

GOVERNORS' UPDATE SUMMER 2019

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INTRODUCTION

I have been involved in an unusually high number of conferences this year. The amount of time we put into planning conferences, workshops and seminars reminds me of the importance of the planning of meetings, which in governance terms goes far beyond the admittedly onerous tasks relating to the production of the minutes, the agenda, the supporting paperwork etc. It is about how time is managed effectively, how maximum contribution is elicited but irrelevance avoided, how effectively matters are followed up, and much more. The management of this process is something I often discuss with governors when they are considering their own self-review. In this context I was struck by a blog on this subject by experienced former maintained school and independent school head, inspector and trainer, Jill Berry, who writes of how to make meetings effective and productive and how to assess one's performance as chair. You can access this at <https://jillberry102.blog/2019/07/27/>.

In this *Update* I have followed the established format but inevitably, as time goes by, we have more and more 'matters arising' so I have broken these up a little. Some queries have come in recently which will be of interest (or at least relevance) to governors of any school and these have been included in the *In tray* section. I have included a regulatory section on this occasion as while changes this year are not extensive, they are significant. Mindful of how such guidance can appear daunting I have added a 'Help' section to highlight various sources of assistance which I have found helpful. I try to confine items in the *Update* to matters likely to be relevant to all schools, or the majority of them, which means that sometimes subjects of interest to the few are omitted, however there were a number of items raised by governors as matters of interest this time, so I have included them in a brief 'Random' section.

TOPICS COVERED INCLUDE:

- ACADEMIC RESULTS	- INSPECTION, INCLUDING THE CURRICULUM, DATA AND SAFEGUARDING	- ISSRs
- RISK ASSESSMENT	- TEACHER RECRUITMENT AND RETENTION	- WT
- RISK MANAGEMENT	- YOUNG PEOPLE'S MENTAL HEALTH	- KCSIE
- ON-LINE SAFETY		- ELC
- LEGAL AND EMPLOYMENT ISSUES		- GDPR
		- BREXIT
		- CODING



IN MY GOVERNOR'S IN TRAY

ACADEMIC RESULTS

During the autumn term, governors will be considering academic results and this process can often be a test of the trust between the board and the executive. Public pronouncements about examination results will obviously be upbeat, but governors will expect a clear, incisive and realistic analysis with appropriate action plans. There is good advice about how to proceed with this process: **The Key** has articles on *Good Exam Results: What to do next* and *Poor Exam Results: What to do next* {<https://schoolgovernors.thekeysupport.com/search?q=academic+results>}; **The National Governance Association** (NGA) has a section on assessing performance {<https://www.nga.org.uk/Knowledge-Centre/Pupil-success-and-wellbeing/Educational-outcomes/Monitoring-Performance.aspx>}. In this area it is important to ensure that the focus is on outcomes for pupils. Governors will want to know how pupils have performed against expectations and should be suspicious if there is inconsistency in the use of terms like *target grade*, *predicted grade*, *challenge grade* and *expected grade*. They will want to see data to support any claims made about value-added. Expected outcomes and value-added considerations should inform any judgements made about particular departments or teachers, not just raw grades. Of most interest are patterns in terms of outcomes for particular groups of pupils, e.g. those with special educational needs or disabilities, the gifted and talented, boys as against girls, pupils who started in the first year of the school as against those who entered later, pupils from particular houses or tutor groups, pupils from different ethnic groups, and international as against domestic students. Governors shouldn't shy away from enquiring how performance management systems will be used to improve matters and should be sceptical about plans which appear to indicate that time frames for related action plans are too long.

RISK ASSESSMENT (RA)

A recent enquiry related to RA from a governor who was concerned that the board spent an appropriate amount of time looking at the Risk Register, but paid insufficient attention to risk assessment. This is an area often delegated to a health and safety sub-committee, which is appropriate, but it is an important area and such committees should routinely look at risk assessments for activities, events and locations, and ensure above all that they are dynamic. That is to say, that they are regularly reviewed and can be seen to be updated: a good way of doing this is to have a section on each form for reviewing the RA and/or tracked changes showing amendments made in the light of that review; it is also useful from an inspection point of view to have sub-committee and senior leadership team meeting minutes indicating the regular review of RAs. Safeguarding link governors tend to look at RAs also.

RISK MANAGEMENT (RM)

For those governors who are new to the strategic element of RM, an interesting starting point is an article by Sam Coutinho which asserts that governors need to ask some fundamental questions: *'have we identified the risk, the impact on the organisation and what would cause it; and what are the controls that have been identified controlling—are they there to prevent the risk occurring or to limit the damage caused?'* { <https://www.samcoutinho.com/risk-management/wrong-risk-description-wrong-controls-implemented-risk-not-managed/> }.



BREXIT

Those of you who have cause regularly to consult the **DfE** website will have noticed that some months ago a footnote appeared drawing people's attention to potential impacts on the sector of Brexit. There is now a full document on how schools could be affected and before doubters judge that impact would be negligible it is instructive to look at the document sub-headings which include: the EU settlement scheme; EU pupils and staff arriving after Brexit; school places for EU nationals and UK pupils returning after Brexit; preparations as an employer; employing teachers with EU qualifications; checking for EEA regulating authority teacher sanctions/restrictions; travel to the EU; data protection; food supplies; medical supplies; Erasmus. Governors will want to be assured that this has been digested by school executives. You can find the document at <https://www.gov.uk/government/publications/eu-exit-no-deal-preparations-for-schools-in-england/eu-exit-no-deal-preparations-for-schools-in-england>}.

GDPR

Those who invested much time in preparing for **GDPR** may have realised that there is a requirement for a report to the board from the Data Protection Officer (DPO)—evidence would indicate that some schools have omitted to do this as yet. There is helpful advice about how to question the DPO on The Key website, including assessing if they have the time and resources to fulfil the role, especially in terms of keeping up with developments, making judgements about (any) data breaches and how to avoid repetition, reviewing staff training, future steps particularly in terms of key challenges and ensuring data can be deleted.

<https://schoolleaders.thekeysupport.com/administration-and-management/record-keeping/gdpr-resource-hub/> }

MATTERS ARISING

MENTAL HEALTH

We have referred previously to the **Anna Freud Institute**, whose work continues apace. They are at the heart of the Link Programme which will join up and simplify processes for children and families, helping education and mental health professionals plan together. The programme, jointly funded by the **Department for Education** and the **National Health Service**, will reach every school within four years. You can find out more about this at <https://www.annafreud.org/linkprogramme>. Meanwhile, the Institute is offering Mental Health Awareness Training between September 2019 and March 2020 at 130 locations nationwide with two places available for each school which has not yet received it. The training covers how to recognise the warning signs of depression and anxiety, what evidence tells us about mental health difficulties in schools, spotting the early signs of mental health problems and positive approaches to promoting mental health and wellbeing in the whole school community.

In terms of the development of resilience and the promotion of mental wellbeing, some schools have also engaged with **Steer**, which promotes Affective Social (AS) Tracking, described by its founder as *'the radar and response system for schools' social-emotional highway*. AS Tracking signposts the social-emotional development of pupils from the age of eight to eighteen, detecting and acting on hidden mental health concerns much earlier, training every teacher to respond effectively, providing whole-school audit to direct governance investment and giving each leaver their own journey, via an app, to support them as they leave school. You can find out



more about this at www.steer.global. This highlights an area which is increasingly important for governors, which is to include in their oversight of provision in this area data relating to pupil progression and how this is monitored through contact with alumni. Both organisations mentioned here place a high priority on staff training. Another organisation, **Positive Group**, takes this a step further in actually training staff to manage their own wellbeing and mental fitness as a precursor to working with students and creating wholly positive workplaces, as they put it on their website {<https://www.positivegroup.org/>} ‘*changing the way organisations think, feel and behave*’. As more boards develop a governor mental health link role and include this as part of their annual safeguarding review, awareness of these different approaches is helpful in monitoring and overseeing this area.

Other initiatives which may be of interest to governors in this field include the Mental Health Media Charter, launched by the outspoken campaigner **Natasha Devon**, a set of seven simple guidelines for ensuring that imagery and language used in mental health reporting is responsible, genuinely educational and stigma reducing {<https://www.natashadevon.com/the-mental-health-media-charter>}. Another organisation to be aware of is the Hub of Hope, described as ‘*a first of its kind, national mental health database which draws together organisations and charities, large and small, from across the country, who offer mental health advice and support, together in one place*’ {<https://chasingthestigma.co.uk/hub-of-hope/>}.

INSPECTION – INCLUDING THE CURRICULUM, DATA AND SAFEGUARDING

Inspection readiness remains an important focus for schools. We have referred previously to the introduction of the new **Ofsted** inspection framework and governors of maintained schools and academies will want to be assured of schools’ readiness for inspection under it. Safeguarding is explicitly referred to in all reports as indicated in para 239 of the Framework {<https://www.gov.uk/government/publications/education-inspection-framework>}: ‘*governors are responsible for ensuring that the school fulfils its statutory duties and inspectors will consider how effectively that oversight is being discharged.*’ It is unequivocal that ineffective safeguarding will lead to an inadequate judgement for leadership and management. Inspectors will be looking for a culture of safeguarding that supports effective arrangements to identify learners who may be at risk, which responds in a timely way, that staff recruitment is managed and any allegations are dealt with appropriately. Additional risks are included now: online bullying; being groomed online for exploitation/radicalisation; sexting etc. Signs of successful safeguarding arrangements are that adults know and understand the indicators of possible abuse and an awareness of the particular context of the school. There are new paragraphs in the particular guidance on safeguarding {<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>}. NB: the latest guidance is here even though the date implies otherwise. Speaking at the NGA Conference in June, Amanda Spielman addressed this area specifically:

‘As governors and trustees, you are responsible for making sure that safeguarding procedures are properly followed in schools. But that does not mean that you have to go through your school’s single record yourself. You need to make sure that the overarching culture is right. What is your school doing to identify children that may be at risk of harm? How is your school helping these children and fulfilling its duties? This, too, is where it’s more helpful to look up at the big picture, rather than down into the detail.’

In this speech, she also reminded governors that DfE identifies three purposes for governors (to ensure the clarity of vision, ethos and strategic direction; to hold executive leaders to account for



educational performance and for staff performance management; and to oversee financial performance and make sure money is well spent). On data, she focused governors' minds:

'So if your school is using more than 2-3 data points each year, they should set out clearly how they will interpret the data they have collected and what actions will flow from it. If we find that a school's system for data collection is disproportionate or inefficient or unsustainable for staff, we'll reflect this in our inspection report, and it could affect the grade which is given. But we are certainly not prohibiting the use of data.'

On the curriculum she urged governors to ask school leaders what the school wants ALL children to know and be able to do and what will help ALL children develop cultural capital. By the way, the Ofsted handbook does address the vexed question of the telescoping of the Key Stage 3 curriculum:

'If a school has a foreshortened Key Stage 3, inspectors will look to see that the school has made provision to ensure that pupils still have the opportunity to study a broad range of subjects in Years 7 to 9.'

Governors with an interest in the curriculum may be interested in the impressive digest of current thinking in the **TES** three part series on this published successively on 17th, 24th and 31st May under the headings *The Theory*, *Theory Meets Practice* and *What the Schools Are Doing*. Your Head may be able to give you dog eared copies of the magazine or give you access to the school's online account to read these.

Stakeholder relations are important in the framework and governors may wish to be aware of the work of **ParentKind**, the Parent Teacher Association membership body, who state that their *'mission is to support, engage and champion parents in education. We want to see more parents participating in more schools, in more ways.'* They provide training and resources on parental engagement and an annual parents' survey {<https://www.parentkind.org.uk>}. Behaviour features also and governors may be interested in school leaders' views of the guidance published in June by the **Education Endowment Foundation** (EEF) on improving behaviour in schools with specific recommendations relating to individual schools' contexts, the importance of teaching learning behaviours alongside managing misbehaviour, specific classroom management strategies, regular routine, targeted approaches and whole school consistency and coherence {<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>}.

Much of the advice above, especially in relation to safeguarding, applies equally to independent schools although there is no new **Independent Schools Inspectorate** (ISI) framework at this stage. A new framework is envisaged from 2022 and governors will be interested in how school leaders will respond to the consultation on this. They may also have a view as to the line which **The Association of Governing Bodies of Independent Schools** (AGBIS) should take on how governance features in future reports on educational quality—currently no judgement is made on governance (or leadership and management) which only feature as contributory factors in outcomes for pupils in terms of achievement and personal development. References to governance are not made in all ISI inspection reports which would seem to imply that excellent outcomes are achieved in spite of governors but it is more likely that schools are insufficiently canny about producing evidence of the impact of the work of governing boards. If you would be interested in discussing how this can better be done, please get in touch:

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TEACHER RECRUITMENT AND RETENTION

Some ministers remain standing after the re-shuffle following the appointment of the new Prime Minister, including Nick Gibb as the longstanding Schools Minister and **Lord Agnew** as Academies Minister. In a keynote speech at the **Wellington Education Festival**, Lord Agnew articulated the then Education Secretary's priorities indicating a utilitarian approach to education stating that all DfE policy is designed to enhance national productivity. To this end they still: aspire to all schools becoming academies; wish to recruit more and better teachers (which will require a look at teacher pay, the implementation of the **Early Career Framework** [ECF] and greater workforce flexibility); expect more pupils to take the **EBacc** subjects (English, mathematics, science, a humanities subject and a modern foreign language—only 38% did so in 2018); promote a focus on digital skills. **Schools Week** (SW), commenting on this, referred to a rumour that schools wishing to secure government cash to repair unsafe buildings must agree to the deployment of a cost cutting consultant—this is a cause dear to Lord Agnew's heart, SW quoting him as *'like a pig hunting truffles'* on the cost cutting front. (One area where over time schools may be able to reduce costs is the new DfE recruitment service {<https://teaching-vacancies.service.gov.uk/>} but it may take some time before the culture of seeking new jobs every Friday in the TES dies out.) We now know that a 2.75% pay award for teachers in the maintained sector has been promised, somewhat more than many schools in the independent sector have offered, but with 2% of that being expected to come from school budgets, it is assumed that most schools will be unable to pay it, leading to disappointed responses and further demands for increases in school budgets {e.g. <https://www.nga.org.uk/News/NGA-News/July-2019-October-2019/NGA-responds-to-teacher-pay-announcement.aspx>}. These promises have indeed been made, by the incoming administration although you will have read about doubts as to the sufficiency of the sums involved. **ASCL** summed up the feeling of many when Geoff Barton stated that *'the government has managed to achieve the worst of all worlds by announcing a derisory pay settlement for teachers which schools cannot afford to deliver.'*

All schools are affected by this and governors will want to know what plans leaders have for introducing the ECF and any flexible working. They will want to consider how to respond to the **YouGov** survey on behalf of the **Chartered College of Teaching** which showed that three in four teachers think they are less valued than they were five years ago, summarised in SW {<https://schoolsweek.co.uk/three-in-four-teachers-feel-they-are-less-valued/>}. This is of a piece with **Ofsted's** report on teacher wellbeing {<https://www.gov.uk/government/publications/teacher-well-being-at-work-in-schools-and-further-education-providers/summary-and-recommendations-teacher-well-being-research-report>} which reports that teachers generally love teaching and enjoy working with pupils but are stressed by high workloads, poor work/life balance, perceived lack of support from senior leaders in managing pupil behaviour, the anticipation of inspection and unhelpful parents. Individual schools cannot resolve the problems of the sector but governors will want to show that they are aware of these issues and respond to any staff surveys undertaken. Such concern should not exclude the Head: you may wish to know if she or he has accessed the **Association of School and College Leaders** (ASCL) wellbeing zone {<https://ascl.wellbeingzone.co.uk/>}. **NGA** has provided some advice about how boards can monitor staff wellbeing, including staff absence and turnover data, staff surveys and exit interviews {<https://www.nga.org.uk/News/Blog/May-2019/How-boards-can-monitor-staff-wellbeing.aspx>} (remember that NGA's 2018 survey indicated that *'attracting and retaining high quality teaching staff'* was the second most important issue facing schools). The **DfE** has provided some guidance on how governors might address workload {<https://www.gov.uk/government/publications/reducing-teachers-workload>} with links



to the updated workload reduction toolkit and a useful PowerPoint which covers: understanding the issues; reducing workload in your school; streamlining data collection; action for change. Much of this is helpful but it has its limitations and I look at this in an article to be published in next term's **Governance Insight** magazine {<https://iexcellence.co.uk/product/governance-insight-magazine>}.

An interesting development in this area is the way in which DfE believes that EdTech could impact on this area, as indicated in the *Government Education Technology Strategy* {<https://www.gov.uk/government/news/edtech-strategy-marks-new-era-for-schools>}. Hardworking leadership teams may not as yet have devised their own strategy in this area but they might be asked if they have accessed the free on-line learning about this {<https://www.futurelearn.com/courses/technology-teaching-learning>} and indeed how they reacted to the free copy of the issue of the **Chartered College of Teaching** on EdTech sent to every school in the country.

REGULATORY MATTERS

THE INDEPENDENT SCHOOL STANDARDS REGULATIONS (ISSRs)

The **DfE** published guidance on the ISSRs in May. Commentary on such guidance is usually available from **ISI**. That has yet to be forthcoming, but schools will benefit from the inspectorate's advice in the light of the guidance when they publish the latest version of the *Commentary on the Regulatory Requirements*. Three important points should be borne in mind: the ISSRs apply to independent schools and academies; the regulations themselves have not changed; and governors are required to read the guidance. As a former deputy director of ISI, it is tempting to write at length about this guidance, but I shall confine myself to the following points governors may wish to discuss with school leaders.

The guidance is part of a ratcheting up of DfE enforcement activity (and it is accompanied by a message about regulatory and enforcement activity) including unannounced and brought forward inspections and notices to improve: *'DfE believes that the great majority of schools are already meeting the standards through good practice. However, results of school inspections undertaken since January 2015 suggest that compliance would be improved if schools had access to detailed guidance on the department's understanding of the meaning of the standards.... Ministers are now intervening in a greater number of state funded schools, to ensure that the educational provision is good, and, in parallel, these strengthened standards have raised the bar for the independent sector.'*

The bulk of the guidance related to standards 1 and 2 (the quality of education provided and the spiritual, moral, social and cultural development of pupils) and is clearly aimed at faith schools, but all will wish to take note of the emphases and guidance on the implications of all aspects of segregation within mixed schools as well as about enrichment entitlement. There is a reminder that all teachers should be *'aware of the professional standards which apply to them'* {<https://www.gov.uk/government/publications/teachers-standards>}. There is a pragmatic approach to behaviour *'which requires that class teaching in particular is delivered in a way which ensures good behaviour.... (P)upils' behaviour will be assisted where they are interested in their work and encouraged to think and learn for themselves. Teaching which is otherwise good is unlikely to be effective if delivered in an environment in which pupil behaviour is poor, so teachers should actively think about secure proper management of pupil behaviour....'* Clarification is given as to the meaning of 'actively promoting' fundamental British values (challenging contrary behaviour and



opinions) and there are specific examples of the understanding and knowledge that may be expected of pupils where the standard is being met, including *'understanding why democracy is perceived in the UK as the fairest form of political organisation, understanding why taking part in democracy is a good thing, and understanding why law-making on the basis of representation in Parliament is seen as better than alternatives.'* There is advice about the common-sense approach which should be adopted in terms of giving balance to opposing views.

Guidance on risk assessment is pragmatic: *'Well-run schools have proper risk assessment across the whole range of their activities affecting pupils. Risk assessment should not be an afterthought or confined to the most obvious dangers for pupils.'* Common areas where schools fall down are listed, providing a good checklist for governors (public access to the school and pupils, risks posed during educational visits either from staff or members of the public, risks arising from access to roofs, inadequate staffing at weekends in boarding schools, dangers from traffic and the risks of pupil-on-pupil abuse and sexting). There is also helpful advice on the handling of complaints, about which comprehensive information was provided by ISI in its latest *Update*.

There is a reminder about why the standard on leadership and management was introduced: *'[it] means that appropriate regulatory action can be taken by the Secretary of State to address certain failures relating to the quality of leadership in or management of schools.... Steps that a proprietor might propose to take, for example, include further training or new appointments to strengthen leadership and management, or restructuring existing arrangements and senior staff.... Action plans may... need to address what steps are to be taken in relation to members of [governing] bodies... when it appears that a governing body has not exercised proper oversight of safeguarding, or has allowed the senior management... too much freedom to pursue its own aims and objectives... without consideration for the standards.'*

WORKING TOGETHER (WT), KEEPING CHILDREN SAFE IN EDUCATION (KCSIE), SAFEGUARDING

In March **WT** was re-issued but there are no significant changes from the point of view of schools except in relation to the replacement of Local Safeguarding Children Boards by local partnership arrangements and safeguarding link governors will wish to check that Designated Safeguarding Leads are aware of the new arrangements. A revised **KCSIE** comes into effect from September and was again made available the previous term. There are only relatively minor changes but link governors should ask about new requirements relating to 'upskirting', sexual violence and the school's plans for the introduction of relationships education for primary pupils, relationships and sex education for secondary pupils, and health education for all. **NSPCC** has provided a helpful summary of important points {<https://learning.nspcc.org.uk/research-resources/2018/keeping-children-safe-in-education-Caspar-briefing/>}. In the light of press coverage of parental resistance to some aspects of relationships education, governors may wish to discuss school leaders' views on how to handle this. For those seeking translations of **KCSIE** these have been provided by the **London Grid for Learning** {<https://www.lgfl.net/digisafe/Kcsietranslate>}. In spite of the relatively minor amendments to **KCSIE**, I would recommend that governors satisfy themselves that training on this for all staff is refreshed in September and that Part 1 and the Annexe have been read and understood by all staff: don't forget to ask how understanding has been measured (**Veale Wasbrough Vizard's** (VWV) On-Stream system can assist with this as previously mentioned).

The growing focus on on-line safety is explained by figures published by the **NSPCC** in July {<https://learning.nspcc.org.uk/media/1747/how-safe-are-our-children-2019.pdf>} which referred to year on year police recording of increased online child sexual offences, an increased number



of URLs confirmed by the **Internet Watch Foundation** (IWF) as containing child sexual imagery and that the majority of parents, carers and the public believe that social networking websites should have a legal responsibility to keep children safe on their sites. Specifically: 16% of primary school children surveyed and 19% of secondary pupils had seen content which encouraged self-harm; 21% of 11-18 year olds had received a request for a sexual message or image; there has been a 19% increase in contact with their helpline about online sex abuse; 41% of 11-18 year olds do not think that websites, apps and games do enough to keep them safe. Governors may wish to ask about how schools are responding to **DfE** guidance on teaching online safety in schools {<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>}.

LEGAL AND RELATED ISSUES

Helpful advice has, as usual, been forthcoming from many of the usual sources about legal issues facing schools and governors may wish to check that senior leaders are keeping abreast of these. In addition to VVV mentioned above, who have recently issued helpful advice on transgender issues, and **Barlow Robbins** who have been especially forthcoming with advice in relation to matters connected with the Teachers' Pension Scheme (TPS), **Farrers** have been briefing about, for example, the employment position of visiting music teachers, holidays and holiday pay notably in connection with maternity leave, the latest on when staff on call overnight are considered to be working (especially in relation to the national minimum wage), serious incident reporting (referring to high profile cases in children's charities where reporting was considered inadequate—too little, too late), issues relating to peer-on-peer abuse (particularly in relation to equal treatment for victims and perpetrators, the problems of managing risks and those arising when a victim does not want to involve the police), increasing issues relating to exam compliance and transgender issues. (On transgender issues especially as they affect independent and boarding schools, the latest **ISI Update** is helpful.) In independent schools, in addition to the implications of the possible removal of business rate relief, the imposition of VAT on school fees and the removal of charitable status, there is now a suggestion of the possibility of an educational opportunity tax - bursars and heads should be aware of the discussions around these.

ISBA regularly tackles such issues in its monthly newsletters and these remain a most valuable resource. Alongside other more substantial points: in April, for example they explained why governors should now all use school email addresses: in May they looked at whether an employer can be liable if an employee sustains an injury at a work party and in June they alerted schools to the fact that Windows 7 will not be supported from January 2020 and schools dependent on it will be exposed to additional risk of cyberattack.

HELP

In addition to the sources quoted in this *Update*, governors should be aware of the publication in March of the revised **DfE Governance Handbook** {<https://www.gov.uk/government/publications/governance-handbook>}, followed a couple of months later by AGBIS' *New Guidelines for Governors* {<https://www.agbis.org.uk/agbis-news-guidelines-for-governors-march-2019-145/>}. The independent Governor Hub is used by some 6,000 schools and you can see if you think it might be useful by taking a tour of the site {<https://help.governorhub.com/en/articles/1646523-governorhub-a-quick-tour>}



RANDOM

- I've been asked to pass on the 'Emmerdale' statistics I've been heard to quote. These came from a survey undertaken by **Barnardo's** in the aftermath of the soap opera's storyline about a female teacher abusing a fifteen-year-old pupil {<https://www.barnardos.org.uk/news/uk-public-struggle-identify-child-sexual-abuse>}. The survey discovered that: 27% of respondents didn't know it was illegal for a teacher to kiss a fifteen-year-old pupil; 19% didn't know it was illegal for a teacher to have sex with a pupil after their sixteenth birthday; 26% of male respondents would be more concerned if the teacher was a man and the pupil a girl; 28% of respondents thought that the scenario was every teenage boy's dream.
- The **World Health Organisation** (WHO) has recently identified a gaming addiction disorder. {<https://www.who.int/features/qa/gaming-disorder/en/>}
- ASCL has established an Ethical Learning Commission {<https://www.ascl.org.uk/policy/ascl-ethical-leadership-commission/>} which has provided a Framework for Ethical Leadership. They state that they want the language of values and virtues to be part of everyday decision-making because: *'schools and colleges are where society looks after its young until they are old enough to assume the mantle of adult responsibility; school and college leaders have to be diligent and trusted professionals and public servants; every decision and judgement school and college leaders make sets an example to children and should promote ethical behaviour in succeeding generations: how we do things is as important as what we do; in a landscape where schools and colleges are of many different sorts and responsible to many different people, society must be able to rely on thousands of individual decision-making leaders to do the right thing, themselves.'*
- The debate about coding continues. **Andreas Schleicher**, Director of the **Organisation for Economic Cooperation and Development**, was reported in the *TES* in May as stating that *'Coding is just one technique of our times. You teach it to three year olds and by the time they graduate they will ask you, "Remind me, what was Coding?". That tool will be outdated very soon.'* Others believe that, as with modern foreign languages, learning one computational language will help with learning the next.

AND FINALLY

Some summer reading may be of interest. Andy Buck's *Leadership Matters* is a thought provoking take on a perennial concept, Mary Myatt's *High Challenge: Low Threat* an accessible look at curriculum issues and Mark Lehain's website gives fascinating insights into the question of behaviour {<https://parentsandteachers.org.uk/resources/the-question-of-behaviour/>}. And if you want to join in the debate about the impact and future of private education, take a look at David Kynaston's and Francis Green's *Engines of Privilege*.

If you'd like to ask questions about anything in this Update or I can be of any other assistance, please contact me directly: durellbarnes@rsacademics.com

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Durell joined RSAcademics in 2016 and throughout his career he has worked with hundreds of school leadership teams to support them with all aspects of governance and compliance.



Formerly deputy director and head of communications at the Independent School Inspectorate, Durell was also ISI's lead on quality assurance and safeguarding. He was closely involved in the development and implementation of the revised frameworks for inspection. A governor of both maintained and independent schools, Durell has hands-on experience of the challenges faced by busy and highly-committed governors endeavouring to exercise their responsibilities within time constraints. In September 2018, Durell was appointed Chairman of the Independent Schools

Examinations Board (ISEB), alongside his role at RSAcademics.