



April 2019

Dear chair

Welcome back to the start of a new term. As always, so much is constantly changing in education, and this twice-termly chairs mailing is part of our commitment to support you and keep you up-to-date with educational developments and good practice, both locally and nationally. I hope you will find it a useful summary.

### **Appointment and re-appointment of foundation governors**

If you need help in filling a foundation governor vacancy do [get in touch](#).

Here is a friendly reminder that the following process must be followed before foundation governors can be appointed or re-appointed at your school:

- A letter on headed paper requesting the appointment or re-appointment should be sent to [Sophie Russell](#) at the Diocese of Brentwood. This can be sent electronically but the letter *must* be on headed paper and be signed by the headteacher and chair
- Confirmation from the parish priest (primary schools) or dean (secondary schools) that they are in agreement with the appointment. This can be sent electronically to Sophie Russell
- A fully completed [Disclosure Form](#) for each appointment (or re-appointment) must accompany the letter sent to Sophie Russell

It is essential that you can verify that the person whom you are proposing are who they say they are and live at the address that they claim. Please do not send a disclosure form without verifying the address as this will delay the process.

Foundation governors can only stand as a foundation Governor in any one school, for a *maximum period of 3 terms of office i.e. 12 years*; this is inclusive of any breaks between terms of office.

If a Foundation Governor resigns, the letter of resignation should be sent for the attention of [Sophie Russell](#) so we can update our records and thank the governor for their service to the school.

### **Governor Development**

As you know, I have been working with the Director of Education to develop a coherent governor development programme across the Diocese and **many of these workshops are now available for booking**. Please see the Diocesan Training Programme attachment for further details.

As we finalise venues and dates, we are keen to run more of the workshops across the Diocese as well as at Cathedral House in Brentwood. If [you would like to offer your school as a venue for Diocesan governor training, please get in touch](#).

### *Chairs' Network*

Being a chair of governors, whether at a maintained school or on a local governing committee, is a key leadership role and it can be a challenging one.

The new Diocesan Chairs' Network, open to all chairs, is an opportunity to meet once a term, networking with other chairs and sharing good practice whilst discussing a range of relevant issues with presenting professionals.

I am delighted to invite you to the first meeting of the Chairs' Network which will focus on headteacher performance management. [Book your place here](#)

Summer term meeting of Chairs' Network	Setting objectives for the headteacher and assessing their performance and professional development needs are an essential part of driving school improvement. This is an opportunity to network and share good practice.	Wed 19 Jun 2019 5:30-7:30	Cathedral House, Brentwood CM15 8AT	Facilitators – Rob Simpson and Maria Shepherd
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### *Support for Clerks*

The Essex Clerks' Association (ECA) are running a free [half day Clerks' Conference in Colchester on 9 May 2019](#). The booking form is at the foot of the attachment and should be returned to [bookings@essexclerks.org.uk](mailto:bookings@essexclerks.org.uk) by midday, Friday 3 May 2019.

### *Good Practice in Staff Wellbeing*

Governors with a well-being lead are warmly invited to join a workshop to share good practice on staff wellbeing, run by Diocesan advisers Catherine Harwood and Cathy McKenna.

Good Practice in Staff Wellbeing	Tues 21 May 2019 13:00-15:00	Cathedral House, Brentwood CM15 8AT
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### [To book](#)

### **Safeguarding Update**

#### *County Lines*

The Observer newspaper has run a series of articles looking at how vulnerable young people are groomed and forced to take drugs around the country. [In this key article](#), Home Affairs editor Mark Townsend writes about how criminals are using violence to force vulnerable teenagers to carry drugs from London estates to the streets of Norwich.

#### *Knife Crime*

Ofsted's report [Safeguarding children and young people in education from knife crime – lessons from London](#) finds that [while schools need to keep children safe](#), they do not have the ability to counter the complex societal problems behind the rise in knife crime.

The Home Secretary has launched a [consultation to assess whether there is a "public health duty" to report concerns over children at risk from violent crime](#). The consultation closes on 28 May 2019.

#### *Register for home-schooled children proposed*

The government is [consulting on plans to launch a compulsory register for children who do not attend state-funded or registered independent schools](#) as well as proposed legislation to establish a duty to support parents who educate children at home. Damian Hinds, education secretary, believes that a register would help councils intervene when standards are poor or if children are at risk.

#### **Diocese of Brentwood News**

##### *Rainbows Bereavement Support*

The mental wellbeing of students is a priority – did you know that [Rainbows Bereavement Support](#) training and programmes are available for all schools in the Diocese of Brentwood?

The service offers training for school staff and provides age appropriate structured resources to enable staff to establish peer support groups for pupils who are grieving a significant loss through a death, divorce, separation or other painful family transition.

Peer support programmes, which cover the age range of 4 to 17 years old, help with improving mental wellbeing, emotional healing and resilience for pupils, providing a safe setting in which pupils can talk through their feelings with their peers who are experiencing similar situations. Pupils are assisted to articulate their emotions by trained staff from their own school whom they already know and trust using a structured Rainbows programme and resources.

Training may be funded using your school's Pupil Premium. For further information, please contact [Derek Kelly](#)

##### *Changes to the Management of the LCVAP Capital Programme*

The management of the Locally Coordinated Voluntary Aided Programme (LCVAP) will be coming to the Diocese in April 2020. This funds all capital works for VA schools. We are still waiting for further information from DfE. However, in the meantime the Diocese is gathering information from the Local Authorities on how they currently manage the Programme.

The Diocese is of course interested in what works well for schools at the moment and what could be improved. We will be seeking views in due course and will take these comments on board when developing our in-house processes. It may be that we will set up a working group and ask for governor representatives – [get in touch if you are interested in being part of this group](#).

#### **Ofsted News**

##### *Proposed new Inspection Framework*

You may find [Ofsted's presentation on their proposals for a new Inspection framework](#) useful. They have also produced [slides for independent schools](#)

### *Careers Education*

Ofsted's new post in TES blogs about [what Ofsted looks for when it comes to careers education, information, advice and guidance](#)

### **DfE News**

#### *Governance Handbook*

DfE have published the [updated version of the Governance Handbook](#)

The intention of this update is to do a light-touch policy and legislative update, including clarifying areas where they believed further explanation was required. Helpfully, they have also retained and updated the section *What has changed in this edition?* to highlight the main changes in the document (p 6-8) Going forward their plan is to trial doing real-time legislative and policy updates.

#### *Complaints Procedures*

On 28 March 2019, DfE published further [updated guidance for school complaints procedures, adding new information on the use of independent governors and duplicate complaints](#)

**Duplicate complaints:** After closing a complaint at the end of the complaints procedure, you may receive a duplicate complaint from a spouse, partner or grandparent. If the complaint is about the same subject, you can inform the new complainant that the school has already considered that complaint and the local process is complete. Take care not to overlook any new aspects to the complaint that you may not have previously considered - you will need to ensure these are investigated and dealt with to the full extent of your complaints procedure.

**Independent Complaints Panels:** For maintained schools, you do not need to have a formal agreement in place to appoint a governor from another school onto a complaints panel **if this is on an ad-hoc basis**; however you must be satisfied that they are suitably skilled and can demonstrate their independence. Associate members can be used in this way, as well as governors in academies.

Maintained schools **do** need a formal collaborative agreement in place with another maintained school if they wish to appoint a governor from another school **as a standing member of their complaints committee**. [Get in touch if you would like a copy of our template for a Collaboration Agreement.](#)

#### *Reducing Teacher Workload*

DfE have published updates to the [workload reduction toolkit](#):

- A new section on [reducing workload when managing behaviour](#) including a workshop, a one page handout and an example from Redbridge Community School.
- A new section [to support governing boards and trustees to reduce workload](#)

Separately, they have also published [updated guidance to help schools and governing boards develop their approach to teachers' and school leaders' pay model policy on teacher appraisal and dealing with capability issues](#)

#### *Relationships education, RSE and health education: FAQs*

As you know, DfE is introducing compulsory [Relationships Education for primary pupils and Relationships and Sex Education \(RSE\)](#) for secondary pupils from

September 2020 as well as compulsory Health Education for all school. [Here they explain some of the common misconceptions around these subjects](#)

### *Using Technology in Education*

DfE have published guidance and support for education providers who want to increase their use of technology in education, including [choosing the right broadband for your school](#), [assessing your school ICT infrastructure](#) and [moving your school to the cloud](#)

### *New free teacher recruitment service*

The government's [new free teacher recruitment service](#) has now gone live, giving schools a platform to advertise full, part-time and job-share teaching vacancies once they have [signed up to the service](#).

### *Teachers' Pensions*

DfE have announced their commitment to fully-funding teachers' pension increases for state-funded schools and colleges in 2019/20. [Guidance on the teachers' pension employer contribution grant for 2019/20 can be found here](#)

## **Latest Research**

### *Understanding Mathematics Anxiety*

A [report published by the Nuffield Foundation](#) which explores the nature and resolution of mathematics anxiety finds that children as young as six can feel fear, rage and despair as a result of mathematics anxiety, a condition which can cause physical symptoms and behaviour problems in class, damaging a child's learning. Importantly - and surprisingly - this new research also suggests that the majority of students experiencing maths anxiety have normal to high maths ability.

"Our findings should be of real concern for educators. We should be tackling the problem of maths anxiety now to enable these young people to stop feeling anxious about learning mathematics and give them the opportunity to flourish...If we can improve a student's experience within their maths lessons, we can help lessen their maths anxiety, and in turn this may increase their overall maths performance."

### *Wellbeing dogs*

Damian Hinds, Education Secretary has added his support for ['Wellbeing dogs' in schools to help reduce stress in the classroom](#)

I wish you the very best for the term ahead.



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