

HERTFORDSHIRE GOVERNANCE NEWSLETTER.

Governance Helpdesk - **01438 544487**

Governance Training - **01438 544478**

Clerking - **01438 544459**

WELCOME

Dear Governors

Welcome to the Autumn Term Newsletter – July 2025

As we approach the end of another academic year, we want to take a moment to thank you for your continued commitment, insight, and leadership. Your role in shaping the strategic direction of our schools and supporting senior leaders remains as vital as ever.

This term has seen schools across Hertfordshire navigating both challenges and opportunities, from embedding new curriculum initiatives to strengthening community partnerships and preparing for the evolving educational landscape ahead. As always, governance has been instrumental in ensuring that every decision keeps pupils' wellbeing and achievement at the heart.

In this edition, we'll reflect on key developments from the summer term, share updates from Hertfordshire County Council and HFL Education, and highlight training opportunities and resources to support your work into the autumn.

In future editions we would also like to publish good news stories from our schools and governing boards across the county, so if you would like to share something that you are proud of in your school, please contact governance@hfleducation.org.

Thank you once again for your time, energy, and unwavering support. We wish you a restful and enjoyable summer break.

GOVERNORHUB UPDATE

GOVERNORHUB KNOWLEDGE

From September 2025 all schools and academies that subscribed to GovernorHub through HFL have chosen one of the following options:

- A subscription for GovernorHub Knowledge through HFL
- A subscription for GovernorHub Knowledge direct with GovernorHub or another provider
- A free of charge database only version of GovernorHub with membership list only.



NB GovernorHub Premium no longer exists as a standalone product. Existing GovernorHub Knowledge customers are not affected by the changes.

Why has this happened?

GovernorHub have stopped selling GovernorHub on its own and now only offer GovernorHub with Knowledge (previously known as the Key for School Governors)



In 2020 GovernorHub and The Key group joined forces. The Key for Schools Governors was then added to GovernorHub and re-named as GovernorHub Knowledge.

Knowledge is accessed by clicking on the blue "K" on your sidebar and contains:

- Guidance articles – recommended/quick reads
- Practical and relevant advice
- Model policies – editable
- Templates/checklists - editable
- Links to relevant legislation
- Examples of good practice

Once you have accessed Knowledge, you can find articles by looking in the subject menus along the top (Fig 1) or searching for a topic in the search bar (Fig 2) Return to GovernorHub at any time by clicking the blue GovernorHub button (Fig 3).

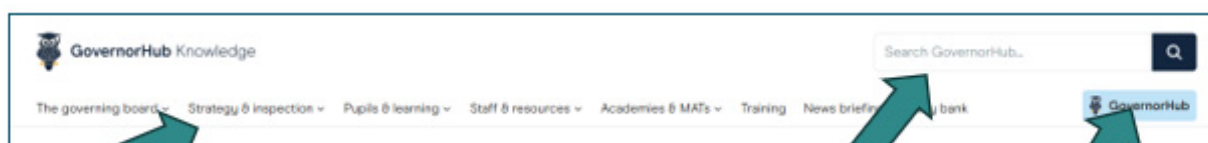
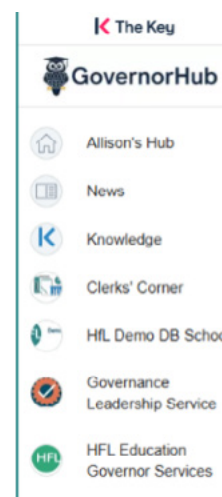
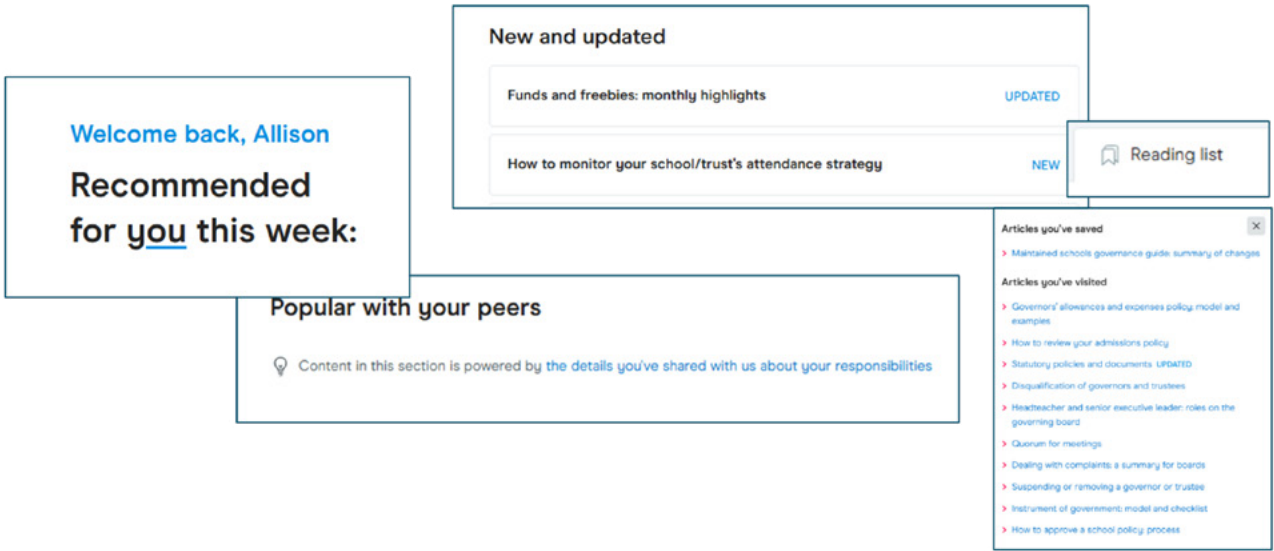


Fig 1

Fig 2

Fig 3

The Knowledge “home” page includes the following features to help you get more out of the resources:



On the home page there will be topics that are “recommended” for you based on what you have looked at already and your roles on the governing board.

There is a list of articles that are new or have been updated recently and a list of what other people have been reading.

Once you are reading an article, just use the column on the right hand side to share on the GovernorHub noticeboard or by email if there is one specific person you think would find it useful and to make yourself a reading list by bookmarking articles. Your reading list will also show you all the articles you have looked at making it easy to find them again.



QuickReads are summaries – perfect to share with the board prior to a meeting to give them an understanding of a specific topic that is going to be discussed.

QuickRead:

Safeguarding responsibilities

Recommended - Read our summary of your board's role in keeping children safe in your school, and the duties of your **safeguarding** governor. Download a copy to share with your colleagues.

The benefits of using GovernorHub Knowledge:

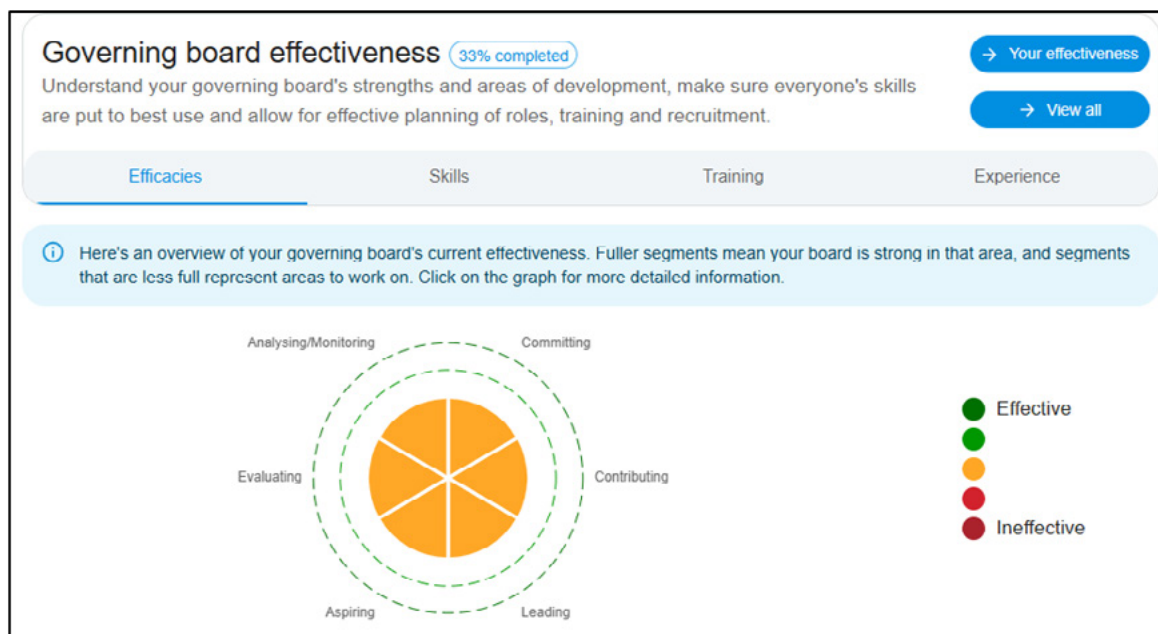
- There are hundreds of articles on a wide range of topics
 - There are links to the relevant guidance that you can use for further information
 - You can get an immediate response
 - Information is fact checked and updated regularly
 - Feedback/questions function
-

THE BOARD EFFECTIVENESS TOOL

The new board effectiveness tool is available as part of the GovernorHub Knowledge subscription.

It is a new take on a skills audit for the board that doesn't just identify skills, experience and training that governors already have or need to develop, but also how these skills are being applied by governors which GovernorHub call "efficacies".

It is a dynamic reflection tool that audits the skills and experience governors bring to the role, identifies training needs and measures how effective each governor "feels" about the job they do producing both visual results and detailed information.



Efficacies are designed to highlight the boards' strengths and weaknesses in certain areas. They are different from skills and experiences and give a deeper understanding of your boards effectiveness e.g. for example you may have a board members with relevant skills and experience but who also have no time to commit to visits and training. This would show you that availability should inform your governor recruitment as well as skills and experience.

Of course, the skills and experience must also have a bearing on recruitment and succession planning, and training will help the board to make the most of the training they have on offer to them, so all of these areas are also included.

GovernorHub have produced several guides and articles that you can use to understand the reasoning behind, and best use of the tool.

- Detailed instructions for governors: [user guides](#)
- Board Effectiveness [FAQs](#)
- Measuring board effectiveness article on [GovernorHub Knowledge](#)
- Take a fresh look at skills audits article in [The Hoot](#)

The tool is set up to only be available to governors or trustees who are allocated to the constitution so that non governors won't constantly get reminders to fill it in.

Everyone can see the overview but only admins on the board will be able to click on the slices of the pie to see how each governor has answered.

GOVERNOR VISITS TOOL

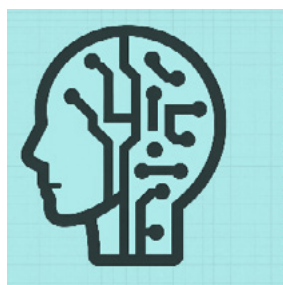
The governor visits tool is a new way to record the board's link governor visits to your school. Governors can now keep a record of their visits and upload visits reports in a dedicated area.

The tool is easy to find in the Governing board tab under Visits on the top row meaning no more searching through the documents section to find the folder where they have been filed!

Governors can record the date, the focus and who visited as well as uploading their report. There is guidance on how to add a visit in [GovernorHub here](#) and wider guidance on completing governor visits in [GovernorHub Knowledge here](#).

Once your board has added their visit records, you can use a search function to bring up all visits under a certain focus to provide evidence when necessary.

Focus of visit	Visit date	Visitors	Actions
Safeguarding	2 May 2025	Cathy Irons	⋮
Staff wellbeing	24 Mar 2025	Alison Maltard	⋮
Pupil Premium	5 Feb 2025	Alison Bishop	⋮



GOVERNORHUB AI ASSIST

GovernorHub have recently added an AI Assist feature to Knowledge. If you have a specific question in mind you can ask AI Assist and it will search all of the GovernorHub articles for an answer in seconds, highlighting which articles you should look at.

For further information, GovernorHub have produced an [AI Assist article](#) in the Help section.

GOVERNOR TRAINING

In light of the imminent DfE changes due, to statutory RSHE guidance, a new date has been added for The governors role in ensuring the RSHE provision is suitable for the needs of their school training course - Wednesday 17th September 2025, 7-9pm online via MS Teams. [Book here](#).

We are working with our colleagues in Education Services to support with a briefing on the new Ofsted Framework. The briefing will be advertised on GovernorHub for booking in the normal way.

MODERN GOVERNOR

The updated catalogue is available now.

- Refreshed with clearly defined module categories
- Support users to quickly find relevant course content.
- This is also reflected within the Find Learning category on the subscription where the user can search by category.

Courses to support those trick times in your role:

- Disciplinary hearings
- School Complaints
- Exclusions refresher
- Investigations best practice



HFL GOVERNANCE LEADERSHIP SERVICE

We are pleased to announce the following dates for our training, network meetings and online briefings:

BEING AN EFFECTIVE GOVERNANCE LEADER TRAINING (BEGL)

- Upcoming dates for autumn term 2025 and spring/summer terms 2026.
- BEGL remote, three evening sessions, 6:30-8:30pm
- For more information and to book [click here](#)
- All three sessions must be completed



	Autumn 2025	Autumn 2025 (2)	Spring 2026	Summer 2026
BEG1	Monday 15th September	Tuesday 11th November	Tuesday 27th January	Tuesday 21st April
BEG2	Tuesday 30th September	Monday 24th November	Monday 9th February	Wednesday 6th May
BEG3	Tuesday 14th October	Tuesday 9th December	Tuesday 24th February	Tuesday 19th May

GOVERNANCE LEADERSHIP NETWORKS

Next round of network meetings:

- Wednesday 9th July & Monday 17th November 2025
- Tuesday 24th March & Wednesday 8th July 2026
- Online
- 6:00–7:30pm
- For more information and to book click [here](#)



GOVERNANCE LEADERSHIP BRIEFINGS

Next briefings:

- Tuesday 21st October 2025 & Tuesdays 10th March and 23rd June 2026
- Online 6:00 – 8:00pm
- For more information and to book click [here](#)
- New: four free places per setting



STOP PRESS! NEW BENEFIT FOR THE GOVERNANCE LEADERSHIP SERVICE

Vice Chairs of settings subscribing to the service can now access the Governance Leadership portal.

- Please remember that all the resources on the portal can be downloaded and shared with board members including our recently updated board annual planners for maintained schools and academies.
- Can we enlist your help by asking you to check that the Vice chair role 'tag' is enabled on GovernorHub for your board, this 'tag' enables the access.



HFL GOVERNANCE BLOG

Our latest governance blog is out now: **'School Governance is a team game!'**

In the blog we explore what we mean by a team game using the analogy of football to see where the similarities lie and how, as boards, we can learn from the 'beautiful game'!

HFL

School governance is a team game!

Like a football team, school governors must work together, communicate effectively, and develop strategic plans to overcome challenges and maximise opportunities.

STRATEGY AND PLANNING

Governors must horizon scan for threats and opportunities, benchmarking against schools of a similar size, and consider national benchmarking data to help maximise the opportunities and assess the challenges.

TEAMWORK AND COLLABORATION

In school governance, each member of the governing body has a distinct role. Just as a football team must work together to win, school governors must collaborate to ensure their school's success.

HFL

RECRUITMENT AND RETENTION

School governors must focus on recruiting and retaining high quality staff. High turnover rates can disrupt the school's stability, leadership and impact student outcomes, so governors and school leaders must create a supportive work culture.

MONITORING AND EVALUATION

School governors must monitor and evaluate their school's performance. This involves reviewing data on student attainment, achievement, attendance, behaviour and looking at how different groups of pupils perform.

STAKEHOLDER ENGAGEMENT

A school benefits from strong stakeholder and community engagement. Governors should foster communication with parents, local businesses and community organisations to help to build positive relationships.



HFL COMPLAINTS SERVICE UPDATE

The 1st July 2025 saw the first anniversary of the launch of our Complaints toolkit. Annual reviews have been carried out over the summer term and new resources are on the way.

For this issue, our Complaints Team has provided the following case study to give a deeper insight into how the Complaints Toolkit can support schools and governing boards. For further information about the Complaints Service and the toolkit, please contact schoolbasedcomplaints@hfleducation.org

HFL Complaints Toolkit Case Study

A school received a complaint about how a member of staff had spoken to their child on multiple occasions and how they had questioned the child's footwear and request to sit on a chair during assemblies.

The member of staff had needed to intervene on a number of occasions as the child had refused to carry out certain instructions and tasks and had persistently challenged the member of staff's authority.



The footwear the child came into school with contravened the school's published uniform policy. When the member of staff asked if there was a genuine reason why they were wearing trainers, the child stated that comfortable shoes were needed. When the member of staff questioned why a chair was needed during assemblies, the child stated that they couldn't

Headteacher's Testimonial

"I would highly recommend the HFL Complaints Toolkit to every leadership team. It offers exceptional value for money and has certainly saved me many hours of work and worry.

The subscription gives you access not only to a wealth of templates that you can use and adapt; saving you hours of work but provides access to a Complaints Manager.

Personally, I found the support provided by my Complaints Manager, Paul Davies, to be exceptional and I cannot recommend the service enough. From the beginning to the end of the complaints procedure, Paul not only offered his time and a listening ear but in addition, gave clear and concise guidance that made managing the complaint so much easier.

I will be resubscribing to what is an excellent service".

sit on the floor as it was uncomfortable and their parents agreed that they needed to sit on a chair. The parents had not informed the school that their child needed to wear different shoes and they had not made any request for them to sit on a chair in assemblies either. Both matters therefore took the school by surprise and so the school asked the parents for evidence from a medical professional that wearing trainers and sitting on a chair in assemblies were necessary.

The parents then complained about this, stating it was intrusive and unnecessary in their view and that their child expected an apology from the member of staff. They also demanded that the Head make the member of staff take part in re-enactments of the occasions when issues had been raised with their child.

Continued below...





How did the Complaints Toolkit help?

The school decided to subscribe to the Complaints Toolkit and used some of the suggested acknowledgements and response templates within it. The school also made use of the Helpdesk Support available by telephone and email. The Complaints Manager assisted the Headteacher by looking through the complaint and helped to break it down into more manageable parts and suggested ways of

responding to some of the particularly contentious issues within it.

The Complaints Manager also reviewed draft responses the Headteacher put together and helped to finalise them by offering suggested wording and ensuring that the issues raised were addressed with clear outcomes and reasoning.

UPDATES FROM HFL

MOCK DISCIPLINARY HEARING WORKSHOP



Our HR Service Team will be running a Mock Disciplinary Hearing workshop on 13th November 2025 9:15am – 12:15pm.

Different stages of the a disciplinary process will be acted out, concluding with a pre-recorded disciplinary hearing. The session will be participative with time for delegates to discuss and input into what they have seen and heard.

[Click here to book.](#)

TAKE PART IN THE DEVELOPING MATHS FLUENCY IN LOW PRIOR ATTAINERS PROGRAMME - EDUCATION ENDOWMENT FOUNDATION (EEF) PART-FUNDED TRIAL

HFL Education are partnering with the Education Endowment Fund (EEF) and The Policy Institute at King's College London in a part-funded evaluation of our Making Fluent and Flexible Calculators Programme for KS3. If you're part of a state school in England (whether maintained, MAT, SAT or free school) with low prior attaining Year 7 students in 2025 why not take part in the evaluation? This whole-class programme targets lower-attaining Year 7 students, offering them a critical early intervention designed to build their confidence and proficiency in maths.

Find out more and register your interest today.

Places on the trial are limited so sign up as soon as possible!

If you'd like more information email fluentandflexible.eef@hfleducation.org or **watch our recorded webinar.**



TERM HFL TIMES

BIG NEWS IN A SMALL BOOK

ISSUE 5 OUT NOW!

Take a look and subscribe to receive the next issue direct to your inbox.



Issue 5 is now available.

[Click here to sign up](#) to get issues direct to your in-box.

HCC, DfE AND NATIONAL PRESS UPDATES

IMPORTANT UPDATES FROM THE DfE

The Department for Education (DfE) has updated the governance guides for maintained schools and academy trusts - these are essential reference guides to the roles and duties of governing boards. Read the updated guidance for [Trusts](#) and [Maintained Schools](#)

[The Academy Trust Handbook](#) has been updated for September 2025. Your trust should continue to follow the 2024 version until 31st August 2025.

PUBLISHED ON BEHALF OF HERTFORDSHIRE COUNTY COUNCIL

Dear maintained school Governors

The core contract

As you will know, the Local Authority is responsible for all maintained schools in Hertfordshire, and accountable for creating and maintaining support, challenge, and intervention systems to support all areas of their work, including standards, buildings, finance, and other operational support. They also provide the strategic leadership for SEND, safeguarding and Early Years support for all schools and settings. Over many years, they have worked with schools to develop a complex, but locally evolved eco-system that has enabled schools, settings and trusts to deliver high standards in a challenging landscape.

HCC commissions HFL, a not-for-profit company which is owned by Hertfordshire schools and the LA, to provide much of this educational support and challenge to maintained schools via the 'core contract'. The core contract also covers some of the Local Authorities work related to academies and free schools.

The existing core contract runs until March 2026, so HCC are working on the new contract now, to ensure it fulfils their statutory duties and enables our maintained school community to be supported well so that you are able to flourish. Both HCC and HFL are obviously keen to maintain our strong outcomes and standards as we have done for many years but equally recognise where our support needs to evolve.

HCC and HFL are consulting with school headteachers and Chairs of Governors via various channels to keep them updated on what will be happening over the course of this year and to seek their input into this process.



The core contract is funded partly from HCC budgets (the Central Service Block (CSB), the Early Years Dedicated Schools Grant (EY DSG) and the High-Level Needs Dedicated Schools Grant (HLN DSG)) and partly by de-delegated funds that maintained schools contribute.

Schools Forum is the statutory body which oversees financial agreements for schools, settings, and trusts with HCC. A sub-group of this body review the impact of the contract each year, and HCC hold HFL to account for value for money and quality through a formal meeting and reporting process each term.

All maintained school headteachers and Chairs are invited to vote and provide feedback in a consultation about this de-delegation, given the significance of this arrangement to the strength of the maintained school community. The last consultation was in autumn 2022 and covered funding for the final three years of the existing core contract. Therefore, there will be another consultation in autumn 2025, and they will be invited to share their views and vote. Schools Forum will take into account the outcomes of this consultation when they vote on de-delegation in the autumn term 2025.

Hertfordshire has a strong history of all schools working together in partnership to provide a great education for all pupils. Our eco-system of a ‘family of schools’ sharing practise and support, enabled by the local authority and HFL (via the core contract) means we are able to work together to ensure that we are a collaborative community of practitioners focussing on outcomes for children. We believe in striving to ensure we have a strong system to enable schools and settings to remain strong, and that all children and young people should have access to a great education. Our system is therefore predicated on creating the right environment for all schools to flourish.

The review of the core contract and the de-delegation consultation in autumn 2025 are an opportunity for all of us to review and feedback on the eco-system so we are able to accurately reflect the needs and views of our diverse community and create a sustainable structure that enables collective strength, steps in where support is required, and enables us to maintain the high standards for all that we are rightly proud of in Hertfordshire.

Please consider discussing with your headteachers if you would like any further information or would like to share your views before the consultation process in the autumn term. HFL and HCC have been visiting local consortiums together to discuss the requirements of maintained schools, and therefore your head should have an understanding of the contract and what this means for your school.

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ANAPHYLAXIS ADVICE

A communication was sent to all Herts headteachers and governors from Tania Rawle (HCC) regarding Anaphylaxis UK advice, and was also published on GovHub on May 9th [here](#). We would advise that this subject is a discussion item, to be assured regarding your policies and procedures, at your next FGB/ Trust board meeting.

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HCC SEN UPDATE

This term we were delighted to be able to welcome once again to our ever popular Governance Leadership Briefing, Hero Slinn, the Director of Inclusion and Skills at Hertfordshire County Council to give chairs and vice-chairs a very interesting update.

The presentation included:

- Context: the Hertfordshire picture
- Progress against the Priority Action Plan and Improvement Areas
- SEND Sufficiency – the case for change & co-producing plans
- Supporting need through the Graduated offer – Ordinarily Available Provision & Support on a page
- Role of Governors in supporting the embedding of ordinarily Available Provision Guidance

If your school subscribes to the Governance Leadership Service, a recording of the presentation will have been shared along with slides and resources, via the Governance Leadership Portal.

To read Hero's Inclusion and Skills newsletters on GovernorHub click here.

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ORDINARILY AVAILABLE PROVISION SECTION 2

Guidance on adaptations and reasonable adjustments expected to be made available for children and young people with SEND in early years settings, mainstream schools, and colleges.

Firstly, a big thank you to everyone who helped develop the Ordinarily Available Guidance, you may remember the 1st section being published in March, we have now created the 2nd and final section for the Ordinarily Available Provision guidance.

This guidance has been co-produced with headteachers, SENCOs, Hertfordshire Parent Carers Forum (HPCI), and other professionals, making it a collectively owned tool that we are all invested in. It sets out practical examples of adaptations and reasonable adjustments that form part of high-quality inclusive education.

We would like to thank all who have contributed to the development of this guide to ensure that every child's educational journey is supported in Hertfordshire. We have a wide range of resources and support systems for parents, schools and professionals; however, it is not always clear where to start to find this support or what role everyone plays. We have refreshed the current guidance and created this Ordinarily Available Provision document.

'Ordinarily Available Provision' is a phrase, first used in 2023 by the DfE to describe the provision that a local authority expects to be made available for children and young people with SEND in early years settings, mainstream schools, and colleges. While there are several different useful areas of support listed in this guidance, it is not intended that every approach is used with an individual or class before further support can be sought.

Our guidance gives examples of adaptations and reasonable adjustments that are part and parcel of everyday high-quality inclusive provision.



Please click [here](#) to download your copy of the guidance **Ordinarily available provision - Hertfordshire Grid for Learning**

As you will see this is the first draft of section two, we are anticipating the finalised version to be ready in September which will be published to parents, carers and families.

To support the development of this work further, we are looking for final thoughts and feedback to be received by the 16th of July 2025. If you have any thoughts and feedback on the Ordinarily Available Provision Section 2 document, we would like to hear them via sendstrategy@hertfordshire.gov.uk.

Daniel Arnold

Project Manager | Inclusion and Skills | Children's Services | Improvement and Transformation
Hertfordshire County Council

IMPROVING ORAL HEALTH IN HERTFORDSHIRE

Public Health is pleased to announce that Hertfordshire will be participating in the **Government's initiative to implement a Supervised Toothbrushing programme**.

The programme aims to encourage positive oral health behaviours and reduce health inequalities. This will be achieved through daily supervised brushing within school. Participating schools will be offered free training and advice, alongside free equipment; toothbrushes, toothpaste and toothbrush racks.

Not only will the programme support the reduction of health inequalities across the county, but it will also help individual children improve their fine motor skills, supporting their literacy skills.

The programme will be rolled out for children aged 3 to 5 years in early years settings, including nurseries and primary schools, in areas with the greatest levels of health needs. If you are one of these settings, you will have received an email from Public Health.

We aim to launch the programme, in partnership with the Hertfordshire Community NHS Trust Dental team, in October 2025.

If you would like to receive more information on how this programme can work, please get in touch with Dee deBruin at dee.debruin1@hertfordshire.gov.uk





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.

Schools rely heavily on IT and online services to function. They also hold large amounts of sensitive personal data on pupils, parents, and staff. All this needs to be kept safe and secure.

What is cyber security and why it matters to schools?

Cyber security is about protecting the devices we use, and the services we access online from theft or damage. It is also about preventing unauthorised access to the vast amounts of personal data we store on these devices and in online accounts.

A cyber security incident can affect the school's ability to function, the security of its data and its reputation. Both the school leaders and the governing body will want to ensure they are aware of cyber risks and adequately prepared in the event of a cyber incident. Schools will already be following similar approaches when it comes to managing risks and responsibilities around GDPR and pupil safeguarding more generally.

Roles and responsibilities

The role of governing boards is strategic and should be focused on ensuring that the school or trust has IT policies and procedures in place that cover the use of ICT systems and data security, including compliance with the General Data Protection Regulations (GDPR).

Eight questions for governors and school leaders, to start the cyber security conversation

Eight questions have been produced by the National Cyber Security Centre (NCSC) and the Department for Education (DfE), to help improve a school's understanding of their cyber security risks in a proportionate way. These questions are not intended as a checklist. They have been written to start the cyber security conversation between the governing body and the school leaders, with governing body taking the lead.

The questions are set out across three themes: to seek out information, raise awareness, and improve preparedness in case of an incident. We envisage these questions will then encourage further conversations between the school leaders and those that procure and/or manage the IT in the school. **Please visit their website for more information.**

Webinars for governors and school leaders

The Eastern Region Special Operations Unit (ERSOU) which oversees the local police forces including Hertfordshire has planned a series of cyber security awareness sessions specifically for school governors and senior leaders. The aim of the sessions is to highlight the cyber threats to the education sector, go through the schools' duties around cyber security, and signpost you to free police-led resources. **Sign up to attend any of the webinars, by clicking here.**

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ARTIFICIAL INTELLIGENCE: TRAINING AND SUPPORT RESOURCES (DfE)

The DfE has published a range of resources and tools to help schools implement AI safely and responsibly.

- **Policy Paper: Generative artificial intelligence (AI) in education**
- **AI in schools and colleges: what you need to know (DfE Blog)**
- **Using AI in education: support for school and college leaders**
- **Using AI in education settings: support materials**
- **Module 1: Understanding AI in education**
- **Module 2: Interacting with generative AI in education**
- **Module 3: Safe use of generative AI in education**
- **Module 4: Use cases of generative AI in education**



BEEZEE YOUTH – FREE TRAINING OPPORTUNITY

Dear education professional

Would pupils in your school benefit from extra wellbeing support?

I write to offer our Hertfordshire County Council commissioned, FREE wellbeing course to students in your secondary school/college, known as **Beezee YOUTH**.

Beezee Youth has been running in schools/colleges across Hertfordshire for a number of years. We would like to offer your school/college the opportunity to begin this coming September '25 or start of October '25.



WHAT IS BEEZEE YOUTH?

Our course supports 13 to 17 year olds with their overall wellbeing and adopting a healthier lifestyle. Topics covered in the past include Motivation, Anxiety, Body Image, Exam Stress, Self-belief, Communication, Choices and Behaviours, Sleep and many more. Each course differs depending on the participants' needs, as we aim to provide personalised sessions for each group. The course is just a 1-hour session per week for 8 weeks.

COST:

The course is completely FREE as we are funded by the Hertfordshire County Council. The only thing we would need is a school representative in the lesson. This is part of our safeguarding policy, and they won't be required to be involved in or in preparation of the session.

HOW WE PROVIDE THE COURSE TO SCHOOLS:

Typically, the course is run during students PSHE (or similar) lessons, with either a select group of students or with an already established class. During the start of the school year, we are aware that students' needs are still being evaluated and subject to change, so providing to year groups works best.

With specific school years having to choose their GCSEs or completing their GCSEs, students are under a lot of stress which may be new to them. Providing the course to these year groups can allow them to cope better during these periods, potentially helping with academic performance.

WHY BEEZEE YOUTH?

Beezee Youth has supported over 800 teenagers across the whole of Hertfordshire in many different schools and colleges, reaching teenagers who typically wouldn't be able to get the support they need.

Alongside the vast reach of the course over 80% of all participants who complete the course show an increase in their overall wellbeing. With the majority of those who reported staying the same already stating a high level of wellbeing. We believe this course is for everyone, those who need the support get it in an environment they feel comfortable and those who feel they don't personally need the support can learn ways to support others.

Please contact us on **01707 248648** or email on bzbinfo@maximusuk.co.uk for further information, or to arrange to get started in the Autumn Term 2025, as soon as possible! We are offering this to all schools/colleges, and if our capacity is full we can discuss running in Spring/Summer '26.

Jodie Plows
she / her / hers
Health Services Manager

Health Division
M: 07715 408824
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maximus

GOVERNOR RECRUITMENT SUPPORT



SUPPORT FOR SCHOOL GOVERNORS AND SCHOOLS

Bring STEM subjects alive with our industry experts.

"More than 90% of teachers said engaging with STEM Ambassadors has improved their students' awareness and ambitions in STEM."

STEM Ambassadors help bring STEM subjects alive and provide real-life examples of industry careers, facilitating an invaluable link between schools and industry. They are already proving to be an incredible resource for primary and secondary schools across the UK and can be requested to support every element of your STEM curriculum, including school governance.

"STEM Ambassadors make that link really clear between the learning pupils are doing in the classroom and how they will be able to use that in the real world"

Laura Deacon, Head of Science, Pegasus and Orchard Meadow Primary Schools



<https://www.stem.org.uk/stem-ambassadors/request-stem-ambassador>



Funded by  UK Research and Innovation

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[Click here for further information](#)

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