

# Governors' News

A Termly Newsletter for Liverpool Governors



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# Liverpool Learning Partnership



## Liverpool Counts

On 19th January 2018 at the Museum of Liverpool, Cohort 3 will receive their Awards for the Liverpool Counts Quality Mark. **18** schools: **13** primary, **four** secondary and **one** special school will be present at this celebration. **Six** schools will receive gold awards, **10** silver and **two** bronze.

It has been fantastic to see the work going on across the city to promote numeracy across the curriculum. Frequently visitors to schools comment on the work displayed as part of the quality mark and some schools have very successfully engaged parents and carers in the work, too.

In total, **64** schools in the city now have the Liverpool Counts Quality Mark and **26** are currently working towards it as part of Cohort 4. Let us know if you want to enrol for cohort 5.

## Cultural Education

We are currently having the Liverpool Cultural Education Partnership evaluated by an external organisation, Metavalue. They have been conducting a range of meetings, phone conversations and surveys to assess the progress of this area of work. Early findings are encouraging with a final written report expected by March 2018.

## Attendance

In November 2017 we held the second of our annual attendance awards ceremony at the Town Hall. **25** pupils were awarded certificates and a Kindle for their **100%** attendance throughout a whole phase of school life. **Five** of these pupils had not missed a day of primary school and **20** had successfully attended every day from Year 7-11 of secondary school, with a few managing sixth form too! **One** pupil had managed every day from Reception to Year 11 and was presented with an iPad to mark her achievement.

This year, we also awarded **21** pupils who had managed sustained improvement in their attendance. Some of these pupils' attendance had improved from very low persistent absenteeism to now being above national average. They were awarded certificates and a voucher for Liverpool One.

We have been working with SIL and LCC and the business sector to drive forward the Attendance Strategy for the city. There is an action plan which underpins this work and is monitored by a multiagency group at regular intervals. Attendance is everyone's business and we need to work together to see improvements.

We are now drawing to the close of the Attendance Quality Mark Pilot. This has been quite a challenge for schools and for the assessors! We are hosting an event to evaluate the pilot before rolling it out to other schools in the city. We will also arrange a celebration event to mark the awards gained by the schools in the pilot.

## **Mental Health**

A multiagency team of professionals is meeting every two months to oversee an action plan developed from the Review: Whole School approaches. One of the main recommendations was to provide training for school staff in order that they can better support and signpost the students in their schools.

We are delighted to report that every secondary school in Liverpool now has a trained Mental Health Champion, who has done the Mental Health First Aid course.

We have also offered this course free of charge to colleagues in Alternative Education Provision. A primary course called ROAR has been developed by partners in MYA and this has been successfully trialled in twelve schools. This will shortly be rolled out city wide. These are clear recommendations in the Government's Green Paper: Transforming Children and Young People's Mental Health Provision.

We have produced a school policy for mental health and emotional wellbeing which can be accessed via our website: [www.liverpoollearningpartnership.com](http://www.liverpoollearningpartnership.com).

We are currently working on a toolkit for professionals to help them address concerns in school where children and young people may be exhibiting symptoms of emotional distress.

The city was selected for a thematic review of the CAMHS Partnership and this was a positive experience for the wider partnership. Many examples of good practice were cited including the work being done in schools to ensure young people have appropriate support.

## **Reading Clubs for vulnerable pupils**

Using money from the Families Programme, we have now set up **12** clubs in all phases: **six** in primary, **three** in secondary and **three** in special schools. **11** more are due to start this half term.

**25** more schools have expressed an interest and will be starting their clubs in the near future. All schools are given **£1000** to run the reading club: this can pay for staff to run the club, books or Kindles for the children. **70%** of the pupils must be defined a vulnerable: on Child Protection or CIN plans, LAC or with an EHAT. A visit to the Storybarn is offered free to the children attending the clubs.

This offer is available to all schools in the Liverpool Learning Partnership. Contact Jenny Holder for more information: [jholder.llp@gmail.com](mailto:jholder.llp@gmail.com)

## **Transition**

Work is beginning to move this forward. A common secondary information form has been designed for use across the city. This is being considered by managerial associations currently. If adopted, it will ease pressure on year 6 teachers and admin staff in primary schools as well as ensure the same information is gathered on all pupils moving to year 7 across the city's schools.

LLP is keen to see summer schools available again in the secondary schools who might wish to run them and currently we are investigating some funding sources to support this. The aim of these summer schools would be to engage with the year 7 pupils who are starting in the September and provide some valuable transition for them.

*Elaine Rees*

*CEO: Liverpool Learning Partnership*

# School Governance in 2017 Survey



The findings of the National Governance Association and Times Education Supplement joint 2017 annual survey were published in autumn reflecting the views of the **5,338** governors, trustees and academy committee members who completed the survey. Effective governance depends on the participation of people with a range of backgrounds and perspectives. Previous surveys have consistently found that younger people are underrepresented in school governance. Just **1%** of respondents were aged between **18** and **29** in each of the past **three** years. This year, a total of **10%** of those surveyed were under **40** (**11%** in 2016 and **12%** in 2015). By comparison, over a third were aged **60** or older.

This age profile is likely to be driven by a number of factors. When asked about their motivation for becoming involved in school governance, many retired governors/trustees cited having more time on their hands or the desire to utilise skills developed during their careers.

The findings of the survey indicate that there is a significant amount of work to do on improving the diversity of school governing boards: only **4%** of respondents gave their ethnicity as non-white, while **94%** of those surveyed gave their ethnic group as white (the remaining **2%** selected 'rather not say'). This is considerably higher than the **86%** of the population at the last census in 2011. This suggests that governing boards do not always reflect the ethnic diversity of the communities they serve.

Those in leadership roles on governing boards were more likely to be white: **97%** of chairs, **95%** of vice-chairs, and **96%** of committee chairs, in comparison to **92%** of other governors, trustees or academy committee members.

Although younger governors and trustees make up a minority of respondents, younger respondents were more likely to give an ethnicity other than white compared to older respondents.

While women accounted for **61%** of the responses, there was some indication that they are less likely to be in leadership roles on the governing board. **31%** of the male respondents were chair and a further **15%** were chair of a committee, compared to **25%** and **12%** of the female respondents.

There was a higher proportion of men governing secondary schools compared to primary or special schools.



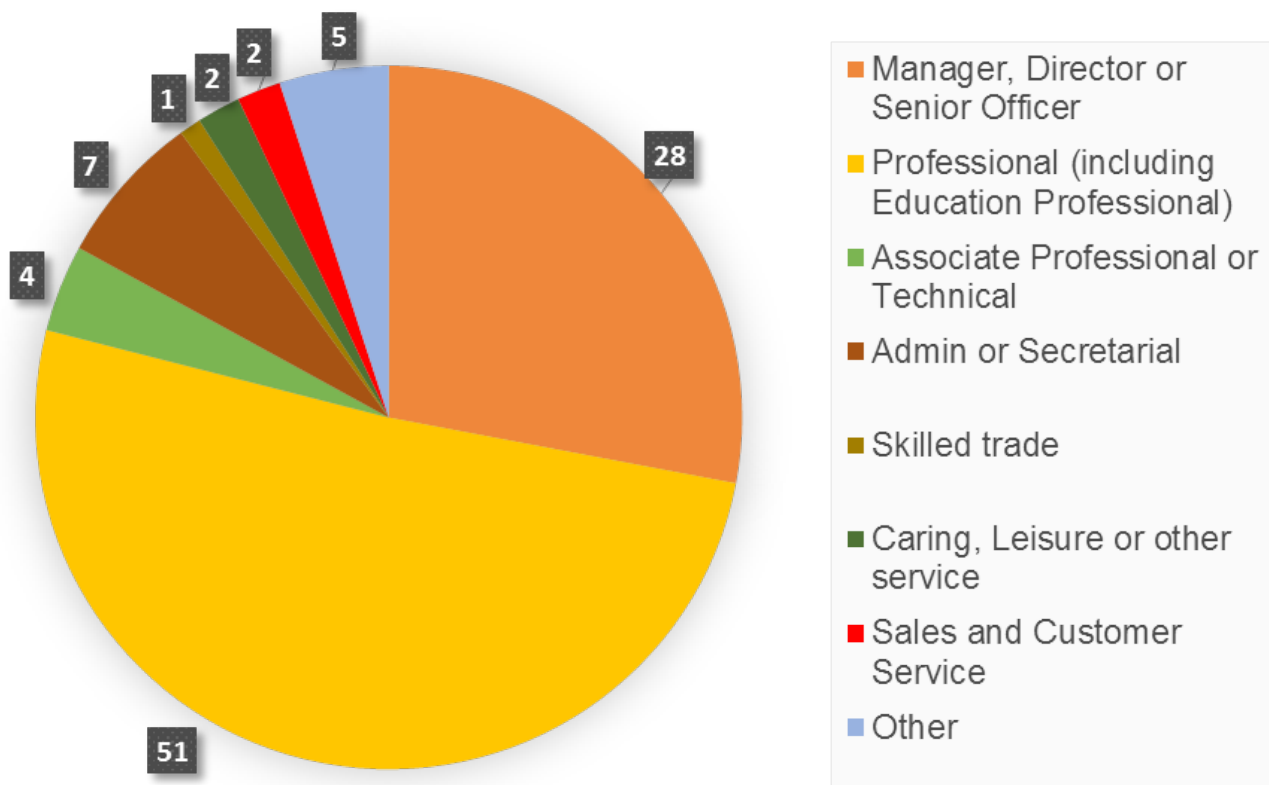
## Employment

Almost two thirds (**65%**) of those surveyed were working (**53%** were employed and **12%** were self-employed). **28%** were retired and **5%** were looking after home or family. Trustees of MATs were the least likely to be in work, with **59%** either employed or self-employed and **31%** retired.

Of all those in work, two-thirds (**66%**) worked full time and the remaining third work on a part time (**31%**) or casual (**3%**) basis.

The Department for Education has been promoting the importance of skilled governance over recent years. The survey findings suggest that the majority of governors and trustees are already bringing valuable skills and experience from their working lives: **28%** are or were managers, directors or senior officials, and a further **51%** are or were professionals.

Which of the following best describes your current or previous occupation?



The survey also reveals little difference in the proportion of parent governors who are/were managers, directors and senior officials compared to those appointed by the governing board or trust members: **32%** of elected parents compared to **31%** of those appointed. This suggests that stakeholder representation is not incompatible with skilled governance.



## **Governor recruitment**

Given the importance of the role, the risk of failing to attract sufficient high quality volunteers is significant. A considerable proportion of those surveyed reported that their governing boards are finding it difficult to recruit governors and trustees. Overall, **56%** agreed this was the case this year, which has increased slightly from **53%** in 2016 and **50%** in 2015. This difficulty in recruiting is reflected in the number of vacancies respondents reported on their governing boards. **57%** said that they currently have at least one vacancy.

Given that a sizeable proportion of governing boards have vacancies, it is notable that many are not using the free services available for volunteer recruitment and this may point to a need for improved communication. Just under half of respondents had not heard of the School Governors One Stop Shop (SGOSS) and just over half had not heard of Inspiring Governance. More respondents had used SGOSS than Inspiring Governance, perhaps reflecting the fact that this is a more established service.

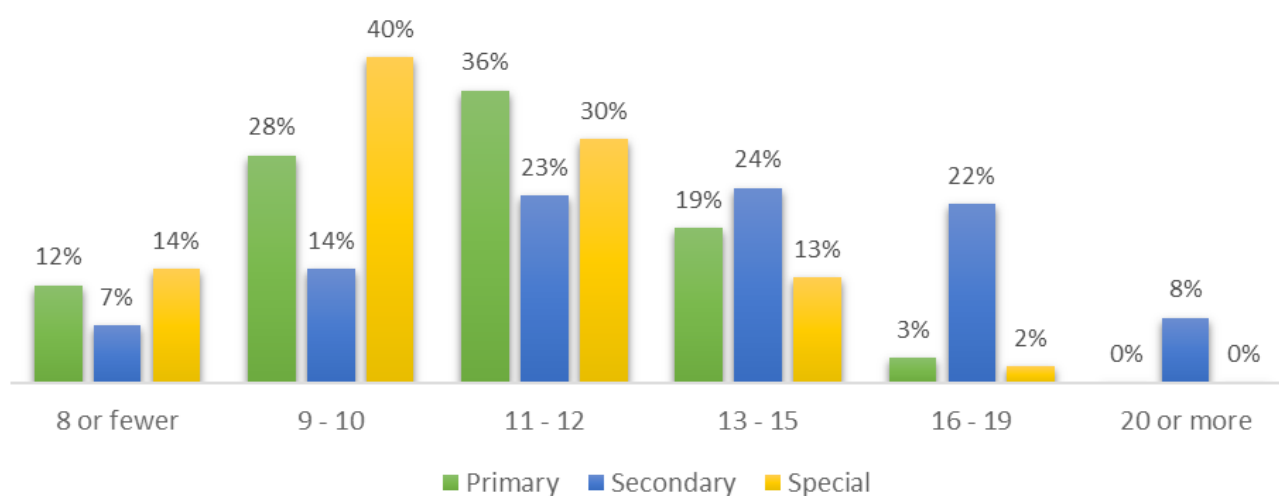
Beyond locating potential volunteers, how you go about recruiting them is crucial and NGA recommends formally interviewing prospective governors and trustees. Only **39%** of respondents had done this in the past year (**10%** did not know whether this was done on their governing board). However, of those that had done it, **96%** had found it useful.

Once on the board, supportive induction is essential to ensure that they become effective in their role. The vast majority of respondents agreed that high quality induction training should be mandatory for new governors and trustees: **95%** (with just **3%** disagreeing and the remainder saying they have no view). Support was high across those governing in all phases and school structures. **95%** of those who described their current occupation as 'manager, director or senior official' also agreed – showing recognition that having skills from your working life does not negate the need for induction training specific to the role.

## Board size and committees

Over the past few years, findings have suggested a trend towards smaller governing boards. Responses to this year's survey indicate that this is continuing: in 2013, **17%** of boards had **10** or fewer places and **29%** had **16** or more, whereas this year **37%** had **10** or fewer places and **10%** had **16** or more.

### How many governors/trustees do you have on your governing board when full (excluding associate members)?



There also appears to be a trend towards governing with fewer committees among survey respondents. The proportion governing without any committees has risen from **2%** in 2013 to **9%** of single school governing boards in 2017, though this has partly been driven by an increasing number of responses from academy committees (**23%** of which do not have any sub-committees).

The proportions of respondents whose governing boards have both three to four committees and five or more committees have dropped by around **10** percentage points over the four years.

## Governance practice

The least common practice among respondents appears to be performance managing governors and trustees, with just **12%** reporting that their governing board has done this. Although low, this is a considerable increase on the **4%** of respondents when we first asked the question in 2012.

The proportion of respondents whose governing boards have had an external review of governance has also risen considerably in comparison with previous years. **27%** said they had done so in this school year, compared to **14%** of respondents to last year's survey.

The Charity Governance Code recommends that boards of trustees have an external review once every three years so this year's responses are not far off what we would expect if all governing boards were following this advice.

An even greater increase has been seen in the proportion who had carried out an internal self-review: **59%** this year compared to 37% last year.

**73%** of respondents stated that they had agreed a code of conduct in this school year.

The proportion of respondents who had carried out a skills audit has been consistently above **70%** since the first survey in 2012 and was higher than ever in this year's survey at **87%**.

## Clerking

It is widely recognised that an effective clerk is a key element in the success of any governing board therefore it is encouraging that **87%** of respondents reported they have a clerk who can provide legal and procedural advice.

Trustees of MATs were least likely to say that this is the case (**81%** compared to **84%** of standalone academy trustees and **88%** of maintained school governors). This may be because some MATs use different language to describe the clerking role, such as governance manager or company secretary.

One cause for concern is that the proportion of respondents saying that they would consider paying more for a clerk who could provide legal and procedural advice has dropped from **68%** in 2016 to **56%** in 2017. This may be influenced by the level of anxiety among school governors and trustees about school finances.

## Chairing

Attracting a good chair and vice chair was a concern for a smaller proportion of respondents but at **36%** this was still a significant proportion.

Interestingly, chairs were more likely to agree that it is difficult (**40%**) than other governors (**32%**). This might suggest that some people are staying on as chair longer than they would choose due to a lack of willing volunteers. The survey does suggest that nearly **one in five** chairs have been in the role for longer than the six years that NGA recommends though we cannot tell whether this is by choice or because no one else will step up.

Respondents who weren't currently chairing were asked whether they would consider taking on the role in future. **51%** said definitively that they would not with just **8%** saying that they were hoping to be elected chair in the future. Around a quarter (**26%**) were willing to consider it while a further **8%** said that they would consider co-chairing.

When asked why they would not consider becoming chair, many respondents identified the time commitment and workload as the key barriers. Answers such as "I do not feel I could commit any more time to the role at this point in time" and "Too much of a responsibility these days" were fairly typical.

## Time taken to govern

Governing a school or group of schools is a significant responsibility and it is always important for those volunteering to be realistic about the time commitment. NGA/TES asked respondents if they agreed that the responsibilities given to governors/trustees are manageable within **10 to 20** equivalent days per year (a benchmark borrowed from the charity sector). Just over half (**53%**) agreed that they were, with **39%** disagreeing (the remainder had no view).

Interestingly, those governing secondary schools were more likely to agree that the workload was manageable (**57%**) than primary (**52%**) or special school (**45%**) governors and trustees. This could be seen as surprising, given that secondary schools tend to be larger institutions but it is possible that those governing smaller schools are more likely to be drawn into operational tasks.

Governing in different school structures can also be a different experience. MAT trustees are the least likely to agree that the responsibilities are manageable within that timeframe. This makes sense given the complexity of these organisations. It is interesting that those governing single academies – whether as trustees of single academy trusts or on academy committees within a MAT – were more likely to agree than those governing in the maintained sector.

One thing that can help with the demands of school governance is support from employers. **56%** of working governors/trustees had received time off: **43%** had received paid time off and **13%** had taken unpaid leave.

Governors of maintained schools are legally entitled to reasonable time off to commit to volunteering (though what is defined as reasonable has been left to employers and employees to negotiate). However, those governing in the maintained sector were actually slightly less likely than those governing in MATs to receive time off, indicating that it is not necessarily the law driving employer behaviour.

It is notable that only **4%** had actually had requests for time off refused, suggesting that there may be scope for governors and trustees to be more assertive when talking to their employers about governance duties.

Given the demands on their time, it is important to note that only a minority of respondents (**28%**) support the idea that it should be a paid role. Just less than a quarter (**24%**) of respondents believe that the chair should be paid. This is despite recent suggestions from Ofsted that it should be explored, although NGA remains opposed.

# Changes to Ofsted's Short Inspection Procedure



It has been announced that Ofsted will go ahead with reform of the short inspections system following a recent consultation. Since 2015, schools previously judged 'good' have received short one day inspections that do not result in a full set of judgements but are converted to a full inspection if inspectors do not find sufficient evidence that a school remains 'good'.

From January 2018, there will be four possible outcomes from a short inspection:

- if inspectors are confident that the school remains 'good', the school will receive a letter confirming this; another short inspection will take place in approximately 3 years (in line with the existing system);
- if there are "serious concerns about safeguarding, behaviour or the quality of education", the school will receive a full inspection within **48** hours;
- if inspectors suspect that there has been a decline and the school is no longer 'good', the school will receive a letter setting out the findings and a full inspection will take place "typically within one to two years but no later than **five** years since the previous full section 5 inspection";
- if inspectors believe that there has been an improvement towards 'outstanding', the school will receive a letter setting out the findings and a full inspection within **two** years.

# Preparing for the General Data Protection Regulation (GDPR)



The General Data Protection Regulation (GDPR) will come into force in the UK on 25 May 2018 replacing the current Data Protection Act 1998 (DPA). Although many of the GDPR's main concepts and principles are much the same as those in the DPA there are new elements and significant enhancements which will require schools to do some things differently and some things for the first time.

The Information Commissioner's Office has produced a checklist to help identify the main differences between the current law and the GDPR:

## 1. Awareness

Decision makers and key people in schools need to be aware that the law is changing to the GDPR. They need to appreciate the impact this is likely to have and identify areas that could cause compliance problems under the GDPR. Implementing the GDPR could have significant resource implications, especially for large MATs. Compliance will become more difficult if preparations are left to the last minute.

## 2. Information you hold

School should document what personal data they hold, where it came from and who it is shared with. This may entail an information audit. The GDPR will require schools to maintain records of their processing activities. It updates rights for a networked world.

For example, if your school has inaccurate personal data and shares this with another organisation, you will have to tell the other organisation about the inaccuracy so it can correct its own records. A school won't be able to do this unless it knows what personal data it holds, where it came from and who it is shared with. Doing this will also help to comply with the GDPR's accountability principle, which requires organisations to be able to show how they comply with the data protection principles, for example by having effective policies and procedures in place.



### **3. Communicating privacy information**

Under the current DPA, schools are already legally required to provide certain minimum information to individuals (including staff, pupils and parents) about how their personal data is processed. This is commonly provided through a Privacy Notice which may or may not be incorporated into the school's Data Protection Policy.

Under GDPR, the list of information which has to be provided to individuals will increase significantly and will include:

- your identity and contact details
- the purpose of processing their data and the legal basis for the processing of that data. (This latter requirement is new and will require significant thought in some cases)
- who the personal data is shared with
- transfers outside EU and how data is protected
- retention period and criteria used to set this
- their legal rights, e.g. the right to withdraw their consent to their data being used for marketing or for school fundraising; the right to complain to the ICO if there are concerns about data management.

The GDPR requires the information to be provided in concise, easy to understand and clear language.

### **4. Individuals' rights**

On the whole, the rights individuals will enjoy under the GDPR are the same as those under the DPA but with some significant enhancements. This is a good time to check your procedures and to work out how you would react if someone asks to have their personal data deleted, for example. Would your systems help you to locate and delete the data? Who will make the decisions about deletion? The GDPR includes the following rights for individuals:

- the right to be informed
- the right of access
- the right to rectification
- the right to erasure
- the right to restrict processing
- the right to data portability
- the right to object; and
- the right not to be subject to automated decision-making including profiling

The right to data portability is new. Schools will have to provide requested information electronically and in a commonly used machine readable format.

## 5. Subject access requests

You should update your procedures and plan how you will handle requests to take account of the new rules:

- in most cases you will not be able to charge for complying with a request.
- you will have a month to comply, rather than the current **40** days. You can refuse or charge for requests that are manifestly unfounded or excessive.
- if you refuse a request, you must tell the individual why and that they have the right to complain to the supervisory authority and to a judicial remedy. You must do this without undue delay and at the latest, within one month.

## 6. Lawful basis for processing personal data

Schools should identify the lawful basis for their processing activity in the GDPR, document it and update their privacy notice to explain it. Many organisations will not have thought about their lawful basis for processing personal data. However, under the GDPR some individuals' rights will be modified depending on your lawful basis for processing their personal data. The most obvious example is that people will have a stronger right to have their data deleted where consent is used as their lawful basis for processing.

Schools will also have to explain their lawful basis for processing personal data when responding to a subject access request. The lawful bases in the GDPR are broadly the same as the conditions for processing in the DPA. It should be possible to review the types of processing activities undertaken and to identify the lawful basis for doing so. This should then be documented in order to help you comply with the GDPR's 'accountability' requirements.

## 7. Consent

Schools should review how they seek, record and manage consent and whether they need to make any changes. Consent must be freely given, specific, informed and unambiguous.

There must be a positive opt-in – consent cannot be inferred from silence, pre-ticked boxes or inactivity. It must also be separate from other terms and conditions, with simple ways for people to withdraw consent. Public authorities and employers will need to take particular care. Consent has to be verifiable and individuals generally have more rights where you rely on consent to process their data.

There is no requirement to automatically 'repaper' or refresh all existing DPA consents in preparation for the GDPR but, if relying on individuals' consent to process their data, make sure it will meet the GDPR standard on being specific, granular, clear, prominent, opt-in, properly documented and easily withdrawn. If not, alter the consent mechanisms and seek fresh GDPR-compliant consent, or find an alternative to consent.

## **8. Children**

Schools should start thinking now about whether they need to put systems in place to verify individuals' ages and to obtain parental or guardian consent for any data processing activity. For the first time, the GDPR will bring in special protection for children's personal data, particularly in the context of commercial internet services such as social networking.

If a school offers online services to children and relies on consent to collect information about them its privacy notice must be written in a language that children will understand. The GDPR sets the age when a child can give their own consent to this processing at 16 (although this may be lowered to a minimum of **13** in the UK). If a child is younger then school will need to get consent from a person holding parental responsibility.

## **9. Data breaches**

Schools should make sure they have the right procedures in place to detect, report and investigate a personal data breach. The GDPR introduces a duty on all organisations to report certain types of data breach to the ICO, and in some cases, to individuals. The ICO must be notified of any breach which is likely to result in a risk to the rights and freedoms of individuals – if, for example, it could result in discrimination, damage to reputation, financial loss, loss of confidentiality or any other significant economic or social disadvantage.

Where a breach is likely to result in a high risk to the rights and freedoms of individuals, school would be required to notify those concerned directly in most cases.

Schools should put procedures in place to effectively detect, report and investigate a personal data breach. Schools may wish to assess the types of personal data they hold and document where they would be required to notify the ICO or affected individuals if a breach occurred. Failure to report a breach when required to do so could result in a fine, as well as a fine for the breach itself.

## **10. Data Protection by Design and Data Protection Impact Assessments**

The GDPR makes privacy by design an express legal requirement. Privacy by design is an approach to projects that promotes privacy and data protection compliance from the start.

Data Protection Impact Assessments are used to identify and reduce the privacy risks of systems. A DPIA can reduce the risks of harm to individuals through the misuse of their personal information. It can also help design more efficient and effective processes for handling personal data.

## **11. Data Protection Officers**

GDPR will require all schools appoint a Data Protection Officer (DPO). This person may be a member of staff or someone from an outside organisation – there are no formal qualifications required for the role however the DPO must meet certain criteria. The DPO's responsibilities include, but are not limited to:

- educating the school and its staff on important compliance requirements
- training staff involved in data processing
- conducting audits to ensure compliance and address potential issues proactively
- serving as the point of contact between the school and GDPR Supervisory Authorities
- monitoring performance and providing advice on the impact of data protection efforts
- maintaining comprehensive records of all data processing activities
- interconnecting with data subjects or parents to inform them about: how their data is being used; their rights to have their, or their child's personal data erased; the measures in place to protect their, or their child's, personal information

## **12. International**

If the school operates internationally, determine which data protection supervisory authority applies to you.

# PE and Sport Premium Funding for Primary Schools



Most schools with primary-age pupils (but not Nursery Schools) receive the PE and Sport Premium, based on the number of pupils in years **1** to **6**. In cases where schools don't follow year groups (for example, in some special schools), pupils aged **5** to **10** attract the funding. In most cases the number of pupils who attract the funding is based on the January school census.

## Funding for 2017 to 2018

- Schools with **16** or fewer eligible pupils receive **£1,000** per pupil.
- Schools with **17** or more eligible pupils receive **£16,000** and an additional payment of £10 per pupil.

Maintained schools, including PRUs and general hospitals, receive the funding via the local authority. The Department for Education gives local authorities PE and sport premium funding in two separate payments:

- **7/12** of the allocation on 31 October 2017
- **5/12** of on 30 April 2018

The Education Skills and Funding Agency (ESFA) sends academies their PE and sport premium direct in two separate payments:

- **7/12** of the allocation on 1 November 2017
- **5/12** on 1 May 2018

## How to use the PE and sport premium

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport provision, ie:

- develop or add to the PE and sport activities that school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are **five** key indicators that schools should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer recommends that all children and young people aged **5 to 18** engage in at least **60** minutes of physical activity a day, of which **30** minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

For example, funding could be used to:

- provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively
- hire qualified sports coaches to work with teachers to enhance or extend current opportunities
- introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities
- support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- enter or run more sport competitions
- partner with other schools to run sports activities and clubs
- increase pupils' participation in the school games
- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum
- embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

You should not use this funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of the school staffing budgets
- teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies, to teach your existing PE curriculum)

## **Accountability**

Ofsted assesses how primary schools use the primary PE and sport premium. They measure its impact on pupil outcomes, and how effectively governors hold school leaders to account for this.

Schools must publish details of how they spend their PE and sport premium funding. This must include:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- the impact the school has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future

For the 2017-18 academic year, there is a new condition requiring schools to publish how many pupils within their year 6 cohort are meeting the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least **25** metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations. This condition has been added in response to recommendations from the Swim Group, who reviewed curriculum swimming and water safety in primary schools.

## **Accountability reviews**

Accountability reviews will be carried out after April on how schools have published details on their websites of how they have spent their premium funding. DfE will sample a number of schools in each local authority, with the schools chosen based on a mix of random selection and prior non-compliance with the online reporting requirements.



# Schools Admissions: Applications from Overseas Children



In most cases, children arriving from overseas have the right to attend state-funded schools in England.

Dependent children accompanying parents entering the UK on a work visa have a right to enter the country to attend a state-funded school.

In addition, any UK citizen or citizen of the European Economic Area ('EEA') and Switzerland is permitted to enter the country to attend a state-funded school.

When an admission authority for a school deals with an application for a child, whether or not they are a UK national, it must comply with the school admissions code and the Equality Act 2010. It cannot refuse a school place simply because of doubts about the child's immigration status.

However, entitlement to a state education does not necessarily confer a right to remain in the UK. Citizens of countries that are not a part of the EEA should ensure that their child's visa entitles them to enter the country to attend a state-funded school before taking up such a school place.

Schools do not have a role in checking visas: it is entirely the parents' responsibility to check.

The following children are not entitled, by immigration law, to enter the country to attend to a state-funded school:

- children from non-EEA countries who are here as short-term visitors - these are children who live abroad but have been admitted to the UK for a short visit (for example as tourists or to visit relatives)
- children from non-EEA countries who have entered the country on a Tier 4 visa - these children are allowed to study in England on the basis that they attend an independent, fee-paying school listed in the register of Tier 4 licensed sponsors

If a school or school admission authority suspects that children belonging to either of these two categories have applied for or are attending a state-funded school, it must not deny them a place or remove them from the roll. It should advise parents to check their rights and alert the Home Office's school referrals team so they can investigate further.

## **Home Office school referrals team**

Email: [schoolreferrals@homeoffice.gsi.gov.uk](mailto:schoolreferrals@homeoffice.gsi.gov.uk)

The admission authority does not have to inform the child's parents or carers that it has contacted the Home Office, however it is good practice for them to do so .

The Home Office will aim to respond to the school within **48** hours.

If the Home Office finds that the child's visa does not entitle them to enter the country to attend a state-funded school, it will be up to the Home Office to take any further action it considers appropriate. An admission authority or school should not deny the child a place or remove them from the school roll on the basis of the Home Office's findings.

# Life in Likes



A report by the Children's Commissioner examines the way children use social media and its effects on their wellbeing.

Most social media platforms have a minimum age limit of **13**, but research shows a growing number of children aged under **13** are using social media, with **3** in **4** children aged **10-12** having their own accounts.

While much is known about how teenagers use social media, this research provides the missing piece to the story, exploring the social media lives of children before they reach the teenage years. In October and November 2017, **eight** focus groups with **32** children aged **8-12** were established to understand the impact of social media on the wellbeing of this age group. The findings of this research are summarised below.

## **How I use social media ?**

### **My social media**

Across all ages, the most popular social media were Snapchat, Instagram, Musical.ly and WhatsApp. Younger children had less routine around when they accessed social media, while older children started to get into the habit of using all their social media apps multiple times a day. For some, it had come to dominate their day.

### **Social media makes me feel happy**

Children knew how to cheer themselves up or calm themselves down using social media, from getting funny Snapchats from a friend to watching slime videos on Instagram. It allowed children to be creative and play games, two things that appealed to children from a very young age.

### **How I stay safe online**

Parents and schools had successfully ingrained messages in children about online safety from known risks such as predators and strangers. Yet children were less aware of how to protect themselves from other online situations that could affect their mood and emotions.

## **My friends and family**

### **'Following' my family**

Younger children were particularly influenced by their family's views and usage of social media, and parents may be unaware of how their use of social media affects their child.

### **Going on my mum's phone**

Parents sometimes gave children contradictory safety messages when they let children use their social media accounts, and unknowingly exposed them to unsuitable content.

### **Sharenting**

Many children felt uncomfortable and bothered by their parents posting pictures of them on social media, yet felt they could do little to stop it.

### **My sister showed me Snapstreaks**

Children learned how to do new things on social media from their older siblings, but were also put off by things that their siblings had experienced. In some cases, children worried about their siblings' behaviour online, such as excessive use and ignoring safety messages.

### **My online friends**

Social media was important for maintaining relationships, but this got trickier to manage at secondary school, where friendships could break down online.

### **Keeping in touch**

Children used social media as a tool to maintain friendships, and they recognised the value of face-to-face interactions for more serious conversations, like discussing worries and resolving arguments.

### **Falling out online**

Younger children were more likely to see mean comments from strangers on apps like Roblox, whereas older children, who were communicating with a greater number of people on group chats, faced issues and confusion around the blurring of 'jokes' that were posted publicly.

### **I need to reply now**

Maintaining online friendships could be stressful for some and a source of distraction from other offline activities.

## **Growing up on social media**

### **Who should I be?**

Children are conscious of keeping up appearances on social media, particularly when they start secondary school, and identity and seeking peer approval become more important.

### **Do I look okay?**

Despite talking about the importance of 'staying true to yourself' and being authentic on social media, girls were worried about looking 'pretty' and boys were more concerned with looking 'cool' and having the right clothing.

### **Can we all look like celebrities?**

When children started to follow celebrities and people outside their close family and friends, many became aware of how they looked compared to other people on social media, and felt that comparisons were unattainable.

### **Will my picture get any likes?**

Children felt good when they got 'likes' and 'comments' from friends, and some Year 7 children were starting to become dependent on them, using techniques to guarantee they would get a high number of 'likes'.

### **Is this shareable?**

Children started to see offline activities through a 'shareable lens' based on what would look the best on social media.

### **The world and my future**

Social media could inspire children and help them learn about new things.

### **I want to be a YouTuber when I am older**

Some children developed new aspirations about what they wanted their future to be like and copied things they saw on social media.

### **Learning about the world**

Some children actively gathered information on social media platforms like YouTube and Instagram, and were exposed to 'news' via celebrities and 'explore/discover' pages.

## **Conclusion**

On the one hand, social media was perceived as having a positive effect on children's wellbeing, and enabled them to do the things they wanted to do, like staying in touch with friends and keeping entertained. On the other, it had a negative influence when it made them worry about things they had little control over.

For younger children this was more related to their families' use of social media, whereas for older children this was more strongly linked to peers and friendships.

The transition from primary to secondary school saw a significant change in the way children used social media and brought with it new concerns. At this age, children were introduced to wider networks of friends and started to follow more celebrities and people they did not know in their offline lives. This meant they were more aware of their own identity, started comparing themselves to a broader group of people and worried about whether they fitted in. This introduced an additional layer of worries, relating to what people would think of them, what they looked like, and who they should be.

## **Recommendations**

The report proposes a series of recommendations for Government, schools and social media platforms to recognise the needs of children aged **8-12** who are using social media, and to mitigate the risks posed to their wellbeing.

### **For Government**

Digital literacy in schools: Broaden digital literacy education beyond safety messages, to develop children's critical awareness, resilience and understanding of algorithms, focusing on the transition stage from primary to secondary school.

Guidance for parents: Inform parents about the ways in which children's social media use changes with age, particularly on entry to secondary school, and help them support children to use social media in a positive way, and to disengage from it.

### **For Schools**

Improve teachers' knowledge about the impacts of social media on children's wellbeing and encourage peer-to-peer learning

### **For Social Media Companies**

Recognise the needs of children under **13** who are using their platforms and incorporate them in service design or do more to address underage use.

# Liverpool Governance Forum



## LGF Needs You!

As school governors and trustees we have a most important role in the education of our children. The LGF is effectively an umbrella organisation set up to represent the views of governing boards from all sectors of Liverpool schools and has representatives on all the key strategic educational committees, which operate within our city. For example; LLP's Executive Board, LLP's strategic groups; (a) All Learners and (b) Learners Who Need More; the LLP Maths and Numeracy Focus Group, Liverpool Safeguarding Board, Liverpool Schools' Forum, the Liverpool Promise Committee and when required sit on various interview panels for key appointments.

It will, therefore, be appreciated that through the LGF, governors have the opportunity to influence decision making at the highest possible level.

The LGF meets on a regular basis in order to plan and coordinate this important work. We take our meetings to schools around the city so that local governors have the opportunity to attend. Our meetings are more interesting and informative than most committee meetings because we don't just do business, but try to have a speaker or look round the host school. Furthermore, we also organise a range of events which contribute to the support and development of governors and trustees.

We are keen to attract more governors and trustees in the work of the LGF. There are currently about **1900** on school boards across our city schools. However, those involved in our committee work and who attend our events are relatively small in number. For example, we have now held **four** conferences, (these are free for all Liverpool schools registered through their Headteacher Associations). The attendance at these meetings has been rather disappointing as follows:

DATE	NUMBER ATTENDED	PERCENTAGE OF TOTAL (%)
October 2015	46	2.43
October 2016	20	1.05
March 2017	41	2.16
October 2017	32	1.70

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We have engaged some excellent speakers and the feedback from the evaluations forms has been extremely positive with members attending gaining considerable benefit from attendance.

The conferences have tackled important topics like head teachers' welfare, which brought it to the notice of many governors who had not considered it. We then worked with Heads to raise awareness of the need to engender a culture in schools where mental health is taken seriously.

We also looked at the importance of touch and attachment in school. This last conference was led by Professor Francis McGlone of John Moores University and Rohit Naik of Hope School. LGF hopes this may be the start of a change in school policy, as touch and attachment are so important in the development of the brain, particularly in disadvantaged pupils.

**Being engaged in the work of the LGF offers many benefits:**

- you can gain experience working at a strategic level and influencing decision making
- you are kept up to date on the broader educational issues and have a greater understanding of decision making which impacts on your individual school board
- it supports your continuous professional development
- your own GB is enriched by sharing and learning from others

These are just a few to mention in what is most interesting work. We are keen to engage more governors and feel sure you will find the work satisfying and enjoyable. If you would like to learn more and become involved, please do not hesitate to contact us at the email address above.

***Kathy Desmond***  
***LGF Chair***

***David Blythe***  
***LGF Honorary Secretary***

# LGF Conference



**Saturday 14th April 2018**  
**09:30 to 12:30**

Partnership for Learning,  
South Road, Speke, Liverpool,  
L24 9PZ

*Please note:*

*1. For schools who are registered with LGF, through the Liverpool Headteacher Associations, the event is free for governors and trustees; otherwise there is a nominal charge of £20:00.*

*2. Refreshments will be available on registration / arrival, which is from 9am. The conference starts promptly at 09:30. A light lunch is included at the end of the conference, which will also allow the opportunity for networking.*

*3. When booking, please indicate if you require lunch and also, if you have any dietary requirements.*

*4. There will be a £15 charge for any cancellations received after **5pm on Thursday 12th April 2018.***

## **Online Safety: Delivered by Paul Bradshaw**

(Senior School Improvement Officer, New Technologies & Online Safety, SIL)

What is it and why it matters to **your** school, and to **you**, as a governor or trustee.

During this two-hour long session, which will include activities and an opportunity to ask questions, we will explore a Board of Governor's / Trustee's role in:

- understanding their online safety responsibilities and accountabilities
- having an awareness of online threats, risks and trends in digital technology use
- supporting and critically challenging the school in implementing effective online safety policy, procedure and practice
- ensuring their school provides an appropriate level of filtering and monitoring which safeguards children from inappropriate and risky online content and contact
- ensuring children are taught about online safeguarding through learning opportunities as part of a broad and balanced curriculum

All delegates will be provided with course materials as a well as an online link to a repository of further supportive materials.

Liverpool Promise: Delivered by: Amanda Patmore and Frank McFarlane, LGF Committee Members.

This is a short session to provide delegates with an update on the progress of this important initiative.

**Please book-in via the LGF E-mail account:**  
[admin@livgovforum.org.uk](mailto:admin@livgovforum.org.uk)

## School Improvement Liverpool

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