

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

**AUTUMN 2021**

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***DEVELOPING  
THE  
EFFECTIVENESS  
OF  
YOUR  
GOVERNING  
BODY***

<b>1.</b>	<b>BELS CHIEF EXECUTIVE'S MESSAGE</b>
<b>Summary</b>	<p>I would like to start this report by just thanking schools – staff, headteachers and governors – for the tremendous efforts you have made throughout the covid19 pandemic to keep our schools safe and to ensure continuing high quality education for pupils. Whilst matters have improved a lot so far this term, schools have still had to carry out risk assessments and agree outbreak management plans, and secondary schools have had to help ensure all pupils were tested at the start of term and to support arrangements to make vaccinations available to pupils.</p> <p>I am also very grateful for all the hard work that schools are putting into education recovery planning. We were very pleased that the council was able to allocate £500,000 to support recovery projects in schools and that Barnet Education and Learning Service (BELS) was able to add £150,000 to that. We have branded these projects 'Recovery, Reset and Renaissance' and Louise Yarwood describes some of the initiatives in this programme in the item below. Just about every school is involved in one or more of the initiatives and I would encourage governors to support the programme and engage in discussions about how their school can get the most from this programme.</p> <p>The Education Recovery work that BELS and schools are engaged in is truly innovative and seeks to address a variety of the challenges that arise as the disruption from the pandemic starts to be put behind us. I would also commend the critical and equally innovative work that BELS staff, secondary schools and colleges are engaging in through our Key Stage 5 programme, which is described in item 3 below. We owe it to our young people to pull out all the stops to try to improve the curriculum range on offer and to give them real opportunities to choose between technical and vocational progression routes to further education, training and employment as well as the more traditional academic offer that currently predominates in our secondary schools. Colleagues in schools are working hard to make this a success and we would really appreciate the support of governors in helping us to make progress in this area by ensuring your school contributes to the planning of the new progression routes and to the curriculum changes required to deliver these.</p> <p>I hope you find the rest of this 'Director's Report' useful and wish you and your schools all the best for the rest of this term.</p>
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
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## BARNET AND BELS: THE RECOVERY, RESET AND RENAISSANCE (RRR) PROJECT

### Summary

Last term, Ian Harrison announced that Barnet Council had allocated £500,000 of funding towards initiatives designed to support school recovery from the covid pandemic. In addition BELS have allocated £150,000 for these projects. These RRR initiatives are now included in the strategic School Improvement Plans of many Barnet schools:

#### a) Language Enrichment Programme (LEP)

With almost every Primary school (and many Secondary schools) in Barnet receiving the first wave of training in Summer 2021, the LEP project for Key Stage 1, Key Stage 2 and Year 7 is back for the Autumn term by popular demand. Specifically designed to support pupils' recovery, the Language Enrichment Programme is being repeated in the same format, allowing schools to refresh or extend their staff expertise to support groups of pupils with lower level speech and communication needs.

Additionally, the Language Enrichment Program is being extended to run separate training specifically to support our youngest children in the Early Years.

Later this year, a third program aimed directly at supporting the language and communication needs of parents will be launched. Delivered by a qualified speech and language therapist, Kate Beare, all of the LEPs focus on how to improve oracy and language through vocabulary, narrative skills and social communication.

This training is entirely free of charge to schools.

#### b) Individual school or partnership bids

We believe that schools are best placed to identify their priorities and actions for recovery matched to their context. So, over £230,000 has been allocated to fund or part-fund projects identified by schools, or partnerships, which will have significant impact on the recovery of their school community. More than 80 schools bid for a share of that funding. 20 bids were successful, reaching 54 primary, secondary and special schools. Schools identified a wide range of projects. Although many focussed on reading recovery and writing skills, others included 'Find Our Voice' (an opera project to develop cultural capital and confidence), a Health, Fun and Fitness project and other projects aimed to build on pupils' IT skills enhanced through home learning. Schools will be reporting the success of these projects for the benefit of all schools, throughout the year.

An additional £50,000 was also allocated by BELS to fund speech and language therapists across 8 schools.

#### c) Compass for Life

Compass for Life is a program for schools to harness the ambition and motivation of all pupils to focus their learning and raise achievement. 10 primary schools are our first cohort for 2021. Supported with detailed lesson plans for every year group and inspirational media links, school 'Navigators' are now implementing Compass for Life in their own schools. The funding is subsidising the subscription to this programme.

#### d) Extra BPSI hours

It has been recognised that due to the recovery, reset and renaissance work that schools are undertaking, they will require additional outside consultancy in order to support their work. Therefore, we are funding every school, whether they buy in to BPSI or not, to have 10 consultancy hours to support school improvement in the year ahead. BPSI member schools have had 10 hours added to their allocation and non BPSI schools have 10 consultancy hours to use, delivered through BPSI. Leaders have allocated this funding in

	<p>a variety of ways: School Reviews, coaching middle leaders, bespoke curriculum development with an 'expert'. These hours can be used in any way that schools choose.</p> <p>All in all, the funding is facilitating schools to <b>reset</b> their priorities, to support learning <b>recovery</b> and will lay the foundations of education <b>renaissance</b> in Barnet.</p>
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
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## KEY STAGE 5 AND POST-16 UPDATE FOR SECONDARY SCHOOL GOVERNORS

### Summary

In 2019, a 4% drop in A Level outcomes, and a widening gap between technical and academic outcomes led to a Barnet Key Stage 5 (KS5) Enquiry which concluded that whilst teaching in and leadership of Sixth-Forms were generally strong, schools with Sixth-Forms faced challenges in providing the optimum curriculum offer. Whilst strengthening transition and induction processes, school leaders themselves also identified vulnerabilities where individual teachers were sole providers of that subject, and also that the KS4 curriculum didn't necessarily at that time best prepare students for the demands of Sixth-Form and broader life-long learning.

This prompted a pilot project involving 11 schools in 2020-21 designed to bring schools together in their focus on Sixth-Form provision. To further support the BELS Post-16 Education and Skills Strategy, and in response to the demand from schools, this programme has been extended to comprise, currently, 18 schools and to include three elements:

- For leaders – a Senior Leader Forum which meets termly; and groupings for other KS5 post-holders, EPQ Co-ordinators, 6<sup>th</sup> Form administrators.
- For subject teachers – the continuation of the pilot network groups for teachers in five “minority” A Level subjects, and the four most popular vocational subjects; also a regular virtual Teach-meet event in which aspects of both pedagogy, leadership and Sixth-Form organisation can be shared more widely.
- For students – a range of super-curricular events, designed to foster broader and applied thinking, and also, post-lockdowns, an important social element (the first is an event for 90 students who will in groups sit in turn at the Debate Table at the RAF Museum and argue about artificial intelligence); also support for Medical Entrance and Oxbridge applications, and further seminar arrangements deriving from Middlesex University.

The conduit for managing these projects, and for schools to interact with each other, is the Barnet KS5 website: [www.tiny.cc/BarnetKS5](http://www.tiny.cc/BarnetKS5). Governors can access information about the programme here, including the rationale and the full programme offer, and also the joining and funding arrangements.

The desired outcome of this programme is to provide significant professional development for teachers, through collaboration, and broader social, vocational, and academic challenge for students; and ultimately to support schools in the development of their broader curriculum offer at KS5.

At the same time the government has set out its plans for post-16 qualifications from 2023, namely the introduction of T (Technical) Levels, and, alongside that, the withdrawal of many of the BTEC and OCR vocational courses. The BELS Post-16 team is therefore looking to understand the range and quality of vocational provision across Barnet, including in Further Education, to support school leaders, and Governors in their planning for the future. This work will come together from January onwards when the recently-appointed Senior Curriculum Adviser, Tracey Parrot, takes up post in the BELS Post-16 team.

### **Programme context**

This Barnet Key Stage 5 programme ties in with the Barnet post-16 Education and Skills Strategy by:

1. Supporting leaders and teachers in ensuring their KS5 curriculum leads successfully to the next stage of education or employment for all post-16 students.
2. Supporting schools with the transition points in and out of KS5; and with the development of employability skills, through both the taught curriculum but also further provision of super-curricular opportunities across a range of schools.

The programme was generated as a result of a 4% drop in A Level performance in 2019, and also the continuing disparity between academic and vocational outcomes, and in particular, a persistent relatively low national ranking in vocational and technical outcomes. It operated as a pilot in 2020-21, largely remotely, and is being further developed in 2021-22 through the BELS Renaissance, Recovery and Reset programme

### **Programme aims**

- To close the gap in schools in achievement between academic and vocational outcomes and to consolidate a culture of collaboration between schools.
- To explore the viability of programmes of study and potential collaboration with other providers where learner numbers aren't viable.
- To nurture and maximise the value of the recent and rapid expansion of digital capabilities, and, just where appropriate, the move towards a blend of face-to-face and remote learning.
- To strengthen transition practice, Careers Advice and Guidance, participation in wider opportunities, and overall preparedness for the next stage of education; and in so doing, to support the mental health of young people as they negotiate their future pathways in a less certain context.
- To work with the Post-16 Education and Skills Team, and in conjunction with Barnet and Southgate College, in liaising with schools to plan for future developments such as the expansion of the T Level programme and the withdrawal of funding from particular Applied General "vocational" courses.

### **Programme elements**

- The creation of a network of schools who have chosen to collaborate at different levels on a range of KS5 developments, including a Forum of KS5 Leaders, through engagement with the BPSI-led KS5 programme (Barnet Partnership for School Improvement) · The creation of a Google Platform [www.tiny.cc/BarnetKS5](http://www.tiny.cc/BarnetKS5) which functions as the conduit for all information and collaborative work that participating schools can access; in particular, this facilitates the sharing of student work and the potential for further moderation, and planning as a result of this collaborative assessment practice
- The setting up of increasingly self-managed and regular subject teacher Network meetings (remote) for a range of "minority" A Level subjects which are taught

	<p>often by a solitary teacher with no in-school network, and those Applied General “Vocational” subjects deemed as most</p> <ul style="list-style-type: none"> <li>• The brokering of arrangements to ensure students are supported more fully by a pan-school approach to specified imperatives – currently Oxbridge applications, Medical Entrance Tests, and the Extended Project Qualification (EPQ)</li> <li>• The development of access by students to a broader and richer range of super-curricular opportunities through sharing, publicising and organising school-generated events between groups of schools</li> </ul>
<b>Governors’ Role</b>	To note the above information.
<b>For action by</b>	All Governors
<b>Contact</b>	<p>Jasmine West Strategic Lead Post-16 Education and Skills Barnet Education and Learning Service (BELS) Jasmine.West@barnet.gov.uk</p> <p>Charles Rice Barnet School Improvement Partner Email: <a href="mailto:cr@charlesrice.co.uk">cr@charlesrice.co.uk</a></p> <p>Steve Marshall BPSI AdviserBarnet Education and Learning Service (BELS) Email: <a href="mailto:barnetks5@gmail.com">barnetks5@gmail.com</a></p>

<b>4.</b>	<b>OFSTED INSPECTIONS RESUME</b>
<b>Summary</b>	<p>Having had a period where they were not inspecting schools, Ofsted have returned to a full programme of inspections from September 2021. The Inspection Handbook and Framework have been tweaked with an even greater emphasis on the sequencing of the curriculum and elements of safeguarding e.g. peer on peer abuse. Other amendments:</p> <ul style="list-style-type: none"> <li>• The impact of coronavirus will be discussed during the preparation phone call.</li> <li>• Inspectors will look at how schools have identified pupils' learning gaps.</li> <li>• The quality of remote education between March and August 2020 will not impact the 'quality of education' judgement.</li> <li>• Ofsted will not use teacher assessed grades from 2020 and 2021 when making judgements under 'quality of education'.</li> <li>• Inspectors will pay close attention to how safeguarding approaches have been adapted during the coronavirus pandemic.</li> <li>• Attendance patterns will be discussed during an inspection to understand how coronavirus has impacted the school; however, attendance between March 2020 and March 2021 will not impact Ofsted's judgement of a school.</li> <li>• Inspectors will look at how school leaders supported the school community throughout the coronavirus pandemic.</li> <li>• Inspectors will gather evidence about the use of catch-up funding.</li> </ul> <p>The period where Ofsted were not inspecting schools has clearly led to some schools being outside of the expected timeframe of when their next inspection should be. Ofsted have stated <i>"Schools that were last inspected before the start of the pandemic may receive their first routine inspection up to 6 terms later than they would have previously."</i></p> <p>Barnet Governor Services continue to offer training to governors to enable them to be fully prepared for their next Ofsted Inspection and be clear about Ofsted's expectations regarding the governance of a school.</p>
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
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<b>5.</b>	<b>EARLY CAREER FRAMEWORK</b>
<b>Summary</b>	<p>For many years, newly qualified teachers nationally were known as NQTs. They were entitled to a one-year programme of support from their school. They had specific release time to attend training (in Barnet this was on a Tuesday afternoon) and to develop their practice more generally. They also had a mentor, who was responsible for both the assessment and development of the NQT.</p> <p>This has now changed. New teachers at the start of their careers are now following the Early Careers Framework. This is a new initiative implemented by the DfE and started in all schools this September (2021). It is designed to build on from the Initial Teaching Training programme that all early teachers have experienced. The main principle is that all teachers should be entitled to high quality training and development throughout their career and this is the start of this process.</p> <p>The main changes are:</p> <ul style="list-style-type: none"> <li>• It is now a two-year package of structured training and support for early career teachers (ECTs)</li> <li>• As well as 10% release time in their first year, ECTs are now entitled to 5% release time in their second year</li> <li>• There is time for mentors to support the ECTs</li> <li>• There is also dedicated training for mentors</li> <li>• Mentors are responsible solely for the development of the ECTs and <b>not</b> assessment</li> <li>• There is an induction lead, who is responsible for assessment and monitoring the success of the ECT programme within the school</li> <li>• Schools are free to choose the ECT programme that suits them most, either the Full Induction Programme, the Core Induction Programme or the School-based Programme.</li> </ul> <p>Most of the schools with ECTs in Barnet have chosen to follow the Full Induction training programme. Most of these have signed up with The North West London Teaching School Hub. They, in turn, have commissioned the Compton Teaching School to deliver the training in Barnet. The Compton are leading training for secondary schools, and the Compton have commissioned BELS school improvement team to deliver the training for primaries.</p> <p><b>Implications for Governors if you have an Early Careers Teacher in your school:</b></p> <ol style="list-style-type: none"> <li>1. Ask which programme your school is following</li> <li>2. Ensure that your school has registered with the DfE and an Appropriate Body (globally responsible for statutory duties and monitoring – many have signed up with Barnet)</li> <li>3. Ask about the structure in your school (who is the mentor and who is the Induction Lead)</li> <li>4. For further information, please read the Early Career Framework guidance produced by the DfE:</li> </ol> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf</a></p>
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<b>6.</b>	<b>EYFS UPDATES</b>
<b>Summary</b>	<p>From 1<sup>st</sup> September 2021, the revised EYFS becomes statutory for the learning, development and care of children aged birth to five.</p> <p>Changes have been made to the curriculum requirements and the assessment arrangements which includes the end of Reception year EYFS profile. Concurrently new non statutory guidance has been published and schools will now choose which version they wish to follow to support their work.</p> <p>Schools have already begun preparing for the implementation of the new requirements and reflecting upon the impact it will have on provision and practice.</p> <p>The Standards and Testing Agency have also implemented a new statutory assessment for children in maintained schools, in their first six weeks of school known as the Reception Baseline Assessment (RBA). The purpose of this is to provide a progress measure for the cohort to compare against outcomes at the end of Key Stage 2.</p> <p>We are providing training for governors on Monday 15th November at 6pm (register <a href="#">here</a>) to introduce the changes made and support governors in thinking about what impact these changes will have on their role with a particular focus on curriculum, assessment and tracking data. We will also refer to how this relates to Ofsted inspections going forward.</p>
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
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## GOVERNOR DIVERSITY SURVEY RESULTS AND FOLLOW UP

### Summary

Firstly, we'd like to thank the Governing Boards that participated in our recent Barnet Governors Diversity Survey. Outcomes indicate that, apart from the Asian bracket, which is broadly in line with the borough's demographics, representation across the other Black, Asian and Minority Ethnic (BAME) groups needs to improve in order for Governing Boards in Barnet to be representative of their communities. This is broadly in line with the national picture – according to the National Governance Association's (NGA) annual governance survey, all ethnic minorities remain significantly and consistently underrepresented on governing boards. 93% of respondents are white, 1% are from mixed or multiple ethnic groups, 3% are Asian, 1% are Black with the remainder other or 'rather not say'. Young people are underrepresented on boards too. 9% of volunteers are aged under 40. Furthermore, 63% identify as female and 35% as male with 1% preferring not to say. 97% said that the gender they identify with is the same as their registered sex at birth.

#### Training:

As you know, we've been running a series of governor training courses on Diverse Governance and Unconscious Bias – the most recent of which took place on 27 September 2021 at 6pm. Chairs and Vice Chairs were emailed the details of how to register for this and asked to cascade this to their governors. These have been taking place termly and at the end of the series we aim to hold a refresher course annually.

Below are a few highlights from the courses we've been running. We'd like to encourage Governing Boards to implement the good practice outlined.

#### Raising Awareness:

The more aware the school's community is about the role of governors, the more likely they are to express an interest in becoming a governor. Recent studies conducted by the NGA showed that many volunteers from underrepresented groups were unaware of the role of school governors altogether.

The DfE is being lobbied to fund and deliver a large-scale national recruitment campaign to boost awareness of the role and try to increase the number of volunteers coming forward. Given the significance and responsibility attached to the role, there is a duty to match the investment provided by volunteers with investment to persuade a wide range of talented, skilled individuals to join school and trust boards.

Since last year, we have been publicising information about the role locally via residents' magazines, external agencies, and our own website through which we've had some success in attracting targeted aspiring governors to sign up for our free taster induction session.

We need schools to help raise the profile of their Governing Board's functions in order to help increase the variety of nominations during elections/recruitment. Examples of raising the profile of governors can be as simple as introducing Governors and their role at school events and pinning up a poster to that effect for visitors to see.

#### Recruitment:

	<p>While Governing Boards cannot positively discriminate and only accept nominations from prospective governors from certain demographics, they can state their intent to increase the board's diversity in order to better represent the school community.</p> <p>A recent nation-wide study showed that almost 40% of Governor recruitments take place via current governor connections, which may only recycle current underrepresentation.</p> <p>The use of agencies such as Governors for Schools, Inspiring Governance, and the National Black Governors Network have shown to help extend the search to harder-to-reach groups.</p> <p>Simple tips like showing diversity in your advert/notice (for example, with the use of pictures portraying this) have also been suggested to help break down barriers.</p> <p>Inclusion:</p> <p>Beyond recruitment, inclusion is of upmost importance if the board is going to reap the rewards of its hard work in sourcing governors to better represent its community. Inclusion needs to run through the governing board's proceedings, allowing all the opportunity to speak. This means being open to different points of views and challenge.</p> <p>Recent focus groups have revealed that Governors from BAME communities felt that their views were less valued. Making efforts to make it comfortable for all governors to speak out (including those who are less vocal) is great practice. For example, during Chair and Vice Chair elections, ask the current Chair to leave the meeting while further nominations can be considered.</p> <p>Induction:</p> <p>The above-mentioned focus groups found that Governor Induction training is of upmost importance and had a vital role to play in raising the confidence of new Governors from underrepresented groups. Please note that our two-part Governor Induction is a termly course and is constantly updated with all the local and national information new governors need to give them a great start. Along with all other courses it can be found by selecting 'Governor Services' <a href="#">here</a>.</p>
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
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<b>8.</b>	<b>NATIONAL LEADER OF GOVERNANCE REFORM</b>
<b>Summary</b>	<p>The DfE is reforming the National Leader of Governance (NLG) role. The role is being professionalised which is long overdue and recognises the vital importance of good governance in successful schools. Deployment is due for October 2021 and the role will now focus solely on governance reviews for a set rate, upon which most of the NLG training will be based. While the DfE will refer Trusts for reviews, local authorities will do so for maintained schools.</p> <p>We've seen comments on various forums from NLGs expressing concerns about the potential narrowing of the NLG role to just governance reviews and missing out on the vast experience and knowledge possessed by NLGs. However, consideration is being given to whether the role will evolve to include more of the coaching and mentoring support that has been provided by NLGs and greatly appreciated to date.</p> <p>In Barnet we will continue to offer BPSI Governance Reviews as we have previously done along with support to new Chairs, or Chairs who require support in difficult circumstances. Governor Services will also continue to draw on NLG knowledge and continue to support governors via termly briefings, reports and training courses.</p> <p>For further information on the reform, please contact <a href="mailto:btumani.302@fouldsp.org">btumani.302@fouldsp.org</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>KEEPING CHILDREN SAFE IN EDUCATION (KCSIE) UPDATE</b>
<b>Summary</b>	<p>As previously noted, the latest version of 'Keeping children safe in education' (KCSIE) came into effect on 1 September 2021 including updates on peer-on-peer abuse, allegations against staff, and online safety. These will be covered in our Safeguarding courses this term.</p> <p>We are pleased to introduce our Safeguarding Level 1 course for all governors which is a bite-sized version of our Level 3 course and will provide a general overview of safeguarding requirements and is aimed at all Governors. (Designated Safeguarding Governors should continue to attend the more extensive 'Child Protection &amp; Safeguarding Level 3' course).</p> <p>Collectively, your governing board has overall responsibility for safeguarding and it is best practice if everyone on the board has had safeguarding training and not only the Designated Safeguarding Governor. Hence, the introduction of this bite-size version for all Governors. We recommend refreshing this knowledge at least every 2 years.</p>

	Please use the link <a href="http://www.bels.org.uk">www.bels.org.uk</a> and click on 'Governor Service' and 'view and book courses' to find the list of courses and instructions for registration.
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
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<b>10.</b>	<b>GOVERNOR TRAINING PROGRAMME AUTUMN 2021</b>
<b>Summary</b>	<p>This term's Governor Training Programme returns and is available for registration at: <a href="http://www.bels.org.uk">www.bels.org.uk</a> &gt; all traded and other training &gt; governor services.</p> <p>Courses continue to be delivered online this term and, with positive feedback received for online course delivery, we are sticking mostly with online delivery with the option of some courses returning to face-to-face depending on governor preferences. For virtual courses, Governors will continue to receive meeting links upon registration and a reminder will be sent out prior to the course date.</p> <p>Governors should register for Governor Training ahead of time and provide their primary email address to ensure they are sent the necessary link in time. By providing your email address for courses, you consent to this information being held by BELS (and the course leader until the end of the session when this information will be deleted).</p> <p>We'd like to remind you that all Governors should be using school-based email addresses by now.</p> <p>Should you not receive the course link a day before your session, please email <a href="mailto:BELS.training@Barnet.gov.uk">BELS.training@Barnet.gov.uk</a>.</p>
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
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<b>11.</b>	<b>SCHOOL ADMISSIONS CODE 2021</b>
<b>Summary</b>	The new <a href="#">School Admissions Code</a> and associated regulations came into force on 1 September 2021.

	<p>The fundamental principles of the Code remain the same but there are key changes in the provisions for in-year admissions, Fair Access Protocol and priority for previously looked-after children.</p> <p>The table in Appendix One summarises all the changes and actions that admission authorities will need to take to ensure compliance to the new Code.</p>
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<b>Contact</b>	<p>Alison Dawes          Director – School Access, Skills &amp; Corporate Services          Barnet Education and Learning Service (BELS)          Email: <a href="mailto:Alison.Dawes@barnet.gov.uk">Alison.Dawes@barnet.gov.uk</a></p>

<b>12.</b>	<b>SAFEGUARDING ALERT</b>
<b>Summary</b>	<p>Social networking and messaging apps allow young people to maintain social relationships with school friends, distant friends or online friends they've never met. However, there are some important safety issues that it's worth knowing as a parent.</p> <p><b>Chatting with strangers</b>          Meeting and chatting with strangers online poses risks to young people who might be vulnerable to grooming and online (and offline) forms of sexual abuse.</p> <p><b>Sending inappropriate content</b>          With the physical barrier of a screen, some people feel more empowered to pressurise others into sending messages, often of a sexual or derogatory nature.</p> <p><b>Sharing information and a location</b>          Many apps work on the basis of identity or phone number information. In many cases apps don't always let you know that this information is being used, meaning children could be sharing personal information. As well as on the social networks themselves, privacy and security settings are available on most devices.</p> <p><b>Cyberbullying</b>          Smartphones allow people to take photos and share them instantly on their social networks or post information about someone online in seconds. Sometimes this can mean young people are even more vulnerable to episodes of cyberbullying.</p> <p><b>Distortion of Body image</b>          With the rise in popularity of photo sharing apps such as Snapchat and Instagram children increasingly feel under pressure to conform to the body beautiful images they see, so it's important to talk to promote positive body image and help children develop a critical thinking to question what they see online.</p> <p>Apps for meeting new people that might create risks: Tumblr, Omegle, MeowChat, Yubo, Chatroulette, Monkey</p>

	These apps have gained a reputation for being potentially risky for children because of the types of technology they use and the types of communities that have formed around them.
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
<b>Contact</b>	<b>Perryn Jasper</b> <b>Prevent Education Officer</b> <b>School Improvement Team</b> <b>Barnet Education and Learning Service (BELS)</b> Email: <a href="mailto:Perryn.Jasper@barnet.gov.uk">Perryn.Jasper@barnet.gov.uk</a>

<b>13.</b>	<b>SEND MONITORING</b>
<b>Summary</b>	<p>Your governing board should appoint a designated governor for Special Educational Needs and Disabilities (SEND) or have a committee with oversight of SEND arrangements, ensuring that all pupils with SEND receive the required support, and acting as the board's dedicated link on SEND matters (although the entire board retains collective responsibility).</p> <p>In order to effectively evaluate SEND provision, the SEND governor should stay up to date with the ever-changing legislation and best practice.</p> <p>Each term we host core SEND training for Governors. This term, we are revamping the SEND element of our training programme to bring you a specific hot-topic area each term. This term we'll be doing a deep dive on the Role of the SEND governor. Please ensure that your designation SEND Governor or members of your SEND sub-committee are aware of this course, taking place virtually at <b>6-8pm on Thursday 21<sup>st</sup> October 2021</b>. Governors can self-register at <a href="http://www.bels.org.uk">www.bels.org.uk</a> (click 'Governor Service' and 'view courses').</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) Email: <a href="mailto:George.Peradigou@barnet.gov.uk">George.Peradigou@barnet.gov.uk</a>

<b>14.</b>	<b>WHAT MAINTAINED SCHOOLS MUST PUBLISH ONLINE</b>
<b>Summary</b>	<p>The DfE has updated its information on what schools maintained by their local authorities must publish on their websites.</p> <p>Every local-authority-maintained school must publish specific information on its website to comply with the School Information (England) Regulations (2008), as amended by The School Information (England) (Amendment) Regulations 2012 and 2016 and other relevant legislation including the Equality Act 2010: advice for schools and the Children and Families Act 2014.</p> <p>The full guidance can be found at: <a href="https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#governors-information-and-duties">https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#governors-information-and-duties</a></p> <p>If you're an academy, free school or FE college, you should instead read previously published guidance on <a href="#">what academies and colleges should publish online</a>.</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>

## Appendix One: School Admissions Code 2021

Para	Type	Change	Actions
10	Modification	Deadlines inserted to comply with School Adjudicator decisions	To note
15(d)	Clarification	(Note 8) Normal admissions round relates to applications for on-time processing	None
<b>Published Admission Number</b>			
1.4	Clarification	PAN only applies to the relevant age group (starting Reception, secondary transfer, junior transfer and sixth-form entry)  Schools <b>may not</b> refuse in-year admissions solely on having reached their PAN	Admission authorities to review outcome letter content
<b>Oversubscription Criteria</b>			
1.7	Modification	Highest priority category of looked after and previously looked after children (LAC / PLAC) extended to children adopted from state care outside of England <a href="#">DfE Guidance</a>	<b>Determined admission arrangements for 2021/22 and 2022/23 must already have been varied to reflect this change</b>
1.9(e)	Clarification	(Note 21) further information included on what constitutes practical or financial help and must be taking into account when formulating admission arrangements	To note
1.13	Modification	Introduction of nodal points (alternative geographical measuring points for distance measuring); can only be used on reasonable grounds	Relevant admission authorities to review associated wording in arrangements
1.32(c)	Clarification	Clarification that banding test outcomes do not need to be issued by 31 October (closing date for secondary on-time applications)	Schools that use banding to consider any change to admission arrangements and processes
1.39 1.40	Clarification	Children of Staff priority can only be given to staff who work at the particular school. Admission authorities must state in their admission arrangements which group of staff this will apply to	Relevant admission authorities to review associated wording in arrangements
<b>Determination of Admission Arrangements</b>			
1.49	Clarification	Admission authorities must annually determine their admission arrangements, including their PAN, by 28 February, even if unchanged and this must be recorded in the minutes of the meeting	To note
<b>Supplementary Information Forms (SIFs)</b>			
2.4	Clarification	Priority must not be given solely on the basis that a SIF has been completed	Admission authorities with SIFs to note
<b>Allocation of places</b>			
2.7	Modification	Requirement for admissions authorities to keep a record of decisions on applications, including in-year. No decision to be made by one individual alone in the admission authority.	Admission authorities to ensure admissions committees (or equivalent) record this information
<b>Children of Crown Servants and UK Service Personnel</b>			

2.21(a)	Clarification	Minor rewording of supporting evidence around crown servants and UK service personnel, and that the intended address must be used for the application (official letter not required) <a href="#">DfE explanatory note</a>	Admission authorities to note and ensure admissions committees comply with this
<b>Co-ordination (Late Applications)</b>			
2.22	Clarification	Local authorities' coordinated admissions schemes must cover application processes for the normal admissions round and late applications (submitted after closing date to 31 Aug)-	LA and other admission authorities to comply
<b>In-year Admissions</b>			
2.23	Modification	LAs must publish on their website each year about how in-year admissions will be handled for the academic year	LA must have an in-year scheme where there is coordination
2.24	Modification	Own admission authority schools must inform the LA by prescribed dates if they are not participating in the in-year scheme, and to provide relevant information and application forms	LA to coordinate requests, responses and information
2.25	Modification	Sets out what own admission authority schools must publish and by when if they manage their own in-year admissions	Schools opting out of LA coordination to note and comply
2.27	Modification	Specifies own admission authority schools must respond to LA requests for information about vacancies within 2 school days	Admission authority schools to note and comply with requests
2.30	Modification	Gives deadline for in-year admission outcomes to be issued – <b>aim for 10 school days, but must be within 15</b>	Admission authorities to note and ensure admissions committees (or equivalent) comply with this
2.31	Clarification	Expectation that in-year applicants start school as soon as possible, particularly if they are out of school	Schools to note
<b>Behaviour and Fair Access Protocol (FAP)</b>			
3.8 (c)	Clarification	Quashed exclusions do not count towards the 'twice-excluded' rule	To note
3.9	Modification	Extends the rights not to be refused admission on behavioural grounds anywhere in the normal year of entry, not just as part of the normal admissions round	To note
3.10 3.11	Clarification	Clarifies when an admission authority may refuse an applicant likely to display challenging behaviour (Note 76 & 77) and describes how 'challenging behaviour' in this context may be defined as being beyond the normal range of interventions and admission authority's role in adhering to Equality Act 2010	To note
3.14	Clarification	Rewording of introduction means that it is vulnerable children <b>and/or</b> unplaced pupils to be considered through a FAP; also see 3.17 around expectations prior to consideration <a href="#">DfE Guidance</a>	LAs/schools to review FAP
3.15	Clarification	Adds that participation in a FAP includes providing a representative authorised to make	LAs/schools to review FAP

		decisions, and LAs must provide notice and information about how and when discussions on placement will take place	
3.16	Clarification	FAP must set out how the needs of permanently excluded children will be met	LAs/schools to review FAP
3.17	Modification	(and Note 80) FAP may only be used after reasonable attempts to secure a place through in-year processes. Categories of those included within a FAP have been amended and restricted (now includes CIN/CP within previous 12 months, children living in a refuge or relevant accommodation, children in formal kinship care arrangements, PLAC (Note 84 indicates a direction for a PLAC should be considered ahead of the FAP); where child has been out of education has been changed from 2 months to four weeks and evidenced no places are available locally; excludes those who have refused an offer)	LAs/schools to review FAP
3.18	Clarification	Further clarification that in-year applications must be processed in advance, that FAP isn't a list of 'criteria', and a right of appeal must be given	To note
3.19	Clarification	Parents views should be taken into account in placing through a FAP, but there is no requirement to comply with parental preference	LAs/schools to review FAP
3.21	Modification	Requirement to identify a school through the FAP within 20 school days of referring case and that child should then start as soon as possible	LAs/schools to review FAP
3.22	Clarification	FAP must have a review process, but existing protocol is binding until a new one is agreed	LAs/schools to review FAP