

Strategic Director's Report to Governors Autumn Term 2023

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| 3.1 | Autumn Term Governor Flyer |

Dear Governors and Trustees,

Happy new (school) year! I hope this briefing finds you well after a pleasant summer ahead of another busy, exciting, and impactful year in education across Halton.

This briefing contains lots of key pieces of information which have been collated into a handy termly update which we hope will be helpful in ensuring all Governors and Trustees are fully sighted on the developments within Education both locally and nationally, and to support you in your strategic role as school leaders.

Please take some time ahead of your upcoming governor meetings to consider the points set out in this briefing, including updates in Safeguarding, Looked-After Children and staff pay calculations, to name but a few.

We also have some excellent courses and briefings coming up for Governors; please take note of the dates and join us if you can.

As a Local Authority, we categorise all our schools based on the level of support we feel they require for our school improvement service (including our Association School Improvement Advisors). These range from A -D, with 'D' schools identified as needing the most intensive support we can offer. Before the end of September, our school improvement service will be writing to every headteacher and chair of governors to confirm the category for your school and what this means for the support available. However, from April 2024, due to the removal of the grant from the DfE our School Improvement Service will be moving to a Service Level Agreement. There will be a basic package for all schools (including academy schools) followed by Enhanced and Premium packages, which include visits by a school improvement advisor. Please consider your schools categorisation when determining the level of package, you select to ensure sufficient support is in place for your school. Please note, the service can now also support governors with headteacher appraisals, as well further training and support including support for senior leadership appointments. More information around this and the wider support available can be found on their new website: <https://haltonschoolimprovement.co.uk/>

In the meantime, thank you for your continued dedication and support in ensuring the best outcomes for the children and young people of Halton. I look forward to seeing you soon and working together over the academic year ahead.

Yours sincerely,



Jill Farrell

Jill Farrell
Operational Director for Education, Inclusion & Provision

1.1 SUMMARY OF RECOMMENDATIONS FROM ITEMS FOR ACTION

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| 2.1 | <ul style="list-style-type: none"> • FOR INFORMATION |
| 2.2 | <p>The governing body should ensure that:</p> <p><u>Admissions</u></p> <p>Children in Care are at the top of the over-subscription criteria.</p> <p><u>Pupil progress</u></p> <ul style="list-style-type: none"> • The school has an overview of the educational needs and progress of children in care. • School policies have been reviewed from the point of view of children in care. <p><u>Support Professional Development</u></p> <ul style="list-style-type: none"> • The designated teacher for children in care has the opportunity to attend training offered by the local authority for designated teachers. • There is a clear policy on professional development for all staff in contact with children in care and other vulnerable children. <p><u>Continuous Monitoring</u></p> <p>The information you should know, or your school should be able to give you quickly:</p> <ul style="list-style-type: none"> • The name of the designated teacher for children in care. • What safeguards the school has in place for sharing sensitive information about individual looked after children with relevant staff members. • What the procedure is for liaising with carers, residential children's homes and social services to ensure that the school has relevant information about a child's care history. • How the child's achievements are effectively communicated to the carer. <p>Personal Educational Plans (PEPs)</p> <p>Procedures are in place to ensure all children in care have up-to-date PEPs. You should be made aware of the PEP completion and quality assurance rate.</p> <p>Keeping the governing body informed:</p> <ul style="list-style-type: none"> • The governing body may want to appoint a nominated governor to meet, on a termly basis, with the schools designated teacher for Looked After & Previously Looked After Children. • The governing body can also keep up to date on anonymised issues relating to LAC/PLAC via the head teacher's report to the full governing body where numbers of children in care and related issues can be raised. • In some cases, schools include this information in the Designated Safeguarding Lead's (DSL) report to governors. • One full governing body meeting a year should consider the Designated Teacher's statutory report to the school governing body and minute any resulting actions. |
| 2.3 | <ul style="list-style-type: none"> • FOR INFORMATION |
| 2.4 | <ul style="list-style-type: none"> • Be aware of future changes. |
| 2.5 | <ul style="list-style-type: none"> • From 1st September 2023 ensure your school is using a Teaching School Hub Appropriate Body for all new Early Career Teacher registrations. |

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| | <ul style="list-style-type: none"> • If currently accessing Appropriate Body services from Halton Borough Council, our services will continue to be available until 31 August 2024 for ECTs registered with Halton prior to 1st September 2023. |
| 2.6 | <ul style="list-style-type: none"> • Link governors- even in High schools, could use the above information to support a discussion on reading and the impact following these guidelines could have on progress and standards. |
| 2.7 | <ul style="list-style-type: none"> • Review the pupil premium strategy report for your school and ensure this is presented to the Board for acceptance. • Minute the acceptance of the report. • Check the school website to ensure the report is uploaded by 31st December 2023. |
| 2.8 | <ul style="list-style-type: none"> • Did your Board review the Sports Premium report and confirm the information before it was placed on the school website by 31st July 2023? • Check Governing Board meeting minutes to ensure acceptance of this report. • Check that leaders published the report on the school website, if not available then challenge. • Enquire if leaders have utilised the self-review toolkit to support the writing of the report. Review the outcomes? Was this shared with a link governor? • Encourage the use of toolkit by leaders if not already utilised. |
| 2.9 | <ul style="list-style-type: none"> • FOR INFORMATION |
| 2.10 | <ul style="list-style-type: none"> • FOR INFORMATION |
| 2.11 | <ul style="list-style-type: none"> • Governors with responsibility for Careers education advice and guidance to review. |
| 2.12 | <ul style="list-style-type: none"> • FOR INFORMATION |
| 2.13 | <ul style="list-style-type: none"> • FOR INFORMATION |
| 2.14 | <ul style="list-style-type: none"> • FOR INFORMATION |
| 2.15 | <ul style="list-style-type: none"> • Governors should note the update. • Governors should also note that there may be slightly increased staffing costs for those employees whose weekly pay calculations increase. • Where Halton BC is the direct employer of school employees, these changes will be implemented on your behalf. |
| 2.16 | <ul style="list-style-type: none"> • FOR INFORMATION |
| 2.17 | <p>Check with leaders regarding the process for reviews of teaching staff.</p> <ul style="list-style-type: none"> • Carry out the review with Headteacher and refer to any notes from the mid-year review meeting and provide these notes for the external adviser to support the final review this Autumn Term. • Appoint an external adviser for the future HTPM meeting and arrange an autumn date for the review and the setting of new appraisal objectives. |
| 2.18 | <ul style="list-style-type: none"> • Pay is dependent on the policies of your school, and progression will depend on the appraisal process - please ensure all these policies are up to date. • Reflect on the implications for school budgets and adjust accordingly. • Ask the question...is your school eligible for the additional grant to support the pay award? |
| 2.19 | <ul style="list-style-type: none"> • When you receive an application for flexible working, seek advice and visit the website. |
| 2.20 | <ul style="list-style-type: none"> • Ensure that leaders review the impact of your school business staff and ask relevant staff to reflect on the revised standards. This might support objectives for business professionals. |
| 2.21 | <ul style="list-style-type: none"> • Governors should note the update. • Where Halton BC is the direct employer of school employees, any queries should be directed to your payroll/HR provider. |

2.1 Safeguarding KCSIE 23

- We recommend all governors read the whole of KCSIE. This is because the board as a whole is responsible for safeguarding, and making sure your school's policies, procedures and training are compliant. You need to be familiar with KCSIE to monitor your school effectively.
- Review the DfE's digital and technology standards and guidance available to see if your school meets the standards.
- Ensure a member of SLT and a governor have been appointed to take responsibility to ensure digital and technology standards are being met.
- Review the results of the annual online safety audit and review filtering and monitoring at least annually.
- Talk to your headteacher about training for staff in relation to filtering and monitoring. Make sure all staff understand their expectations, roles & responsibilities around filtering and monitoring.
- Ensure the school's child protection policy will reference filtering and monitoring, which will then come to you to review and approve.
- Consider cyber security standards for schools - Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK
- Governor to be appointed with responsibility for Filtering and Monitoring of electronic devices and internet access within the setting.
- Seek assurance that all staff have attended annual safeguarding refresher training.
- Seek assurance that all staff have read Part 1 and annex B of KCSIE
- Ensure if school premises are being let to external users that the hiring agreement references that if any safeguarding concerns are raised about the club/service using the premises they will be followed up in line with schools safeguarding protocol, policy and procedures including contacting the LADO if threshold is met.
- Governors need to seek assurance that the setting has a culture of on-going vigilance for safeguarding.
- Ensure short-listed candidates are made aware that an online search may be conducted as part of the safer recruitment process.
- Governors need to be aware of the difference between the terms 'children missing education' is different from 'children absent from education'.
- Governors need to be aware that some children are more vulnerable to abuse (aware and name factors that increase vulnerability), and how the setting are alert to this group of children's needs.
- Working Together to Safeguard Children 2018 – consultation closed.
- Updated guidance to be aware of:
 - Working Together to Improve School Attendance updated Aug 23 –
 - Guidance on the suspension and permanent exclusion of pupils from local-authority-maintained schools, academies and pupil referral units. The updated guidance on 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' comes into effect from 1 September 2023.
 - New guidance on understanding and dealing with issues relating to parental responsibility to help schools understand their obligations and duties in relation to the rights and responsibilities of parents, as recognised by education law.
 - Ofsted Inspection Handbook
 - EYFS framework
 - Academy Trust Handbook

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Governor Actions

- FOR INFORMATION

2.2**Promoting the Education of Looked after Children****Key Responsibilities of the School Governor**

The school governors at the educational placement have a duty and responsibility to ensure that their school keeps the education of children in care as a high priority and that an experienced teacher is appointed as a designated teacher for children in care within their school.

- The governing body must ensure that the designated teacher undertakes appropriate training.
- As a minimum governors must receive an annual report from the designated teacher
- The governing body and school leadership team have a duty to act on any issues raised with the report.
- Resources are allocated to match priorities for children in care.
- How children in care are performing compared with their peers
- The numbers of children in the school who are in care.
- The school has considered including raising the attainment of children in care in the school improvement plan.

The governing body should ensure that the Designated Teacher is a member of the teaching staff with appropriate seniority, professional experience and status to provide leadership, training, information and advice to others that will influence decisions about the teaching and learning needs of children in care. Where the Designated Teacher is not a member of the senior leadership team, a member of the team should be designated as a champion of children in care issues to work closely with the Designated Teacher.

Governing bodies and the school leadership team should also make sure that the Designated Teacher role contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting children in care to achieve.

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Governor Actions:

The governing body should ensure that:

Admissions

Children in Care are at the top of the over-subscription criteria.

Pupil progress

- The school has an overview of the educational needs and progress of children in care.
- School policies have been reviewed from the point of view of children in care.

Support Professional Development

- The designated teacher for children in care has the opportunity to attend training offered by the local authority for designated teachers.
- There is a clear policy on professional development for all staff in contact with children in care and other vulnerable children.

Continuous Monitoring

The information you should know, or your school should be able to give you quickly:

- The name of the designated teacher for children in care.
- What safeguards the school has in place for sharing sensitive information about individual looked after children with relevant staff members.
- What the procedure is for liaising with carers, residential children's homes and social services to ensure that the school has relevant information about a child's care history.
- How the child's achievements are effectively communicated to the carer.

Personal Educational Plans (PEPs)

Procedures are in place to ensure all children in care have up-to-date PEPs. You should be made aware of the PEP completion and quality assurance rate.

Keeping the governing body informed:

- The governing body may want to appoint a nominated governor to meet, on a termly basis, with the schools designated teacher for Looked After & Previously Looked After Children.
- The governing body can also keep up to date on anonymised issues relating to LAC/PLAC via the head teacher's report to the full governing body where numbers of children in care and related issues can be raised.
- In some cases, schools include this information in the Designated Safeguarding Lead's (DSL) report to governors.
- One full governing body meeting a year should consider the Designated Teacher's statutory report to the school governing body and minute any resulting actions.

2.3

Ofsted Deep Dives

Ofsted carries out Deep Dives where a subject is the main focus of the inspection. The data below is based on published inspection reports only carried out by 31 May 2023 and were published by 31 May.

| Deep Dive Subject | % of primary schools | % of secondary schools |
|-------------------|----------------------|------------------------|
| Reading / English | 100 | 86 (6 on reading) |
| Mathematics | 97 | 77 |
| History | 46 | 55 |
| Geography | 27 | 33 |
| Science | 23 | 60 |
| Art & Design | 21 | 31 |
| PE | 20 | 28 |
| Music | 9 | 8 |
| Computing | 8 | 7 |
| RE | 5 | 5 |
| DT | 5 | 5 |
| Languages | 3 | 51 |

Research Information- History

Ofsted from time to time publishes subject specific research paper reports. The latest report

called *Rich Encounters with the Past* evaluates the common strengths and weaknesses of history teaching in the schools inspected and considers the challenges that history education faces. This evidence was gathered by inspectors as part of routine inspections and research visits. The report builds on the [history research review](#), published in 2021.

This information would be beneficial for link governors who may wish to discuss the latest findings with Humanity/History leads.

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Recommendation to Governors:

- FOR INFORMATION

2.4 Local Area Special Educational Needs and Disabilities (SEND) Inspections

Ofsted and the Care Quality Commission (CQC) jointly inspect local area partnerships to see how well they work together to improve the experiences and outcomes of children and young people with special educational needs and/or disabilities (SEND). The inspections are carried out in line with the area SEND inspection framework and handbook.

From January 2023, all local area partnerships receive an inspection under the new area SEND framework. The area SEND inspections under the new framework will follow a continuous cycle of inspections. Local area partnerships are inspected at least once every 5 years.

The frequency and type of inspection activity for areas are based on inspection outcomes. All local areas will receive a full inspection at least once during a 5-year period. However, the frequency and type of inspection activity in any individual local area will be based on previous inspection outcomes and any relevant additional information received by Ofsted and the CQC.

There has been a change to the inspection timetable, with inspectors contacting local areas ten working days before the on-site evidence gathering.

Further Information

The details of inspection activities and expectations of partners are contained within the [area SEND inspection framework and handbook](#).

[Area SEND: framework and handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/area-send-inspection-framework-and-handbook)

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Recommendation to Governors:

- Be aware of future changes.

2.5 Early Career Teacher Induction Arrangements

- From September 2024 Teaching School Hubs (TSHs) will become the main provider of Appropriate Body (AB) induction services
- Local authorities (LAs) will withdraw from their Appropriate Body role in two stages:
 - From 1st September 2023 they will not take on any new ECTs.
 - From 1st September 2024 they will cease operating as ABs.

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Recommendation to Governors:

- From 1st September 2023 ensure your school is using a Teaching School Hub Appropriate Body for all new Early Career Teacher registrations.
- If currently accessing Appropriate Body services from Halton Borough Council, our services will continue to be available until 31 August 2024 for ECTs registered with Halton prior to 1st September 2023.

2.6 The Reading Framework

This document, highlighting reading, first released by the DfE two years ago, has been recently fleshed out to provide guidance on how to improve the literacy of 7 to 14-year-olds. These aspects will be inspected by Ofsted. Having previously focused on reception and Key Stage 1, it now advises teachers on how to support older children in need of greater levels of help.

Choosing the best reading material

All teachers and English subject leads *“might identify a core set of literature for each year group that can either be read aloud in story times or lessons”*.

This includes *“high-quality contemporary and classic”* non-fiction and fiction texts, as well as poetry and prose. Older children *“can also benefit from listening to, studying and reading books from the past that still resonate today – texts from our literary heritage”*.

Teachers should also *“engage their pupils in choosing new books”*. Refreshing the list of core books regularly, as new books are published and new teachers arrive, *“will avoid its being set in stone”*. These can include texts that a pupil might choose to read independently, picture books – including graphic novels – and *“page-turners”* that are *“likely to give [youngsters] the most pleasure”*. So-called *“hi-lo books”* are also recommended. These are said to *“provide high-interest content at an easy reading level”* and include histories of famous people, biographies, and texts on underwater life. Influencers and book clubs can also get children reading.

The document stated that teachers should *“keep track of the books that popular pupils are reading”* as their *“positive reaction is likely to encourage other pupils to read the same one”*. Despite this, it noted that those leading lessons *“are the best promoters”*.

Pupils are willing to trust the judgement of a teacher who says, *‘I think you’ll really enjoy this one,’* not least because they feel that the teacher knows them well enough to care about their likes and dislikes.

The Department for Education guidance added that book clubs are opportunities for staff to promote texts and for pupils to make recommendations to each other. Ministers believe primary

schools should afford at least 20 minutes a week to these sessions for each year group and promote discussions in class time.

Talk and discussion “*should continue to form an important part of all lessons into Key Stages 2 and 3 in all lessons, including English lessons*”. Asking children to raise their hands “*cuts opportunities for learning*” as some “*hold back and let [the confident] pupils do the talking*”.

Using paired talk as part of whole-class discussion is “*therefore one way of ensuring they all contribute*”. Whole-class interactive strategies help pupils “*understand what they learn and remember what they have learnt*”.

Considering the “*author’s craft*” is said to be “*useful where the lesson’s objective is to develop pupils’ writing*”.

But teachers have been warned it can also “*break the spell a great story can cast, preventing a listener from becoming absorbed in what is being read*”. To encourage youngsters to read in their own time, “*questions and discussion about a text should stay within the text; it should not be analysed separately*”.

Further information

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168960/The_Reading_Framework_July_2023.pdf

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Governor Actions:

Link governors- even in High schools, could use the above information to support a discussion on reading and the impact following these guidelines could have on progress and standards.

2.7 Pupil Premium Funding

The Pupil Premium is a funding grant provided by the UK government to schools to support disadvantaged pupils and close the attainment gap between them and their peers. The funding is calculated based on the number of pupils in the school who are eligible for free school meals or have been looked after continuously for more than six months.

Schools are encouraged to use the funding to improve the academic outcomes and well-being of eligible pupils, for example by providing additional support such as one-to-one tuition, enrichment activities or extra pastoral care. Schools may use a portion of the grant to support pupils who do not meet any of the PP grant eligibility criteria, but where they feel it beneficial to do so e.g., the grant can be used to support pupils with identified needs such as those who have a social worker or those who act as carers. It can also be used for whole class approaches which would also benefit others.

Schools are also required to report on how they have used the funding and the impact it has had on pupils' outcomes.

For the 2022 to 2023 report, you must:

- make sure that your use of pupil premium aligns with the ‘menu of approaches’ from the start of the 2022 to 2023 academic year.

- use the template to publish your strategy statement by 31 December 2023 on the school website (plan ahead for this).

Further Information:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023>

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2023-to-2024>

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Recommendation to Governors:

- Review the pupil premium strategy report for your school and ensure this is presented to the Board for acceptance.
- Minute the acceptance of the report.
- Check the school website to ensure the report is uploaded by 31st December 2023.

2.8 Sports Premium Primary/First and Middle Schools

The Sports Premium condition of grant documents, section 4, were updated by the Education and Skills Funding Agency (ESFA) in July. As you will know this a ring-fenced funding grant provided by the UK government to primary schools to improve the quality of physical education (PE) and sport provision for pupils. The grant is calculated based on the number of primary-aged pupils in the school, and schools are required to use the funding to make additional and sustainable improvements to the provision of PE and sport. Schools are expected to deliver a minimum of two hours of curriculum PE per week.

Good news: Any grant monies from 2022/2023 not spent can be carried forward.

By 31st July 2023 schools must have published the following on their school website:

- the amount of premium received,
- a full breakdown of how it has been spent,
- what impact the school has seen on pupils' PE and sport participation and attainment,
- how the improvements will be sustainable in the future,
- the percentage of pupils within their year 6 cohort for academic year 2022 to 2023 that can do each of the following:
 - swim competently, confidently, and proficiently over a distance of at least 25 metres,
 - use a range of strokes effectively (for example front crawl, backstroke, and breaststroke),
 - perform safe self-rescue in different water-based situations.

If selected, schools must also take part in a sampling review to scrutinise their compliance with these terms. In addition, the fund will also be accompanied by a new digital and best practice toolkit to support in delivering effective and sustainable physical activity programmes. See links and information below.

DfE Sport and Activity Action Plan

The Government published a two year plan in July to improve equal access and the quality of physical education (PE). The School Sport and Activity Action Plan aims to support teachers and schools to deliver two hours of high-quality PE and provide extra-curricular opportunities to both girls and boys.

The plan includes the introduction of a new digital tool for primary schools to “*report on spending of their allocation of the premium*” and a new equality criterion in the School Games Mark.

Further information

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

<https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2022-to-2023>

<https://www.ukcoaching.org/resources/topics/downloadables/primary-pe-and-sport-premium-self-review-tool>

[School Sport and Activity Action Plan \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

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Recommendation to Governors:

- Did your Board review the Sports Premium report and confirm the information before it was placed on the school website by 31st July 2023?
- Check Governing Board meeting minutes to ensure acceptance of this report.
- Check that leaders published the report on the school website, if not available then challenge.
- Enquire if leaders have utilised the self-review toolkit to support the writing of the report. Review the outcomes? Was this shared with a link governor?
- Encourage the use of toolkit by leaders if not already utilised.

2.9

Halton Healthy Schools Programme and Relationship and Sex Education (RSE)

Personal, Social & Health Education (PSHE)

“It is a statutory requirement for schools to provide Relationships Education at key stages 1 and 2, Relationships and Sex Education at key stages 3 and 4, and Health Education across all key stages.

An evidence review carried out on behalf of the PSHE association has shown that PSHE education has a positive impact on academic attainment. It is key to providing a curriculum that is broad and balanced and helps to ensure other legal duties linked to safeguarding and equalities are met. School inspections carried out under the current Ofsted framework are particularly interested in how schools contribute to the personal development of pupils. This area is now a judgement in its own right.

Anyone leading or delivering PSHE education should be trained in the fundamentals of safe, effective practice. It is particularly important that teachers receive training on how to deliver PSHE education so that the content and methods used do not undermine important messages about health and wellbeing, relationships, and living in the wider world.

The governing board can play a part in encouraging and supporting teachers to develop their skills and knowledge. Boards should stay abreast of relevant issues and embed a whole school approach to teaching PSHE education.”

(Read more: [PSHE Association](#) – How to support and influence PSHE Education – A Guide for Governing Boards)

Healthy Schools

The Halton Healthy Schools Award is based on a whole-school approach to physical, social, and emotional health and wellbeing. The programme is facilitated by Halton Health Improvement Team (HIT) and delivered by HIT and a range of partners.

To access all that the programme offers, a senior lead from each school will meet with a Health Improvement Specialist to complete a needs-assessment – this takes 1 hour and takes place at school at a time that suits the school representative.

We encourage all schools to engage with the programme as it unlocks access to a range of support to enhance PSHE and staff and pupil wellbeing:

- **MHARS – mental health and resilience framework** for a whole-school approach to mental health, wellbeing and resilience.
- **Workplace Health Programme** – workplace needs assessment, health checks, training, and tailored support around lifestyle and wellbeing for staff.
- **Whole-school obesity self-assessment and action plan**
- **RSPH Level 2 Award for Young Health Champions (secondary only)** – recognised qualification for young people and includes a peer-led health campaign within school.
- **Pupil workshops** from a range of partners; including gambling and gaming, first aid, oral health, road safety, drugs, county lines, online safety.
- **Staff training** – including tobacco and vaping, alcohol, drugs, sexual health (secondary), RSPH modules.
- **Parent workshops** – such as sleep and screens, mental health and wellbeing, gambling and gaming.

In 2022-23, 75% of schools engaged with the programme. Our ambition is that EVERY school in Halton engages with the Healthy Schools programme to enhance their PSHE offer and pay particular attention to the health and wellbeing of staff as well as pupils.

Engagement from secondary schools with the training element has been low in recent years. We are keen to hear from schools as to how relevant the training offer is; are there any gaps in staff knowledge and confidence to deliver on PSHE topics such as RSE, alcohol, drugs, tobacco and vaping?

Current training offer:

RSPH Level 2 Understanding Health Improvement (accredited qualification) 1-day course

This fully funded qualification gives an overview of preventative health improvement. Includes key principles around behaviour change techniques, how to have a health improvement conversation and support someone to make changes. Lifestyle topics including, smoking, alcohol, healthy eating, physical activity, sexual health and mental health, plus wider topics such as health inequalities.

RSPH Encouraging a Healthy Weight and Healthy Eating Level 2 Qualification (1/2 day) -

Includes nutrition and healthy weight guidelines, how to support behaviour change and how to have a conversation on healthy eating. This course will explore some of the wider impacts and health inequalities and how as a system we can overcome them.

Tobacco, Alcohol and Drugs Education for Practitioners (TAD) – Key information on tobacco, vaping, alcohol and drugs. Includes ingredients, the law, harm reduction and behaviour. This training supports you as a practitioner to deliver risk-taking sessions to pupils on tobacco, vaping, alcohol and drugs (delivered over 2 x 1 hour sessions).

RSE practitioner Training (Axess online sexual health and training package)

Supporting teachers and professionals delivering RSE in secondary schools, includes package of educational resources providing practical support to implement some of the sexual health elements of the statutory requirements for RSE.

Package includes: Teacher resource guidance, student booklets and supporting PowerPoints - KS3 'What's it all about?', KS4 student 'There's more?'

Professional briefings - Contraception, STIs, Transgender Awareness, Pornography and Condom distribution/STI screening. To increase confidence, knowledge and skills to initiate and normalise conversations around sexual health and healthy relationships.

Bereavement Awareness - Session to give staff an understanding of the impact of bereavement on children and young people; including a basic understanding of grief theory, confidence in addressing bereavement issues and knowledge of practical interventions. Sessions are free where CBUK is supporting a pupil.

Gambling and Gaming - A 90-minute, CPD accredited workshop delivered to educate and inform about current gambling and gaming behaviours, impacting young people. We explore statistics, impact on the brain, mental health, risk factors and warning signs. Includes step by step referral pathway for support for a young person experiencing gambling harms themselves or through the gambling of someone else.

E-Bugs - Twice-yearly training webinars (90 mins) from Public Health, for teachers and science/PSHE leads, to introduce evidence-based resources to support education on microbes and infection prevention (e.g. hand/respiratory hygiene, antibiotics and vaccinations), ongoing advice/support. www.e-bug.eu for free resources and lesson plans.

We will also be distributing a survey this autumn to build a picture of the prevalence of and issues caused by vaping among schoolchildren in Halton. Engagement from all schools is crucial to build this picture and inform the most appropriate response from public health and partners. Your support with this is most valuable.

Feedback regarding any of the above would be welcomed – please send comments to HIT@halton.gov.uk. Schools can arrange their Healthy Schools sign-up via the above email or via phone on 0300 029 0029.

Relationship and Sex Education (RSE)

To support teachers and professionals delivering relationships and sex education (RSE) to young people in secondary schools, axess education outreach have produced a package of educational resources providing practical support to implement some of the sexual health elements of the statutory requirements for RSE.

The **FREE** resource package includes:

Teacher resource guidance

KS3 student booklet and supporting PowerPoint - What's it all about?

KS4 student booklet and supporting PowerPoint - There's more?

The resource is easy to follow, it is fun, up to date and relevant. There are lots of activities and learning that cover 4 main topic areas that reflect the DfE statutory guidance for RSE including: **Healthy relationships, STIs, Contraception and Sex and the law.**

You can either choose to work through the whole package or just choose topics and areas that are relevant for your students or clients you work with.

We offer a remote briefing session via Microsoft Teams where we spend about 40 minutes going through the resources and how they work, you can ask questions and then after the briefing we send you out the resource pack.

The learning objectives and outcomes are built upon and expanded, which revisits and reintroduces topics at a deeper and more complex level to consolidate and enhance learning opportunities between the key stages.

We have encompassed elements of the statutory guidance that relates to sexual health – illustrated below (this is included within the resource guidance for teaching staff).

| RSE curriculum | axess topic areas | Content |
|--|-----------------------|--|
| Respectful relationships, including friendships. | Relationships | <ul style="list-style-type: none"> • Characteristics of positive & healthy relationships • Different types of relationships • Respectful relationships • Sexual orientation and prejudice |
| Online and media | Sex and the law | <ul style="list-style-type: none"> • Online risks • Image based awareness and safety. • Online support and guidance • Pornography and sexual behaviour • Online laws |
| Being safe | Sex and the law | <ul style="list-style-type: none"> • Laws relating to sexual consent. • Sexual exploitation • Grooming • Actively understanding / giving and withdrawing consent |
| Intimate & sexual relationships including sexual health. | Contraception STIs | <ul style="list-style-type: none"> • Positive sexual intimate relationships • Healthy choices in sex and relationships • Reproductive health • Identifying and managing sexual pressure • Delay • Contraceptive choices and options • Safer sex and condom use • STI transmission including HIV. |

- Importance of and facts about testing
- STI and treatment
- Risky behaviours
- Local services and further advice

Professional briefings are also available to support the delivery of RSE in school and support pupils. Briefings including:

- Sexually Transmitted Infections
- Pornography
- Transgender awareness
- Condom distribution and STI screening

If you are interested in the **FREE** briefings and resources, please get in touch and we can arrange suitable dates and times, we aim to be flexible and meet the needs of the educational establishment or your team.

If you have any questions or for any further information, please do not hesitate to contact us: Hayley.tooley@liverpoolft.nhs.uk & Kelly.cartwright@liverpoolft.nhs.uk

Contact:

Name: Rebecca Walsh (Healthy Schools) Hayley Tooley and Kelly Cartwright (RSE – Axess)
 Title:
 Tel: 0300 029 0029 (Healthy Schools) 0151 282 6294 ext.10534 (Axess)
 Email: Rebecca.walsh@halton.gov.uk Hayley.tooley@liverpool.nhs.uk & Kelly.cartwright@liverpool.nhs.uk

Recommendation to Governors:

- FOR INFORMATION

2.10 Statutory SENDIASS Service

School SEND governors must support schools to fulfil their **legal duty** to ensure that ALL families who are a resident in the borough of Halton know that they can access Halton SENDIASS service.

This legal duty is cited in SEND Code of Practice 2014, as follows.

6.39 This information gathering should include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil's record on the school information system and given to the parents. Schools should also tell children, parents and young people about the local authority's Information, Advice and Support Service.

It is best practice for settings to keep records to evidence that this happens for all children and young people who have/may have SEND needs. We suggest sharing SENDIASS information as an integral part of school SEND identification processes and yearly reviews. Including a link to Halton SENDIASS website on the SEND area of your school website is also an effective way to share information about the service (www.sendiasshalton.co.uk)

Additionally

School SEND governors should be familiar with the SENDIASS service offer and be satisfied that school staff are familiar with the service in Halton and that they know how their families can contact (they can support them to do this if necessary – self referral only however).

Any professional can request a range of materials, including our service leaflet, resources and merchandise by emailing us at SENDIASS@Halton.gov.uk.

SENDIASS can attend events such as parent's evenings, transition events, school fairs etc. – we will happily hold an information stall or could even host 'drop in style' events if appropriate.

Schools should promote the SENDIASS service positively and know where to access our resources.

Schools can be assured that Halton SENDIASS is an **IMPARTIAL** service with an ethos of working together to support all involved parties to ensure that Children and Young people have their SEND needs and potential met.

All schools can be assured that all staff at Halton SENDIASS are legally trained to the highest level by IPSEA. Staff regularly update their knowledge with additional training.

SENDIASS has a strategic role within Halton Local Authority via SEND Strategic, and other groups. However, when carrying out strategic functions it is worth noting that Halton SENDIASS operate at a strictly monitored and regulated **ARMS length** from the LA. Our impartiality, and overall effectiveness for families, is consistently evidenced in our user satisfaction data collection.

Families of children who have, or who may have SEND needs can and often do find their experiences lonely, confusing, frustrating and daunting. Having access to their statutory IAS service and the good quality, correct and up to date information that we have (should they want it) is an absolutely vital support resource that they have a right to know about.

School staff and school governors themselves are also invited to contact us with any *general SEND related questions, for example this could be around:

- EHCP and other local SEND processes
- EHCP tribunal appeal process
- Health and Social care information
- Equality, inclusion duties
- School transport
- Exclusion law
- SEN SUPPORT and other school duties
- And much, much more

*We do not discuss individual cases without the family's consent

Contact:

Name: Sharon English
Title: SENDIASS Manager
Tel: 0151 511 7733
Email: SENDIASS@halton.gov.uk

Recommendation to Governors:

- FOR INFORMATION

2.11 FOR SECONDARY SCHOOLS Careers education advice and guidance

If you are new to being a School Governor with responsibility for careers education advice and guidance, or would welcome a refresher, you may find the resources specifically for School Governors on the Careers and Enterprise company website useful.

<https://resources.careersandenterprise.co.uk>

Go to the website above, then scroll down to the options and select Governors.

Contact:

Name: Háf Bell
Title: 14-19 Programme Leader
Tel: 0151 511 7255
Email: haf.bell@halton.gov.uk

Recommendation to Governors:

- Governors with responsibility for Careers education advice and guidance to review.

2.12

Family LearningFamily Learning

Consultation with schools to ensure offer is meeting their needs. Primary schools raised concerns post-covid about families and children's well-being and mental health. In response to this we have extended our well-being offer from the Youth Connect 5 programme already in place, to include short course qualifications Mental Health & Well-Being Entry 3 and Level 1.

We continue to focus on supporting the borough, aim to improve and develop reading for pleasure, education, and employment in schools with 'Grammar' and Reading programmes for parents. As maths and improving maths skills is a DfE focus we continue to offer maths courses that support with understanding calculations and number. Family Learning is a strong area of our provision and remains popular with schools and we would ask Governors to consider introducing it in their schools if it isn't already provided through Halton's Adult & Family Learning Team.

Supported Internship Programme

We move into our 3 years of delivering the Supported Internship programme, designed to support young people with an EHCP plan aged between 16-24 years of age to gain work experience and an educational programme that will support them to obtain and sustain paid employment in the future.

The programme consists of a Work placement aligned with the individual's aims and goals for employment and an educational programme that includes English, Workplace Maths, ICT skills and knowledge and Employability skills and understanding. Where it is deemed appropriate individuals can undertake qualifications in these subject areas. Additional to these core elements we integrate enrichment opportunities; examples of these are Cookery classes to support with independent skills and cooking on a budget, the RESET programme to support the young people in understanding positive and negative relationships, helping them to make informed decisions around consent and ways to keep themselves safe.

Additionally, we provide safeguarding learning opportunities in order that the young people can keep themselves safe both physically and online. We aim this year to provide a 'Business Enterprise' project where the young people will plan, cost, create items and market for a small art exhibition.

We wish to make Governors aware of this programme as a suitable progression for those learners on an EHCP within their setting for the 24/25 academic year.

ESOL (English for Speakers of Other Languages) Provision

This year we are launching our Accredited ESOL provision for adults aged 19+ covering the levels Entry 1, 2 & 3 to support Halton's commitment to the Resettlement Programme.

Pre-ESOL workshops and Employability Skills for ESOL learners are also available. Furthermore, we will be offering 'Art for ESOL learners' under a well-being focus to support with processing their journey and experiences. Enrichment activities will be offered to assist ESOL learners to gain an understanding of our local and regional community to promote integration and confidence to explore what our borough and region has to offer culturally and to build confidence to travel for work, education, and enjoyment.

We would ask Governors to help raise awareness in their schools of this provision for those parents/siblings who fit into the ESOL category and are aged 19+.

Level 1 Caring for Children and Level 2 Supporting Teaching and Learning in Schools.

This year we are continuing to offer accredited courses in Level 1 Caring for Children and Level 2 Supporting Teaching and Learning in Schools, for those wishing to embark on a career in primary or secondary schools. During the courses, learners develop knowledge, skills and behaviours in supporting the development of children and young people, as well as supporting teaching and learning in a school classroom.

Both the Level 1 and Level 2 courses remain popular, with many learners moving on to the Level 2 programme once the Level 1 course is complete. Following completion, many learners secure employment in their placement schools, with some continuing their education by progressing on to a Level 3 programme at Riverside College.

We would ask Governors to help raise awareness in their schools to support learners in securing voluntary, school- based placements and potential employment pathways, ensuring that schools are aware of the provision offered by the service and of the potential candidate pool for recruitment.

Contact:

Name: Steph Bartlett
Title: Adult Learning Curriculum Manager
Tel: 0151 511 6749
Email: Stephanie.bartlett@halton.gov.uk

Recommendation to Governors:

- FOR INFORMATION

2.13 Governor Forthcoming Training

Governor Vacancies

There are a number of schools across Halton who are seeking people to join their governing body. Are you interested or do you know anyone who would like to gain experience by joining a governing body in Halton?

If you are able to attend two or three meetings per term, are willing to provide input and commitment to the role and are interested in helping to improve the outcomes for children in our schools, then we would like to hear from you. Please contact mike.stapleton-chambers@halton.gov.uk

Governor Training

Governor Briefings

All at the Stadium

- Tuesday 26th September 2023 - <https://forms.office.com/e/b9X3eF0LWe>
- Tuesday 30th January 2024 - <https://forms.office.com/e/7bbGwL7cvN>
- Tuesday 7th May 2024 - <https://forms.office.com/e/XTmf8wiU8S>

Governor Training -Ofsted Inspection Offering Support and Challenge to your setting.

@The Bridge Stadium

- Wednesday 4th October 2023- <https://forms.office.com/e/ZLk1sbyveM>

Governor Conference

@The Stadium

- Friday 17th November 2023 – email mike.stapleton-chambers@halton.gov.uk

New to School SEND Governor Training

@The Stadium

- Thursday 7th December 2023 - <https://forms.office.com/r/BxpagGfLEq>

Governor Training - Pupil Premium, Disadvantaged & SEND
@The Stadium

- Thursday 1st February 2024 - <https://forms.office.com/e/9fWprTMEG9>

Governor Learning Walks, Support & Challenge Visits

At your setting

Focus set by school

Various dates available – email mike.stapleton-chambers@halton.gov.uk

Governor Safeguarding training.

The 2023 version of Keeping Children Safe in Education (KCSIE) comes into force on 1 September. We have developed a short briefing to ensure as governors, trustees and/or management committees you are aware of the most important changes and any necessary actions required arising from the changes since 2022.

Sessions available via Microsoft Teams on the following dates and times:

11th September 5.00pm – Governor Briefing

18th September 8.30am – Governor Briefing

18th September 12.30 - Governor Briefing

Level 2 Safeguarding Training for Governors via Microsoft Teams

29th September 1pm - 4pm

Safeguarding training for Governors. Keeping Children Safe in Education (DfE, 2023) sets out that all governors should undertake safeguarding and child protection training to enable them to provide appropriate strategic challenge, and that this training should be updated regularly.

We recommend that all governors, including the link governor for safeguarding, undertake Level 2 safeguarding training.

Free financial education training for teachers and school leaders

The Money and Pensions Service is working with partners to offer free financial education training for teachers and school leaders between now and March 2024.

A range of options are available to help education settings deliver quality learning about money.

Follow the links to find out more about:

- LifeSavers' flexible financial education programme for primary schools - <https://www.justfinancefoundation.org.uk/schools-hub>
- young money's financial education professional learning for school leaders and teachers in primary and secondary schools - <https://www.young-enterprise.org.uk/teachers-hub/financial-education/support-training/teacher-training/>
- financial education training and resources for alternative provision settings from LifeSavers and the National Literacy Trust – for primary and for secondary ages <https://www.justfinancefoundation.org.uk/alternative-provision>

Register for maths continuing professional development (CPD) starting September 2023

Maths hubs serve all state-funded schools in England and offer over 30 different maths-specific CPD opportunities to teachers in all phases.

This ranges from subject and pedagogical knowledge to leadership and whole-school maths improvement. There are places available in 2023 to 2024, and all CPD is fully funded.

Learn more about the opportunities- <https://www.ncetm.org.uk/maths-hubs/find-your-hub/>

Any further information please contact mike.stapleton-chambers@halton.gov.uk

SEND Service to Schools & other Services Part 3

@The Stadium 9am

Thursday 30th November 2023

Audience: Headteachers, Governors, SENDCO and SLT members with various responsibilities

After the success of the previous SEND services to schools we are now running a third event. On the day various services will be showcased and how schools/setting can refer to them and the expectations that the service will provide our young people.

These will include:

iCART

Early Help Family Hubs Programme

Parenting and Healthy Relationships Program

Locality Teams- What you can access and when

Youth Justice Service - What support they can give

Children's Society

SEND R US

Halton Carers

Halton Play Council

Halton Blindness offer

Halton Deafness Offer

Vision Support

Makro Create

Vibe UK

NHS Transition support Ks2 to KS3

To book: <https://forms.office.com/e/LUb72eVrLu>

Contact:

Name: Mike Stapleton-Chamber

Title: School and Setting Improvement Officer

Tel: 0151 511 8129

Email: Mike.stapleton-chamber@halton.gov.uk

Actions

- FOR INFORMATION

2.14

Measles Advice

Measles is **very infectious** and can spread rapidly among communities, such as schools, if people have not been fully immunised with the MMR vaccine. While most people recover completely within a couple of weeks, measles **can cause very serious illness** – sometimes leading to permanent disability or even death.

The best way to protect against measles is to make sure people/families are up to date with their MMR vaccines – which also protect against mumps and rubella.

TWO doses are needed to give maximum protection:

1st dose just after the child's first birthday.

2nd dose at 3 years 4 months and certainly before children start school full time.

Anyone who is not up to date with their MMR vaccines should be advised to **make an appointment with their GP as soon as possible, to get their MMR**. This is especially important when measles is circulating – as it is now.

People should also make sure they are up to date with their MMR vaccines before going to festivals and abroad on holiday, and before older children start college or university.

Further information

<https://www.gov.uk/government/publications/measles-dont-let-your-child-catch-it-flyer-for-schools/measles-information-for-schools-and-healthcare-centres>

Contact:

Name: Julia Rosser
Title: Public Health
Tel: 0151 511 6772
Email: Julia.rosser@halton.gov.uk

Governor Actions:

- FOR INFORMATION

2.15

Revised Weekly Pay Calculations

REVISED WEEKLY PAY CALCULATIONS – PART YEAR WORKERS DIRECTLY EMPLOYED BY HALTON COUNCIL

As you will be aware, over the past couple of years a number of issues have arisen about the way in which pay for annual leave has been historically calculated for those employees who do not work for the full year (i.e., term-time only/other part year workers). This resulted in a revised pay formula to ensure that employees receive financial recompense for their annual leave entitlement in accordance with the law.

As we believe that we have the correct revised calculations to be applied across the applicable workforce we are now in a position to do that. We have engaged extensively with union colleagues as to the best way to implement the new calculations. We established that there had been some anomalies in the previous calculations for some workers which need to be addressed at the same time as applying the new calculations. As a result, for some workers:

- The weeks' pay will increase; and
- The weeks' pay will decrease.

It has been collectively agreed with the recognised trade unions that the correct calculations should be applied as soon as is practical.

New guidance was provided in February 2019 and the Council intends to pay affected employees any monies owed to them backdated to February 2019 (or to their start date in post whichever is the later). The process for ensuring all employees receive the correct amount has been labour intensive but the first of these corrections was implemented in August 2023. We are dealing this in stages. Recent appointments should already be on the correct weekly pay formula.

Some individuals will notice an increased monthly salary and a payment made for any backdated money owed. This payment will be a one-off payment and has been calculated by the Council's Payroll Team based upon each employee's hours and length of service which both influence how much is owed.

As noted above, during the processing of the new calculations, it has unfortunately been discovered that there are some employees who have been slightly overpaid due to a historical error which goes back at least 20 years. No changes are to be made to the pay for these individuals at this point in time as the matter is currently under discussion with local, regional and national trade union colleagues. However, this is something that does need rectifying. The Council's current position is that it does not intend to seek repayment of any monies already paid due to this error but for obvious reasons, now knowing of the error we cannot permit it to continue.

Any employee who has a query regarding their normal salary or the additional back payment should direct them to their Headteacher. These should then be collated and sent to the Pay and Pensions Team for review where the Council administers the school's payroll.

It is inevitable with such changes that there may be a large volume of enquiries during the coming months to the Pay and Pensions Team. Given limited resources, we will request that employees

be patient whilst they wait for a formal response to any query. Please be assured that all queries will be dealt with.

Contact:

Name: Donna Forster
Title: Acting Service Manager – Employment Relations
Tel: 0151 511 8840
Email: employment.relations@halton.gov.uk

Recommendation to Governors:

- Governors should note the update.
- Governors should also note that there may be slightly increased staffing costs for those employees whose weekly pay calculations increase.
- Where Halton BC is the direct employer of school employees, these changes will be implemented on your behalf.

2.16

School Food Standards

The Governing Board/Board of Trustees is responsible for the provision of school food. As a governor you play a crucial role in creating and embedding a great school food culture.

It is the statutory responsibility of the Board and trustees to ensure the School Food Standards are being met. Information was updated in June 2023 explaining the roles and responsibilities of Boards.

Ofsted is putting a much greater focus on how schools are creating a culture and ethos of healthy eating. A great school food culture improves children's health and academic performance. Increasing the take-up of school meals is also better for your school's finances. A half-empty dining hall – like a half-empty restaurant – is certain to lose money. Getting more families to choose school meals requires a cultural change within your school. It means:

- providing tasty food that looks good and is nutritious.
- creating a positive dining experience.
- getting the price right.
- allowing children to eat with their friends.
- and instilling a love of cooking.

The SLT can lead this transformation, but they also need support from their governors and the staff team. The DfE recommends that all governors work with the senior leadership team to develop a whole school food policy that sets 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 and
- the school's strategy to increase the take-up of school lunches.

Further information

<https://www.gov.uk/government/publications/school-food-standards-resources-for-schools/school-food-guidance-for-governors>

<https://www.gov.uk/government/publications/standards-for-school-food-in-england/school-food-in-england>

Discuss the above suggestions and work with senior leaders to ensure your school has a whole school food policy as per the information.

Contact:

Name: Kim Sullivan
Title: School Meals Assistant Manager
Tel: 0151 511 6064
Email: Kim.sullivan@halton.gov.uk

Governor Actions:

- FOR INFORMATION

2.17

Performance Management

In the Autumn Term, school leaders undertake a final review / appraisal with teaching staff so that merited pay awards can be applied or not (back dated to September 1st, 2023), according to circumstances. These meetings need to be completed by October 31st, 2023, and every teacher should receive information about their pay for the coming year.

This term, those governors/trustees appointed to the Headteacher performance management (HTPM) committee undertake a final review of their Headteacher's performance. The final HTPM appraisal meeting must, in a maintained school, be supported by an external adviser, so it would be prudent to set this date ASAP with the chosen external adviser. This meeting **must** take place before 31st December 2023. See the link below to the Headteacher standards which can support this process. These standards are available to support governors/trustees in the setting of appraisal objectives. Academies do not need to have an external adviser to support this process, but it is advisable to check your scheme of delegation to confirm this.

Further information

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-Headteachers/Headteachers-standards-2020>

Contact:

Name: Jill Farrell
Title: Operational Director for Education, Inclusion & Provision
Tel: 0151 511 7288
Email: jill.farrell@halton.gov.uk

Recommendation to Governors:

Check with leaders regarding the process for reviews of teaching staff.

- Carry out the review with Headteacher and refer to any notes from the mid-year review meeting and provide these notes for the external adviser to support the final review this Autumn Term.

Appoint an external adviser for the future HTPM meeting and arrange an autumn date for the review and the setting of new appraisal objectives.

2.18

Support Staff Pay Award and Teachers Pay Award: September 2023

Support Staff

UNISON have announced a ballot for industrial action. GMB and Unite members will be consulted based on a recommendation that the offer may be rejected. The next steps will be known in the Autumn Term. The national employers submitted an offer with effect from 1 April

2023:

- an increase of £1,925 (pro rata for part-time employees) to be paid as a consolidated, permanent addition on all National Joint Council (NJC) pay points 2 to 43 inclusive. This equates to a 9.42% pay increase for the lowest point through to 3.88% for the highest point on the scale.
- For those on pay points above the maximum of the pay spine, the employers have offered an increase of 3.88%.
- With effect from 1 April 2023, an increase of 3.88% on all allowances.

In addition, the employers have proposed exploratory conversations on the following aspects:

- A review of the pay spine, including looking at the top end, and discussions about the link between how remuneration can be used to improve retention.
- A review of all the 2013 role profiles to see whether any of the terminology needs refreshing to take account of, for example, technological advances and new ways of working that may have taken place over the last 10 years.

Further information

<https://www.local.gov.uk/about/news/council-employees-pay-offer-announced-4>

Teacher's pay award: 6.5% pay increase in 2023/2024

The government has accepted the School Teachers' Review Body's (STRB) recommendation for a 6.5% pay increase across all pay grades/allowances for the 2023/2024 academic year with additional uplifts to the bottom of the main pay scale to meet the government's commitment to a £30,000 salary as outlined in its [33rd report](#).

The government has said, however, that it will only provide extra funding for 3% of this rise. The remaining 3.5% will need to be funded from schools' own budgets. The DfE has indicated that this pay award will be reflected in salaries from September 2023.

It is anticipated that most schools will have been advised by their LA or Trust to budget for a 3.5% pay award from existing resources, as this was the recommendation originally made by the government to the STRB in February 2023.

In addition, the following information will be of interest to Boards to support their schools: -

- Establishment of a £40million 'hardship fund' for schools facing specific financial difficulties because of this offer.
- A commitment to urgently establish a workload reduction taskforce with the unions with initial recommendations by October 2023.
- A commitment from the government for talks with the unions, Department for Education (DfE) and the new chief inspector of schools to review all aspects of inspection.
- School's specific allocation can be found at [published funding allocations](#) for mainstream schools, so that each Headteacher can find out exactly what they will receive. Allocations are based on a grant and not a formula.
- The DfE has published a pay calculator which may be helpful. There is a link in the Further Information section.

The pay award applies to all teachers and leaders in maintained schools.

Non-maintained schools, including free schools and academies, as usual, have the freedom to set their own pay policies. These schools are not obliged to follow the statutory arrangements set out in the [School Teachers' Pay and Conditions Document](#) although many choose to do so.

General school funding through the National Funding Formula (NFF)

The additional funding for teachers' pay will come through a teachers' pay [additional grant](#) paid on top of the NFF in both 2023-24 and 2024-25.

Overall, core schools funding for both mainstream schools and high needs, and including the teachers' pay additional grant, is increasing by over £1.8 billion in 2024-25 compared to the previous year. This is on top of a £3.9 billion increase in 2023-24.

The minimum per pupil funding levels will also increase by 2.4% compared to 2023-24 – at least £4,655 per primary pupil, and £6,050 per secondary pupil. Local authorities will be allocated funding in 2024-25 based on falling rolls, as well as growth.

This funding can be used to support schools which see a short-term fall in the number of pupils on roll.

Further information

[Calculate teacher pay - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

<https://www.gov.uk/government/publications/evidence-to-the-strb-2023-pay-award-for-teachers-and-leaders>

[Teachers' pay additional grant - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[School Teachers' Review Body 33rd Report 2023 – CP 881 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Contact:

Name: Naheem Shafiq

Title: Principal Finance Officer

Tel: 0151 511 8680

Email: Naheem.shafiq@halton.gov.uk

Recommendation to Governors:

- Pay is dependent on the policies of your school, and progression will depend on the appraisal process - please ensure all these policies are up to date.
- Reflect on the implications for school budgets and adjust accordingly.
Ask the question...is your school eligible for the additional grant to support the pay award?

2.19

Flexible Working

Flexible working is an essential part of the workplace for many, yet there are challenges in implementing it in multi-academy trusts and schools and there is further to go in embedding flexible working approaches in comparison to other industries.

Boosting flexible working is also a key pillar of the Department for Education (DfE)'s strategy to recruit new teachers and help retain the existing workforce. With the aim of modernising working conditions, through offering a range of working patterns that better suit teachers and leaders, it is possible to improve staff wellbeing, and create a more diverse teacher and leader workforce.

Capita has been awarded a contract to deliver a programme of practical support and to promote flexible working practices in English schools and multi-academy trusts, alongside delivery partner Flexible Teacher Talent. Boosting flexible working is a key pillar of the Department for Education (DfE)'s strategy to recruit new teachers and help retain the existing workforce.

Further information

To see how your school can benefit from improving its working practices visit the [Flexible Working Programme website](#)

or contact Richard.jarrott@capita.com

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| | <p>Contact:</p> <p>Name: Richard Jarott Title: Capita Tel: Email: Richard.jarrott@capita.com</p> <p>Governor Actions:</p> <ul style="list-style-type: none"> When you receive an application for flexible working, seek advice and visit the website. |
| 2.20 | <p>Revised Standards for School Business Leaders/Business Professionals</p> <p>As well as their role in supporting effective operational management, business professionals working at all levels in schools and trusts, contribute towards effective financial and governance compliance, risk management and identifying resources.</p> <p>Those governing will be interested to know that the Institute of School Business Leadership (ISBL), have revised their professional standards, which set clear expectations and encourage continuous professional development of all those involved in school business leadership.</p> <p>The standards are recognised by all education stakeholders and are referenced in the Academy Trust Handbook</p> <p>Further information</p> <p>ISBL Professional Standards — ISBL</p> <p>Contact:</p> <p>Name: Naheem Shafiq Title: Principal Finance Officer Tel: 0151 511 8680 Email: Naheem.shafiq@halton.gov.uk</p> <p>Governor Actions:</p> <ul style="list-style-type: none"> Ensure that leaders review the impact of your school business staff and ask relevant staff to reflect on the revised standards. This might support objectives for business professionals. |
| 2.21 | <p>Employment Tribunal Claims</p> <p>As you will be aware, over the past couple of years a number of issues have arisen about the way in which pay for annual leave has been historically calculated for those employees who do not work for the full year (i.e., term-time only/other part year workers). This resulted in a revised pay formula to ensure that employees receive financial recompense for their annual leave entitlement in accordance with the law.</p> <p>Following a high-profile case making it to the Supreme Court, many schools and managers within the Borough received Employment Tribunal (ET) claims from individual employees on the back of it. Halton Council has been dealing with such claims (where it is the direct employer). The Council engaged a firm of external solicitors to deal with these claims on its behalf. Discussions are still ongoing between our solicitors and the representatives for each of the claimants and we hope that we are able to resolve them without redress via a formal Employment Tribunal Hearing and we will keep you updated on this over the coming months.</p> <p>For those schools' which are the direct employer of any claimants, you will be in a similar process or may even have achieved a satisfactory resolution already.</p> |

Any School who has a query regarding an ET claim should direct them to their HR/Employment Relations advisers.

Contact:

Name: Donna Forster

Title: Acting Service Manager – Employment Relations

Tel: 0151 511 8840

Email: employment.relations@halton.gov.uk

Recommendation to Governors:

- Governors should note the update.
- Where Halton BC is the direct employer of school employees, any queries should be directed to your payroll/HR provider.

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Please see the below Governors Conference Flyer:



Governors Halton
Conference 2023.pd