

District Governor Briefing

Canterbury

Lorraine Monkhouse

Area Governance Officer

Agenda

1. Outline of the meeting- Lorraine Monkhouse - Area Governance Officer (AGO), East Kent.
2. Health & Safety for school governors
Karen Stark- Schools Health & Safety team will give a brief overview of the various health and safety responsibilities that Governors should be monitoring within their school
3. The Kent Governor Association (KGA) updates
David Stanley/ Lisa Laws
4. Training & Development of the GB
Role of the T&D governor
5. In The News- General updates
6. Governor Questions/Newsworthy Items
7. Close.

Health and Safety for School Governors

Presented by Karen Stark

Objectives & Governor Role

Understand key statutory health and safety requirements that schools should be complying with and how you as Governor have a pivotal role to play.

The main role of the School Governors is to have a strategic overview of how a school is managed and is judged by Ofsted to be part of the leadership and management function.

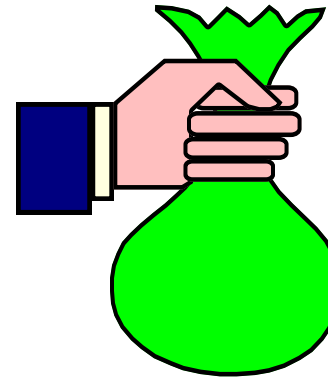
This includes all aspects of governance and includes the monitoring and effectiveness of health and safety issues alongside curriculum issues both of which should form part of the everyday management processes.

Why Manage Health & Safety

● M_{oral}



● E_{conomic}



● L_{egal}



Some relevant Legislation

**Management
of Health &
Safety at Work
Regs 1999**

**Health &
Safety at Work
Act 1974**

**The Workplace
(Health, Safety
& Welfare)
Regs 1992**

**Reporting of
Injuries,
Diseases &
Dangerous
Occurrences
(RIDDOR) Regs
2013**

**Control of
Substances
Hazardous to
Health Regs
2005**

**Control of
Asbestos Regs
2012**

**Work at Height
Regulations 2005**

Sensible Risk Management

- ✓ **Ensuring that workers and the public are properly protected**
- ✓ **Providing overall benefit to society by balancing benefits and risks, with a focus on reducing real risks – both those which arise more often and those with serious consequences**
- ✓ **Enabling innovation and learning not stifling them**
- ✓ **Ensuring that those who create risks manage them responsibly and understand that failure to manage real risks responsibly is likely to lead to robust action**
- ✓ **Enabling individuals to understand that as well as the right to protection, they also have to exercise responsibility**

Sensible Risk Management

- x** **Creating a totally risk free society**
- x** **Generating useless paperwork mountains**
- x** **Scaring people by exaggerating or publicising trivial risks**
- x** **Stopping important recreational and learning activities for individuals where the risks are managed**
- x** **Reducing protection of people from risks that cause real harm and suffering**

Key Responsibilities for Schools

- **Ensuring the school complies with statutory legislative requirements and with local authority policies. (Headteacher)**
- **Agreeing the school health and safety policy and monitoring compliance. (Headteacher and Governors)**
- **Taking reasonable steps to ensure that buildings, equipment and materials are safe. (Headteacher and Governors)**

Key Monitoring Responsibilities

- **Asbestos** - (docubox, survey, remedial works, works log, monitoring, training)
- **Legionella** - (Risk Assessment, testing, managerial responsibility, training)
- **Fire** - (Risk Assessment, assessor competence, remedial works, review, training)
- **5 Year Electrical Testing** - (Report, remedial works, works logged, fire link)
- **COSHH** - (Risk assessment, storage, correct use, training)
- **Display Screen Equipment** - (Assessments, ill health, remedial measures, training)
- **Working at Height** - (Risk assessment, equipment, planning, training)
- **Accident Reporting** – (HS157, HS160, RIDDOR, training)
- **First Aid** - (Risk assessment, on/off site, training)
- **Inspections** – (3 per year)

Case Studies

Work at Height incident – fall from height when caretaker fell from a ladder whilst cleaning the guttering. No formal training, no clear planning, no risk assessment. HSE investigation now closed. Fee for Intervention (FFI) applied. **£496 (Police and Criminal Evidence Act) PACE interview under caution.**

PE incident – serious head injury to pupil hit by a shot put in a multi sports PE activity. Association for Physical Education (AfPE) guidance not followed, insufficient planning, training concerns, no review of risk assessments. HSE investigation resulting in prosecution and a **£10,000** fine.

Chemical incident – nursery aged children received skin rashes after coming into contact with a cleaning agent that had been used in its neat format. No COSHH risk assessments in place, HSE investigation, FFI fine incurred. **£482**

Questions that Governors should be asking their school leaders?

- Does the school health and safety policy cover all arrangements and clearly outline responsibilities to ensure a positive health and safety culture?
- Are you assessing all significant risks for any high risk activities which are undertaken in your school? (P.E. Science, Cookery, Design and Technology)
- Do you risk assess your off site activities?
- Are your staff suitably trained to undertake health and safety tasks, e.g. COSSH, Fire, Working at Height, Asbestos, Legionella, Manual Handling, First Aid?
- If appointing contractors who are not on the KCC Contractor Database, are you undertaking appropriate vetting to ensure health and safety competence when carrying out your planned works. e.g. Asbestos, Legionella, Fire, Working at Height?
- Are you monitoring the condition of the asbestos on your site?
- Are you implementing the remedial actions identified within your fire risk assessment?

Contacts & Information

KCC Health and Safety Team
Advice line number 03000 418 456
Email healthandsafety@kent.gov.uk

Health and Safety Information

<http://www.kelsi.org.uk/policies-and-guidance/health-and-safety-guidance>

EduKent Services

http://www.edukent.co.uk/our_services/service/health_and_safety/

Training

Access through CPD Online or SPS website
Alternatively contact KCC Learning and Development
03000 416 128

KGA Representatives

David Stanley and Lisa Laws



Notes for District Governor Briefings

- New Chair of KGA appointed – Janice Brooke – but she will not take up the post until later in the year. In the meantime Jack Keeler will take on the role of Interim Chair

JackKeeler@btinternet.com

- Next KGA Assembly 7-9 pm Monday 13 March 2017, Oakwood House, Maidstone: Please book via CPD Online. All governors welcome.



- **DfE consultation ‘Schools that work for everyone’** sought views on a variety of topics including the expansion of grammar schools and admission restrictions for faith schools. If you would like to read the KCC response you can find it on Kelsi – we will put a link from the KGA page.
- **KGA seeks information** about what governors want from the KGA as it revises its constitution and activities in the light of the changing educational landscape. Please tell your KGA Executive Member your opinions or email the chair – *see H/O*
- If your district does not have an **Executive Member**, please appoint one! *Canterbury have the required 2*



Governor Vacancies

- There are currently 475 governor vacancies in Kent. It is the responsibility of each governing body to fill its vacancies.

Canterbury District vacancy rate much improved from 20+% to 8%

- Help is available at the government sponsored **inspiringgovernance.org** and independent charity **sgoss.org**
Register with these sites if you need to find governors
- Consider other ways of finding governors – networking, advertising, approaching local businesses etc
- Make sure you have a selection procedure in place which complies with Safer Recruitment practices



Governor Training

- Remember to plan your training and book in advance
- Give honest feedback about sessions attended to help maintain quality
- Use the section asking for training that is wanted to help Governor Services understand what topics need to be introduced/repeated

See a few ideas from KGA Assembly on hand-out



News from NGA

Priorities for 2017

- School funding
- The pace of change
- Ability to recruit and retain staff
- Assessment and the curriculum offer



News from Ofsted

- New HMCI Amanda Spielman
- Small change to inspection arrangements allows for short inspections to be led by Ofsted Inspector rather than HMI
- Report from assessing the state of school governance:

‘Improving governance: Governance arrangements in complex and challenging circumstances’.

See NGA Newsletter Jan.’17 for good summary on this – see H/O

The Role of the Training & Development Governor

Aim:

- Define the role within the governing body
- Offer practical help in fulfilling the role
- Know how the T & D governor can impact on the effectiveness of the governing body

Expectations - Ofsted

Ofsted - Inspection Handbook (item 141)

“The effectiveness of governors in discharging their core statutory functions and how committed they are to their own development as governors in order to improve their performance.”

Raises the importance of the role of a lead governor for Training & Development

Expectations

Governance Handbook

Governance handbook (4.2) states that Boards should:

- **Be responsible for identifying & securing induction, other ongoing training & development**
- **Set aside a budget**
- **Set out clearly what they expect of their governors**
- **Ensure the code of conduct sets an ethos of professionalism & high expectations of governors, including an expectation that they undertake whatever training or development activity is needed to fill any gaps in the skills they have to contribute to effective governance**
- **Consider giving the vice-chair or another governor a specific responsibility for ensuring every governor develops the skills they need to be effective - more than simply track governors' attendance at training courses**
- **Ensure that every new & existing governor develops their skills to make an active & valuable contribution to the work of the board**
- **Have succession plans in place and develop future leaders by identifying & nurturing talent & sharing responsibility.**

Expectations

Governance Handbook

Governance handbook Section 4.2 states that Boards should:

- All boards are responsible for identifying the induction and other ongoing training and development they need – including for those with specific responsibilities such as the lead on safeguarding including Prevent.
- The board's code of conduct should set an ethos of professionalism and high expectations of everyone involved in governance, including an expectation that they undertake whatever training or development activity is needed to fill any gaps in the skills they have to contribute to effective governance.

Expectations

Governance Handbook

Governance handbook Section 4.2 states that Boards should:

- Boards should consider giving the vice-chair or another individual on the board a specific responsibility for enabling every person to develop the skills they need to be effective. Rather than simply track attendance at training and development courses, with administrative support from the professional clerk, this person would be responsible for ensuring that everyone on the board develops their skills to make an active and valuable contribution to the board. Any persistent skill gaps across the board or for individuals should be brought to the attention of the chair.

Expectations

Governance Handbook

Governance handbook Section 4.2 states that Boards should:

- If, in the view of the board, an individual fails persistently to undertake the training or development they need to contribute effectively to the board, then they are likely to be in breach of the board's code of conduct. Where they have powers to do so, the board should consider suspending them on the grounds that they have acted in a way that is contrary to the board's ethos and has brought or is likely to bring the organisation, the board or their role into disrepute. Suspensions are for a fixed period of up to six months at a time.
- Governing Bodies should set aside a budget for training.

Why the need for development?

- Expands the knowledge base
- Strengthens skills
- Helps reduce any weak links
- Stops heavy reliance on others / a few members
- Develops independent, self-determining working
- Aids a consistent & systematic approach
- Improves satisfaction & pride in
- Promotes high morale & confidence in self, GB & relationships with Head, staff, other stakeholders
- Can help to avert a high turnover of members
- Beware over training can
 - create stress
 - waste time & money
 - Provide too much theory & not enough practice

Discuss & feedback ...

What does your Board currently have in place?

- **a Board member with T & D responsibilities?**
- **what do they do?**

Why have a T&D Governor?

- **Enables a focussed overview of the knowledge & skills of Board members**
- **Can help governors identify their learning & development needs**
- **Significant role in developing the effectiveness of the Board**
- **Best undertaken by someone who has at least a year's experience**
 - **Will have developed a better understanding of the strategic priorities of the school's improvement planning**
 - **Be able to ensure that the governing bodies training needs are identified in line with school improvement plan**

T & D Governor - The Role

- **Not a statutory role – but significant**
- **Need to understand the strategic priorities of the School Plan – including those for GB**
- **Ensure Governors are equipped with the skills and knowledge to drive school improvement**
- **Ensure allocation of budget for governor training and ensure it is spent effectively**

Discuss & Feedback ...

Discuss how you might define the T&D governor role:

- **What do you think constitutes the T & D governor role?**
- **What could you expect from your T&D Governor?**
- **What type of activities would you like them to undertake?**

Practical help - Impact on the effectiveness of the governing body

- **A systematic approach to governor training/induction should ensure that basic needs are identified.**
- **Induction pack – start as you mean to go on!**
- **Expectations in code of conduct / hold each other to account – consequences?**
- **Regular agenda item/formal records/constant systematic reviews as GB membership changes/officer roles/ including the clerk**

Development Cycle



Training & Development Link Governor Model Job Description

JD
for team
discussion
handout?

Purpose of role	To help the Governing Body effectively perform its responsibilities by ensuring that its individual members recognise, develop and use the knowledge and skills they need to function effectively.
Key tasks	<ul style="list-style-type: none"> • Keep abreast of changes in legislation and governance to advise the GB what CPD opportunities are appropriate • Ensure that an annual skills audit of the governing body is carried out, document the evidence of skills and the impact of the results on the training and development needs of the GB • Co-ordinate a governor/governor appraisal of each other and individual contribution to the GB • With regard to the School Plan priorities ensure governors are aware of training available to them and promote/encourage governors to undertake development to address gaps highlighted in the skills audit or subsequent needs. • Ensure the Governor Services Training and Development Programme subscription is discussed in the spring term and if agreed that the package is purchased via the school links to Edukent – or arrange alternative CPD opportunities through appropriate means • Monitor bookings and report to each full governing body on the training governors have attended and forthcoming training which has been identified appropriate <ul style="list-style-type: none"> ○ Consider a system of approval if not paying into the KCC package where training will incur a cost, linked to priorities identified in the School Plan ○ Ensure governors attend or cancel booking so as not to incur additional costs • Ensure that knowledge and good practice is fed back to the GB by attendees to training. Monitor the sharing of good practice and impact from training & development activities • Ensure GB have an effective governor induction programme to help new members become active members of the GB <ul style="list-style-type: none"> ○ Monitor the Induction of new governors to the GB to ensure their early engagement and value to the GB • Ensure that there is a governor allowances policy in place to support the GB agreed training required towards ensuring that governors effectively carry out their role <ul style="list-style-type: none"> ○ Discuss options to purchase e-learning packages ○ Consider e-learning at appropriate GB meetings
	<ul style="list-style-type: none"> • Ensure that an Annual training report of governors' CPD is produced and circulated to all governors each year. (if purchasing the Kent Governor Training this can be downloaded via the CPD account)

In the News, Discussion & Networking

Ofsted - developments in education inspection: the link below also accesses other topics e.g. early years, leadership, governors, myths, short inspections

Inspection and revisions to safeguarding guidance:

<https://educationinspection.blog.gov.uk/2016/12/07/inspection-and-revisions-to-safeguarding-guidance>

Ofsted – Improving Governance

HMCI commissioned a survey to investigate the challenges facing governing bodies in schools. The report draws on evidence from visits to 24 improving primary, secondary and special schools that are situated in some of the poorest areas of the country and look at their governance arrangements.

<https://www.gov.uk/government/publications/improving-governance>

Admission arrangements – must be published on school website

- Foundation schools & voluntary-aided schools must publish the school's admission arrangements each year & keep the information on the website for the whole school year.
- Community schools & voluntary-controlled schools - If the local authority decides your admissions, write that parents should contact the local authority to find out about admission arrangements.

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#history>

What maintained schools must publish online -

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

Please be sure that your Pupil Premium, Sports Premium and Yr7 catch up funding are compliant with this guidance

In the News, Discussion & Networking

School attendance parental responsibility measures - Statutory guidance, required by law to have regard to the relevant parts of this guidance -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/581539/School_attendance_parental_responsibility_measures_statutory_guidance.pdf

Staying in Control of your School's Destiny:

- Joining a group of schools
- Joining a Multi Academy Trust
- Forming a Multi Academy Trust



<http://www.nga.org.uk/Guidance/School-structures-and-constitution/Forming-or-joining-a-group-of-schools.aspx>

Governorline - national helpline offering free, confidential and independent advice, information and support to school governors, clerks and individuals involved directly in the governance of schools and multi-academy trusts in England.

<http://www.brightgreenlearning.co.uk/news/governorline-fantastic-support-service-gove>

Governance Handbook

New Governance Handbook January 2017 now available:

- *The latest update of **the Governance Handbook** has a new structure which is based on the six key features of effective governance. The six key features are also used to structure the Competency Framework so that the two documents complement each other.*

Link to:

- ***The Competency Framework** sets out the knowledge, skills and behaviours that boards need for effective governance. The framework is structured around the six features of effective governance which are described in the governance handbook and is organised into the skills which are essential for everyone on the board; the additional skills that chairs need; and those which at least someone on the board should have. Boards are advised to read it alongside the Governance Handbook and in academies, the Academies Financial Handbook. They will need to consider which knowledge and skill areas outlined in the framework are most important for their context and determine the extent to which it applies to any committees they have appointed, including within multi-academy trusts to any local governing bodies, depending on the range of functions delegated to them.*

Dates for your diary

Chairs Conference:

- 10.3.17 Ashford International Hotel 9-1pm

Clerks Conference

- 8.3.17 Ashford International Hotel 9-1pm

National Chairs Development Programme

Next cohort commences 3.2.17 at Ashford Chamber of Commerce. Contact Hampshire governor services if you are interested.

The course costs £399 - £320 scholarship may be available (2017)- school need to fund £79.