

# Monthly Governor Bulletin

## ESSENTIAL READING FOR CHAIRS, HEADS AND CLERKS

### In January 2008's Bulletin...No. 50

#### DIRECTOR'S ITEMS *(items and appendices on PINK paper)*

| Item | Title                     | Attention     |
|------|---------------------------|---------------|
| 1.   | Message from the Director | All Governors |

#### ACTION ITEMS *(items and appendices on PINK paper)*

| Item | Title                                    | Action by date | Attention                   |
|------|--|----------------|-----------------------------|
| 2.   | Managing Attendance Policy and Procedure | 1 April 2008   | Chair of Staffing Committee |

#### CONSULTATION ITEMS *(items and appendices on GREEN paper)*

| Item | Title  | Action by date   | Attention          |
|------|--|------------------|--------------------|
| 3.   | Consultation 2009/2010 Proposed Admission Arrangements | 1 March 2008     | Chair of Governors |
| 4.   | Term Dates 2009/10                                     | 29 February 2008 | Chair of Governors |

#### INFORMATION & GUIDANCE ITEMS

##### *(items and appendices on YELLOW paper)*

| Item | Title   | Attention                                   |
|------|---|---|
| 5.   | Child protection information and the Data Protection Act            | Chair /Headteacher                          |
| 6.   | Workforce Modernisation-the new 'Remodelling'                       | Chair/Chair of Staffing                     |
| 7.   | Headteachers' Performance Management Process                        | Chair of Heads Performance Review Panel     |
| 8.   | Headteacher and Deputy Headteacher Recruitment – Guidance Available | Chair of Governors                          |
| 9.   | Extended Schools Partnerships                                       | Chair of Governors                          |
| 10.  | Associate Members – A Reminder                                      | Chair/Chairs of Committees/Clerk            |
| 11.  | Governor's Personal Conduct   | Chair of Governors/Clerk                    |
| 12.  | Consultant/Support Governor Programmes                              | Chair/ Headteacher                          |
| 13.  | Health & Safety: Governors Update                                   | Health & Safety Governor                    |
| 14.  | Improving Performance Through Staff Wellbeing                       | Chair of Staffing/ Health & Safety Governor |
| 15.  | Teachers' Pensions and Governors                                    | Chair of Staffing Committee                 |
| 16.  | Proof of right to work in the UK                                    | Chair of Staffing Committee                 |
| 17.  | 2007 Bristol Grade Pay Scales reminder                              | Chair of Staffing Committee                 |
| 18.  | School Funding Settlement 2008-2011                                 | Chair of Finance Committee                  |
| 19.  | Guidance on use of biometric systems                                | Chair of Governors                          |

|     |   |                                 |
|-----|---|---------------------------------|
| 20. | Revision of Code of Conduct for Penalty Notices | Chair of Governors              |
| 21. | Keeping Schools Open in Bad Weather             | Chair of Governors              |
| 22. | Education and Skills Bill                       | Chair of Governors              |
| 23. | 16-19 Funding                                   | Chair of Finance<br>(Secondary) |

## TRAINING AND CONFERENCE ITEMS

*(items and appendices on BLUE paper)*

| Item | Title  | Attention            |
|------|--|----------------------|
| 24.  | Calling Clerks!                                      | Clerk                |
| 25.  | Bristol Governors' Forum                             | All Governors        |
| 26.  | Black and Minority Ethnic Governors' Support Network | All Governors        |
| 27.  | RAISE on-line training – Change of Venue             | All Governors        |
| 28.  | Chairs Briefings                                     | Chair of Governors   |
| 29.  | Central Training Programme                           | All Governors/Clerks |

NB. Please could clerks ensure that those governors mentioned as the target audience, for example finance committee members, health and safety governor, receive a copy of that item.

**Governor Development Service**  
 Bristol Education Centre, Sheridan Road, Horfield, Bristol, BS7 0PU  
 Tel: 0117 903 1396      Email: [gds@bristol.gov.uk](mailto:gds@bristol.gov.uk)  
 THIS DOCUMENT IS AVAILABLE ON LINE AT:  
 Website: <http://www.bristol-cyps.org.uk/services/gds/gds.html>

# **DIRECTOR'S ITEMS**

## **1. MESSAGE FROM THE DIRECTOR**

Dear Chairs of Governors

### **SHARED PRIORITIES**

I hope that you enjoyed a restful and happy Christmas break and that the New Year has started well for you and your team.

As promised, I am writing to provide an update on some of the strategic issues and priorities that we will be working on together over the next two terms.

### **Support for Special Educational Needs**

The outcomes of the SEN Task and Finish Group are now being implemented and the way we work together to support pupils with special educational needs is significantly changing.

Work is underway to separate SEN funding from Statements, and an external adviser has been commissioned to make recommendations based on best practice elsewhere in the country. He will be reporting back in January/February and the school based members of the Task and Finish group will be invited to comment on the outcomes and present additional ideas for implementation.

Other strands of SEN funding are also being reviewed so that SEN resources can be distributed in less complex ways and under a single heading.

To reflect these developments the Learning and Behaviour Support services are currently being reviewed and re-organised. Both services will have an enhanced role to support schools where children with SEN are not making sufficient progress. Learning Improvement Consultants will ensure that the analysis of pupil and school level data for pupils with SEN is of high quality and that the most appropriate programmes and provision are in place. Core Behaviour Improvement Teachers are re-locating to each of the three areas of the City with a more direct linkage to Pupil Referral Units. This aims to strengthen multi agency working arrangements on the ground to support vulnerable children and to improve transitions between PRU and mainstream provision.

Consultation on proposals to reduce the over-capacity in our residential BESD provision has been taking place over recent weeks. Proposals include the closure of Kingsdon Manor School and the redirection of resources to rebuild Florence Brown School for pupils with BESD, learning difficulties and associated challenging behaviour. This will provide a south Bristol provision for Key Stage 2, 3 and 4 pupils to match the provision in the north based at Woodstock and Bristol Gateway Schools.

### **Reducing Exclusions**

The Exclusions Task and Finish group is now established and has met twice. The challenge for the group is to identify the causal factors leading to high rates of exclusion in Bristol and the key actions needed to address these factors.

Work undertaken by the group so far has demonstrated that there is within Bristol pockets of good practice but that we lack effective city-wide systems to ensure consistency of good practice across the whole city. The group is now exploring the potential of the Common Assessment Framework to resolve these system issues.

In addition to this inconsistency in practice within schools in managing challenging pupil behaviour, the group has identified a systemic lack of confidence in the way that support services are structured to be preventative. Again, there are pockets of good practice, but young people excluded from school have told the group that having someone to go to when they need support is the most effective way to manage their anxieties and behaviour in school. Although this is practice in some schools, the evidence is that it is not yet the norm.

The group has identified key stages of transition as being times when early intervention is most critical. Many Heads and teachers recognise this, but have expressed a lack of confidence in their referrals being acted upon because the level of concern is below agreed thresholds. One of the key challenges in Bristol, therefore, is to ensure that the emerging Multi-agency Locality arrangements deliver speedy and effective prevention and early intervention services to schools. There are already some excellent examples of this happening, and a significant number of exclusions were effectively prevented towards the end of last term.

It is evident that specific groups of children and young people are vulnerable to exclusion. Children from BME communities, children in care and children with special educational needs are vulnerable groups over-represented in exclusions. This is unacceptable and will be the specific focus of the next meeting of the Task and Finish group.

The group will be publishing its recommendations for action in the coming weeks.

### **Attainment**

The publication of the officially confirmed school performance results at Key Stage 2 (November) and Key Stage 4 (January) reminds us of the major challenge of raising attainment for all pupils in Bristol.

Many city schools made big gains in 2007. These schools demonstrate the central importance of rigorous pupil progress tracking, and high quality teaching and leadership focused on ensuring good progress for all. We can be proud of the six Bristol schools and settings which were in the HMCI list of Outstanding Schools in November 2007. The consultant leader and consultant governor programmes are developing strongly in both primary and secondary phase. A series of best practice workshops in December showcased highly effective work in the teaching of literacy, numeracy, tracking and support for EAL in a number of our primary schools.

However, we also know that we still have too many pupils who are not making the expected progress, particularly as they move through Key Stage 1 into Key Stage 2, and in Key Stage 3. The Foundation Stage Profile highlights the need for early intervention to address inequalities in outcomes and life chances. Whilst such early intervention is vital we know also that tailored additional support, well matched to pupils' learning needs, can make a real difference even with our current Year 6 and Year 11. Alongside the existing national strategy support programmes, DCSF have released some additional resources to Bristol to accelerate the improvement of a number of primary schools from 'satisfactory' to 'good' and better, and to support further gains in English and Maths at Key Stage 4.

Governors have a particularly key role to play in raising achievement, by ensuring that aspirations are pitched at the level of FFT D estimates and requiring regular reports on the progress of pupils, and on action taken where any are beginning to fall behind.

## **Primary Review**

Following recent consultation the Primary Review has now moved to a second stage. This is an exciting time as significant capital resources become available for primary schools. Officers will soon be meeting with individual Heads and governing bodies to discuss plans that affect them. Proposals will be set out in a document called the Strategy for Change which needs to be submitted to DCSF in June to secure capital funding.

## **Business Transformation**

Having established an integrated structure for children's services within the local authority, the challenge now is to transform our business practices. In this context, Nick Jarman joins the CYPs Directorate this January as an Interim Programme Director.

Nick will be helping us to scope an organisational blueprint for the future and to move from our current position of being a predominantly direct provider of children's services to being a strategic commissioner of children's services.

Nick has a successful track record of interim management in a wide range of local authorities, including the role of Interim Director of Children's Services. He and I will liaise with the Chairs of the Headteachers, Governors and Schools forums as this work develops.

## **Children and Young People's Plan**

The final version of Bristol's updated Children and Young People's Plan (CYPP) will be available from 15 January and can be viewed or downloaded at: [www.bristol-cyps.org.uk/policies/cypp-plan-refresh.html](http://www.bristol-cyps.org.uk/policies/cypp-plan-refresh.html)

We will be sending an Executive Summary to you shortly to provide an overview of this year's strategic priorities for action.

This is an important document for Headteachers and Chairs, as all schools are required to take account of the shared priorities of the local authority, as set out in the CYPP, in developing their own improvement plan.

Government has also recently published its new Children's Plan, *Building brighter futures*. This sets out Government's ambitions for improving children and young people's lives over the next decade, and how it intends to achieve them.

Both the full document (170 pages) and the Executive Summary (20 pages) can be viewed or downloaded at: <http://www.dfes.gov.uk/publications/childrenplan/>

## **Summary**

Thank you for all your hard work and commitment, and on your achievements. I look forward to seeing you at the next Heads' meetings and to working with you over the coming months to make an even greater difference for children, young people and their families.

Yours sincerely,



**Heather Tomlinson**  
**Director of Children & Young People's Services**

## **ACTION ITEMS**

*Attn: Chair of Staffing Committee*

### **2. Managing Attendance Policy and Procedure**

A new model Managing Attendance Policy and Procedure document has been produced by Human Resources. This replaces the Sickness Absence Policy and Procedures and is recommended to all schools for adoption effective from 1 April 2008.

A copy of the Policy and Procedures, together with an explanatory letter, is enclosed with the chair's mailing. Copies have also been sent direct to each headteacher via the on-line schools bulletin and the documents are also available on the LA website under *bristol-cyps.org.uk/services/personnel/schools-policies.html* under "legally required policies and procedures".

**Contact: Your HR Adviser. Email: [brpeshrt@bristol.gov.uk](mailto:brpeshrt@bristol.gov.uk)**

## CONSULTATION ITEMS

*Attn: Chair of Governors*

### 3. 2009/2010 Proposed Admission Arrangements Consultation

Consultation on the proposed admission arrangements (**including admission numbers**) for the academic year 2009/2010 begins later this month with a closing date of 1 March 2008.

A summary of the proposed arrangements will be circulated with the next governor mailing. Details will be available on the website [www.bristol-cyps.org.uk/schools/admissions](http://www.bristol-cyps.org.uk/schools/admissions)

**Contact: Jane Penrose, Admissions Manager , Tel: 0117 903 7680**  
[jane.penrose@bristol.gov.uk](mailto:jane.penrose@bristol.gov.uk)

*Attn: Chair of Governors*

### 4. Term Dates 2009/10: Consultation

Please find attached at appendix 1 information and response form relating to proposed term and holiday dates for 2009/10.

Your views are very welcome. Please return your response form to the Admissions Team as indicated.

**Contact: Jane Penrose, Admissions Manager, Tel: 0117 9037680,**  
[jane.penrose@bristol.gov.uk](mailto:jane.penrose@bristol.gov.uk)





To: All Chairs of Governors  
All Headteachers  
Bristol Diocese/Clifton Diocese  
Unions  
Bath & North East Somerset Local Authority  
North Somerset Local Authority  
South Gloucestershire Local Authority  
Academies in Bristol and Academies expected to open by September 2008

Contact: Mrs J Penrose  
Tel: (0117) 903 7694  
Email: [jane.penrose@bristol.gov.uk](mailto:jane.penrose@bristol.gov.uk)  
Date: January 2008

Dear Colleague

### **Consultation on School Term and Holiday Dates for the School Year 2009/2010**

There have been discussions between Local Authorities in the South West Region to try to enable, as far as possible, common proposed dates. Two possible options have been agreed for consultation as set out below and in the attached documents. Unusually, there has not been a consensus of opinion on the preferred options but the option preferred by Bristol Council is Option A as recommended by the Local Government Association.

**Option A:** Option A sets out a model based on 195 days as recommended by the Local Government Association with a start date of 3 September 2009 and a one week October break. Schools would be responsible for identifying five days for in service training within the proposed 195 days.

**Option B:** Option B sets out a model based on 195 days starting on 1 September (as proposed when school term and holiday dates were consulted on for 2008/2009) and with a seven day October break. This is the option preferred by Wiltshire Council. Schools would be responsible for identifying five days for in service training within the proposed 195 days.

Gloucestershire Council have expressed a preference for a 190 day option with the five in service days identified outside the identified 190 days.

I would welcome your comments on these proposals regarding:

- Your preference for the LA to set either Option A or Option B; term starting on 3 or 1 September and schools having either a five or seven day October break.

- Any comments on the pattern of terms, holidays and dates
- Any other comments

It is intended to submit a post consultation report to the Directorate of Children and Young People's Services in March. The dates will then be published.

I would be grateful if you could let me have your response by no later than **Friday, 29 February 2008**.

Yours sincerely

**Jane Penrose**  
School Admissions Manager



**CONSULTATION ON SCHOOL TERMS AND HOLIDAY DATES  
FOR THE SCHOOL YEAR 2009/2010**

Please tick the appropriate boxes and add any comments you wish. Please return your form by Friday, 29 February 2008 to:

**School Admissions  
Children and Young People's Services  
PO Box 57  
College House  
BRISTOL BS99 7EB**

1. Please tick which option you prefer:

- OPTION A – term starting on 3 September 2009 and a five day October break (see enclosed calendar)
- OPTION B – term starting on 1 September 2009 and a seven day October break (see enclosed calendar )

2. I am a:

- Governor
- Headteacher
- Other member of school staff
- Union representative
- Diocesan representative
- Other (please specify)

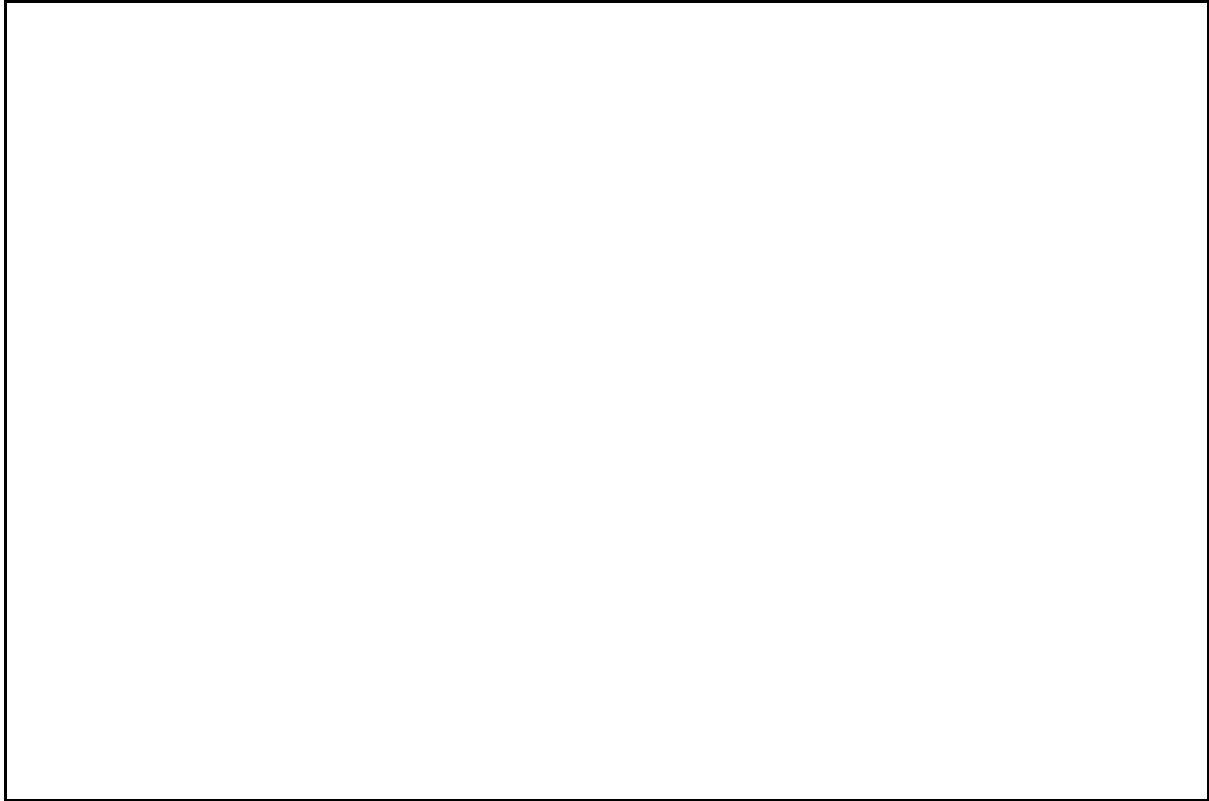
3. Type of school/organisation:

- Early Years
- Primary
- Secondary
- Special
- Other (please specify)

If you have any further comments, please use the space on the other side of this page. Thank you for taking the time to complete this form.

**CONSULTATION ON SCHOOL TERMS & HOLIDAY DATES  
FOR THE SCHOOL YEAR 2009/2010**

**Comments:**





**Thank you for taking the time to complete this form.**

**Commitment to Consultation**

Bristol City Council is committed to listening and responding to citizens' views. When the council consults it will provide clear and balanced background information to help you reach a view. The council will allow time for you to consider information and will make it clear how you can submit your views. After the consultation has closed the council will publish feedback on the range of views expressed and on how these have been used to inform decisions that are made. In return, the council asks that you keep your response short and to the point; that you make it clear whether you are responding individually or on behalf of an organisation or group; and that you respect other people's views, even when they are different from your own.

Option A: LGA Recommended Dates for the 2009/2010 School Year (195 days)

| SEPTEMBER |   |    |    |    |    | OCTOBER      |   |    |    |    | NOVEMBER |    |   |    |    |    |    |    |
|-----------|---|----|----|----|----|--------------|---|----|----|----|----------|----|---|----|----|----|----|----|
| M         |   | 7  | 14 | 21 | 28 | M            |   | 5  | 12 | 19 | 26       | M  |   | 2  | 9  | 16 | 23 | 30 |
| T         | 1 | 8  | 15 | 22 | 29 | T            |   | 6  | 13 | 20 | 27       | T  |   | 3  | 10 | 17 | 24 |    |
| W         | 2 | 9  | 16 | 23 | 30 | W            |   | 7  | 14 | 21 | 28       | W  |   | 4  | 11 | 18 | 25 |    |
| Th        | 3 | 10 | 17 | 24 |    | Th           | 1 | 8  | 15 | 22 | 29       | Th |   | 5  | 12 | 19 | 26 |    |
| F         | 4 | 11 | 18 | 25 |    | F            | 2 | 9  | 16 | 23 | 30       | F  |   | 6  | 13 | 20 | 27 |    |
| S         | 5 | 12 | 19 | 26 |    | S            | 3 | 10 | 17 | 24 | 31       | S  |   | 7  | 14 | 21 | 28 |    |
| Su        | 6 | 13 | 20 | 27 |    | Su           | 4 | 11 | 18 | 25 |          | Su | 1 | 8  | 15 | 22 | 29 |    |
| DECEMBER  |   |    |    |    |    | JANUARY 2010 |   |    |    |    | FEBRUARY |    |   |    |    |    |    |    |
| M         |   | 7  | 14 | 21 | 28 | M            |   | 4  | 11 | 18 | 25       | M  | 1 | 8  | 15 | 22 |    |    |
| T         | 1 | 8  | 15 | 22 | 29 | T            |   | 5  | 12 | 19 | 26       | T  | 2 | 9  | 16 | 23 |    |    |
| W         | 2 | 9  | 16 | 23 | 30 | W            |   | 6  | 13 | 20 | 27       | W  | 3 | 10 | 17 | 24 |    |    |
| Th        | 3 | 10 | 17 | 24 | 31 | Th           |   | 7  | 14 | 21 | 28       | Th | 4 | 11 | 18 | 25 |    |    |
| F         | 4 | 11 | 18 | 25 |    | F            | 1 | 8  | 15 | 22 | 29       | F  | 5 | 12 | 19 | 26 |    |    |
| S         | 5 | 12 | 19 | 26 |    | S            | 2 | 9  | 16 | 23 | 30       | S  | 6 | 13 | 20 | 27 |    |    |
| Su        | 6 | 13 | 20 | 27 |    | Su           | 3 | 10 | 17 | 24 | 31       | Su | 7 | 14 | 21 | 28 |    |    |
| MARCH     |   |    |    |    |    | APRIL        |   |    |    |    | MAY      |    |   |    |    |    |    |    |
| M         | 1 | 8  | 15 | 22 | 29 | M            |   | 5  | 12 | 19 | 26       | M  |   | 3  | 10 | 17 | 24 | 31 |
| T         | 2 | 9  | 16 | 23 | 30 | T            |   | 6  | 13 | 20 | 27       | T  |   | 4  | 11 | 18 | 25 |    |
| W         | 3 | 10 | 17 | 24 | 31 | W            |   | 7  | 14 | 21 | 28       | W  |   | 5  | 12 | 19 | 26 |    |
| Th        | 4 | 11 | 18 | 25 |    | Th           | 1 | 8  | 15 | 22 | 29       | Th |   | 6  | 13 | 20 | 27 |    |
| F         | 5 | 12 | 19 | 26 |    | F            | 2 | 9  | 16 | 23 | 30       | F  |   | 7  | 14 | 21 | 28 |    |
| S         | 6 | 13 | 20 | 27 |    | S            | 3 | 10 | 17 | 24 |          | S  | 1 | 8  | 15 | 22 | 29 |    |
| Su        | 7 | 14 | 21 | 28 |    | Su           | 4 | 11 | 18 | 25 |          | Su | 2 | 9  | 16 | 23 | 30 |    |
| JUNE      |   |    |    |    |    | JULY         |   |    |    |    | AUGUST   |    |   |    |    |    |    |    |
| M         |   | 7  | 14 | 21 | 28 | M            |   | 5  | 12 | 19 | 26       | M  |   | 2  | 9  | 16 | 23 | 30 |
| T         | 1 | 8  | 15 | 22 | 29 | T            |   | 6  | 13 | 20 | 27       | T  |   | 3  | 10 | 17 | 24 | 31 |
| W         | 2 | 9  | 16 | 23 | 30 | W            |   | 7  | 14 | 21 | 28       | W  |   | 4  | 11 | 18 | 25 |    |
| Th        | 3 | 10 | 17 | 24 |    | Th           | 1 | 8  | 15 | 22 | 29       | Th |   | 5  | 12 | 19 | 26 |    |
| F         | 4 | 11 | 18 | 25 |    | F            | 2 | 9  | 16 | 23 | 30       | F  |   | 6  | 13 | 20 | 27 |    |
| S         | 5 | 12 | 19 | 26 |    | S            | 3 | 10 | 17 | 24 | 31       | S  |   | 7  | 14 | 21 | 28 |    |
| Su        | 6 | 13 | 20 | 27 |    | Su           | 4 | 11 | 18 | 25 |          | Su | 1 | 8  | 15 | 22 | 29 |    |

Key:  Bank Holiday  
 School Holiday Date

**Bank and Public Holidays 2009/2010**

|                     |                  |
|---------------------|------------------|
| Summer Bank Holiday | 31 August 2009   |
| Christmas Day       | 25 December 2009 |
| Boxing Day          | 26 December 2009 |
| Bank Holiday        | 28 December 2009 |
| New Years Day       | 1 January 2010   |
| Good Friday         | 2 April 2010     |
| Easter Monday       | 5 April 2010     |
| May Day Holiday     | 3 May 2010       |
| Spring Bank Holiday | 31 May 2010      |
| Summer Bank Holiday | 30 August 2010   |

Term 1 = 37  
 Term 2 = 35  
 Term 3 = 30  
 Term 4 = 29  
 Term 5 = 29  
 Term 6 = 35  
**Total = 195 days**

Proposed return date 1 September 2010

This option sets out a model based on 195 days. Schools would be responsible for identifying 5 days for in service training within the 195 days.

**Option B: South West LAs alternative dates for the 2009/2010 School Year (195 days)**

| SEPTEMBER |   |    |    |    |    | OCTOBER      |   |    |    |    |    | NOVEMBER |   |    |    |    |    |    |
|-----------|---|----|----|----|----|--------------|---|----|----|----|----|----------|---|----|----|----|----|----|
| M         |   | 7  | 14 | 21 | 28 | M            |   | 5  | 12 | 19 | 26 | M        |   | 2  | 9  | 16 | 23 | 30 |
| T         | 1 | 8  | 15 | 22 | 29 | T            |   | 6  | 13 | 20 | 27 | T        |   | 3  | 10 | 17 | 24 |    |
| W         | 2 | 9  | 16 | 23 | 30 | W            |   | 7  | 14 | 21 | 28 | W        |   | 4  | 11 | 18 | 25 |    |
| Th        | 3 | 10 | 17 | 24 |    | Th           | 1 | 8  | 15 | 22 | 29 | Th       |   | 5  | 12 | 19 | 26 |    |
| F         | 4 | 11 | 18 | 25 |    | F            | 2 | 9  | 16 | 23 | 30 | F        |   | 6  | 13 | 20 | 27 |    |
| S         | 5 | 12 | 19 | 26 |    | S            | 3 | 10 | 17 | 24 | 31 | S        |   | 7  | 14 | 21 | 28 |    |
| Su        | 6 | 13 | 20 | 27 |    | Su           | 4 | 11 | 18 | 25 |    | Su       | 1 | 8  | 15 | 22 | 29 |    |
| DECEMBER  |   |    |    |    |    | JANUARY 2010 |   |    |    |    |    | FEBRUARY |   |    |    |    |    |    |
| M         |   | 7  | 14 | 21 | 28 | M            |   | 4  | 11 | 18 | 25 | M        | 1 | 8  | 15 | 22 |    |    |
| T         | 1 | 8  | 15 | 22 | 29 | T            |   | 5  | 12 | 19 | 26 | T        | 2 | 9  | 16 | 23 |    |    |
| W         | 2 | 9  | 16 | 23 | 30 | W            |   | 6  | 13 | 20 | 27 | W        | 3 | 10 | 17 | 24 |    |    |
| Th        | 3 | 10 | 17 | 24 | 31 | Th           |   | 7  | 14 | 21 | 28 | Th       | 4 | 11 | 18 | 25 |    |    |
| F         | 4 | 11 | 18 | 25 |    | F            | 1 | 8  | 15 | 22 | 29 | F        | 5 | 12 | 19 | 26 |    |    |
| S         | 5 | 12 | 19 | 26 |    | S            | 2 | 9  | 16 | 23 | 30 | S        | 6 | 13 | 20 | 27 |    |    |
| Su        | 6 | 13 | 20 | 27 |    | Su           | 3 | 10 | 17 | 24 | 31 | Su       | 7 | 14 | 21 | 28 |    |    |
| MARCH     |   |    |    |    |    | APRIL        |   |    |    |    |    | MAY      |   |    |    |    |    |    |
| M         | 1 | 8  | 15 | 22 | 29 | M            |   | 5  | 12 | 19 | 26 | M        |   | 3  | 10 | 17 | 24 | 31 |
| T         | 2 | 9  | 16 | 23 | 30 | T            |   | 6  | 13 | 20 | 27 | T        |   | 4  | 11 | 18 | 25 |    |
| W         | 3 | 10 | 17 | 24 | 31 | W            |   | 7  | 14 | 21 | 28 | W        |   | 5  | 12 | 19 | 26 |    |
| Th        | 4 | 11 | 18 | 25 |    | Th           | 1 | 8  | 15 | 22 | 29 | Th       |   | 6  | 13 | 20 | 27 |    |
| F         | 5 | 12 | 19 | 26 |    | F            | 2 | 9  | 16 | 23 | 30 | F        |   | 7  | 14 | 21 | 28 |    |
| S         | 6 | 13 | 20 | 27 |    | S            | 3 | 10 | 17 | 24 |    | S        | 1 | 8  | 15 | 22 | 29 |    |
| Su        | 7 | 14 | 21 | 28 |    | Su           | 4 | 11 | 18 | 25 |    | Su       | 2 | 9  | 16 | 23 | 30 |    |
| JUNE      |   |    |    |    |    | JULY         |   |    |    |    |    | AUGUST   |   |    |    |    |    |    |
| M         |   | 7  | 14 | 21 | 28 | M            |   | 5  | 12 | 19 | 26 | M        |   | 2  | 9  | 16 | 23 | 30 |
| T         | 1 | 8  | 15 | 22 | 29 | T            |   | 6  | 13 | 20 | 27 | T        |   | 3  | 10 | 17 | 24 | 31 |
| W         | 2 | 9  | 16 | 23 | 30 | W            |   | 7  | 14 | 21 | 28 | W        |   | 4  | 11 | 18 | 25 |    |
| Th        | 3 | 10 | 17 | 24 |    | Th           | 1 | 8  | 15 | 22 | 29 | Th       |   | 5  | 12 | 19 | 26 |    |
| F         | 4 | 11 | 18 | 25 |    | F            | 2 | 9  | 16 | 23 | 30 | F        |   | 6  | 13 | 20 | 27 |    |
| S         | 5 | 12 | 19 | 26 |    | S            | 3 | 10 | 17 | 24 | 31 | S        |   | 7  | 14 | 21 | 28 |    |
| Su        | 6 | 13 | 20 | 27 |    | Su           | 4 | 11 | 18 | 25 |    | Su       | 1 | 8  | 15 | 22 | 29 |    |

Key:  Bank Holiday  
 School Holiday Date

**Bank and Public Holidays 2009/2010**

|                     |                  |
|---------------------|------------------|
| Summer Bank Holiday | 31 August 2009   |
| Christmas Day       | 25 December 2009 |
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| May Day Holiday     | 3 May 2010       |
| Spring Bank Holiday | 31 May 2010      |
| Summer Bank Holiday | 30 August 2010   |

Term 1 = 37  
 Term 2 = 35  
 Term 3 = 30  
 Term 4 = 29  
 Term 5 = 29  
 Term 6 = 35  
 Total = 195 days

Proposed return date 1 September 2010

This option sets out a model based on 195 days. Schools would be responsible for identifying 5 days for in service training within the 195 days.

**5. Child protection information and the Data Protection Act**

The sharing of child protection information has implications under the Data Protection Act that can be complex.

Schools are reminded that before considering sharing child protection information between schools (in the case of transfers, for instance), you must check the validity of the information and undertake a series of checks on the information, in order to ensure its compliance with the Data Protection Act and therefore ensure that the information sharing is lawful.

**Checklist before sharing personal data**

- The personal data held should be adequate for the purpose held, relevant and not excessive.
- The personal data should also not be kept for any longer than is necessary for the purpose/s for which it is held.
- Any excessive information that is not necessary for the purpose/s for which the information is held should be deleted/destroyed.
- All personal data held should be accurate and kept up to date.
- Any inaccurate information should be amended/rectified. If information is held which is contradictory, then this should be noted.
- Personal data should be protected against unlawful processing or accidental loss or damage. Therefore all personal data should, at least, be held securely in locked cabinets or under passwords (if electronically held).
- Sharing of information relating to child protection should take place between schools when a child moves from one school to another. The Child Protection file should be passed between schools at the time of transfer; this is in addition to the standard "Educational Record".

**Requests for personal data**

All personal data held is also subject to the "subject access provisions" of the Data Protection Act 1998. A child (or parent acting on behalf of their child) can request a copy of their Educational Record (and we must provide it within 15 school days). They can also request a copy of any personal data held about them, which could include data held on their child protection file.

Any request for personal data must be dealt with, within 40 days once the request has been received in writing, together with a fee of £10. The subject is usually entitled to all personal information held about them. This could be written by external agencies, third parties or be in the form of notes or reports etc. However they are entitled to their personal information only and not personal information of a third party. Therefore in general terms, we might disclose what has been said about the subject, but not who said it.

There may be some circumstances (particularly related to child protection) where we would not disclose certain information. If you require any further guidance regarding what should or should not be disclosed, please contact Andy Marshall (Legal Services) on 92 24639. Chris Stevens Educational Psychologist can be contacted on 90 37702, regarding child protection matters.

**Contact: Andy Marshall, Legal Services, Tel: 0117 902 4639  
andy.marshall@bristol.gov.uk**

## **6. Workforce Modernisation-the new 'Remodelling'**

The role of governors as strategic leaders is more critical than ever as they work with Heads and schools teams to make major decisions about schools and their future. It's a good time to take a fresh look at the statutory requirements of the National Workforce Agreement.

The purpose of the National Workforce Agreement is to raise standards and tackle workload.

Governors have a legal responsibility to ensure that teachers' contracts of employment are met in full, and have been tasked with ensuring the implementation of the National Workforce Agreement since schools staff trade unions, government and the employers' association signed up in 2003. Whilst there are areas of the requirements where we have done really well in Bristol, as this report shows there is still a significant amount of work to do to ensure we are fully compliant!

### ***The questions Governors now need to be asking are;***

- How are we monitoring the impact on standards of the National Workforce Agreement ?
- Is Dedicated Headship Time included as an integral part of the school year planner?

*If no, arrange a discussion with the head teacher as soon as possible as part of continuing professional development and performance management process.*

- Are we ensuring that resources are in place to allow consistent Leadership and Management time to take place?

*If no, arrange for Finance Committee and head teacher/senior leadership team to discuss resource implications as soon as possible.*

- Have we decided which governors or committee will take forward matters that need to be addressed regarding Workforce Development and Workforce Modernisation?

*If no, make decision at the next full governors meeting.*

### ***A Reminder of the timeline and the objectives of the National Agreement on Workforce Reform;***

#### **September 2003:**

Removal of administrative and clerical work – the "24 tasks"  
Work/life balance  
Leadership and management time

#### **September 2004:**

Limit on cover for absent teachers (initially 38 hours/year)

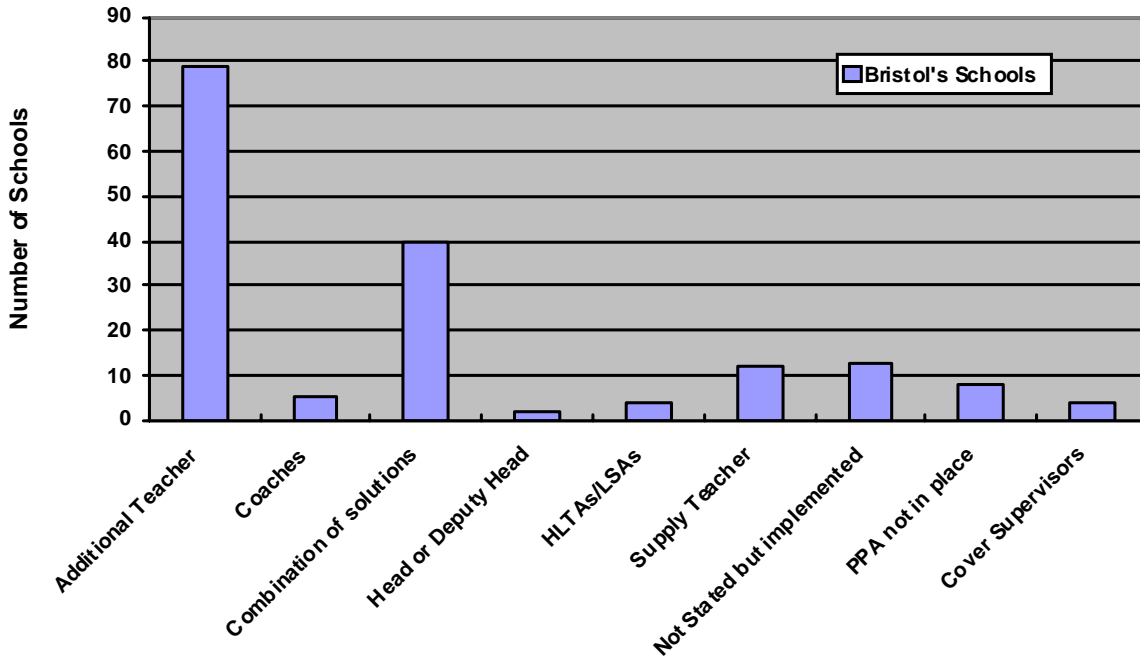
#### **September 2005:**

10% guaranteed time for Planning, Preparation and Assessment (PPA)  
Dedicated headship time  
Exam invigilation

## Schools Implementation of PPA Time for Teachers

This is a minimum of 10% of their timetabled teaching commitments for planning, preparation and assessment activities (PPA) and applies to all teachers at all maintained schools irrespective of phase, size or other considerations.

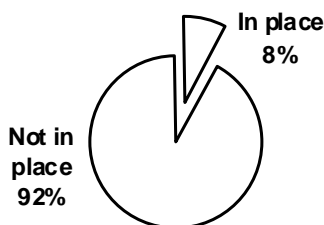
### How Schools make provision for PPA.



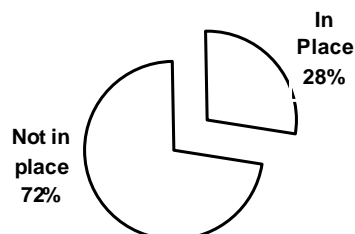
### Dedicated Headship Time

The national agreement states that Headteachers must have time to lead their schools and not just manage them. There are a very high proportion of schools where dedicated headship time is not fully in place which is a cause for concern. In response we are working with Anthony Austin (NAHT) and a number of headteachers on developing some guidance for governors and leadership teams on how to ensure dedicated headship time takes place regularly in all our schools. This will include a need to link it to Continued Professional Development for Headteachers and Leadership development plans.

#### Primary Schools



#### Secondary Schools

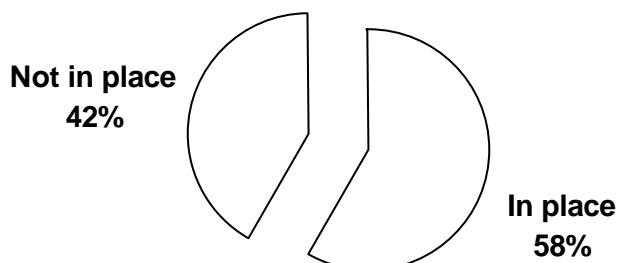


Number of schools in Bristol who have stated that Dedicated Headship Time is in place:

- Primary & Special Schools – 13 (8.2% of Primaries)
- Secondary Schools – 5 (27.8% of Secondaries)

## Leadership and Management Time

Teachers with leadership and management responsibilities are now entitled, as far as is reasonably practicable, to an appropriate allocation of time within school sessions to support the discharge of their responsibilities. This is in addition to the contractual provisions on work/life balance and guaranteed planning preparation and assessment time (PPA). As shown below, many schools have yet to implement leadership and management time. As with Dedicated Headship Time, this is a cause for concern.



Number of Bristol schools where Leadership and Management Time is not yet in place:

|                   |    |
|-------------------|----|
| Primary Schools   | 39 |
| Secondary Schools | 7  |
| Special Schools   | 6  |
| EYC/Nurseries     | 13 |

### Support is available....

If your governing body would like to discuss any aspect of the National Workforce Agreement and its implementation in your school, we have a dedicated Workforce Modernisation Consultant who is happy to work with you.

**Contact: Michele Webber, Remodelling Consultant, Tel: 0117 3773476**  
[michele.webber@bristol.gov.uk](mailto:michele.webber@bristol.gov.uk)

*Attn: Chair of Heads Performance Review Panel*

## 7. Headteachers' Performance Management Process

The process of agreeing headteachers' performance management objectives for this year should have been completed by 31<sup>st</sup> December 2007. The role of the School Improvement Partner is to provide advice and guidance to the governing body in setting appropriate objectives. It is the responsibility of the governing body itself to set the objectives, though the SIP may offer to provide a first draft of objectives.

The guidance states that the planning and review statement is confidential to the headteacher and the governing body. This has been clarified following questions from some governing bodies as to whether objectives are confidential to the panel members. The regulations state that where the performance management objectives for the headteacher are set by individual governors the signed statement is passed to the governing body.

**Contact: Your HR Advisor or School Improvement Partner**

## **8. Headteacher and Deputy Headteacher Recruitment – Guidance Available**

A revised Bristol toolkit is being produced to support governing bodies through the process of appointing a new Headteacher. The guidance includes many resources to reduce the workload involved and help governors ensure a proper procedure is followed. It will be available from the end of January and should be read in conjunction with the new national handbook on headteacher recruitment from the National College for School Leadership (NCSL) called 'Recruiting headteachers and senior leaders' which is available at: [www.ncsl.org.uk](http://www.ncsl.org.uk) (managing your school section). Indeed governors who are recruiting a new head need be aware of the range of helpful resources on this website. A summary flowchart from the new Bristol toolkit called '**The ten steps of headteacher recruitment**' is set out in Appendix 1

### **Informing the LA of a headteacher vacancy**

Governors are reminded that they are legally required to inform the local authority of a headteacher vacancy (Staffing Regulations, 2003). This should be done as soon as possible by contacting the School Improvement Officer (SIO). It takes about 10 weeks from the resignation of the existing head to the appointment of a new one.

### **Recruitment Policy**

Check that your school has a recruitment policy, probably the Bristol City Council recruitment policy, and clarify your understanding of it.

### **Training**

Bristol City Council's recruitment policy states that: 'no one can participate in the selection process if they have not received the appropriate training.' You can access safe recruitment training on line at the NCSL website referred to above. It is called Safer Recruitment. General recruitment training is available from HR.

### **Support**

Your SIO will support you through a headteacher appointment as s/he knows the school best. Additional support, especially with the advertisement, is also available from the Recruitment and Retention Adviser (see below).

### **School Needs**

It is vital that governors involved with headteacher recruitment are clear about the needs of the school which should be clear from the School Improvement Plan and other school documents.

### **ISR**

This is the Individual School Range and affects the pay range for heads and other school leaders. Governors should know the current range for their head and review it before proceeding with the recruitment process. Given the shortage of suitable heads, most ISRs are being revised upwards to attract suitable applicants. It is recommended that governors consider paying the maximum they can afford and information will be needed from the finance committee about this.

### **Deputy Heads**

Brief guidance is also available on the appointment of deputy headteachers (a summary is available in Appendix 2) This has been prepared to remind schools of their legal responsibilities and to support the recruitment process. In particular, please note:

- You must inform your SIO about a deputy head vacancy
- The governors must lead the recruitment process with advice from the headteacher

**Contact: Mike King, Recruitment and Retention Adviser, Tel: 3533842,**  
[mike.king@bristol.gov.uk](mailto:mike.king@bristol.gov.uk)

## **9. Extended Schools Partnerships**

Great news: 41% of Bristol schools are now delivering the Extended Schools core offer. This is the highest percentage amongst Local Authorities in the West, and governors and school Leadership Teams are to be congratulated on their hard work and commitment in responding to this essential aspect of the school improvement agenda.

**Contact: Michele Farmer, Strategy Leader, Learning Partnerships & Collaborations,  
Tel: 0117 9223960 [michele.farmer@bristol.gov.uk](mailto:michele.farmer@bristol.gov.uk)**

## **10. Associate Members – A Reminder**

We would like to remind governing bodies of the benefits of appointing **associate members** and the procedures that need to be followed. Associate members are appointed in the same way as community governors, by a vote at the full governing body. Their term of office is agreed when they are appointed.

**This position is different from full governor status, in that associate members:**

- are appointed by the governing body to serve on one or more committees and are entitled to attend full governing body meetings
- have no automatic voting rights. They can be given limited voting rights, but only on committees. There are some exceptions – see the Guide to the Law for full details.
- are unable to carry out a number of specific staffing functions such as appointment of headteachers or taking part in discipline or grievance procedures etc..

**Associate membership is useful:**

- to tap into expertise, where full governor commitment would be difficult to achieve (i.e. encouraging someone with finance; Health and Safety; personnel etc expertise to sit on the relevant committee)
- for succession planning (i.e. where more people have expressed an interest in being a governor than seats available)
- to retain the guiding principles of the constitution of the governing body (i.e. 1/3 parent, 1/5 LEA governors, up to 1/3 staff and 1/5 community) but also utilise the enthusiasm and commitment of parents, staff and community members.

Associate members can access governor training in the usual way. However, they do not appear on the Instrument of Government or governing body complement.

It will be important to familiarise any associate members with the code of conduct for the governing body especially in relation to confidentiality and roles and responsibilities (see next item).

**PLEASE NOTE:**

### **Disqualification**

**As you will be aware the Governor Development Service does not hold records or information on associate members and so does not issue them with disqualification forms etc. However, the law covering disqualifications applies to both governors and**

associate members. Clerks to governors should therefore ask associate members to complete the usual governor disqualification declaration form to confirm that they not disqualified from office. For associate members only, the completed forms should be retained securely at the school.

### CRB Checks

Please also note that as associate members are volunteers working at the school they must also be asked to undergo a criminal records bureau (crb) disclosure check (unless they also work at the school in another capacity).

Contact: Governor Development Service, Tel: 0117 9031396, [gds@bristol.gov.uk](mailto:gds@bristol.gov.uk)

*Attn: Chair of Governors/ Clerk*

## **11. Governor's Personal Conduct**

Are all your governors, in particular those that are newly appointed, fully aware of the principles of how they should contact themselves when acting in any situation on behalf of your governing body?

It is important that any action taken on behalf of the governing body should be conducted in a proper and responsible manner. The Committee for Standards in Public Life (Nolan Committee) came up with seven key principles for anyone holding public office which can be applied to the role of governor:

- 1. Selflessness** – act only to benefit your school and not in order to gain financial or other advantages for yourself, your family or friends.
- 2. Integrity** – avoid being placed under any financial or other obligation to outside individuals or organisations who might seek to influence you in the performance of your duties.
- 3. Objectivity** – make choices based only on merit when it comes to things like making staff appointments, awarding contracts or recommending individuals for rewards and benefits.
- 4. Accountability** – recognise that you must submit yourself to appropriate scrutiny.
- 5. Openness** – accept the need to give reasons for your decisions and restrict information only when the wider public interest clearly demands.
- 6. Honesty** – declare any private interests relating to your duties as a governor and take steps to resolve any potential conflicts.
- 7. Leadership** – promote and support these principles by leadership and example.

Your governing body may have already set out expectations in a code of conduct that includes these principles. If it has not we strongly recommend that they are formally adopted by every governing body. If there is no code of conduct, it is important that your governing body puts one in place as quickly as possible. Familiarising new governors with these principles should be a key element of your induction process.

**For more guidance on governor's personal responsibilities please see chapter 1.5 of the Bristol Governor's Handbook.**

Contact: Governor Development Service, Tel 9031396 Email [GDS@bristol.gov.uk](mailto:GDS@bristol.gov.uk)

## **12. Consultant/Support Governor Programmes**

Teams of willing and very able and experienced governors are now in the process of being deployed into schools to provide the necessary levels of support to Chairs and/or Governing Bodies.

The core purpose of this programme is:

“To secure high quality governance within the school, which impacts upon the achievement and attainment of all pupils”.

A number of schools have been identified as requiring a Consultant or Support Governor through discussions with their School Improvement Officer/Partner and often as part of a Local Authority Support Plan.

However, in line with the well-established Consultant Leader Programme, schools can ‘self-select’ by requesting this support themselves. Costs to these schools will be £125 for a half-day/evening visit. If you would like to discuss the possibility of having a Consultant or Support Governor then please contact Ian Caskie.

**Contact: Ian Caskie, School Improvement Advisor: Governance & Leadership,  
Tel: 0117 9031396, [ian.caskie@bristol.gov.uk](mailto:ian.caskie@bristol.gov.uk)**

## **13. Health & Safety: Governors Update**

Governor’s Health & Safety Composite materials, which consists of Autumn Documentation Distribution 1 and 2 and online briefing items were distributed in the school bag in December. Headteachers have been asked to pass these on to the Health and Safety Governor or the Chair of Governors where there is no Health & Safety Governor in place.

The next ‘Hear it from Bill’ meeting for the Health & Safety Governors will be on Wednesday, 20 February 2008, 6.00- 8.00pm at the Council House. Please contact Mooi Khor for a reservation.

**Contact: Mooi (May) Khor, Administrative assistant, Tel: 0117 903 7622,  
[mooi.khor@bristol.gov.uk](mailto:mooi.khor@bristol.gov.uk)**

## **14. Improving performance through Staff Wellbeing**

In the Health & Safety Governor’s Composite referred to in item 13 above, the Health, Safety & Wellbeing team talk about the importance of making progress with the Wellbeing programme, especially in the light of the most recent research findings, which identify those following the programme as enjoying better results from the pupils in the classroom.

For further information please read the **Improving Performance Through Staff Wellbeing** below. You will then need to ‘buy’ in please, or confirm to the Health, Safety & Wellbeing team that you are doing something equivalent or better. The team will provide more sector specific information on cost and the package shortly.

### **IMPROVING PERFORMANCE THROUGH STAFF WELLBEING**

In order to implement Bristol policy in relation to the promotion of staff health and well-being (which will also meet our duty of care and help implement the Management Standards for work

related stress) we are offering all schools in **Bristol** the opportunity to join the successful National Well-Being Programme from Worklife Support. Recent research published by Birkbeck College using data from the Well Being programme indicates the links between improved staff well being and improved school performance in both primary and secondary schools.

Using their knowledge and expertise of the education sector, Worklife Support have developed and improved the Well-Being Programme to provide a resource for the education community which can make a positive difference to the working lives of all the people who work in the school community. Schools across 80 local authorities around the country are already benefiting from the programme. We have been working successfully with Worklife Support and their regional consultant John Buckley over the past two years to develop a programme to help meet Bristol's needs.

### Benefits of the Well-Being Programme

Schools involved in the National Well-Being Programme report that they have experienced some or all of the following benefits since joining the programme:

- Increased staff morale, helping to encourage **staff retention and recruitment**
- **Lower supply costs and greater stability** as a result of fewer staff absences
- Improved emotional wellbeing, which has contributed to a **reduction in staff absence**
- **Improved standards** through increased stability and motivation
  
- A **contribution to self-evaluation** processes through an online self-review of the organisation
- Improved communication and school effectiveness
- Strengthened relationships and mutual understanding
- A framework in which to **monitor change**

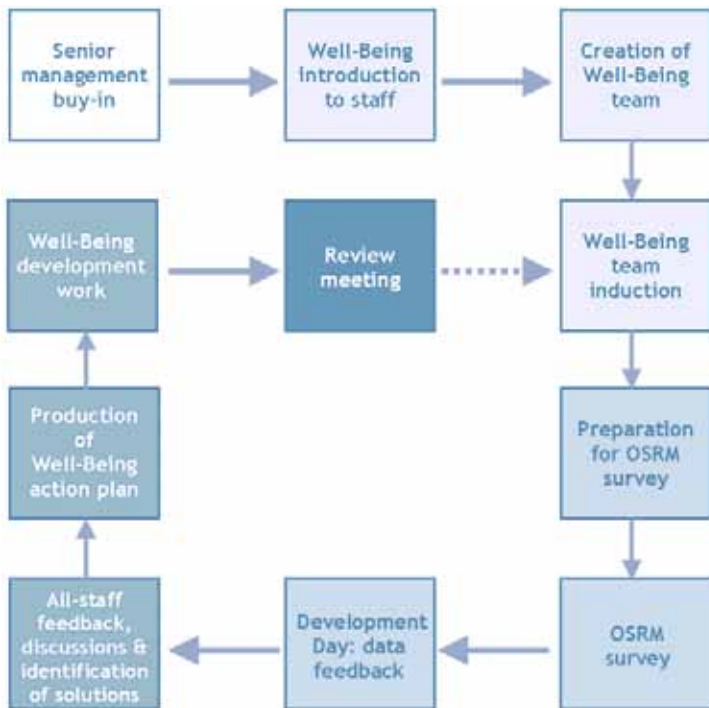
The programme helps schools to recognise their strengths and achievements, as well as to identify priority areas for development and action. It works hand-in-hand with national educational initiatives and provides an objective resource with which to take forward ideas for change. It also fulfils your duty of care requirements by providing a risk assessment tool and ensuring that health and safety issues have been addressed.

Over time the well-being programme is adapting to meet the needs of the different education sectors. Bespoke programmes are being developed for the needs of each type of school. The outline processes for these programmes with costs will be sent to schools separately.

The Well-Being Programme in **Bristol** includes:

- 
- An initial information /induction meeting for headteachers or a member of the senior team taking overall responsibility to engage them in the programme and help them to clarify the aims and objectives for the programme in your Establishment.
- Induction training for Establishment-based facilitators/ well-being team from within your school who will champion the programme amongst fellow staff
- A diagnostic online audit (the Organisational Self-Review Measure or OSRM) which all school staff complete at the beginning of the programme (no more than 15 minutes)
- Analysis of the survey data prepared into a data profile – confidential to your school
- A feedback consultation meeting involving the Headteacher and the school well-being team to explore the findings of the online survey and map out the school's priority areas for development and potential next steps prior to feedback to all staff
- Access to the Worklife Support website offering additional resources as well as consultancy to support the school in their programme of Well-Being development and

- The opportunity to form local networks of support to share best practice and help overcome challenges and barriers to progress
- The option of follow on surveys at approximately yearly intervals for comparative purposes with an analysis and full report.



**Contact: Bill Crocker, Health, Safety & Wellbeing Manager Tel: 0117 903 7622  
bill.crocker@bristol.gov.uk**

**Attn: Chair of Staffing Committee**

## 15. Teachers' Pensions and Governors

Changes introduced to the Teachers' Pension Scheme (TPS) give more flexibility and greater choice over how teachers save and plan for their retirement; including flexible retirement, increased options for saving outside the main scheme and encouragement to consider pension planning from an earlier stage in their career.

Outdated features of the scheme have been reformed allowing arrangements to meet the needs of workers and employers to make the most of teachers' experience and expertise.

Research undertaken on behalf of the Department for Children, Schools and Families, DCSF (formerly the Department for Education and Skills) has revealed that governors and teachers do not know enough about pension arrangements, prompting a call to all stakeholders to take time to understand how the TPS can help them.

### Governors' role

Governors are being urged to look at how changes to the TPS can help them with the management of the workforce and succession planning. As employers, governors need to be aware of the flexibilities that exist within the scheme and should take time to understand how the pension scheme can help. For example, the phased retirement option allows teachers, in agreement with their employer, to draw part of their pension whilst still working.

## More information?

You will find all you need to know at [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk) including details on the other changes introduced from January 2007. The website contains an Employer Guide, fact sheets and pension calculators.

You may already be aware of a DVD, 'What do you want to do when you leave school? A guide to the Teachers' Pension Scheme', developed by the DCSF and Prudential. This was issued to all schools and education establishments in October 2006. It is available to view on the TeacherNet website [www.teachernet.gov.uk/pensions](http://www.teachernet.gov.uk/pensions). You may like to check where your school's copy is held and whether teaching staff have been made aware of it.

**Contact:** [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk)

**Attn: Chair of Staffing Committee**

### 16. Proof of right to work in the UK

Please be aware that it is a criminal offence to employ someone whose immigration status prevents him or her from working in the UK. Relevant documentation must be checked, copied and retained on the employee's personal file, held at the school.

If an employee is already working in the UK, the school still have a responsibility to ensure that their own checks are completed.

**Contact:** Lin Marsh, HR Team Leader, Tel: 0117 922 3314, [lin.marsh@bristol.gov.uk](mailto:lin.marsh@bristol.gov.uk)

**Attn: Chair of Staffing Committee**

### 17. 2007 Bristol Grade Pay Scales reminder

The latest (2007) Bristol Grade pay scales have now been issued to all headteachers via the on-line school's bulletin. Please ensure that all vacancies advertised under Bristol Grade correspond with the latest pay grades.

Please also note that:

Following a recent staff survey, a need for greater clarity on vacancy adverts regarding salary details has been indicated. When advertising Part Time or Term Time Only posts, please provide either an hourly rate or an 'actual' yearly salary in addition to the pro rata figure.

Schools are encouraged to include a link to their own websites on all vacancy adverts. This will enable applicants to gain as much information as possible, particularly those who do not wish to register with Eteach in order to view any attached documents.

**Contact:** Leonie Drake, Recruitment Team, Tel: 0117 922 4627  
[leonie.drake@bristol.gov.uk](mailto:leonie.drake@bristol.gov.uk)

**Attn: Chair of Finance Committee**

### 18. School Funding Settlement 2008-2011

The Department for Children, Schools and Families (DCSF) has announced the School Funding Settlement for the next three years.

Formula Allocation:

- The Minimum Funding Guarantee (MFG) level has been set at 2.1% per pupil for the three years
- The MFG reflects a 1% assumption on schools' efficiencies
- The MFG will no longer apply to post-16 funding

Additional funding has been allocated for 'Personalised Learning'.

Grants

School Standards Grant and School Standards Grant (Personalisation) have been increased by 2.1% per pupil.

School Development Grant (SDG) has been increased by 2.1% per pupil. Please note that the SDG includes the former Excellence in Cities and Behaviour Improvement Programme grants in the baseline figures.

**Contact: Geraldine Mead, Head of Finance – CYPS, Tel: 0117 903 7760, [geraldine.mead@bristol.gov.uk](mailto:geraldine.mead@bristol.gov.uk)**

***Attn: Chair of Governors***

#### **19. Guidance on the use of biometric systems in schools**

Guidance on how the Data Protection Act 1998 applies to the use of biometric data in schools is now available. It advises schools to fully involve parents in any decision to introduce biometric or fingerprint technology to run cashless lunch queues, school libraries and attendance systems.

The guidance also underlines that headteachers and governing bodies should be clear and open with all parents and pupils about this and all aspects of their education.

The guidance can be downloaded from the **BECTA website** at <http://schools.becta.org.uk>. Follow the links from "leadership and Management" to 'Data Protection' page.

***Attn: Chair of Governors***

#### **20. Revision to Code of Conduct for Penalty Notices for pupils in public places during school hours**

The above Code has been revised to include the new power to issue penalty notices (PN) to excluded pupils found in a public place during school hours on days 1-5 of exclusion. The opportunity was also taken to review the criteria for issuing a PN & this has now been amended to 8 unauthorised absences as a minimum and 20 as a maximum in the previous 10 school weeks.

Finally it has been agreed that to provide a consistent approach across the city the Education Welfare Service will undertake the administration of issuing the PN warning letters. These changes come into effect from January 2008. Copies of the revised Code and a briefing note will be in the school bag. Please ask your Education Welfare Officer for further information or contact Pat Cummings, Team Manager North, or Annie Cam, Team Manager South.

**Contact: Gill Tippetts, Principal Education Welfare Officer Tel: 0117 903 1660 or by Groupwise**

## **21. Keeping schools open in bad weather**

The following letter was sent by Ralph Tabberer, Director General of Schools, to all Headteachers in December 2007:

Dear Headteacher,

We have already had our first experience, this year, of schools being closed due to snow and so I wanted to take an early opportunity to encourage you, in the interests of keeping your school open, to review the measures you have in place to reduce disruption to learning as a result of bad weather.

My two main messages are (i) please plan ahead; and (ii) make sure — in line with HSE's 'Sensible Risk Management' campaign — that you take a proportionate approach to risk as you take decisions regarding whether to remain open or close your school.

**Plan ahead:** Please assess now what hazards any snow, for example, could bring; identify the measures you already have in place to reduce risk to your pupils and staff; and do your best to bring in any extra measures which will enable your school to meet as normal despite bad weather.

**Take a proportionate approach:** DCSF advises local authorities that decisions on whether an individual school stays open in bad weather should be delegated as far as possible and should be consistent with clear information for parents in each local area. If the decision to close or remain open rests with you, you will have to balance the risks arising from less supervision, late return journeys, minor slips and bumps etc against disruption to pupils' learning.

Closing your school could be the right decision, where your judgement is that pupils or staff would face significant risks of serious injury. But, please remember that every lesson counts; and consider whether it would be reasonably practicable for you to keep your school open.

You should know that DCSF has changed attendance guidelines so that schools staying open in bad weather need not show as 'absent' any pupils who cannot attend due to home-school transport being cancelled.

You can find out about local conditions forecast for your area by checking the Met Office [website](#). I include some **Questions and Answers** but please tell me if you would like any further help from the DCSF.

I have copied this letter to Directors of Children's Services and Chief Executives in Local Authorities.

Yours sincerely

Ralph Tabberer  
Director General of Schools  
Department for Children, Schools and Families

Schools are reminded that if they are contemplating closure in the event of bad weather they should contact Bill Crocker in the first Instance.

**Contact: Bill Crocker, Health & Safety Welfare/Emergencies Team, Tel 92-24021, [bill.crocker@bristol.gov.uk](mailto:bill.crocker@bristol.gov.uk)**

## **22. Education and Skills Bill**

The Education and Skills Bill was introduced into the House of Commons on 28 November 2007.

This landmark piece of legislation will increase participation in learning for young people and adults, meeting the ambition set out in the Government's response to the Leitch Review of achieving world class skills by 2020.

For the first time in 30 years, the Government is legislating to raise the education leaving age to 18. In doing this, young people will be given new rights to take up opportunities for education and training, and the support they need to engage in learning.

They will also have new responsibilities as part of a new partnership between young people and parents, schools and colleges, local government and employers.

The provisional date for the Second Reading of the Bill is 14 January 2008.

**Contact: If you have specific questions about the Bill, please email [EducationAndSkills.BILL@dcsf.gsi.gov.uk](mailto:EducationAndSkills.BILL@dcsf.gsi.gov.uk)**

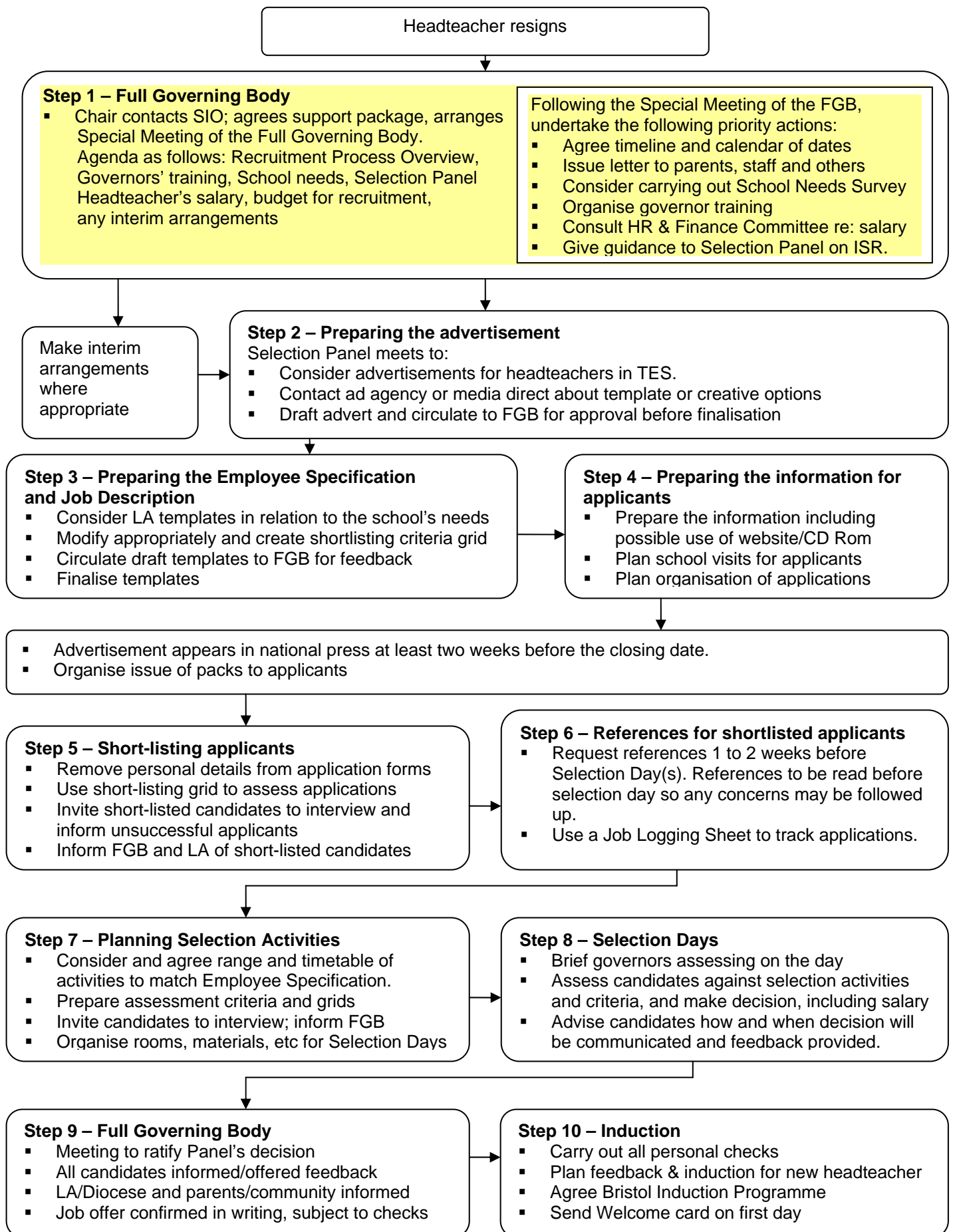
## **23. 16 – 19 Funding**

***Attn: Chair of Finance (Secondary)***

Earlier this year the Machinery of Government Changes announced the transfer of funding for 16-19 year olds from the Learning and Skills Council to local authorities. Ed Balls, Secretary of State for Children, Schools and Families and John Denham, Secretary of State for Innovation, Universities and Skills, have written a letter to schools outlining the central purpose in making this transfer.

The letter also explains the way forward for the transfer process and the principles for changes to the post-19 landscape.

**The letter can be downloaded at <http://www.dfes.gov.uk/14-19/documents>**



## ***The ten steps of headteacher recruitment***

## **GUIDANCE FOR THE APPOINTMENT OF DEPUTY HEAD TEACHERS**

This guidance has been prepared for schools because the appointment process for deputy heads is different from that for other school staff; the Staffing Regulations (2003) make it clear that the appointment of deputy heads should be the same as with headteachers i.e. recruitment cannot be delegated by the governing body to the headteacher. Recruitment of deputy heads is also getting extremely difficult so it is vital that our recruitment process for deputy heads is robust and effective. **These requirements do not apply to the appointment of assistant heads; their recruitment is the same as for all other teaching staff.**

### **Stage 1: Pre-Advertisement Stage**

1.1 It is a legal requirement under the Staffing Regulations to **inform the local authority** of a deputy headteacher vacancy just as with a headteacher vacancy. This will also allow the authority to monitor and support the appointment of deputy heads. The headteacher should inform the authority about a deputy head vacancy by contacting the School Improvement Officer and the Adviser for School Governance and Leadership (Ian Caskie).

1.2 The headteacher should ensure that the vacancy is raised and discussed at a **Full Governing Body** meeting, to include the establishment of a selection panel composed of at least 3 governors plus the headteacher. The headteacher will advise the selection panel and the governors should take the lead role. A clear recruitment plan or timetable of key dates will need to be agreed.

### **Stage 2: Advertisement Stage**

2.1 The selection panel should prepare/revise a **Job Description / Employee Specification and an advertisement**. The latter should be advertised nationally which normally means an advertisement in the TES as well as the council website/ bulletin. This will require a budget of about £2,000.

2.2 The 5 point deputy leadership scale for a typical Group 2 Primary Schools will be in line with the school's ISR (and will probably be L6-10 or perhaps L8-12).

### **Stage 3: Post Advertisement Stage**

3.1 The **application process** for deputy heads is the same as with other appointments and includes the need for 'depersonalised' shortlisting and the checking of references prior to interviewing. The **selection process** is also similar but possibly longer, depending on the number of candidates invited to interview.

3.2 The **full governing body** should meet on the final selection day to approve the recommendation of the selection panel so that the successful candidate can be offered the post on the same day. If this is not possible, the post should be offered subject to confirmation by the governing body.

## **TRAINING AND CONFERENCE ITEMS**

**Attn: Clerks**

### **24. Calling Clerks!**

Did you miss the Clerks' Network in December?

What a shame.....it was a morning of fun, games and sharing good practice to support each other in our role!

The 20 or so clerks attending agreed that the network should definitely be a regular event. One of the key activities was decide what we as clerks think we want from the network, and GDS has promised to facilitate a programme to meet the needs we identify.

If you missed this occasion, don't worry, the next takes place on **6 February at 9.30 a.m. to 12noon at the Southville Centre**. A few of us are getting together in January to feed in our ideas on how the session is organised. If you would like to contribute to the planning group, please contact Susie Pannell (secondary and special school clerks particularly encouraged)

Why not make it your new year's resolution to attend these network sessions in future? After all, clerks have a duty to keep up to date with their role and these sessions will help ensure you stay informed so you can give your governing body the support they need.

Contact the Governor development Service to book a place.

**Contact: Susie Pannell, Governor Development Service, Tel: 0117 9031396, [susie.pannell@bristol.gov.uk](mailto:susie.pannell@bristol.gov.uk)**

**Attn: All governors**

### **25. Bristol Governors' Forum**

The Bristol Governors' Forum meets each term and offers a great opportunity to debate the key issues affecting Bristol schools, to give feedback directly to LA Officers, and to help shape the future of education in our city.

#### **Meeting Dates 2008**

Thursday 31 January 2008

Thursday 13 March 2008

Thursday 8 May 2008

Thursday 3 July 2008

Meetings start at 7.15pm and take place at the Create Centre,.

For more information and minutes of previous meetings please follow the link to the website – <http://www.bristol-cyps.org.uk/services/gds/forum.html>

**Contact: Ana Tsoucalas, Clerk to Bristol Governors' Forum  
Tel: 0117 9031254, [ana.tsoucalas@bristol.gov.uk](mailto:ana.tsoucalas@bristol.gov.uk)**

**26. Black and Minority Ethnic Governors' Support Network**

The BME Governors' Support Network has been set up to provide support and a discussion forum. All black and minority ethnic governors are welcome to attend these lively and informative meetings. Dates for the year are set out below:

Thursday 17 January 2008  
Wednesday 27 February 2008  
Thursday 24 April 2008  
Wednesday 11 June 2008

All 6.45pm at the Council House

Please could clerks ensure these dates are passed on to BME governors on your governing body and ask them to let us know if they would like to attend, or be kept informed about the Network.

**Contact: Louise Bale, Governor Development Service, Tel: 0117 9031396,  
louise.bale@bristol.gov.uk**

**27. RAISEonline Training; Change of Venue**

Please note the following change of venue for the forthcoming RAISEonline training.

**NEW VENUE; WITHYWOOD COMMUNITY CENTRE (was Brislington CLC)**

The date and time (11 February, 9.30am – 12 noon) are unchanged.

Please note that this training session will provide separate inputs for Primary and Secondary governors in order that phase-specific needs can be met more readily.

**Contact: Governor Development Service, Tel: 0117 9031396, gds@bristol.gov.uk**

**28. Chairs Briefings**

Our October 2007 briefings were very successful with over 100 delegates attending the sessions. We would like to build on that success and encourage **all** Chairs to attend the Spring briefings:

Monday 21 January 2008    7.00p.m. – 9.30p.m.    The Pavilion, Harbourside  
Or  
Friday 25 January 2008    9.30a.m. – 12.00noon    The Council House, College Green

Support for effective governance is a key priority within our Local Authority's improvement strategy. These briefings offer the opportunity to hear about key issues from lead officers, and for Chairs to discuss how these can be taken forward in their own school setting.

**An outline agenda and a location map are enclosed with this mailing (chairs only).**

**If you can not attend please ask your Vice Chair or another governor from your school to come along. Please contact GDS on 0117 9031264 or email us at [gds@bristol.gov.uk](mailto:gds@bristol.gov.uk) informing us of your attendance.**

**Attn: All governors/clerks**

## **28. Central Training Programme**

Please note that all courses are open to governors, clerks, headteachers and associate members. If a particular course is not targeted specifically at you, but you are interested in the topic, please do book a place in the usual way. All Welcome!

Full details of our Training Programme for Governors and Clerks are set out in each edition of the Bristol Governor Newsletter distributed to all governors. The newsletter can also be found on-line at [www.bristol-cyps.org.uk/services/gds](http://www.bristol-cyps.org.uk/services/gds). A summary of the programme for January to March 2008 is set out overleaf. **Contact us to book a place on any course. Tel 0117 9031396 or [GDS@bristol.gov.uk](mailto:GDS@bristol.gov.uk)**

## **Have you spotted these key training sessions?**

### ***RAISE online***

Using data to help governing bodies understand strengths and weaknesses and inform improvement planning

*Withywood Community Centre  
Monday 11 February 2008  
9.30am - 12 noon*

### ***Financial Management Standard***

Governors' responsibilities in achieving the Financial Management Standard.

Compulsory for all schools, especially those identified for accreditation this year

*Gatehouse Centre, Hartcliffe  
Thursday 17 January 2008  
7.00-9.30pm*

### ***Exclusions***

The role of the governing body in reviewing pupil exclusion. Headteachers and Clerks particularly welcome.

*Withywood Community Centre  
Monday 17 March 2008  
9.30am - 12 noon*

### ***Ofsted Inspection***

Ofsted: Understanding the inspection framework and what it means for governors

*Fonthill Centre, Southmead  
Tuesday 26 February 2008  
7.00-9.30pm*

| <b>Governor Training Programme from January to March 2008</b>       | <b>Level</b> | <b>This course will cover....</b>   | <b>Venue</b>                   | <b>Day</b> | <b>Date</b>      | <b>Time</b>      |
|---|--------------|---|--------------------------------|------------|------------------|------------------|
| <b><i>Essential courses for Chairs/Vice-Chairs of Governors</i></b> |              |   |                                |            |                  |                  |
| Director's Briefing for Chairs of Governors                         | N/A          | Strategic briefing, discussion and networking. Essential for all Chairs. Vice-Chairs and Headteachers also particularly welcome.  | The Pavilion Harbourside       | Monday     | 21 January 2008  | 7.00 - 9.30pm    |
| Director's Briefing for Chairs of Governors                         | N/A          | Strategic briefing, discussion and networking. Considered essential for all Chairs. Vice-Chairs and Headteachers also particularly welcome.   | Council House, College Green   | Friday     | 25 January 2008  | 9.30am - 12 noon |
| Taking the Chair: Module 1  | 2            | The role of the chair as leader, focusing on effective recruitment, induction and development of individual governors within the governing body   | Create Centre Cumberland Basin | Monday     | 3 March 2008     | 7.00 - 9.30pm    |
| <b><i>Essential courses for New Governors</i></b>                   |              |   |                                |            |                  |                  |
| Roles and Responsibilities Module 2                                 | 2            | An overview of governors' key duties and areas of responsibility. Essential training for those who have already attended Module 1 above, or new governors with some experience of the education system. | Gatehouse Centre Hartcliffe    | Thursday   | 31 January 2008  | 7.00 - 9.30pm    |
| Roles and Responsibilities: Module 3                                | 3            | The role of the governing body in ensuring accountability. Governors who are familiar with the school context, and comfortable participating in a meeting context, may wish to start at this point.     | Gatehouse Centre Hartcliffe    | Thursday   | 14 February 2008 | 7.00 - 9.30pm    |
| Roles and Responsibilities: Module 4                                | 3            | The role of the governing body in setting the strategic direction of the school.  | Gatehouse Centre Hartcliffe    | Thursday   | 6 March 2008     | 7.00 - 9.30pm    |
| Roles and Responsibilities: Module 5                                | 3            | The role of the governing body in supporting and challenging the school.  | Gatehouse Centre Hartcliffe    | Thursday   | 27 March 2008    | 7.00 - 9.30pm    |

|   |   |   |                              |           |                  |                  |
|---|---|---|------------------------------|-----------|------------------|------------------|
| Roles and Responsibilities: Modules 3,4,5                         | 3 | The governors' role in ensuring accountability, strategic planning, and supporting and challenging school performance. This course has been condensed and governors should expect an intensive session. | Council House, College Green | Saturday  | 29 March 2008    | 9.30-3.30pm      |
| <b>Essential courses for all governors</b>                        |   |   |                              |           |                  |                  |
| RAISE online  | 3 | Using data to help governing bodies understand strengths and weaknesses and inform improvement planning.  | Withywood Community Centre   | Monday    | 11 February 2008 | 9.30am - 12 noon |
| Financial Management Standard                                     | 3 | Governors' responsibilities in achieving the Financial Management Standard. Compulsory for all schools, especially those identified for accreditation this year.  | Gatehouse Centre Hartcliffe  | Thursday  | 17 January 2008  | 7.00-9.30pm      |
| Child Protection: Developing the role of the responsible governor | 3 | An introduction to governors' responsibilities in ensuring effective safeguarding for children and young people.  | Gatehouse Centre Hartcliffe  | Wednesday | 27 February 2008 | 9.30am - 12 noon |
| Exclusions  | 3 | The role of the governing body in reviewing pupil exclusion. Headteachers and Clerks particularly welcome.  | Withywood Community Centre   | Monday    | 17 March 2008    | 9.30am - 12 noon |
| Finance: Module 2   | 2 | Ensuring appropriate financial control: equipping governors to monitor effectively  | Fonthill Centre Southmead    | Tuesday   | 4 March 2008     | 7.00-9.30pm      |
| The Role of the Children Looked After Governor Module 1           | 2 | An introduction to the roles & responsibilities of the governor with responsibility for Children Looked After   | Southville Centre            | Wednesday | 30 January 2008  | 9.30-12noon      |
| The Role of the Health, Safety and Well-Being Governor            | 2 | An introduction to the roles & responsibilities of the link governor for health, safety & well-being in school  | Fonthill Centre Southmead    | Thursday  | 3 April 2008     | 7.00-9.30pm      |
| <b>Specialist courses</b>   |   |   |                              |           |                  |                  |
| The Role of the Children Looked After Governor Module 2           | 3 | A chance to reflect on how the white paper Care Matters: Time for Change will impact on your role as governor, this will include an action plan to help improve outcomes for the children               | Gatehouse Centre Hartcliffe  | Wednesday | 19 March 2008    | 9.30-12 noon     |
| Ofsted Inspection   | 2 | Ofsted: Understanding the inspection framework and what it means for governors  | Fonthill Centre Southmead    | Tuesday   | 26 February 2008 | 7.00-9.30pm      |

|  |     |   |                                 |           |                 |              |
|--|-----|---|---------------------------------|-----------|-----------------|--------------|
| Extended School Partnerships: All localities             | 2   | Using local data to develop extended school provision to help improve outcomes for children | Council House<br>College Green  | Tuesday   | 15 January 2008 | 7.00-9.30pm  |
| <b><i>Essential training for clerks to governors</i></b> |     |   |                                 |           |                 |              |
| National Training Programme for Clerks:<br>Module 3      | 3   | Role of the clerk as advisor to governing body  | Southville Centre<br>Southville | Friday    | 14 March 2008   | 9.30-12 noon |
| Clerks' Network  | N/A | Sharing good practice, new initiatives and supporting training and development needs.       | Southville Centre<br>Southville | Wednesday | 6 February 2008 | 9.30-12noon  |