



Chairs Briefing

07/02/24

Jayne Hadfield

Governance Handbook

COMING SOON



Wellbeing

139. Boards should have due regard for the wellbeing and mental health of the school leadership team and teaching staff more broadly. Boards may wish to consider designating a governor or academy trustee as a wellbeing champion to provide strategic support to the school leadership team as appropriate.

Excerpt above is from the [Governance Handbook](#) (pg 98)

The concept of 'wellbeing' is tough to pin down, made trickier by the need to:

- Approach wellbeing strategically, not operationally
- Be sure steps taken are substantial, not superficial

Governors role - understand what good mental health and wellbeing really means for your school(s), to embed that into your vision and ethos, and then support (and challenge) your senior leadership team (SLT) to put measures in place to make it happen.

Strive to make your school or trust a healthy, happy place to work, and the end result will be a better functioning organisation.

Q – Do you have a wellbeing link governor?

The role

- Work closely with the wellbeing/mental health lead
- Be the wellbeing advocate on your board
- Keep the board updated

The role is not to:

- Be a counsellor or mental health specialist
- Diagnose mental health problems
- Fix wellbeing issues (such as workload) yourself
- Decide on, or tell your school leaders, what wellbeing initiatives to try
- Implement any wellbeing initiatives

Training Programme 2024/25

- Published March 2024
- All courses are being checked and updated
- New Courses include – Attendance, Parental Engagement, Phonics
- New style package for Exclusions training



Regional Conference

**SAVE THE
DATE**

**REGIONAL
GOVERNOR
CONFERENCE
2024**



20TH JUNE
2024



YHGSG
YORKSHIRE & HUMBER
GOVERNANCE SUPPORT GROUP



9:30-15:00



**EDUCATION
EXCHANGE,
KNOTTINGLEY
WF11 OEP**

Exclusions and suspensions

Autumn 2023

Governors responsibilities – exclusions

Other than considering whether excluded pupils should be reinstated, other Governor responsibilities include,

Challenging and evaluating school data

Consider the level of pupil moves

Consider pupil characteristics

Check – Is permanent exclusion the last resort?

Governors responsibilities – Direction to Alternative Provision

Review pupils who are taken off roll – Why? Where have they gone?

Review pupils who are dual registered

Who are they? Where are they? Why? Timing?

Consider the financial implications of directing pupils off site

Consider whether the behaviour policy is effective for all pupils, are there certain groups who are receiving more exclusions or being directed to AP?

What could be done differently?

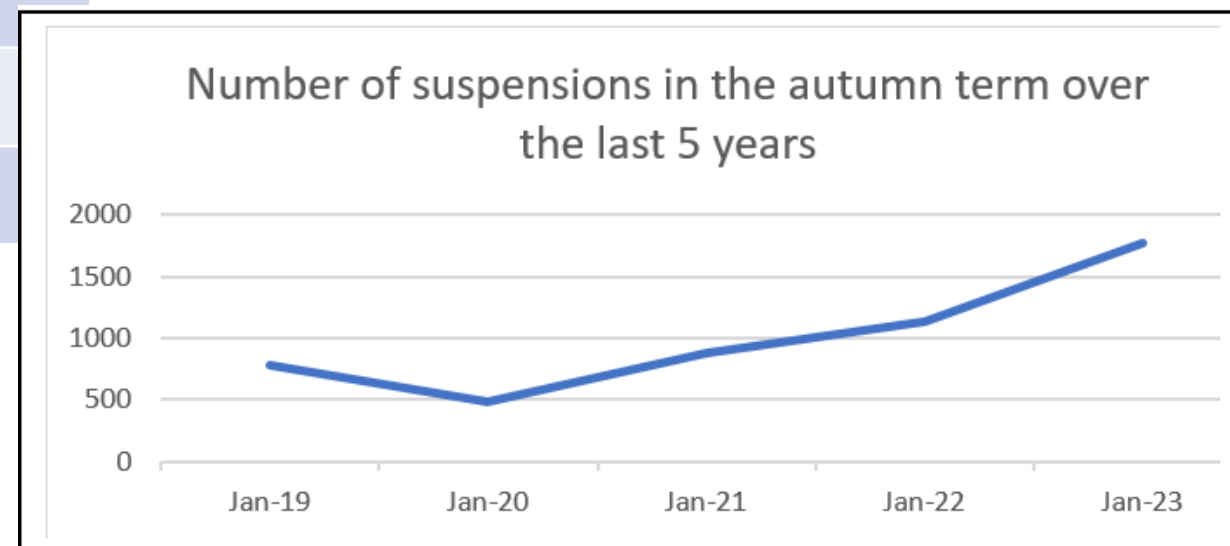
Every pupil who is directed to Alternative Provision should have a
Commissioning Agreement

Secondary
permanent
exclusions

December 2023	December 2022	December 2021	December 2020
15	16	4	1

Secondary suspensions

	Number	Days
December 2019	785	1918
December 2020	476	1010
December 2021	873	1958
December 2022	1128	2442.5
December 2023	1769	3285



Suspension
by year
group

Year	2023	%	Days	2022	%	Days
7	201	11.4%	320.5	203	18%	404.5
8	451	25.5%	785	258	23%	470
9	461	26.0%	838	208	18%	435.5
10	331	18.7%	687	270	24%	626
11	323	18.3%	646.5	189	17%	506.5
Total	1769	100%	3277	1128	100%	2442.5

Suspensions by ethnicities

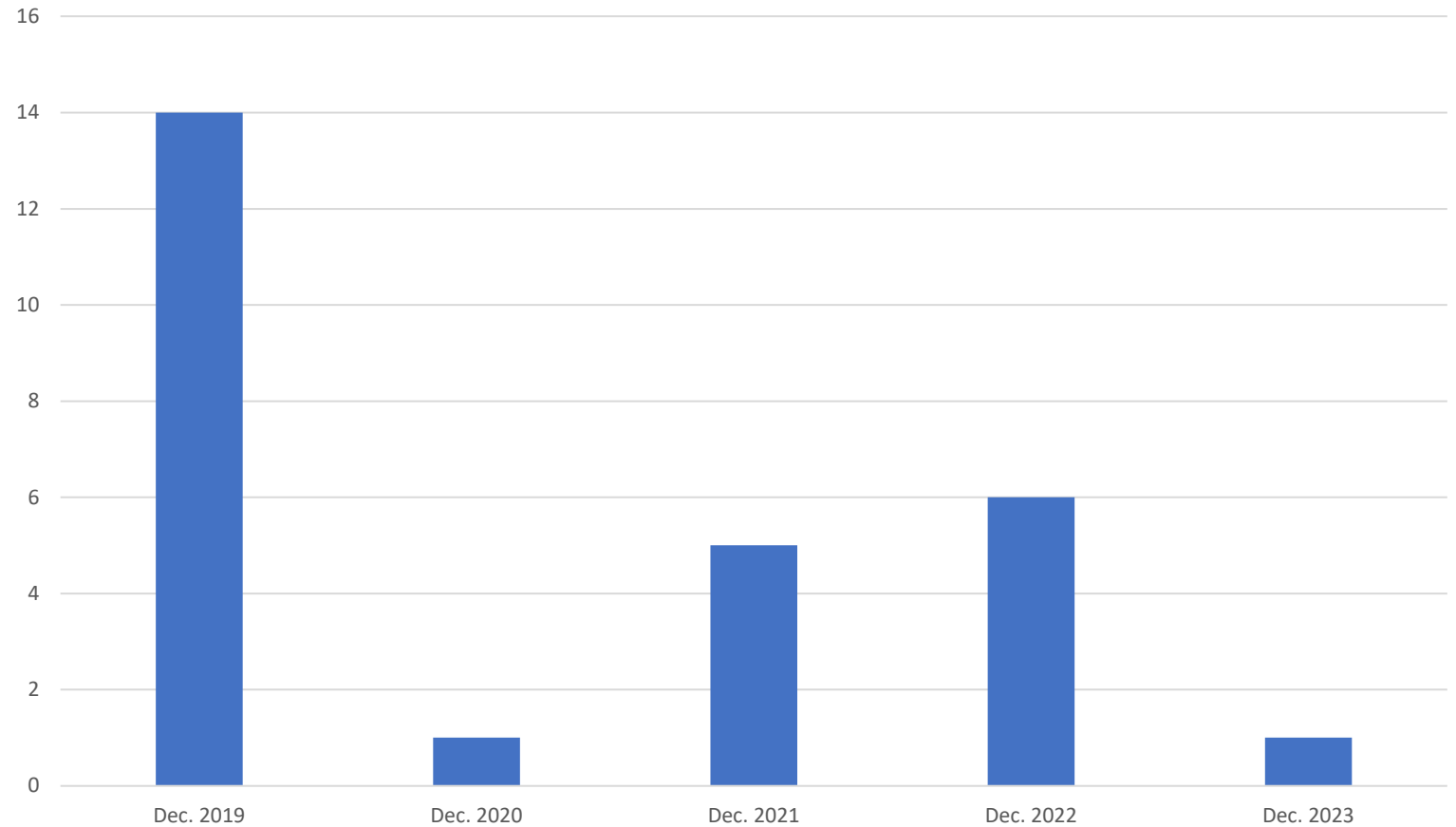
Ethnicity	2023 Suspensions	2023 %
Any Other Mixed Background	22	1%
Any Other White Background	82	5%
Black - African	26	1%
Gypsy / Roma	102	6%
Pakistani	45	2%
White - British	1089	62%
White - English	25	1%
White and Asian	21	1%
White and Black Caribbean	80	4%

Reasons for suspension

Reasons for suspension	Autumn 2023		Autumn 2022	
	Number	%	Number	%
Abuse against sexual orientation and gender identity	0		2	
Bullying	11		3	
Damage	19		10	
Drug and alcohol related	40	2%	33	3%
Inappropriate use of social media or online technology	14		9	
Persistent disruptive behaviour	932	53%	580	51%
Physical assault against a Pupil	240	14%	160	14%
Physical assault against an adult	36	2%	23	
Racist Abuse	13		7	
Sexual misconduct	16		7	
Theft	7		9	
Use or threat of use of an offensive weapon or prohibited item	23		14	
Verbal abuse/threatening behaviour against a pupil	84	5%	50	4%
Verbal abuse/threatening behaviour against an adult	332	19%	221	20%
Wilful And Repeated Transgression Of Protective Measures In Place To Protect Public Health	1		2	
Total	1769		1128	

Primary permanent exclusions

Permanent exclusions in the autumn term over the last 5 years

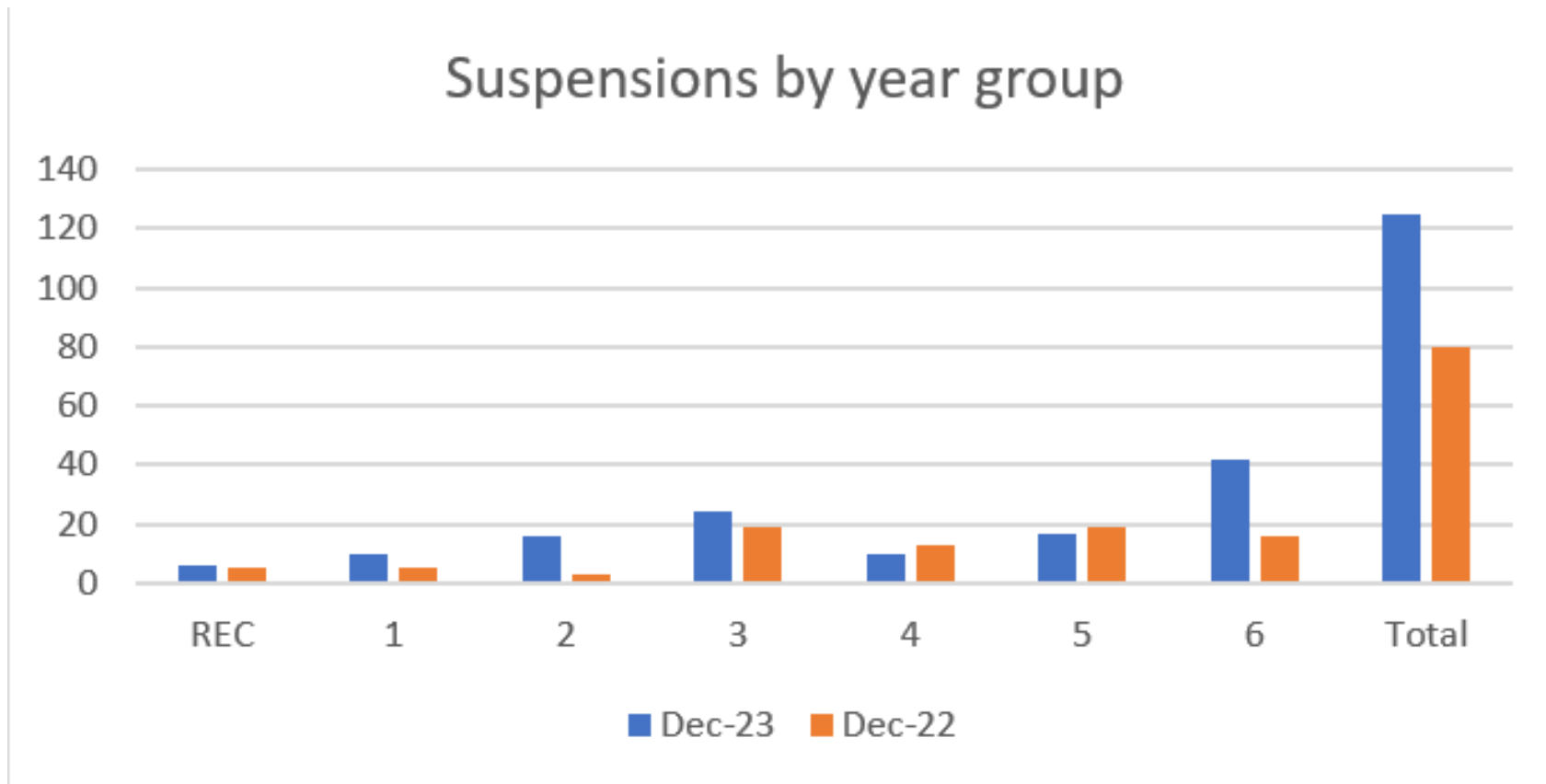


Primary suspensions

Dec. 2019	Dec. 2020	Dec. 2021	Dec. 2022	Dec. 2023
83	48	61	80	125



Suspensions by year group



Reasons for suspensions

Reasons	Dec. 23		Dec. 2022	
Abuse against sexual orientation and gender identity	1	1%	0	0
Damage	3	2.5%	2	2%
Persistent disruptive behaviour	25	20%	24	30%
Physical assault against a Pupil	35	28%	16	20%
Physical assault against an adult	41	33%	20	25%
Racist Abuse	2	1.5%	0	0
Verbal abuse/threatening behaviour against a pupil	3	2.5%	5	6%
Verbal abuse/threatening behaviour against an adult	12	10%	4	5%
Bullying	2	1.5%	1	1%
Drug and alcohol related	0	0	1	1%
Inappropriate use of social media or online technology	0	0	1	1%
Sexual misconduct	0	0	2	2%
Use or threat of use of an offensive weapon or prohibited item	1	1%	4	5%

Suspensions by SEND

	Dec. 2023	Dec. 2022	Dec. 2021	Dec. 2020
E	18%	9%	15%	17%
K	60%	51%	31%	42%
SEND	78%	60%	46%	58%

Suspensions by SEND in autumn 2023



Suspensions by SEND in autumn 2022

