



Governor Induction Pack

2016-2017

Governor Induction Pack

Welcome to Hayfield Primary School

The Governing Body and Head teacher of Hayfield Primary School believe it is essential that all new governors receive a comprehensive induction package, giving them the necessary information to support them in fulfilling their new role with confidence. The process is seen as an investment, leading to more effective governance and better retention of governors.

Purpose

- To welcome new governors to the Governing Body and enable them to meet other members
- To encourage new governors to visit the school to experience its atmosphere and understand its ethos
- To meet the Head teacher, staff and children
- To explain the partnership between the Headteacher, School and Governing Body
- To explain the role and responsibilities of governors and how the Governing Body and its committees work
- To give background information on the school including strengths and areas for improvement and development
- To allow new governors to ask questions about their role and/or the school
- To allow new governors to join the committee(s) of their choice
- To identify skills and areas of expertise, as well as training needs, of the new governor

New Governors will:

- Receive information about the school initially from the Clerk to Governors
- Receive a briefing on the school and role of the governor from the Head teacher and/or Chair
- Be invited by the Head teacher to visit the school and to meet staff and children
- Be asked to complete a DBS check and declaration
- Have the opportunity to meet informally with an existing governor who will act as the new governor's mentor
- Be welcomed to the Governing Body by the Chair at the first full governing body meeting after they take up post
- Have the opportunity to review their first meeting with the mentor, and observe committee meetings before deciding which to join
- Attend induction and safeguarding training for new governors within three months of becoming a governor, or as soon after this time as possible
- Be encouraged to access further training, as required or desired.

New Governors will be given access to the following documentation ('New Governor Information Pack'):

- This Induction Pack, with appendices (Roles & Responsibilities; Code of Conduct)
- Contact details for the school office and Headteacher
- List of governors names, along with terms of office, responsibility areas, committee membership and contact details
- The DfE Governors' Handbook
- The Local Authority Welcome Pack and training programme
- The School Self-Evaluation Summary (SES)
- The School Development Plan (SDP)
- Most recent Ofsted Report and Action Plan
- List of school policies (statutory and non-statutory)
- The DfE document: *Keeping Children Safe in Education* (KCSIE)
- The school's Confidential Reporting Code procedures
- Minutes of the last full Governing Body meeting and details of the Governing Body committees, including their terms of reference
- Annual schedule of all governors' meetings, with dates and key content
- List of staff, with job titles and roles and responsibilities
- Subject Leadership Reporting to Governors timetable
- School website address - and access to recent school newsletters
- Agenda for the next Full Governing Body meeting and copy of the minutes of the last Governing Body meetings (not confidential minutes)
- Most recent Headteacher's Report to Governors
- Governors' Subject Monitoring Handbook
- Governors' Expenses Policy
- Register of Interests form for completion
- DBS (formerly CRB) form for completion

The Head Teacher will cover the following in her briefing to new governors:

- School context
- Background information including strengths and areas for development and improvement
- Visiting the school
- The relationship between the Head teacher and Governing Body

Areas that the Mentor will cover include:

- An overview of the governor's role
- How the full Governing Body and committee meetings are conducted
- How to propose agenda items
- Governor training
- Protocol at meetings and when visiting school
- Link Governor role and subject monitoring (see handbook)
- Completing the Governor Skills Audit

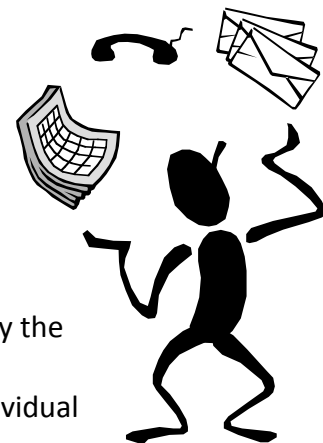
Please see document ‘Roles & Responsibilities of the Governing Body, Headteacher and Bursar’ in your pack for further information.

Governor Induction

The induction process will be coordinated by the Chair of Governors, along with named persons (e.g. Head teacher, Clerk). Everyone involved must follow the agreed programme in order to avoid duplication of tasks and to ensure a comprehensive and supportive induction.

Task	Person responsible	When
Once Governorship has been confirmed, Chair of Governors and Headteacher are informed, and new governor completes documentation	Clerk	As soon as possible after election
A copy of this <i>Governor Induction Pack</i> is given to the new governor, along with access to documents outlined therein (‘New Governor Information Pack’)	Clerk	As soon as possible after election
First contact: welcome new governor and give an outline of the role and responsibilities of the governing body, expected level of commitment to school and current issues facing the school	Chair of Governors/ Headteacher	After election
Arrange meeting with new Mentor (if not the Chair of Governors) to discuss role of governors, protocol at meetings, go through schedule of meetings, new governor training and link governor role etc.	Chair of Governors / Mentor	Before first Full Governor Meeting
Arrange a visit to school to talk to HT and learn more about the school, tour the school and meet the staff and children	Headteacher	Before first Full Governor Meeting
At first full Governing Body Meeting introduce all Governors, explain acronyms and jargon, explain context of each major agenda item	Chair of Governors / Mentor	Next FG Meeting
Add new governor’s name to governor and school e-mail lists	Clerk	Following 1 st FG meeting
Complete Skills Audit, give advice on support / training available and arrange a place on Governors Induction Course	Clerk/ Mentor	Following 1 st FG meeting
After first full Governing Body Meeting, new governor to meet with mentor, providing further opportunity for questions / clarification of issues, communication protocols etc. Discuss new governor’s interests and skills to match governor to relevant committee and arrange first committee meeting observer visit.	Mentor	Following 1 st FG meeting
Arrange feedback from new governor, so that induction procedure can be updated and refined	Clerk	Before next governor meeting

How does a governing body work?



A governing body:

- works closely with the head teacher, who is responsible for the operational organisation and management of the school;
- acts as a critical friend of the school and keeps under review the way the school is developing;
- ensures that the school provides good quality education, meets individual needs and cares for the welfare of all;
- ensures that the school manages its budget in line with the local authority's budget delegation scheme and agreed Annex 1;
- makes decisions collectively as a team;
- often delegates decision making to committees or to individuals, for example, to the head teacher; and
- conducts most of its business through meetings, making use of relevant papers and guidance, and advice from the head teacher.

A good governing body is vital to a school's success. Governors:

- make key decisions, such as appointing the head teacher and policy making;
- set targets for improvement, give the school strategic direction and play a major role in whole school development;
- directly affect the education and well being of children in the school.

(See Appendix 1)

A final note from the Headteacher:

We are very pleased that you have decided to join our friendly, hardworking team and hope that you enjoy your time as a school governor and gain much from the experience, both on a personal and professional level.

Please do not hesitate to ask if you have any questions or queries, and please remind us at meetings to stop, slow down, explain what we are talking about and decode some of the strange acronyms we constantly use in education!

Please see appendices attached to this document:

- 1) Roles and Responsibilities of the Governing Body**
- 2) A Code of Practice for the Governing Body of Hayfield Primary School**
- 3) A checklist for you to complete during your induction**

These need to be read carefully before signing the checklist in Appendix 3 and returning a copy to the Clerk to Governors.

Thank you.
Appendix 1

Roles and Responsibilities of the Governing Body

There are 3 key roles for a Governing Body:

To provide **Strategic Direction**,

- Setting, with all stakeholders, the vision, aims and values of the school, agreeing plans and policies, and making creative and best value use of resources
- Monitoring, reviewing and evaluating performance
- Playing an active role in the School Development Plan, raising standards of achievement, establishing high expectations and promoting effective teaching and learning
- Supporting the school in implementing its self-evaluation strategy
- Setting budgets and approving school priorities
- Making sure that the school adheres to its policies, budgets and plans
- Responding to Ofsted inspections
- Keeping informed about the quality and standards of education in the school, including pupil achievement and progress
- Taking direct responsibility for the recruitment of senior staff and some disciplinary matters, while recognising the head teacher's responsibility for day-to-day management and organisation of the school
- Contributing to the admissions policy and appeals system.

To act as **Critical Friend**,

- Supporting, advising and challenging the head teacher
- Providing practical help and skill to the head and staff
- Promoting the interests of the school and its pupils

To ensure **Accountability**,

- To the children and parents it serves, to its local community, to those who fund and maintain it, as well as to the staff it employs
- Making sure that parents are kept informed about what is happening in school
- Taking parents' views into account when making decisions
- Ensuring that the school adheres to its policy and procedures on Safeguarding & Child Protection and safer recruitment practices are adopted
- Ensuring that the head teacher carries out her responsibilities in terms of leading, managing and organising the school and aiming to meet set targets

Specific Responsibilities

Curriculum (devolved to the Curriculum & Policy Committee – CAP)

- Ensure a strategic and systematic approach to promoting high standards of educational achievement and set targets for improvement.

- Ensure that there is a Curriculum Policy in place, which is up to date and regularly reviewed, and that there is a schedule for the regular review of subject policies and action plans.
- Ensure that the curriculum is broad and balanced and that the National Curriculum is taught and its assessment procedures are carried out.
- Monitor and support development and improvement of the curriculum.
- Ensure that assessments and test results are reported and sent to appropriate bodies.
- Decide, in broad strategic terms, how the school should be run and ensure that statutory policies are produced and reviewed regularly.
- Ensure political balance in presentation of curriculum.
- Hear appeals against the Headteacher's decision to lift or change National Curriculum requirements for a child.

Health and Safety (devolved to CAP Committee)

- Ensure that there are up to date policies, procedures and action plans in place for Health & Safety, Safeguarding and Child Protection.
- Make sure that all staff are trained in Child Protection and that training is updated in line with statutory guidance.
- Ensure that the Designated Child Protection Officer in school reports annually to the Governing Body on safeguarding matters.
- Ensure that safer recruitment practices are adopted in line with guidance from the Disclosure & Barring Service (DBS).
- Check that the Single Central Record is up to date and that all adults working with children have been checked in accordance with DBS guidelines.

Budget (devolved to Finance & Personnel Committee – FAP)

- Determine how to spend the budget allocated to the school.
- Monitor spending, receiving budget reports from the LA [which must be available for inspection].
- Respond to consultation on any changes to school funding by the LA.
- Draw up a charging policy where the school may charge for optional extra-curricular activities.
- Adopt, review and adhere to the school's Financial Procedures, Financial Regulations and Roles & Responsibilities policies.

Staffing (devolved to FAP Committee)

- Decide on staffing levels and agree any changes to staff structure
- Agree all staffing procedures, including disciplinary rules, keeping to relevant parts of employment law
- Appoint, suspend and dismiss staff
- Make a range of decisions on pay for teaching staff, in accordance with the Teachers' Pay Policy
- Review the pay of Head teacher annually
- Ensure that the school adheres to its Performance Management & Teacher Appraisal Policy

Premises (devolved to FAP Committee)

- Ensure adherence to the Health and Safety Policy.
- Ensure good maintenance of all school property and resources.
- Control the use of the premises outside the school day, including use by the community, in accordance with the Lettings Policy.
- Support plans to improve the premises to meet the needs of the children and adults working in the school.
- Follow any reasonable directions from the LA with regard to the school premises.

Discipline

- Determine general principles of the Behaviour & Discipline Policy.
- Agree procedures for staff conduct and discipline (see *Staff Code of Conduct*)
- Hear staff grievances and act in accordance within the LA's policies and procedures, e.g. *Managing Staff Allegations, Complaints Procedure, Grievance Procedure*.
- Know about number of exclusions during the school year.
- Monitor and keep admissions and attendance register, reporting to the LA.
- Include information on attendance and absences in the school prospectus and website.

Communication

- Provide LA and Secretary of State for Education any information requested.
- Publish school information on the school's website.
- Ensure that the school communicates effectively and regularly with parents, e.g. through the school website, newsletters, text messaging services, emails, notice board etc.
- Ensure that the school maintains pupils' educational records.

Admissions

- Determine admission arrangements, in consultation with the LA.

Ofsted Inspection

- Inform parents, LA and others about the inspection.
- Send summary of inspection to parents.
- Ensure that post-Ofsted action plans are acted upon.

What makes a good school governor?

- You care about improving children's educational attainment and are willing to get to know the school
- You want to contribute to the local community
- You want to work as part of a team and can value the contribution made by different people
- You accept that you will need training
- You are willing to ask questions
- You are open to ideas and willing to learn
- You seek to promote the best interests of the school and the education of its pupils
- You understand that confidentiality is crucial to your role



What will you get out of being a school governor?

- The knowledge that you have played a part in improving children's education and supported the school's staff
- A chance to develop new skills and to practise existing ones, such as chairing meetings, speaking in groups, asking questions, making suggestions and appointing staff
- A chance to help other members of the team, perhaps because they are new, are not used to committee work or need help in learning about the school and about school governance

What can you offer?

- Enthusiasm, commitment and a willingness to get involved in the life of the school
- An interest in education and school improvement
- Ability to work with others and to use my own initiative
- A willingness to learn
- Local knowledge of the school and the community
- A commitment towards doing things openly and democratically
- Personal or professional skills or interests that school might find useful



How much time does it take?

Governors act as a team and, as such, the amount of time that each of them can give to the role will vary. Some people will be able and willing to give a lot throughout their time as a governor. Others will find that the amount of time they can give increases or reduces during that period. But if you are serious about helping our school to help children, then you do need to:

- Be willing to prepare for meetings - there can be a lot of papers to read and understand prior to the meeting
- Attend meetings: legally, the governing body must meet at least once a term, i.e. three times a year – at Hayfield, the full Governing Body meets five times a year and the sub-committees meet six times a year (see Governor Schedule of Meetings).
- Serve on at least one sub-committee. Our Governing Body has two sub-committees - these are **Curriculum & Policy Committee (CAP)**, which looks at issues around improving the school's performance and policy development; and **Finance & Personnel Committee (FAP)**, which looks at issues around the school's budget, staffing, premises and Health and Safety.
- Be able to get to meetings, which are mostly held during the evening but which are sometimes straight after school.

Appendix 2

A CODE OF PRACTICE FOR THE GOVERNING BODY OF HAYFIELD PRIMARY SCHOOL

Introduction

The following is not a definitive statement of responsibilities but is concerned with the common understanding of broad principles by which the Governing Body and individual governors will operate.

The Governing Body accepts the following principles and procedures:

General

1. We have responsibility for determining, monitoring and keeping under review the broad policies, plans and procedures within which the school operates.
2. We recognise that our Headteacher is responsible for the implementation of policy and day-to-day management of the school and the implementation and operation of the curriculum.
3. We accept that all governors have equal status, and although appointed by different groups (i.e., parents, staff, LEA) our overriding concern will be the welfare of the school as a whole.
4. We have no legal authority to act individually, except when the Governing Body has given us delegated authority to do so.
5. We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all the legal expectations as, or on behalf of, the employer.
6. We will encourage open government and should be seen to be doing so.
7. We will consider carefully, how our decisions may affect other schools.

Commitment

8. We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
9. We will each involve ourselves actively in the work of the Governing Body, attend regularly, and accept our fair share of responsibilities, including service on committees or working groups.

10. We will get to know the school well and respond to opportunities to involve ourselves in school activities.

11. We will consider seriously our individual and collective needs for training and development.

Relationships

12. We will strive to work as a team.

13. We will seek to develop effective working relationships with our Head, staff, parents, the LA, other relevant agencies and the community.

14. **We will show respect to other members of the team and their views at all times.**

Confidentiality

15. We will observe confidentiality regarding proceedings of the Governing Body in meetings and from our visits to school as governors.

16. We will observe complete confidentiality when required or asked to do so by the Governing Body, especially regarding matters concerning individual staff or students.

17. We will exercise the greatest prudence if a discussion of a potentially contentious issue affecting the school arises outside the Governing Body;

Conduct

18. We will encourage the open expression of views at meetings, but accept collective responsibility for all decisions made by the Governing Body or its delegated agents. **Where members have differing views, we respect the role of the Chair to draw a consensus based on the majority view of all members.**

19. We will only speak or act on behalf of the Governing Body when we have been specifically authorised to do so.

20. In making or responding to criticism or complaints affecting the school we will follow the procedures established by the Governing Body.

21. Our visits to school will be undertaken within the framework established by the Governing Body, in agreement with the Head and staff.

22. In discharging our duties we will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school.

23. **At meetings, we will speak freely but concisely, (avoiding long, repetitive and dominating monologues), and seek to listen well and with respect to others at all times.**

Suspension

24. If the need arise to use the sanction of suspending a governor, we will do so by following the Procedures Regulations so as to ensure a fair and objective process.

Removal

25. We recognise that removing a governor from office is a last resort, and that it is the appointing bodies which have the power to remove those they appoint.

26. If the need arises to use the sanction of removing a governor, we will do so by following the Constitution Regulations so as to ensure a fair and objective process.



Appendix 3

New Governor Induction Checklist

Induction procedure	Please sign and date
This induction pack received and necessary documents signed	
Met with Headteacher and received briefing about the school	
Toured the school and met staff and children	
Met Chair of Governors and Mentor, and discussed role	
Had questions answered satisfactorily	
Completed DBS check	
Have received or been given access to:	
This Induction Pack, with appendices (Roles & Responsibilities; Code of Conduct)	
Contact details for the school office and Headteacher	
List of governors names, along with terms of office, responsibility areas, committee membership and contact details	
The DfE Governors' Handbook	
The Local Authority Welcome Pack and training programme	
The School Improvement and Development Plan	
Most recent Ofsted Report and Action Plan	
List of school policies (statutory and non-statutory)	
DfE document <i>Keeping Children Safe in Education</i> (KCSIE)	
The school's Confidential Reporting Code procedures	
Minutes of the last full Governing Body meeting and details of the Governing Body committees, including their terms of reference	
Annual schedule of all governors' meetings, with dates and key content	
List of staff, with job titles and roles and responsibilities	
Subject Leadership Reporting to Governors timetable	
School website address and recent school newsletters	
Agenda for the next Full Governing Body meeting and copy of the minutes of the last Governing Body meetings (not confidential minutes)	
Most recent Headteacher's Report to Governors	
Governors' Subject Monitoring Handbook	
Governors' Expenses Policy	
Register of Interests form for completion	
DBS (formerly CRB) form for completion	

Name _____ Signed _____

Date _____

Please retain original signed copy for your own records and forward a copy to the Clerk to Governors.

ACRONYMS

– A TENTATIVE GUIDE TO HELP SCHOOL GOVERNORS NEGOTIATE THE ‘MAZE’

School governors face wide use of acronyms in reports presented to them, and in discussions. Acronyms are a convenient shorthand way of describing organisations, processes, tools and regimes – and no significant undertaking is without its own. Certainly, education and related services have their fair share.

The listing on the following pages seeks to identify many of the most common in use in reports Hayfield school governors may face, drawn from recent reports to governors and some commonly-used elsewhere. It may be useful to all, but especially to newly-appointed governors who have a whole new lexicon to get to grips with.

The listing is not comprehensive. It may/should be added to as gaps are identified and – no doubt - other acronyms come into use. Individual suppliers’ acronyms have generally been avoided.

Acronyms are listed alphabetically, for ease of reference. The focus is on simply the full title of the object/process for each acronym. No attempt is generally made to explain the context in which each is used: that will vary and should become apparent. It would also be a much, much larger task than this listing represents.

**Laurie James
June 2016**

A

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AOTT(s)	Adults Others Than Teachers
APS	Average Points Score (a pupil attainment measure)
ASD	Autism Spectrum Disorder
ASIA	Associate School Improvement Adviser
AWPU	Age-Weighted Pupil Unit – used in calculating funding of schools

B

BESD	Behavioural, Emotional and Social Difficulties (pupils with)
BME/BAME	Black and Minority Ethnic (staff, pupils, communities)

C

CAP	Curriculum and Policy committee (of governors)
CEOP	Child Exploitation and Online Protection Centre (UK-wide, police-based)
CiC	Children in Care/Looked After Children
CIMT	Critical Incident Management Team
CME	Children Missing from Education
COPPA	Child Online Privacy Protection Act
CP	Child Protection
CPA	Concrete, Pictorial, Abstract (in maths)
CPD	Continuing Professional Development
CSE	Child Sexual Exploitation

D

DBS	Disclosure and Barring Scheme
DCC	Derbyshire County Council
DCSF	Department for Children, Schools and Families (forerunner to DfE)
DfE	Department for Education (department of state)
DH	Deputy Headteacher
DSCB	Derbyshire and Derby Children’s Safeguarding Board
DSEN	Disabled pupils and pupils with Special Educational Needs
DSGA	Derbyshire School Governors Association
DSL	Designated Safeguarding Lead (in school staff)
DV/DA	Domestic Violence/Abuse

E

EAL	English as an Additional Language
ECM	Every Child Matters (past government policy doc, shaping Ofsted outcomes)
ECO	Award programme recognising/promoting sustainability in school practice
EGPS	English Grammar, Punctuation and Spelling
EHCP	Education, Health and Care Plan (formerly Statement of SEN)
EWO	Education Welfare Officer

EYFS Early Years Foundation Stage

F

FAP Finance and Personnel Committee (of governors)
FFT Aspire Fischer Family Trust (not-for profit body processing the National Pupil Database for DfE, providing performance analyses to all schools and LAs)
FG Full Governors (meeting)
FGM Female Genital Mutilation
FRPS Fluency, Reasoning, Problem Solving (in maths)
FTE Full time Equivalent (staff, employees)
FTE Fixed term Exclusion

G

GLD Good Level of Development (achievement measure for EYFS pupils)
GR Guided Reading
GRIPS Graduated Response for Individual Pupil (LA funding for SEN pupil)
G&T Gifted and Talented (pupils)

H

H&S Health and Safety
HBV Honour-Based Violence
HLTA Higher Level Teaching Assistant
HR Human Resources
HT Headteacher
HTPM Headteacher Performance Management

I

ICT Information and Communications Technology
INSET IN-Service Training day (for staff)

K

KCSIE Keeping Children Safe in Education (important DfE publication)
KS Key Stage (4 key stages of the National Curriculum – KS1: 5-7 yrs, KS2: 7-11 yrs. Performance is assessed at the end of each KS – end of years 2 and 6)

L

LA Local Authority (most relevantly, DCC)
LAC Looked After Children (children in the 'care system', each should have a social worker)
LADO Local Authority Designated Officer - provides advice, guidance and management in cases where an allegation has been made against a person who works with children.
LPS Leadership Pay Scale

M

MAT/MT	Multi Agency Team (possibly involved with children & families in need)
MDS(s)	Midday Supervisor(s)
MFL	Modern Foreign Language(s)
MPS	Main Pay Scale

N

NA	National Average
NC	National Curriculum
NCETM	National Centre for Excellence in the Teaching of Mathematics
NCTL	National College for Teaching & Leadership (formerly NCSL)
NGA	National Governors' Association
NPQH	National Professional Qualification for Headship
NPQML	National Professional Qualification for Middle Leadership
NPQSL	National Professional Qualification for Senior Leadership
NQT	Newly Qualified Teacher

O

Ofsted	Office for Standards in Education, Children's Services and Skills
--------	---

P

PE	Physical Education
PEGS	Peak Edge Group of Schools (formerly New Mills cluster)
PHSE	Personal, Health, Social and Economic education
PM	Performance Management
PP	Pupil Premium
PPs	Pupils for whom Pupil Premium is paid
PPA	Planning, Preparation and Assessment time (10% of teaching time)
Prevent	Government programme focussed on limiting potential radicalism
PSED	Personal, Social and Emotional Development
PTA	Parent Teacher Association

Q

QDD	Quality Development Dialogue (between school and local authority)
QTF	Quality Teaching First/Framework

R

RAISE	Reporting and Analysis for Improvement through School Self-Evaluation (online analytical tool hosted by OFSted/DfE)
RE	Religious Education
RSE	Relationships and Sexuality Education

S

S175 audit	Required annual audit of school safeguarding policy/practice by governors under Section 175, Education Act 2002
SAT(s)	Standard Assessment Tests administered at end of years 2 and 6

SCR	School-based Single Central Record (of 'checked' staff, volunteers, contractors)
SCR	Serious Case Review (by children's services where there are child protection concerns)
SDP	School Development Plan
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator (in school)
SEND	Special Educational Needs and Disabled children
SENTA	Special Educational Needs Teaching Assistant
SES	Self Evaluation Summary (school)
SILR	Serious Incident Learning Review
SIP	School Improvement Plan/School Improvement Partner
SIRR	School Improvement Review Record (annual school review by LA Adviser)
SL	Subject Lead(er)
SLT	Senior Leadership Team (school)
SMSC	Spiritual, Moral, Social and Cultural development (of pupils)
SMT	Senior Management Team (school)
SPaG	Spelling, Punctuation & Grammar
SSE	School Self Evaluation
SSEN	Statements of Special Educational Needs
SSSEN	Support Service for Special Educational Needs
STA	Standards & Testing Agency
STEM	Science, Technology, Engineering & Mathematics (academic development/provider)
S.T.O.P	Bullying-related terms - bullying means Several Times On Purpose, and we stop bullying by Start(ing) Telling Other People.'
SWOT	Strengths, Weaknesses, Opportunities and Threats (analytical framework)

T

T&L	Teaching and Learning
TA	Teaching Assistant/Teacher Assessment/Teacher Appraisal

U

UKCCIS	UK Council for Child Internet Safety –national body, includes government, industry, law, academia and charity sectors
UPS	Upper Pay Spine (staff)

V

VA	Value Added (by school to pupil's achievements from known baseline)
VAK	Visual, Aural, Kinaesthetic,

W

WALT	- 'We Are Learning To' (class communication used by some teachers)
WILF	- 'What I'm Looking For' (class communication used by some teachers)
WRAP	- Workshop to Raise Awareness of Prevent (training vehicle/body used to focus on tackling extremism)

