

# New governor training 2019-20



# Contents

- Welcome to SAT
- About SAT
- LGB Governance
- Annual declarations and ways of working
- Safeguarding basics
- SEND and behaviour

**“making a difference  
to the life chances of  
children and young  
people across the  
East Midlands.”**

# Our schools





# Trust governance









# Working with LGBs

# Responsibilities

Safeguarding

Data & attainment

Pupil Premium

Health and safety

Exclusions

Complaints



# Governance

Scheme of delegation

Governance Handbook

Governor training

Clerks' Network

Annual declarations

Governance calendar & ways of working

# Safeguarding

# Key principles

- Everyone who comes in to contact with children and their families has a role to play in safeguarding children
- All **governors**, employees, trainees and **volunteers** have a responsibility and role to play to identify concerns, share information appropriately and take prompt **action**
- Anyone working in school must maintain an attitude of “**it could happen here**” where safeguarding is concerned
- When concerned about a child’s welfare, employees will always act in the **best interests** of a pupil or student

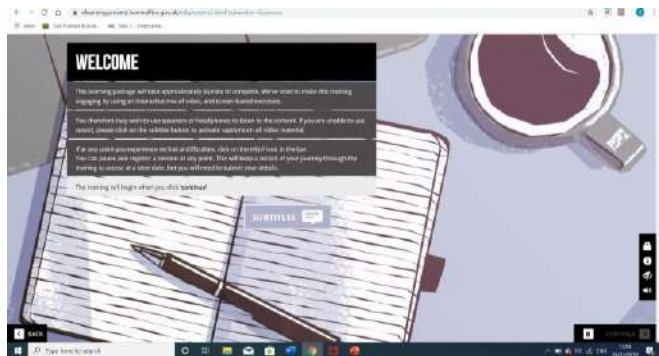


# We do this by...

- **Prevention** (e.g. positive Academy atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring employees are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and Academy employees and to children who may have been abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken)
- Considering **vulnerable** children

Neglect, physical abuse, sexual abuse and emotional abuse - Bullying, including cyber bullying (e.g. by text message, or via social media) and prejudice based bullying - Peer on Peer abuse - Racist, disability and homophobic, biphobic or transphobic abuse - Gender based violence/violence against women and girls- Extremist behaviour i.e. radicalisation - Child sexual exploitation and human trafficking - The impact of new technologies, including 'sexting' and accessing pornography - Substance misuse by the child or young person - Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage - Child Abuse linked to faith or belief - Fabrication or induction of illness in a child - Mental health issues including self-harming - Child Trafficking - Issues which may be specific to a local area or population, for example gang activity and youth violence.

# Prevent duty



The Principal and CoG will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand risk and build capabilities to deal with issues arising
- Ensure all staff (governors and volunteers) implement the duty to prevent radicalisation
- Link to free training [here](#)



SEND

# SEND

- SEND > a child who has a difficulty or disability which makes learning harder for them than for other children their age
- Categories of additional need: communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs
- 1/5 children will have SEN at some point
- SEND may be identified by a teacher and **SENCO** using the **SEND Code of Practice**
- Schools are likely then to take a graduated approach, offering additional support as required
- SEN statements should be reviewed annually

# EHCP

- Children with SEN may be eligible for an **EHCP**
- Anyone may request assessment, LA is responsible
- LA should create EHCP within 16 weeks. Parents are then asked for comments.
- LA has 20 weeks from assessment to provide final EHCP
- Personal budgets may be available for children with EHCPs
- Demand for EHCPs substantially outweighs capacity
- EHCPs should be reviewed at least annually (every 3-6 months in Early Years) and by request



# Behaviour

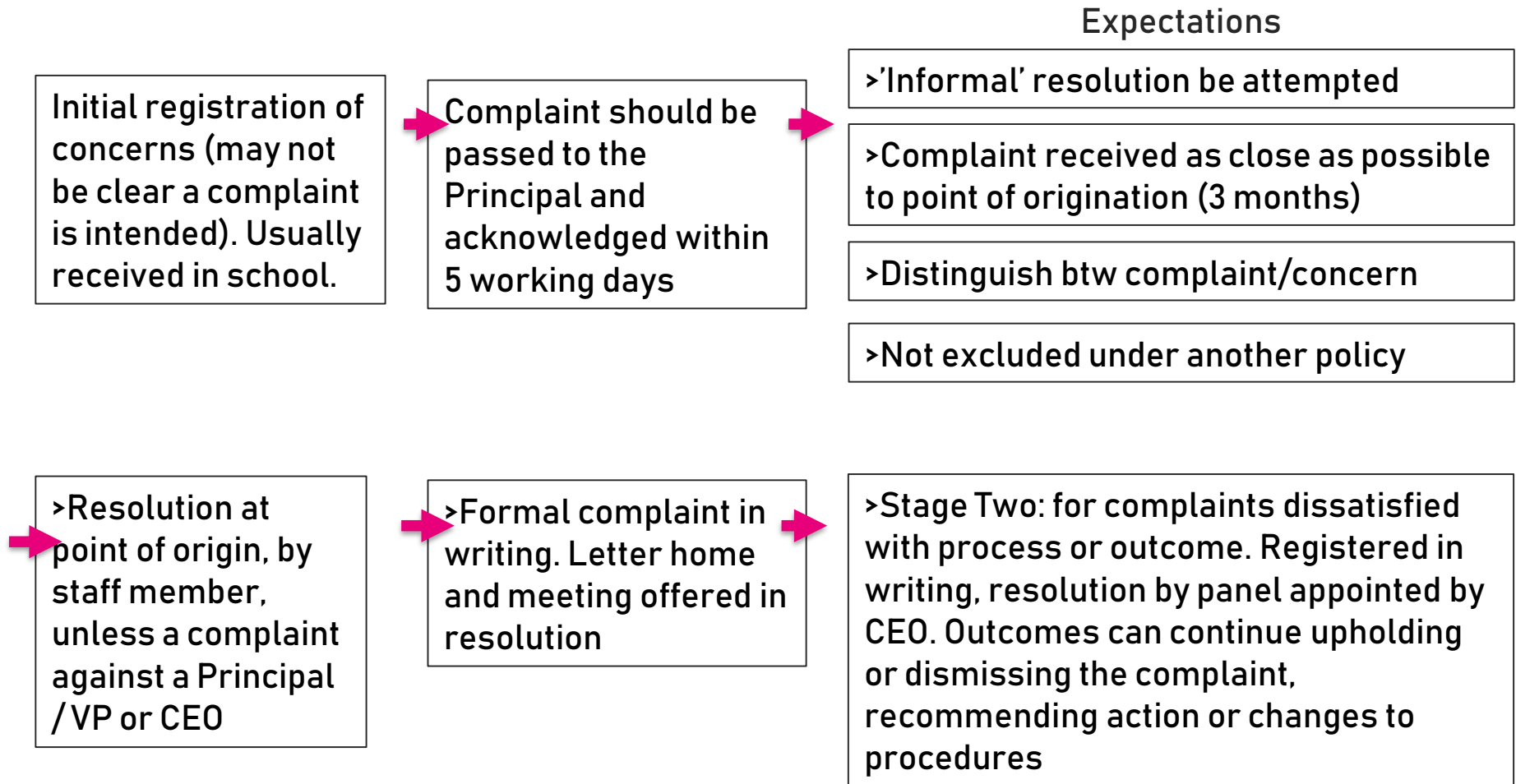
# Behaviour

- All schools must have a behaviour policy setting out approaches and sanctions, including exclusion
- All schools should have a written policy on use of reasonable force
- Restraint training is provided to all schools
- Academies must have an exclusions policy and process
- Use of fixed term and permanent exclusion
- What is the role of the exclusion panel?
- What role do governors play in exclusion?
- What factors must be considered when an exclusion is reviewed?

# Managing complaints

- LGB role in complaints handling
- Complaints Policy and Process
- Escalation processes
- Limits on responsibility
- OFSTED, ESFA and others

# Complaints Process



No further right of appeal

# Time for questions



Consonant digraphs

f	l	m	n	r	s	v	z
ff	ll	mm	nn	rr	ss	ve	zz
ph	le	mb	kn	wr	se	c	se
					ce		

Consonant digraphs

b	c	d	g	h	j	p	qu	t	v
bb	k	dd	gg		g	pp		tt	w
	ck				ge				
	ch				dge				

Vowel sounds

a	e	i	o	u	ay	e
	ea				a-e	t
					ai	e

Vowel digraphs

oo	oo	ar	or	air	ir	ou	oy
u-e		oor	are	ur	ow	oi	
ue		ore		er			
ew		aw	au				