STRONGER GOVERNANCE FOR EDUCATION

IN LINCOLNSHIRE

2021 Governance

Lincolnshire COUNTY COUNCIL

LLP LINCOLNSHIRE LEARNING PARTNERSHIP
LED BY SCHOOLS FOR SCHOOLS

LTT Lincolnshire Teaching Schools Together

DIOCESE OF LINCOLN BOARD OF EDUCATION
THE CHURCH OF ENGLAND

Governance 2021

- our **strategic role**
  - The strategic priorities we determine to steer the work of the school throughout the academic year

- our **oversight, assurance and holding to account role**
  - The aspects that we need to ensure we have clear oversight of, and which we need robust assurances about from the headteacher.

How to use this session

Use the session to start the process of thinking through:
- in what ways your strategic plan / school development plan needs to reflect the current context;

- how your governance work during the year is going to be structured and organised so that you are:
    - focusing on the progress with your strategic priorities, and
    - focusing on the key areas of overview and assurance.

- how we can strengthen our effectiveness as a governing board

Following the session you may need to find some time to develop your thinking, make the key necessary decisions, and develop **your governance work plan** for the year.

Five key areas of focus for governing Boards

- ❑ **Remote Learning** – our monitoring responsibility
- ❑ **The well-being of our senior leaders** – our duty of care
- ❑ **Re -engaging with vision and values** – our strategic role
- ❑ **Resilience and agility** – our strategic role
- ❑ **Board effectiveness** - how do we rate our effectiveness and what do we need to do to optimise this?

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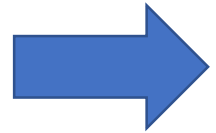
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A legal direction came into force on 22 October stating that all pupils must be provided with "immediate access to remote education" should they miss school due to COVID-19.

DfE guidance detailing remote education expectations can be found within actions for schools during the coronavirus outbreak.

Monitoring your school's remote education provision

Monitoring the quality, safety and effectiveness of remote education provision should be a priority for all governing boards at the moment. Governing boards should:

✓ ensure that safeguarding pupils learning at home is the highest priority; mechanisms are in place, working effectively and relevant policies have been updated

✓ be aware of their school's strategy and plans for delivering remote education, this includes how the provision works in practice and its development to ensure that curriculum aims and the needs of all pupils are met

✓ ensure that expectations for remote education set out in DfE guidance have been met

Review your remote education provision

Schools

January 2021

Questions to ask

- Does remote education provision meet the minimum requirements set out in DfE guidance?
- Has the school been able to switch quickly and efficiently to online (blended) learning?
- How are we supporting our pupils and their families to engage with remote learning?
- Have pupils and families with limited or no access to the technology required for remote education
been identified? Are they receiving appropriate support?
- How are pupils and staff supported, educated and encouraged to stay safe and behave appropriately
online?
- What support, resources and CPD are available to teachers to deliver online learning and adapt the
curriculum for online learning to best meet the needs of pupils?
- Is remote education tailored to meet the needs of pupils with SEND?

Keeping pupils and teachers safe

Keeping pupils and teachers safe during remote education is essential. The principles set out within existing school policies (such as the staff code of conduct) will continue to apply.

However, other policies and procedures, such as reporting routes for raising safeguarding concerns, may need to be reviewed.

Governing boards are responsible for ensuring the required policies are in place and working effectively.

The statutory guidance keeping children safe in education provides schools with information on what they should be doing to protect their pupils online.

The DfE has also collated remote education safeguarding resources including NSPCC guidance which outlines measures that school leaders should consider when revising safeguarding policies and procedures, including:

❑ **how staff will check on pupil's wellbeing while they are spending more time at home**, considering how best to do this in a way that is suitable for each pupil and their family

❑ maintaining professional relationships between pupils and staff; online teaching is different to teaching face-to-face, but **staff should be clear what behaviour is expected, in line with the staff code of conduct**

❑ where live lessons take place, parents, carers and pupils should feel comfortable with the arrangements and understand the benefits and risks (such as potential privacy issues); **written consent should be obtained for pupils to be involved**

❑ the suitability of online platforms for the pupils' age group and **ensuring the correct privacy settings are in place (not using teachers' personal accounts)**

❑ ensuring that when recording or teaching live lessons, **teachers are in a neutral area** where nothing personal or inappropriate can be seen or heard in the background
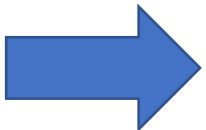
Publishing information on remote education provision – new legal duty

The Education (Coronavirus, Remote Education Information) (England) (Amendment) Regulations 2021 comes into force on 12 February 2021 and updates the existing legislative requirements for schools to publish details about their in-school curriculum.

There is now also a requirement for schools to publish details of their remote education provision. The legal duty does not require schools to provide any more information than they were previously expected to under guidance.

An optional template is available to support schools with this requirement.

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We have a duty of care to **all staff**. Leaders share this duty, and typically give their all to look after their staff. This responsibility is more acute during the pandemic.

The burden of leadership is significant in the current context.
The well - being of leaders has never been more important
The responsibility on us for supporting leader well-being is significant in the current context.

We need to be vigilant, proactive and explicit.

4 ways to support the well-being of leaders:

 - **Reducing burdens**
 - **The power of reassurance**
 - **Sharing the burdens of risk**
 - **Mental well being**

Reducing the burdens

The DfE and its agencies have cancelled or paused all but the most essential data collections, services and requests.

What are the non-essential activities and/or routine administrative and data burdens and requests that we can pause while leaders respond to Covid-19?

The power of reassurance

Leaders need assurance like everyone else. No matter how confident or secure we feel moments of concern and anxiety are inevitable le in times of uncertainty.

We need to ensure that we are providing authentic reassurance for our leaders

How are we doing this and are we doing this well enough?

Sharing the burden of risk

Leaders are interpreting and implementing a range of guidance and are carrying what will feel to them like a huge burden of risk, whilst being the sources of reassurance for staff, pupils and parents. They are trying to reduce uncertainty in times of uncertainty.

Part of the role of governance is to be a groups of minds that shore up the risk moments of individual inevitable blindness. It is important for leaders to know that they are sharing the risk and are standing with them.

How are we doing this and are we doing this well enough?
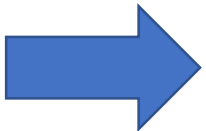
Mental well-being

The DfE has commissioned the Education Support Partnership to offer mental health support to around 250 headteachers vis telephone delivered by accredited counsellors plus online peer support.

Is your headteacher aware of this service?

The norms of 'work-life-balance' can be harder for senior leaders to maintain at the moment. We need to be setting a culture and 'tone from the top' that it is essential for leaders to be managing their energy and wellbeing well.

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Key Challenge

Senior leaders, and those who govern, have inevitably spent many months focusing on managing through challenging and uncertain and unprecedented times. 'How do we manage this?' has been the focus.

It's important that we start to **re-engage with our purpose and intent** as educational leaders and ask questions about innovation, development, seeking and using opportunities etc etc. Now is a good time to re-engage with discussions about purpose, vision and values and to engage with staff and parents about these. What do we value? What matters most? Where do we want to be in 5 year's time and what do we need to do to get there?

Key Questions

❑ **How are we going to re-engage with considerations of purpose, vision and values? How are we going to find the time and space to do this?**

❑ **What do we need to do to 'lift up our heads' from the inevitable focus on 'business continuity' and risk assessment and look again at the big picture?**

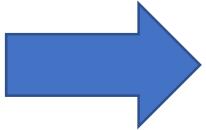# Re-connecting with purpose, vision, values and strategy

Weather vain

or

Sign post

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Resilience

The ability to deal with, find strengths in , and/or recover from difficult situations

❑ **Personal resilience** – school leaders, staff
❑ **Organisational resilience** – strategy, systems, policy

Personal resilience - all staff	→	Organisational resilience

Three kinds of bounce, three varieties of resilience

Bouncing Back
Recovery Resilience

Bouncing With
Adaptive Resilience

Bouncing Forward
Transformative Resilience

Agile leadership and Governance

Whatever Constraint is thrown Your Way, You can navigate Around it

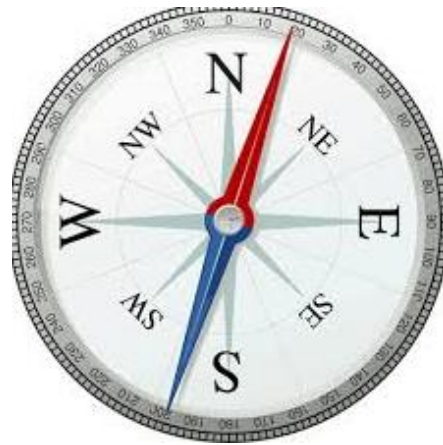# Three kinds of bounce, three varieties of resilience

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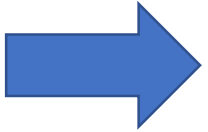
Study reported in the Harvard Business review
Boards progress from good – to-great along a four-phase continuum:

Foundational – basic compliance oversight – 'play it safe'
Developed
Advanced
Strategic – provides forward looking insights to form a clear strategy for improvement. Directors take appropriate and calculated risks to make significant lasting impact

Five elements — "disrupters" — that tend to hinder the progression of boards towards high performance:

- **Lack of clarity** on the roles of individual directors and the board as a whole. Role ambiguity slows decision-making and causes unnecessary director conflicts.
- **Poor process management** hinders effective board preparation, meeting management, and communications. This results in indecisiveness and a lack of urgency on critical challenges facing the organization.
- **Lack of alignment and agreement on company strategy** causes disinterest among board members, who then simply default to tackling regulatory and compliance issues. Poor strategic alignment also hampers a board's ability to prioritize issues and set their near-term agendas.
- **Poor team dynamics** fracture boards and lead to power struggles. Like any effective working group, a board should be comprised of professional peers who respect and work well with each other.
- **Board composition** is a serious impediment, if not done right. Today's challenges require new perspectives and skills. But boards often lack the ability to objectively evaluate their makeup to determine if they have the right people and skills at the table.

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Thank You