Tunbridge Wells
District Governor Briefing

Spring 2017

Welcome

Agenda

1. **Welcome**

   Julia Durcan – Area Governance Officer (West Kent)

2. **Online Safety Briefing**

   Rebecca Avery - Education Safeguarding Advisor

2. **Kent Governors Association**

   Deborah Bruce and David Hill – KGA Representatives Tunbridge Wells

4. **Governing Body Training & Development**

   Role of the Training & Development Governor

   Julia Durcan – Area Governance Officer (West Kent)

5. **In the News, Governors' Discussion Points, Networking**

   Julia Durcan – Area Governance Officer (West Kent)

Online Safety Governor Briefing

Safeguarding Children and Protecting Staff

Rebecca Avery – Education Safeguarding Adviser (Online Protection)
Education Safeguarding Team, Kent County Council

What is "e-Safety"?

- **Safeguarding** in the "digital" world
  - Needs education and resilience not just restriction
  - Must have a shared and whole school approach
  - Starts with educated adults

- **The wider Safeguarding context**
  - Safer Children in a Digital World (2008) – "The Byron Review"
  - Computing Curriculum
  - Keeping Children Safe in Education (2016)
  - Ofsted
    - "Common Inspection Framework" (2015)
    - "Inspecting Safeguarding" (2016)

Keeping Children Safe in Education (KCSIE) 2016

- Online Safety is embedded throughout and explicitly covered in Annex C
  - Identifies key issues and responsibilities for leadership (Headteachers, Governing Body and/or Proprietors) and Designated Safeguarding Leads
  - www. kentesafety.wordpress.com/2016/06/06/online-safety-within-keeping-children-safe-in-education-2016/

- **Leadership**
  - Safeguarding and **not** ICT issue
  - Designated Safeguarding Lead has overall responsibility for online safety
    - Other staff may support but should be trained to the same standard as the DSL
    - Headteacher, Governing Body and/or Proprietor will have **strategic oversight**

- **Policy and Procedures**
  - Safeguarding policies should include peer on peer abuse – e.g. cyberbullying and "sexting"
  - Staff 'Code of Conduct':
    - *Acceptable use of technologies*
    - *Staff/pupil relationships and communications including the use of social media*

- **Staff Training**
  - Online safety training for staff should *be integrated, aligned and considered as part of the overarching safeguarding approach*

Keeping Children Safe in Education (KCSIE) 2016

- **Appropriate filtering and monitoring**
  - *governing bodies and proprietors should ensure their school has **appropriate filters and monitoring systems in place***
  - *The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges … governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the schools IT system and the proportionality of costs Vs risks.*
    - www.saferinternet.org.uk/advice-centre/teachers-and-professionals/appropriate-filtering-and-monitoring
  - No filtering or monitoring solution can offer 100% protection
    - Governors and proprietors should consider a whole school approach to online safety
    - Should have a *clear policy on the use of mobile technology*

- **Education**
  - *Governing bodies and proprietors should ensure **children are taught about safeguarding**, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum…*

  - *An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.*

Online Safety and Ofsted

- Online Safety within "**Inspecting Safeguarding**" September 2016 :
  - Section 10 and 11 – Definition of safeguarding
  - Section 13 – The signs of successful safeguarding arrangements
  - Section 18 – Inspecting how effectively leaders and governors create a safeguarding culture in the setting
  - Section 34 – Arriving at Judgements about safeguarding arrangements
  - Section 40 – Inspecting or reporting on safeguarding concerns

- *Section 13:*
  - *Adults **understand the risks posed by adults or learners** who use technology, including the internet, to bully, groom, radicalise or abuse children or learners. They have **well-developed strategies** in place to keep children and learners safe and to support them to **develop their own** understanding of these risks and in learning how to **keep themselves and others** safe. **Leaders oversee the safe use** of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children's well-being. **Leaders of early years settings implement the required policies with regard to the safe use of mobile phones and cameras in settings.***

- www.kentesafety.wordpress.com/2016/08/26/online-safety-within-inspecting-safeguarding-in-early-years-education-and-skills-settings-updated-september-2016/

Online Safety Data from Ofsted Inspections - July 2015

- 5% of schools don't have an online safety policy
  - And in those that do, pupils are **often unaware** or not involved in creating them

- Online safety education is being delivered by schools but is often unclear or irrelevant
  - **Poorly understood** by SLT
  - Mainly delivered by **one-off assemblies or within ICT**
  - Often a reliance on **external speakers**
  - **Often reactive** and not embedded

- Staff training is **inconsistent** and is **reactive** rather than proactive

- **Reporting** for online safety is **poorly understood** and **inconsistent**
  - Pupils don't know how to report or think they will be blamed/ignored

- Governors are a weak link
  - They often **lack awareness** and therefore don't know enough about the schools approaches to **challenge practice** and **support staff**

Does the school/college have online safety and acceptable use policies in place? How does the school/college assess that they are clear, understood and respected by all children and staff?

Why this question? (Summary)	Keeping Children Safe in Education (KCSIE) statutory guidance states that "Governing bodies and proprietors should ensure there are appropriate procedures in place…to safeguard and promote children's welfare…which should amongst other things include… acceptable use of technologies…and communications including the use of social media." ….

What to look for?	- Systematic and regular review of online safety policies, at least on an annual basis. - Evidence that online safety policies are freely and readily available (e.g. posters, school/ college website, staff handbooks, etc.). - Pupils, staff, parents and carers are aware of online safety rules and expectations.

What is good or outstanding practice?	- Collaborative production and review of policies, for example, evidence of the active use of pupils' and parents views. - Evidence of monitoring and evaluation processes to ensure understanding of, and adherence to, online safety policies. - Linked to and a part of other policies, such as safeguarding policies.

When should you be concerned?	- No or minimal online safety policies - Policy is generic and not relevant to the school / college / pupil's needs - No / irregular review of online safety policy - Policies exist but are not publicised to the school/ college body and / or are not known by staff and pupils.

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What mechanisms does the school / college have in place to support pupils, staff and parents facing online safety issues?

Why this question? (Summary)	……With regards to monitoring and filtering, the 2016 KCSIE statutory guidance states "As schools and colleges increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place."
What to look for?	- Online safety clearly recognised as a safeguarding issue within the roles and responsibilities of the school/ college Designated Safeguarding Leads (DSL) - Robust reporting channels which could be defined as: - Well-defined, clearly understood and consistent reporting channels. - Whole-school/college approach, in which reporting channels include teachers, parents and pupils. - Multiple reporting routes for pupils and parents which they have confidence in. - Clearly articulated procedures for responding to different online risks (Sexting; Online Bullying; Online grooming etc.) - Regular review of monitoring and filtering provisions as part of safeguarding responsibilities e.g. Evidence of communication between technical staff and DSLs - Links into other relevant policies and procedures e.g. complaints, allegations etc.
What is good or outstanding practice?	- Online reporting mechanisms for students and parents. - All staff are aware of sources of support for online safety issues, such as the Professionals Online Safety Helpline. - Nominated members of staff with appropriate skills and responsibilities e.g. (DSL), trained and available to deal with the various risks related to online activity. - Planned and effective peer support strategies, e.g. reporting mechanisms / escalation processes supported by professionals and teachers. - Auditing of online behaviour and risks which provides base line information from the pupils about the levels and types of online issues prevalent in the school / college. - Regular evaluation of reporting channels and response procedures. - Online safety information / data highlighted within the Head Teacher's report to the governing board.
When should you be concerned?	- No / inconsistent reporting channels. - No recording processes to enable the school/ college to identify and monitor concerns. - Pupils and parents unaware of reporting chaannels. - Reporting routes pupils and parents lack confidence in.

Describe how your school/college educates children and young people to build knowledge, skills and confidence when it comes to online safety? How do you assess its effectiveness?

Why this question? (Summary)	….. With specific reference to the governing board, the 2016 KCSIE statutory guidance states "Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), tutorials (in FE colleges) and / or – for maintained schools and colleges – through sex and relationship education (SRE)".

What to look for?	- Planned online safety education programme which is: - Taught across all age groups, and progresses as pupils grow and develop - Regular as opposed to a one-off online safety sessions. - Incorporates / make use of relevant national initiatives and opportunities such as Safer Internet Day and Anti-bullying week. - Use of appropriate and up-to-date resources. - Resources from external providers may be used appropriately to support and compliment internal programmes. - Accessible to pupils at different ages and abilities, such as pupils with Special Educational Needs and Disabilities (SEND), or those with English as an additional language. - Pupils are able to recall, explain and actively use online safety education. - Teachers have access to appropriate training, to ensure teaching on online safety is undertaken by trained staff.

What is good or outstanding practice?	- Online safety is embedded throughout the school/college curriculum. This means that the knowledge, skills and confidence of pupils, on issues related to online safety, are planned into all relevant school lessons such as PSHE education, as well as Sex and Relationships Education and computing. - Regular review of online safety sessions to ensure their relevance.

When should you be concerned?	- Ad-hoc / one-off sessions on online safety, such as sessions only delivered through assemblies. - Content used is inaccurate, irrelevant, out of date and / or inappropriate for the age of the child. - Sole reliance on external providers to provide online safety education to learners. - No means to evaluate the effectiveness of education tools, and assess pupils' learning in this area.

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How do you ensure that all staff receive appropriate online safety training that is relevant and regularly updated?

Why this question?	The SWGfL Online Safety Policy and Practice (2015) report found that over 50% of schools had carried out no online safety training for their staff. The 2015 Ofsted inspection data presented a stronger picture but training was still found to be inconsistent, and suggested that what senior leadership teams saw as training was not always seen as such by staff.
What to look for?	- Training content which improves staff knowledge of, and expertise in, safe behaviours and appropriate use of technologies. - Audit of the training needs of all staff. - At least annual training (in-service or online) for all staff. - Online safety training coordinated by recognised appropriate individual (e.g. DSL) or group with online safety responsibility
What is good or outstanding practice?	- DSL has a higher level of training, knowledge and expertise on online safety issues, with clearly defined responsibilities related to online safety provision for the school / college community. - Expertise on online safety is developed across a pool of staff, to ensure transfer and sustainability of knowledge and training. - Online safety training clearly established within the school/ college's wider safeguarding training - Training content updated to reflect current research and advances in technology as well as local policy and procedures.
When should you be concerned?	- No recognised individual / group for online safety or they lack appropriate training and authority - DSL lacking appropriate training and authority in online safety training. - No, little or out-of-date training for all staff - There are teaching and pastoral staff that have no online safety training. - Training on online safety which does not meet the needs of staff – with the aim of improving knowledge of, and expertise in, the safe and appropriate use of technologies. - Training based on outdated resources / materials. - Regular training (at least annual) is not undertaken. - Lack of clarity on who coordinates staff training.

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How does the school/college educate parents and the whole school/college community with online safety?

Why this question?	A key finding from the Ofcom Children's Media Lives reports (2016) is that many parents lack confidence in their ability to support their children in dealing with online risks, due to lack of confidence in using technology and digital media. Parent Zone's 2014 report also found "Supporting and enabling parenting has more of a positive impact on resilience than parental strategies to restrict or monitor internet use". Accordingly, Ofsted's 2010 report states schools should "work closely with all families to help them ensure that their children use new technologies safely and responsibly both at home and school".

What to look for?	▪ Regular communication, awareness-raising and engagement on online safety issues, such as through the school/college's communications outlets, such as the school website and newsletters. ▪ Regular opportunities for engagement with parents on online safety issues.

What is good or outstanding practice?	▪ Interactive engagement with parents, with the aim of building skills and confidence in dealing with online risks, as well as general awareness on online safety issues. ▪ Regular and relevant online safety resources and sessions offered to parents. Relevant resources will tackle key online risks and behaviours displayed by pupils at different ages in the school/college. ▪ Evidence of pupils educating parents. ▪ Online safety information available in a variety of formats which considers the needs of different parents, such as those with English as an additional language.

When should you be concerned?	▪ No / minimal awareness-raising on online safety issues. ▪ No online safety engagement with parents. ▪ Recurrent problem behaviours amongst pupils (such as younger pupils playing games aimed towards older adolescents and adults).

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Next Steps

- Check your schools current practice
  - UKCCIS: www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
  - 360 Safe tool: www.360safe.org.uk
  - Kent Online Safety Self-Evaluation Tool: www.kelsi.org.uk/child-protection-and-safeguarding/e-safety

- Identify areas of strength and areas for improvement
  - What will "success" look like?
  - Consider what resources are required e.g. training costs, time for staff
  - Set a timescale

- Review and record progress

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KGA
Kent Governors' Association

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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

- The DfE has released a January 2017 updated and restructured version of the Governance Handbook and a new document Competency Framework for Governance

- DfE Governance structured into

Strategic leadership	Accountability	People
Structures	Compliance	Evaluation

- NGA SE Region Meeting Tuesday 21 March 2017

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

<u>Aim:</u>

- 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

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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 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.

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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 of 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

Why the need for development?

- Improves satisfaction & pride

- 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 itself

- 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

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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

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**

GUIDANCE PAPER

Staying in Control of your School's Destiny: joining a multi-academy trust

Guidance at a glance

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-ser governors

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.*

Governance Handbook

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.

Thank you for attending

Are we mad?

**Next briefing on Monday 15 May 2017
Southborough CEP School
7-9pm**