

Governance News

**A Termly Newsletter for Liverpool Governors and
Trustees**



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Changes to the Education Inspection Framework (EIF)



Christopher Russell, Ofsted's National Director, Education, discusses the recent changes to the Education Inspection Framework handbooks and moving beyond transitional arrangements.

Following our return to inspection, we have been able to take stock of the impact of the COVID-19 pandemic with the sectors that we work with. As a result, we have reviewed and updated our [Education Inspection Framework \(EIF\) handbooks](#). This is part of our standard practice to ensure that our handbooks are up to date.

COVID-19

We understand that COVID-19 continues to have an impact on early years settings, schools and colleges. We appreciate that this is likely to continue to affect how you make decisions for some time. We also know that you are now moving on from the emergency response to COVID-19 and getting back to the more usual ways of working. We are doing the same.

We believe that now is the right time to move beyond the temporary measures that we placed in our handbooks as a response to the national disruption. To reflect this, we are integrating the stand-alone COVID-19 paragraphs into the main sections of our inspection handbooks.

These changes demonstrate that we will continue to take account of the relevant issues that providers may be facing. For example, we have placed a clear expectation that conversations between leaders and the lead inspector will continue to include a discussion on the impact of COVID-19. This ensures that our inspections continue to be informed by the different contexts in which you work and the range of challenges that you may still face.

Transitional arrangements

When we launched the EIF in September 2019, we understood that we had introduced some new ideas about how we would evaluate a curriculum, and that some leaders would want to change their approach as a result.

We wanted to give you time to do this and so we put in place transitional arrangements. We acknowledged that planning a curriculum needed thought, so any school or college that was still in the process of updating its curriculum could still receive a good grade, provided that other aspects were good.

We initially envisaged that these arrangements would last until September 2020, by which time we would have expected providers to have their curriculum thinking in place. Of course, when national restrictions were put in place in response to the pandemic, everyone had to reprioritise their time.

Some of you had to put your curriculum plans on hold and many of you had to develop new plans and find new ways of delivering your curriculum.

As we returned to full-time education from September 2020, many of you were still in the process of planning your curriculum. We therefore kept the transitional arrangements in place when we returned to full routine inspection in September 2021. This was to give you further time to make any additional changes that COVID-19 required.

As we approach the start of another academic year, without national restrictions and modifications to our day-to-day work, now is the right time for us to move beyond the transitional arrangements. I am keen to stress that we are not introducing a 'cliff edge' for a judgement of good. We recognise that you are likely to always be revising elements of your curriculum. We will not suddenly expect you to meet every single criterion to remain good. Inspectors will continue to use the best-fit approach that is set out in the handbooks to reach a judgement of good.

Changes to our grade descriptors

In terms of the quality of education judgement, an outcome of good reflects that leaders have an accurate understanding of the curriculum that they offer – its strengths and weaknesses – and that there is clear evidence that the approaches they are taking to address any issues or challenges are leading to tangible improvements. Inspectors will want to be reassured that leaders can transfer the successful work underway in one area of the curriculum to other, less-developed aspects.

We do not expect curriculum to be perfect or a 'finished article'. Indeed, the best curriculum thinking is always evolving to meet changing circumstances. Inspection supports this approach to continuous improvement. Inspectors will therefore be interested in the effectiveness of leaders' actions and the steps being taken in subject areas that are less developed.

Discussing curriculum with inspectors is a brilliant way to explore your thinking. One of the strengths of our EIF is the evidence that inspectors gather through conversations with you, which allows us to appreciate individual contexts and necessary adjustments.

This move away from 'transitional arrangements' recognises that the changes you are making are no longer temporary, emergency measures, but are considered, longer-term approaches to returning children and young people to the curriculum that you always intended. To reflect this, we will introduce a new grade descriptor in the quality of education judgement to formally acknowledge the longer-term impact that this will have. The following is the wording in the [school inspection handbook](#), but similar changes have been made in the non-association independent school handbook and the [further education and skills handbook](#):

'The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.'

Structural changes

Finally, we have made some structural and layout changes to both the school inspection handbook and the non-association independent school handbook.

Although these changes have left the handbooks looking a little different, most of the content is unchanged and our approach to inspection remains the same. For example, we have incorporated the annexes for specific settings into the main body of the handbooks, which makes them more user-friendly for you and our inspectors.

We also want to be clearer about how we refer to different types of inspection. Section 5 inspections will now be referred to as 'graded' inspections and section 8 inspections of good and outstanding schools will be 'ungraded' inspections. Section 8 inspections include a range of different inspection types, and we are introducing this term to distinguish a particular type. The inspections themselves have not changed; the way that we refer to them simply supports a better understanding of the types of inspection that we carry out and why.

Thank you

Once again, I would like to recognise the huge efforts that you have made, and continue to make, during the pandemic. I know the past 2 years have been challenging, and that the changes made because of the pandemic were necessary at the time. Everyone did the best that they could in very difficult circumstances and, on behalf of Ofsted, I want to thank you all. I also want to reassure you that we recognise that some of these changes will continue to be relevant. I hope our updated handbooks reflect this.

Published in July 2022 on the [gov.uk website](https://www.gov.uk).



Christopher Russell, our National Director, Education, discusses the recent changes to our EIF handbooks and moving beyond transitional arrangements.

Pupil Attendance



The Department for Education has published guidance for schools, academies and local authorities on maintaining high levels of school attendance. Effective from September 2022, [Working Together to Improve School Attendance](#) replaces all previous guidance on attendance with the exception of the existing [parental responsibility measures](#). The guidance is currently non-statutory although the government is committed to it becoming statutory when parliamentary time allows.

Working together to improve attendance

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to:

EXPECT

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

MONITOR

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

LISTEN AND UNDERSTAND

When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

FACILITATE SUPPORT

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

FORMALISE SUPPORT

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.

ENFORCE

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

Expectations of schools

All schools have a continuing responsibility to proactively manage and improve attendance across their school community. Attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as everyone's responsibility in school.

The most effective schools consistently promote the benefits of good attendance at school, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance.

They also recognise that attendance cannot be seen in isolation and that the foundation to good attendance is a calm, orderly, safe and supportive environment in which all pupils want to attend and can learn and thrive. To manage and improve attendance effectively, all schools are expected to:

- Develop and maintain a whole school culture that promotes the benefits of high attendance
- Have a clear school attendance policy which all staff, pupils and parents understand
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them
- Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

Expectations of academy trust boards and governing bodies of maintained schools

Improving attendance requires constant focus, and effective whole school approaches require regular ongoing support, guidance, and challenge. All trusts and governing bodies are therefore expected to:

- Recognise the importance of school attendance and promote it across the school's ethos and policies
- Ensure school leaders fulfil expectations and statutory duties
- Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most
- Ensure school staff receive adequate training on attendance

Multi-academy trust boards and governing bodies of federations are also expected to:

- Share effective practice on attendance management and improvement across schools.

Whilst it is expected that all trusts and governing bodies will provide support covering these areas, the approach to delivering it should be proportionate to the size of the group of schools and type of school(s) within it.

Expectations of local authorities

Schools and academy trusts have a crucial role in raising attendance for all their pupils. They also have a protective role in being best placed to spot early patterns of poor attendance for persistent absentees. Individual pupils' barriers to attendance, however, often go far beyond the school gates. Persistent absence is almost always a symptom of wider issues in a pupil's life, and barriers to attendance are often specific to local contexts.

The local authority, statutory safeguarding partners and other local partners therefore have a crucial role in supporting pupils to overcome those barriers and ensuring all children can access the full-time education to which they are entitled. Local authorities are facilitators of wider support needed by individual families and schools to overcome barriers in the short term. They are also strategic leaders that work across a geographical area to remove barriers in the longer term.

As a minimum, all local authorities are expected to:

- Rigorously track local attendance data to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools on which to provide support and focus its efforts on to unblock area wide barriers to attendance
- Have a School Attendance Support Team which provides the following core functions free of charge to all schools (regardless of type):
 - Communication and advice: regularly bring schools together to communicate messages, provide advice and share best practice between schools and trusts within the area.
 - Targeting Support Meetings: hold termly conversations with schools, using their attendance data to identify pupils and cohorts at risk of poor attendance and agree targeted actions and access to services for those pupils.
 - Multi-disciplinary support for families: provide access to early help support workers to work intensively with families to provide practical whole-family support where needed to tackle the causes of absenteeism and unblock the barriers to attendance.
 - Legal intervention: take forward attendance legal intervention (using the full range of parental responsibility measures) where voluntary support has not been successful or engaged with.
- Monitor and improve the attendance of children with a social worker through their Virtual School.

Many local authorities will need time to transition to meet these expectations, including those that need to revise or bring to an end models of trading or service level agreements. Therefore, whilst local authorities should meet these expectations as far as possible for academic year 2022-2023, the School Attendance Support Team should be available to all schools free of charge (and free from any service level agreement) by ***no later than September 2023***.

Pupil Attendance 2: Legal Intervention



This second article based on the DfE guidance document [Working Together to Improve School Attendance](#) looks at the legal interventions available to schools and local authorities where support does not work, is not engaged with or is not appropriate

The law on school attendance and right to a full-time education

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for in absence in advance from the school.

This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance compared to those with the lowest attainment.

For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least one of the five years of study).

Legal intervention

As absence is so often a symptom of wider issues a family is facing, schools, trusts and local authorities should always work together with other local partners to understand the barriers to attendance and provide support. Where that is not successful, or is not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents. Attendance legal intervention can only be used for pupils of compulsory school age and decisions should be made on an individual case by case basis.

Schools, trusts and local authorities are expected to work together and make use of the full range of legal interventions rather than relying solely on fixed penalty notices or prosecution. It is for individual schools and local authorities to decide whether to use them in an individual case after considering the individual circumstances of a family.

These are:

- Parenting contracts
- Education supervision orders
- Attendance prosecution
- Parenting orders
- Fixed penalty notices.

Where they are used, it should be clear that it will change parental behaviour and in making the decision to use an intervention, headteachers and local authority officers should have regard to their safeguarding duties as set out in the statutory guidance in [**Keeping Children Safe in Education**](#).

Schools and local authorities should decide which parent(s) to involve in attendance legal intervention, but generally this should be all parents who have day to day responsibility for the child.

Parenting Contracts

A parenting contract is a formal written agreement between a parent and either the school or local authority to address irregular attendance at school or alternative provision. A contract is not legally binding but allows a more formal route to secure engagement with support where a voluntary early help plan has not worked or is not deemed appropriate. A parenting contract is not a punitive tool, it is intended to provide support and offer an alternative to prosecution. Parents cannot be compelled to enter a contract, and they cannot be agreed in a parent's absence.

There is no obligation on the school or local authority to offer a contract, and it may not be appropriate in every instance, but a contract should always be explored before moving forward to an education supervision order or prosecution.

A parenting contract should contain:

- Details of the requirements the parent(s) is expected to comply with
- A statement from the school and/or local authority agreeing to provide support to the parent(s) to meet the requirements and setting out details of the support
- A statement by the parent that they agree to comply with the requirements for the period of time specified by the contract.

Non-compliance with a parenting contract

The school and/or local authority should work with the parent to gain their cooperation and compliance throughout the parenting contract process. Where a parent does not comply through no fault of their own, then a meeting should be arranged with the parent to review and amend the contract. Where no (or an unsatisfactory) explanation for non-compliance is received the parent should be served with a written warning to explain that the contract is not working and may be terminated, with another course of action pursued if the parent does not engage.

Further instances of non-compliance would trigger a review to decide whether the non-compliance is undermining the contract to the extent that it is no longer useful in which case an alternative course of action (such as a different legal intervention) would need to be decided upon.

Failure by the parent, school, or local authority to keep to the terms of the parenting contract cannot lead to action for breach of contract or for civil damages. There is no criminal sanction for a parent's failure to comply with, or refusal to sign, a parenting contract. If the pupil's irregular attendance continues or escalates to the point where prosecution is deemed appropriate, however, any failure or refusal may be presented as evidence in the case. It is therefore important that any non-compliance with the contract is recorded so that it can be presented in court if necessary.

Education Supervision Orders

An Education Supervision Order (ESO) can be a useful alternative to provide formal legal intervention without criminal prosecution.

ESOs are made through the Family or High Court, rather than Magistrates Court. They give the local authority a formal role in advising, helping and directing the pupil and parent(s) to ensure the pupil receives an efficient, full-time, suitable education. For the duration of the ESO, the parent's duties to secure the child's education and regular attendance are superseded by a duty to comply with any directions given by the local authority under the ESO.

The order initially lasts for one year, but extensions can be secured within the last 3 months for a period of up to 3 years at a time.

Once an ESO is secured, an officer of the local authority should be chosen to act as the supervisor of the order on the authority's behalf; this does not need to be an attendance officer, rather it should be whichever lead practitioner is working with the family (including their social worker where appropriate). Schools should, however, work in partnership with the local authority and whilst the designated supervisor (the local authority) retains overall responsibility, schools can and should provide support and supervision where appropriate.

The supervisor must determine any requirements the parent(s) must adhere to whilst the order is in force. There is not a prescribed list, but they may include:

- Requiring the parent(s) to attend support meetings
- Requiring the parent(s) to attend a parenting programme or counselling
- Requiring the parent(s) to access support services
- Requiring an assessment by an educational psychologist.

Non-compliance with an ESO

Where parents persistently fail to comply with the requirements of the ESO, they may be guilty of an offence. Local authorities can prosecute in the Magistrates Court for persistent non-compliance and parents (upon conviction) would be liable to a fine of up to £1,000.

The lead officer should also raise persistent failure to comply with children's social care services and work together to investigate the circumstances of the pupil and decide whether it is appropriate for any further action to be taken (including statutory social care involvement) to secure their welfare.

Attendance Prosecution

Prosecution in the Magistrates Court is the last resort where all other voluntary and formal support or legal intervention has failed or where support has been deemed inappropriate in the circumstances of the individual case. Where it is decided to pursue prosecution, only local authorities can prosecute parents and they must fund all associated costs.

Local authorities have the power to prosecute:

- Parents who fail to comply with a school attendance order issued by the local authority to require a parent to get their child registered at a named school. This may result in a fine of up to £1,000
- Parents who fail to secure their child's regular attendance at a school, for which there are two separate offences:
 - Where a parent fails to secure the child's regular attendance. This may result in a fine of up to £1,000
 - Where a parent knows that the child is failing to attend school regularly and fails to ensure the child does so. This may result in a fine of up to £2,500 and/or a community order or imprisonment of up to 3 months.
- Parents who fail to secure the regular attendance of their child at a place where the local authority or governing body has arranged as an alternative. This may result in a fine of up to £1,000, or if the parent is found to have known the child was not attending regularly and failed to ensure that they did so, a fine of up to £2,500 and/or a community order or imprisonment of up to 3 months
- Parents who persistently fail to comply with directions under an ESO or breach a Parenting Order. These may result in a fine of up to £1,000.

If the parent is found guilty, in reaching their sentence the Magistrates will consider all the relevant information presented to the Court. Therefore, where the local authority believes a community order or parenting order would be beneficial, they should make a case to the Court. Depending on the circumstances of the individual case, such an order may change parental behaviour more successfully than a fine by requiring the parent to engage in specific activities (such as accessing support services), a parenting programme, or improving family routine through a curfew or exclusion from a place or residence.

Parenting Orders

Parenting orders are an ancillary order that can be imposed by the Court following conviction for non-attendance alongside a fine and/or community order. Parents' agreement is not required before an order is made. They may be appropriate where the parent has not engaged in support to improve their child's attendance and where compulsion to do so would help change parental behaviour.

The order requires a parent to comply with the arrangements specified in the order by the Court which can include a requirement for parents to attend counselling or guidance sessions (e.g. parenting education or parenting support classes) where they will receive help and support to enable them to improve their child's attendance for up to 3 months.

Non-compliance with a Parenting Order

Any breach of the order could lead to a fine of up to £1,000.

Fixed Penalty Notices

Fixed penalty notices are served on parents as an alternative to prosecution where a pupil's absence has not been authorised by the school and the absence constitutes an offence. Fixed penalty notices can be issued to each parent with day-to-day responsibility for the pupil's attendance.

Fixed penalty notices may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first five days of a fixed period or permanent exclusion. The parents must have been notified by the school at the time of the exclusion the days that the child must not be present in a public place.

Fixed penalty notices are intended to prevent the need for court action and should only be used where a fixed penalty notice is deemed likely to change parental behaviour and support to secure regular attendance has been provided and has not worked or been engaged with, or would not have been appropriate in the circumstances of the offence (e.g. an unauthorised holiday in term time).

Every local authority must draw up and is expected to publish on their website a Code of Conduct for issuing fixed penalty notices which must be adhered to by all schools, the police and any local authority officer issuing a penalty notice.

Each local authority's Code must set out the situations where a fixed penalty notice is appropriate. These should include: a number of unauthorised absences, one-off instances of irregular attendance (such as holidays taken during term time without the school's permission) and where an excluded child is found in a public place during school hours without a justifiable reason. The code must also specify the maximum number of penalty notices that may be issued to an individual parent in any 12-month period.

Subject to Parliament, the government intends to introduce a national framework to replace individual local authority codes of conduct ahead of the 2023-24 academic year.

Payment of penalties

The penalty is £60 if paid within 21 days of receipt, rising to £120 if paid after 21 days but within 28 days. The payment must be paid direct to the local authority regardless of who issued the penalty notice.

If the penalty is not paid by the end of the 28-day period, the local authority must decide either to prosecute for the original offence to which the notice applies, or withdraw the notice. Parent(s) can only be prosecuted if 28 days have expired, and full payment has not been made.

There is no right of appeal by parents against a fixed penalty notice.

Behaviour in Schools



Summarised below, the Department for Education has released new, non-statutory guidance on behaviour in schools and the related legal duties of headteachers and members of staff. It includes guidance on support for pupils to behave well and the powers of staff when responding to misbehaviour.

Creating and maintaining high standards of behaviour

Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. Schools' circumstances will vary but every culture should ensure pupils can learn in a calm, safe, and supportive environment and protect them from disruption. Schools should be clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that should be encouraged throughout the school community.

The behaviour policy is the starting point for laying out this vision and is one of the important ways the school culture is communicated to pupils, staff, and parents and carers. It is equally important that the behaviour policy is implemented effectively to create a positive behaviour culture in which pupils are encouraged to reflect the values of the school.

All headteachers should take responsibility for implementing measures to secure acceptable standards of behaviour. They should ensure the school's approach to behaviour meets the following national minimum expectation (aligned with [Ofsted's 'good' grade descriptor for assessing Behaviour and Attitudes](#)):

- The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment
- School leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy
- Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required
- Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
- Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

For all schools, establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils. The behaviour policy should be aligned with the school's legal duties and standards relating to the welfare of children. All staff should be aware of the measures outlined in the school's behaviour policy and how they should implement these measures - this is one of the key systems in place in schools which supports safeguarding. It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of [**Keeping children safe in education \(KCSIE\)**](#).

KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The school behaviour policy should be designed to bear this in mind. As part of taking a whole-school approach to behaviour and safeguarding, it will be important that the respective policies complement one another.

Where circumstances arise that endanger the safety of a pupil or staff member, the school should act swiftly and decisively to remove the threat and reduce the likelihood of its re-occurrence.

Developing a school behaviour policy

A school's culture and values are manifested through the behaviour of all its members. High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone. The school's behaviour policy should provide details on how staff will support pupils to meet these expectations.

The headteacher of a maintained school must determine measures which aim to:

- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour of pupils
- Promote, among pupils, self-discipline and proper regard for authority
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and otherwise regulate the conduct of pupils.

The headteacher of a maintained school must act in accordance with the current statement of behaviour principles made by the governing body and have regard to any guidance provided by the governing body on promoting good behaviour at the school. This is a core responsibility of a headteacher. It cannot be delegated. Detailed advice for governors is available in [**Behaviour and discipline in schools: Guidance for governing bodies**](#).

The proprietor of an academy or independent school must ensure that a written policy to promote good behaviour among pupils is drawn up and implemented effectively. The behaviour policy must also set out the disciplinary sanctions. The proprietor must also ensure that an effective anti-bullying strategy is drawn up and implemented so that bullying is prevented, as far as is reasonably practicable.

A behaviour policy should include detail on the following:

- ***Purpose*** – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;
- ***Leadership and management*** – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees;
- ***School systems and social norms*** – including rules, routines, and consequence systems;
- ***Staff induction, development and support*** – including regular training for staff on behaviour;
- ***Pupil transition*** – including induction and re-induction into behaviour systems, rules, and routines;
- ***Pupil support*** – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
- ***Child-on-child abuse*** – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
- ***Banned items*** – a list of items which are banned by the school and for which a search can be made.

The school behaviour policy should adhere to the following principles:

- ***Accessible and easily understood:*** clear and easily understood by pupils, staff and parents;
- ***Aligned and coherent:*** aligned to other key policy documents;
- ***Inclusive:*** consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;
- ***Consistent and detailed:*** have sufficient detail to ensure meaningful and consistent implementation by all members; and
- ***Supportive:*** address how pupils will be supported to meet high standards of behaviour.

Responding to behaviour

Maintaining a positive culture requires constant work and schools should positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

Responding to good behaviour

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Examples of rewards may include:

- Verbal praise
- Communicating praise to parents via phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project; and
- Whole-class or year group rewards, such as a popular activity.

Responding to misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

A response to behaviour may have various purposes. These include:

- Deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school
- Protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk
- Improvement: to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Acceptable forms of sanction

The behaviour policy should include a range of possible sanctions clearly communicated to and understood by pupils, staff, and parents. Examples of sanctions may include:

- A verbal reprimand and reminder of the expectations of behaviour
- The setting of written tasks such as an account of their behaviour
- Loss of privileges – for instance, the loss of a prized responsibility
- Detention
- School based community service, such as tidying a classroom
- Regular reporting including early morning reporting; scheduled uniform checks; or being placed “on report” for behaviour monitoring
- Suspension; and
- In the most serious of circumstances, permanent exclusion.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. The school should be clear about its approach and in which category any action falls, ensuring that the action complies with the law relating to each category.

Schools should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in [Part 1 of Keeping children safe in education](#), school staff should follow the school's child protection policy and speak to the designated safeguarding lead. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

If a pupil in these circumstances has SEND the school should consider whether this has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil.

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the school to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

What the law allows

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

A sanction will be lawful if it satisfies the following three conditions:

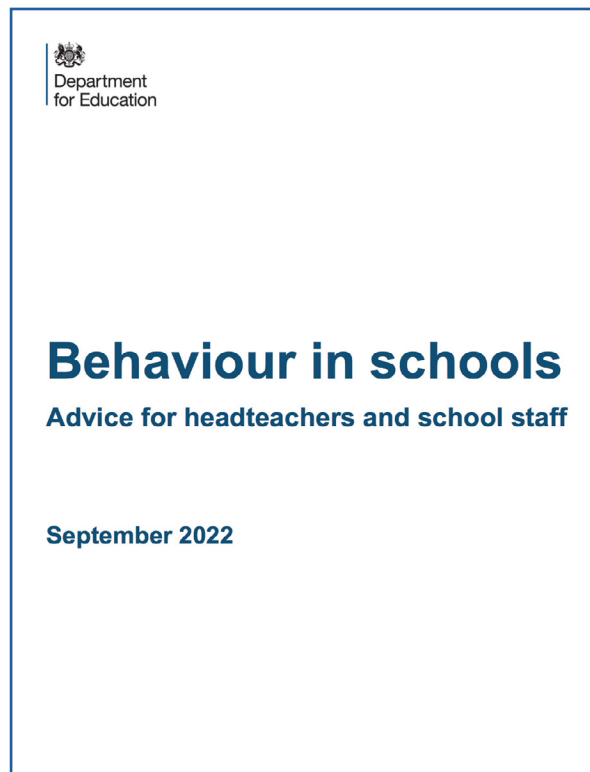
- a. The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher
- b. The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c. It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances.

The full guidance can be viewed or downloaded [here](#).



Suspension and Permanent Exclusion Statutory Guidance - Update: September 2022



The DfE has updated its [guidance on suspension and permanent exclusion](#) to reflect the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and can learn and thrive in a calm, safe, and supportive environment. In addition, updates have been made in response to changes to the legislation governing the suspension and permanent exclusion processes.

The updates are:

- Headteachers may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/ rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and Virtual School Head (VSH)
- When headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/ or VSH, as applicable
- When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension
- Guidance on the role of a social worker and VSH, during governing board meetings and IRP meetings.
- Guidance on managed moves, what they are and how they should be used
- Clarified guidance on the use of off-site direction as a short-term measure that can be used as part of a school's behaviour management strategy
- Further guidance on the practice of involving pupils so that any excluded pupil is enabled and encouraged to participate at all stages of the suspension or permanent exclusion process, taking into account their age and ability to understand
- Guidance for governing boards to ensure that they review data to consider the level of pupil moves and the characteristics of pupils who have been permanently excluded to ensure the sanction is only used when necessary, as a last resort.

The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

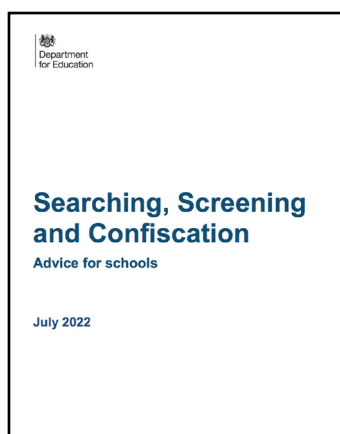
For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort.

This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

Schools and local authorities should not adopt a 'no exclusion' policy as an end in itself. This can lead to perverse incentives for schools not to exclude even when exclusion may be a way for a pupil to access Alternative Provision which will help ensure an excluded pupil remains engaged in education. In some cases, a 'no exclusion' policy can present safeguarding issues and expose staff and pupils to unreasonable risks. Instead, schools and local authorities should work to create environments where school exclusions are not necessary because pupil behaviour does not require it.

This guidance has been updated to be a companion piece to the [Behaviour in Schools](#) guidance, which provides advice to headteachers, trust leaders and school staff on implementing a behaviour policy which creates a school culture with high expectations of behaviour. Therefore, this guidance should only be necessary when strategies, practices and interventions set out within the Behaviour in Schools guidance have not been successful in improving a pupil's behaviour or the use of more significant interventions or sanctions are required.

Searching, Screening and Confiscation



The Department for Education has published advice to explain the screening, searching and confiscating powers a school has, including the related legal duties when it comes to these powers. It also includes statutory guidance which schools must have regard to.

Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item ([as defined in the Education Act 1996](#)) listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- Knives and weapons;
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence, or
 - To cause personal injury to, or damage to property of; any person(including the pupil)
- An article specified in [regulations](#):
 - Tobacco and cigarette papers (this does not include e-cigarettes or vapes. Schools who wish to search for these items should ensure they are listed as items for which a search can be made in the school rules)
 - Fireworks; and
 - Pornographic images.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to LA children's social services.

The school's behaviour policy should outline the banned items for which a search can be made. This must include the list of prohibited items above, and may include other items which a headteacher has decided are detrimental to maintaining high standards of behaviour and a safe environment.

The school's behaviour policy should be communicated to all members of the school community to ensure expectations are transparent to all pupils, parents and staff, and provide reassurance that any searching of a pupil will be implemented consistently, proportionately and fairly, in line with the school's policy.

School staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

The role of the headteacher, the designated safeguarding lead and authorised members of staff

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search and s/he should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff.

The headteacher should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. However, it is vital that all staff understand their rights and the rights of the pupil who is being searched.

If the designated safeguarding lead finds evidence that any child is at risk of harm, they should make a referral to LA children's social services immediately (as set out in [**part 1 of Keeping children safe in education**](#)) and consider the circumstances of the pupil to assess the incident against potential wider safeguarding concerns.

Before searching

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they

- Are in possession of a prohibited item
- Do not understand the instruction
- Are unaware of what a search may involve; or
- Have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher or designated safeguarding lead. During this time the pupil should be supervised and kept away from other pupils.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any items prohibited in legislation, but not to search for items which are identified only in the school rules. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

During a search

Where

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Who

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- If the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff
- When a member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a record of the search is kept.

The extent of the search

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. Schools can make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may still be conducted both for those items prohibited by legislation and any identified in the school rules for which a search can be made.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The member of staff may use a metal detector to assist with the search.

The member of staff's power to search does not enable them to conduct a strip search.

Strip searching

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers in accordance with the [**Police and Criminal Evidence Act 1984**](#).

Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the pupil(s) involved.

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed by a staff member once a strip search has taken place. Schools should keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Screening

Screening can help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment.

Schools' statutory power to make rules on pupil behaviour and their duties as employers in relation to the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening. Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all pupils for weapons before they enter the school premises.

Before considering the installation and use of any technology for screening, the headteacher is

encouraged to consult with the local police who may be able to provide advice about whether installation of these devices is appropriate.

If a headteacher decides to introduce a screening arrangement, they should inform pupils and parents in advance to explain what the screening will involve and why it will be introduced.

Where a pupil has a disability, schools should make any reasonable adjustments to the screening process that may be required.

If a pupil refuses to be screened, the member of staff should consider why the pupil is not co-operating, and make an assessment of whether it is necessary to carry out a search.

Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils
- Is prohibited, or identified in the school rules for which a search can be made
- Is evidence in relation to an offence.

Prohibited or illegal items

Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases, the member of staff must safely dispose of the drugs.

Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.

If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable. Members of staff should never intentionally view any indecent image of a child. Staff must never copy, print, share, store or save such images.

Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable or advisable.

Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.

Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner if safe to do so, or retained or disposed of. If a member staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police.

Members of staff should use their judgement to decide to return, retain or dispose of any other items banned under the school rules. Members of staff should follow any additional guidance and procedures on the retention and disposal of items put in place by the school.

Electronic devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead as the most appropriate person to advise on the school's response.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, or be evidence relating to a suspected offence, then they must be delivered to the police as soon as is reasonably practicable.

Confiscation as a disciplinary penalty

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

[illegible]

The government has published its [sustainability strategy](#) to improve the education sector's response to climate change by 2030.

- ***Climate education:*** preparing pupils for a world impacted by climate change through learning and practical experience
- ***Net zero:*** reducing emissions from education buildings and providing opportunities for pupils to get involved in the transition to net zero
- ***Resilience:*** adapting school buildings and systems to prepare for the effects of climate change
- ***A better environment for future generations:*** enhancing biodiversity, improving air quality and increasing access to (and connection with) nature in and around schools.

Autumn 2022: the DfE launches its Climate Leaders Award and National Education Nature Park.

- Develop a model curriculum for science at primary level
- Pilot a food curriculum and a whole-school approach to food
- Pilot new training for governors on a whole-school approach to food
- Start rolling out carbon literacy training for at least 1 person in every maintained nursery or school
- Publish a framework to evaluate the impact of the actions set out within the strategy

By 2025: the DfE aims to:

- Introduce a natural history GCSE
- Have delivered carbon literacy training to all sustainability leads in every school and nursery.

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Also, while there are no immediate actions for schools, the strategy may ultimately impact areas such as:

- Curriculum
- CPD plans
- Careers guidance
- Premises
- Procurement processes.

The National Education Nature Park

The DfE plans to consider the whole physical education estate as a virtual “National Education Nature Park” with pupils directly involved in measuring and improving biodiversity in their school or nursery.

Pupils will be able to:

- Upload their progress onto the park’s digital mapping services
- See how the park is ‘growing’
- Increase their knowledge of species
- Develop skills such as biodiversity mapping, data collection and analysis.

The Climate Leaders Award

This qualification will:

- Complement classroom learning
- Celebrate and recognise schools and pupils for:
 - Developing their connection with nature
 - Contributing to a sustainable future
- Provide a structured route through existing awards in this area, such as the Duke of Edinburgh award
- Be recognised and valued by employers and higher education providers.

Climate education

Aim: To offer young people a better:

- Understanding of climate change
- Connection to nature.

Learning about the natural environment

From **2022**, the DfE will introduce an annual climate literacy survey to benchmark progress in improving the climate knowledge of school leavers. This is to help it assess the impact of its action.

By **2025**, the DfE aims to introduce a natural history GCSE where pupils will:

- Explore organisms and environments in more depth
- Gain knowledge and practical experience of fieldwork
- Develop a greater understanding of conservation.

Support for teaching

From **2022**, the DfE will:

- Include climate change and sustainability in science teachers' CPD
- Share best practice, demonstrating how schools have incorporated sustainability and climate change into teaching and, where relevant, enriched their broader curriculum
- Consider where relevant subjects could go into more detail on sustainability, for example by teaching about the circular economy in design and technology
- Promote and share relevant teaching resources from other government departments.

By **2023**, the DfE will:

- Develop a Primary Science Model Curriculum with an emphasis on nature
- Provide free access to curriculum resources through the National Education Nature Park online hub
- Support schools' sustainability leads to provide carbon literacy training to all staff
- Learning in the natural environment.

In **2022**, the DfE will:

- Explore opportunities to increase access to the outdoors through its [**Holiday Activities and Food \(HAF\) programme**](#)
- Make sure that pupils attending the HAF programme participate in activities that improve their knowledge and awareness of affordable, healthy eating and sustainable practice, e.g. by:
 - Taking part in activities such as food preparation
 - Cooking
 - Discussing food and food sources
 - Growing their own fruit and vegetables
 - Explore opportunities to:
 - Support schools to deliver quality outdoor education
 - Increase access to out-of-school activities for all pupils
- Provide educational activities so that school communities can learn through educational building, maintenance and procurement projects, such as:
 - Low-carbon boiler replacements
 - Smart meter installation
 - Energy monitoring pilots
 - Sustainable drainage system.

Political impartiality

Schools should ground any debates on political and policy change in wider citizenship education on democracy and democratic values, and handle topics in line with their [**legal duties on political impartiality**](#).

Green skills and careers

Aim: To inspire young people to choose, and give them the skills and knowledge they need for, career paths that support:

- The transition to net zero
- The restoration of biodiversity
- A sustainable future

Support for green jobs and skills

As well as through its [**Net Zero Strategy**](#), the government aims to support progression into green careers by:

- Offering a T-level in agriculture, land management and production by September 2023
- Linking participation in the Climate Leaders Award to skills required by employers
- Supporting schools to deliver careers information that informs pupils of the careers in the green sector available to them
- Providing assembly information and interactive class exercises to help pupils see and learn about a wide range of green careers and skills in action.

School premises

Aim: To improve the physical environment in and around education settings so that it is resilient to the impacts of climate change and inspires young people and others to live sustainable lives.

This 'action area' will be piloted until 2025 while the DfE investigates the best value for money approach. It'll set sustainability targets for schools between 2025 and 2035.

New builds and new blocks

All new school buildings delivered by the DfE (which aren't already contracted) will be:

- Net zero in operation
- Designed for a 2°C rise in average global temperatures
- Future-proofed for a 4°C rise, to adapt to risks such as increased flooding and higher indoor temperatures
- Equipped with sustainable ICT solutions.

Existing estate

The DfE will:

- Continue to trial the use of smart meters in schools
- Explore sharing schools' smart meter data directly with the DfE, so it can advise them on reducing energy bills and improving energy efficiency
- Trial the delivery of Energy Management Systems to provide schools with real-time information about their energy usage
- Support schools to put Climate Action Plans in place by 2025 so that it can monitor the implementation of solutions to alleviate flood risk, protect against increased heat and improve air quality
- Share best practice with schools by 2023 to help them decide where to invest money to reduce carbon emissions, and improve sustainability and resilience
- Develop its [**estate management guidance for schools**](#) with updated tips and good practice on the sustainable management of school premises.

Exploring resilience and adaptation of existing buildings

The DfE will accelerate pilots to investigate:

- The resilience of existing buildings to heat and flooding
- How their access to nature can be improved
- How their environmental conditions (overheating and air quality) can be improved.

By **2023**, it will:

- Explore how funding may support schools and nurseries to improve the biodiversity, air quality, shading and flood resistance along the routes between settings
- Continue to evaluate the UK's first "Biophilic" primary school
- Pilot the use of smart air and environmental quality monitors in schools
- Provide guidance to all schools for practical ways to reduce air pollution (both indoors and outdoors)
- Encourage schools and partners to expand anti-idling zones to reduce the impact of the school commute.

Heating solutions

The DfE is launching 10 pilots to test heating solutions for school premises to see how feasible it would be to replace school boilers with ground or air source heat solutions.

Water strategy (including weather and floods)

The DfE will:

- Encourage all schools to sign up to available weather and flood warnings
- Share a flood risk plan template with schools that are at the highest risk of flooding
- Work with the Environment Agency to help make sure schools are ready for and resilient to flooding and coastal change.

By **2023**: it will display the school's flood risk alongside emissions and biodiversity on the National Education Nature Park.

By **2026**: it aims to reduce the flood risk in over 800 schools.

By **2030**: it aims to work with water wholesalers and retailers to improve water efficiency at the 10,000 least water-efficient schools.

Operations and supply chain

Aim: To encourage schools to operate and regulate in a way that introduces pupils to more sustainable practices, such as:

- The circular economy
- Waste prevention
- Resource efficiency.

Sustainable leadership

By **2023**: the DfE will start rolling out carbon literacy training for at least one person in every maintained nursery or school.

By **2025**: all schools will have nominated a sustainability lead and have put a climate action plan in place.

Sustainable procurement

By **2023**, the DfE will:

- Encourage and support schools to procure from companies that commit to achieving net zero by 2050 and have a plan in place to show how they'll meet this target
- Make sure that sustainability is part of the assessment and validation criteria for including suppliers on procurement frameworks to support sustainable purchasing of products and services, including energy, in schools
- Support schools to buy from procurement frameworks that offer sustainable goods and services.

Preventing food waste

By **2023**, the DfE will:

- Work with schools to share best practice for delivering and improving uptake of nutritionally balanced, affordable and sustainable meal choices
- Pilot a food curriculum and a whole-school approach to food, which will involve encouraging schools to complete a statement on their website setting out their whole-school approach. This will initially be voluntary, but will become mandatory once schools can do it effectively
- Pilot new training for governors on a whole-school approach to food
- Support schools to drive up their sustainable practices in line with the school food standards, with consideration of the ingredients they use and their environmental impact
- Encourage and support schools to gather data and take action on food waste, and share their evidence-based best practice for sustainable waste prevention and management
- Share resources with schools that support food waste prevention
- Encourage schools to consider a rounded approach to providing food, including practical guidance on consolidating food deliveries and sourcing food locally where possible.

Promoting the circular economy

By **2023**, the DfE will:

- Support schools to reduce all waste, moving away from single-use items and towards reusable alternatives where possible
- Encourage schools to promote the circular economy by using items such as:
 - Reusable nappies
 - Recycled materials
 - Second-hand uniforms
 - Sustainable cutlery
 - Sustainable cleaning products
- Continue to offer a range of free sustainable period products to pupils

- Seek opportunities to rationalise deliveries to schools, through minimum order values or changes to delivery models.

By **2025** the DfE will:

- Eradicate single-use plastics and encourage the use of reusable and recyclable materials in schools
- Provide guidance for schools to help them meet the requirements of the [Environment Act 2021](#).

By **2030**: schools will support a circular economy through their participation in the Climate Leaders Award and National Education Nature Park, for example by using food waste to produce compost that can then be used directly or in the local community.

Sustainability and climate change: a strategy for the education and children's services systems can be viewed on the gov.uk website [here](#).



Department
for Education

Policy paper

Sustainability and climate change: a strategy for the education and children's services systems

Published 21 April 2022

Careers Guidance



The DfE has updated its statutory guidance relating to the requirement of schools to ensure that there is an opportunity for a range of providers to access pupils to inform them about technical education and apprenticeships and in providing pupils with independent careers guidance.

The Education (Careers Guidance in Schools) Act 2022 comes into force on 1 September 2022. The Act amends the existing duty, in Section 42A of the Education Act 1997, that requires maintained schools, special schools and pupil referral units in England to secure independent careers guidance to pupils in school years 8 to 13. The Act extends the duty to all pupils in state-funded secondary education, meaning that schools must now secure independent careers guidance from year 7.

The Act also establishes consistency across education settings by extending the statutory duty to academy schools and alternative provision academies in England.

The associated duties and equivalent requirements in funding agreements continue to rest with schools and colleges. The department asks all maintained schools and academies to pay particular attention to their legal requirements under the provider access duty, commonly known as the 'Baker Clause', and make sure they have put in place arrangements to comply fully with this law. Schools must provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships. [Ofsted's school inspection handbook](#) has been updated to highlight the importance of schools understanding and meeting the requirements of this legislation, as careers information, education, advice and guidance is one of the key areas that informs inspectors' overall judgements on Personal Development.

With the government's reforms to technical education and skills and the impact of COVID-19 on the labour market, there will be an increasing need for schools and colleges to work in partnership with employers, careers advisers, local authorities and other education and training providers to support students to prepare for the workplace and to make informed choices about the next step in their education or training. To support this, the department is funding The Careers & Enterprise Company to support schools and colleges to develop careers programmes in line with their careers requirements and the Gatsby Benchmarks.

The department also funds the National Careers Service to provide free, impartial careers information, advice and guidance to students, parents, and teachers through a website, web chat service and telephone helpline.

The Baker Clause

Schools have an important role in correcting the imbalance in careers information which means that **in years 9 and 10 far fewer students have been spoken to about technical choices in comparison to academic routes**, and only 4% of young people start an apprenticeship after their GCSEs. Schools must open their doors to other education and training providers, in line with their statutory responsibilities under the 'Baker Clause', putting in place a range of opportunities for providers of technical education and apprenticeships to talk to all year 8 to 13 pupils about their education or training offer. This is vital to ensure that all pupils are aware of the benefits of apprenticeships, T Levels and other approved technical education qualifications and can consider them, alongside 7 academic options, when making decisions about their next steps.

The Role of the Governing Board

What is the governing body expected to do? In schools and colleges, the governing body should provide clear advice and guidance on which school leaders can base a strategic careers plan which meets legal or contractual requirements. The plan should be developed in line with the **Gatsby Benchmarks** and informed by the requirements and expectations set out in the guidance. The plan should show how the careers programme will be implemented and how its impact will be measured. Every school should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.

The governing body must make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year olds) and students aged up to 25 with an education, health and care plan, and that it is:

- Presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- Includes information on the range of education or training options, including apprenticeships and technical education routes
- Guidance that the person giving it considers will promote the best interests of the students to whom it is given.

The governing body must also make sure that arrangements are in place to allow a range of education and training providers to access all students in years 8 to 13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published (the legal requirements of the 'Baker Clause'). This should be part of a broader approach to ensuring that students are aware of the full range of academic and technical routes available to them at each transition point.

The Gatsby Benchmarks

Benchmark 1: A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, employers and other agencies.

- Every school and college should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it
- The careers programme should be published on the school's or college's website in a way that enables students, parents, school/college staff and employers to access and understand it
- The programme should be regularly evaluated with feedback from students, parents, school/college staff and employers as part of the evaluation process.

Benchmark 2: Learning from career and labour market information

Every student, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.

- By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options
- During their study programme all students should access and use information about career paths and the labour market to inform their own decisions about study options
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

Benchmark 3: Addressing the needs of each pupil

Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's or college's careers programme should embed equality and diversity considerations throughout.

- A school's or college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations
- Schools and colleges should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development
- The records of advice given should be integrated with those given at the previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition
- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school. Colleges should collect and maintain accurate data for each student on their education, training or employment destinations.

Benchmark 4: Linking curriculum learning to careers

All subject staff should link curriculum with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.

- By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers
- Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.

Benchmark 5: Encounters with employers and employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes, and should include students' own part time employment where it exists.

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter¹ with an employer
- Every year, alongside their study programme, students in colleges should participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through their curriculum area
- Colleges should record and take account of students' own part time employment and the influence this has had on their development.

Benchmark 6: Experiences of workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities, and expand their networks.

- By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have
- By the age of 18, or before the end of their study programme, every student should have had at least one further experience of a workplace, additional to any part-time jobs they may have.

Benchmark 7: Encounters with further and higher education

All students should understand the full range of learning opportunities that are available to them. This includes both technical and academic routes and learning in schools, colleges, universities and in the workplace.

- By the age of 16, every student should have had a meaningful encounter with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students
- By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students

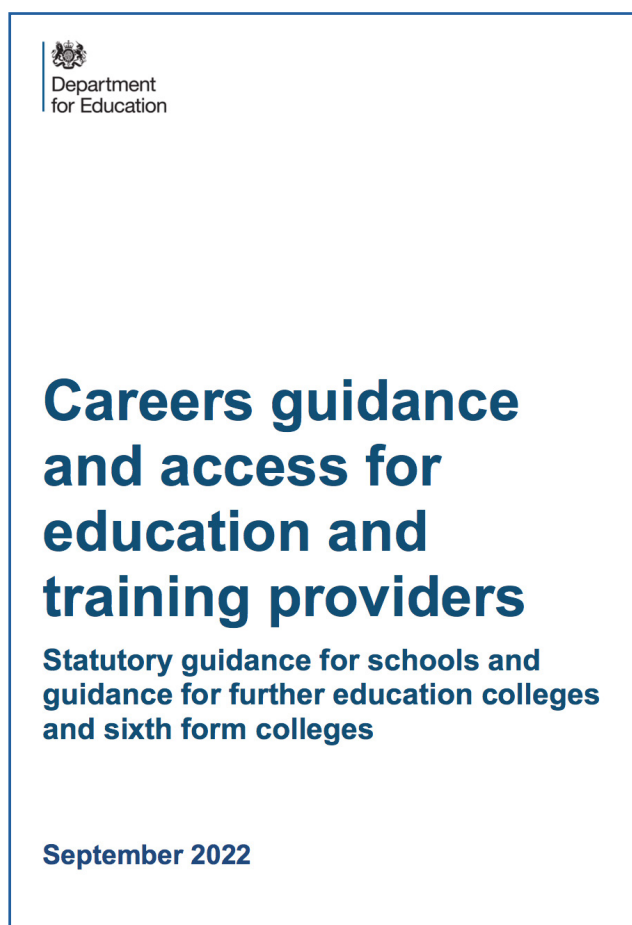
- By the age of 18, or before the end of their programme of study, every student should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and students.

Benchmark 8: Personal guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

- Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18, by the end of their study programme.

The full guidance can be viewed or downloaded [here](#).



Liverpool Governance Forum



E-mail: admin@livgovforum.org.uk

www.livgovforum.org.uk

Twitter: [@LpoolGovForum](https://twitter.com/LpoolGovForum)



The Liverpool Governance Forum ('LGF') was formed in 1996 to represent the views of all governing boards of Liverpool schools and academies. It represents the voice of governance on various strategic education committees within Liverpool, and seeks to:

- Liaise with all bodies connected with education, both locally and nationally
- Provide a forum for discussion and mutual support
- Promote best practice in fulfilling statutory and other responsibilities with sensitivity
- Raise awareness of educational issues
- Provide a basis for pursuing common ideals and objectives.

All Liverpool Schools are members of LGF, and all governors/trustees are welcome to attend LGF meetings and engage with keynote speakers. Past topics include energy costs, the MAT agenda, and SEND provision, and speakers have included Jonathan Jones, Director of Education, and Elaine Rees, CEO of Liverpool Learning Partnership. Meetings are held in local schools roughly every month during term time, and any governor / trustee of a school in the Liverpool area is assured of a warm welcome, informative input from active professionals working in the city, and a chance to network with experienced governors. Plus of course coffee and biscuits!

The Forum is actively seeking new committee members and invites you to get in touch via admin@livgovforum.org.uk for an informal chat with our chair or secretary. Further information about us, as well as help and advice directly relevant to governors of Liverpool schools, is available on our website <https://livgovforum.org.uk>. You can also follow us on Twitter: [@LpoolGovForum](https://twitter.com/LpoolGovForum).

Dates, venues, agendas and minutes for the current academic year are published on our website. In addition, annual informative conferences offer the opportunity to network, share best practice, and learn from high profile speakers from the world of education. LGF committee members are available to offer on-going support to all involved in school governance. They are also called on frequently for advice, or to sit on various panels (free of charge of course) such as for appeals or disciplinary issues.

Michael Morris, chair of Liverpool Governance Forum

LGF ANNUAL REVIEW FOR THE ACADEMIC YEAR ENDING 31ST AUGUST 2022

FORWARD:

LGF works closely with several key partners, which include the three Liverpool Headteachers' Associations, Liverpool Learning Partnership, Liverpool Local Authority, School Improvement Liverpool, and the National Governance Association. However, more detailed information on our work and activity is available on our website: www.livgovforum.org.uk

The range of committees is listed in Appendix A, together with the name of the committee member and the committees on which he/she represents LGF.

OVERVIEW COMMENTS BY MICHAEL MORRIS, LGF CHAIR:

I have the pleasure of welcoming you to this eighth LGF Annual Review, which is my first report as the LGF Chair. The key aim of the report is to provide Liverpool school governors, academy trustees, and our partners with a succinct overview of our key activities and the progress we have made during the 2021/22 academic year.

First of all, I would like to thank Kathy Desmond who stood down as Chair at our 2021 AGM last November, and formally retired from the LGF committee at the end of July. Kathy has served on the LGF for about 12 years, 9 of which were as Chair. Kathy's commitment and dedication to the LGF are unquestionable. Kathy has led from the front and raised the profile of the LGF and highlighted the importance of the governor and trustee voice on the various strategic education committees. We will certainly miss Kathy's input and knowledge at our meetings and offer her our best wishes for the future.

I would also like to make a special mention to Frank Macfarlane who unfortunately passed away last February. Frank was Chair of Governors at Archbishop Blanch CE High School and several other schools and was well known in the education sector and the community in general. He was also a key LGF committee member for many years and his advice, guidance, and sense of humour are sadly missed.

Following the covid restrictions over the past couple of years, we were delighted to hold one of our conferences last July. Despite the disappointing low numbers attending, it was a successful event delivered by our guest speaker Dr. Neil Stanley, the nationally recognised sleep specialist.

There are approximately 2125 governors/trustees engaged in Liverpool City Schools. However, we only have 12 active LGF committee members. We are, therefore, keen to engage more members to spread our workload.

LGF members serve on several high-level strategic educational committees. They are excellent opportunities to contribute to education policy and further develop your skills and I do hope that some of you will give this matter your serious consideration and make contact with us.

Finally, I would like to record my thanks to my fellow committee colleagues for their commitment, dedication, and hard work serving and representing Liverpool governors/trustees over the last academic year to ensure we have an input into the important educational decision-making on behalf of Liverpool Schools. A special thanks to David Blythe for the many duties he efficiently undertakes administrating and coordinating the work of the LGF and to Paula Anderson for the prompt and effective secretarial service she provides.

CONFERENCE:

After a two-year forced break due to the covid pandemic, we were very pleased to re-introduce our conference programme last July. It was our ninth conference and was delivered and presented by Dr. Neil Stanley one of the UK's foremost sleep experts and the author of *"How to Sleep Well"* and covered the topic *"Sleep and its importance in Education"*. It was not unfortunately well attended with only 19 delegates present, which is well below our average attendance of 40.

It would appear this was due to late cancellations due to covid on the rise again. It is also recognised that some governors/trustees are still rather nervous about attending such events. Nevertheless, the presentation was most engaging and informative with typical positive comments such as *"Excellent event; the speaker was very knowledgeable, engaging, and easy to listen to"*.

The key message we all took away is that regular quality sleep at night allows us to be energetic, alert, reduces stress, and improves our learning and memory; these are all essential benefits our children need so that they are *"ready to learn"* when they arrive at school and thus thrive and develop effectively. It is most important that we try and get this message across to parents/carers.

MEETINGS & GUEST SPEAKERS:

We held seven committee meetings during the academic year. Initially, 5 meetings were held at the St Mary's Millennium Centre, West Derby due to the covid restrictions in schools. However, for our May and July meetings, we were pleased to engage with schools once again meeting at Mossps Lane Primary in May, and Archbishop Blanch in July. We would like to record our thanks to them both for hosting the meetings and for their kind hospitality.

For six meetings we also invited guest speakers to address us on a range of various development topics. These were all informative and engaging. We would like to thank all our guest speakers for giving their time and making a valuable contribution to our work. A summary of the meetings held is as follows:

Month	Meeting, Guest Speaker & Topic (Development/Information session)
September	Committee meeting and guest speaker Speaker: Jonathon Dickson, Head of Resonate, Notre Dame Topic: Benefits of providing high-quality music in education and the support which is available
November	AGM followed by guest speaker and Committee meeting Speaker: Janet Myers, North West Regional Lead, National Governance Association Topic: Update on NGA structure and support available to governors and trustees
December	Committee meeting and guest speaker Speaker: John Byrne, LCC Strategic Finance Manager Topic: Overview of the current funding situation for Liverpool schools
January	Committee meeting only
March	Committee meeting and guest speaker Speaker: Brendan Purcell, LCC Energy Manager Topic: Challenges for schools with the rising costs of energy and opportunities to monitor and control costs
May	Committee meeting Mossfits Lane Primary School and guest speaker: Speaker: Jonathan Jones, LCC Director of Education Topic: Overview of recent government white and green papers on education and highlighting their aim on academisation
July	Committee meeting Mossfits Lane Primary School and guest speaker: Speaker: Jonathan Jones, LCC Director of Education Topic: Overview of recent government white and green papers on education and highlighting their aim on academisation

PUBLICATIONS:

Once again School Improvement Liverpool published three further issues of 'Governance News' during the academic year, which also contained articles submitted by LGF members.

These important information documents contain a wealth of advice and guidance on current governance practice, ensuring governors and trustees are kept up to date on a wide range of topics.

We do recommend governors and trustees access and make full use of the documents, which can be accessed at the [SIL website](#).

We would also like to record our thanks to SIL for their ongoing support in particular Dave Cadwallader for his specialist knowledge and guidance, which is very much appreciated.

MEETING VENUES:

For the 2022/23 academic year, we are optimistic that we will be able to continue our policy of holding our meetings in schools across the city. If you would like to host one of our meetings, then please let us know by contacting David Blythe, LGF Honorary Secretary at: admin@livgovforum.org.uk.

DATES FOR FUTURE EVENTS:

The dates for our 2022/23 Autumn Term meetings are:

- 13th September, 2022 (To be held at Hope School of Excellence, Gateacre)
- 8th November, 2022 (School venue to be confirmed) and
- 6th December, 2022 (School venue to be confirmed)

All meetings are on a *Tuesday from 10 am until approximately 12 noon*, except for our meeting on the 8th November, which starts with our AGM from 10 am to 10:30 am. This is then followed by our Committee Meeting from 10:30 am until 12:30 pm.

Further details regarding our meetings and venues will be shown on our website.

FUNDING AND FINANCE:

LGF is normally funded by subscriptions from the majority of Liverpool schools; primary, special, and secondary at a nominal charge of £25 per school. This is collected on our behalf through the three Headteacher Associations, which is much appreciated. This enables us to play a full and active role in improving educational standards in Liverpool.

However, as academisation continues to grow, some academy schools are no longer contributing or engaging with us and this is having a negative impact on our funding. We will, therefore, need to be innovative going forward on how we can bridge the discrepancy gap and remain an important and viable organisation.

To ensure financial control and accountability, we have a "Finance and Operating Manual" which sets out important parameters and is regularly reviewed and updated as required. The accounts are also independently audited.

A summary of the accounts for the year ending 31st August, 2022 is as follows:

SUMMARY OF 2021/22 FINANCIAL STATEMENT	£
Bank balance brought forward on 1st September 2021	2798:62
Income received during 2021/22 academic year	3775:00
Expenditure during the reporting year	2686:40
Closing bank balance on 31st August 2022	4525:02
Less debtors (i.e. Cheques issued but not cashed at year end)	-637:80
Effective net balance	3887:22
NB: A full statement of accounts will be available at the LGF November, 2022 AGM	

Finally, we hope you find this 8th issue of the LGF annual review as interesting and informative as ever.

APPENDIX A

2021/22 OVERVIEW OF LGF COMMITTEE ACTIVITIES

The table below details the members and the various committees they represent on behalf of the LGF.

The LGF committee formally met regularly to coordinate its activities, obtain feedback from members who have attended the various strategic committee meetings, formulate policy and progress development plans. Minutes of committee meetings and other relevant information are promptly published on the LGF website: www.livgovforum.org.uk.

LGF sub-committees are established when required, to focus and drive forward special projects e.g. the LGF Conferences.

LGF COMMITTEE / ASSOCIATE MEMBERS	
NAME & SCHOOL	COMMITTEE MEMBERS & REPRESENTATION
Joe Hartley	<ul style="list-style-type: none">Honorary President
Michael Morris (St Margaret's CE Academy)	<ul style="list-style-type: none">Director, Liverpool Learning PartnershipLCC, Priority 4, Educational Improvement Plan
Maureen McDaid (St Nicholas Catholic Primary & Gateacre)	<ul style="list-style-type: none">Main Committee and Formula Working Group, Liverpool Schools Forum
David Blythe (Honorary Secretary) (Hope & Gateacre)	<ul style="list-style-type: none">Learners Who Need More Strategic Group, Liverpool Learning PartnershipMain Committee and Formula Working Group, Liverpool Schools Forum
Danielle Azanuwha (The Beacon CE)	<ul style="list-style-type: none">Learners Who Need More Strategic Group, Liverpool Learning Partnership
Cliff Barton (Sudley Infant)	<ul style="list-style-type: none">Main Committee and Formula Working Group, Liverpool Schools Forum
Dave Cadwallader (Rainbow Education MAT, Smithdown Primary, Gateacre & Clifford Holroyde)	<ul style="list-style-type: none">Provides advice and guidance to the LGF committee and acts as the liaison with School Improvement Liverpool
Andy Chadwick (Ranworth Square Primary)	<ul style="list-style-type: none">Main committee, Liverpool Schools ForumAll Learners Strategic Group, Liverpool Learning Partnership
Richard Lovegrove (Faith Primary)	<ul style="list-style-type: none">Observer, Executive Board, Liverpool Learning Partnership
Cllr Barbara Murray (Childwall Valley Primary)	<ul style="list-style-type: none">Chair of Education and Skills Select Committee

LGF COMMITTEE / ASSOCIATE MEMBERS	
NAME & SCHOOL	COMMITTEE MEMBERS & REPRESENTATION
Avril O'Brien (<i>St Paul & St Timothy Catholic Infant</i>)	<ul style="list-style-type: none"> Learners Who Need More Strategic Group, Liverpool Learning Partnership LCC Race Equality Taskforce
Dave Owens (<i>Mossfits Lane Primary</i>)	<ul style="list-style-type: none"> Main Committee, Liverpool Schools Forum All Learners Strategic Group, Liverpool Learning Partnership
Marlene Taylor (<i>Lawrence Community Primary</i>)	<ul style="list-style-type: none"> Main Committee, Liverpool Schools Forum
John Thornhill (1) (<i>Sudley Juniors & St Julies High</i>)	<ul style="list-style-type: none"> Main Committee, Liverpool Schools Forum
Kathy Desmond (1)	<ul style="list-style-type: none"> Immediate Past LGF Chair
Mary Donohue (<i>Broughton Hall High</i>)	<ul style="list-style-type: none"> Governor representative at Board Meetings, Liverpool Learning Partnership
Mark Ray (<i>Longmoor Primary</i>)	<ul style="list-style-type: none"> Independent panel governor
Paula Anderson (2)	<ul style="list-style-type: none"> Meeting Secretary

- (1) John Thornhill and Kathy Desmond both resigned on the 31st July, 2022. We thank them both for their valuable contribution to the work of the LGF committee.
- (2) We also record our thanks to Paula Anderson our Meeting Secretary for her efficient and effective secretarial service. Her general support and the prompt issue of the minutes after meetings are greatly appreciated.

School Improvement Liverpool

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