
Chair of Governors Update: 19th September 2025

Dear Colleagues,

With September well underway, we hope that you are well and that you have managed to have a good Summer break. We are writing to welcome you to the 2025-26 academic year and to share with you some key national and local information and updates for this term and year ahead.

We are delighted to announce that our first **Hackney Governors Forum** of the academic year will be held on **Thursday, 23 October 2025, 5-7pm** at the [Tomlinson Centre](#), Queensbridge Rd, London E8 3ND. Further information, including the agenda, will follow shortly.

This edition of our update focuses on key DfE updates such as the new Keeping Children Safe in Education Guidance, the new Academy Trust Handbook, and the new Education Inspection Framework from OFSTED. We have added a helpful note titled **Takeaways for Governors** where possible.

We are also offering a preview of our **newly re-designed annual Governor Training Programme**, now easily bookable via a new booking system here, and free for Hackney governors. This will be a comprehensive training and professional development offer aimed to support Hackney governors, trustees, senior leaders and governance professionals with the knowledge and skills necessary for strategic leadership and effective governance. Our regular, termly training sessions will aim to keep attendees updated on the cutting edge of best practice and changes in legislation. We will have live expert-led sessions, hosted alongside a governance specialist to frame content through a governance lens; recorded versions available after each session and a toolbox of resources for every theme; including slides, recordings, reference materials, and implementation guidance. Please see more information below. We will share the full programme and dates in the coming weeks.

We hope you enjoy this edition of the Chairs Update, find time to enjoy the changing of the leaves this Autumn while you sharpen your pencils and go back to school!

In the meantime, for any governance questions, no matter how small, do reach out to us at governorservices@hackney.gov.uk.

Sincerely,

Madalina Brockmann, Governor Services Manager

LOCAL UPDATES

Hackney Education Strategy

Hackney Education is currently consulting on our three year strategic plan, which outlines our Borough's top priorities for education over the next three years. The draft plan was developed after early engagement with staff, children and their families, schools, settings, and other partner organisations. The aim of the plan is to ensure Hackney's education offer is child-focused, strong, fair, anti-racist and inclusive, and that we all work in partnership to adapt quickly and respond to the changing needs of local children and their families.

The consultation is still open until 22 September 2025 and details can be accessed [here](#).

Hackney SEND and Inclusion 3 Year Strategy

Hackney Education have been working with children and young people with SEND, families, professionals and practitioners to co-produce a Special Educational Needs and Disabilities (SEND) and Inclusion 3 Year Strategy. This builds on the previous [Hackney SEND 2022-2025 Strategy](#) and sets out our local area vision and priorities for supporting children and young people with SEND and their families. It supports and aligns with Priority 1 of the Education Strategy and will be published at the same time. Governors have been involved in the process to date and Chairs were contacted for their views on a draft version of the strategy. For reference, the link to the draft strategy and feedback survey is [here](#).

School Organisation and Place Planning

You will be aware that, as part of our School Organisation Plan, we are moving towards an area based partnership model that emphasises collaboration between schools and wider education settings, as we address the needs of our changing pupil population and its impact on the sustainability and suitability of our education provision.

We are also developing plans for an organisational database, in partnership with our schools and settings, to provide the further data and analysis needed for collective and informed decision-making.

We will set out this plan and share our proposed governance and decision making framework at our Governors Forum in October. This session will also provide an opportunity to gather your feedback.

AI and Inclusion

Boards should recognise that Artificial Intelligence (AI) uptake is uneven, with risks of widening gaps between schools and pupils.

Governors should ask whether their school has a clear AI strategy and whether responsibility has been assigned at leadership level.

Takeaways for Governors

- Oversight should include how AI is being used for teaching, assessment, administration and SEND support, alongside staff training needs.
- Boards should be alert to safeguarding, privacy and ethical risks, and ensure **school policies are updated** to address them.
- Importantly, governors should consider equity: how will the school's approach to AI support disadvantaged pupils and prevent deepening inequalities.

DFE GUIDANCE AND REPORTS

Keeping Children Safe in Education (KCSIE) 2025 - effective from 1 September 2025

The full statutory guidance is available [here](#).

Overview

- Updated statutory guidance for 2025/26
- Applies to all schools and colleges in England
- Focuses on early help, safeguarding culture, staff training, safer recruitment, and emerging threats

Key Themes

- **Early Help:** Identify vulnerabilities early, especially for pupils with SEND, mental health needs, or risk of exploitation
- **Staff Training:** Induction and regular updates required; stronger emphasis on online safety and filtering/monitoring systems. New expectations regarding disinformation, misinformation and the advent of Artificial Intelligence (AI)
- **Leadership & Governance:** Boards must ensure a strong safeguarding culture and appoint a trained Designated Safeguarding Lead (DSL)
- **Safer Recruitment:** Clear expectations for DBS, prohibition, right-to-work and overseas checks; including the importance of the Single Central Record (SCR) being up to date
- **Child-on-Child Abuse:** Zero-tolerance policies; trauma-informed support for victims
- **Allegations About Staff:** Procedures must cover both serious and low-level concerns
- **Emerging Threats:** Includes radicalisation, county lines, domestic abuse, female genital mutilation (FGM), forced marriage, and online harm

Takeaways for Governors

Governing boards are explicitly responsible for ensuring compliance with KCSIE and embedding a safeguarding culture. Questions for governors to ask include:

- Have safeguarding policies been updated to reflect the 2025 changes?
- How is safeguarding training for all staff, volunteers and governors being refreshed?
- What evidence can leaders provide that safer recruitment and vetting checks are being applied consistently?
- How does the board gain assurance on the school's response to child-on-child abuse and online risks?

FOR ACADEMY TRUSTS: Academy Trust Handbook (effective 1 September 2025)

The updated Academy Trust Handbook is available [here](#).

Key Updates

- **Further Guidance:** Added a link to [guidance and support on sustainability](#) to help trusts have a climate action plan in place by 2025.
- **Roles and responsibilities:**
 - Confirming that trusts should have an understanding of and be working towards meeting the 6 core **digital and technology standards** by 2030.
 - Providing trusts with further **guidance on estates management**

- Updating the **accounting officer duties** and the **definitions of regularity, propriety, value for money and feasibility**, to better reflect Managing Public Money
- Providing further information including links to relevant sections of **Managing Public Money** regarding the accounting officer's duty to raise concerns
- **Main financial requirements**
 - Providing trusts with further guidance and **support on procurement**
 - Clarifying the role of the board in **setting of executive pay**
- **Internal Scrutiny**
 - Clarifying that the **income thresholds** are based on the trust's last audited accounts.
- **Delegated authorities:**
 - Explaining how **cost** could cause a transaction to be repercussive.
 - Providing a link to the relevant section on **Novel, Contentious or Repercussive transactions** in Managing Public Money
- **The Regulator and intervention**
 - Confirming that trusts **must not pay any cyber ransomware demands**
 - Providing trusts with a link to **further information on DfE oversight and support, including intervention**
 - Removing educational performance as an area where an **Notice to Improve (Ntl)** may be **issued**
 - Confirming that the department may **recover funds** where there is evidence of irregularity or fraud

DfE National Behaviour Survey 2023/24 - Key Insights & Takeaways

Guidance published by the DfE to date can be accessed via: [National behaviour survey report: 2023 to 2024 academic year - GOV.UK](#)

Headline Findings

- Perception gap: 72% of school leaders rated pupil behaviour as 'good' or 'very good', compared to only 46% of teachers and 47% of pupils
- Bullying: 24% of pupils reported being bullied in the past year; appearance (39%) and race/ethnicity (7%) were the most cited reasons for online bullying
- Behaviour impact: Misbehaviour continues to disrupt learning—67% of pupils and 62% of teachers reported disruption at least once in the past week
- School environment: Only 55% of pupils felt their school was calm and orderly most days; 44% felt safe at school

Takeaways for Governors

Governors play a key role in strategically supporting and monitoring behaviour. Some questions to ask:

- **Whole-School approach:** How does the school implement a whole-school approach to behaviour, and what are its key components?
- **Policy clarity:** Is the school's behaviour policy clear, and do all staff and pupils understand its expectations and consequences?
- **Staff Training:** How are staff trained to implement the behaviour policy and manage different types of misbehaviour?
- **Data and Trends:** What data is used to monitor behaviour, and how are these trends used to inform school strategy and improvement?
- **Pupil Impact:** How does the current approach to behaviour support pupils' learning and well-being?
- **Staff Impact:** What impact does the behaviour policy and its implementation have on staff morale and workload?
- **Pupil Support:** What support is available for pupils who consistently struggle with behaviour?

- **Staff Support:** How does the governing body ensure that staff receive the necessary support, training, and guidance to implement the behaviour policy effectively?
- **School Environment:** How does the school ensure the learning environment is calm, safe, and supportive for all pupils?
- **Alignment with Vision:** How do behaviour policies align with the school's overall vision, ethos, and strategic priorities?
- **Accountability:** How does the governing body hold the school leadership team accountable for the effective implementation and impact of the behaviour policy?

Martyn's Law – (Terrorism Protection of Premises Act 2025)

More information on Martyn's law for education settings is available [here](#).

Overview

- introduces new legal duties for education settings to prepare for and mitigate the impact of a terrorist attack; it applies to all schools, colleges, universities, and training providers where 200 or more people are present
- 24-month implementation period before enforcement begins

Key Requirements

Schools must:

- Appoint a 'responsible person' for compliance
- Conduct proportionate risk assessments
- Update emergency procedures (evacuation, lockdown, communication)
- Prepare staff and pupils without causing undue anxiety

Timeline

- A 24-month implementation period is in place
- The Security Industry Authority (SIA) will act as the regulator, offering guidance and oversight

Training & Support

- No mandatory terrorism training, but staff should be aware of procedures
- Free CPD and resources available via Protect UK and DfE

Takeaways for Governors

For governors, this new duty emphasises the strategic role boards play in overseeing the safety of children and young people.

- Seek assurance that leaders are conducting proportionate risk assessments, updating emergency procedures, and preparing staff and pupils without creating unnecessary anxiety
- Review whether investment in training, communication systems, or site improvements is needed
- Monitor progress during the implementation window and ensure compliance readiness

Raising Standards in Non-school Alternative Provision (August 2025)

DfE published voluntary national standards for non-school alternative provision (August 2025) available [here](#)

Overview

- Applies to unregistered settings supporting vulnerable pupils
- Legislation is expected in future; schools and LAs encouraged to adopt standards now

Key Themes

- **Safeguarding & Welfare:** DBS checks, child protection policies, trained DSLs
- **Health & Safety:** Risk assessments, medical support, fire safety
- **Admissions & Support:** Clear referrals, attendance monitoring, behaviour expectations
- **Quality of Education:** Literacy/numeracy, skilled staff, assessment, self-evaluation

Takeaways for Governors

For governors, the priority will be to ensure policies and parental engagement plans are updated in good time and that staff training is in place for the more complex topics. Boards should be confident that RSHE sits firmly within safeguarding and wellbeing strategies and that parents understand what is being taught.

RSHE Guidance (2025)

Overview

- New statutory RSHE guidance replaces the 2019 version from September 2026.
- Expands curriculum and strengthens parental engagement requirements.

Key Changes

- Inclusive Content: Same-sex parents, gender reassignment, family diversity.
- Sexual Harassment: Includes stalking, revenge porn, strangulation.
- Online Risks: Pornography, incel culture, deepfakes.
- Health Topics: Suicide prevention, self-harm, eating disorders, vaping, gambling.
- Parental Engagement: Schools must consult and share resources; no veto rights.
- Review Cycles: 3-year technical and 6-year full review.

Takeaways for Governors

For governors, the priority will be to ensure policies are updated, staff is trained, and parental engagement is secured. *Some questions to ask around this theme:*

- Does the Relationships, Sex and Health Education (RSHE) curriculum include all statutory content and is it tailored to meet the specific needs of our pupils, including those with SEND?
- How do we ensure the curriculum is appropriate and engaging for all age groups, and does it align with the school's values and the wider community?
- Is there a clear link between the RSHE curriculum and other subjects, like science, citizenship, and religious education?
- What is the process for developing, reviewing, and monitoring the RSHE policy and curriculum, and who holds responsibility for this within the school leadership team?
- How do governors and the Senior Leadership Team (SLT) ensure the RSHE provision is high-quality and that decisions are informed by research and best practice?
- What training is provided to staff to support them in effectively delivering the RSHE curriculum and to help them identify potential safeguarding issues?
- How does the school ensure staff are aware of safeguarding procedures, the risks of inappropriate digital content, and how to address concerns raised during RSHE lessons?
- What is the school's approach to child-on-child abuse and discriminatory or sexual behaviour, and is this consistently reinforced through the RSHE curriculum?
- How are parents informed about the RSHE policy and curriculum content, and what opportunities are provided for them to discuss questions or concerns? Do parents understand their right to request their child be withdrawn from non-statutory sex education, and what is the process?
- How is the effectiveness of the RSHE curriculum monitored, and what evidence shows this?
- Can we provide examples of how the curriculum benefits all our pupils, and how is progress and attainment in RSHE measured?

AI-Powered 'Similar Schools' Attendance Report

Overview

- New DfE tool compares your school's attendance with ~20 similar schools (based on FSM, SEND, EAL, deprivation, region, funding, and type).
- Designed to highlight leadership and cultural factors influencing attendance—not just demographics.

Key Features

- Group-level analysis: Compare attendance by pupil group (e.g. FSM, SEND).
- Cohort insights: Spot trends by year group (e.g. Year 11 dips, Year 7 strengths).
- Actionable data: Identifies areas for improvement and celebrates strong practice.

Takeaways for Governors

Governors play a key role in strategically supporting and monitoring attendance. Some questions to ask:

- *What are the current overall attendance levels and trends? How do these differ by year group, SEND status or other factors?*
- *How are we monitoring pupil attendance to identify patterns and concerns?*
- *Which pupil groups have the lowest attendance, and what are the underlying reasons?*
- *How does this year's attendance compare to previous years?*
- *What strategies are in place to promote good attendance, and how are they implemented?*
- *How is the school identifying and supporting pupils at risk of becoming persistently absent?*
- *What are the procedures for welcoming pupils back to school after any absence, and for helping them catch up on missed work?*
- *Are all relevant staff trained in attendance and safeguarding, and do they have adequate capacity?*
- *How is the school building and maintaining strong relationships with families, local authorities, and other partners to support attendance?*
- *What efforts are made to build a whole-school culture that values and promotes good attendance?*
- *How are pupils themselves involved in promoting good attendance and are their views heard?*

NEW DfE and CDC Guides for Schools and Settings on Disability Duties in the Equality Act

The Council for Disabled Children (CDC) and Department for Education (DfE) have launched three new guides for schools on disability duties in the Equality Act 2010. These guides cover strategic duties, including the Public Sector Equality Duty and accessibility planning, alongside the day-to-day duties and draw on recent case law. All guides emphasize a whole-setting approach. The duties are most effective when everyone, regardless of their role, embeds them in their area of responsibility.

Pilots showed that governors and executive leadership reported the guides' checkpoints are helpful, have improved conversations, and are ensuring these duties were part of the governing board's overall responsibility in promoting inclusion as everyone's responsibility.

- [Equality Act 2010 and Disabled Pupils: A Guide for Governors and Trustees](#)
- [Disabled children and the Equality Act 2010: What teachers need to know and what schools need to do](#)

[An Accessibility Planning Handbook](#) promotes a school-wide approach to disability duties and serves as a tool for preparing new accessibility plans due in 2027.

These new school guides follow recent publications for Early Years settings and FE Colleges:

- [Equality Act 2010 and disabled students: A Guide for Further Education Governors and Trustees](#)
- [Disabled students and the Equality Act 2010: What colleges need to know and do](#)
- [Guide and training package for early years providers on the disability duties in the Equality Act](#)

Takeaways for Governors

Governors play a key role in strategically supporting and monitoring schools in fulfilling their duties according to the Disability Act. Some questions to ask:

- Policy Effectiveness: "Is our Special Educational Needs and Disability (SEND) policy effective in promoting inclusion for all pupils?"
- Policy Review: "How often is the SEND policy reviewed and updated to ensure it remains relevant and compliant with legal requirements?"

- Inclusion Principles: "How do we ensure that all school policies actively support the principle of inclusion for disabled pupils?"
- Strategic Vision: "Does the school's strategic vision clearly articulate our commitment to the inclusion and success of disabled pupils?"

DfE report on The Home Learning Environment And Attainment

DfE's new report on home learning and attainment can be accessed [here](#).

Key Themes

- **Family engagement initiatives**, parenting workshops and resources aimed at fostering positive family relationships, alongside strengthened home school communication and collaborative parent teacher partnerships.
- **Data-driven personalisation** - for example, research into predictive analytics and artificial intelligence (AI) could support the creation of tailored interventions for students. Targeted family support programmes leveraging insights and teacher feedback can effectively identify and address specific family needs.
- **Peer mentorship and community-based learning hubs** could be particularly beneficial in areas experiencing high deprivation or risk. These programmes can offer structured peer support, academic enrichment and family-oriented activities strengthening community ties and supporting student achievement.
- **The integration of emotional and social support mechanisms within education systems** is another critical area to consider, particularly programmes focusing on mental health and conflict resolution to promote holistic student well-being.
- **Innovation within schools** can be fostered through national platforms designed for piloting and sharing successful interventions, technological solutions and community partnerships.
- **Long-term comprehensive strategies** promoting lifelong learning and coordinated community support systems addressing educational, economic, health and social needs require further exploration.
- **Establishing real time feedback loops** and adopting ongoing evaluation processes will facilitate agile and responsive adjustments to educational programmes, ensuring their continued relevance and effectiveness.

Takeaways for Governors

Some questions to ask:

- What is the school's philosophy and purpose behind the home learning strategy? What does the school want pupils to achieve through home learning?
- How is the home learning strategy consistently implemented across all year groups and subjects? What are the expectations for pupils and parents?
- How does the school monitor and assess the impact of home learning on pupils' learning and progress? Are there clear indicators of success?
- How does the home learning provision align with the school's curriculum & educational goals?
- How are parents and carers informed about online dangers, responsible social media use, and potential risks like bullying or radicalisation?
- What mechanisms are in place to ensure parents can support/ observe their children's online activity?
- How does the school provide ongoing, updated online safety training and guidance to staff to help them keep children safe online?
- Are all staff and governors aware of the importance of e-safety and familiar with the school's policies?
- How does the governing board provide effective challenge and support to the senior leadership team (SLT) regarding home learning?
- What are the processes for gathering evidence to inform the board's decisions about home learning, such as pupil work samples or feedback from staff?
- How does the board ensure that home learning provision is compliant with statutory requirements?
- What are the key performance indicators for home learning, and how does the board monitor these?

Children's Commissioner's Children's Plan

The Children's Commissioner has published ["The Children's Plan: The Children's Commissioner's School Census"](#) in September 2025, a report that proposes a significant reform for children with additional needs. The plan aims to move away from the current EHCP (Education, Health and Care Plan) model to a more integrated "Children's Plan" framework. This new plan represents an effort by the Children's Commissioner to improve how children with additional needs are supported by integrating their care into a broader, more unified "Children's Plan".

OFSTED INSPECTION FRAMEWORK 2025

New Education Inspection Framework (EIF)

The reforms will take effect from 10 November 2025 for early years, state-funded schools, and FE and skills inspections. For ITE and non-association independent schools, inspections will commence under the renewed framework from January 2026. There will be no routine inspections of state-maintained schools and FE and skills providers in the first half of the autumn term, as the previous cycle of inspections was completed in July.

Overview

- All inspections will be full inspections; ungraded inspections are removed.
- Focus shifts from single-word judgements to report cards with:
 - A 5-point grading scale (Exceptional, Strong Standard, Expected Standard, Needs Attention, Urgent Improvement)
 - Safeguarding will be graded as 'met' or 'not met'.
 - Narrative explanations
 - Contextual school data

Evaluation Areas- Schools will be assessed across 6–8 areas:

- Leadership & Governance
- Curriculum & Teaching
- Attendance & Behaviour
- Achievement
- Personal Development & Wellbeing
- Inclusion (new standalone area)
- Early Years and Post-16 (where applicable)

Leadership and governance key information - Inspectors will consider the extent to which governors/trustees:

- are knowledgeable about their statutory duties and carry them out effectively
- support and challenge the school's leaders effectively
- understand their role in considering and addressing leaders' workload and wellbeing
- assure themselves that leaders have an accurate understanding of the school's context and
- are prioritising the right actions for improvement
- ensure that systems for monitoring and quality assurance are fair, valid and constructive, and inform continuous improvement
- hold leaders to account for the impact of the school's professional learning programme for staff

- hold leaders to account for the school's support and provision for disadvantaged pupils who
- may face barriers to their learning and/or wellbeing

Inclusion

Raising the standards for disadvantaged groups is a key aim of OFSTED reform through the addition of a new standalone 'Inclusion' area and as a prominent theme across other evaluation areas.

Inspectors will consider how schools are supporting:

- Socioeconomically disadvantaged pupils (those eligible for the pupil premium)
- Pupils with SEND (pupils receiving additional support and those with an EHC plan)
- Pupils who are known (or previously known) to children's social care
- Pupils who may face other barriers to their learning and/or wellbeing, which may include pupils who share a protected characteristic

Monitoring schools

Inspectors may monitor a school if any evaluation area has been graded as 'needs attention', it received a grade of 'requires improvement' for its overall effectiveness, or ,for any key judgement at its last inspection before November 2025.

Takeaways for Governors

For governors, the priority will be to ensure appropriate training is undergone by staff and governors, and strategic review continues for any areas of development.

EYFS Framework

Overview

- New versions of the EYFS statutory framework now apply:
- One for childminders
- One for group and school-based providers
- Core learning and care standards remain unchanged.

Key Updates

- New employment reference template must be used when giving references for early years staff.
- Aims to improve safeguarding and ensure sector-wide consistency.

TEACHERS AND SUPPORT STAFF PAY AWARD 2025

Teachers and Support Staff Pay Award 2025

The 2025 pay award of 4% was agreed by the government with further detail available [online](#)

Overview

- Teachers in England will receive a 4% pay increase from 1 September 2025, following full acceptance of the School Teachers' Review Body (STRB) recommendation
- Support staff have been offered a 3.2% increase, prompting calls for parity
- The changes in this version of the document relate to the 2025 pay award: a change to the calculation for TLRs 1 and 2 in Section two (paragraphs 20.6-20.8, 7 41.1-41.2) and Section three (paragraphs 40 and 50-51) plus additional information relating to flexible working in Section three (paragraphs 89-92)

Funding & Implementation

- The government will provide £615 million in additional funding
- Schools must fund around 1% of the increase through efficiency
- Savings and smarter spending.
- Starting teacher salaries outside London will rise to £33,000, with
- Average salaries exceeding £51,000.

Financial Sustainability Challenges

- Unions have raised concerns about affordability and potential impact on services
- Schools are expected to manage budgets carefully and may face pressure to cut costs elsewhere

The [Schools Teachers' Pay and Conditions Document](#) has also been published

Takeaways for Governors

Oversight to monitor schools ensure their Pay Policies reflect any changes. The changes this year are: application of the 4% pay award to salary scales and allowances, a change in calculations for TLRs 1 and 2 (section 2) and additional information relating to flexible working (section 3).

TRAINING PROGRAMME & GUIDANCE FOR GOVERNORS , TRUSTEES, LEADESRs AND GOVERNANCE PROFESSIONALS

Guidance

Hackney Autumn 2025 FGB Agenda Template (including comprehensive guidance)

This model agenda is provided to assist Chairs, Headteachers and Clerks of maintained schools or academies when compiling the agendas for FGB (or equivalent) meetings. You are advised to select and re-order items according to urgency, importance and practical or staff availability considerations. Please email governorservices@hackney.gov.uk with any feedback.

Please see a copy of the agenda attached.

Annual Hackney governance training and professional development programme for Hackney Governors, Trustees and Senior Leaders

This is a comprehensive training and professional development offer to support Hackney governors, senior leaders and governance professionals with the knowledge and skills for strategic leadership and effective governance. The termly live expert-led sessions provide attendees with updates on best practice and changes in legislation. Recorded versions will be available after each session along with a toolkit of resources. Each session is a building block creating a programme designed to equip governing boards and senior leaders with knowledge and understanding of their strategic responsibilities, including compliance, risk, safety, organisational effectiveness and culture, and equalities.

Key themes covered in these sessions:

- **Hackney school governance induction/refresher** - express interest [here](#).
 - Wednesday 5th November 2025, 5:00 to 6:30pm
 - Tuesday, 10th March 2026, 5:00 to 6:30pm
 - Thursday, 11th June 2026, 5:00 to 6:30pm
- School Finance: budgeting and the governance of sustainability (foundation and enhanced)
- SEND (Special Educational Needs and Disabilities)
- **Safeguarding**
 - Thursday, 11 December 2025, 5:00 to 6:30 pm
- Pupil Behaviour Strategies / Exclusions
- **Stakeholder engagement and complaints** - express interest [here](#).
 - Tuesday, 25th November 2025, 5:00 to 6:30pm
 - Wednesday, 25th February 2026, 5:00 to 6:30pm
 - Wednesday, 20th May 2026, 5:00 to 6:30pm
- OFSTED inspection readiness
- Human Resources (Staff wellbeing; Safer Recruitment)
- Health and Safety
- Curriculum management and oversight
- Training for Chairs and Vice-chairs
- Data Protection and Cybersecurity
- Artificial Intelligence (AI)
- **Headteacher Performance Management**
 - Please access our e-Learning module via this [link](#). You will need to create an account to access the workspace.

For any training booking sessions, please email cpdadmin@hackney.gov.uk.

The list above is not exhaustive and we also offer bespoke advice and training tailored to your circumstances, in the following themes:

- Governance effectiveness

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- Optimising board dynamics and the interface with school leaders, including succession planning
 - Confidentiality assuredness / conflicts of interests
 - Panel hearings / chairing a panel
 - Complaints management, including scoping, casework and investigation support / training

For any bespoke training questions, please email governorservices@hackney.gov.uk.
