

Governor Briefing 1

02 October 2025

18:00-19:00



Agenda

1. Welcome
2. Introduction to Data Protection
3. Early Years Team update
4. New Governor Platform
5. Safeguarding update (KCSiE and S175 audit)
6. Latest updates and reminders from the Team
7. Thank you



Introduction to Data Protection

Charlotte Stacey

OCC Information Services Manager

New legislative requirements

Non-data laws containing data enhancements, e.g. Children's Wellbeing & Schools, Employment Rights

Data (Use & Access) Act

- GDPR Mk2, data rights, special category data, data sharing, legitimate interests
- Key example = greater use of legitimate interest, proportioned use of consent
- EU Adequacy review point June 2025 extended to December 2025

Algorithmic & Automated Decision-Making

- Require register of all tools, processing and risk assessments
- New tech requires testing, validation and bias detection, and transparency
- Secure within ecosystem, see Government AI playbook

ICO Guidance

- Updates on safeguarding and on data sharing and on children's services
- Updates on secure sharing, on CC and BCC, on spreadsheets and hidden data

Legislative changes

Special category data?

Data sharing?

e-Privacy?

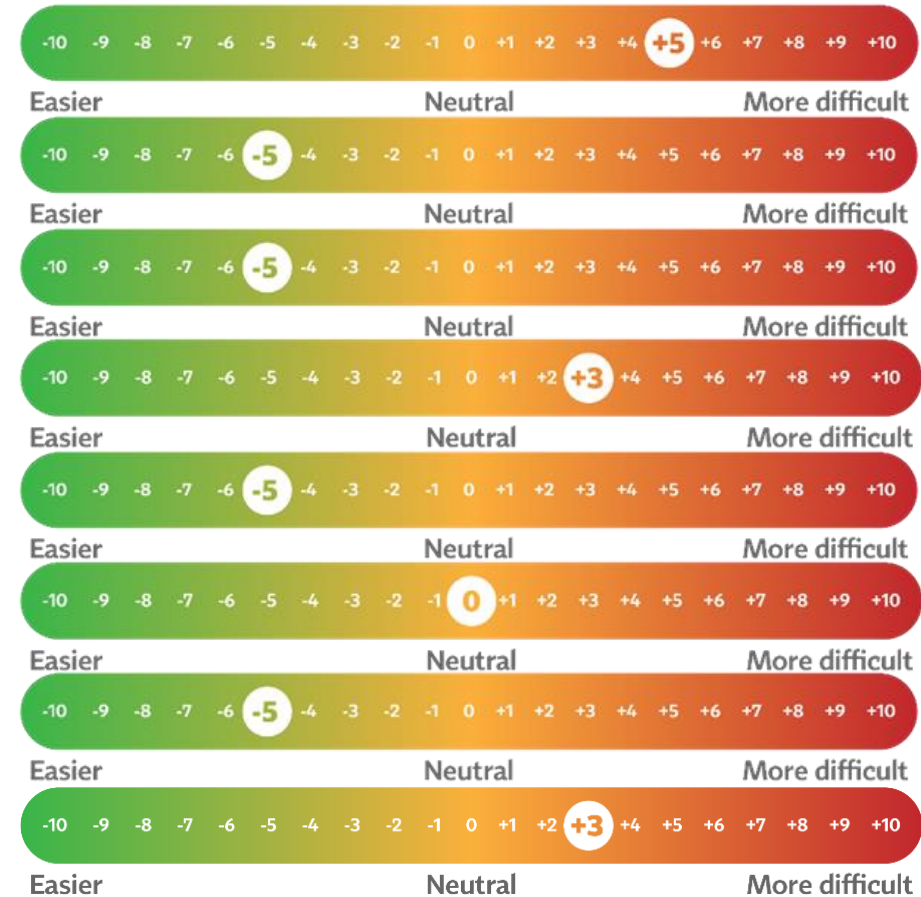
Data rights?

Automated decisions?

Purpose?

Research?

ICO powers?



The Ripple Effect

ICO on sharing data (2023)



Information Commissioner's Office

The ICO exists to empower you through information.

Cymraeg

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[For organisations](#) / [UK GDPR guidance and resources](#) / [Data sharing](#) / [Data sharing: a code of practice](#)

Data sharing: a code of practice

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[Data sharing: a code of practice](#)

[Executive summary](#)

[Navigating the data sharing code](#)

[About this code](#)

[Data sharing covered by the code](#)

Information Commissioner's foreword

In 2011 the ICO published its first Data Sharing Code; in the intervening period the type and amount of data collected by organisations has changed enormously, as has the technology used to store and share it, and even the purposes for which it is used. It is imperative that we keep up to date with these developments through this new code.

As the UK Information Commissioner, I know that data is one of modern society's greatest assets. Ready access to information and knowledge, including about individual citizens, can lead to many economic and social benefits, including greater growth, technological innovations and the delivery of more efficient and targeted services.

ICO on safeguarding children (2024)

New ICO campaign promotes sharing data to safeguard children

Date **29 January 2024**

Type **News**

The Information Commissioner's Office is partnering with education, law enforcement and social service organisations to raise awareness about responsible data sharing to protect children from harm.

The data protection regulator has launched a myth-busting campaign called 'Think. Check. Share.' which demonstrates how data protection law can help organisations to share personal information when required to safeguard children and young people.

The National Day Nurseries Association, the Early Years Alliance, the College of Policing, the National Police Chiefs' Council and the Confederation of School Trusts are among the first organisations to work closely with the ICO to distribute the 'Think. Check. Share.' resources and ensure the information reaches their frontline staff working closely with children every day.

The ICO has created [a toolkit of free resources](#) to promote responsible data sharing, including posters, videos, infographics and content for social media. When partnering with the ICO, organisations can either add their logo to existing materials or create new co-branded materials if required.

ICO on safeguarding children

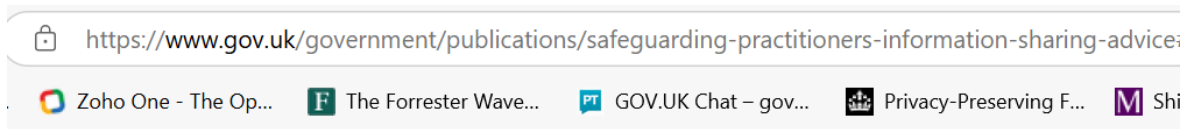
July 2022: [Sharing data to safeguard children](#)

Sept 2023: [Think. Check. Share.](#)

...and record: what, why, with, when, how.

GOV on data sharing (2024)

DfE non statutory
information sharing
advice for
practitioners providing
safeguarding services
for children, young
people, parents and
carers



This advice outlines the importance of sharing information about children, young people and their families in order to safeguard children. It should be read alongside the statutory guidance [Working together to safeguard children 2023](#).

Published 26 March 2015

Last updated 1 May 2024 - [hide all updates](#)

1 May 2024

'Information sharing: advice for practitioners providing safeguarding services' updated to correct wording within the definition of safeguarding (page 7).

19 April 2024

Updated 'Information sharing: advice for practitioners providing safeguarding services' including more clarity on the use of consent and the legal frameworks needed to support the sharing of information.

12 July 2023

Added link to our consultation on a new version of the 'Information sharing advice for safeguarding practitioners'.

4 July 2018

Replaced document 'Information sharing: advice for practitioners providing safeguarding services' with updated 2018 version.

ICO on sharing data

If you are required by a court order or you have a statutory duty to report potential criminal acts to a law enforcement authority, then your lawful basis is likely to be legal obligation in Article 6(1)(c). This provides a lawful basis to share personal data where it is necessary for you to comply with a legal obligation.

You may be able to rely on vital interests in Article 6(1)(d) as your lawful basis, if you need to share the personal data to protect someone's life. However, this is only likely to be applicable in a very limited range of circumstances where an individual's life is at risk.

Consent under Article 6(1)(a) may provide a lawful basis for sharing, but this is unlikely to be practical. It is only appropriate if the individual has a real choice in freely agreeing to you sharing their personal data and being able to easily withdraw consent. For example, a victim of crime may be willing for you to share their personal data, however, the alleged perpetrator is unlikely to do so. This means that in practical terms consent is unlikely to be appropriate in the context of law enforcement and you should consider another lawful basis.

You may be able to rely on public task in Article 6(1)(e) as your lawful basis if you exercise official authority (for example, a public body's tasks, functions, duties or powers) or carry out a specific task in the public interest. You need to demonstrate that sharing personal data is necessary and the relevant task or function must have a clear basis in law.

ICO on sharing data

- ☐ We consider what the purpose is for sharing personal data with law enforcement authorities, and whether it is necessary and proportionate to do so.
- ☐ We identify a lawful basis under Article 6 of the UK GDPR before sharing the personal data. If the sharing of personal data was not the original intention of the processing, we consider whether this new purpose is compatible with that original purpose.
- ☐ We also identify a condition for processing under Article 9 of the UK GDPR and any relevant condition in Schedule 1 of the DPA 2018 before sharing special category data.
- ☐ We identify a condition for processing under Article 10 of the UK GDPR and a relevant condition in Schedule 1 of the DPA 2018 before sharing criminal offence data.
- ☐ We record our lawful basis and, if relevant, our conditions for processing special category or criminal offence data.
- ☐ We only share the minimum necessary amount of relevant and adequate personal data.
- ☐ We ensure that the personal data is shared in compliance with our other data protection duties and obligations, including fairness, accuracy and security.

ICO on emailing safely

Case study

In 2019, an NHS trust sent bulk emails about an art competition to their patients.

They had extracted the addresses from their patient record system and manually copied them into the 'To' field of the email, instead of the 'BCC' field. This disclosed the addresses of all recipients to each other.

The staff member attempted, unsuccessfully, to recall the messages.

The fact the email was directed to patients of the clinic revealed sensitive information about the recipients (that the recipients were active patients of the trust), even though the contents of the email (promotion of an art competition) did not disclose any personal or sensitive information.

We fined the NHS trust for this breach.

ICO on emailing safely

Case study

In February 2020, a charity sent an email containing an agenda for an event they were running to 105 members of a HIV advisory board.

Despite the organisation procuring an email automation platform in order to secure emails, the migration to the new platform was incomplete. This resulted in a staff member manually adding email addresses to the CC field, instead of the BCC field.

65 of the 105 email addresses clearly identified recipients, with two recipients contacting the charity to highlight the incident.

Whether or not special category information was disclosed, we found sensitivities around the nature of the charity's work meant there was potential for the incident to cause recipients distress. Therefore, the organisation should have treated the information in the same way as special category information. One recipient stated they were able to identify at least four people, one of whom was a previous sexual partner.

Amongst other findings, we considered the reliance on 'BCC' for communication to this group of people was not an appropriate security measure to manage these communications and they could have adopted other methods.

We fined the charity for this breach.

Stopping old habits

Do not put names in email Subject Lines – use initials and/or unique case references

Do not put names in document File Names – use initials and/or unique references

Some unique references are sensitive, **think!**

Too many dots become identified (e.g. initials, dob, school)

Do not reuse Templates. Always use the Blank Template. Do not save over the Blank Template.

Think about protective marking, not everything is confidential

Starting good habits

Turn off AutoComplete – stop your email suggesting errors

Turn on Send Delay – give yourself time to save it

Use secure SharePoint or Teams channel not email

Create online meeting appointments for yourself, then share out the link in a regular BCC email

If you need to forward a meeting, just send the link (using Forward Meeting will expose the original invite list)

Ctrl+F for Friend (Find), search for partial name, partial address, partial school, the word “school”.

Questions

Do you have any ~~confessions~~ questions?

*“Data Breach!” is the new “Had an accident at work?”,
no win, no fee.*

Early Years Statutory Targets

Michelle Jenkins

Early Years Quality Improvement Manager

Early Years and Childcare Quality Improvement Team

Early.Years@Oxfordshire.gov.uk

Michelle.Jenkins@Oxfordshire.gov.uk



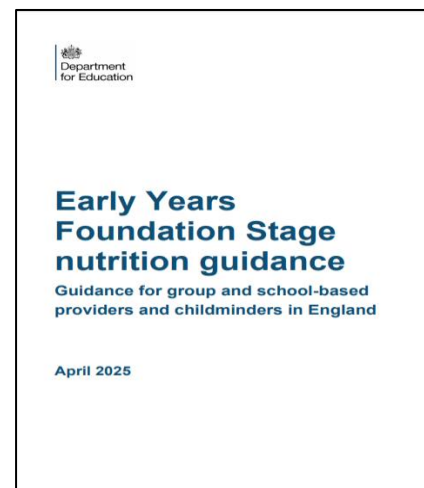
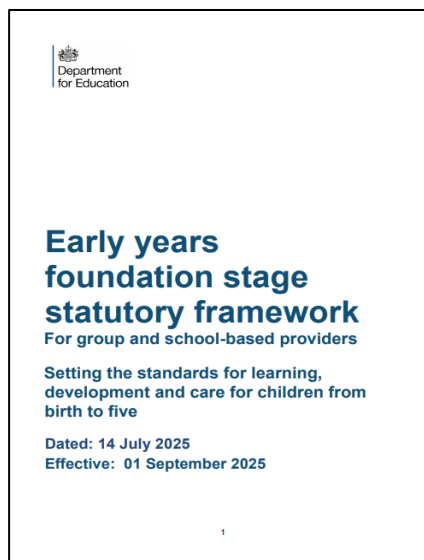
Early years foundation stage (EYFS) statutory framework - GOV.UK

Welfare and Health Updates

- **Safer Eating:** Stricter guidelines are in place for allergy and anaphylaxis management, choking prevention, and the introduction of solid foods. [🔗](#)
- **Privacy and Personal Care:** Nappy-changing and toileting policies must respect children's dignity and privacy while ensuring adequate supervision and safeguarding. [🔗](#)

Staffing and Ratios [🔗](#)

- **Paediatric First Aid:** Staff within their first three months of a Paediatric First Aid (PFA) course can count in the staff-to-child ratios, provided they are supervised by a qualified first-aider.



Key Safeguarding Updates

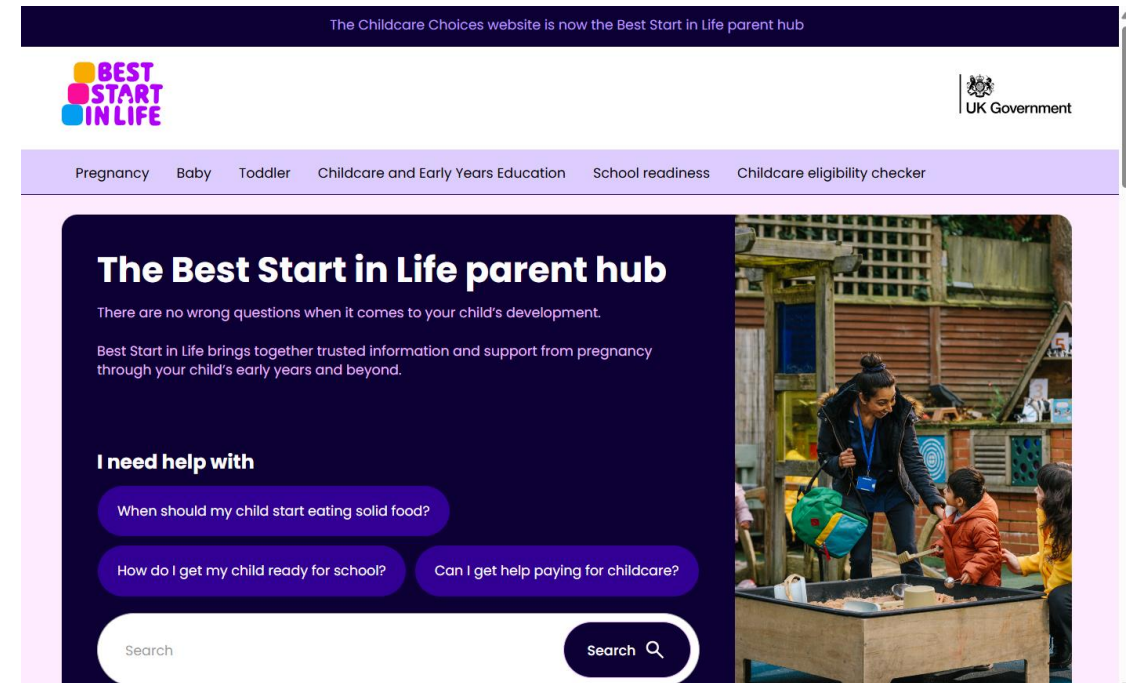
- **Safer Recruitment:** Providers must obtain references before hiring and ensure their safeguarding policies reflect these new requirements. [🔗](#)
- **Designated Safeguarding Lead (DSL):** The DSL role is now more defined, with clearer responsibilities and accountability. [🔗](#)
- **Safeguarding Training:** Training must be renewed every two years, with evidence of its practical application. [🔗](#)
- **Whistleblowing:** All settings need clear procedures for staff to raise safeguarding concerns and how these will be handled, including going outside the organization if necessary. [🔗](#)
- **Child Absences:** Providers must follow up promptly on unexplained absences and are encouraged to maintain more than two emergency contacts for each child. [🔗](#)

1. Better support for families
2. More accessible early education and childcare
3. Improving quality in early years including reception

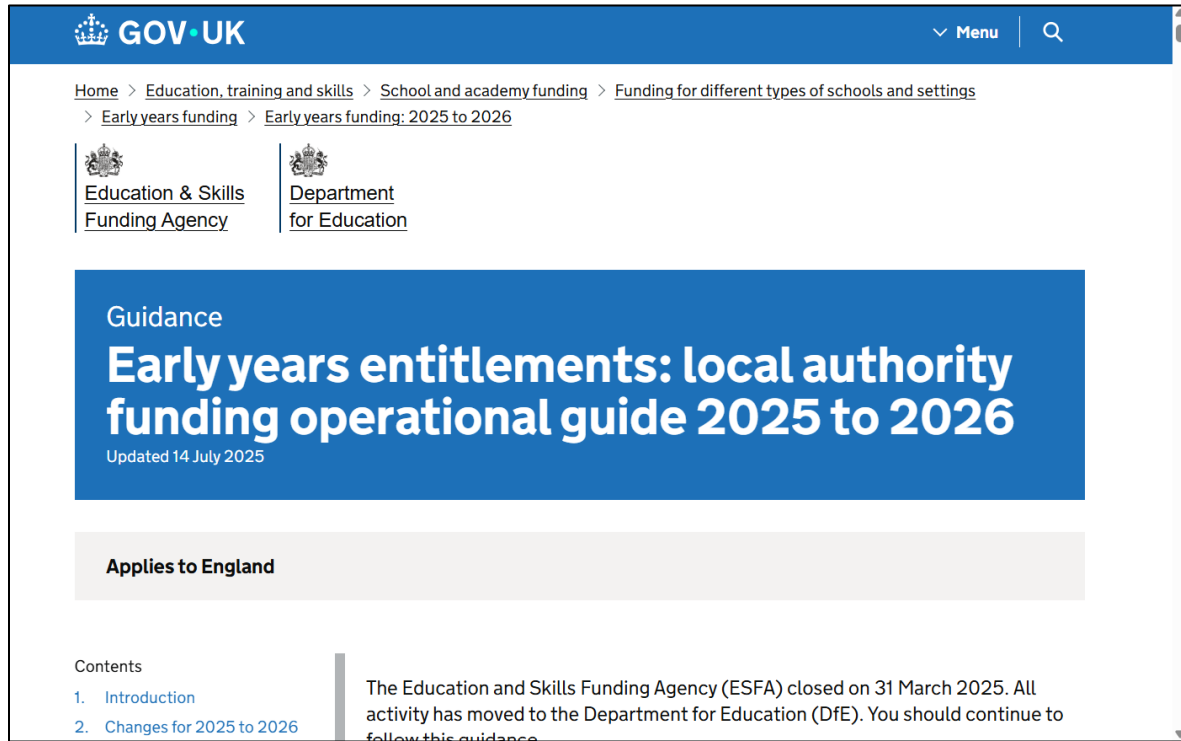
[Giving every child the best start in life - GOV.UK](#)



[Homepage | Best Start in Life](#)



Free early education for 3 - 4 year olds | Oxfordshire County Council



The screenshot shows the GOV.UK website interface. At the top is the GOV.UK logo and a navigation menu. Below the header is a breadcrumb trail: Home > Education, training and skills > School and academy funding > Funding for different types of schools and settings > Early years funding > Early years funding: 2025 to 2026. There are two logos side-by-side: Education & Skills Funding Agency and Department for Education. The main content area has a blue header with the word 'Guidance' and the title 'Early years entitlements: local authority funding operational guide 2025 to 2026', with a subtext 'Updated 14 July 2025'. Below this is a grey box stating 'Applies to England'. At the bottom left is a 'Contents' section with links to '1. Introduction' and '2. Changes for 2025 to 2026'. On the bottom right, a note states: 'The Education and Skills Funding Agency (ESFA) closed on 31 March 2025. All activity has moved to the Department for Education (DfE). You should continue to follow this guidance.'

Who is it for?

Universal Entitlement:

All 3 and 4-year-olds can access the universal 15 hours of funding for a minimum of 570 hours per year, the term after their third birthday. 

Extended Entitlement:

Working families can receive an additional 15 hours for 3 and 4-year-olds, totalling 30 hours, if they meet specific eligibility criteria. 

Working Families Expansion:

The entitlement has expanded to include younger working parents. 

- **September 2024:** Eligible working parents could access 15 hours for children from 9 months to 2 years old. 
- **September 2025:** All eligible working parents can access 30 hours for children from 9 months to 3 years old. 

Break Down Barriers to Opportunity - GOV.UK

“Life shouldn’t come down to luck. So this new government is on a mission to spread opportunity far and wide, to give every single child the best life chances.” The Rt Hon Bridget Phillipson MP, Secretary of State for Education and minister for Women and Equalities.

“We will measure our progress through **75%** of 5-year-olds reaching a good level of development in the Early Years Foundation Stage assessment – which looks at children’s development across areas like language, personal, social and emotional development, and maths and literacy – **by 2028**.”

This is an increase from **67.7%** currently and would mean an additional 40,000 to 45,000 children a year hitting developmental goals”.



Down Barriers to tunity

children the best start in life

Good Level of Development (GLD) Targets

The statutory target for your local authority will be considered “achieved” if the following two conditions are met:

The proportion of children in Oxfordshire County Council achieving a Good Level of Development at the end of the 2027/28 academic year is at **least 77.8%; and**

Disadvantaged children have benefitted *at least equally* from this improvement; that is, that the proportion of children eligible for Free School Meals (FSM) and achieving a Good Level of Development at the end of the 2027/28 academic year is at **least 50.8%**

Statutory Data – GLD and Phonics Screening

A Good Level of Development (all children)

	2025	2024
Oxfordshire	70.4%	68.8%
National	68.3%	67.7%
Statistical Neighbours	70.0%	67.7%

A Good Level of Development – Free School Meal Children (FSM)

	2025	2024
Oxfordshire	43.8%	42.1%
National	51.3%	51.5%
Statistical Neighbours	46.8%	47.9%

Phonics Screening – Year 1 (all children)

	2025	2024
Oxfordshire	77.6%	79%
National	79.6%	80%
Statistical Neighbours	80.5%	80%

Data analysis

Children at risk of not attaining a Good Level of Development:

Boys in receipt of Free School Meals

SEND and or EAL in receipt of Free School Meals

Summer born children in receipt of Free School Meals



Questions to consider for your school:

What was the Good Level of Development in 2025?

How does this compare to previous years?

Are there any children who didn't achieve the GLD? Do you know why?

How are the needs of the 2025 cohort being met in Year 1?

What is the biggest barrier to achievement for the Reception children? How does the teacher/s work to overcome this?

Does the Reception teacher/s attend external moderation activities and training on the EYFS Profile?

Early years foundation stage profile handbook - GOV.UK



Department
for Education

Guidance

Early years foundation stage profile handbook

Updated 9 September 2025

Contents

- [Summary](#)
- [Who this publication is for](#)
- [Statutory requirements](#)
- [Important dates](#)
- [EYFS profile purposes](#)
- [EYFS profile principles](#)
- [Completing the EYFS profile](#)
- [Reporting the EYFS profile assessment](#)

Summary

This guidance has been produced by the Department for Education (DfE) to help teachers to complete the early years foundation stage (EYFS) profile assessment.

The EYFS profile must be completed for each child in the final term of the academic year in which they reach age 5. Therefore, it is usually undertaken by reception teachers.

On rare occasions, other early years settings will need to complete the profile, if it is not being done in reception year at school.

EYFSP data submitted from the summer term in 2026 onwards will be available in Analyse School Performance (ASP) a secure web-based platform accessible via Department for Education Sign-in from the end of the 2026 autumn term

Ofsted will also have access to the same school level EYFSP data that is available in ASP. As stated above, this will apply to EYFSP data submitted from the summer term in 2026 onwards and therefore will feature in Ofsted's inspection data summary report (IDSR) from the end of the 2026 autumn term. EYFSP data will be used as a starting point for conversations during inspection, including how schools use the data to support transitions from reception into key stage 1. Ofsted will not make gradings solely using EYFSP data.

From September 2025, using EYFSP data from the 2021 to 2022 academic year onwards, the DfE will also share school-level EYFSP data on the view your education data (VYED) platform, as part of plans to give all schools, local authorities and trusts better insight to inform improvements in early years.

Oxfordshire Early Years and Childcare Quality Improvement Team will provide:

Continuing Professional Development for Reception and Year 1 staff and Leaders, including governors

Peer to Peer Sessions facilitated by the LA for reception teachers

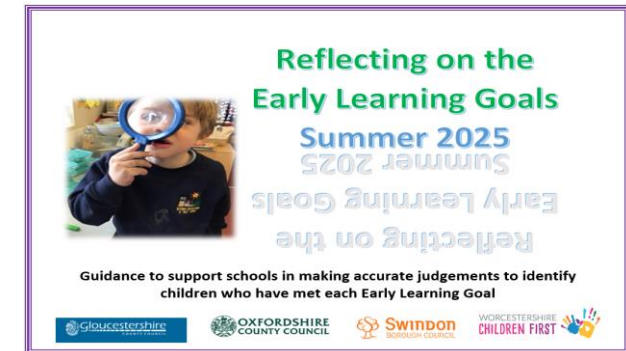
Guidance on the ELGs and EYFS Profile including toolkits

Wellcomm

Targeted programs such as Tots Talking, Talk Boost

50 Things to do before you are 5 App for parents

Phonological Awareness NEW resource



Children's early language development is the foundation upon which all future success is built.



Why Speech, language and Communication in the Early Years?

Early language as measured by the EYFS profile is predictive of scores in reading, writing and maths at the end of KS1 and into Year 3.

Language skills at age five have been found to be more predictive of reading skills at age eleven than other factors such as behaviour, peer relationships, attention, emotional wellbeing and pro-social behaviour.





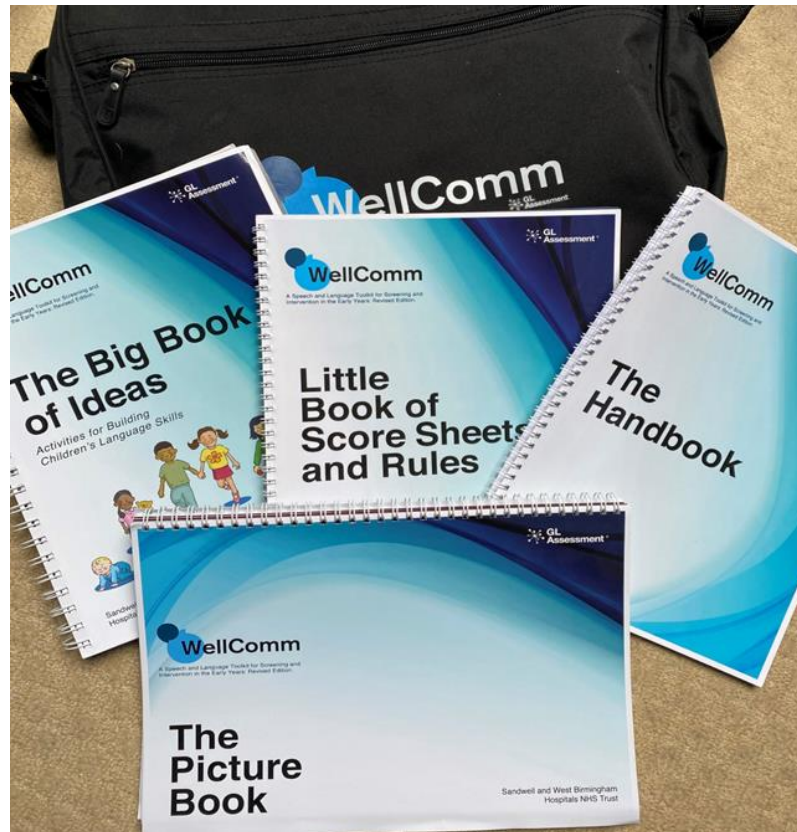
Approximately 10% of children and young people have long-term SLCN which cause them significant difficulties with communication or learning in everyday life



Children from socially disadvantaged families are more than twice as likely to be identified with a SLCN. Due to social clustering, more than 50% of children living in areas of high social deprivation may start school with SLCN

Prevalence

Wellcomm and Language Leads





The importance of
early language
nutrition...

Phonics – a pause for thought...

What was your PSC outcome this year? Was this typical for your school? Does it feel representative of the same cohort's GLD at the end of their Reception year? What % of the year 1 cohort achieved the reading ELG in 2024?

Does your current scheme still match the needs of your school? Do you feel you need to switch schemes to better meet the needs of your cohorts? Did you know that there is DFE funding available to enable this?

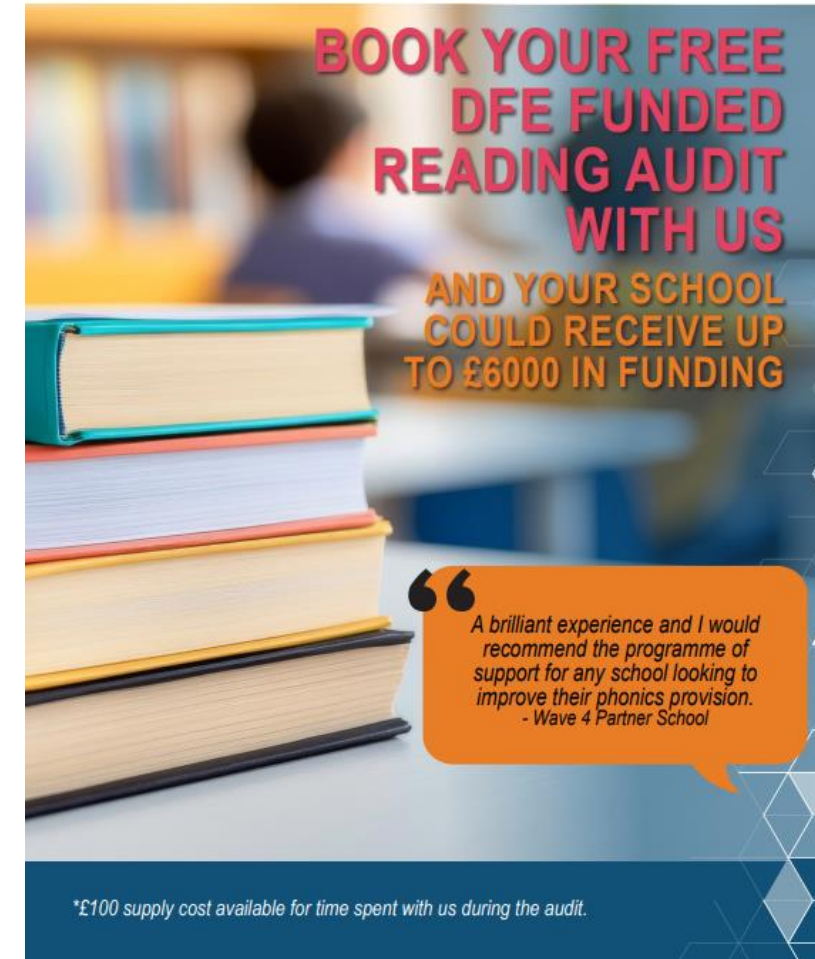
Do your year 2 staff continue to deliver your chosen phonics scheme to ensure that children fully embed their phonetic knowledge and develop reading fluency?

When did your school last audit the phonics provision?

Is everyone in school trained? Including the head?

Does your school need a phonics review?

0118 987 2586
ewoodward@whiteknightsenglishhub.org.uk
www.whiteknightsenglishhub.org.uk
Fairlawn Green, Shinfield Rise,
Reading, RG2 8EP



**BOOK YOUR FREE
DFE FUNDED
READING AUDIT
WITH US**

**AND YOUR SCHOOL
COULD RECEIVE UP
TO £6000 IN FUNDING**

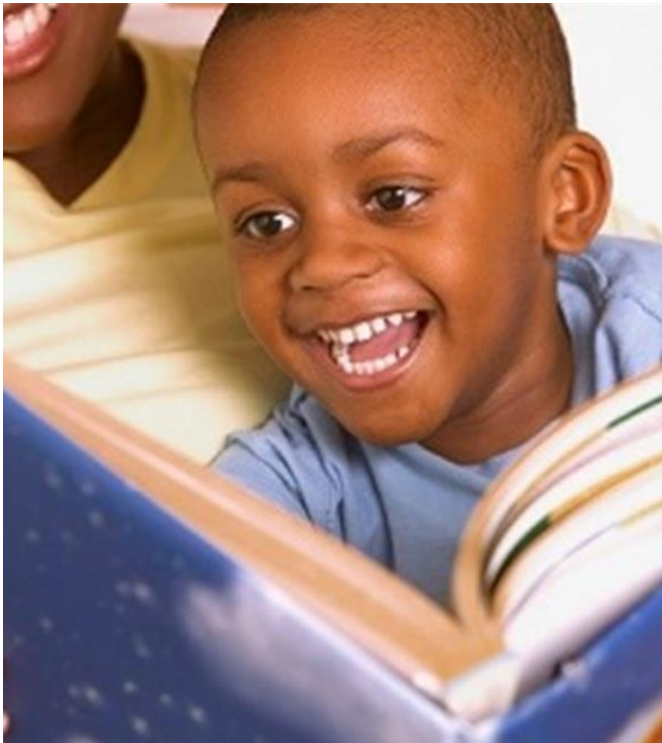
“ A brilliant experience and I would recommend the programme of support for any school looking to improve their phonics provision.
- Wave 4 Partner School

*£100 supply cost available for time spent with us during the audit.

Phonics and your most vulnerable children

- SEND – even with non-verbal children, research has shown that regular exposure to high quality phonics teaching broken down into small steps enables progress.
- Disadvantaged children – consider each individual child's needs and situation, if there are attendance and punctuality barriers, how do you ensure that they access daily phonics teaching?
Assess understanding, communication and language, i.e. with Wellcomm, using an interpreter/parent to support and identify understanding and development of language if necessary.
- Phonological awareness activities are key to enabling children to make accelerated progress alongside the phonics programme, this includes children with EAL who join in KS1 or 2.

What comes before phonics?



- **Phonological awareness** develops as part of children's overall speech and language from birth if they have had rich early language nutrition.
- **Phonemic awareness** is the ability to notice and play with individual blocks of sounds (phonemes) in spoken words.
- ***Without strong phonological awareness children are unable to fully access phonics whatever their age or stage***

What is...Phonological Awareness?

Phonological awareness relates **only** to speech sounds: the sounds we hear when language is spoken.

It does not involve the letters of the alphabet, spelling or whole words.

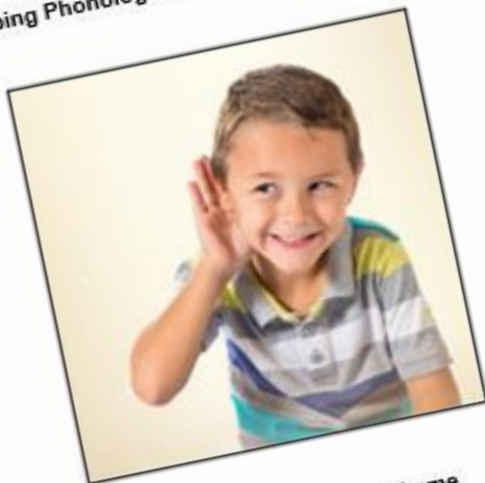
It does not involve reading or writing: it is a listening skill, not a reading skill.

Phonological awareness is the most important prerequisite for learning to read.

Phonological awareness is not the same as phonics.

Playing with sounds together

Developing Phonological Awareness in Oxfordshire



Draft booklet for pilot scheme

Early Years Quality Team
Oxfordshire County Council

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Contents



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- The importance of early language nutrition
- What is Phonological Awareness?
- Reframing support for early reading in Oxfordshire
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- Curriculum and planning
- Helping children learn to listen
- Games and activities to support Phonological Awareness
 - Listening to different sounds
 - Rhythm, rhyme and sound patterns
 - Playing with voice sounds
 - Hearing the first sound in words
 - Identifying syllables in words
 - Hearing individual sounds in words
- Useful Websites for resources
- Glossary of terms
- Appendices – including planning and tracking templates

Things to follow up with your school:

New September 2025 Statutory EYFS Framework

GLD (Good Level of Development)

Support for Reception Teachers with assessment/moderation

Early language and communication

Phonics Screening Check

Review phonics Scheme/teaching

New Phonological Awareness Resource and training

The School Based Nursery Capital Grants Programme

Phase 1 (Autumn 2024):

£37 million awarded to 300 schools to create and expand nurseries on school sites.

Oxfordshire Schools Successful in Phase 1:

- Europa School, Culham (*in partnership with Kiddylinguistics Nursery*)
- North Hinksey Primary School
- St Mary's CE (A) Primary, Chipping Norton
- Thomas Reade Primary School
- Windale Primary School



**SCHOOL
BASED
NURSERIES**

School Based Nurseries

Phase 2 bidding round (Sept-Dec 25)

DfE Webinar for Schools - Thursday 16 October 10 am register at [Microsoft Virtual Events Powered by Teams](#)

Schools apply direct to the DfE with evidence of LA approval

3rd November 2025 (noon)- LA Expressions of Interest deadline

DfE application deadline 11 December (5pm)

Grants for schools to apply for up to £150k to create new early years places for:

- Nursery classes in a primary school
- Maintained Nursery Schools
- Nursery units led by governors or academy trusts
- Childminders, private, voluntary and independent (pvi) early years places operating on a school site

Increased focus on supporting nursery access by disadvantaged families

For more information e mail: school.planning@oxfordshire.gov.uk

New Governance Platform

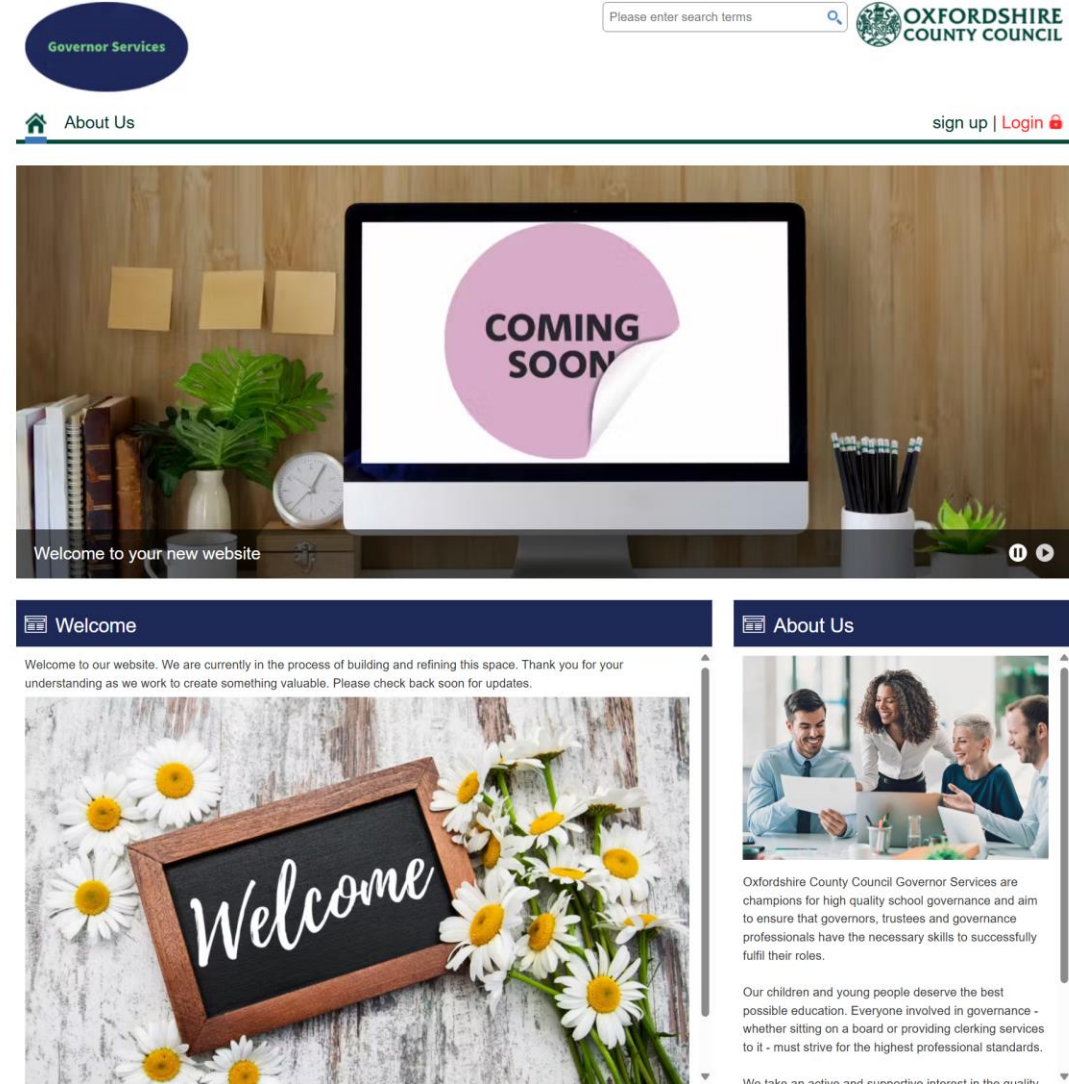
Helen Tate

Governor Support Officer

System Migration

Where are we going?

- A dedicated website designed for governors and governance professionals
- Part of the Education Services system which schools and OCC have already been using for several years
- The same system which manages the buyback of traded services each year
- Schools already book their training through the system and use it for health and safety among other things.



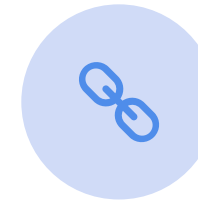
Benefits of the new system



It has very similar functionality to GovernorHub, and better functionality for OCC Governor Services



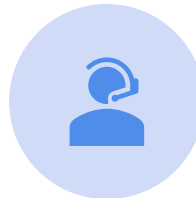
We can control the cost of it, particularly to maintained schools. Where we have previously been able to offer GovHub free, we can no longer do this. Next year will be even more expensive



Seamless link to the buyback of traded services



Much more flexibility for resources, training and newsletters, including blogs and forums



More responsive provider – we are already getting updates we are asking for



Used by many councils for governance already including Hampshire who migrated last year.

Migration Timeline



September 2025

Awareness



Jan–Feb 2026

Training for governors
and governance
professionals



February 2026

Migration of Governor
Data
Go Live!



March 2026

All boards start using
the new platform for
meetings



March–July 2026

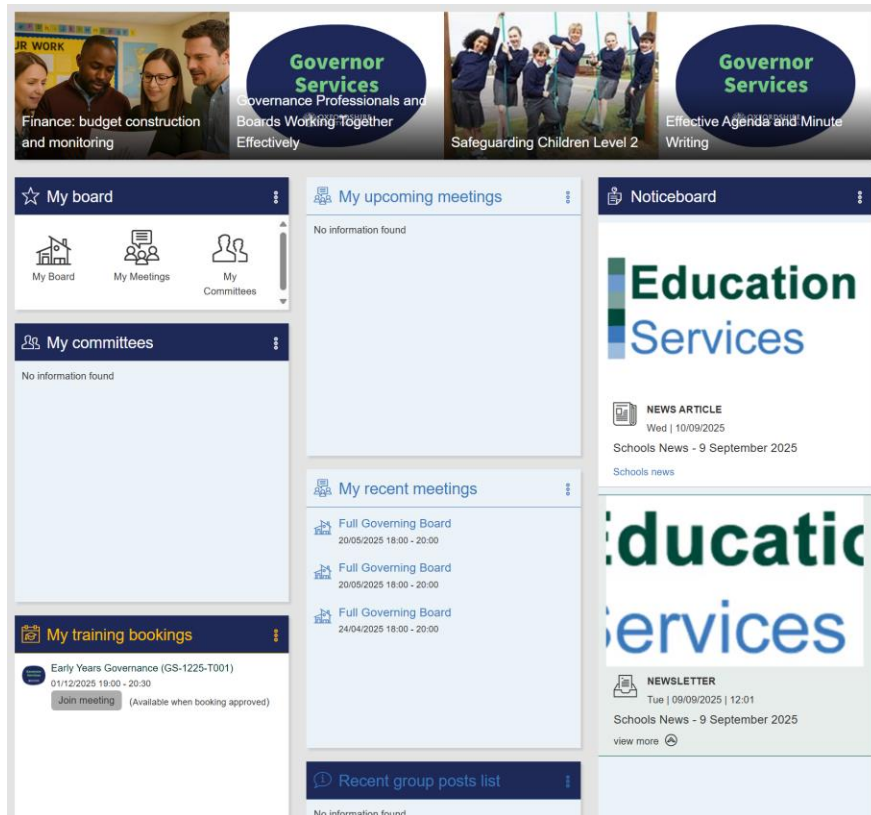
Migration of documents



Summer 2026

OCC GovernorHub
withdrawn

What's going on now?



Working with a group of experienced governance professionals to ensure that the system does exactly what you need it to



Awaiting a system update with enhanced capability (October 2026)



Pilot programme starting in October/November with a very small number of schools



Planning and writing training resources for the new system



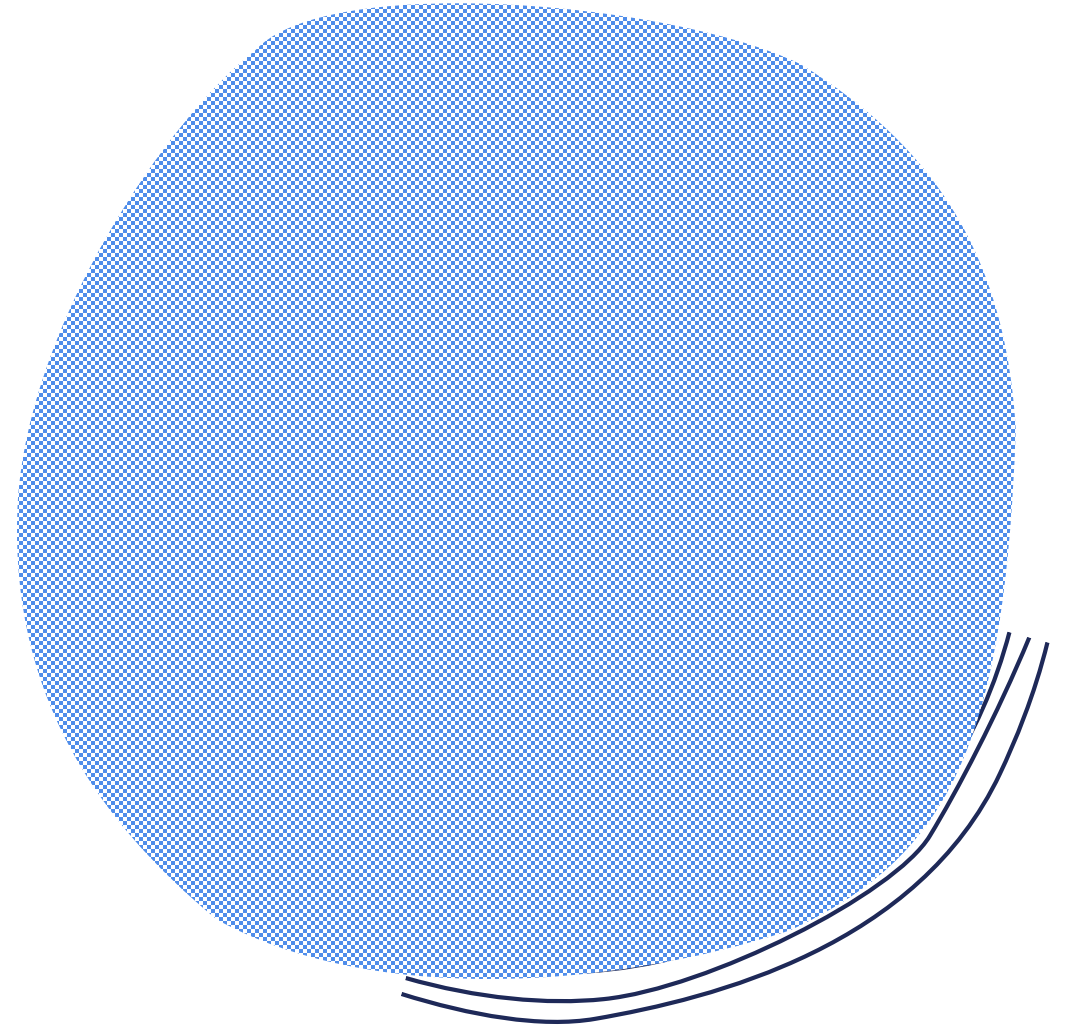
Planning Migration of data

What do you need to do?

- Ensure you keep GovernorHub data up to date (especially in Jan/Feb)
- Tidy up your folders of documents on GovernorHub
- Start thinking about where you want to archive old documents and discussing this with your boards and schools
- Watch out for training dates and book training when it becomes available



A note on academies



Any questions?



KCSiE updates 2025 and Annual safeguarding audit

Jo Lloyd

Service Manager: LADO and ESAT

On-line safety

The four Cs of online risk, content, contact, conduct and commerce (para 135) have been slightly updated with the addition of content that includes misinformation, disinformation (including fake news) and conspiracy theories.

KCSiE includes a reminder (para 144) to take the appropriate action to meet the cyber security standards and also references January's guidance on Generative AI which sets out the capabilities and features that should be in place for users in educational settings (para 143).

[Generative AI: product safety expectations - GOV.UK-](#)

These expectations outline the capabilities and features that generative artificial intelligence (AI) products and systems should meet to be considered safe for users in educational settings. They are mainly intended for edtech developers and suppliers to schools and colleges.

Misinformation, Disinformation and Conspiracy Theories (KCSiE 2025)

Disinformation, misinformation and conspiracy theories are **online safety risks for children**.

Misinformation is false or inaccurate information—getting the facts wrong.

Disinformation is false information which is deliberately intended to mislead—intentionally misstating the facts

Conspiracy theories encourage the belief that an event or phenomenon occurs as a result of a conspiracy between interested parties. A belief that some covert but influential agency (typically political in motivation and oppressive in intent) is responsible for an unexplained event“

They refer to the spread of false information or ‘fake news’ online

Children can be more at risk of taking this content at face value

Advanced AI tools can be used to present the information as fact, making it appear realistic, including the use of AI-generated images and videos

Cyber Security for Schools - NCSC.GOV.UK

Information security and access management

144. Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the [National Education Network](#). In addition, schools and colleges should consider taking appropriate action to meet the [Cyber security standards for schools and colleges](#) which were developed to help them improve their resilience against cyber-attacks. Broader guidance on cyber security including considerations for governors and trustees can be found at [National Cyber Security Centre – NCSC](#).

Cyber security in schools: questions for governors and trustees

Questions for the governing body and trustees to ask school leaders, to help improve a school's understanding of its cyber security risks.



Alternative Provision

There is also a reminder about the checks schools should be undertaking for alternative provision (paras 169-170 and 331), all of which are in the Alternative Provision guidance updated in February 2025- [Arranging Alternative Provision - guide for LAs and schools](#)

KCSiE 2025 emphasises the need for written confirmation that full safer recruitment steps have been taken on all staff.

There is guidance AP placements should be reviewed at least **half termly** to ensure children are attending, their needs are met, and the setting is safe, with the potential that the placement is ended if any concerns are not addressed.

From Ofsted inspection toolkit- Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day).

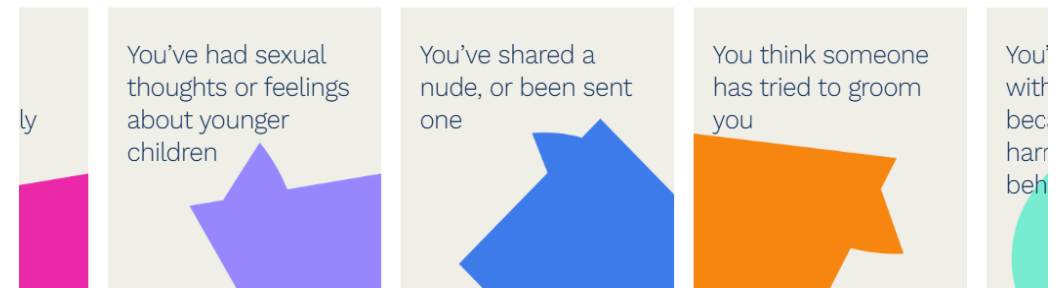
Home - Shore

The Lucy Faithfull Foundation in collaboration with the Home Office, has developed 'Shore Space', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.

Welcome to shore

**A safe space for
teenagers worried about
sexual behaviour**

What to do if...



[View all](#)

Annual safeguarding self-assessment audit- 175/157

Final submission date- **Friday 28th November 2025**- this is based on last academic years data, so some schools have submitted already- How is your school getting on?

The self- assessment requires Governor approval. Please consider:

- Is this a true and fair reflection of the schools safeguarding practice, processes and procedures
- Do you identify any themes? Concerns? Patterns?
- How many children have low attendance? Have left for Home education? Accessing AP?
'schools are vigilant, maintaining an attitude of 'it could happen here' (**Inspection toolkit**)
- Is the school being pro-active and preventative with their safeguarding? Mash Vs Early Help
- Is the school doing enough to support their vulnerable students? Do they know who they are?
ensure that pupils know who to go to for support (**Inspection toolkit**)
- Have they identified any actions? (I hope so) Are the actions appropriate? How will you monitor this? – 'being receptive to challenge, and reflecting on practice, so that safeguarding policies, systems and processes are kept under continual review' (**Inspection toolkit**)

Governor Services Update

Helen Tate

Governor Support Officer

Appraisal

- Have you agreed your headteacher appraisal sub-group and booked your external adviser?
- [Headteacher appraisals | Oxfordshire Schools](#)
- Has the sub-group had training? Our next training is 17 November 2025: [GovernorHub](#)

Appraisal is required for any headteacher in post for a term or more... even if this is an interim post or the headteacher is moving on at the end of the term.



Ofsted update

- All schools to have full inspections with an HMI inspector every 4 years
- A new 5-point grading system will be used (urgent improvement; needs attention; expected standard; strong standard and exceptional)
- Begins in November with volunteer schools and 'on or after' 01 December for normal inspections to resume
- Governor Services' new training for governors on 26 November: [Book here](#)



Where to find new governors

New!

[Recruiting governors and academy trustees: resources - GOV.UK](#)



Locally

- Social media
- School communications
- Chamber of Commerce
- Local media
- Neighbouring schools
- Community spaces and events
- Headhunting
- Alumni
- Professional groups
- Church
- Local employers



Organisations which can help

[Governors for Schools - Effective Governors, Excellent Schools](#) - finds, places, and supports skilled volunteers as governors and trustees on school and academy boards.

[Reach Volunteering](#) - allows organisations to post vacancies and search their community to find new volunteers

[Welcome to the National Black Governors Network \(NBGN\)](#) represents Black people seeking to become trustees and governors across all levels of education.

[Young Trustees Movement](#) - specialise in promoting trustee positions for volunteers who are under 30 years of age.

More information

Governor recruitment | Oxfordshire Schools Election and appointment processes

 Services Schools news

Home » Governor Services

Governor recruitment

The process for recruiting, (re)appointing, and electing governors.

Recruitment websites and ideas

Locally

- Social media
- School communications
- Chamber of Commerce
- Local media
- Neighbouring schools
- Community spaces and events
- Headhunting
- Alumni
- Professional groups
- Church
- Local employers
- Parish Magazine

Organisations which can help

- Governors for schools - finds, places, and supports skilled volunteers as governors and trustees on school and academy boards.
- Do IT - a national database of volunteering opportunities, including school governance.
- Reach Volunteering - allows organisations to post vacancies and search their community to find new volunteers.
- National Black Governors Network (NBGN) represents black people seeking to become trustees and governors across all levels of education.
- Young Trustees Movement - specialises in promoting trustee positions for volunteers under 30 years of age.

Election and appointment processes

- Quick guide to governor election and appointment (pdf format, 222Kb)
- Parent governor election procedure - revised Sept 2022 (doc format, 301 KB)
- Staff governor election procedure revised Sept 2022 (doc format, 336 KB)
- Local authority governor appointment process (pdf format, 193 KB)
- Associate members of the board FAQs (pdf format, 40 KB)
- Qualification and disqualification criteria for governors and associate members (pdf format, 47 KB)
- Individuals prohibited from managing or governing schools (Section 128) (GOV.UK)
- Staff governor fact sheet August 2025 (pdf format, 197 KB)

Governor induction

The new governor induction checklist (pdf format, 235 KB) has been produced for chairs, clerks and new governors. It ensures that governors have essential information and that all checks and updates have been completed.

 Oxfordshire schools

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We need you!

Are you an experienced governor?

Do you have time to support another board with your skills?

We are looking for experienced governors who we can put in touch with schools looking to grow and develop their boards.

If this is of interest, please share your details with us:

[Governor Services Register of Interest](#)



Pointing your phone camera at the QR code will let you open the link directly.

Finally...

Thank you to you all.

