LONDON BOROUGH OF BARKING AND DAGENHAM

AUTUMN TERM 2017

PRIMARY SCHOOL GOVERNING BODIES

REPORT OF THE DIRECTOR OF CHILDREN’S SERVICES

The following items make up this term’s report:

For Action

1. Membership of the School Improvement Partnership
2. Summary of Barking and Dagenham Schools’ Results 2017 – Primary Schools
3. Policy and guidance governing Educational Visits

For Information

1. What maintained schools and academies must publish online
2. Schools’ Funding and Financial Update
3. Primary PE & Sport Premium Funding Doubled from September 2017
4. Prevent in the London Borough of Barking and Dagenham
5. Amendment to the School Governance (Constitution) (England) Regulations 2012: New powers to remove elected governors
6. London Governors’ Newsletter Autumn Term 2017
7. Governor Training Programme 2017-18

Anne Bristow

Director of Children’s Services/Strategic Director

This report and its attachments can be viewed on the Council website here
Membership of the School Improvement Partnership

**Purpose:**
To update governors on progress with plans for a formal School Improvement Partnership and to recommend to governing bodies to take a decision to become a member of the company in order to be able to influence its development.

**Summary:**
The Director has been updating Governing Bodies on a termly basis on progress with the School Improvement Partnership. Plans have been developed through working with headteachers, governors and professional associations alongside commercial advice from Cornerstone Associates.

Developments have now reached a significant point where Governing Bodies need to take a decision.

In June earlier this year the Council’s Cabinet approved the School Improvement Full Business Case and agreed the establishment of a not-for-profit company, limited by guarantee and delegated authority to officers to take all steps necessary to set up the company.


This is a school-led company with Council membership limited to less than 19%.

Both headteachers and governors on the working parties and those who responded to the consultations were very clear about the services they valued, their priorities and what they need more of and where services need to improve or be stopped. This strong lead from schools will be embedded in the governance of the new company and should allow it to be flexible and responsive to school priorities in a context where getting access to the right expertise and skills in an efficient and cost-effective way is increasingly important.

The main actions for the Autumn term are:
- Advertise for and recruit Chief Executive (advertised September supported by Berwick Partners)
- Set up Shadow Board (September 2017 – April 2018) to oversee the setting up of the company and transition to full board
- Establish membership – all Governing Bodies to be invited to become a voting member – decision by end of Autumn term

Governing Bodies are now asked to take a decision whether to become a member of the company. The cost is £350 per year. The first payment will cover the period January 2018 – 31 March 2019. The membership fee has been kept deliberately modest as it is hoped that all Governing Bodies will chose to be members and hence have voting rights to influence the future of the company. The materials attached give an indication of what the company will offer at the outset.
Any non-member schools would still be able to buy services from the company but would lose the opportunity to vote for a governor representative on the board, to influence priorities and direction and to access benefits which headteachers and governors are keen to put in place for members.

Recommendation:
➢ Governing Bodies are asked to formally resolve to join the Barking and Dagenham School Improvement Partnership (Limited Company) and convey their decision to Jackie Day (Governor Services Manager) at jackie.day@lbbd.gov.uk

Contact Officer:
Jane Hargreaves, Commissioning Director Education
020 8227 2686 jane.hargreaves@lbbd.gov.uk
Summary of Barking and Dagenham Schools’ Results 2017- PRIMARY

Purpose:
The attached tables provide a summary of each school and the overall Local Authority results in national tests and examinations in 2017. All data are provisional and subject to change.

Summary:

Early Year Foundation Stage 2017 national 70.7%, Barking and Dagenham 71.6%.
The percentage of LBBD pupils achieving a Good Level of Development has improved at a faster rate than national and is now above national for the third year running.

<table>
<thead>
<tr>
<th>Good level of development</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>LBBD</td>
<td>67 (+1)</td>
<td>70 (+0.4)</td>
<td>72 (+0.9)</td>
</tr>
<tr>
<td>England</td>
<td>66</td>
<td>69</td>
<td>71</td>
</tr>
</tbody>
</table>

Primary

The 2017 Key Stages 1 and 2 assessments are the second time the new, more challenging national curriculum which was introduced in 2014, has been assessed. The figures for 2017 are the first time that we can make a comparison with previous years.

Key Stage 1 2017 (for ease percentages have been rounded to the nearest whole number, the gap to national is shown in brackets). These are a positive set of results with the percentage of pupils achieving the expected standard in combined Reading, Writing and Maths has increased as well as in each individual subject. Reading, which has been a particular focus, has seen a good improvement at working at greater depth taking it above national.

<table>
<thead>
<tr>
<th></th>
<th>B &amp; D 2016</th>
<th>B &amp; D 2017</th>
<th>National 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, Writing &amp; Maths combined Expected Standard</td>
<td>63 (+3)</td>
<td>65 (+1)</td>
<td>64</td>
</tr>
<tr>
<td>Working at greater depth</td>
<td>10 (+1)</td>
<td>13 (+2)</td>
<td>11</td>
</tr>
<tr>
<td>Reading Expected Standard</td>
<td>75 (+1)</td>
<td>77 (+1)</td>
<td>76</td>
</tr>
<tr>
<td>Working at greater depth</td>
<td>24 (=)</td>
<td>27 (+2)</td>
<td>25</td>
</tr>
<tr>
<td>Writing Expected Standard</td>
<td>68 (+3)</td>
<td>69 (+1)</td>
<td>68</td>
</tr>
<tr>
<td>Working at greater depth</td>
<td>14 (+1)</td>
<td>18 (+2)</td>
<td>16</td>
</tr>
<tr>
<td>Maths Expected Standard</td>
<td>75 (+2)</td>
<td>77 (+2)</td>
<td>75</td>
</tr>
<tr>
<td>Working at greater depth</td>
<td>21 (+3)</td>
<td>24 (+3)</td>
<td>21</td>
</tr>
</tbody>
</table>

Key Stage 2 2017 (for ease percentages have been rounded to the nearest whole number, the gap to national is shown in brackets). There has been a good rise in the Combined Expected Standard in Reading, Writing and Maths building on the very strong 2016 performance. There have been good improvements in all individual subjects at the Expected Standard. While the combined Reading, Writing and Maths is just below national, Maths and GPS are both higher than national at the Higher Standard.
Combined Reading, Writing and Maths

<table>
<thead>
<tr>
<th></th>
<th>B &amp; D 2016</th>
<th>B &amp; D 2017</th>
<th>National 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Standard</td>
<td>58 (+5)</td>
<td>63 (+2)</td>
<td>61</td>
</tr>
<tr>
<td>Higher Standard</td>
<td>6 (+1)</td>
<td>8 (-1)</td>
<td>9</td>
</tr>
<tr>
<td>Reading</td>
<td>65 (-1)</td>
<td>72 (=)</td>
<td>72</td>
</tr>
<tr>
<td>Expected Standard</td>
<td>15 (-4)</td>
<td>21 (-4)</td>
<td>25</td>
</tr>
<tr>
<td>Higher Standard</td>
<td>102 (-1)</td>
<td>104 (=)</td>
<td>104</td>
</tr>
<tr>
<td>Average Scaled Score</td>
<td>80 (+6)</td>
<td>77 (+1)</td>
<td>76</td>
</tr>
<tr>
<td>Writing</td>
<td>17 (+2)</td>
<td>18 (=)</td>
<td>18</td>
</tr>
<tr>
<td>Expected Standard</td>
<td>77 (+7)</td>
<td>81 (+6)</td>
<td>75</td>
</tr>
<tr>
<td>Higher Standard</td>
<td>19 (+2)</td>
<td>25 (+2)</td>
<td>23</td>
</tr>
<tr>
<td>Average Scaled Score</td>
<td>104 (+1)</td>
<td>105 (+1)</td>
<td>104</td>
</tr>
<tr>
<td>Maths</td>
<td>78 (+5)</td>
<td>81 (+4)</td>
<td>77</td>
</tr>
<tr>
<td>Expected Standard</td>
<td>30 (+7)</td>
<td>40 (+9)</td>
<td>31</td>
</tr>
<tr>
<td>Higher Standard</td>
<td>105 (+1)</td>
<td>108 (+2)</td>
<td>106</td>
</tr>
<tr>
<td>Average Scaled Score</td>
<td>105 (+1)</td>
<td>108 (+2)</td>
<td>106</td>
</tr>
</tbody>
</table>

Recommendations:

Governors are asked to review the information provided and compare the performance and trend of their school with other local schools, the overall Local Authority position and most importantly the national figures. When the London figures are available they will be provided. Clear evaluative comments need to be recorded for the performance of their school in 2017.

1. How do results compare with floor standards (where applicable) and national averages – above, below, well above, well below, in line?
2. Are there differences in the performance of different classes or groups of pupils? What are the gaps? Are they closing or widening? Why? Can you see evidence of the impact of the school’s use of the Pupil Premium?
3. How do results compare with forecasts? Look back at previous governors’ minutes for these. A forecast is what the school thinks it will actually achieve. This is the second year of the new assessment and therefore the forecasts should be increasing in accuracy.
4. Where the school’s performance did not follow the borough’s trend, governors will need to request a detailed analysis of results and the action plan to address the areas of weakness.

Contact Officer:
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Head of School Improvement

Brief commentary:

Early Years Foundation Stage – A ‘good level of development’ is the percentage of pupils achieving at least the expected level within the three prime areas of learning: communication and language, physical development and personal, social and emotional development and the early learning goals within the literacy and
mathematics areas of learning. The average ‘good level of development’ for LBBD is 71.6% and has moved further above the national average.

**Key Stage 1** – This is the first time that it has been possible to make comparisons to the previous year since the new curriculum was introduced in 2014. These results should be viewed positively: the percentage of pupils achieving the expected standard in the combined Reading, Writing and Maths has increased. All the individual subjects remain at or above national. In addition, there has been a three point rise in the percentage of pupils achieving the higher standard in the combined as well as individual subjects. As a result, the performance at Key Stage 1 in Barking and Dagenham is above the national for this measure across all subjects.

**Key Stage 2** – As with Key Stage 1 this is the first time that it is possible to make direct comparisons with last year’s outcomes. Key Stage 2 outcomes are positive and show improvements on 2016 in nearly all areas. The overall combined figure for Reading, Writing and Mathematics is up 5% on 2016 and at 63% it remains 2% above national. At the Expected Standard, there have been improvements in Reading, Maths and Grammar, Spelling and Punctuation (GPS) which are all at or above national. Despite a drop in Writing this also remains above national. This picture is mirrored at the Higher Standard with good improvements in Reading, Maths and GPS.

**This is included for reference - Key Stage 4 / GSCE results** - National 2017 results are not yet available. On the headline measure of 4 to 9 in English and mathematics overall LA results are 63%. In English 77% of students achieved a 4 to 9 grade 7% above the national figure. The English 5 to 9 performance is very good and at 63% is 15% above national. Maths 4 to 9 results at 68% narrowed the gap to the national figure of 70%, and, with 47.3% 5 to 9 is now only 0.7 below national. We should be able to provide further information towards the end of October 2017 when the government publishes national data.
**Policy and guidance governing Educational Visits**

**Purpose:**
Policy and guidance and regarding risk assessment and planning for educational visits has been reviewed and revised, including the procedure for Critical Incident reporting. This report summarises the key features of policy to ensure that governors and schools provide effective planning and risk management. For maintained schools, the policy sets out the council’s requirements and expectations. For Academies and non-maintained schools, the policy is offered for guidance and assistance in developing policy and procedures.

**Summary:**
Policy and guidance first provided in 2002 has been revised periodically to take account of changes in government requirements and the local context. This report ensures that governors understand government and local requirements and guidelines. It also highlights the role of the Barking & Dagenham Civil Protection Service and the critical incident reporting procedure.

Every year, a large number of children and young people participate in educational visits or off-site activity sometimes including an adventurous activity as part of their educational experience or personal development. These activities and opportunities are integral to a rounded educational experience, which excites, challenges, motivates and stimulates learners. The policy and guidance sets out how the Council will support school leaders to ensure that planning for educational visits is consistent and compliant with legal requirements and best practice.

The policy and guidance document recommends the adoption of online advice and guidance provided by the recognised national professional organisation in the field: The Outdoor Education Advisory Panel (OEAP). The National Guidance (NG) is adopted within the local authority policy, as the source of guidance to schools, adults and other settings. This web–based resource is regularly reviewed and is very easy to navigate and use. As such, it will be fit for purpose into the future.

The policy and guidance does not replace the imperative for schools, responsible adults and governors to make health, safety and wellbeing their highest priority. Schools and other centres must have a clear chain of responsibility and adopt risk assessments, which are fit for purpose. Governors can use the document to complement their periodic scrutiny of safety and risk within the school and to ensure that responsible staffs are well trained and planning is appropriate. A practical way of testing effectiveness is to review some examples of outdoor education plans with the leader responsible, comparing the plans to the policy and guidance provided. This could form part of the annual review of health and safety.

**Recommendation**
Governors in maintained schools are asked to:

- Adopt the policy and familiarise themselves with the guidance
- Ensure that school policy and procedures are rigorous and consistent with the requirements and guidelines
- The appropriate committee uses the key features of the document to inform aspects of the annual review of health and safety procedures

**Contact Officer:**
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 nigel.sagar@lbld.gov.uk
Background information

The Council is committed to ensuring that children and young people are able to learn in a safe, secure environment, whether on or off school premises.

Section 175 of the Education Act 2002 – “requires local education authorities and the governing bodies of maintained schools and institutions within the further education sector to make arrangements to ensure that their functions are exercised with a view to safeguarding and promoting the welfare of children. In addition, these bodies must have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make for that purpose.”

“All educational establishments and local authorities are subject to inspection by Ofsted, and/or other relevant inspectorates. The organisation’s performance in regard to their responsibility to safeguard and promote the welfare of children in accordance with the relevant legislation and guidance will form part of the inspectorate’s judgement of the organisation or educational establishments overall performance. Performance in this area will be judged by not only the existence of procedures but also their effectiveness in terms of safeguarding children from harm.”

Safeguarding children and safer recruitment in education Crown copyright 2010

While Ofsted inspection does not focus unduly on arrangements for educational visits, such visits can be circumstances where young people are subject to particular risks which need to be assessed and reduced by rigorous planning and management to ensure young people can gain the benefits while minimising risk.

Documents and links:


Information Items

1  What maintained schools and academies must publish online

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>This is a reminder of the items that maintained schools must publish on their website.</th>
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<tbody>
<tr>
<td>Summary:</td>
<td>There is a list of 17 items that maintained schools must publish online:</td>
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<tr>
<td></td>
<td>1. School contact details</td>
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<td>2. Admission arrangements</td>
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<td>3. Ofsted reports</td>
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<td>4. Exam and assessment results</td>
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<td>5. Performance tables</td>
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<td>6. Curriculum</td>
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<td>7. Behaviour policy</td>
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<td>8. School complaints procedure</td>
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<td>9. Pupil premium</td>
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<td>10. Year 7 literacy and numeracy catch-up premium</td>
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<td>11. PE and sport premium for primary schools</td>
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<td></td>
<td>12. Special educational needs (SEN) and disability information</td>
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<td>13. Equality objectives</td>
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<td></td>
<td>14. Governors’ information and duties</td>
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<td></td>
<td>15. Charging and remissions policies</td>
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<td>16. Values and ethos</td>
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<td>17. Requests for paper copies</td>
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<tr>
<td></td>
<td>There are three additional items for academies:</td>
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<tr>
<td></td>
<td>1. Exclusion arrangements</td>
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<td></td>
<td>2. Complaints policy</td>
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<td></td>
<td>3. Annual reports and accounts</td>
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</table>

Link to the DfE guidance:

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

Academies
https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online

Recommendation:
- Governors are recommended to use the lists to check that the school’s website includes all the required items.

Contact Officer:
Ian Starling  020 8227 2249  ian.starling@lb bd.gov.uk
Head of School Improvement
**Purpose:**
This is a briefing to Governors on the latest announcements and information about Schools and Education funding over the next few years.

**Summary:**
The Department of Education has committed to moving to a National Funding Formula for Schools and a range of associated reforms for other elements of Education funding and a consultation was carried out last winter.

The recent announcement from the Secretary of State confirmed that additional funding had been applied at the national level to reduce the impact on schools that would be losers under the formula. However, despite this, many schools in Barking and Dagenham will receive only a limited increase in budget that does not match their likely cost increases resulting in a real terms cut.

This is likely to result in financial pressures for many schools which Governors are advised to plan for as early as possible.

Governors are asked to:
- Governors should discuss this information in their Resources or Finance committees

They are also asked to:
- To continue to lobby for an improved funding settlement for schools.
- To participate in any local consultation processes.
- To consider carefully the likely impact

**Contact Officer:**
Shaj Sivadasan 020 8227 2659  Shaj.sivadasan@lbbd.gov.uk
Daksha Chauhan 020 8227 2250  Daksha.chauhan@lbbd.gov.uk

**Background Information:**

**Schools’ Funding**
The Department of Education has committed to moving to a National Funding Formula for Schools and a range of associated reforms for other elements of Education funding and a consultation was carried out last winter. Under those proposals all primary schools in LBBD would lose funding although most secondaries appeared to gain.

The Secretary of State for Education made an announcement on 17th July concerning Schools funding in which she confirmed that the Department of Education would be pressing on with the changes to the Schools Funding Formula. She announced that schools’ budgets would receive an additional £1.3 billion in 2018-19 and 2019-20. This allows gaining schools to receive an increase of 3% per pupil in cash terms each year for two years, while the remaining schools would get an increase of 0.5 per cent per pupil. The best estimates from bodies such as London Councils suggests that pupil cost inflation running at least at 1.6% for 2018/19. A key driver of school budgets is the cost of staffing so any increases in teachers’ pay would increase this even further. **This means that those schools**
receiving only 0.5% increase will still be facing a real terms cut. We expect this to apply to most LBBD primary schools.

It should also be noted that it will still be possible for the funding for an individual school to reduce for other reasons such as falling rolls or the drop out of previous MFG funding.

Governors should also be aware that the numbers of pupils registered for Free School Meals has been declining in recent years – especially in Primary schools. This has some effect on formula funding but also Pupil Premium funding is directly linked to FSM numbers.

Arrangements for funding growth are not yet clear and there is a risk that this funding will also be constrained.

Governors should therefore be aware that the funding situation for their schools is likely to become much more difficult over the next few years. They should start to prepare for this as soon as possible, identifying potential efficiencies and planning for their implementation.

Governing Bodies should ensure that they prepare their budgets in good time. They should prepare a three-year balanced budget by 31st May each year. Meeting this deadline will allow more lead in time for any savings that must be made. When headteachers or Governors perceive there is a risk of not achieving a balanced budget they should seek Local Authority advice as soon as possible.

Given the highly constrained funding situation over the coming years it is more important than ever that Governors ensure that there is robust financial management at their schools. Governing bodies should seek to ensure that they include governors with financial management skills and knowledge and they regularly review their arrangements. Completion of the SFVS is designed to help them assess this. The DfE have also provided some resources to assist.

**High Needs Funding**

The High Needs Block funding for LBBD is expected to increase – however the increase is unlikely to meet fully the pressures on the block. Over time the new formula should shift funding towards our area but at a national level this block appears to be significantly under resourced.

Local Authorities together with their Schools Forum will still have the ability to make limited transfers between blocks, to operate their own local formula (including new flexibility on the minimum funding guarantee) and to put in place arrangements for funding pupil growth. We will therefore continue to work with the Forum and will consult with schools if there is a need.

**Further Information**

**Schools and Education Funding Reform**

Further information on Schools and Education Funding Reform can be found here:

https://www.gov.uk/government/speeches/justine-greening-statement-to-parliament-on-school-funding

https://consult.education.gov.uk/funding-policy-unit/schools-national-funding-formula2/

**Schools Financial Value Statement**

The latest documents can be found here. [https://www.gov.uk/guidance/schools-financial-value-standard-and-assurance-svfs](https://www.gov.uk/guidance/schools-financial-value-standard-and-assurance-svfs) It is recommended that Governors use this as a guide to their responsibilities throughout the year.

**Financial benchmarking information**

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The Secretary of State also announced on 17 July that the Department for Education’s Schools financial benchmarking site had been updated and improved.

The site will enable maintained schools and academies to compare their performance data and spending levels with schools that share similar characteristics.

The site is part of the DfE’s wider Schools Financial Health and Efficiency pages.

3 Primary PE & Sport Premium Funding Doubled from September 2017

| Purpose: |
| To advise governors of an increase in PE and Sport Premium Funding for primary schools. |

| Summary: |
| Schools will receive £16,000 and an additional payment of £10 per pupil (years 1 - 6) This is a straight doubling of the current formula and will mean that all schools will be able to deliver further improvements to their PE and Sport provision. The mechanism for payment will remain the same, with schools receiving 7/12ths of funding in Oct/Nov and the remaining 5/12ths in April/May. |

| Objective of the Funding: |
| To achieve self-sustaining improvement in the quality of PE and sport in primary schools. |

It is expected indicators of such improvement will include:

- The engagement of all pupils in regular physical activity – in line with Childhood Obesity Plan (2016) of ‘30 Active Minutes a Day’ in school for every child
- The profile of PE and sport being raised across the school as a tool for whole school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport

Schools must spend the additional funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this. In order to maximise the benefits of the funding, schools are strongly encouraged to develop a simple action plan to plan the spending based around the objectives above. The Youth Sport Trust have put together a guide for maximising the use of this funding which can be accessed here

| Contact Officers: |
| Claire Clark & Elaine Burgess, School Games Managers, Barking and Dagenham SSP |

[ ClarkC@barkingabbeyeschool.co.uk ]

[ BurgessE@barkingabbeyeschool.co.uk ]
Prevent in the London Borough of Barking and Dagenham

Purpose:
An update on safeguarding young people against radicalisation

Summary:
Barking and Dagenham has been touched by terrorism and by those wanting to radicalise our young people into terrorism. The borough is now a priority borough with the Home Office who have increased resources to work with stakeholders to reduce the threat posed by all extremists.

The Prevent team at LBBD now consists of an experienced Prevent Coordinator and a Prevent officer. An Educational Officer with business support is being recruited.

We will continue to work with schools and other stakeholders to safeguard young people, providing training and support. Our upcoming training includes packages provided by approved intervention providers, Kidscape and Parent Zone.

Kidscape are going to be working with all secondary schools in the borough. Their programme focus is extremism and radicalisation prevention and is different to Prevent, as it is more about ensuring schools embed structures that help prevent the radicalisation of young people. This includes building students’ critical thinking skills. This is funded by DfE.

Parent Zone is a social enterprise with the aim of making the internet work for families. They do this by working with the professionals that support parents, as well as delivering sessions in schools for pupils, parents and staff and governors, this will be offered to a limited number of schools and is funded by the Home Office.

Recommendation:

- To ensure that schools continue to engage with the increased resources of the Prevent team.

Contact Officer:
Gurjit Saholta 07855087302 prevent@lbbd.gov.uk
John Fortune

Background Information:


www.kidscape.org.uk
www.parentzone.org.uk
<table>
<thead>
<tr>
<th>5</th>
<th>Amendment to the School Governance (Constitution) (England) Regulations 2012: New powers to remove elected governors</th>
</tr>
</thead>
</table>

**Purpose:**
This report brings attention to a recent amendment to the School Governance (Constitution) (England) regulations 2012.

**Summary:**
The School Governance (Constitution) (England) Regulations 2012 have been amended and the Department for Education (DfE) has released an updated version of the accompanying Statutory Guidance. The guidance has been updated to cover the amendment which gives maintained school governing bodies the power to remove elected parent and staff governors in the same way as they can remove co-opted governors – that is, by majority decision of the governing body. This change is effective from 1 September 2017. As well as giving governing bodies the power to remove elected governors, the regulations now state that any person removed as an elected governor from the governing body during their term of office will be disqualified from serving or continuing to serve as a school governor for five years from the date of their removal. This disqualification applies to any school, not just the school they have been removed from. The power to remove an elected governor is intended to be used in exceptional circumstances only, and the statutory guidance gives examples of behaviour which could lead governing bodies to consider removal. Governing bodies are expected to provide an appeals procedure to enable any removed governor to challenge a decision to remove them. It is recommended that an independent panel conducts the appeal.

**Recommendation:**
Governors are asked:
- to note the new powers to remove elected governors
- to consider adopting a formal code of conduct which sets out expectations regarding the behaviour and commitment of members. A model code of conduct has been produced by the NGA, and governing bodies should tailor this to reflect their governance structure.

**Contact Officer:**
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Governor Services Manager  
020 8227 2622  
jackie.day@lbbd.gov.uk
The latest newsletters produced by London Co-ordinators of Governor Services (LCOGS) are attached. These are useful additional sources of information for governing bodies on national and London governance matters including the following topics:

- Assessment
- Funding
- Ofsted
- Safeguarding
- Grant funding
- The Academies Financial Handbook
- Behaviour in schools
- Additional updates: Young People not in Education or Training, DfE statistical release for the teacher workforce, Education, Health and Care Plans, Teaching of Modern Foreign Languages, Writing for enjoyment, Secondary school staff get mental health “first aid” training, Challenging Exam Grades, School Applications, and Pupil Lateness
- News in brief

**Contact Officer:**

| Jackie Day | 020 8227 2622 | jackie.day@lbbd.gov.uk |
| Governor services Manager | | |


The Governors Accreditation Programme (GAP) is offered at three levels and the courses are repeated throughout the year – see dates attached. In addition, there will be sessions on specific topics. There is a Workshop for Raising Awareness of Prevent on 13 November 2017 and others will be added to the website when details are finalised.

**Contact Officer:**

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