

# District Governor Briefing

Swale

Lorraine Monkhouse

Area Governance Officer

# Agenda

1. Outline of the meeting- Lorraine Monkhouse - Area Governance Officer (AGO), East Kent.
2. Early Help- Wendy Harwood and Louise Tidbury
3. The Kent Governor Association (KGA) updates
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.

# **Governors Briefing**

## **Early Help and Preventative Services**

### **Swale**

January 2017

District Manager – Joanne Terry  
Unit Leads – Wendy Harwood and Louise Tidbury

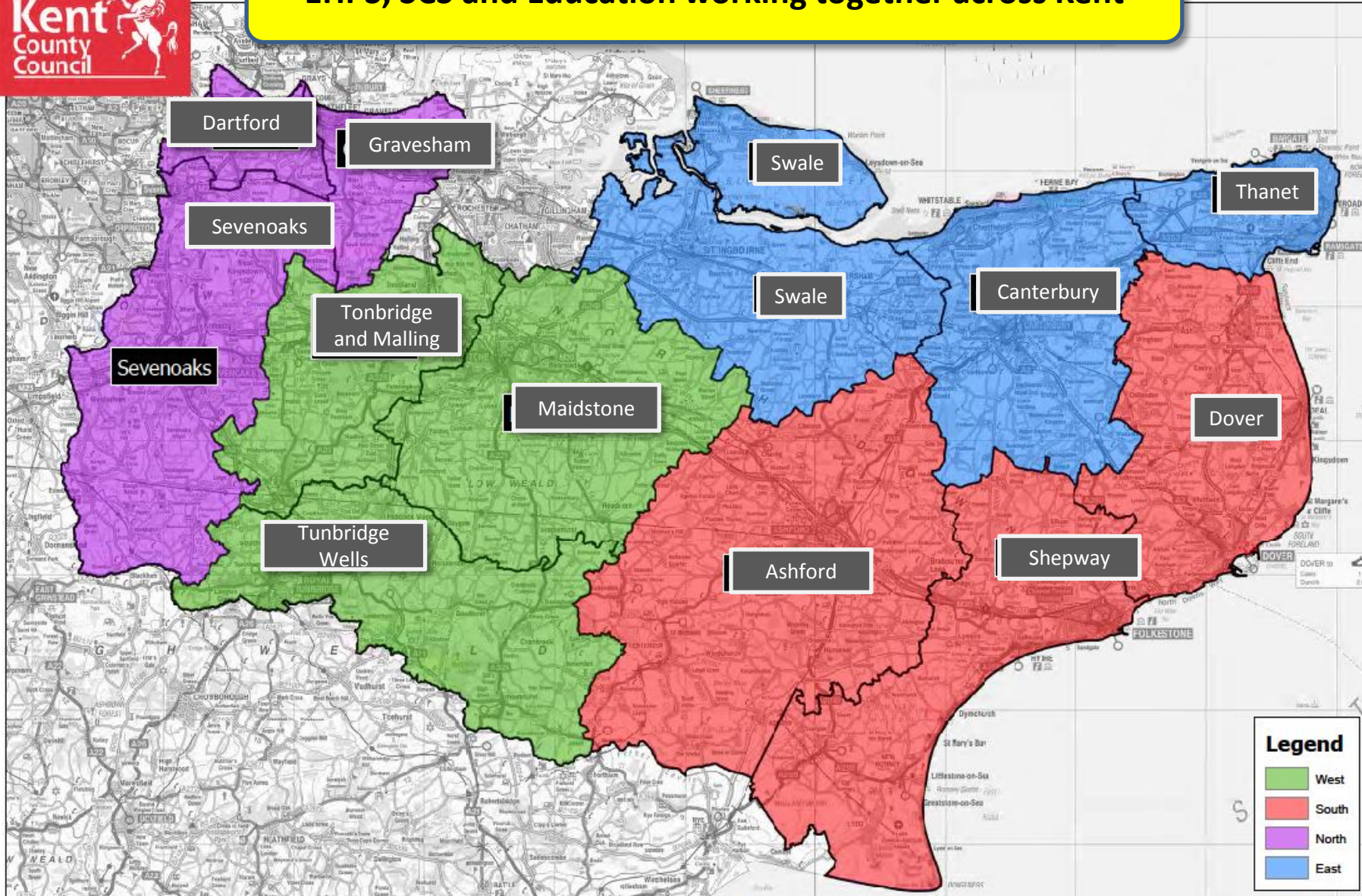
# Kent Early Help Definition

Early Help means intervening as soon as possible to tackle emerging problems. It is about ensuring that every child and young person from pre –birth to 25, and their family, who needs early help services will receive them in a timely and responsive way, so that they are safeguarded, their health, educational, social and emotional needs are met and outcomes are good.

*Practice to be proud of*



# EHPS, SCS and Education working together across Kent



Arc Map 10 SP4 - Kent LA Map with District Managers  
File Path: G:\FSC SCS Performance Management\Reporting\GIS  
Date: 14/08/2012

0 2 4 6 8 10 Miles  
Management Information Unit  
Strategic Commissioning, FSC

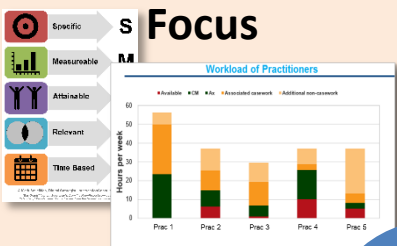
This map is based upon Ordnance Survey material with the permission of Ordnance Survey on behalf of the Controller of Her Majesty's Stationary Office © Crown Copyright. Unauthorised reproduction infringes Crown copyright and may lead to prosecution or civil proceedings. 100019238 2012

# Early Help and Preventative Service Delivery Model

## Unit Structure



## Dashboards and Trackers - Outcome Focus



## Open Access



## Step Down Panel

Step Downs – EH, What we need to do

- Recuring role in SCIS TLA diary for every MONDAY 0900 - 1300

Monday	Wednesday pm	Thursday & Friday	MONDAY 09:00-11:00	Monday pm	Monday
Send reminder to SCS that cases are due at 12:00 WEDNESDAY	Receive docs for Step down meetings - Send to Locality manager + Bus Support	Locality manager to review cases	Locality manager and Business support to attend meeting	Meeting minutes to be sent to Locality manager and SCS TLA	Allocation to SCS and EHP + Backlog update
Business Support	Business Support	Locality manager	Locality mgr + Bus Support	Locality Support	Locality mgr + SCS Leads

Management Support & EH Toolkit

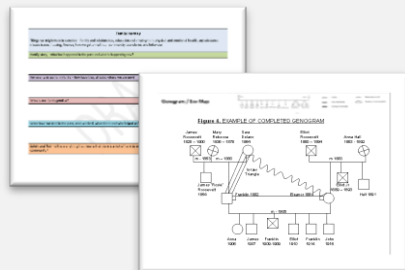
EH Service Model

Workload, not Caseload

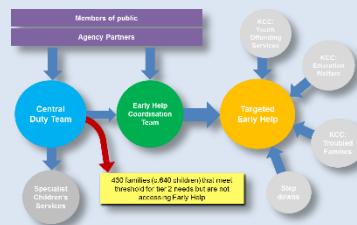
## Unit Meetings



## Kent Family Support Framework



## Triage



## Signs of Safety



# We offer a wide range of services:

- **Universal and Additional:** Open Access Children's Centres, Youth Hubs and Outdoor Education can support greater prevention and wellbeing for all
- **Intensive:** Family support is delivered through Early Help Units using an evidence based systemic model of practice and Signs of Safety. All children, young people and families have an assessment and an outcomes-focused family plan
- **Specialist:** Youth Justice aims to prevent youth offending and works with offenders
- **PRU, Inclusion and Attendance Service:** Intervenes early providing timely support to schools and families to address issues of behaviour, attendance and preventing exclusion.

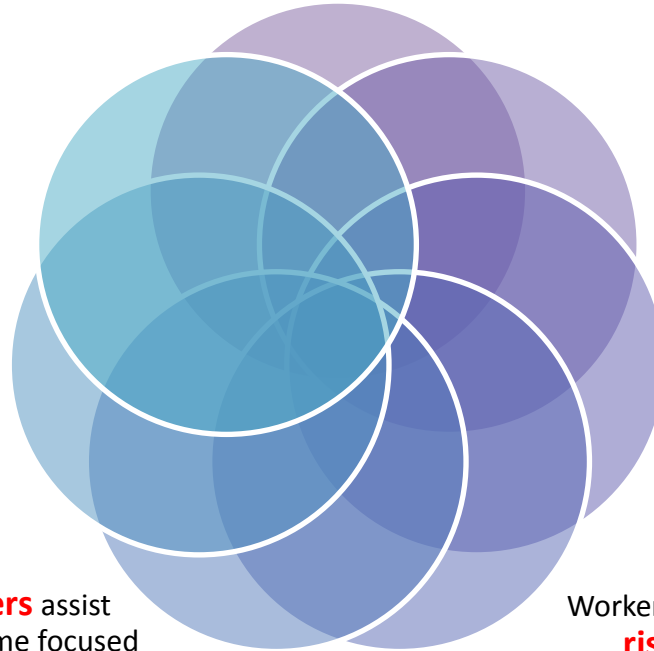
# Intensive level Family practice – Early Help Units

The **Weekly Unit Meeting** is a forum to discuss the individual young people and their families with whom they are working. Units promote a culture of challenge and respect. An opportunity to learn from what went well, and what didn't.

**Business Support** is embedded within the Unit and enables delivery workers to ensure high contact time with families

The **Unit leader** manages staff, promotes reflective and evidence based practice and is directly involved in practice providing peer learning and leading by example.

**3 Unit Workers** consider creative solutions and work with families to build resilience and strength to achieve positive outcomes



Everyone within the Unit has knowledge and understanding about the needs of the young people assigned to the unit and any school or family issues. The **Senior Unit worker** provides cover for the Unit Leader and provides additional support to the unit

**Dashboards and Trackers** assist ensuring that, work is outcome focused and drift is minimised. All practice is timely and responsive. Unit members support each other and report on progress and obstacles

Workers Identify and discuss new or emerging **risk or safeguarding** concerns and determine appropriate action to mitigate risk or vulnerability. Practice and Decisions are informed by KSCB Thresholds and working relationship with the family

***Practice to be proud of***



# Why Refer to Early Help?

- Additional needs that do not meet SCS Thresholds
- Behaviour difficulties at school and home
- Attendance issues
- Parenting support
- Low level anxiety
- Problems with social interaction
- Family dysfunction
- Other issues that are impacting on the child's ability to learn
- Consent should be gained from the family
- Early Help leaflets available on the Kelsi website

# Who we might refer to?

- Young Healthy Minds
- Family Mediation
- Young Carers / Young Adult Carers
- Joint working with Community Support Officers
- CXK
- SATEDA
- Mental Health Services
- Substance Misuse Support Services
- Open Access – Childrens Centre – Youth Hubs
- SCS – Children Social Care and CAMHS

# Signs of Safety

- Assessment and Planning Tools
- Engaging Children
- Safety Network

# Four principles of good practice

**We involve children, young people and families**

**We strive to improve life chances and build family resilience by using the strengths of families**

**Decisions are informed by professional judgement and the working relationship between child and family**

**We ensure that all service delivery and commissioned provision is outcome focused and informed by evidence-based practice, performance data and evaluation**

# Assessment and Planning Tool

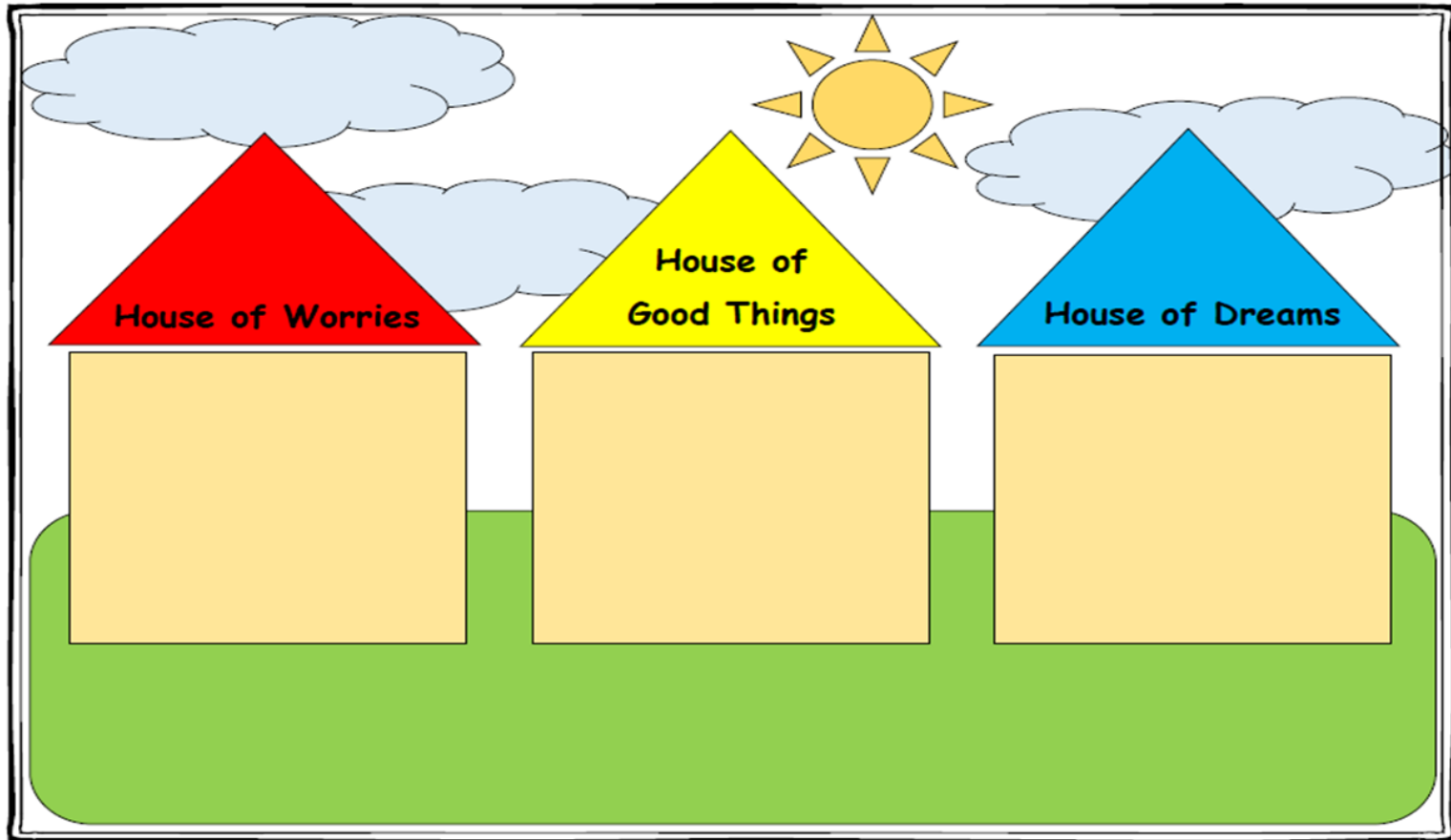
<i>When we think about the situation facing this family:</i>		
<i>What are we Worried About?</i>	<i>What's Working Well?</i>	<i>What Needs to Happen?</i>
<b>HARM</b>  <b>DANGER STATEMENTS</b>  <b>Complicating Factors</b>	<b>Existing Strengths</b>  <b>EXISTING SAFTY</b>	<b>SAFETY GOALS</b>  <b>Next Steps</b>

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*On a scale of 0 to 10 where 10 means everyone knows the children are safe enough for the child protection authorities to close the case and zero means things are so bad for the children they can't live at home, where do we rate this situation? (If different judgments place different people's number on the continuum).*

**0** ←————→ **10**

# Three Houses



# Numbers of Cases

February 2016 – January 2017

Total Number of Notifications for Swale	1352
EHN	802
DAN	72
Step Downs	203
CDT	190
Youth Justice	82
Other	75

# Where the Notifications went

February 2016 – January 2017

Units	837
Commissioned Services	325
Open Access	171
Other (IAG etc)	19



# Closures

February 2016 – January 2017

Cases closed by Units

607

% of closed cases which escalated to SCS

41 (7%)

# Any Questions?



# KGA

No Swale representative in post currently

If interested contact Jack Keeler

(Interim Chair)

[jack.keeler@uku.co.uk](mailto:jack.keeler@uku.co.uk)



## 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
- 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
- If your district does not have an **Executive Member**, please appoint one!



## Governor Vacancies

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



## 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

# 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?

<b>Purpose of role</b>	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.
<b>Key tasks</b>	<ul style="list-style-type: none"> <li>• Keep abreast of changes in legislation and governance to advise the GB what CPD opportunities are appropriate</li> <li>• 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</li> <li>• Co-ordinate a governor/governor appraisal of each other and individual contribution to the GB</li> <li>• 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.</li> <li>• 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</li> <li>• 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"> <li>○ 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</li> <li>○ Ensure governors attend or cancel booking so as not to incur additional costs</li> </ul> </li> <li>• 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 &amp; development activities</li> <li>• Ensure GB have an effective governor induction programme to help new members become active members of the GB             <ul style="list-style-type: none"> <li>○ Monitor the Induction of new governors to the GB to ensure their early engagement and value to the GB</li> </ul> </li> <li>• 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"> <li>○ Discuss options to purchase e-learning packages</li> <li>○ Consider e-learning at appropriate GB meetings</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• 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)</li> </ul>

# 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](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.