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Summer Governor Partnership Briefing



Agenda

- Welcome
- Local Authority Updates
 - Partnership of Schools
 - Moderation and Assessment
 - Professional Development
 - Children's Wellbeing and Schools Bill
 - Public Health
 - Holidays Activity Fund (HAF)
 - Leadership Forum Update
- Governance Update





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Partnership of Schools Group Update





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Supporting the Navigation of the Landscape



National



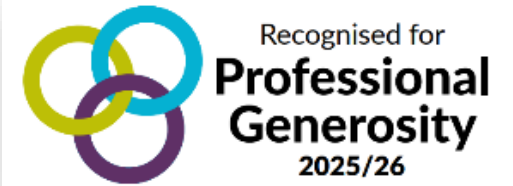
Regional



Local



Numbers 2025/26



| | Numbers |
|----------------------|------------|
| Early years | 88 |
| Writing | 43 |
| Reading post phonics | 19 |
| Mainstream Inclusion | 41 |
| Behaviour | 10 |
| Gold Pledge Reading | 50 |
| TOTAL | 251 |

'You Said, We Did'

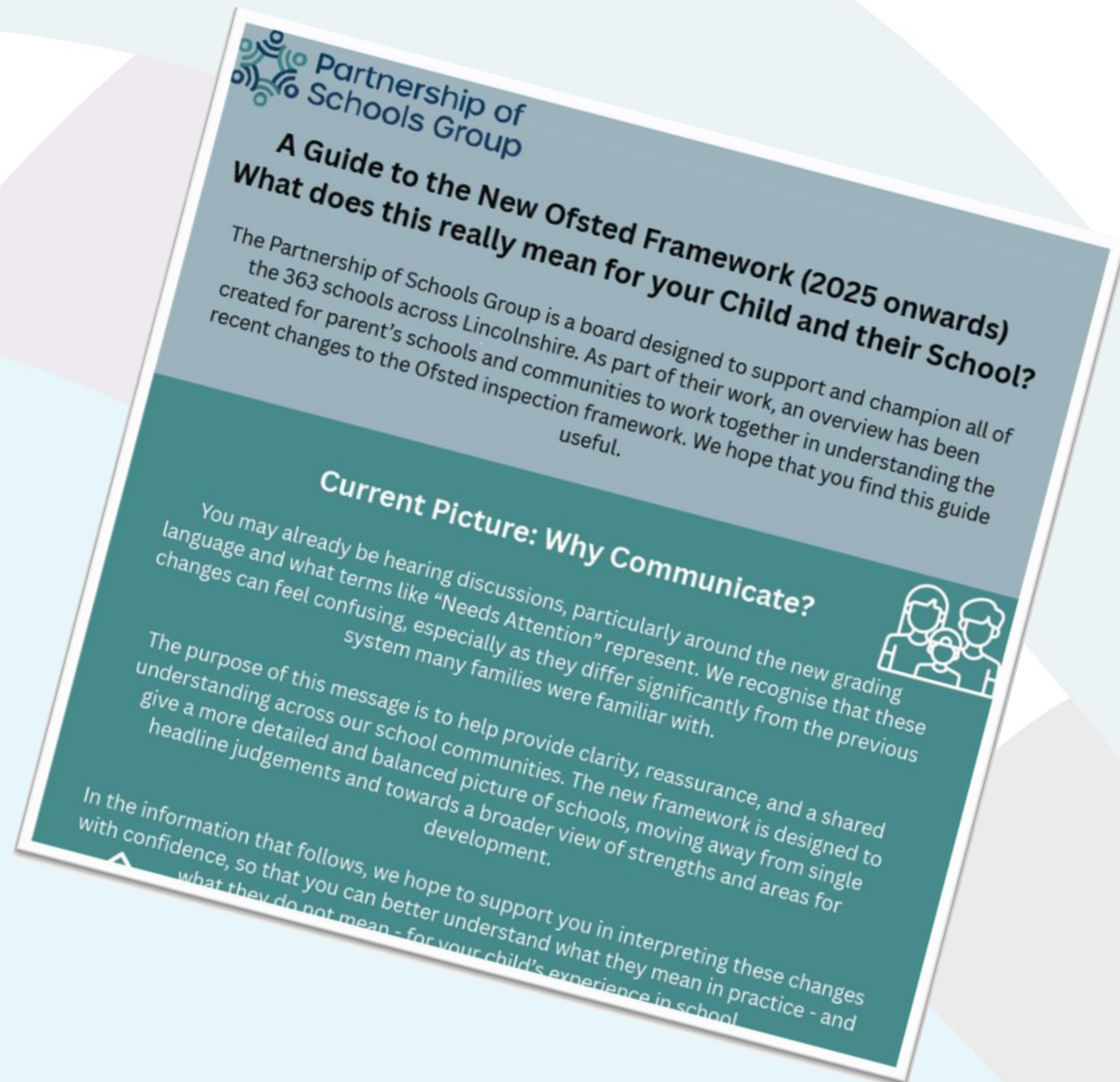
What

A piece of communication from PSG that can be used with your school community

- Websites
- Newsletters
- Social Media

Why?

- United in message across the county
- Comes from a neutral source
- Enables you to have a document which supports your own communications
- Supports the community, elevating their understanding of the new framework





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Assessment & Moderation

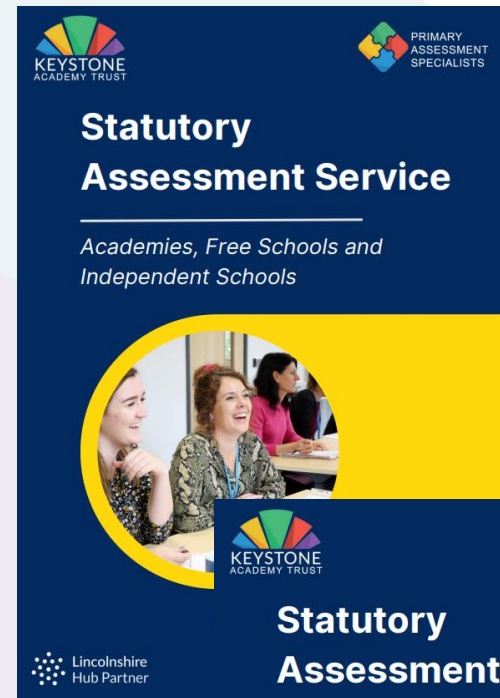


SATs Update

- Lots of excellent practice observed during the LA monitoring visits – **thank you!**
- KS2 test results will be available for schools to view and download on the NCA Portal at 7:30am on Tuesday 7 July.
- The Department will publish ‘KS2 attainment 2026: national headlines’ statistics at 9:30am on the same date. This information is needed for comparative reports about the attainment of pupils in the same age nationally (KS2 ARA section 12.2).
- If a headteacher decides that a pupil should not take one or more of the end of KS2 tests, they should write a report that should be sent to the chair of the governing body and a copy placed on the pupil’s educational record (KS2 ARA section 12.3).
- Deadline for schools to submit marking review applications by 11:59pm – 17th July 2026.
- 9th September 2026 – Reviews returned to schools.

Training and the future!

- Please visit our new website for information relating to the support, resources and training we offer to schools:
<https://www.keystoneassessment.org/> (please bookmark this page!).
- The 2026-27 training calendar is now available. Moderation flyers will be released later in Term 6. A mixture of old favourites with some new CPD events too. The newest CPD session available will be “Securing the Foundations in Writing at KS1”.
- Statutory Assessment Service for 2026-27 offer for Academies and LA maintained schools. No changes to pricing structure.
- We can provide bespoke training and support, please contact us to discuss this further.
- To book, visit - <https://events.bookitbee.com/keystone-academy-trust/>



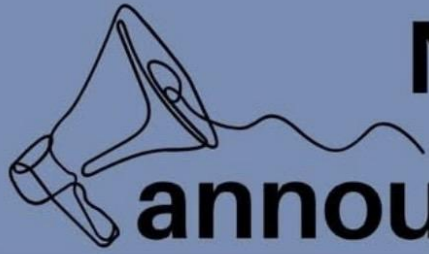


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Professional Development





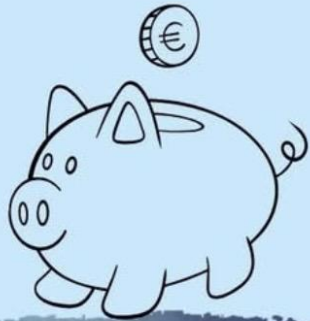


NPQ

announcement!



4 fully funded NPQs:
Headship, SENCo, Senior Leadership
and Early Years Leadership
Fully funded for all



NPQEL
NPQLL
NPQLTD
NPQLT
NPQLBC
NPQLPM

Funding will be available for the top 50% of schools that have the highest proportion of students attracting pupil premium.

Invest in: YOU

Key dates

EOI: Open now

Application and Registration Window Opens: **23rd June 2026**

Due to commence: **Autumn 2026**

Specialist **12-month programme**
Leadership: **18-month programme**

Reassurance

Blended learning – majority online, 1-hour modules

Flexible approach – when needed

Open and transparent

Lincolnshire Leadership Conference 2026

The Power of Partnership:
'Aspiration, Action & Achievement'

Friday 13th November
2026



Nimish Lad



Sonia Gill



Brendan Hall



Bradley Busch



Jenny Mills

Don't Miss Out!
Book Your Place Today!

Early Bird Tickets: £125

Small Schools Tickets: £99

Tickets from October: £135



Held at Lincoln Bishop University

The DfE Annual Survey

**WIN A FREE PLACE AT THE
LEADERSHIP CONFERENCE
NOVEMBER 13th**

It is that time of year again!

As part of our work, our DfE KPIs are dependent on the feedback that you provide in relation to our work. This is only refined to cover the DfE remit in ITT, ECTE, AB and NPQ but there is opportunity for your comment on the wider elements of CPD that we also offer. All schools who complete the survey will be entered into a draw to win a free place at our conference in November. Scan or click the QR code to enter.

Thank you in advance for taking the time to support our work, your feedback is always so highly valued.





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Children's Wellbeing and Schools Bill

Children's Wellbeing and Schools Act 2026 – Key Issues for Schools

[The Children's Wellbeing and Schools Act: what parents need to know – The Education Hub](#)

Overview of the Act and its strategic intent

Purpose of the Act

The Act aims to reform children's social care and education to ensure no child becomes invisible to public services, especially those at risk.

Schools as Safeguarding Partners

Schools are repositioned as core safeguarding partners alongside authorities, health services, and police to better protect children.

Wide Policy Coverage

The Act covers safeguarding, attendance, free meals, teacher standards, academy oversight, and curriculum alignment.

Phased Implementation

Provisions will be implemented gradually through secondary legislation and guidance, allowing schools to adapt over time.

Safeguarding, Attendance & Inclusion

- Multi-agency safeguarding expectations strengthened
- Improved information sharing and pupil tracking
- Children Not in School register and attendance focus
- New duties: allergy safety, phone policies
- Governors: scrutinise safeguarding and attendance data

Operations & Pupil Entitlement

- Free breakfast clubs for all primary schools (aim to be in place Sept 2027)
- Limits on branded uniform items
- Changes to exclusions, admissions, governance processes
- Rising expectations on teacher standards
- The Act promotes greater alignment of academies with the national curriculum to ensure consistent education for all children.
- Curriculum reforms influence inclusion, engagement, and pupil development beyond academics, supporting wellbeing and safeguarding
- Governors: ensure sustainability, compliance, impact

Emerging issues: digital safety and smartphones

Policy Framework for Digital Safety

The Act establishes clear guidelines on digital safety and smartphone use during school hours to protect children online.

Smartphone Restrictions in Schools

Mandatory smartphone restrictions during the school day raise challenges in enforcement, consistency, and parental involvement.

Digital Safeguarding Education

Schools must train staff to recognize online risks and deliver effective digital safeguarding education to students.

Ongoing Policy Evolution

Leaders should expect digital safety policies to evolve, requiring continuous review and adaptation to new online challenges.

What to do now

Early Preparation

Schools should proactively prepare for the Act rather than wait for final guidance to be released.

Safeguarding and Compliance

Review and strengthen safeguarding systems and audit attendance and pupil movement processes to ensure compliance.

Operational and Workforce Planning

Begin operational planning for breakfast clubs, uniforms, free meals, and consider future workforce qualification and pay requirements.

Partnership Collaboration

Strengthen relationships with local authorities and partner agencies for effective implementation of the Act.



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Public Health – Vaccine consent

Protecting Pupils Through School Immunisation

Introducing MAVIS: (Digital Consent Platform)

What is MAVIS?

An NHS digital system that manages and automates school vaccination consent directly with parents and carers.

How it works:

- Parents/carers receive a secure link to complete consent online
- Consent responses are submitted directly to the NHS immunisation team
- Automated reminders are sent to non-responders
- Vaccination records are updated digitally

What this means for schools:

- No longer required to distribute or collect paper consent forms
- No need to chase or follow up with parents
- Parent communication is managed directly by the NHS
- Schools provide pupil and parent contact details once per cohort

Key benefits:

- Reduces administrative burden for school staff
- Improves response rates through reminders
- Enables better tracking of uptake and follow-up
- Supports more efficient and safer vaccination delivery





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Holiday Activities Fund (HAF)





Holiday Activities and Food (HAF) Programme

Government funded till March 29

HAF provides funded holiday clubs for CYP from Reception to Year 11 during Easter, summer, and Christmas holiday periods. All clubs offers enriching activities, social opportunities, nutritious meal each day, supporting children's wellbeing, development, and readiness to learn.

Eligibility Criteria - Reception to Year 11, in receipt of benefits related (Targeted) free school meals .

FSM Expansion

- CYP qualifying for Expanded FSM through extended Universal Credit criteria are **not eligible** for the HAF programme.
- CYP will no longer be eligible under Transitional protection FSMs from September.

HAF 10% Discretionary Allocation

Schools can use up to 10% of allocation for non-FSM (Targeted) pupils who meet one of the following:

- Attendance of 85% or below, or at risk of low attendance
- Reception pupils at risk of low attendance

NEW Eequ HAF Booking system will launch for summer 2026 and will be live mid June





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Leadership Forum Update

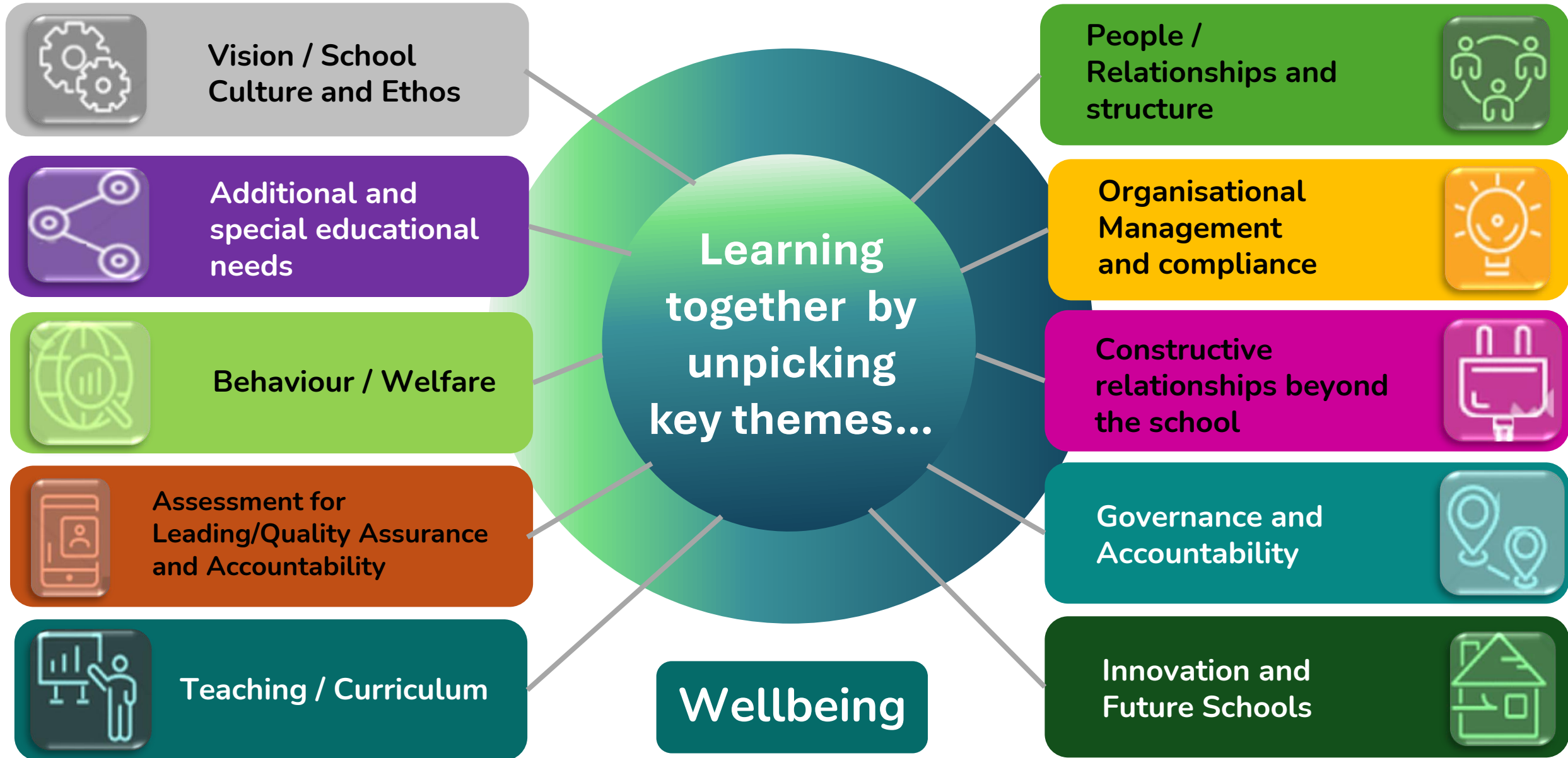


Autumn 2024: Background/Why are we here?

Leaders I have worked with over the last 3 years have told me that they are increasingly:

- Driven by busyness, challenged with the multiple demands on their time;
- Rarely satisfied with their accomplishments/hard on themselves;
- Unable to let go, with work dominating waking hours and impacting on family and friends;
- Feeling like a fraud, living with imposter syndrome.
- Briefing content and structure needs reshaping to meet the needs of leaders in the current climate
- Enjoy the aspect of networking and collaboration at briefings and would welcome opportunity to do this in a meaningful way.
- There is varied opportunity for professional 'top up' in the headship role- always investing in others

Leadership Forum: A Potential Structure



| Explore | Spring 2024 | Summer 2024 | Autumn 2024 | Spring 2025 | Summer 2025 |
|---------------------------------------|-------------------|-----------------------------|-----------------------|-----------------|-------------|
| Explore current needs and the content | Buy in and Vision | Behaviour and the continuum | Teaching and Learning | SEND/ Belonging | SEND Part 2 |

| Autumn 2025 | Spring 2026 | Summer 2026 | Autumn 2026 |
|--------------------------------|--|--|-------------------|
| Aspiration/ Expectation | | | |
| Improvement Plan | New Ofsted Framework/Curriculum Review Assessment | Complaints/ Strategies/ Buy In Parents and Community | Middle Leadership |

Padlet of Resources/Leadership Padlet

amanda973 • 1m
Leadership Padlet

- School Improvement Plans**
 - Secondary Improvement Plan
 - XX Improvement Plan 2021-2022
 - LEADING STUDENTS TO A BRIGHT FUTURE
 - SCIENTIA POTENTIA EST
 - Rapid Improvement Plan
 - #### Academy Rapid Improvement Plan
- Self Evaluations**
 - Secondary SEF
 - LEADING STUDENTS TO A BRIGHT FUTURE
 - SCIENTIA POTENTIA EST
 - DOCX
 - Headteacher:
 - SEF UPDATED 08 06 21
 - Blank SEF
 - #### Academy Self-Evaluation Development Summary
 - It is suggested that each section is kept for a minimum of 200-300 words.
 - Content of the School
- Governance**
 - Subject Leader Annual Reporting
 - Subject Leader Audit and Report

| Subject | Year | Subject Leader |
|------------|--|----------------|
| Area | Current situation before the reporting evidence? (reported against) | |
| Policy | Where was it last updated? Does it reflect current practice? | |
| Curriculum | Is there a clear 'WHISK' for your subject? | |
| Resources | Has the subject been updated on the website? | |
| Monitoring | Who plans for this subject? How often is it checked? How is your subject monitored? Do the resources and the method of the activities that have been planned? Are there any additional resources that are required to teach the subject more effectively? How does this translate in your subject? Where is this recorded? | |

 - Subject Leader Report
 - Subject Improvement Report Governance
 - Subject Improvement Report

| Subject | Year | Subject Leader |
|--|------|----------------|
| Subject responsible | Year | Name |
| How has the subject been developed during the last 12 months? What were your intentions? How do the intentions of the Leader match what has been achieved? | | |

- Useful Documents**
- Schools of the Future
 - Defining New Models of Education for the Fourth Industrial Revolution
 - PDF
 - WEF Schools of the Future Report 2019
- Putting Evidence to Work - A School's Guide to Implementation




Complaints /
Parents /
Community

A Matter of Perspective

Goal: Parents, staff and schools share the same goal: supporting children's education



"Your perception is your reality"

Complaints Serve a Purpose

- Opportunities for Improvement
- Ensure student safety and fairness
- Give students and parents a voice
- Promote accountability
- Ensure that learning/adaptations can happen as a result of the outcome

Layers of Complaint / Discontent

Content

Satisfied with the education/employment/situation

1

Concern

An expression of worry or doubt over an issue considered to be important for which **reassurances are sought**
DfE Definition

2

Complaint

A complaint may be defined as **'an expression of dissatisfaction** however made, about actions taken or a lack of action'
DfE Definition

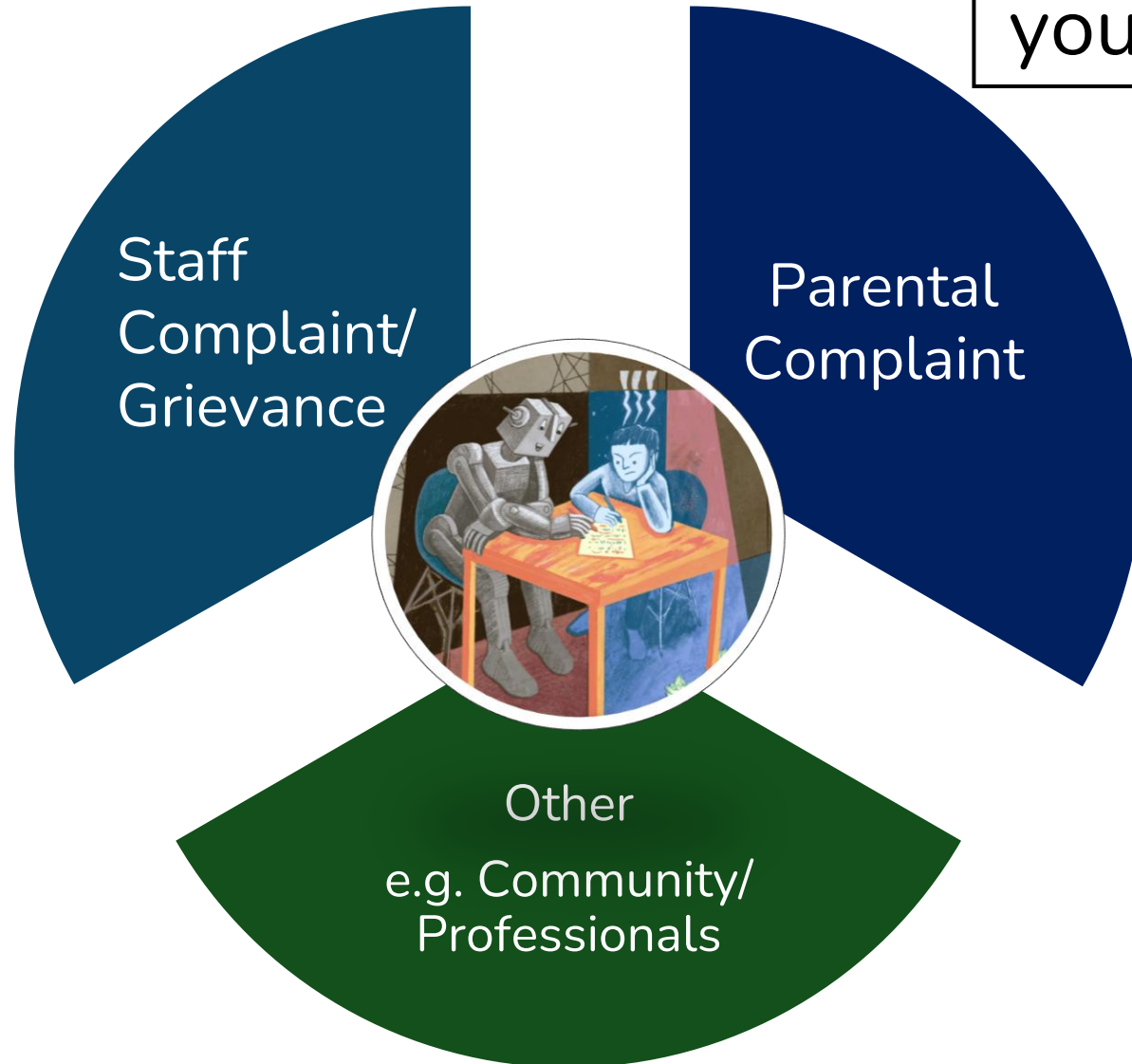
?

Complain but do not share this with the school

Quietly Discontent

Categories of Complaint

What are the proportions on your pie chart?



Organisational Structure



- What do you believe an effective complaints process to be?
- Your approach at each stage?
- Escalation routes?
- How do you protect staff/yourself?

Governors

Headteacher

SLT/Pastoral/SEND/Head of Dpt.

Class Teacher

Support Staff

Admin Staff

Strategies for Resolving Conflict



- Reflect on what you have heard?
- Do you use these strategies?
- Do you have any others
- Which ones?
- Is there staff training around this?
- Which do you think you might consider more consciously in the future?



6 Conflict Resolution / Negotiation Strategies

- 1 Mirroring**
Repeat the last 1-3 key words someone says.
Why it works It makes the other person feel heard. They'll explain more, giving you useful info without pressure.
How to use
Them: "This timetable is overwhelming."
You: "Overwhelming?"
Them: "Yes, the timetable has got too many lessons at the moment."
You: "At the moment?"
- 2 Label Their Emotions**
Name the feelings you notice in your counterpart.
Why it works Makes people feel understood and builds trust, which gets them to open up.
How to use
"It seems like you're frustrated with the process."
"It sounds like you're concerned about the timing."
- 3 Show Tactical Empathy**
Show you understand their perspective, even if you disagree.
Why it works People feel seen and understood - this opens the door to problem solving.
How to use
"I get why that would feel unfair."
"I understand why that would be upsetting."
- 4 Get People to Say "No" Instead of "Yes"**
When they feel pushed, people often say "yes" to get off your back - not because they agree.
Why it works People feel less pressure when they can say "no," and are more likely to say "yes" later.
How to use
"Is now a bad time to talk?"
"Have you given up on wanting XX to reach their full potential right now?"
- 5 Aim for "That's Right", Not "You're Right"**
Summarise their thoughts and problems so well they say, "That's right."
Why it works It shows you deeply understand them and builds trust.
How to use
"So you've been trying to fix this alone, and no one's been supporting you."
"So you are telling me that XXX!"
- 6 Call Out the Negatives First/ Make the Positives Explicit**
Say all the bad things they might be thinking about you - before they do.
Why it works It diffuses their objections before they explode.
How to use
"You probably think I'm being difficult or pushing too hard."
"You might think I'm not respecting your time."
"I can see why you are so committed to wanting the best for XXX they are so brilliant to be around with such a great sense of humour."

NGA Findings

- **82% of governors and trustees** say that complaints have increased in their setting over the **past 3 to 5 years, with half (50%) reporting significant increases.**
- The rising volume of complaints over the past 3 to 5 years is **more prevalent for secondary phase settings** (where 93% of respondents reported a rise) compared to primary (79%).
- **Main topics of complaint** relate to special educational needs and disability (SEND), teacher interaction, bullying, school management, and attendance.
- Schools and trusts are also receiving a **notable amount of vexatious and unreasonable complaints.**

ROOT CAUSES

- Lack of /poor communication e.g. delays in response
- Unclear rules or expectations
- Poor management of a situation
- Cultural or social conflicts
- Non-acceptance of a boundary/legislation/expectation
- High expectation and challenge set

NGA for Schools and Trust Advice

- Have strong parental/stakeholder engagement and communication
- Early intervention to prevent escalation
- More effective complaints management processes
- Have strong and consistent policies and procedures
- Manage parental expectations
- Complaints management training for staff

NGA Recommendations

Strengthen Early Intervention and Record-Keeping

- Across grievance, safeguarding, performance and whistleblowing cases, one consistent theme is emerging: delay and informality create risk. Failures are often not about intent, but about:
 - Concerns minimised or reframed
 - Informal handling instead of formal action
 - Poor records limiting evidence of decision.

Complaint Management CPD for All

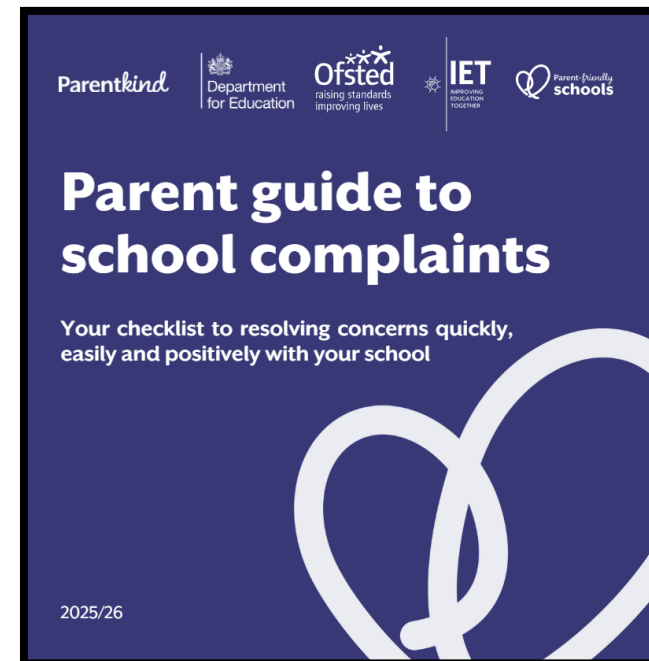
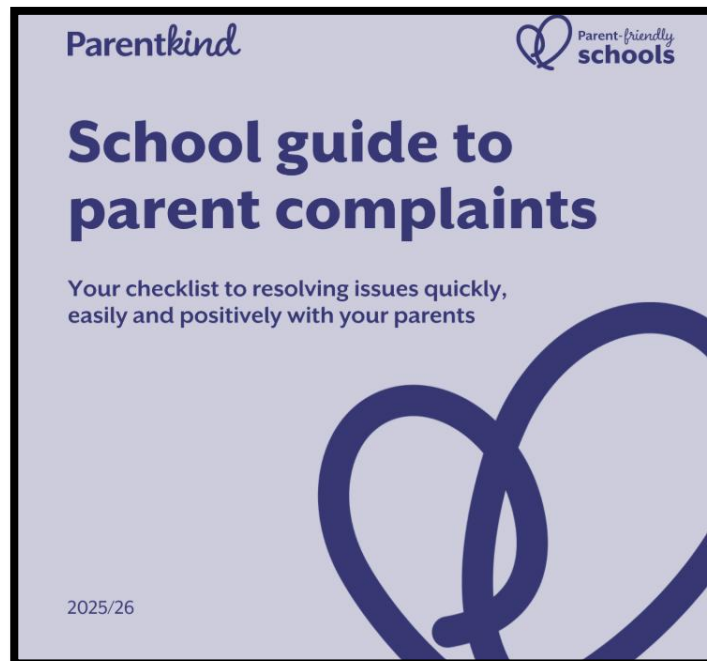
- Invest in Leadership Capability and ensure that staff training is available on the school complaints procedure.

[NGA - The school complaints landscape](#)



Support for Training/CPD: Complaints

- New Department for Education guidance on parental complaints has urged families to ensure “clear, respectful communication” in a five-step process that says to avoid social media and to use AI with “caution”
- Joint [guidance](#) published by the DfE, Parentkind and Ofsted





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Governance Update

Jo Trotter

Governing Body Effectiveness

The Maintained Governance Guide – offers advice on effective leadership in Section 1.2 under Evaluation:

- **Evaluation**

Regular evaluation to monitor and improve the quality and impact of governance by:

- completing regular skills audits, aligned to the school’s strategic plan, to identify skill and knowledge gaps and inform:
 - recruitment needs
 - training and development plans
 - induction of new governors, including training on [keeping children safe in education](#) and keeping pupils safe online in education
- **regularly reviewing the governing body effectiveness, how well governors work together, individual governors’ performance and their participation in discussions**
- **commissioning external reviews to get an independent assessment of the governing body’s effectiveness and areas for development, particularly at key growth or transition points**
- following legal requirements for document retention and accurately documenting:
 - evidence of the governing body and its committees’ discussions and decisions
 - any evaluation of the governing body’s impact

Information:

The NGA recommend completing the effectiveness exercise annually. NGA Resources – Available to NGA members only:

NGA [maintained-20-questions-202530930.docx](#)

NGA [Governor/trustee evaluation template](#) | National Governance Association

- GovernorHub resources:

[Governing/trust board self-evaluation: resources](#) | GovernorHub

[Governor and trustee appraisal: templates and guidance](#) | GovernorHub

- Review the LCC Governor Information Pack – Annex B - [governor-information-pack-2025-26](#)

DfE guidance - [External reviews of governance: guide for schools and academy trusts](#) - GOV.UK:

- [External reviews of governance](#) | National Governance Association

OFSTED

Updated [Inspection Guidance Documents for 2026/27](#) and [Summary of changes](#) to be implemented from September 26

Which evaluation areas have changes:

Safeguarding:

Pg 4 - Addition of “those responsible for governance” – therefore governance boards are responsible for the whole of the safeguarding area along with school leaders.

Pg 7 - Inspectors will look at arrangements to support pupils with medical conditions, including allergy safety policy

Inclusion:

Pg13 - Requirement for published inclusion strategy on school website with relevant details of what should be included.

Pg 14 - Designated teacher for looked-after and previously looked-after children should have regard to pupils’ personal education plans, if relevant

Pg 16 - Senco should have significant authority within school leadership to make positive difference

Pg15 – Expected Standard Category - Expectation of proactive and timely engagement with pupils and families to help reduce barriers to learning and/or wellbeing

Attendance and Behaviour:

Pg 37 - Ofsted will recognise that SEND can affect pupils' attendance. In schools with a significant proportion of pupils with SEND, inspectors will pay attention to the impact of the school’s work to improve attendance rapidly for these pupils and to maintain improvements over time.

Pg 38 - Leaders are expected to have an informed understanding of where improvement is needed by reviewing policies, processes and data, including for bullying and mobile phone use

Pg 39 - Your school should work with pupils and parents to communicate expectations about behaviour, including in relation to the use of mobile phones

Pg 40 - Pupils with an EHC plan should have suitable support to attend school and behave well

OFSTED

Updated [Inspection Guidance Documents for 2026/27](#) and [Summary of changes](#) to be implemented from September 26

Which evaluation areas have changes:

Achievement:

Pg31 - Inspectors will consider how pupils' attainment and progress in national tests and examinations compare with national averages and similar schools

Pg31 - The extent to which achievement is inclusive across the curriculum, including how pupils make appropriate progress from their starting points, is now considered as part of achievement as well as inclusion

Pg 33 - Clarification that **all** pupils are expected to achieve well, including those with barriers to their learning and/or wellbeing. This will be reflected in how tests and examinations relate to national averages, including for disadvantaged pupils

Personal Development and wellbeing:

Pg 45 - Enrichment activities should be purposeful and varied, and have regard to the enrichment framework where applicable (page 45 of the updated toolkit)

Pg 47 - For **maintained nursery schools and schools with early years provision**, inspectors will pay regard to statutory guidance for safe sleeping arrangements, and ensure that food is prepared in line with individual needs, developmental stage and any agreed care/allergy plans

Early years:

Pg 55 - In schools where early years foundation stage profile data is available, inspectors will consider what the data indicates about achievement over time and use this as a starting point for discussions with leaders about achievement

Pg 57 - The proportion of children reaching a good level of development should compare with the national average

Academy Trusts only: Inspectors will no longer meet automatically with Governance Professionals

OFSTED

Emerging themes from reports:

- **expected** is the most common judgement
- achievement has the highest proportion of **needs attention** grades and very few **strong** or **exceptional**
- the bar *has* been raised
- *secure fit* replaced *best fit*
- claims that more **needs attention** than RI grades are being given
- expectations are high

Takeaways for Governors and Trustees

- *needs attention* shouldn't be a label to be feared, but be considered as a lever for change?
- the mindset that 'expected' isn't good enough needs to be reflected on
- Attendance and Inclusion matter.

What have Inspectors been asking?

- What are the three main priorities for the school? Tell me three strengths of the school.
- How do you monitor safeguarding and check its effectiveness?
- What actions have the school in place to improve attendance?
- How inclusive is your school?
- How do governors hold leaders to account? How do you know that the reports you are reading are accurate?
- How do governors ensure leaders are rigorous in improving teaching quality?

GOVERNANCE IN THE AUTUMN TERM

PLEASE ALSO REFER TO THE ANNUAL PLANNER FOR SCHOOL SPECIFIC ITEMS WHICH WILL INCLUDE REVIEW OF DATA

- **Membership**

Declarations of Interest

Please ensure that you comply with the statutory requirement to declare interests and register any pecuniary interests. Please liaise with your Clerk if you have any queries. THERE IS A STATUTORY REQUIREMENT FOR THESE TO BE PUBLISHED ON THE SCHOOL WEBSITE.

Skills Audit

Please ensure that you have completed your skills audit and returned to the training and development Governor or Clerk. The NGA have a paper-based version and an electronic version, along with various versions available from other providers.

Governor Training

Please ensure that you discuss training in line with the completed skills audits and have a training plan in place for the academic year.

Please note that safeguarding training is statutory on induction, that one member of the governing body must have safer recruitment training and at least one governor should have completed cyber security training.

- **Attendance**

Continue to monitor patterns, review the school attendance policy and school attendance strategy.

Please ensure that as a governing body you are aware of the pupils in alternative provision and that you are assured that appropriate checks are undertaken.

A reminder that [Working together to improve school attendance](#) is now statutory guidance.

- **Behaviour**

Please ensure that the governing body is meeting all requirements under [Use of reasonable force and other restrictive interventions guidance](#) which came into force in April 2026.

- **Budget**

Ensure that you are reviewing the relevant financial documentation through the year. Finance Governors may find [this DfE webpage useful](#). There is useful [Finance Information](#) and [Finance Training documentation](#) for maintained school governors on the [Governor Services Professional page](#).

GOVERNANCE IN THE AUTUMN TERM

- **Estates Management and Sustainability**

Estates Management

- [The Standards describe four maturity levels and set specific board requirements](#)

Boards must be able to demonstrate that:

- The estate is safe, compliant, and well-managed
- An estate strategy is in place and reviewed
- That long-term estate renewal is planned, costed and aligned with the 10-year Strategy
- Risks (condition, compliance, climate, cyber) are understood
- Data is accurate and up to date
- Investment decisions are evidence-based
- Workforce capability matches the Competency Framework
- The organisation is ready for DfE digital systems and reporting

Key governance implication: The governing body must be able to demonstrate informed strategic oversight, rather than reliance on headteacher or premises manager reporting.

The Responsible Body will submit the Annual Return - we are awaiting confirmation from the property team that the Local Authority will be responsible for submitting the annual return for Community and Voluntary Controlled Schools.

Sustainability

The DfE expectation was that all schools would have a sustainability lead and a Climate Action Plan in place by December 2025. [Resources and support](#) are available to help schools on this journey.

Has the school formally identified a sustainability lead?

Does the school have a published or draft climate action plan?

How does the governing board monitor progress against sustainability commitments?

What barriers has leadership identified, and what mitigation is in place?

How is sustainability embedded into strategic planning, rather than treated as a standalone initiative?

Asset Register

Ensure that the school holds an asset register – this may be held under the estates management umbrella of information

GOVERNANCE IN THE AUTUMN TERM

- **Mental Health & Wellbeing**

Is the Chair/Wellbeing Governor checking on the HT and staff?

How is this being reported to the governing board?

Anna Freud has recently released resources [Self-care summer for education staff | Mentally Healthy Schools](#)

- **Risk Register**

Please ensure that as a governing body, you have a mechanism for measuring, and mitigating risk.

- **Staff and Headteacher Performance Management (Maintained Schools)**

Has your governing body appointed a pay committee as per the LA pay policy?

Has your board discussed and agreed on the appointment of an external advisor?

CoG's of Maintained Schools will be required to return the relevant form to Schools HR Team after performance management of HT has been completed.

- **Safeguarding**

[Keeping Children Safe in Education](#) - this guidance will be updated over the summer period and will take effect on 1st September 2026.

Governance Note:

LCC Safeguarding Team will attend the Autumn Governor Partnership Briefing to update you on the changes to the 2026 version.

The TES have released a report and resources - [Tes Safeguarding Awareness Week 2026 | Tes](#). The toolkit provides has useful questions for governors.

- **School Development/Improvement Plan**

Approval, tracking of progress and impact through the year, appointment of governors to monitor these priorities

Ensure that the governing board triangulates the SDP impact on governor visits?

- **Suspension and Exclusion**

The [new guidance comes into force from 26th July 2026](#) – please see pages 41 and 42 for updated information on data monitoring by governing bodies and the use of the data presented to governing bodies.

AUTUMN TERM GOVERNANCE RESPONSIBILITIES

HEADTEACHER PERFORMANCE MANAGEMENT

Maintained Schools

- Panel is normally 3 Governors **AND a board appointed** External Advisor
- No staff Governors, and where possible not to include members of the Pay Committee
- Best practice would be that the Chair and Vice Chair are not both appointed to this panel.
- The Headteacher Standards to be used to inform the performance management targets for headteachers - [Headteachers' standards 2020](#)
- Recommendations are delivered to Pay Committee to meet 31st December deadline for HT pay decision.
- Boards should ensure that they are compliant to the School Teachers Pay and Conditions Document, particularly in respect of the determination of leadership ranges, and sustainability of decisions.
- We recommend that boards contact their HR advisor for further advice.
- **PAY DECISIONS ARE NOT DISCUSSED AND AGREED AT FGB MEETINGS.**

AUTUMN TERM GOVERNANCE RESPONSIBILITIES

PAY COMMITTEE

Maintained Schools

- You **MUST** have a PAY COMMITTEE if you have adopted the LCC SCHOOL PAY Policy
- There is a proposed Terms of Reference for the PAY Committee in the policy
- The Pay Committee is constituted of 3 governors, but the CoG and Staff Governor should not be part of the committee
- The HT will present information to the committee on teacher pay and performance
- A member of the HT Performance Panel will present information to the committee on the HT pay and performance
- This is a delegated committee and the FGB do not ratify decisions but are informed in fact only after the committee have met at the next FGB meeting
- Further advice can be sought from HR advisor as required
- **PAY DECISIONS ARE NOT DISCUSSED AND AGREED AT FGB MEETINGS.**

- **Academies are free to set their own Pay and Conditions and Governance Professionals should refer to the academy policy for clarification.**

- **KEY DATES:**
- Teacher Salary decisions must be dealt with by **31st October**
- Headteacher Salary decisions must be dealt with by **31st December**

DfE Updates

- The Government have promised to deliver a “[new deal for young people](#)” with real opportunities to work through youth apprenticeships.
- The Government have announced their £132m “Every Child Can” programme which will fund activities within schools and in communities at weekends and in the holidays. The DfE have linked the [Enrichment framework for schools](#) to this programme. Big Education have also released an [Enrichment Benchmarks Companion Toolkit](#). Governance section from Pg 29-32.

DfE Consultations

- The DfE are [seeking views](#) on the statutory framework for help, support and protection of children.

DfE Resources

- The DfE have recently launched a [new website](#) with what you need to know and do to strengthen the school’s cyber security.
- The DfE have released a new non-statutory [Enrichment framework for schools and colleges](#)
- The DfE have released a new [school attendance analysis document](#) to help schools (and responsible bodies) better understand and support the attendance of pupils and a guide to [communicating with parents about school attendance](#).
- The DfE have released new guidance on [Protection of children’s biometric information in schools](#).
- The DfE have updated their [Data Protection in Schools guidance](#) adding a filtering and monitoring section to Cyber Security and safeguarding

LCC Updates

June LCC HR Update:

- Schools Grievance Resolution Policy now available for adoption.
- Schools Sickness Absence Policy and Procedure reviewed and available for adoption.
- Reminder to seek assurance that the school is complying with new legislation under the Equality Act 2010. All schools must have a risk assessment in place to prevent sexual harassment at work. A Template Risk Assessment and Action Plan is available for HT's to use.
- A reminder about the necessity to review Teaching and Learning Responsibilities (TLR's) in preparation for the changes coming into effect from September 2026

Critical Incident Guidance/Martyn's Law Guidance for Education Settings

- [martyn-s-law-incident-guidance-for-education-providers-v2.docx](#)
- [a-guide-to-managing-critical-incidents-in-schools-2026.pdf](#)

School Food Standards

The Food Education Team will be offering updated training sessions in the 2026-27 academic year to outline the new mandatory school food standards which will be implemented and enforced for primary settings from September 2027 and secondary settings from September 2028.

Data Protection Complaints Procedure

Please see the Summer Term 2 Governance Newsletter for more information and guidance on this **legal requirement**.

• Governorhub Training - New Offer September 26

Would your school benefit from an additional training session on Governorhub? The School Support Team has introduced a training package for existing users; this training is tailored towards Clerks and Governors. Prices and more information can be found at this [link](#). However, if you have any queries, please contact [BS School Support](#).

Governor Services Survey Results

Thank you to all in the Governance community who took the time to complete the governance survey.

Your feedback is very important to us, and we are now reviewing the feedback to ensure that we continue to provide the best possible service to the sector.



Governor Services 2025-26 Survey

Governor Services Web Page

- [Governor Services – Professional resources](#)

Governor Services

[Home](#) | [Governor Services](#) | [Governor Services](#)



We support governing bodies in Lincolnshire schools, and provide advice, guidance and support to all stakeholders. This helps ensure they remain compliant in their statutory duties, particularly in maintained schools.

This support includes:

- appointment and election of governors
- correspondence related to the governance of schools
- enquiries and requests for advice from school governors and clerks
- review of instruments of governance for school governing bodies
- signposting to relevant governance training and resources for continued development of governance
- responsibility for maintaining records of Maintained Schools' Governing Bodies

To contact us for advice and guidance please email Governorsupport@lincolnshire.gov.uk.

If you require telephone support, please email us to request a priority call back.

Governance Resources

[Governance Training Offer](#)

[Clerk Resources](#)

[Governor Resources](#)

[Headteacher Resources](#)

Governor Services Training Offer 2026-27

- The Governance Training Offer 2026-27 is currently being collated and will be available via the [Governor Services professional page](#), with more details on the courses available in July.
- We will continue to use the Ticket Tailor system for the booking of most sessions.

Governance Training Offer

[Home](#) | [Governor Services](#) | [Governance Training Offer](#)





The Local Authority is committed to giving governors and trustees the opportunity to access quality training opportunities via virtual online training sessions which are free, unless otherwise stated. The Local Authority continues to purchase the NGA Learning Link platform for maintained school settings in Lincolnshire, to give governors the opportunity to access training materials online.

If you require a specific type of support that is not listed in this offer, please email Governorsupport@lincolnshire.gov.uk.

We look forward to welcoming you to the sessions and hope that you find them useful on your governance journey.

Governance Training Offer

| | |
|--|---|
| Governor Partnership Briefings | → |
| Governor/Trustee Training Offer | → |
| Clerk/Governor Professional Training Offer | → |
| NGA Learning Link | → |



Governor Partnership Briefing [DRAFT]

Multiple dates and times

📍 Online, Microsoft Teams

To support all Governing Boards, Lincolnshire County Council delivers FREE Governor Partnership Briefings in the autumn, spring and summer terms. These provide key strategic summaries so Governors/Trustees and Clerks/Governance Professionals are kept up-to-date.

All briefings are virtual - held in the afternoon at 2:00pm and repeated again in the evening at 7:00pm. There is no need to attend both sessions.

[Book tickets](#)

NEED HELP?
[Manage tickets](#)

NGA LEARNING LINK



- The NGA released its new Learning Link platform in April 2026.
- **All maintained school governing bodies members and clerks have free access to this online training platform.**
- The Learning Link platform has a wide range of courses available and provides flexible, anytime learning.
- There are over 60 modules, with modules for all levels of governance experience.
- The modules reflect latest legislation and guidance to keep governors and clerks up to date and compliant.
- Governors will need to be registered to use the platform – [please see our training page for registration details and instructions.](#)
- The NGA also have a [maintained school governor induction pathway](#), which new governors can follow as well as access the Local Authority virtual training courses and finance training pages.

NGA ANNUAL SURVEY - CLOSSES 30/06/26

(For Governors and Governance Professionals/Clerks)



Lincolnshire
Education
Group

Thank you for your attendance

