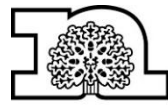




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**Nottinghamshire  
County Council**



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Schools Better

## **Governors' Newsletter – Summer term (1) 2026**

Governor Services contact details:

T: 0115 8044666 E: [governors@nottscc.gov.uk](mailto:governors@nottscc.gov.uk)

### **Your termly national and local updates from Governor Services**

Dear Governors,

As we enter the final part of the academic year, it is an appropriate time to reflect on the important work that supports effective governance across our schools.

The EM-ED 2026 Governor Conference at Eastwood Hall was very well received, with relevant keynote speakers, including Ofsted, providing valuable insights to support governors in their roles. NAG also presented awards recognising outstanding achievement, and a school choir performed, offering a memorable and uplifting contribution to the event.

This term also highlights the essential role of clerks to governors. Clerks are central to strong governance, ensuring clarity, compliance and well-run meetings. Their professionalism and attention to detail underpin accurate records and confident decision-making. Clerks play a vital part in maintaining effective governance across Nottinghamshire, and it is important to remember that having a named clerk to governor at all governing board meetings including FGB and committees, who's role is to provide governance guidance along with producing comprehensive minutes, is a statutory requirement.

The summer term brings key actions for governing boards, including policy reviews, preparation for end-of-year reporting, planning for the new academic year and ensuring statutory duties are met. Governor Services will continue to offer guidance, training and support to help boards fulfil these priorities effectively and the completion of your annual planning documents are key to ensuring these actions are in place.

Finally, thank you to all governors for your ongoing commitment and challenge. Your time, expertise and dedication make a significant difference to children, staff and the wider community. As we move through the summer term, we hope you feel proud of your contribution and prepared for the work ahead

Sinéad Allan

Team Manager, Governor Services

#### **ACTIONS FOR GOVERNORS:**

- [Safeguarding in Education](#)
- [HR Updates](#)
- [Governor Strategic HR Responsibilities](#)
- [Summer Term Actions](#)
- [Agendas for Circle Model & Committees](#)
- [Information for Schools Approaching Academisation](#)

#### **INFORMATION AND UPDATES**

- [Private Fostering Arrangements](#)
- [Service Personnel – Exceptional Leave of Absence](#)
- [Governor Wellbeing](#)
- [Minutes of all Meetings](#)
- [National Updates](#)

**Plus, lots more!**

## Keeping Children Safe in Education



### Governor Network 2 – Booking now available

The Governor Network 2 planned for Tuesday 24<sup>th</sup> March has been rescheduled to give more people an opportunity to sign up.

**Date: Wednesday 22<sup>nd</sup> April**

**Time: 17:30 – 18:30**

**Place: Virtual Event via MS Team** (Booking via Em Ed site at this link - [Governor Safeguarding Network - Spring 2026](#))

#### Proposed agenda

- Child Protection and Confidential File Audit - reflections
- Governor Training – A feedback forum to make improvements
- Safeguarding - Governors' role and the strategic position this holds
- Safeguarding - Productive Governance and Leadership in Schools
- Questions

This agenda is subject to change with additional items to be added, but if you have suggestions or something you would like to hear about, please get in touch with the SCIEO – [zain.iqbal@nottsc.gov.uk](mailto:zain.iqbal@nottsc.gov.uk)

For all booking related enquiries, including Em Ed support, please contact - [valerie.jones@nottsc.gov.uk](mailto:valerie.jones@nottsc.gov.uk)

**Zain Iqbal** Safeguarding Children in Education Officer T: 07824 482429 E: [zain.iqbal@nottsc.gov.uk](mailto:zain.iqbal@nottsc.gov.uk)

## HR Updates

The HR Service has recently updated its portal pages. The following is important information for governors to be aware of in relation to their strategic responsibilities:

### **Safer Working (Recruitment and Selection)**

As Governors, you may be aware that updates to Keeping Children Safe in Education will be implemented from September 2026 and in the meantime, it is useful for governors to be aware that your HR Service offers digital recruitment solutions that help governors meet their statutory duties when recruiting staff.

### **Whole School Safeguarding Training**

Governors should ensure that staff and governors are trained in safeguarding. There is a new suite of Whole School Safeguarding Training products available here: [The East Midlands Education Support Service](#). Governors should be aware of the facility to join in whole school safeguarding training if they are able to.

### **Statutory Review of Teachers in receipt of TLR1 and TLR2**

The School Teachers Pay and Conditions Document 2025 requires the governors of all maintained schools to ensure there is a review of all TLR1 and TLR2 payments to full and part time teachers prior to 31 August 2026. The TLR guidance document has been emailed to all headteachers and is now available on the Schools Portal in quick read and full document format [here](#).

As always if you require further support or advice please contact your named [HR Business Partner](#)

### **Employment Rights Act 2025 – upcoming policy changes**

For governors, knowledge is key and the new Employment Rights Act 2025 became law in December 2025. The Act comprises of a number of changes in employment law on a rolling programme of implementation over the next 18-24 months. The main changes will be staged throughout 2026-27 and include changes to:

- Trade unions and industrial action
- Statutory Sick Pay
- Family Friendly policies
- Whistleblowing

### **Into the future...**

In 2026 and 2027 a School Support Staff Negotiating Body will be established, setting a statutory framework for negotiating national pay and conditions for school support staff; the qualifying period of service for unfair dismissal reducing from two years to 6 months which will be applied retrospectively with effect 1 January 2027 and legislation to make dismissal of an employee for refusing to change core employment terms (including pay, hours, holiday and pensions) to be automatically unfair from October 2026.

Where required, updated HR policies will be available soon and the HR Service will work through future changes and keep you informed of key points as necessary.

### **Apprenticeship Opportunities for Schools**

Nottinghamshire County Council has a range of apprenticeship opportunities available to our maintained schools including:

- Teaching Assistants
- Early Years Educators
- School Business Managers
- IT
- Teachers
- Leadership and Management Apprenticeships
- No training cost to the school (funded via the Apprenticeship Levy)

The HR Service can support your school and for more information please email [nottinghamshire.apprenticeships@nottscc.gov.uk](mailto:nottinghamshire.apprenticeships@nottscc.gov.uk)

### **Redeployment Guidance for School Staff**

Governors may currently be involved in making decisions about staffing reductions and those schools are being supported by the HR Team. Running alongside this is the statutory duty to make all reasonable efforts to redeploy staff who are at risk and we have just updated guidance on this and is available [here](#).

### **Support Staff Grades and Payroll– Removal of spinal column point 2 (Scp2)**

As part of the National Joint Council Pay agreement, effective 1<sup>st</sup> April 2025, it was agreed that spinal column point 2 would be removed with effect from 1<sup>st</sup> April 2026. As you may recall, Spinal Column Point 1 was removed as part of an earlier pay settlement agreement in 2023. The salary tables have been amended to remove SCP2 but retain grade integrity. Headteachers are aware of this change which is built into the current finance budget planner/pay tables available to schools. Please note that all other support staff grades remain unchanged.

**Andy Wilson and Jane Botcherby, HR Service, Nottinghamshire County Council**

**1) Workforce strategy and structure**

- Each year, approve the staffing structure (roles, leadership capacity, deployment).
- Ensure workforce plans align with the school improvement priorities and pupil needs (e.g., SEND, safeguarding capacity).

**2) Pay, performance and reward framework**

- Approve the pay and appraisal policy (and ensure it is applied consistently and fairly).
- Ensure there's a robust framework in place for all staff, including the headteacher's objectives and annual review.

**3) Culture, wellbeing and retention (people sustainability)**

- Set expectations for a positive staff culture: wellbeing, workload, professional conduct, development.
- Monitor strategic indicators (e.g., turnover, absence, recruitment difficulties) and require action where risks are building.
- Important policies here include the School Employee Code of Conduct

**4) Employee relations risk (discipline, grievance, capability)**

- Ensure clear, lawful policies and procedures exist for capability, conduct, employee resolution (Grievance), and absence management.
- Make sure the school has the capacity and training to apply them fairly (typically via delegated leaders, with governor panels only when required).

**5) Safer recruitment and safeguarding assurance**

- Ensure the school's recruitment approach is safe and compliant (e.g., checks, single central record oversight, handling allegations processes).
- Provide oversight that the system works—without operationally managing individual cases.

**6) Equality, diversity and fairness**

- Ensure HR policies and decisions support equalities duties and reduce discrimination risk.
- Expect leaders to use evidence to show fairness in recruitment, pay decisions, employee relations matters, and staff treatment.

**7) Resourcing and value for money (people costs)**

- Ensure staffing decisions are affordable and deliver best value and reviewed regularly – remember staffing is the largest part of the school budget.
- Oversee strategic decisions like restructures/redundancies at the appropriate level.

As always, if you require any further information or specific HR related advice on these or any other issue, please contact your named HR Business Partner or HR Advisor [HR Contact List](#)

## Private Fostering Arrangements

In line with KCSiE 2025, governors should be aware of the number of children in school subject to a private fostering arrangement. To help governors, below is a definition of private fostering.

### A privately fostered child is

- a child under 16 years of age (or 18 if disabled)
- a child, cared for by an adult, who is not a close relative for 28 days or more

A private fostering arrangement is one that has been agreed without the involvement of the local authority. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

### Privately fostered children and young people may:

- have parents living or working abroad
- be sent to the UK to study or attend language schools if it is intended to last or does last longer than 28 days
- live with another family because they have difficulties at home
- be estranged from their own family
- choose to stay with the parents of their boyfriend or girlfriend. This will be a private fostering arrangement if it is intended to last or does last longer than 28 days. The parents may disagree with this arrangement.

If the school are aware of someone who might be privately fostered, schools should make a MASH referral on **0300 500 8090**, so that the local authority can investigate.



## Service Personnel - Exceptional Leave of Absence in Term Time

Service families face unique challenges with school attendance, such as mobility and deployments. Schools must consider service-related circumstances, such as returning from or preparing for duty abroad, when considering a leave of absence request.

As with all children at school, the decision on whether to authorise term-time holidays for the children of service personnel sits solely with the head teacher at their school. Any leave of absence in term time must be for exceptional reasons, which include:

- preparing for or returning from operational tours
- when shift patterns only allow leave to be taken during term time
- injury/bereavement

The head teacher should also determine the number of school days a child can be away from school if the leave is granted.

Within the [Defence Children's Services Attendance Charter](#) there is a commitment to only request a leave of absence in exceptional circumstances and where possible do so in advance. The parameters around **exceptional circumstances** would include situations where a parent is a service person and they are returning from or preparing for a tour of duty abroad where it is evidenced that they will not be in receipt of any leave in the near future that coincides with school holidays as well as the risks associated with any particular deployment.

To assist head teachers in making their decisions on absence applications, Unit Commanding Officers and their welfare staff will be able to provide advice, verification and endorsement as required. If head teachers are unsure how to make contact with the relevant Armed Forces unit, they should contact the MOD's Armed Forces Families & Safeguarding at [People-AFFS-Mailbox@mod.gov.uk](mailto:People-AFFS-Mailbox@mod.gov.uk).

Term time absence guidance for service personnel is available through the link below:  
[DIN - Term time absence guidance](#) (accessible by MOD personnel only).

Nottinghamshire County Council has an [Armed Forces Covenant](#) which was made between the serving and former members of the Armed Forces and their families and residing in Nottinghamshire and Nottinghamshire County Council.

The Armed Forces Covenant is based on two key principles:

- no member of the armed forces community should face disadvantage in the provision of public and commercial services compared to other citizens.
- in some circumstances, special treatment may be appropriate for the injured or bereaved.

**Denis McCarthy - Service Manager, Education & Attendance, Nottinghamshire County Council**

### **Governor Wellbeing: Sustaining Effective Governance**



It was great to join those of you able to attend the Governor Conference at Eastwood Hall on 6 March 2026. During the session, we explored the importance of **Governor Wellbeing**, recognising that while the role is deeply rewarding, it also carries responsibilities, time pressures and at times, an emotional load.

As governors, paying attention to our own wellbeing helps us stay effective, make good decisions, and model a healthy culture for our school community. There are three practical steps boards we can take:

#### **Keep the role strategic:**

- use meeting time well
- focus on impact and avoid operational drift
- streamlining agendas and information reduces workload and stress
- focusing on strategic priorities makes governance more impactful and reduces unnecessary workload

#### **Normalise support and CPD:**

- Encourage governors (and school leaders) to access development, peer networks and where appropriate, coaching or mentoring
- Provide a buddy to a new governor to help them get to know the school and the governor role

#### **Stakeholder engagement:**

- Positive, proactive engagement with parents, carers, pupils and staff, fosters trust and improves the overall school climate.
- When communication channels are strong and concerns are addressed early, complaints can be reduced, helping to minimise potential stress for governors.

#### **Related NGA free resources**

- [Taking stock of governance workload | National Governance Association](#) and [A matter of time | National Governance Association](#) – exploring the time it takes to govern in schools and trusts and recommendations to streamline governance activities.
- [Being Strategic: a guide for boards and leaders | National Governance Association](#) - A practical framework to help governing boards maintain strategic focus throughout the year.

- [Engaging with parents and carers | National Governance Association](#) produced in collaboration with [Parentkind](#) offering practical ideas for effective, meaningful engagement.
- [Governor Skills Audit | National Governance Association](#) - helps boards identify strengths and development needs to support recruitment and training planning.
- [Recruitment and retention: Getting volunteers on board | National Governance Association](#) – this webinar provides guidance on attracting and retaining governors to ensure responsibilities are shared and sustainable.

[Katherine Robertson](#), NGA Regional Lead [nga.org.uk](http://nga.org.uk)

## **Governance and Leadership – Expectations for Clerking and Minutes of all Meetings**

Effective governance relies not only on the commitment of governors but also on the strong procedural foundations that support their work. One of the most important elements of this foundation is the role of the clerk to governors. A professional, skilled and independent clerk is essential for ensuring that the board operates within legal frameworks, conducts its business efficiently, and provides clear evidence of its impact.

### **Ensuring a Clear and Accurate Record of Governance**

Minutes are a vital source of evidence for Ofsted, demonstrating the board's challenge, scrutiny, and strategic oversight. They show how governors hold leaders to account and how they monitor the school's priorities. Professionally produced minutes:

- capture governors' questions and challenge with clarity
- provide a reliable record of key decisions and delegated authority
- support continuity and accountability over time

Accurate minutes are also an important legal requirement. Public minutes must be made available on request, and many schools choose to publish them on their websites or keep an accessible copy at reception. These records must be retained for as long as the school remains open, and for maintained schools that close, they must be transferred to archives.

### **Meeting Legal Requirements and Avoiding Conflicts of Interest - Governance legislation is clear:**

- The Headteacher cannot clerk governor meetings.
- Governors should only take minutes in exceptional circumstances.

This separation preserves the independence of the governing board and protects both the Headteacher and staff from conflicts of interest.

If a member of school staff is asked to clerk a governors meeting, they must be able to provide governance advice regarding relevant legislation and procedures, remain impartial, and produce professional minutes. This can create challenges, especially if sensitive staffing or personnel issues are discussed. Staff members - including staff acting as clerks - must leave the meeting when governors discuss matters concerning colleagues. This protects confidentiality and ensures that governance processes remain impartial.

### **Providing Robust Procedural and Legislative Advice**

An independent clerk brings essential expertise in governance law, statutory responsibilities, and procedural requirements. This ensures that meetings are not only recorded accurately but also run effectively. A skilled clerk will:

- advise the board on legislation, compliance, and correct procedures
- support the Chair in managing meetings efficiently
- ensure agendas, papers and minutes are produced to a professional standard
- help the board meet deadlines, statutory duties and reporting expectations

Without this expertise, boards may inadvertently breach regulations, fail to follow correct processes, or miss important statutory responsibilities.

### **Supporting the Board's Professionalism and Credibility**

High-quality clerking contributes directly to the board's overall effectiveness. Governors rely on clear records and consistent advice to carry out their strategic role. Professional clerking:

- strengthens governance transparency
- supports continuity across meetings and over the academic year
- demonstrates to Ofsted and stakeholders that governance is rigorous
- reinforces public confidence in the board's decisions

A professional and independent clerk is essential for maintaining the integrity, efficiency and accountability of governance. Their role goes far beyond minute-taking: they safeguard correct procedures, support governors to fulfil their duties, and provide the independent oversight needed to ensure that governance is both robust and transparent.

Investing in high-quality clerking is therefore not an administrative luxury - it is a fundamental requirement for effective governance and a crucial part of demonstrating strong leadership.

### **Governing Board Actions to Complete in the Summer Term**

Each summer term, boards who purchase advice and guidance receive a full suite of annual planning documents from Governor Services to ensure they are ready for the new academic year.

**Scheme of Delegation:** The draft Scheme of Delegation is usually prepared by the Headteacher and Chair, then formally discussed and approved by the full governing board (FGB) at the summer meeting. Until this approval is recorded in the minutes, no committee, individual (including the HT), or delegated group can make decisions on any matter listed in the Scheme. The full board will be required to make all decisions until approval is in place. Final documents should be uploaded to your GovernorHub pages for governor access.

**Annual Planner:** An annual planner sets out all responsibilities across the three terms. Items must be discussed and agreed either at a FGB meeting or committee. The Headteacher, Chair and committee clerks must ensure that any items not covered at an FGB are included on the relevant committee agenda (or next FGB if operating a circle model) so that all required business is completed over the academic year.

**Policy Checklist:** Boards receive a checklist of statutory and LA-advised policies to ensure the school is meeting all legal requirements.

If your board subscribes to [Governor Services Advice and Guidance](#), please remember that you have access to the following support:

- Termly newsletters containing key updates and guidance
- Planning documents, including the Scheme of Delegation, annual planner of governance actions, and policy checklist
- Prepared FGB agendas aligned with the annual planner
- briefing documents
- Director's reports
- Model complaints policy and toolkit
- Exclusions toolkit
- Frequently Asked Questions and a range of governor resource materials
- A governance helpline
- Access to GovernorHub Knowledge and webinar-based training

Summer term - Key Documents for Reviewing Governance Effectiveness

See links for further guidance

[Preparing for Ofsted](#)  
[Effective Governance](#)  
[Governing board self-evaluation](#)  
[Website compliance check list](#)  
[Link Governors](#)

## NEW - Introduction of New Model Agendas for Committee and Second FGB Meetings

### Current Process

To support governing boards in meeting their statutory responsibilities across the academic year, Governor Services provides a structured annual planning framework each summer term for schools that purchase Advice and Guidance, to complete ready for the autumn term.

These three key documents are revised by all relevant NCC services to ensure boards are compliant:

- **Policy Checklist** – to ensure all statutory and recommended policies are reviewed on time.
- **Scheme of Delegation** – setting out what decisions can be made by committees or individuals (where permitted) – if this is not agreed by the Full Governing Body (FGB), the board must then take all decisions, as committees will have no powers delegated to do this.
- **Termly Planning Documents** – a timetable of actions and reports the board must consider in each of the 3 terms.

**For boards using the traditional FGB and committee structure**, most items for the FGB are already built into the FGB termly agendas provided by Governor Services.

Clerks, headteachers, and chairs should then use the termly planner to ensure any additional committee-specific actions are picked up in the relevant committee meetings for that term. However, as more schools adopt the circle model, it has become clear that boards may benefit from more guidance on the structure of committee agendas or second FGB meetings within their circle model.

### Responding to Need - What is Changing?

For schools that [purchase clerking for either committees or a second FGB meetings](#), as part of our service, we will now provide a pre-populated agenda (rather than a blank template) for the clerk, HT and chair to complete. However, model agendas can still be adapted by the board to suit local priorities.

**We hope that this new support will help ensure all required actions from the termly planning document are covered and provide greater consistency to reduce the risk of missing statutory or LA required items.**

## Important Information for Schools Approaching Academisation

As several schools continue their journey towards academisation, we would like to offer a clear reminder about the [statutory expectations that remain in place until the official date of conversion](#).

### Maintained School Responsibilities Continue Until Conversion

For schools that have not yet converted to academy status, it is important to remember that the school remains a local authority-maintained school up to the day of full conversion. This means that the governing board **must continue to operate under the full statutory duties, responsibilities and expectations of a maintained**

**school governing board.** Schools should not adopt the structures or functions of a local governing board (committee of an academy trust) until after the formal conversion date.

Until conversion is complete, governing boards must ensure they are fulfilling all responsibilities required of a maintained school, including:

- Carrying out all functions of the Full Governing Body (FGB) as set out in the annual planning documents issued each summer term.
- Operating under the school's current Scheme of Delegation, ensuring all governance decisions are compliant, recorded appropriately, and reflective of maintained-school procedures.
- Maintaining full oversight of statutory responsibilities, including safeguarding, finance, curriculum, staffing, and policy approval.

These functions remain essential for ensuring strong governance and legal compliance throughout the transition period.

### **Next Steps: When the Conversion Date Is Confirmed**

Once your conversion date is formally set, we advise the school to contact Legal Services and Nottinghamshire Archives who can provide guidance on required documents and records that need to be transferred to the LA in relation to the school's period as a maintained school.

We would like to express our appreciation to all of the boards we support, and as some boards move into a new phase of governance, please remember that Governor Services provides clerk to governors for over 150+ academy schools in Nottinghamshire and surrounding areas adapting to each MAT's needs and format - so there is no need to say goodbye to your experienced clerk - the school can continue to buy a professional clerking service and advice and guidance from us – if the Multi Academy Trust (MAT), who will be responsible for governance at the school, allows this decision to be delegated to the new local governing board (LGB).

## **National Updates relating to school governance**

### **National consultation: Growing up in the online world**

The government has launched an open consultation to understand how technology impacts children's wellbeing, and what more can be done to help families strike the right balance.

Key proposals include:

- setting a minimum age for social media access.
- restricting addictive features like infinite scrolling and autoplay.
- and whether mobile phone guidance should be statutory for schools.

[Further information is available here](#)

**Action for governors:** Governors and trustees are encouraged to share insights and promote participation among school communities.

### **New DfE screen time guidance**

[DfE guidance](#) has been published to give parents clear, evidence-backed advice on screen time for children under five. It recommends:

- For under-twos, screen time should be avoided except for shared activities.
- For children aged two to five, it should be limited to around one hour a day and avoided at mealtimes and before bed.

This guidance sits alongside a wider government consultation on online safety as reported above.

### Research highlights concern over children's reading skills

According to research commissioned by education technology company Renaissance, over 80% of teachers are worried that children do not receive enough support for their reading at home, with around 90% fear that screen time is a major challenge in encouraging children to read.

The research comes amid the DfE's initiative, [The National Year of Reading 2026](#), which aims to encourage children and young people to read for pleasure.

### Relationships, Sex, and Health Education (RSHE) Statutory changes from September 2026

In 2025, the DfE published updated statutory guidance for RSHE. Schools and trusts must ensure their curriculum and policies reflect these updated requirements for **September 2026**. Some of the curriculum changes include:

- **Primary:** A stronger focus on physical and digital safety, the use of accurate anatomical language, and the development of emotional resilience and personal boundaries.
- **Secondary:** Now addresses modern social challenges including AI literacy, misogyny, and knife crime, alongside expanded education on gynaecological health and navigating healthcare systems.

Further information is available [here](#).

### DfE teacher recruitment and retention plan

The DfE has published a [delivery plan](#) to meet its pledge of recruiting 6,500 new teachers by the end of this parliament. The plan focuses on three key themes: attract, retain and develop.

### Rise in parental complaints to Ofsted

According to [new data released by the DfE](#), complaints to Ofsted about schools rose by 5% in the 2024-25 financial year, reaching 16,700 cases – the equivalent of more than 45 complaints per day. Despite this, fewer complaints met the criteria for investigation, with only 9% deemed to be qualifying, down from 12% the previous year, meaning 91% were classed as non-qualifying.

Noting a growing trend of families bypassing schools entirely, Ofsted emphasised the need for parents to first exhaust their school's complaints procedure before going to them.

### Celebrating Governance – Public Service – long service award for school governance

Governors are the largest volunteer body in the country, and they freely give up their time to help make our schools better and give children the best opportunity to reach their potential. Governors do this because they genuinely believe in the power that education has in transforming young lives and to make a difference in our communities. You are all truly amazing!

Nottinghamshire County Council is incredibly grateful to all the 3000 amazing Nottinghamshire school governors, and we want to give a special thanks to those governors who have now served **10 years and over**.

**Mrs Beverly Cary - King Edwin Primary and Nursery**



If you, or someone on your governing body, has given over 10 years of dedication to your school, please let the Governor Services Business Support Team know and we will arrange for a certificate of thanks to be emailed to your governor. [governors@nottscc.gov.uk](mailto:governors@nottscc.gov.uk)

## HEAD, CHAIRS and GOVERNORS – IMPORTANT TERMLY BRIEFINGS

As part of the advice and guidance service (that the school pays for), governors should access the pre-recorded termly webinars in preparation for your full governing board meetings at the start of each new term.

Key actions are identified for governors for that term, and senior officers from across the authority, present the director's reports to governors directly, highlighting any governor actions and recommendations. A question posed to boards by Ofsted is often, "How do you know?" The governors' briefings may provide you with this answer and evidence.

Governors can access all this support at their own convenience, or the Chair and Headteacher could diary this in to make arrangements to watch the briefing together, as part of preparations for an effective governing body meeting. Once the summer term 2026 briefing has been recorded, a link to it will be made available.



## Holiday Activities and Food (HAF) Programme



### Why your school's support for the Holiday Activities and Food (HAF) programme matters more

As school Governors, you play a vital role in ensuring that every child can thrive both inside and outside the classroom – especially the most vulnerable ones. The Holiday Activities and Food (HAF) programme continues to be one of the most impactful ways to extend that support beyond term time, providing children with enriching, safe and healthy experiences throughout the school holidays.

By encouraging families to take up their HAF places, or by supporting your school's involvement in the programme, you help unlock a wide range of proven benefits for pupils, including:

- Healthy, nutritious meals during the holidays
- Being active and developing healthy habits
- Engaging, enriching activities that build resilience and character
- Safety, structure and social connection
- Improved knowledge of health and nutrition
- Stronger engagement with school and local services

For many eligible families, activities like these would normally be out of reach – financially or otherwise. HAF removes those barriers, offering opportunities that can make a real and lasting difference to children's lives.

### Your role as Governors:

You are uniquely placed to champion the HAF programme as part of your statutory role in promoting pupil wellbeing, narrowing inequalities and supporting strong community engagement.

### We are asking Governors to:

- **Promote the HAF offer within your school community**

Encourage your senior leadership team to share information widely and early with eligible families.

- **Support your school's involvement and partnerships**

Explore how your school can host, promote or collaborate with local HAF providers.

- **Ensure no child misses out**

Challenge and support leaders to maximise take-up among eligible pupils – especially those who are less engaged or harder to reach.

By championing HAF at governance level, you help ensure that vulnerable children are not left behind during the school holidays and that they continue to receive the support, enrichment and care they deserve. HAF operates during, spring, summer autumn (October) and winter school holidays.

Visit [www.nottinghamshire.gov.uk/haf](http://www.nottinghamshire.gov.uk/haf) for more information, including activity providers and how to book.

Rachel Fletcher, HAF Coordinator E: [rachel3.fletcher@nottsc.gov.uk](mailto:rachel3.fletcher@nottsc.gov.uk) T: 0115 993 4342

### How to access the Schools' Portal

Governors will be aware that **all Governor Services information is available on the Nottinghamshire Governor Services GovernorHub pages**. Information can also be found on the Schools' Portal in named folders for all services purchased by the school from the Local Authority and which governors may need. To access the Schools' Portal you will need a user name and password, which may be obtained from your school administrator and then go to: <http://www.nottinghamshire.gov.uk/schoolsportal/governors>

The Nottinghamshire Governor Newsletter is a joint publication of the Governor Services team of Nottinghamshire County Council and the Nottinghamshire Association of Governors (NAGs)

Editors: Jayne Littlewood, Dave Hill, Sinéad Allan, Carol Brierley and Liz Terzza.

The views expressed in the Nottinghamshire Governor Newsletter are the views of the authors of the articles and do not necessarily reflect the policy of NCC or NAGs. The editor's welcome contributions from governors who feel they have information or views to share. If you wish to suggest or discuss an idea for an article, please contact Governor Services using the details below.

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