



the Maximilian

Monthly Newsletter for Governors from the Education Commission

Edition 77
February 2020

Welcome... *The Maximilian* is a monthly newsletter from the Education Commission to all categories of governors in our schools, highlighting changes in legislation and other news which will be of help to governing bodies.

The fullness of joy is to behold God in everything.
God is the ground, the substance,
the teaching, the teacher,
the purpose, and the reward for which every soul labours.

Mother Julian of Norwich

Governors Conference 2020

All governors in Catholic schools, academies and colleges within Southwark are invited to attend the governors conference. Archbishop John Wilson will be the keynote speaker and there will be an opportunity to fully understand the role of governors in the new Relationship and Sex Education policy which become statutory as of September 2020. There will also be a session on the new Ofsted framework.

Saturday 28th March 2020

10am-4pm

Notre Dame Roman Catholic Girls' School, 118 St George's Rd, London SE1 6EX

£20 per head-lunch will be provided.

[Please click here to view the agenda and book your places.](#)

Guidance for schools on Covid 19

Please [click here](#) to view the government's guidance on Covid 19 and do continue obtaining advice from Public Health England if there is a school trip booked. At the moment all travel to Hubei province in China is not recommended.

CATCH IT, BIN IT, KILL IT.



Church School Governance Online Training Programme (CSGTP) Improving Church School Governance Starts May 2020

The Hope Church School Governance Online Training Programme (CSGTP) is aimed at Governors and Trustees (Directors) in both church schools and schools with a distinctively Christian ethos, providing support for Governors and Trustees (Directors) committed to improving provision and outcomes for children and young people. The programme has been developed by experts and professionals with a background in church school leadership, governance and inspection.

Why do this course?

- Raise your awareness of the changing expectations of Governing Boards and meeting today's challenges in the education sector, whilst holding on to the mission and vision of a church school.
- Engage professionally with others in a collaborative and interactive module.
- Study online in your own time, whilst benefitting from access to personal tutors and group reflections.
- Key themes include the changing context, mission, vision and values, collaborative learning, decision-making and accountability.

Audience

Primarily designed for experienced, new and aspiring governors and trustees (directors) working within church schools. Governors of faith working within non-church schools may find the programme personally enriching.

Dates

May - November 2020

Study Time

The course consists of 6 modules, each taken over a 2 week period. It is expected that you will undertake a minimum of 2 hours per module (1 hour per week) to complete the course. 3 modules will be taken May - June 2020 and 3 modules will be taken September - November 2020. You will also submit a 500 word Reflective Journal to receive your Certificate of Completion.

Cost

Number of Places per School /MAT/Diocese*	Price
1	£199 (Reduced for 2020)
2+	£175
5+	£150
10+	£125

**Discounted rates available for groups from individual schools or within MATS or Dioceses, please notify us of the number in the group when applying.*

Contact

For further information and/or to register please contact:

Catherine Greslow
Liverpool Hope University,
Hope Park, Liverpool L16 9JD.
T: 0151 291 3093
E: cpd@hope.ac.uk



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Special Educational Needs

SENCO report released by National Association for Special Educational Needs (NASEN) and Bath Spa University.

A report was published in January 2020, *The Time is Now: Addressing missed opportunities for Special Education Needs Support and coordination in our schools*, which was conducted by Bath Spa University and NASEN. In September 2018, the National Education Union (NEU), NASEN and Bath Spa University conducted a joint research project exploring the workload of Special Educational Needs Coordinators (SENCO) in schools. The research team then undertook a review of the survey in October 2019, with the aim of exploring whether the 2018 report had impacted on SENCOs and, as a consequence, outcomes for children with additional needs. The review also explored the current issues and priorities SENCOs, and others, have identified in relation to the development of SEN in their settings.

As a result of the findings, the following recommendations are being made by the research team:

- Review of SEND Code of Practice in relation to SENCO role
SENCOs should have protected time to enable the effective facilitation of their role and it should be a statutory requirement that the SENCO is a member of the school senior leadership team.

- Review of SEND Code of Practice in relation to provision for children
The legal definition of SEN should be reviewed in light of both the rapid development in sector understanding as well as the changing demographic of the school population.

- Development of consistent, effective SEN provision nationally
To develop consistency of practice across Local Authorities and reduce administrative demands, a single, national template should be developed for Education, Health and Care plans.

- Facilitation of SENCO role in educational setting
The DfE should provide sufficient funding for the SENCO role for every school in the country, SENCOs should be given additional administration support and they should be placed on the leadership pay scale.

The full report can be accessed by [clicking here](#).

Mental Health and Well-Being

Children's Well-Being

The children's mental health charity PlacetoBe and the National Association of Headteachers (NAHT) recently published a survey of school leaders which considered the provision of professional help by schools for children's mental health issues. Key findings from the survey include:

- In 2016, 36% of schools in England provided school-based support for students' emotional and mental wellbeing. By 2019, this had almost doubled to 66%.
- Whilst the survey found an improved understanding and recognition of children's mental health in schools, access to external NHS help has not improved and more schools are now buying in their own support.
- 74% of school leaders said the majority of their staff are confident at recognising the signs of mental health problems among children and young people (2017: 61%).
- Just 4% of school leaders agreed that Child and Adolescent Mental Health Services (CAMHS) responds quickly to requests for support with just 5% agreeing that children referred to CAMHS get help when they need it.

- School leaders said the majority of their staff would be confident understanding the issues that may underlie children's and young people's behaviour (74% in 2019, 68% in 2017) and understanding how children and young people's mental health impacts on their engagement with learning (81% compared to 77%).
- However, only 54% of school leaders think their staff would be confident in knowing how to respond when mental health is negatively affecting pupils and only 44% in knowing how to respond if a pupil had a mental health crisis.
- 79% of school leaders agreed their school has a whole school approach to promoting positive mental health and wellbeing.
- 78% of school leaders said there is a designated member of staff responsible for mental wellbeing in their school or college.
- 67% said staff have undertaken training to help them identify pupils with mental health needs or problems.
- 66% agreed that pupils feel confident to talk to staff and peers about their mental wellbeing.

The report can be accessed [here](#).

Staff Well Being

The extent to which school leaders, including Governing Board, effectively consider workload and well-being is an increasing focus for Ofsted under the new Education Inspection Framework. A recent TES article considers some questions leaders should be asked during inspections, questions that could also be translated into governance discussions:

1. How carefully do you plan the calendar to ensure that your staff are not overburdened? This could include school data collection, report deadlines, parents' evenings, meetings and any other events teachers must attend. In isolation, these events may not cause overload. But the combination of tasks at a point in the year when the rest of the school is still operating as normal can be overwhelming. Reviewing the calendar in terms of workload is also an opportunity to take a properly strategic look at how staff are deployed.

2. Do you know how many directed hours each of your teachers is allocated?

3. Have you evaluated the impact of current practice around common teaching tasks in your school? Findings from a recent Teacher Workload Survey highlighted that the three central tasks of planning, marking and data entry were highlighted as being most unnecessarily burdensome.

Mentally Healthy Schools

This website has been developed by three of the UK's leading child mental health and education charities: Place2Be, the Anna Freud Centre and YoungMinds. The website offers quality assured information, resources and advice to help primary schools better understand and promote children's mental health and well-being. Targeted primarily at teachers, these free resources can help staff understand the mental health conditions young children may have, risks to their well-being and the signs of a child struggling.

The website can be accessed by [clicking here](#).

God Who Speaks: Picnic & Praise 2020

Friday 26th June 2020
11am-2pm
Aylesford Priory, Kent.

[Please click here to view more details and book your places.](#)