an Academy Order, there will be:

- No requirement to consult on conversion to academy status.
- Power for the Secretary of State to direct a governing body and/or a local authority to take specific actions to facilitate the conversion process including the requirement to accept the government's choice of sponsor.

Though used in common speech for some time, the term 'coasting school' is new to education legislation and is to be formally defined by supporting regulations. However, Nicky Morgan, Secretary of State, outlined at the end of June that schools will be deemed to be coasting if they do not meet prescribed standards for three years in a row. In 2014 and 2015 that level is set at 60% of pupils achieving five good GCSEs or an above-average proportion of pupils making acceptable progress. The current floor standard is 40 percent A*-Cs in secondary schools. From 2016, the level will be set based on Progress 8 - a new accountability measure which shows how much progress pupils make between the end of primary school and their GCSEs.

At primary level, the definition will apply to those schools who have seen fewer than 85% of children achieving an acceptable secondary-ready standard in reading, writing and maths over the course of 3 years, and who have seen insufficient pupil progress.

The 'coasting' definition will be based on performance in 2014, 2015 and 2016.

Coasting schools will be required to submit improvement plans to Regional Schools Commissioners. If they are judged to be credible they will receive support; if not, inadequate maintained schools will be converted into academies, while academies are likely to be given new sponsors.

The DfE estimates that the new measures will lead to an additional 1,000 academy conversions. As of 31 March 2015 there were 447 schools rated 'inadequate' and 3,299 'Requiring improvement' at their most recent Ofsted inspection.

EBacc to become compulsory

Starting with the 2015 year 7 cohort, secondary schools will be required to teach all their pupils the English Baccalaureate subjects. The EBacc subjects are English, maths, geography or history, science and a modern foreign language. One effect of this change is to make a modern language compulsory at key stage 4, a requirement that used to apply but which was dropped a few years ago.

The requirement is not to be enforced by legislation, but Ofsted will not be able to grade any school as outstanding that does not comply.

Regional School Commissioners

There are eight Regional School Commissioners, representing the East of England, East Midlands and the Humber, the North, Lancashire and West Yorkshire, South-Central England, South-East England, South-West England, and the West Midlands. Each RSC is supported by a board of elected headteachers. Liverpool is covered by the Lancashire and West Yorkshire RSC, Paul Smith, a former Executive Head of an Academy and Teaching School in Parbold.

The remit of the RSCs is to approve and oversee academies and free schools. This entails:

- monitoring the performance of the academies in their area
- taking action when an academy is under-performing
- deciding on the creation of new academies
- making recommendations to ministers about free school applications
- encouraging organisations to become academy sponsors
- approving changes to academies arrangements.

National database of governors *

The DfE is to establish a national database of governors in order to deliver more transparency for parents and the wider community. The move is seen as a response to the Trojan Horse claims about schools in Birmingham being taken over by groups with a hardline agenda.

Among the problems identified by the Trojan Horse inquiries was that governors had been interfering in the running of schools and had undermined head teachers. At the time there were calls for more oversight of governors, however the DfE did not have a register to check who was serving on governing bodies. This raised questions about a lack of knowledge about whether there were networks of individuals who had become governors in multiple schools.

At the time of writing there was no indication of how the database would be populated although this could be achieved via information published on schools' websites. Statutory guidance makes clear what information schools are required to publish about their governors

The information they should publish should, as a minimum include for each governor:

- their name;
- their category of governor;
- which body appoints them;
- their term of office;
- the names of any committees the governor serves on; and
- details of any positions of responsibility such as chair or vice-chair of the governing body or a committee of the governing body.

Governing bodies should also publish this information for associate members, making clear whether they have voting rights on any of the committees they serve on.

From 01 September 2015, governing bodies have a duty to publish on their website their register of interests. The register should set out the relevant business interests of governors and details of any other educational establishments they govern. The register should also set out any relationships between governors and members of the school staff including spouses, partners and relatives.

The guidance adds that governing bodies should make it clear in their code of conduct that this information will be published on their governors and, where applicable, their associate members. Any governor failing to reveal information to enable the governing body to fulfil their responsibilities may be in breach of the code of conduct and as a result be bringing the governing body into disrepute. In such cases the governing body should consider suspending the governor.

** Liverpool Governor Services maintains a database of our governors' contact details to enable general cascading of relevant information (by email) or for use in appropriate circumstances (email/telephone/letter). We adhere strictly to the Data Protection Act principles. For more information please contact Dave Cadwallader on 0151 233 3933.*

The Prevent Duty

From 1 July 2015 all schools became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism”. The ‘Prevent duty’ also applies to a wide range of public-facing bodies.

Ofsted’s revised common inspection framework which comes into effect from September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils’ welfare and prevent radicalisation and extremism.

DfE guidance on how schools should fulfil the Prevent duty, asserts that it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. The guidance positions protecting children from the risk of radicalisation within schools’ wider safeguarding duties, similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Personal, Social and Health Education (PSHE) can provide an effective opportunity to explore sensitive or controversial issues, and equipping pupils with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The statutory guidance makes clear that schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people will vary from area to area, and according to their age. Schools are in an important position to identify risks within a given local context. It is important that schools understand these risks so that they can respond in an appropriate and proportionate way. Schools should also be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

Schools should have clear procedures in place for protecting children at risk of radicalisation and this may be set out in existing safeguarding policies- it is not necessary for schools to have distinct policies on implementing the Prevent duty.

Based on DfE guidance on the Prevent Duty, available from www.gov.uk ref: DFE-00174-2015.

See page 13 for details of workshops to raise awareness of Prevent



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Governor Recruitment

All schools face a number of specific challenges, some easier to resolve than others given the right resources or proper planning – one challenge I think that is considerably more difficult to resolve is parent and community engagement.

I'm sure all governors reading this will know what I mean when it comes to Governor Recruitment and training. Each board wants to recruit and train the best people – be they from industry, social demographic, representative group or simply energetic and keen to help the school. However finding those individuals is harder than it looks, especially when it comes to trying to incentivise new parent governors to give up what little free time they do have to engage with the school and be an active member of the board.

At my school we have adopted an open and inclusive approach – it would be nice of course to be able to get community leaders, bank managers and the local solicitor to join us but like everyone else I feel our best chance at getting committed governors is from the pool of parents who in a sense are a captive audience. On entry to Reception as Chair I make sure I have the opportunity to meet the parents of the children who are starting with us so that they know who I am and what the Governors do. We find many parents at this stage are the most receptive to involving themselves with the school and try and shape it in a way that can potentially benefit their own child. Beyond our reception parents I always try to be available at parents evening for at least a couple of hours so that parents who may be interested in the work of governors can come in and ask any questions they may have and I can 'pitch' them on getting further involved.

So then comes the sell, what's in it for them? I find this is sometimes the wrong question to think of when I look at Governor Recruitment. For me the right question is what's in it for us and I do make it very clear it is us! Like it or not especially as a parent governor they are already part of the school, they already have an interest in the ideology, structure

and finances of the organisation and they are trusting their most precious possession to the management of that institution. Therefore for me I ask why wouldn't they want to be involved in shaping, growing and thriving of the place that will hopefully give a solid bedrock from which their children will develop skills to do whatever they want to in later life?

From induction our new governors are treated like a resource. Even at this stage when knowledge of education is potentially limited they still bring views and opinions that are useful to decision making – for example at Longmoor we do not have class or year governors simply because as a governor we want you to have a whole school view because you are a whole school resource. Longmoor have a day in the life programme that allows all governors the opportunity to see what a day in the life of school looks like – from the start of school at 08:55 to home time at 15:30 - governors have the chance to see first-hand how our school is run, what actually happens in class and some of the stresses and strains our professional colleagues are going through. They don't need to be formally qualified to experience the atmosphere of the building or the abundance of books, resource and green space.

Going about recruitment and induction in this way I think leads to more rounded governors (coupled of course with the solid training provided by the City and other partners). It gives me the tools to offer a very real picture to new or potential governors of what they can expect, what actually is required from them and what they can bring to the board. Those expectations of course need to be met because as we all know consistency is key when it comes to school governance, changes to legislation, changes in staff will always be easier to manage if the leadership team has the backing of knowledgeable committed governors who they know are equally committed to the school as they are and to that end I am always clear with potential or new governors that we set high standards for ourselves as well as the school and its leaders.

**Mark Rea,
Chair, Longmoor Primary School**

Courses for autumn term

Performance Related Pay

Monday 21 September 10.00am to 12noon

Ref: G15/42

or

Monday 21 September 6.00pm to 8.00pm

Ref: G15/43

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The session will cover:

- The Governing Board's responsibilities
- Monitoring the implementation of PRP
- Understanding the appeals process

Presenters: Katie Smith and Kath Aistrop, School Employment Advisory Team

Termly Meeting for Chairs

Wednesday 23 September 6.00pm to 8.00pm

Ref: G15/44

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

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

Councillor Nick Small, Assistant Mayor of Liverpool & Cabinet Member - Education, Employment & Skills, Councillor Lana Orr, Mayoral Lead for Primary Schooling and Colette O'Brien, Director of Children's Services will be present at the meeting.

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

Cost: Free

Ofsted Inspections

Tuesday 29 September 6.00pm to 8.00pm

Ref: G15/45

or

Friday 02 October 10.00am to 12noon

Ref: G15/46

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The session will cover:

- The framework for inspections
- The inspection process
- How is Governance inspected?
- What will the Inspectors ask me?

Presenter: Dave Cadwallader, Governor Services Officer

Termly Meeting for Clerks

Friday 18 September 10.00am to 12noon

Ref: G15/41

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

Our termly meeting for clerks to governing boards 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, Governor Services

Cost: Free

Minutes Matter!

Minutes are an important source of evidence of the effectiveness of the Governing Board and its committees. This session is aimed at those governors who have taken on the role of minute-taker of committee meetings. (Clerks are also welcome to attend this session).

Tuesday 06 October 10.00am to 12noon

Ref: G15/47

or

Tuesday 06 October 6.00pm to 8.00pm

Ref: G15/48

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- The purpose of minutes
- Capturing 'challenge'
- Note taking and transcribing into minutes
- Formatting and presentation

Presenter: Terry Brown, Governor Services

Safeguarding

Wednesday 14 October 1.00pm to 3.00pm

Ref: G15/49

or

Wednesday 14 October 6.00pm to 8.00pm

Ref: G15/50

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The session will cover:

- The governing board's responsibilities for safeguarding
- School self-assessment
- Ofsted inspection of safeguarding
- Key questions for governors to ask

Presenter: Phil Cooper, Senior School Improvement Officer, Safeguarding and SEN

Safer Recruitment

Thursday 15 October 9.00am to 4.00pm

Ref: G15/51

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The School Staffing Regulations makes Safer Recruitment training a mandatory requirement for governing boards 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.

Participants on this course will be awarded a Certificate of Accreditation upon successful completion of a short assessment paper on the day.

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: Phil Cooper, Senior School Improvement Officer, Safeguarding and SEN

Cost: Free with Governor Training Service Agreement 1; £200 if no service agreement.

**Liverpool
Governors' Forum**

representing and supporting school governors



LGF Conference 'Head Teacher Well-being'

Saturday 17 October

Partnership for Learning Charity

South Road Liverpool L24 9PZ

9.30am—12.30pm

Registration/Tea/Coffee from 9.00am

Lunch from 12.30pm

LGF AGM

Thursday 12 November

6.30-8.30pm

Registration/Tea/Coffee from 6.00pm

Everton FC Goodison Park

Spaces are limited - to book a place please email David Blythe, Hon Sec at admin@livgovforum.org.uk



admin@livgovforum.org.uk



www.livgovforum.org.uk



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Representing Your Governing Board at a Hearing

Wednesday 21 October 6.00pm to 8.00pm

Ref: G15/52

or

Friday 23 October 10.00am to 12noon

Ref: G15/53

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- What happens before a hearing
- What to expect at a hearing
- Roles and responsibilities of all parties
- What happens after a hearing

Presenter: Liz Dodd,

WRAP - Workshop to Raise Awareness of Prevent

Tuesday 03 November 6.00pm to 8.30pm

Ref: G15/54

or

Friday 06 November 9.30am to 12noon

Ref: G15/55

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

In light of recent high profile investigations into extremism in schools, the WRAP sessions are offered to raise awareness of the government's Prevent strategy and will include:

- Safeguarding pupils from individuals, groups or others who promote extremism
- Governing body responsibilities
- CHANNEL - A partnership approach to protecting vulnerable people from being drawn into terrorism

Presenter: Clive Finch, Prevent Co-ordinator

Understanding Pupil Data

Wednesday 18 November 10.00am to 12noon

Ref: G15/57

or

Wednesday 18 November 6.00pm to 8.00pm

Ref: G15/58

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The sessions will cover:

- School performance – sources of information
- RAISEonline demystified
- Benchmark comparisons
- Identifying trends and patterns
- Questions for governors to ask
- What might Ofsted ask me?

Presenter: Maggi Huyton, School Improvement Partner

The Role of the School Governor— an induction course for new governors

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 board'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 16 November 6.00pm to 8.00pm

Ref: G15/56

and

Monday 23 November 6.00pm to 8.00pm

Ref: G15/60

OR

a one day session on: Friday 20 November 9.30am to 2.45pm

Ref: G15/59

Venue for all sessions: Toxteth Annexe, Aigburth Road, L17 7BN

The course will cover:

- The different categories of school governor
- The core functions of governing bodies
- How governing bodies 'challenge' school leaders
- Monitoring and evaluating progress
- Accountability
- Complaints against the school
- The legal framework for meetings

Presenter: Dave Cadwallader, Governor Services Manager

Cost: Free with Governor Training Service Agreement 1; £90 per evening session if no service agreement; £200 for the one day session if no service agreement

SEN

Thursday 26 November 10.00am to 12noon

Ref: G15/61

or

Thursday 26 November 6.00pm to 8.00pm

Ref: G15/62

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The session will cover:

- Statutory responsibilities of governing boards within the SEN Code of Practice
- School practices and procedures
- The role and responsibilities of the governing board in supporting the teaching and learning of children and young people with SEN

Presenter: Yvonne Sutton, School Improvement Officer, Inclusive Learning

The Governors' Role in Managing School Finances

Wednesday 02 December 10.00am to 12noon

Ref: G15/63

or

Thursday 03 December 6.00pm to 8.00pm

Ref: G15/64

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- An overview of the (SFVS) Schools Financial Value Standard
- The governing board and school staff
- Setting the budget
- Value for money
- Protecting public money

Presenter: John Byrne, Schools Finance Manager

Understanding Statutory Assessment

Tuesday 08 December 10.00am to 12noon

Ref: G15/65

or

Tuesday 08 December 6.00pm to 8.00pm

Ref: G15/66

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- Changes to statutory assessment - implications for schools and governing boards
- The Liverpool Common Framework
- Ofsted expectations
- An audit for governors

Presenter: John Egerton, Statutory Assessment Manager

Booking information

You can book directly online on EDnet: www.ednet.co or by contacting Jean Worrall on 0151 233 3944 or jean.worrall@si.liverpool.gov.uk. You will receive written confirmation of your booking by email or post.

These courses are available to all schools, whatever their status (maintained, academy, free, independent, UTC) and from any local authority (LA).

Unless otherwise stated all sessions are FREE with Governor Training Service Agreement 1 or £90.00 per two hour session per person if no Service Agreement. Longer sessions are priced individually. As a courtesy, please liaise with your school before booking onto a course. If you are unable to attend a course for which you have booked please tell us as soon as possible otherwise a fee, if applicable, will be charged.

Toxteth Annexe Conference Centre

Our primary venue for training sessions is Toxteth Annexe Conference Centre, Aigburth Road, Liverpool, L17 7BN (please note that Aigburth Road is a dual carriageway).

Free car parking is available within the grounds of the building. Bus routes 82 and 60 run regular services along Aigburth Road whilst St Michael's train station is located 600 metres away on Southbrook Road, L17 7BQ.

EDnet: www.ednet.co



EDnet simplifies and streamlines communications between the local authority and school based staff and governors. In addition to pages dedicated to school governors, the site includes information on curriculum, data, finance, health and safety, Service Level Agreements, vacancies, training courses, pastoral care, local and national developments (including consultations) and much more. Governors can logon to EDnet from any PC with internet access using an individual username and password.



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Please contact Jean Worrall if you would prefer a pdf version of Governors' News to be emailed to you