

# Leading to the future

Information for School Governors

AUTUMN 2023

## Establishing a curriculum for behaviour in school

The importance of creating an environment where pupils and staff can flourish does not happen by accident. Positive behaviours do not happen simply by chance. As governors, there are key aspects of behaviour you should be aware of when considering the overall effectiveness of your school and how behaviour links to high quality of education.

The 'Behaviour in schools' document published in September 2022 by the Department for Education provided guidance to leaders and members of staff in schools to support pupils to behave well. This guidance sets out how poor behaviour can impact upon the quality of education, attendance and pupils' mental health. The recent National Behaviour Survey, published in June 2023 found that,

'In June 2022, 62% of school leaders and teachers reported that misbehaviour interrupted teaching in at least some lessons in the past week. Similarly, 67% of pupils reported that misbehaviour had interrupted their work in at least some lessons... teachers were much more likely than school leaders to report that misbehaviour stopped or interrupted teaching and learning in at least some lessons (65% vs. 37%)'.

It also recognises the negative impact it may have on colleagues working in school. The guidance is clear that 'Pupils should be taught explicitly what good behaviour looks like.' Establishing a curriculum for behaviour, which clearly sets out how young people are taught to behave, is essential to ensure that effective teaching and learning can take place in positive conditions.

When deciding on what pupils will be taught, leaders should be clear about which behaviours are accepted and those which fall below expectations. This should be shared with all members of the school community. In addition to this, leaders should be clear about the values, beliefs and attitudes that define who they are as



a school and how they want to prepare young people for their next steps and beyond.

For positive behaviour cultures to thrive, essential key factors must be in place. There must be high expectations for behaviour shared by all members of staff and not just those who are working in classrooms. Site managers, catering teams and administration staff must all understand and model examples of positive behaviours. The common understanding and application of the policy is critical to ensure that pupils are treated fairly and that pupils understand that positive behaviour will be recognised. Leaders should provide visible support for staff to manage behaviour and pupils who need help to regulate their behaviours receive support to do this. We want school environments which enable pupils to feel safe, to know that any discrimination is not tolerated, have any incidents of poor behaviour dealt with quickly and effectively and recognise positive behaviour.

When establishing or reviewing behaviour policies, it is important to consider how the policy ensures that teaching and learning is not disrupted by poor behaviour. It is important to note that 'A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours' As the guidance promotes a behaviour curriculum defining expected behaviours, leaders should consider



the theme of their curriculum and policy. Do these outline what will happen if behaviours are negative or do they set out the expectations, demonstrating what the expected behaviours look like? It is also worth considering how opportunities in the wider curriculum provide opportunities for pupils to learn about behaviour, for example through characters in books or studies of key events. The benefits of positive behaviour as the social norm can come through continual reinforcement through both the personal development and academic curriculums.

Opportunities for teaching the behaviour curriculum may also come through the rules and routines that are in place, as these will help pupils to understand what is expected of them. This is also the case during unstructured times such as lunch times and whilst on trips. This is also particularly important for parents and carers. Ensuring that parents and carers understand the vision for behaviour and know that the policy will be applied fairly and consistently is key to building positive relationships.

Ensuring that staff are trained to support behaviour is key for the fair and consistent application of a behaviour policy. This comes as early as on induction for new members of staff. As governors, it would be beneficial to understand how the vision for behaviour and its management are communicated to new members of staff to the setting. Leaders should also consider how members of the school community understand their role in explicitly teaching pupils to behave. Staff should know that leaders will support them in recognising positive behaviour and managing any incidents of poor behaviour.

It is important that the needs of all pupils are considered when reviewing the context of behaviour in the school. There will be a small

minority of pupils who need additional support to help them to understand what positive behaviour looks like. Leaders should consider how pupils with special educational needs and/or disabilities (SEND) are able to understand what positive behaviour means and if any pupils are receiving additional support, it is targeted to help them to recognise what good behaviour looks like, acknowledging when they demonstrate incidents of this. The involvement of the SENDCo and any pastoral staff in reviewing the behaviour curriculum and policy through the lens of SEND would be a positive move. All pupils should feel that the systems in place are fair and that they are acknowledged for reflecting the values of the school. For example, this may be through working hard, paying attention and being kind.



The importance of the early years is crucial when establishing the behaviour curriculum. The range of early experiences that children have before they start at settings varies and these may have already started to shape their understanding of what positive behaviour looks like. Leaders should ensure that the teaching of the behaviour curriculum starts with the youngest children, asking themselves what they

want children to know and by when. Staff should provide opportunities for children to witness positive behaviour, recognise when children display positive behaviours and maintain consistent rules and routines.

As governors, it is important that you understand what the information leaders provide you with is telling you about behaviour in the school. You may wish to consider how leaders look for patterns between behaviour and attendance. Is there a link between how the behaviour



of some pupils impacts upon the willingness to attend school by other pupils? Effective communication between colleagues with the responsibility for attendance, safeguarding and pastoral staff can help to support an understanding of how behaviour can impact upon others and indeed effect the learning of the pupil themselves.

We want young people to make behaving well the 'go-to' option. Through the explicit modelling, demonstrating and recognising of the behaviour curriculum, pupils will understand the importance of positive behaviours now and how this will support them in the future. By creating positive, mutually respectful environments where learning is rarely disrupted, we are giving our children and young people the best start we possibly can.

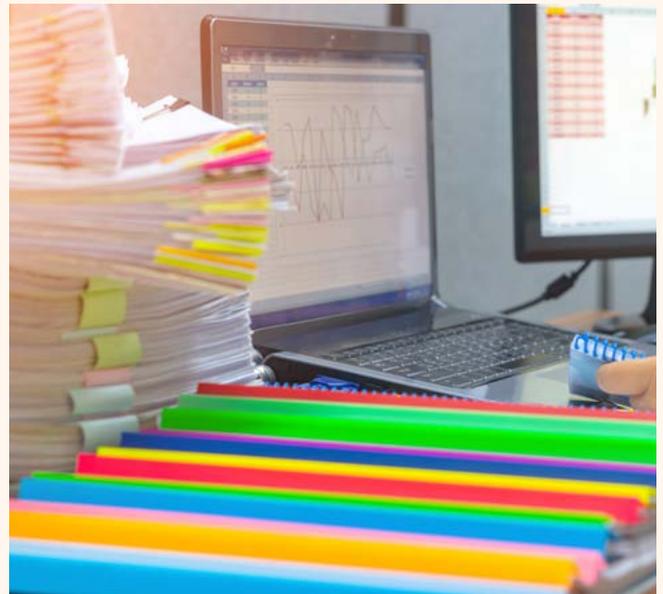
Core questions governors can ask of leaders-

- Have leaders clearly identified what children and young people will be explicitly taught about behaviour and how is this reinforced over time?
- Is there an established policy for behaviour?
- Have leaders considered the starting points of children/ young people and made appropriate adaptations? Is the policy accessible for all?
- Are routines, structures and processes for behaviour clear?
- Do all staff have high expectations and is the policy fairly and consistently applied by everyone all of the time?
- Have all staff received appropriate training to support them in the management of behaviour?

Behaviour in schools guidance ([publishing.service.gov.uk](https://publishing.service.gov.uk))

National behaviour survey report ([publishing.service.gov.uk](https://publishing.service.gov.uk))

**Michelle Bishton**, Quality Assurance Specialist



## School health and wellbeing

Governing boards want to strive to implement strategies and initiatives that create a healthy working environment for all staff and help to reduce excessive and unnecessary workload demands placed on teachers.

**The Teacher Well-Being index for 2022 recorded that 75% of our teaching staff are stressed; this includes 84% of our senior leaders.**

***How are governors protectively working to reduce this stress and monitor the well-being of our school workforce?***

[The NGA Managing teacher workload and wellbeing document - A guide for governing boards can support governing boards](#) and school leaders in exploring strategies to promote wellbeing and reduce workload of teaching staff.

***Is well-being an area that governors discuss as a regular agenda item and do you actively seek assurance about the head teacher and staff well-being?***

Alongside the well-being document, the NGA has also developed a [Promoting School leaders' wellbeing evaluation tool](#), which focusses on the well-being of school leaders, their self-care and reviews how this is modelled throughout the school. The evaluation tool includes advice on setting an effective well-being culture and strategy as well as an audit of current practice of the school.

The evaluation provides an opportunity for senior leaders, the chair of the governing board and other relevant governors to reflect on the culture of wellbeing that exists in their school and review the approaches taken towards staff wellbeing at board and operational level.

A healthy working environment contributes towards attracting and retaining quality staff who are the school's most important resource and governors will want to consider how to create a whole school approach to well-being.

## School of Sanctuary

Telford has opened its arms to many people over the years who have sought to come to a place of safety. More recently we have seen this in action with the support the people of Telford have given to the refugees from Afghanistan and Ukraine.



Launched in October 2005 in Sheffield, City of Sanctuary started with the vision that the UK should be a welcoming place of safety for all and proud to offer sanctuary to people fleeing violence and persecution. From this start in a single location, the idea of celebrating and promoting welcome to those seeking sanctuary has spread into a grass-roots network of over 120 local groups across villages, towns, cities and regions in the UK.

Schools of Sanctuary is a growing network of more than 350 primary and secondary schools all committed to supporting the thousands of young people seeking sanctuary in the UK. It creates a culture of welcome and inclusion whilst raising awareness of the issues faced by refugees and asylum seekers. It identifies practical means for schools to demonstrate their commitment to be a place of welcome and safety. It builds empathy and intercultural awareness through promoting the voices and contributions of people seeking sanctuary.

Working towards becoming a School of Sanctuary provides schools with a powerful focus for possible school improvement. Governors who are keen to ensure that their school is embedding Equality, Diversity and inclusion (EDI) would be wise to look to schools of sanctuary who ensure that EDI is at the heart of everything that they do.

### Schools of Sanctuary – why become one?

A School of Sanctuary is a school that is committed to being a safe and welcoming place for those seeking sanctuary. It helps its students, staff and wider community what it means to be seeking sanctuary.

### Becoming a School of Sanctuary – an overview

Schools are often at the forefront of receiving and supporting those forcibly displaced. Whilst some schools have a long tradition of welcoming students from sanctuary seeking backgrounds, others may have no experience

at all. It is important that ALL schools pre-emptively prepare for the arrival of a young person seeking sanctuary.

- Sign an organization pledge of support committing the school to support the CoS charter and values.
- Connect to Schools of Sanctuary.
- Review what the school already has in place or has done to date that contributes to and meets the award criteria.
- Submit an application outlining the school's evidence of having met the criteria.
- Once awarded share the news on the school website, social media and through local news outlets.
- <https://schools.cityofsanctuary.org/become-a-school-of-sanctuary>

### Schools of Sanctuary criteria

An accredited School of Sanctuary is one that has received recognition from City of Sanctuary UK or a partner organisation in the form of a Sanctuary Award for its good practice in fostering a culture of welcome and inclusion.

To be eligible for the award, schools must demonstrate that they have implemented three key principles:

**LEARN** Schools help their students, staff and wider community learn about what it means to be seeking sanctuary and the issues surrounding forced migration.

**EMBED** Schools are committed to creating a safe and inclusive culture of welcome that benefits everybody, including anyone in their community seeking sanctuary.

**SHARE** Schools share their values and activities with their local communities.

### How long does it take?

Every school is different and their journey to becoming a School of Sanctuary is unique – so there is no standard or expected length of time to complete the process. Some schools may already have met many of the criteria and may only need to document and share their work with CoS for recognition. Other schools may have significant learning to do about sanctuary issues and may need more time to embed best practice. Schools without pupils from a sanctuary seeking background will have less direct experience and will want to spend more time learning about asylum and migration in the UK context. In general, it is suggested that

schools may find it easiest to commit to spending a full academic year completing the process.

<https://schools.cityofsanctuary.org/resources>

If you are interested in more information about what it means to be a school of Sanctuary you can visit the official webpage or contact MDT directly at:

MDT, Telford & Wrekin Council, Achievement and Enrichment, Darby House, 6A, Lawn Central, Telford TF1 6AJ

Email: [multicultural.development@telford.gov.uk](mailto:multicultural.development@telford.gov.uk)

Telephone: 01952 380828

Website: <https://www.mdt.taw.org.uk>

Contact

- <https://citysanctuary.org>
- <https://schools.cityofsanctuary.org>
- [robert.douglas@shropshiresupportsrefugees.co.uk](mailto:robert.douglas@shropshiresupportsrefugees.co.uk)
- [amanda.jones@shropshiresupportsrefugees.co.uk](mailto:amanda.jones@shropshiresupportsrefugees.co.uk)

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## Wombridge Primary School - A School of Sanctuary

Since joining the school as Headteacher almost two years ago, I have prioritised building a diverse and inclusive culture in school which ensures that all learners, irrespective of their backgrounds, receive the most effective support, care and guidance we can offer. Our overarching aim is to provide an equitable education, whereby all pupils have the same opportunities, experiences, and aspirations, enabling them all to be successful in the future.

In building this culture we found that our reputation for supporting vulnerable and new to the country pupils became respected in our local community and as families from Ukraine, Asia and Europe moved into the area, they increasingly chose our school for their children. Working with Kirsty from the Multi-Cultural Development team, who

visits our school to assess our EAL pupils, inspired us to apply to become a School of Sanctuary.

A School of Sanctuary is a school that is committed to being a safe and welcoming place for all, especially those seeking sanctuary. This could be people whose lives were in danger in their own country, who have troubles at home or are just looking for a space of safety.

The process involved completing a self-evaluation of our provision, assessed by Robert Douglas, Project Support Manager from Shropshire Supports Refugees/ Local School of Sanctuary Lead. Followed by gathering a portfolio of evidence to secure an assessment to be considered for the School of Sanctuary award. When the portfolio of evidence was assessed we then undertook a formal appraisal at school by an appraisal team consisting of representatives from the School of Sanctuary, Multi-Cultural development team and Shropshire Supports Refugees.

The team interviewed myself, staff, pupils, governors and parents, whilst immersing themselves in the school environment for the day. After a wonderful day of celebrating our school, we were informed that we had met the criteria to be awarded School of Sanctuary status. The award ceremony took place on 5th July.

The award recognises the work the school does in supporting its pupils, staff and the wider community to understand what it means to be seeking sanctuary and to extend a welcome to everyone as equal, valued member of the school community.

As part of our ongoing commitment to being a School of Sanctuary, we are happy to support schools who are working towards the award by working in collaboration with them, sharing practice and resources to support their assessment.

We are very proud of our connection to School of Sanctuary and during Refugee Week (19th June) the whole school took part in a sponsored mile, which through the generosity of our families, raised £700 to support local refugee charities.

**Mrs Eileen Solomon**, Headteacher, Wombridge Primary School





## Have you reviewed your attendance policy?

As we move into the Autumn term, leaders begin to look towards policy reviews ready for the next year. Schools have now had a year of familiarising themselves with the expectations of 'Working Together to Improve School Attendance' (DfE May 22), and in particular the shift in emphasis towards early intervention. Many schools have reviewed or are scheduling to review their school attendance policy in light of the new guidance. This article is intended to help support leaders, including governors in things to consider.

Firstly, have you considered what the barriers are to your pupils attending school? Barriers to attendance are likely to relate to the child, the school, the family, or wider issues, and are often issues that overlap areas. For every barrier we need to consider how to overcome that barrier. For example, financial barriers might be related to school lunches, uniform, transport, kit & P.E kit, fund raising days, or school trips. How are you ensuring that pupils and families that experience these barriers are able to overcome them? If a pupil is not in uniform, how is that addressed and supported? Is your school culture such that a pupil is not challenged about uniform lapses by every member of school staff s/he meets that day therefore leaving them not feeling that they don't want to attend the next day.

It may be that the difficulties in relation to attendance are linked to the curriculum offer a pupil is accessing. How certain are you that low attendance is not related to the curriculum or classroom offer? How are you assuring yourselves that your offer is best for every child? Are there potentially unmet needs that should be addressed? Do your pupils have a

true sense of belonging to your school? How do you know?

Are there barriers in terms of pupils with medical conditions? Schools must ensure that they are still meeting the needs of the child and ensuring that they receive a full time education. How confident are you that you are ensuring that any pupil with medical needs is accessing a full time education and challenging yourselves to ensure it happens. You should also be ensuring that your attendance policy reflects how you will support pupils who are absent due to mental health and recognise the potential impact of mental health on attendance.

Many pupils are impacted by what happens in their household before they leave for school. Have the school identified the needs of these pupils and then identified what is needed to support them? For example as a local authority we appear to be under identifying children who are young carers. On the most recent census data our schools have identified 36 pupils as being young carers, which is 0.1% of our pupil population compared to 0.5% nationally.

It is crucial that schools are able to identify and articulate what their early help offer is for pupils and families. This is not solely the Early Help Assessments which schools will be undertaking to support families, but encompasses the whole early help offer that your school has. As a school have you firstly identified what you provide as part of your early help offer, then reviewed it and considered it in terms of impact on attendance? When making referrals at a later point in the attendance process for legal intervention it is vital that the early help offer is captured and documented. Many of our schools do it so well and routinely that they are not necessarily identifying it as early help, but it is. How have you considered what you have available to support pupils and families? This will link directly to any review you will have done in relation to the barriers your pupils may face and how you are overcoming those barriers. It is vital that leaders are considering how well

resourced the early help offer is and what impact it has. Remember, your school website signposting families to appropriate support will be part of your early help offer. Many parents will prefer to look at a website for advice/signposting rather than come into school and talk to you.

How you ensured that you have set out the key information in a readable manner that gives parents in particular what they need to know about attendance at your school? Is the following information easy to find?

- Term dates
- Start and finish times
- Register closing time
- Key contacts such as the SLT lead for attendance, the named attendance person, the pastoral lead
- Lateness expectations, - where do pupils go if they are late?
- How you use the L and U code in relation to lateness.
- How you want parents to contact the school in relation to absence.
- Your expectations and policy first day absence.
- Your expectations on maintaining contact during an absence.
- Your procedures for leave in term time
- How you will support families if there are issues related to attendance?
- How you make voluntary support available to tackle barriers to attendance
- What a formalisation of support might look like (a formal parenting contract for example)
- The point of a referral for statutory processes when all other routes have failed or not been deemed appropriate.

Consider how clear is your policy in general? Is it reader friendly? If you walk around your school, are there clear indications related to attendance information to remind people of the key points? How accessible is your policy to all your parents, and pupils? When do you send out key information to parents? Parents should receive it when a pupil joins the school and be reminded of it at least annually at the start of the school year. How have you consulted parents in the developing of your policy?

Make sure that your policy includes information on how you manage children missing from education. Remember that KCSIE 2023 now refers to children who are absent from education rather than those who are missing. There is a direct link to safeguarding and your attendance policy should reflect your safeguarding and child protection policy. It is crucial that all your staff are able to recognise absence as a warning sign of safeguarding concerns.

When you are reviewing your policy, make sure that you review how you promote good attendance and your incentives for attendance. Do you know what the impact of your incentives are? It may not be appropriate to spend £100's on book tokens for 100% attendance if it is not



improving the % of pupils who have 100% attendance. What does your pupil voice tell you?

Your policy is not just for parents. It is also for your staff. In reviewing your attendance policy how are you ensuring that it encapsulates your culture of school attendance and your attitudes towards it? Do you make it clear, how attendance is everyone's responsibility and does the actual policy demonstrate this? Your policy might outline the training that you have provided for all your staff.

Are you clear about:

- The processes and your expectations for marking the register
- That registers are legal documents
- How vital accuracy is and what might happen if registers are not accurately kept
- When registers should be marked
- Who decides what absence codes are used
- Staff's responsibilities for first day absence
- How staff should be proactively managing lateness
- The process for granting any leave of absence
- How all staff should be encouraging good attendance
- How your expectations of attendance link to pupil outcomes

In addition don't forget that you should be setting out how you monitor attendance, including using data to target attendance improvement efforts for those who most need it, and your strategy for reducing persistent and severe absence, including how you will ensure access to wider support services and when support will be formalised. Your policy should also set out the point at which Legal Intervention, including Penalty Notices for absence and other sanctions will be sought if support is not appropriate, (e.g. for an unauthorised holiday in term time), not successful or not engaged with. Every child has a right to a full time education and high attendance expectations should be set for all pupils. Does your attendance policy account for the specific needs of certain pupils and pupil cohorts.

Finally, attendance is something that will never be completed, it needs to be live and constantly reviewed. How are you ensuring that is happening?

**Cathy Hobbs**, Group Manager

**Kay Burford**, Attendance Team Leader



## Reviewing attendance data

As schools have been working to implement the expectations of 'Working Together to Improve School Attendance' (DfE May 2022), leaders are focusing more and more on regularly tracking how their attendance data compares to national on a live and ongoing basis. It is crucial that both the strategic lead for attendance and governors are reviewing your attendance data regularly and as a consequence using it to identify where to best target resources. Within Telford and Wrekin, the vast majority of schools are now signed up to 'View Your Education Data' (IDAMs) developed by Wonde, which enables their attendance information to be fed into the national data dashboard. If for any reason your school is not signed up then it is crucial that you do so. The link below will provide you with all the information you need.

[Share your daily school attendance data \(www.gov.uk\)](https://www.gov.uk)

The DfE is now publishing the data extracted from 'VYED' in a national data dashboard on a fortnightly basis. This enables schools and leaders to compare their data to that of the emerging national data. If you are not currently viewing it, the link below will assist you.

[Pupil attendance and absence in schools in England \(shinyapps.io\)](https://shinyapps.io)

The data dashboard enables schools to compare your data to the emerging national data for both the year to date and for the most recently published week, (particularly helpful in weeks where there may have been significant absence due to illness).

Within the data, it is possible to identify figures for your type of school, (Primary, Secondary, Special) and separate data for authorised and unauthorised absences. It also enables schools to identify the current level of persistent

absence nationally, and again compare their data to that of national.

The issues related to school attendance that came from the pandemic means that it is very difficult to compare year on year data, therefore comparing to the current national figures is the most appropriate way forward at present.

The data enables schools to compare types of absence, in particular authorised and unauthorised absence. Authorised absences are register codes where the school has agreed that the pupil does not need to attend and includes, illness, medical appointments, exclusions, authorised holidays, religious observance, study leave and we see quite a variance in these figures between schools locally.

In addition to the national dashboard, school leaders should be focusing on monitoring their vulnerable groups. For example pupils with Free School Meals or SEND. For your school you will need to consider which vulnerable groups are particularly pertinent to your school. Again nationally and locally we see some significant variations for these groups between schools. These vulnerabilities should not be a barrier to attending school.

Equally important is to be ensuring that you are tracking the groups of pupils who are severely absent (SA), persistently absent (PA) and at risk of being persistently absent. A severely absent pupil is a pupil who has been absent for 50% (or less than) and a persistently absent pupil is a pupil with attendance below 90%. Each of these groups will require different approaches from the school, but prevention of becoming persistently absent in the first place is key, therefore this group require quality targeted intervention as a prevention mechanism.

In considering your reviewing of attendance data, remember that there is a clear link to achievement. In 2019 pupils who did not achieve the expected standard in reading, writing and maths at the end of Key Stage

2 had an overall absence rate of 4.7% over the key stage, compared with 3.5% among pupils who achieved the expected standard. Have you reviewed what the correlation is between those pupils with poorer attendance and their reading ages? Is it that pupils are avoiding school because of their poor reading skills?

Don't forget that Children are at school 190 days a year and they have 175 days a year to spend on holidays, family time, visits, hair-cuts, shopping, and appointments.

190 days = 100%	0 days absence	
180 days = 95%	10 days absence (2 weeks in a year)	Over a school life this is over 6 months missed school.
171 days = 90%	19 days absence (almost 4 weeks in a year)	Over a school life this is just over a year missed school
152 days = 80%	38 days absence (almost 4 weeks in a year)	Over a school life time this is just over 2 years missed school
114 days = 60%	76 days absence (7 ½ weeks in a year)	Over a school lifetime this is just over 4 ½ years missed school
95 days = 50%	95 days absence (9 ½ weeks a year)	Over a school life time this is almost 6 years missed school.

Schools have worked very hard indeed to support pupils in returning to school following the pandemic. We know there are a small number who have found it difficult to return, and that a much greater number have found it hard to return to the good attendance habit that they may have previously had. There is a growing concern nationally related to pupils who are persistently absent for unauthorised reasons (PAUO) and on 19th May 23' the DfE published research into this group in order to support the identification of those potentially at risk in order to prevent them becoming so.

[Persistent absence for unauthorised other reasons: who is at risk? \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Prior to the COVID 19 pandemic, overall absence was in a long term decline, driven by authorised absence. This was reflected in declining rates of persistent absence. In contrast unauthorised absence was on a slight upward trajectory prior to the pandemic. Nationally the level of persistent absence is currently 22.1%, with unauthorised absences rates being 2.3% and authorised absence being 5.1%.

To effectively tackle the complex barriers to attendance, we need to be able to identify those at risk of becoming PAUO. The pupil groups most likely to become PAUO are pupils eligible for FSM; boys; pupils who were ever a child in need; pupils who ever had a SEN; Pupils who were ever

suspended or permanently excluded; Pupils who ever attended AP (for a majority or minority of sessions). Those pupils who have more than one risk factor clearly makes them even more vulnerable and consequently should be prioritised.

### Questions for governors to consider:

- Are we signed up to 'View Your Education Data' (AKA-Wonde)?
- How does our year to date attendance compare with schools of our type nationally? What do we potentially need to do differently?
- Are we potentially 'over authorising' absences.'
- How are we reviewing the attendance data with our outcomes for pupil's data?
- What does it tell us and what are we doing about as a result?
- How does the attendance of our PPG pupils compare to all our pupils attendance?
- How does this compare to the achievement and progress data for this group?
- How does the attendance of our SEND pupils compare to all our pupils attendance?
- How does this compare to the achievement and progress data for this group?
- How many pupils do we have that are at risk of becoming persistently absent?
- What are we doing to prevent them becoming persistently absent?
- What is the impact on their progress and achievement?
- Is there a correlation between pupils with lower attendance and their reading ages?
- What is the school doing to improve the reading skills of these pupils?
- What has been the impact of the resources we have directed towards attendance?
- Where do we need to target resources?
- What are we doing to improve the attendance of pupils who are persistently absent or severely persistently absent?
- Are we particularly reviewing those who could be at risk of becoming PAUO and targeting the prevention of this?
  - pupils eligible for FSM;
  - boys;
  - pupils who were ever a child in need;
  - pupils who ever had a SEN;
  - Pupils who were ever suspended or permanently excluded;
  - Pupils who ever attended AP (for a majority or minority of sessions).

**Cathy Hobbs**, Group Manager



## Music Heroes

We have been using Music Heroes at Wrockwardine Wood CE Junior School for 2 years. They have provided us with a wide variety of support in the delivery of our music curriculum. They offer one to one instrumental lessons in guitar, piano and drums to our children. The lessons are centred around the Rock School grade books which provide the children with modern music pieces that they can relate to and will hear in everyday life. They are also offered traditional and classical tuition if they prefer.

The children have made fantastic progress and have grown in confidence through the hard work and support from the teachers. The teachers are all professional musicians giving the children real life role models to aspire to become.

Children from our school were invited to perform individually at the Music Heroes annual concert showcasing their talents.

This was an amazing opportunity for them to perform at a theatre in front of an audience and the whole event made the children feel

incredibly special and like mini superstars with the red carpet and official photographer.

Music Heroes also provide our school with whole class Ukulele lessons. All of children receive a half term of lessons a year. We have noticed rapid progress in the second year of



this with our children growing in confidence and musical aptitude. The skills taught within these lessons have been transferable to our curriculum music lessons and have enabled pupils to have a deeper understanding of the key elements taught with music through a real-life application.



A selection of our year 6 pupils attended the annual Music Heroes concert as a small Ukulele band last year performing with Gayle who is the company's founder. It was an absolute delight to see some of our Send and EMSH children shine and thoroughly enjoy the experience.

Music Heroes have also helped us launch our music whole school focus with a live performance from their band. This has proven to be a truly memorable experience for our children. For many of them, it has been their first experience of live music and it must certainly have ignited a keen interest and enthusiasm for the forthcoming lessons.

The "gigs for kids" also helps us to ensure we are meeting the National Plans requirement for "live experiences" for our children.



Ellie from Music Heroes has supported us with the delivery of whole school music assemblies and the creation of our school choir. Weekly singing assemblies accompanied by a professional singer and pianist have inspired many of our pupils with some of them taking to writing their own songs.

Having an expert music teacher to support the choir has enabled us to tackle some quite challenging pieces which we were able to share at the recent Telford & Wrekin schools' celebration performance.

**Tracey Cartwright**, Headteacher, Wrockwardine Wood CE Junior School



## New parent governors required

*Are you interested in making a difference to services for children and young people in the borough?*

**The Telford & Wrekin Children & Young People Scrutiny Committee currently has two vacancies (one primary and one secondary) for parent governors to sit as statutory co-opted members.**

Scrutiny is a formal committee of the Council which acts as a 'critical friend' to the Council, looking at decisions, policies and services. Scrutiny cannot make decisions but does make recommendations to Cabinet.

Co-opted members play a vital role in scrutiny, bringing their own experiences with them and compliment the role of the elected Councillors.

All co-optees will be required to adhere to the Council's code of conduct.

Meetings take place every six to eight weeks in person.

**If you would like any further information or would like to be considered for a role please contact:**

[democratic.services@telford.gov.uk](mailto:democratic.services@telford.gov.uk)  
or **01952 384382**

**Stacey Worthington**, Senior Democracy Officer (Scrutiny)

## Changes coming into force in keeping children safe in education 2023

The 2023 version of [Keeping Children Safe in Education \(KCSIE\)](#) comes into force on 1st September 2023. The key changes this year relate to:

### The role of the DSL

KCSIE 2023 is explicit in setting out the requirement for the DSL to take the lead role and for e-safety including the responsibility for understanding the filtering and monitoring systems in place at the school. These should be covered in the safeguarding policy as well as in the safeguarding and child protection training, which all staff receive. The requirement for the DSL to take lead responsibility for e-safety should also be included within their job description.

### Filtering and monitoring:

In Part 1 KCSIE 2023, paragraph 14 – additional reference has been made to filtering and monitoring, this has been added to the mention of online safety as part of appropriate safeguarding and child protection training for all staff. It now reads:

*'All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 for further information) at induction.'*

**There are also changes to the requirements for online safety, this includes ensuring that all staff and governors understand what filtering and monitoring is, and that it is in place to prevent children accessing inappropriate and harmful content online, while pupils are in school. It is evident from this update, that the DfE see this as a clear safeguarding and welfare concern, and not just a matter for the IT team.**

KCSIE 2023 signposts schools and colleges to the DfE's latest [filtering and monitoring standards](#) and [cyber security standards](#) for schools and colleges, which schools should be familiar with, and have regard to, when

assessing whether their filtering and monitoring systems are appropriate. Safeguarding governors should add this to their list to include in their annual audit and ensure that they are aware of any breaches or incidents from which lessons can be learnt. Measures to mitigate known risks can then be put in place. Changes on this topic are throughout KCSIE 2023, including paragraphs 103, 124, 138, 142 and 144.

### As governors and trustees, you should:

- Make sure the designated safeguarding lead (DSL) takes responsibility for understanding the filtering and monitoring systems and processes in place as part of their role (paragraph 103)
- Make sure all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of their safeguarding training (paragraph 124)
- Assure yourselves that any child protection policy, e-safety policy, acceptable use of technology policy includes how the college approaches filtering and monitoring on devices and networks (paragraph 138)
- Review the DfE's [filtering and monitoring standards](#). Governance should discuss with IT staff and service provider what needs to be done to support the school or college in meeting the standards (paragraph 142)
- Identify and assign roles and responsibilities to manage filtering and monitoring systems
- Review filtering and monitoring provision at least annually
- Block harmful and inappropriate content without unreasonably impacting teaching and learning
- Have effective monitoring strategies in place that meet its safeguarding needs

### Use of school sites by other organisations:

There is new guidance on responding to allegations relating to incidents taking place when a third-party organisation (or individual) is using the school's or college's premises. The school / college's usual safeguarding policies and procedures should be followed and appropriate referrals to external agencies made. See new section in Part Four at paragraph 377.

### Children not attending school or college:

There has been a change in language within KCSIE 2023, where it now refers to 'children who are absent from education', rather than using the previous term 'missing from education'. There is a clear reminder for staff to recognise this as a warning sign

of safeguarding concerns, including of child criminal exploitation and sexual exploitation. For further information see paragraph 175. A new bullet point has been added to the list signposting further information and support on school attendance, 'Working together to improve school attendance' including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns. There is currently no link added, but you can access that document [here](#). Staff may also need to update the attendance policy to reflect support around children absent from education and recognise the potential impact of mental health on attendance.

**Safer recruitment:** Clarification that where schools / colleges undertake online searches against shortlisted candidates, they should inform these candidates that online searches may be done as part of due diligence checks: see paragraph 221. Clarification that schools / colleges are not required to keep a copy of an employee's DBS certificate.

**Elective Home Education (EHE):** Paragraph 178 – an additional sentence has been added to the end of this paragraph stating that where a child has an Education, Health and Care plan, local authorities will need to review the plan, working closely with parents and carers.

### **Children with special educational needs, disabilities or health issues:**

Paragraph 202 –the list of specialist organisations: The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service ([councilfordisabledchildren.org.uk](http://councilfordisabledchildren.org.uk)) This replaces the link to the council for disabled children in KCSIE 2022.

### **Behaviour policies:**

There are changes in the use of terminology, from the word 'discipline' to 'sanction' in some places, Paragraph 542 – the name of guidance linked out to has changed from 'behaviour and discipline in schools' to 'behaviour in schools' and within the text references to 'discipline' have been changed to 'sanction'. The wording has also changed slightly in the sentence linking to statutory guidance, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England reflecting the update of the document name. Sanctions and the alleged perpetrator(s). This subheading has changed, with sanction replacing 'discipline' therefore these changes may also need to be reflected in policies such as the behaviour policy, child protection and safeguarding policy, and exclusions policy.

### **Part Five: Child-on-child sexual violence and sexual harassment:**

Paragraph 466 – in the first list of resources there is a slight rewording of the name of the first resource. It now reads: National Crime Agency's CEOP Safety Centre: The CEOP Safety Centre aims to keep children and young people safe from online sexual abuse. Online sexual abuse can be

reported on their website and a report made to one of its Child Protection Advisors. In this second list, the previous 'Thinkuknow from NCA-CEOP' resource is replaced with: National Crime Agency's CEOP Education Programme provides information for the children's workforce and parents and carers on protecting children and young people from online child sexual abuse.

### **Preventing radicalisation:**

Terminology has changed within KCSIE 2023, the previous term 'Vulnerable to extremist ideology and radicalisation' has been changed to 'susceptible to extremist ideology and radicalisation'. There are slight changes to the footnotes (147 and 148) for definitions of key terms. These now refer the reader to the Government's Prevent Duty Guidance for England and Wales. New links have been added including, 'Possible indicators' now link out to government guidance – Managing Risk of Radicalisation in your Education Setting – rather than the 'Educate Against Hate' campaign. A link has been added to making a Prevent Referral. In the additional support section, the link has been updated to this guidance. DfE guidance Managing risk of radicalisation in your education setting has been added to the radicalisation section.

### **Forced marriage:**

A new paragraph has been added to the end of this section reflecting the legislative changes regarding the legal age of marriage. The new paragraph reads: 'In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.' The following changes to the resources signposted have been made: Forced marriage resource pack has been added to the abuse section. Multi-agency practice principles for responding to child exploitation and extra-familial harm – non-statutory guidance for local areas has been added to the child exploitation section.

### **Working together to safeguard children:**

KCSIE 2023 continues to refer to statutory duties defined in 'Working Together to Safeguard Children,' (July 2018). A revised draft of Working together to safeguard children, is currently under consultation any revisions will be shared with leaders and governance in due course. KCSIE 2023 is clear that the expectations are to have regard for the requirements set out in the current document when you work with your local statutory agencies and safeguarding partners. This statutory guidance applies in its entirety to all education settings, defining the framework for statutory safeguarding referrals of safeguarding concerns about children or about adults who work or volunteer with children.

A summary of all the updates within Keeping children safe in education 2023, can be found in Annex F of KCSIE 2023. The NSPCC has also produced some helpful commentary on the changes.

**Joanne Hanslip**, Education Safeguarding Officer

## Being prepared for emergencies

As we all know schools are centres of learning. However, threats, disasters and tragedies can sometimes disrupt the normal conditions for learning.

It is probably fair to say that minor disruptions and small emergencies happen most days in schools and are most likely dealt with almost as matter of routine. However, how well prepared are you, as a whole school or as a governor, to respond when an incident occurs that causes significant disruption to your school and the people in it?

As part of the safeguarding and well-being responsibilities governors, headteachers and school staff hold, you must be able to deal with emergencies expeditiously and effectively as and when they arise. Governing Bodies will also want to be assured that all necessary plans and arrangements are in place to enable an immediate and effective response.

Better still, governors, headteachers and staff should be familiar with the contents of these plans and arrangements and be able to take swift and appropriate action in line with them as and when the need arises.

Last autumn the Department for Education published updated guidance on emergency planning and response for education, childcare and children's social care settings. This guidance can be viewed using this link [Emergency planning and response for education, childcare, and children's social care settings](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/94444/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings.pdf) ([www.gov.uk](https://www.gov.uk))

This guidance aims to help all education, childcare, and children's social care settings to prepare for and respond to emergencies. It also advises that those settings should have emergency plans in place.

The aim of a School Emergency Plan is to help ensure an effective response to an emergency in the school setting or on an educational visit etc. while continuing, as far as possible, to prioritise and maximise face-to-face learning.

Your School Emergency Plan should be generic enough to cover a wide range of potential incidents that could occur during, and out of, the normal school day, including weekends and holidays.

### These incidents could include:

- public health incidents (e.g. a significant infectious disease incident)



- severe weather (e.g. extreme heat, flooding, storms or snow)
- serious injury to or fatality of a child, pupil, student, or member of staff (e.g. transport accident)
- significant damage to property and school assets (e.g. fire)
- criminal activity (e.g. bomb threat)
- the effects of a disaster in the local community
- workforce issues (e.g. strike)

### It should also include emergency procedures for:

- extended services, such as school breakfast clubs, after-school clubs and holiday activities
- open days, transition or taster days
- live performances with an audience

For those settings with wider facilities, emergency plans also need to cover the whole estate, including facilities which may not be used for educational purposes such as accommodation, leisure or entertainment facilities, conference facilities etc.

### A good plan should broadly cover:

- roles and responsibilities
- when and how to get advice and support if needed
- details on the types of steps that might be taken in the event of an emergency and the actions to enact them quickly
- a list of key contacts
- how to ensure every child, pupil or student receives the quantity and quality of education and care they're normally entitled to, including through remote education where appropriate
- how to communicate any changes to children, pupils, students, parents, carers and staff

In February the Council's Resilience Team produced a School Emergency Plan template which was distributed to all schools in the borough with the intention that this be adapted and developed to suit your individual school setting.

No doubt, as governors, you will want to know that your school leadership team is at an advanced stage in developing their emergency plans and arrangements and

will want to engage and contribute to developing and finalising those emergency plans and arrangements in your school.

Governors seeking further advice on emergency planning in schools are welcome to contact the Council's Resilience Team at [resilience@telford.gov.uk](mailto:resilience@telford.gov.uk)

**Andrew Wainwright**, Principal Resilience Officer

## Happy Healthy Active Holidays in Telford and Wrekin – Why it is important to be involved

In 2018 a pilot scheme was launched for £2 million pounds across 11 Local Authorities to support Free School Meal families. In 2020 Marcus Rashford started a petition to support low-income families and the treasury expanded the funding to offer nearly 750,000 HAF clubs.

In January 2023 it was announced that there were 2 million FSM eligible children which was up 120,000 from 2022. The demand is growing for HAF clubs across the UK and with the cost-of-living struggles this has never been more apparent.

In Telford since Easter 2022 we have expanded from 22 provisions to include 2 Telford and Wrekin schools to 39 provisions with 17 schools now engaged. For Summer 2023 we are working with several secondary schools to support their transition weeks, funding their FSM cohort to attend all days. We also have several primary schools we have run successful provisions in.

As you are aware the children in receipt of FSM are ever increasing, where once the percentages were focussed areas of deprivation, now we are seeing a growth and demand across the entire borough. Never has HAF been a greater need.

The aim of HAF (holiday activities and food) is exactly what it says on the tin, to provide enrichment and a meal (ideally hot) for those families on Free school meals. But more importantly it has been recognised that the holiday period can be isolating and potentially harmful for those families. Children have an increased anxiety for returning to school, reduced attendance because of this, or behavioural issues displaying due to chaotic home lives and learned behaviour.

We have successfully worked with many schools across Telford to engage and support their FSM families and offer opportunities that these children may otherwise not have. But HAF clubs have enabled schools to safeguard those children they are aware may be extremely vulnerable, ensure they are eating daily and have a safe environment to attend.

We have many schools to thank for their involvement including those who offer provision for children with complex needs. It's the familiarity of the settings, trust of the staff and peace of mind for parents that these children will be safe and happy. Sometimes this is only achieved in a school setting where routine is everything.

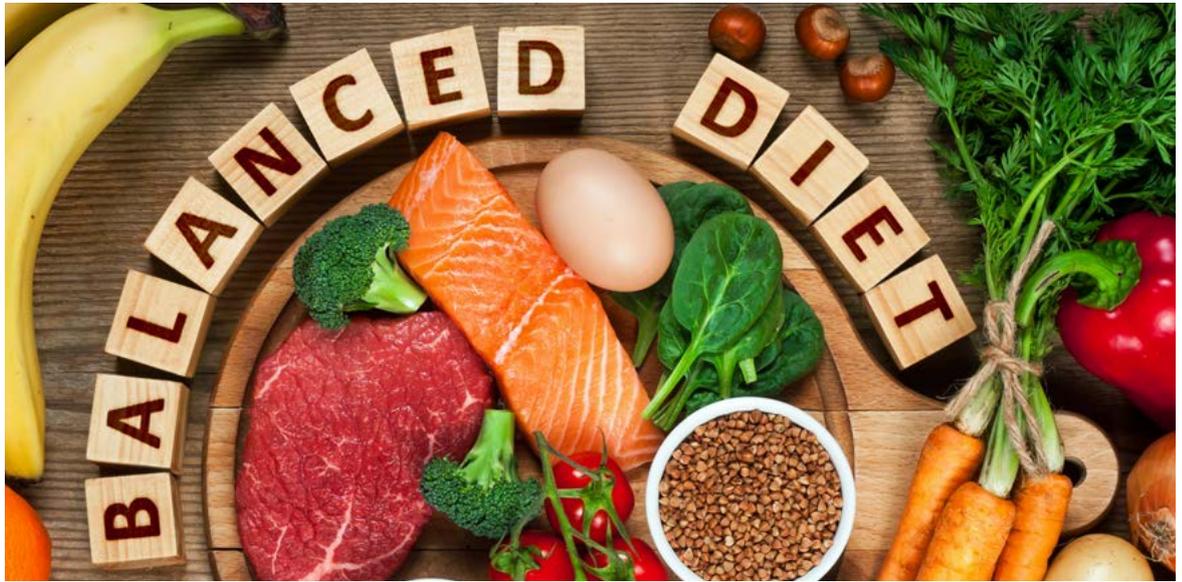
Secondary schools involved have reported that thanks to HAF and the support of the scheme they have seen a reduction in anxiety, behavioural issues, been able to identify behavioural/SEND needs whilst attending the



holiday clubs. More importantly, the gratitude received from families at Christmas where children not only attended a holiday club but also received a food hamper as part of the HAF programme was overwhelming.

There are many amazing success stories of schools working with us to offer varying models of HAF and we thank you for your continuing hard work.

**Mykala Hopkins**, Happy Healthy Active Holidays (HHAH) Delivery Officer



## School food standards

Eating healthy helps a child maintain their concentration and energy levels. This helps a child to effectively learn throughout the school day.

A child's healthy, balanced diet should consist of:

- plenty of fruit and vegetables
- plenty of unrefined starchy foods
- some meat, fish, eggs, beans and other non-dairy sources of protein
- some milk and dairy foods
- a small amount of food and drink high in fat, sugar, and salt

By cutting down sugary foods and drinks, children learn better from healthy eating.

**The Requirements for School Food Regulations 2014** introduced new [School Food Standards](#) that have been mandatory in all maintained schools, new academies and free schools since January 2015, with **Governors responsible for ensuring these are being met.**

The Regulations cover all school food provided and made available to registered pupils, whether on the school premises or not, for the whole school day, including breakfast, midmorning break and after school clubs, as well as from vending machines and tuck shops.

These School Food Standards were introduced to ensure that food provided to pupils in school is nutritious and of high quality; to promote good nutritional health in all pupils; protect those who are nutritionally vulnerable and to promote good eating behaviour.

They define the foods and drinks that must be provided, which foods are restricted, and those which must not be provided. Specific standards include:

- One or more portions of vegetables or salad as an accompaniment every day
- At least three different fruits, and three different vegetables each week
- An emphasis on wholegrain foods in place of refined carbohydrates
- An emphasis on making water the drink of choice.
- Limiting fruit juice portions to 150ml
- Restricting added sugars or honey in other drinks to five percent
- No more than two portions a week of food that has been deep-fried, batter-coated or breadcrumb-coated.
- No more than two portions of food which include pastry each week.

[You'll find the full school food standards and accompanying guidance here.](#)

### The role of school governors in school nutrition

The governing body is responsible for ensuring that the school food standards are met. How this is carried out will depend on the catering arrangements within the school.

The Department for Education recommends that all governors "work with the senior leadership team to develop a whole school food policy, including:

- Setting out the school's approach to its provision of food
- Food education (including practical cooking)

- The role of the catering team as part of the wider school team
- The school's strategy to increase the take-up of school lunches."

As a governor you play a crucial role in creating and embedding a great school food culture that improves children's health and academic performance.

### Food as part of an OFSTED Inspection

It is the statutory responsibility of the governing body and trustees to ensure the [School Food Standards](#) are being met and [Ofsted](#) are putting a much greater focus on how schools are creating a culture and ethos of healthy eating.

In a [letter written to Sharon Hodgson MP](#), as chair of the All Party Parliamentary Group on School Food, Ofsted state that:

*"Inspectors will look for evidence of a culture or ethos of exercise and healthy eating throughout their entire inspection visit, in classrooms as well as in the school canteen. They will look at the food on offer and visit the canteen to see the atmosphere and culture in the dining space and the effect this has on pupils' behaviour."*

### Food Standards Agency (FSA) School Food Standards Pilot

The Telford and Wrekin Food Safety team are taking part in the FSA School Food Standards Pilot.

Since October 2022, Food Safety Officers carrying out food hygiene inspections have been asking questions and making observations related to the School Food Standards to identify potential instances of non-compliance. Six questions were asked of school meal providers, including any wrap around care food provision.

Where instances of non-compliance have been raised, schools are informed and appropriate teams within local authorities are able to provide support to schools.

The Pilot findings will be key in informing any future decisions on school food policy nationally and help make sure that local schools within the Borough are adhering to the Standards and providing children with healthy food and drink options, to make sure they get the energy and nutrition needed across the school day.

Is your School meeting the standards?

If your school has been inspected, they will have received an email explaining the findings, including any non-compliances.

In general, the following are found to be the main non-compliances:

- Snacks other than those specified by the Standards being offered.
- More than two portions of pastry a week available.

- Cakes and biscuits offered outside of the lunch period.

In schools with multiple food providers, some of the non-compliances were driven by lack of collaboration between the providers on what is given to the children throughout the whole school day.

### What you can do next...

- Include School Food Standards compliance as a regular agenda point in Governing Board meetings. The governing body should ensure that it receives regular reports on compliance with the school food standards as well as take-up of school lunches and financial aspects of school food provision.
- Encourage the SLT and the Governor responsible for Food & Nutrition to discuss a whole day nutrition approach and to use the Checklists at every menu change to ensure compliance. [Checklist for school lunches \(publishing.service.gov.uk\)](#) and [checklist for school food other than lunch \(publishing.service.gov.uk\)](#)
- Check that there is a process in place to ensure that catering services are coordinated across all school food and drink outlets to ensure that compliance with the school food standards is maintained.
- Where food is provided by the local authority or a private caterer, ensure the school food standards are specified within the catering contract or service level agreement and the caterer should provide the governing body with evidence of compliance with the standards.
- Eat in the canteen often – during governor visits and attendance at school events.

Be sure that there is a mix of familiar and new foods for the pupils, and that the catering staff encourage children to experiment.

For more information on meeting the standards, the government has provided the following resource: [School-Governors Guidance.pdf \(schoolfoodplan.com\)](#)

**Nicky Minshall**, Service Delivery Manager Health and Wellbeing



## Professional development for governors



Autumn Term courses 2023			
SG 204	Keeping Children Safe in Education (KSCIE) Webinar	Wednesday, September 06, 2023	10.45am to 11.45am
SG 204	Keeping Children Safe in Education (KSCIE) Webinar	Wednesday, September 06, 2023	3.30pm to 4.30pm
SG 204	Keeping Children Safe in Education (KSCIE) Webinar	Wednesday, September 06, 2023	5.15pm to 6.15pm
SG 208	Managing Child on Child Abuse	Thursday, September 21, 2023	1pm to 4pm
CPD 721	Pupil Premium Network Meeting	Thursday, September 21, 2023	4pm to 5.30pm
HR course	Managing Employee Capability (Performance Management)	Monday, September 25, 2023	2.30pm to 5pm
AST 001	Working Together to improve school attendance expectations for schools	Friday, September 29, 2023	10am to 11.30am
HR course	Pay and Conditions of Employment	Monday, October 02, 2023	2.30pm to 5pm
PSS 003	Restorative Justice	Tuesday, October 03, 2023	4pm to 5.30pm
GO 602	Supporting Pupil Premium Link Governors	Wednesday, October 04, 2023	5pm to 7pm
HR course	Accredited Safer Recruitment Training	Thursday, October 05, 2023	9am to 4.30pm
EY 009	Meeting the Statutory Safeguarding and Welfare Requirements of the EYFS	Thursday, October 12, 2023	4pm to 5.30pm
HR course	Absence Management of Employees	Monday, October 16, 2023	2.30pm to 5pm
SG 101	Raising Awareness of Prevent	Wednesday, October 18, 2023	3.30pm to 5pm
GO 503	Designated Teachers & Governors for Children in Care Network (compulsory school age)	Tuesday, October 24, 2023	4pm to 5.30pm
AST 002	Managing Absence	Wednesday, October 25, 2023	9.30am to 11.30am
SG 103	Safeguarding Induction Training for Governors - part 1	Wednesday, October 25, 2023	5.30pm to 7.30pm
HR course	Employee Investigations Training	Monday, November 06, 2023	2.30pm to 5pm
GO 603	The Importance of the Early Years Foundation Stage in Schools	Thursday, November 09, 2023	5.30pm to 7pm
GO 508	Understanding School Finance	Tuesday, November 14, 2023	9.15am to 12noon
SG 103	Safeguarding Induction Training for Governors - part 2	Wednesday, November 15, 2023	5.30pm to 7.30pm
HR course	Safer Recruitment Administration	Monday, November 20, 2023	3pm to 5pm
CPD 717	Meeting the OFSTED requirements for Equality and Diversity for Governors	Tuesday, November 21, 2023	6pm to 8.30pm
SG 101	Raising Awareness of Prevent	Wednesday, November 22, 2023	9.30am to 11am
HR course	Accredited Safer Recruitment Training	Thursday, November 23, 2023	9am to 4.30pm
GO 502	Induction Training for New Governors	Wednesday, November 29, 2023	9.30am to 3.30pm
SG 104	Governors' Responsibilities for Exclusions	Wednesday, December 06, 2023	5pm to 7pm



### Spring Term courses 2024

HR course	Managing Employee Capability (Performance Management)	Monday, January 08, 2024	2.30pm to 5pm
HR course	Absence Management of Employees	Monday, January 15, 2024	2.30pm to 5pm
GO 502	Induction Training for New Governors	Wednesday, January 17, 2024	9.30am to 3.30pm
GO 601	The Strategic Role of Governors	Tuesday, January 23, 2024	4pm to 6pm
GO 504	Taking the Chair - part 1	Wednesday, January 24, 2024	4.30pm to 6.30pm
CPD 609	Online Safety – a Safeguarding Responsibility	Thursday, January 25, 2024	4pm to 5.30pm
HR course	Accredited Safer Recruitment Training	Thursday, February 01, 2024	9am to 4.30pm
GO 603	The Importance of the Early Years Foundation Stage in Schools	Tuesday, February 06, 2024	5.30pm to 7pm
GO 504	Taking the Chair - part 2	Wednesday, February 07, 2024	4.30pm to 6.30pm
SG 101	Raising Awareness of Prevent	Thursday, February 08, 2024	1pm to 2.30pm
EY 009	Meeting the Statutory Safeguarding and Welfare Requirements of the EYFS	Thursday, February 08, 2024	4pm to 5.30pm
SG 103	Safeguarding Induction Training for Governors - part 1	Thursday, February 08, 2024	5.30pm to 7.30pm
GO 504	Taking the Chair - part 3	Tuesday, February 20, 2024	4.30pm to 6.30pm
SG 106	Designated Safeguarding Leads' and Safeguarding Governors' Termly Update	Wednesday, February 21, 2024	4pm to 5.30pm
SG 103	Safeguarding Induction Training for Governors - part 2	Wednesday, February 28, 2024	5.30pm to 7.30pm
HR course	Safer Recruitment Administration	Monday, March 04, 2024	3pm to 5pm
GO 602	Supporting Pupil Premium Link Governors	Tuesday, March 05, 2024	5pm to 7pm
GO 503	Designated Teachers & Governors for Children in Care Network (compulsory school age)	Wednesday, March 06, 2024	4pm to 5.30pm
SG 206	Safeguarding Refresher Training for Governors	Wednesday, March 06, 2024	5.30pm to 7.30pm
HR course	Accredited Safer Recruitment Training	Thursday, March 07, 2024	9am to 4.30pm
PSS 003	Restorative Justice	Tuesday, March 12, 2024	4pm to 5.30pm
SG 101	Raising Awareness of Prevent	Thursday, March 14, 2024	3.30pm to 5pm
GO 504	Taking the Chair - part 4	Thursday, March 14, 2024	4.30pm to 6.30pm
CPD 721	Pupil Premium Network Meeting	Thursday, April 11, 2024	4pm to 5.30pm
HR course	Employee Investigations Training	Monday, April 22, 2024	2.30pm to 5pm
GO 508	Understanding School Finance	Thursday, April 25, 2024	9.15am to 12noon

## Professional development for governors continued



Summer Term courses 2024			
SG 101	Raising Awareness of Prevent	Thursday, May 09, 2024	9.30am to 11am
HR course	Accredited Safer Recruitment Training	Thursday, May 16, 2024	9am to 4.30pm
LSAT 212	Governors' Responsibilities for SEND	Thursday, May 16, 2024	5pm to 7pm
GO 603	The Importance of the Early Years Foundation Stage in Schools	Tuesday, May 21, 2024	5.30pm to 7pm
SG 103	Safeguarding Induction Training for Governors - part 1	Wednesday, May 22, 2024	5.30pm to 7.30pm
SG 101	Raising Awareness of Prevent	Wednesday, June 05, 2024	1pm to 2.30pm
SG 106	Designated Safeguarding Leads' and Safeguarding Governors' Termly Update	Wednesday, June 05, 2024	4pm to 5.30pm
CPD 620	Virtual School Conference for Designated Teachers and Nominated Governors for Children in Care	Friday, June 07, 2024	All day - TBC
HR course	Absence Management of Employees	Monday, June 10, 2024	2.30pm to 5pm
SG 103	Safeguarding Induction Training for Governors - part 2	Thursday, June 13, 2024	5.30pm to 7.30pm
HR course	Safer Recruitment Administration	Monday, June 17, 2024	3pm to 5pm
SG 104	Governors' Responsibilities for Exclusions	Wednesday, June 19, 2024	5pm to 7pm
GO 502	Induction Training for New Governors	Thursday, June 20, 2024	9.30am to 3.30pm
CPD 721	Pupil Premium Network Meeting	Thursday, July 11, 2024	4pm to 5.30pm

For further information, including the cost of courses, please contact [cpdschoolimprovement@telford.gov.uk](mailto:cpdschoolimprovement@telford.gov.uk)

**Course bookings need to be made through your school.**

**Please note:** Dates and times may be subject to change - the latest copy of the timetable of CPD courses can be found on the Telford Education Services site <http://www.telfordeducationservices.co.uk/school-performance-team/schoolperformancedocs>

Where a course is delivered virtually rather than face to face a lower delegate fee will be charged to reflect any savings made on venue costs.

HR courses to be booked through Ollie or via email [HRhelpdesk@telford.gov.uk](mailto:HRhelpdesk@telford.gov.uk)

## Contact us...

To contact School Governance, please email [schoolgovernance@telford.gov.uk](mailto:schoolgovernance@telford.gov.uk) or telephone **01952 380808**