

**BELS Chief Executive's Report to Governors**

**AUTUMN 2022**

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***DEVELOPING  
THE  
EFFECTIVENESS  
OF  
YOUR  
GOVERNING  
BOARD***

1.	<b>MESSAGE FROM CHIEF EXECUTIVE OF BELS AND DIRECTOR OF EDUCATION AND LEARNING – NEIL MARLOW</b>
<b>Summary</b>	<p>I write this message at a time when the country has just concluded the 10 day period of mourning following the death of Queen Elizabeth II. I know many of you, along with much of the nation, will have spent the ten days observing the proceedings and will have been moved by the tributes both before and during the funeral. The end of the second Elizabethan era is certainly a significant moment in the history of Britain, with the vast majority of us seeing the transition from one monarch to another for the very first time. I am sure many of you also followed the events, prior to the funeral, of the official proclamation of King Charles III. Barnet conducted their proclamation on Sunday 11<sup>th</sup> September at Barnet Town Hall. A link to this event can be found here: <a href="#">Barnet's Mayor Proclaims His Majesty The King   Barnet Council</a></p> <p>Since the last Director's Report to Governors in the Summer Term we have had three changes of Secretary of State for Education and a new Prime Minister. The new Secretary of State for Education, Kit Malthouse, took up post on 6<sup>th</sup> September and we await to find out whether the new Prime Minister and the new Secretary of State will change the direction of both the Schools White Paper (and subsequent Schools Bill) and the SEND Green Paper. The following appointments to ministerial positions in the DfE have also been confirmed:</p> <ul style="list-style-type: none"> <li>• Secretary of State for Education – Kit Malthouse MP</li> <li>• Children and Families Minister - Brendan Clarke-Smith MP</li> <li>• Minister for Skills - Andrea Jenkyns MP</li> <li>• Minister of School Standards - Kelly Tolhurst MP</li> <li>• Minister for the Schools System - Baroness Barron</li> </ul> <p>It has been reported that Liz Truss and her team are reviewing all current legislation including the Schools Bill. The third reading of this bill in the House of Lords was postponed by the Prime Minister to a date "to be announced."</p> <p>I know school budgets are a continuing concern for an increasing number of Barnet schools. 23 Barnet schools ended the last financial year in deficit, up from 14 the previous year. The total amount of deficit also increased by £760k to £3.57m in the year to March 22. However, the overall school balances in Barnet increased by over 10% (compared to previous year) to £22.69m. A number of schools have built up a sizable contingency, the majority of these for very good reasons e.g. saving for a building project, but we have heard from some headteachers that governors are requiring that a large contingency percentage is included in the budget at the expense of necessary resources that would benefit the current pupils.</p> <p>There was government intervention on energy prices where it was announced that all early years settings, schools and colleges will benefit from a new government Energy Bill Relief Scheme, providing a discount on wholesale gas and electricity prices for all non-domestic customers. This support will be equivalent to the Energy Price Guarantee put in place for households. Equivalent support will also be provided for non-domestic consumers who use heating oil or alternative fuels instead of gas. Further detail on this will be announced shortly.</p> <p>The scheme will run for all businesses and non-domestic customers, including public sector organisations, and apply to energy usage from Saturday 1 October 2022 to Friday 31 March 2023.</p>

	<p>The Energy Bill Relief Scheme will set a Support Wholesale Price for the wholesale cost of energy, limiting the amount customers can be charged for gas and electricity. This is expected to be £211 per MWh for electricity and £75 per MWh for gas, less than half the wholesale prices anticipated this winter. The level of price reduction for each customer will vary depending on their contract type and circumstances.</p> <p>As with the Energy Price Guarantee for households, customers do not need to take action or apply to the scheme to access the support. Support (in the form of a p/kWh discount) will automatically be applied to bills. The savings will be first seen in October bills, which are typically received in November.</p> <p>After three months, there will be a review into the operation of the scheme, to inform decisions on further support after March 2023. This will focus on identifying the most vulnerable non-domestic customers and how the government will continue assisting them with energy costs.</p> <p>Further details of the support and how it will benefit customers can be found in the <a href="#">press notice</a> and <a href="#">GOV.UK explainer</a></p> <p>An important update from the DfE covered the requirements about what each school must publish on their school website. This is a useful exercise for governors in checking that their school website is compliant (see below links):  <a href="#">What maintained schools must publish online</a> - The information that schools maintained by their local authorities must or should publish on their websites.  <a href="#">What academies, free schools and colleges must or should publish online</a> - Information that academies, including free schools, colleges and any educational institution with academy arrangements, must or should publish on their websites.</p> <p>Our new BELS SMT is now in place with Karen Flanagan our new Director for SEND and Inclusion and Javeria Coleridge our Director of Business Operations and Development. You will have the opportunity of meeting them at our upcoming Director’s Briefing for Chairs and Vice-Chairs on Thursday 6<sup>th</sup> October at 6.00pm which again is taking place virtually via MS Teams. Katie Dawbarn and Helen Morrison (familiar staff to you already) have taken up the position as co-Heads of School Improvement in our new structure. They continue be Learning Network Inspectors but we have increased capacity in the team to enable them to have a reduced number of schools in order to have the necessary time to undertake the Head of School Improvement role.</p> <p>Thank you again for all the work that you do, voluntarily, to ensure that leadership and governance in your school remains strong.</p>
<b>Governors’ Role</b>	To note the above information.
<b>For action by</b>	All Governors
<b>Contact</b>	Neil Marlow Chief Executive and Director of Education and Learning Barnet Education and Learning Service (BELS) Email: <a href="mailto:neil.marlow@barnet.gov.uk">neil.marlow@barnet.gov.uk</a>

**2.****STATUTORY GUIDANCE: KEEPING CHILDREN SAFE IN EDUCATION (KCSIE)****Summary**

Keeping Children Safe in Education was updated and came into effect from 1st September 2022. School Child Protection and Safeguarding policies will need to be updated to reflect these changes and a model policy was sent to all school in July 2022. The changes in this guidance have been subtle this year and focus on enhancing good practice and governor responsibilities.

**Here is a table of the changes.**

<b>Summary</b>	<b>About the guidance</b>
About this guidance Who is this guidance for?	Reiterated that 'college' includes providers of post 16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended) : 16-19 Academies, Special Post-16 institutions and Independent Training Providers.
<b>Part one</b>	<b>Safeguarding information for all staff</b>
Paragraph 19	New paragraph setting out that children may not feel ready or know how to tell someone they are being abused.
Paragraph 43	New paragraph added on Domestic Abuse.
<b>Part two</b>	<b>The management of safeguarding</b>
Paragraph 81	New paragraph explaining how safeguarding and child protection training will help governors and trustees.
Paragraph 82-93	Added clarification to paragraphs regarding the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty.
Paragraph 132	Added link to Harmful online challenges and online - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.
Paragraphs 139	Added a paragraph to reinforce the importance of schools and colleges speaking with parents and carers about children's access to online sites when away from school or college.
Paragraph 140	Provided clarity on the role of governors and proprietors when considering filters and monitoring and ensuring the effectiveness is regularly reviewed.
Paragraphs 191-196	Added further information on the role of the virtual school head.

**Key changes for governors to note:**

All governors should have 'a good level' of safeguarding and child protection training. This is to enable you, as a governing body, to ask probing questions so that your school can continuously improve practice and knowledge. Training can be accessed via Governor Services or [jane.morris@barnet.gov.uk](mailto:jane.morris@barnet.gov.uk). Although it is not suggested in KCSIE that the Designated Safeguarding Governor needs a higher level of training, my personal view is that the Safeguarding Governor does need the same depth of training as the DSL

to enable the governor to support and challenge the DSL. I know many Safeguarding Governors still undertake Training for Designated Leads (the old-fashioned level 3) as this gives invaluable knowledge and the necessary skill set to do the role. KCSIE 2022 makes it clear that governors are responsible for safeguarding in their schools. These statements from Keeping Children Safe in Education 2022 are a useful tool to frame questions to gain greater understanding and lend supportive challenge.

**Summary of Governors' Key Responsibilities:**

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure a senior board level lead takes strategic leadership responsibility for safeguarding arrangements.
- Ensure that staff working directly with children read at least Part one of KCSIE and Annex A or B.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Ensure children can confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.

**Recent Key findings on national Ofsted data: why safeguarding was judged to be 'not effective'**

The top 7 reasons are listed below:

1. Record Keeping: this was the most common reason for Safeguarding to be labelled 'Not Effective', this was as a result of lack of detail, disorganised and concerns not recorded first-hand.
2. Leadership and governance: governors not having a good understanding of safeguarding, and therefore not effectively holding safeguarding arrangements to account. Governors are reliant on leaders to tell them what is working well. Governors should ensure a good understanding of safeguarding procedures to allow them to critique policy and question what is working themselves. LADO referrals not being made when they need to be.
3. Following up concerns: not making referrals to Children's Social Care promptly, using unclear systems and not using appropriate pathways to refer.
4. Pupil safety: the school not demonstrating a systemic culture of vigilance, students with certain protected characteristics do not feel safe, inappropriate language is not challenged, bullying not being dealt with well, referral systems/pathways not followed.
5. Training and understanding of staff: no consistency in induction training, training needs to reflect the safeguarding context of the school.
6. Risk assessments: not in place e.g. school trips.
7. Registration and exclusion: not informing local authority when students are removed from school roll and off rolling, not checking pupils that are not attending and inaccurate registration of pupils.

The Safeguarding Audit Tool:

	This is updated annually in line with KCSIE and findings from Barnet Ofsted Inspections and provides schools with a comprehensive safeguarding check list and is designed to promote action plans for continuous improvement. There is also a child-on-child abuse (previously known as peer-on-peer abuse) audit tool. These tools are helpful in enabling governors to understand and communicate what is to be celebrated, good practice, and if there are challenges where the governors could provide or enable support.
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
<b>Contact</b>	Jane Morris School Exclusions and Safeguarding Lead Barnet Education and Learning Service (BELS) Email: <a href="mailto:Jane.Morris@barnet.gov.uk">Jane.Morris@barnet.gov.uk</a>

<b>3.</b>	<b>T-LEVELS: A Technical Qualification on the Post-16 Curriculum Landscape</b>
<b>Summary</b>	<p>T Levels are an exciting qualification available in the borough of Barnet from September 2023 for students 16-19 years old. Introduced in September 2020, they are equivalent to 3 A Levels. T Levels have been introduced to simplify and improve the technical and vocational qualifications landscape post-16 and ensure that qualifications have a distinct purpose, are high quality and support progression to positive outcomes. Furthermore, T Levels seek to address skills gaps.</p> <p>The process to remove funding from qualifications such as Applied General qualifications (BTECs/ CTECs), that overlap with T Levels has started, a provisional list was published in May 2022. This defunding will start from September 2024. A further list which affects Applied General Qualifications from September 2025 will be published in 2023. There will be a third and final stage of the process which will take place after the first two waves of defunding, the exact nature of this element of process has not been shared yet.</p> <p>T Level students study one T Level, subjects include: Health &amp; Science, Engineering and Manufacturing, Digital, the full list of T Level subjects can be found here: <a href="#">T Level subjects   T Levels</a>. The subjects available within Barnet from 2023 and 2024 will be shared in due course.</p> <p>T Level content has been designed and developed in collaboration with employers and businesses, as a result what students learn meets the needs of the industry. T Levels offer students a mixture of classroom learning and “on the job” learning. 80% of the time is spent in school / college and the other 20% is spent in the workplace – known as the industry placement.</p> <p>Following on from the successful face-to-face T Level CPD conference for Barnet schools in May we invited Kevin Gilmartin ASCL Post-16 Specialist to run a training session for careers advisers as well as any staff involved with delivering Careers Information, Education, Advice and Guidance to Key Stage 4 students, this was over-subscribed with a second session planned to meet the demand. Delegates were provided with an overview of T Levels, had the opportunity to discuss with colleagues as well as pose questions to Kevin. The conference was well-attended by Barnet schools with 14 schools represented as well as BELS staff who work with Key Stage 4 students.</p>

	<p>Prior to the 29 July deadline we are aware that 4 Barnet schools submitted applications to deliver T Levels, and this means T Levels will roll out within our schools from September 2023.</p> <p>BELS Post -16 Education and Skills team have a Senior Curriculum Adviser whose role it is to support schools with T Level planning and implementation. The support available is bespoke to meet the needs of the school; but could include curriculum development meetings or support with design and implementation of T Level communication plan. We have also started to engage with employers to ensure we can offer assistance in fulfilling all industry placement requirements and facilitate all employer engagement. This has included generating a T Level Industry placement factsheet for employers.</p> <p>Tracy Parrott will be attending the Director's Meeting with Chairs and Vice-Chairs on the 6<sup>th</sup> October to give a presentation about T Levels. Please don't hesitate to contact <a href="mailto:Tracy.parrott@barnet.gov.uk">Tracy.parrott@barnet.gov.uk</a> with any questions.</p>
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
<b>Contact</b>	Tracy Parrott Senior Curriculum Adviser Post 16 Education and Skills Barnet Education and Learning Service (BELS) Email: <a href="mailto:Tracy.Parrott@barnet.gov.uk">Tracy.Parrott@barnet.gov.uk</a>

<b>4.</b>	<b>REFLECTION GROUPS FOR DESIGNATED SAFEGUARDING LEADS</b>
<b>Summary</b>	<p>Inspecting safeguarding in early years education and skills 2019 states that schools should have 'clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk.'</p> <p>Following positive feedback from last two academic year, BELS Educational Psychology Team will continue their supervision offer to support Barnet Designated Safeguarding Leads. <a href="#">For further information and to book, click here.</a> Please note, the closing date to book or raise expressions of interest is Wednesday 28<sup>th</sup> September.</p>
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
<b>Contact</b>	Emma Segzan Educational Psychologist Barnet Education and Learning Service (BELS) Email: <a href="mailto:Emma.Segzan@barnet.gov.uk">Emma.Segzan@barnet.gov.uk</a>

**Summary**

The new 2022 suspension and exclusion guidance: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022](#) has not changed significantly from the 2017 guidance, and reflects the good practice that Barnet schools already have in place. Headteachers will still be able to withdraw a decision to permanently exclude or suspend a pupil providing the governing board have not met to consider the sanction.

*Headteachers may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and VSH.*

The new guidance makes it clear that neither schools, nor the local authority, can operate a 'no exclusions' policy as this is not in every child's best interests stating that exclusion and alternatives to exclusion such as managed moves should be used where it is in the pupil's and the school's best interests to do so. This is in line with how Barnet have managed permanent exclusion in establishing the best response to each individual case where a pupil is at risk of permanent exclusion.

**The role of governors**

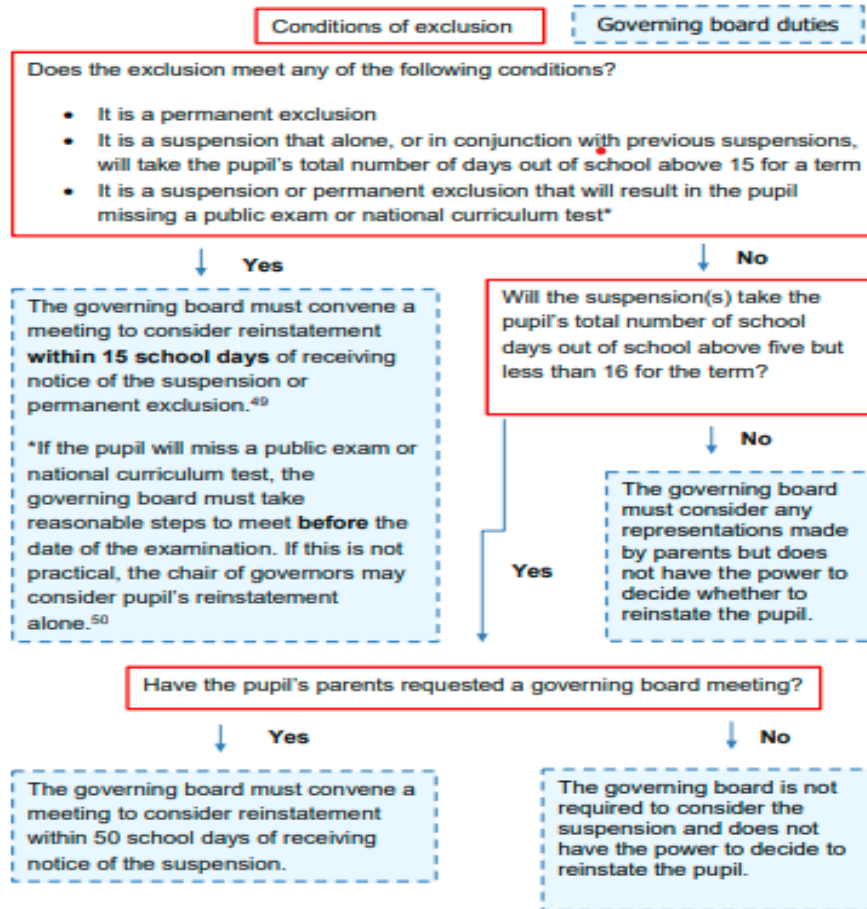
Within this guidance there is an emphasis on governors being aware of the school's exclusion (permanent exclusions) and suspension (fixed term exclusions) data (numbers, year groups, ethnicity, SEND etc) and for governors to hold senior leaders to account regarding how they are planning to reduce the number of exclusions and suspensions.

*107. Governing boards should review suspensions and permanent exclusions, those taken off roll and those on roll but attending education off-site. It is important to consider both the cost implications of directing children to be educated off-site in AP and whether there are any patterns to the reasons or timing of moves. For example, if high numbers of children with SEND are moving, the school, academy or trust may wish to consider reviewing its SEN support.*

Exclusion and suspension data together with pupils removed from roll for any other reason should be presented to governors once a term and governors need to be informed of an exclusion, a suspension for more than 5 school days and if a student is going to miss a public exam. The timeframe in which governors should consider parents' representations about a suspension or permanent exclusion also remains the same.



## A summary of the governing board's duties to review the headteacher's exclusion decision



<sup>49</sup> The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

<sup>50</sup> The ability for a chair to review in the case of public exams refers only to maintained schools.

### Children with a Social Worker and informing the local authority

Schools will need to inform the local authority of any suspension of **all pupils** on, or before the period of suspension, no matter how small in length. The local authority is currently in the process of identifying a mechanism to enable this information to be collected in real time.

For children with a social worker (children who are Children in Need or on the Child Protection register) schools must now inform the child's social worker regarding a suspension or exclusion. It is anticipated that this new requirement will enable closer working relationships between schools and social workers to find alternatives to suspension and exclusion that are in the best interests of the child and the school.

Barnet schools have always worked closely with our Virtual School in collaborating to enable schools to avoid suspending or excluding children. The new guidance sets this out as a requirement and again states that all suspensions of a Looked After Child must be reported to the Head of the Virtual School. There remains a requirement to provide full time education for any LAC from day one of any suspension or exclusion.

### Governors' Role

To note the above information.

<b>For action by</b>	All Governors
<b>Contact</b>	Jane Morris School Exclusions and Safeguarding Lead Barnet Education and Learning Service (BELS) Email: <a href="mailto:Jane.Morris@barnet.gov.uk">Jane.Morris@barnet.gov.uk</a>

<b>6.</b>	<b>GOVERNOR TRAINING PROGRAMME – AUTUMN 2022</b>
<b>Summary</b>	<p>This term's training programme has been uploaded and can be found at <a href="http://www.bels.org.uk/governor-services">www.bels.org.uk/governor-services</a>. Please continue to signpost your governors to register for the training sessions relevant to their area of delegated responsibility.</p> <p>Please see below course flyers:  <a href="#">Director's Briefing to Chairs and Vice Chairs 06.10.22</a>  <a href="#">Discussion Forum for Chairs and Vice Chairs 02.11.22</a>  <a href="#">Ofsted Interview Preparation Session 03.11.22</a>  <a href="#">The Headteacher's Appraisal Process 07.11.22</a>  <a href="#">Safeguarding for Governors 09.11.22</a>  <a href="#">The SEND Governor's Roles and Responsibilities 14.11.22</a>  <a href="#">Managing Allegations against Staff and the Role of the LADO 21.11.22</a>  <a href="#">The New Ofsted Framework 24.11.22</a>  <a href="#">Induction for Newish Governors - Parts 1 &amp; 2 28.11.22</a>  <a href="#">Safeguarding: Safer Recruitment 30.11.22</a>  <a href="#">Safeguarding Discussion Forum: Wellbeing Focus 08.12.22</a>  <a href="#">Newish and Aspiring Chairs 13.12.22</a></p> <p>Please continue to take advantage of the local intelligence available via our training programme.</p>
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
<b>Contact</b>	<p>George Peradigou  Governor Services and Advice Officer  Barnet Education and Learning Service (BELS)  Email: <a href="mailto:George.Peradigou@barnet.gov.uk">George.Peradigou@barnet.gov.uk</a></p>

<b>7.</b>	<b>FREE SCHOOL MEALS CHECKING SERVICE</b>
<b>Summary</b>	<p><b><u>Background</u></b>  All pupils whose parents are in receipt of certain benefits (as listed below), are eligible for Free School Meals. In order to secure maximum funding for your school it is important that you identify those pupils who attract additional funding (Pupil Premium). Schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:</p> <ul style="list-style-type: none"> <li>• £1,345 for pupils in reception to year 6</li> <li>• £955 for pupils in year 7 to year 11</li> </ul> <p><b><u>Eligibility</u></b>  The criteria for FSM eligibility are as listed below where parents/guardians are in receipt of one or more of the following benefits:</p> <ul style="list-style-type: none"> <li>• Universal Credit</li> <li>• Income Support</li> <li>• Income-based Job Seekers' Allowance</li> <li>• Income-related Employment and Support Allowance</li> <li>• Support under Part VI of the Immigration and Asylum Act 1999</li> </ul>

	<ul style="list-style-type: none"> <li>• the Guaranteed element of State Pension Credit</li> <li>• Child Tax Credit, provided they are <b>not</b> also entitled to Working Tax Credit, and have an annual gross income, of no more than £16,190 as assessed by Her Majesty's Revenue and Customs</li> <li>• Working Tax Credit run-on, paid for four weeks after they stop qualifying for Working Tax Credit</li> </ul> <p><b><u>What is Included in the Free School Meals Checking Service:</u></b></p> <p>The service consists of two elements:</p> <p><b>1. Bulk FSM Checks</b> We will perform checks for your Barnet resident pupils listed in your October and January Census returns, against the Barnet's Revenue &amp; Benefit data to ensure that as many as possible newly eligible FSM pupils are identified for your school. <b>If no extra pupil(s) have been identified your subscription to this service will be refunded.</b></p> <p><b>2. Ad-hoc Checks</b> Unlimited Ad-hoc FSM Checks for new claimants are also included in this service, where we will provide you quick, easy and authoritative results from DfE's FSM Eligibility Checking System throughout the financial year. You can also use this element of the service for your non-Barnet resident pupils. You will only need to provide the following information to us:</p> <ul style="list-style-type: none"> <li>• Parent's National Insurance Number or National Asylum Support Service Reference Number</li> <li>• Parent's date of birth</li> <li>• Parent's surname</li> </ul> <p>When a child moves from another school to yours and you are unable to establish his/her FSM Transitional Protection Status from the previous school. You will only need to provide the following information to us:</p> <ul style="list-style-type: none"> <li>• Pupil's Full Name,</li> <li>• Pupil's UPN</li> <li>• Pupil's DOB.</li> </ul>
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
<b>Contact</b>	Karanjit Dhami Data Services Manager Barnet Education and Learning Service (BELS) Email: <a href="mailto:Karanjit.Dhami@barnet.gov.uk">Karanjit.Dhami@barnet.gov.uk</a>

<b>8.</b>	<b>OFSTED UPDATE ON CHANGES TO FRAMEWORK</b>
<b>Summary</b>	<p><b>A New Framework</b> A new Ofsted handbook has been written for this year. It is structured differently but there are minimal changes to inspection policy and process. Key changes to note are:</p> <ul style="list-style-type: none"> <li>• Section 5 inspections are now called GRADED INSPECTIONS. During a graded inspection, the whole inspection framework is evaluated and the school receives a grade for each aspect of the framework.</li> </ul>

	<ul style="list-style-type: none"> <li>• Section 8 inspections are now called <b>UNGRADED INSPECTIONS</b>. During an ungraded inspection, only key spotlight areas of the framework are evaluated. The inspection grade will not change at the end of the inspection but the inspector can recommend a graded inspection next time if required.</li> <li>• No formal designation inspections (usually as a result of a safeguarding concern) are now called <b>URGENT INSPECTIONS</b>. The inspector can convert the inspection into a graded inspection if concerned.</li> </ul> <p><b>COVID-19</b> Inspectors will continue to take note of the impact of COVID -19 on schools.</p> <p><b>Judging the Quality of Education</b></p> <ul style="list-style-type: none"> <li>• Intent, implementation and Impact have been removed from the grade descriptors.</li> <li>• Transitional arrangements have been removed as it is expected that schools will now have a complete curriculum in place.</li> <li>• Inspectors recognise that a curriculum does not have to be ‘perfect’ for it to be good. Schools are likely to be always reviewing a part of the curriculum</li> <li>• A new bullet point has been added to reflect that curriculum breadth made need to be adapted for pupils who have not sufficiently secured the basics.</li> </ul> <p><b>Changes to Behaviour and Attitudes, and Personal Development</b></p> <ul style="list-style-type: none"> <li>• Fixed term exclusions and internal exclusions are now called suspensions. Any suspension or exclusion has to be reported to the local authority. A system is being put in place, at local authority level, to make this manageable for schools and the authority. More information will follow.</li> <li>• Within the personal development section, leaders are required to ensure that pupils gain an age-appropriate understanding of protected characteristics.</li> </ul> <p><b>Impartiality</b> It is recommended that governors note the DfE guidance on political impartiality in schools: <a href="https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools">https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools</a></p>
<b>Governors’ Role</b>	To note the above information.
<b>For action by</b>	All Governors
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<b>9.</b>	<b>SCHOOL LIBRARIES UPDATE</b>
<b>Summary</b>	As the new school year starts we just wanted to remind you of the role libraries have to play, in supporting learning. As well as access to physical books and study space, libraries have a wealth of online resources available to families. The paragraph below can be copied and pasted to include in your newsletter.

	<p>Barnet Libraries offer a wide range of resources to support children’s learning. It’s free to join and free to borrow physical and digital books. Members also have free access to a wide range of digital resources. For example, <a href="#">Britannica Junior</a> is an online encyclopaedia full of Information aimed at 6 to 10 year olds. <a href="#">Britannica Student</a> enables students aged 10 to 14 years old to carry out research.</p> <p>Keeping children reading for pleasure is really important! <a href="#">Who Next...?</a> is a great tool to help you find recommendations for great children’s books based on their child’s favourite authors.</p> <p>Libraries also run free after-school and school holiday activities. For more information <a href="#">sign up to receive Barnet Libraries Discover your Library Newsletter for Children and Families</a></p> <p>Visit <a href="#">Join a library   Barnet Council</a> to join online and find out more.</p>
<b>Governors’ Role</b>	To note the above information.
<b>For action by</b>	All Governors
<b>Contact</b>	<p>Sarah Ginn  Service Development Manager: Schools and Early Years  Family Services  Barnet Education and Learning Service (BELS)  Email: <a href="mailto:Sarah.Ginn@barnet.gov.uk">Sarah.Ginn@barnet.gov.uk</a></p>

<b>10.</b>	<b>CHAIR SUCCESSION PLANNING</b>
<b>Summary</b>	<p>The time has come to appoint the Chair and Vice Chair for the year and the room goes silent with all eyes fixed on those previously elected. Does this sound familiar?</p> <p>In last term’s Director’s Report and Briefing, we outlined some advice related to succession planning. This year’s Governance Audit responses have highlighted that succession planning remains a common challenge. Please see below an updated summary of advice which should help:</p> <p><u>Succession as an Ongoing Discussion</u>  If succession is only discussed when the serving chair steps down, it becomes a reactive and rushed decision based on whoever is available. Identify who is best placed for future succession and make their training requirements a priority. The current Chair should also make known when they plan to step down ahead of time.</p> <p><u>Training</u>  Succession Planning and Governor Training go hand-in-hand. Identifying and developing individuals to equip them to step up is essential. A good chair will utilise training to build an effective team. Training needs should be monitored through board discussion, the annual governance audit, and by completing a skills matrix. We recommend governors give an update on training they’ve attended at each board meeting and keeping a record of training attended (usually kept by the Designated Governor for Training).</p>

	<p><u>Clearing up Misconceptions about the Role</u>  Becoming familiar with the role of Chair will help clear up any misconceptions. We recommend signposting any interested (or partially interested) governors to our ‘Newish and Aspiring Chairs’ course, which takes place every Autumn Term.</p> <p><u>Delegation</u>  Sufficient time to Chair a Governing Board may be the biggest factor that deters existing governors from stepping up to the role. Proper delegation can alleviate this. Vice chairs, committee chairs and designated link governors should share in the leadership effort. This makes the chairing role less daunting. Each delegated responsibility is an opportunity to upskill governors and increasing their confidence, which paves the way for future succession.</p> <p><u>Co-Chairing</u>  Like delegation, Co-Chairing can help alleviate the load as well as provide a platform for smooth transition between the current and next chair. It will allow the new Chair to benefit from the expertise of the more experienced chair. For this option to work, communication between co-chairs is key.</p> <p><u>Committee Chairing</u>  Valuable chairing experience can be gained through Chairing a committee.</p> <p><u>Rotating Vice-Chairs</u>  Some schools have benefited from rotating governors through the role of Vice-Chair (e.g. every six months) to build up the leadership experience of more governors for potential future Chair succession.</p> <p><u>Chair Mentoring</u>  Thanks to our experienced Chairs, as a new Chair, you’ll be able to contact your matched mentor for support when you need a quick chat to benefit from somebody more experienced in the role. This provides some assurance to anybody stepping up by providing another avenue for support. Chair mentoring can also be sought via NLGs and the members of IGovS.</p> <p><u>External Recruitment</u>  If this area is still a challenge, we recommend using agencies to widen your search for a future chair. When advertising a vacancy with agencies such as Inspiring Governance and Governors for Schools, you should specify that you are searching for a future chair, which will help pinpoint the volunteers with leadership skills and experience.</p>
<b>Governors’ Role</b>	To note the above information.
<b>For action by</b>	All Governors
<b>Contact</b>	George Peradigou Governor Services and Advice Officer Barnet Education and Learning Service (BELS) <a href="mailto:George.Peradigou@barnet.gov.uk">George.Peradigou@barnet.gov.uk</a>