

Autumn term briefing 2021

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Covid-19

Key information

The current DfE guidance on schools operations was last updated on 27th August 2021 and can be found at <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance>

Changes to the guidance since its 2 July 2021 publication include:

- [update to make clear who is no longer required to isolate if identified as a close contact, including clarifying that this includes young people up to the age of 18 years and 6 months \(it previously said 18 years and 4 months\)](#)
- [added additional detail on what close contacts should do whilst awaiting their PCR test results](#)
- [updated information on contingency planning in schools, with link to update 'contingency framework'](#)
- [updated information on boarding school pupils attending from abroad, as quarantine rules have changed](#)

Risk assessment

You must comply with health and safety law and put in place proportionate control measures. You must regularly review and update your risk assessments - treating them as 'living documents', as the circumstances in your school and the public health advice changes. This includes having active arrangements in place to monitor whether the controls are effective and working as planned. For more information on what is required of school leaders in relation to health and safety risk assessments and managing risk, see the [health and safety advice for schools](#). The Local Authority has provided an updated template of the risk assessment.

Local Authority Covid-19 guidance page <https://schools.essex.gov.uk/admin/COVID-19/>

Outbreak management plan

You should have contingency plans (sometimes called outbreak management plans) outlining what you would do if a number of children, pupils, students or staff test positive for COVID-19, or how you would operate if you were advised to take extra measures to help break chains of transmission. Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible. The Local Authority has provided a model for the Outbreak Management Plan. For support, contact Essex Contact Tracing Team: 0300 303 2698, provide.escontacttracing@nhs.net DFE Helpline: 0800 046 8687 and selecting option 1

Tracing close contacts and isolation

Settings only needed to do contact tracing up to and including 18 July. Close contacts will now be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing. As with positive cases in any other setting, NHS Test and Trace will work with the positive case and/or their parent to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact. You may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.

Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:

- they are fully vaccinated
- they are below the age of 18 years and 6 months
- they have taken part in or are currently part of an approved COVID-19 vaccine trial
- they are not able to get vaccinated for medical reasons

Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a [PCR test](#). We would encourage all individuals to take a PCR test if advised to do so.

Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal. They do not need to wear a face covering within the school, but it is expected and recommended that these are worn when travelling on public or dedicated transport.

18-year-olds will be treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.

LFD tests for staff

Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed (by the Government).

Staff and pupils with a positive LFD test result should self-isolate in line with the [stay at home guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#). They will also need to [get a free PCR test to check if they have COVID-19](#). Whilst awaiting the PCR result, the individual should continue to self-isolate.

Reporting Positive Cases to Schools Communication

Please continue to notify the Schools Communications Team of individual positive cases. This can be done via the notification form supplied to schools, or through Wonde. It helps them track levels of positive cases within the school system.

The LA has supplied a letter and flow chart to help inform parents about positive cases in school, with advice about their child's continued attendance at school, and what they need to do if their child tests positive, is symptomatic or is identified by NHS Test and Trace as a close contact of someone who has tested positive.

Remote education

Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so.

Schools subject to the [remote education temporary continuity direction](#) are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19. Schools should keep a record of, and monitor engagement with, this activity, but this does not need to be tracked in the attendance register.

You should maintain your capacity to deliver high-quality remote education for the next academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.

Full expectations for remote education, support and resources can be found on the [get help with remote education service](#).

School-led tutoring grant

School-Led Tutoring is being introduced as part of the National Tutoring Programme in 2021/22. Eligible state-funded schools and academy trusts will receive a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19. Further [guidance is available in the conditions of grant](#).

School-led tutoring is 1 of 3 subsidised tutoring options that are available through the national tutoring programme. The national tutoring programme supports disadvantaged and vulnerable pupils from year 1 to 11 to catch up on missed education due to COVID-19.

National Tuition Programme

Almost 1 in 5 enrolled pupils haven't started their National Tutoring Programme tuition. Leaders say the backlog is due to COVID-19 disruption, despite claims from ministers that the programme was "on track" in June [[Schools Week](#)]. Read our [cheat sheet](#) if your school is yet to get started.

Recovery Premium

[Recovery premium funding - GOV.UK \(www.gov.uk\)](#)

Information published on 6th September. The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the [pupil premium](#), this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

All schools that are eligible for pupil premium are eligible for recovery premium and the fund will be allocated using the same data as the pupil premium.

School allocations will be calculated on a per pupil basis.

Mainstream schools will get:

- £145 for each eligible pupil in mainstream education
- £290 for each eligible pupil in a special unit

Other types of eligible schools will get £290 for each eligible pupil.

The DfE has included a minimum payment that they refer to as a 'floor' to ensure that:

- an eligible primary school will not receive less than £2,000
- an eligible secondary school will not receive less than £6,000

As with pupil premium, the funding for looked-after children will be paid to the local authority and should be managed by the [virtual school head](#).

School allocations and the conditions of grant will be published ahead of the first payment in September.

The recovery premium will be paid in 4 payments to schools during the 2021 to 2022 academic year on the

following schedule.

Maintained schools payment schedule: Payments will be sent to local authorities on the last working day of each month in: September 2021; December 2021; April 2022 and June 2022

Academies payment schedule: Payments will be made on the first working day of each month in: October 2021; January 2022; May 2022 and July 2022

Using recovery premium funding

Schools should spend this premium on evidence-based approaches to supporting pupils. In line with the [Education Endowment Foundation's pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest

For further guidance on effective use of pupil premium, and recovery premium funding, read the DfE guidance on [using pupil premium](#).

As with pupil premium, funding for looked-after children should be managed by the local authority virtual school head. They should work with schools, including the designated teacher, to decide how to use the funding effectively to support looked after children.

Reporting and accountability

Schools must show how they are using their recovery premium effectively:

- by reporting on their use of recovery premium as part of their [pupil premium strategy statement](#)
- through [inspections by Ofsted](#) - as part of these inspections, inspectors may discuss plans schools have to spend their recovery premium funding.

School meals

You should continue to provide free school meal support to any pupils who are eligible for benefits-related free school meals and who are learning at home during term time.

More information on [providing school meals during the COVID-19 pandemic](#) is available.

Educational Visits

Given the likely gap in COVID-19 related cancellation insurance, if you are considering booking a new visit, whether domestic or international, you are advised to ensure that any new bookings have adequate financial protection in place. From the start of the autumn term, schools can go on international visits that have previously been deferred or postponed and organise new international visits for the future. You should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment.

Accountability expectations

The DfE will not publish data based on exam and assessment results from summer 2021 in performance tables and schools will not be held to account for this data. DfE will publish Key Stage 4 and 16 to 18 subject entries and destinations data at school and college level in performance tables in autumn 2021. For further information, see [COVID-19: school and college accountability](#).

DfE plans £25m CO2 monitors for schools

The aim is to help schools combat the spread of COVID-19 in classrooms by enabling teachers to identify where ventilation needs improvement. <https://www.gov.uk/government/news/all-schools-to-receive-carbon-dioxide-monitors>

Webcast with Mike Gogarty and Clare Kershaw

A webcast with Clare Kershaw and Mike Gogarty took place on Wednesday 20th October. The webcast can be accessed at <https://www.youtube.com/watch?v=oIR12yBKVfw>

The next webcast is scheduled for **Wednesday 1st December at 9.30 am – 10.45 am**

The Zoom link is

<https://us02web.zoom.us/j/88367759996?pwd=eIFxMi95OFhVSHUzNWE2dUJxbzd5QT09>

Meeting ID: 883 6775 9996

Passcode: 163271

Relevant Documents and Guidance

DfE website

Operations guidance

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance>

<https://www.gov.uk/coronavirus>

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

Essex Schools Infolink

<https://schools.essex.gov.uk/admin/COVID-19/>

NHS website

<https://www.nhs.uk/conditions/coronavirus-covid-19/>

Remote education guidance

<https://get-help-with-remote-education.education.gov.uk/>

Recovery Premium Funding

<https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding>

Your “do-list”

- Update your risk assessment, along with an outbreak contingency plan.
- Use the template letters to inform your parents about current Covid-19 operational guidance, and reporting of positive cases.
- Listen to the webcast from 20th October to hear from Clare Kershaw and Mike Gogarty and join the next webcast on 1st December.
- Consider how to use the Recovery Premium and School Led Tutoring Grant.
- Send any questions and comments to EPHA – to Pam Langmead pam@langmead.me.uk and/or to the School Communications team Schools.Communication@essex.gov.uk
- Stay safe and well!

Safeguarding and Attendance

Key information

Keeping Children Safe in Education 2021

On 6th July 2021, the DfE published the 'for information' version of Keeping Children Safe in Education 2021. In addition, a new version of 'Sexual Violence and Sexual Harassment' was published, ready to come into force in September 2021. A document comprising of Part 1 and Annex B, that need to be read by all staff, has also been provided.

A second version of KCSIE was uploaded on the 29th July 2021. The updated document changed the published guidance on low level concerns about staff. The 6th July document said that reports of these concerns should go to the DSL. The 29th July 2021 guidance (and the final version) says that these concerns should go to the headteacher (in line with existing regulations about allegations against adults).

What's new?

- A condensed version of part 1 (Annex A) for staff who don't work directly with children
- New guidance and expectations around tackling sexual violence and harassment (including peer-on-peer abuse)
- New information on what the child protection policy should include
- Updated guidance on the two levels of allegations against staff, those that may meet the harms threshold and those that don't (low level concerns)
- Guidance on online safety has been moved to part 2 to give it more prominence (previously in annex C)
- New best practice advice on recruitment processes and updated guidance on conducting pre-employment checks

New guidance on allegations that don't meet the harms threshold ('low level' concerns) (paragraphs 406 to 427) There are new paragraphs to explain:

- You should have policies and processes in place to manage concerns and allegations that don't meet the 'harms threshold' to take appropriate action to safeguard children – these policies will include the Child Protection Policy, the Staff Code of Conduct and Dealing with Safeguarding Allegations Against Adults.
- How you can promote an open and transparent culture where all levels of concern are shared and dealt with promptly and appropriately
- Definition and examples of low level concerns
- How to record low level concerns

Sexual Violence and Sexual Harassment September 2021

Following on from Ofsted's Review of sexual abuse in schools and colleges published 10 June 2021, the government has now updated its guidance to schools. Ofsted's research found that sexual misconduct in schools was so frequent that it has been 'normalised' and pupils, particularly, girls feel that little is being done to tackle it. The revised guidance therefore says that school leaders should assume that sexual harassment and abuse are happening, even when there are no specific reports and should put in place a whole-school/college approach to respond to the issues. Within this document, and KCSiE, there is additional advice around managing a disclosure.

If you are looking for support to review your school's culture around sexual violence and sexual harassment, the best toolkit is by the Contextual Safeguarding Network (according to Andrew Hall).

There are two toolkits, Beyond Referrals: Harmful Sexual Behaviour (HSB) and Extra-familial Harm (EFH) in school settings.

The Beyond Referrals self-assessment toolkits should be used to identify what you are doing well to mitigate against the harm risks in your school or college, and, importantly, to identify areas for development and improvement.

The School Self-Assessment Toolkit & Guidance for harmful sexual behaviour in schools includes guidance for a range of methods from speaking with students, staff and parents, to reviewing policies and procedures and safeguarding logs.

You can find Beyond Referrals here: <https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools>

Inspecting safeguarding in early years, education and skills – Ofsted September 2021

This guidance sets out the main points that inspectors need to consider when inspecting safeguarding in early years, education and skills settings. It should be read alongside the [education inspection framework \(EIF\)](#) and the individual remit inspection handbooks.

Child Protection Policy update

The most recent ECC Child Protection model policy is September 2021, reflecting the changes in KCSiE. Make sure that the most up to date version is approved by governors and published on your website.

Understanding and Supporting Behaviour – ECC guidance

This document has been updated, so please ensure you refer to the latest version: Autumn 2021.

Child Exploitation (CE) Champions

As part of Southend, Essex and Thurrock's approach to tackling child exploitation, the concept of CE Champions was introduced in 2013. Since then the ESCB has trained over 600 champions. The role is non-statutory. Previously known as CSE (Child Sexual Exploitation) the name has now changed to reflect the wider types of exploitation which are not necessarily sexual in nature, such as criminal exploitation.

The purpose of having Champions within each organisation is to

- Have a key contact for people within your organisation to go to for support and advice in relation to CE
- Have a key contact for ESCB to share updates, resources and examples of good practice

The role of the CE Champion is to:-

- keep up to date with Essex CE arrangements
- share relevant information and resources internally
- keep up to date with policy and procedures in relation to CE
- to act as a focal point within their organisation
- to provide advice and signposting in relation to individual cases

Champion Forums have now been scheduled from October 2021 - May 2022. Each forum will have a specific focus, which ESCB will confirm a couple of months beforehand so you can decide which forums are of particular interest to you. All forums will include:

- An update on child exploitation in Essex
- Latest trends and data in relation to exploitation
- A chance to ask child exploitation related questions

For more information on becoming a CE Champion or booking a place at a forum please visit the [CE Champions section](#) of the ESCB website.

Safeguarding audit tool

A reminder that you will be required to submit the school's safeguarding audit this year; this will be updated by Jo Barclay and circulated later in the term. You can access this on the EPHA website or the safeguarding page on the Essex Schools Infolink

<https://essexprimaryheads.co.uk/info-and-documents/safeguarding/>
<https://schools.essex.gov.uk/pupils/Safeguarding/Pages/Safeguarding.aspx>

Emails to Schools Communications Team / requests for information

To help with capacity in the Safeguarding Team, Jo Barclay is seeking to move some of the email traffic to the Schools Communications Team, rather than direct to Matt Lewis, Hayley Speed or herself. For matters other than requests for advice on specific issues / complex cases / Prevent issues, please email the Schools Communications Team for a response: schoolscommunication@essex.gov.uk

Essex Young Carers in Schools

Susan Allen has taken on the role of Young Carers in Schools Development Coordinator in Essex. This role is to promote the services offered to Young Carers by the Youth Service provision and support schools through the process of achieving the nationally recognised Young Carers in School awards (YCiS).

The 2011 Census identified 177,918 young carers in England and Wales. One in eight of those were aged under eight. This is widely believed to be the tip of the iceberg, with some estimates suggesting that as many as one in five schoolchildren are young carers (University of Nottingham 2018), with this number increasing during the COVID-19 pandemic. To give this information an Essex context, this means:

- As many as **1 in 12** secondary school aged children could be Young Carers.
- This equates to **2** in each classroom across Essex
- We know from research **27%** of Young Carers miss school or have difficulties with attendance which rises to **40%** where there are drug and alcohol issues involved.
- Both identified and unidentified Young Carers will **ALL** have significantly lower attainment and will **ALL** be more likely to be NEET between 16yrs and 19yrs

Essex currently has over 100 schools who have achieved the Bronze award, with 7 achieving Silver and 1 achieving Gold and the aim for 2021/22 is to build on this. For further information, please contact:

susan.allen@essex.gov.uk

Social, Emotional and Mental Health Portal on Essex Schools Infolink

There is now a new [SEMH Portal](#) on ESI. It replaces the previous Emotional Wellbeing and Mental Health information Portal (these pages will be removed at the end of September).

Designated Mental Health Lead Training

You may have heard that the Department for Education (DfE) are funding Designated Mental Health Lead training, being planned for this year. The DfE is offering a senior member of school or college staff the opportunity of a grant (of about £1200 – precise amount to be confirmed in the autumn term) for training to develop the knowledge and skills to implement an effective whole school or college approach to mental health and wellbeing in their setting. This training is not compulsory. There are sufficient funds to offer a grant to around a third of all state schools and colleges between September 2021 and March 2022. The government has committed to offer senior mental lead training to all state schools and colleges by 2025.

Having a senior mental health lead who can attend this training is encouraged to help you develop your setting's holistic approach to promoting and supporting the mental wellbeing of pupils, students and staff, and make best use of existing resources.

Further information is available here: [Senior Mental Health Link training](#)

DfE Education Staff Wellbeing Charter

The education staff wellbeing charter is a declaration of support for, and set of commitments to, the wellbeing and mental health of everyone working in education. All state funded schools and colleges are invited to familiarise themselves with the charter, and to sign up when it is available in the autumn, as a shared commitment to protect, promote and enhance the wellbeing of their staff. It is voluntary and there is no deadline to sign up. The charter:

- was created by the education sector to highlight staff wellbeing in the education sector
- is a tool for schools and colleges to create, and publicly commit to, their own wellbeing strategies
- is a declaration to protect, promote and enhance the wellbeing and mental health of everyone working in state education
- includes 12 commitments on education staff wellbeing by DfE and Ofsted
- sets out 5 principles of shared understanding on the meaning and importance of wellbeing and everyone's roles and responsibilities
- sends a message to everyone working in schools and colleges that their wellbeing and mental health matters
- aims to improve wellbeing in schools and colleges by encouraging debate and accountability

Use the charter to:

- show staff that you take their wellbeing seriously
- open a conversation with staff about their wellbeing and mental health
- create a staff wellbeing strategy
- create a wellbeing-focused culture

There is no expectation for your school or college to sign up to the charter now – the DfE will publicise how to sign up in the autumn term.

More information, including links to posters and resources at <https://www.gov.uk/guidance/education-staff-wellbeing-charter>

Attendance

School attendance became mandatory again for all pupils from 8 March and it is a priority to ensure that as many children as possible regularly attend schools.

Where a child is required to self-isolate or quarantine because of Covid-19, in accordance with relevant legislation or guidance published by PHE or DHSC they should be recorded as Code X – not attending in circumstances related to coronavirus.

Where they are unable to attend because they have a confirmed case of Covid-19 they should be recorded as Code I – illness.

For pupils abroad who are unable to return, Code X is likely to apply.

In some specific cases, Code Y – unable to attend due to exceptional circumstances – will apply.

Further guidance about the use of codes is provided in the school attendance guidance

[School attendance: guidance for schools - GOV.UK \(www.gov.uk\)](#)

Attendance Policy

The Attendance Specialist Team has reviewed and updated the EPHA model Attendance Policy over the summer holidays. The updated policy can be found at

<https://essexprimaryheads.co.uk/info-and-documents/model-policies/>

The quadrant Attendance Specialist Team (AST) are always happy to discuss attendance either on the

phone or virtually. Team contacts are as follows:

- North East Team (including Clacton, Colchester and Harwich)
neattendanceteam@essex.gov.uk 0333 032 2968 option 1
- Mid Team (including Chelmsford, Braintree and Maldon)
midattendanceteam@essex.gov.uk 0333 032 2968 option 2
- South Team (including Brentwood, Basildon, Castle Point and Rochford)
southattendanceteam@essex.gov.uk 0333 032 2968 option 3
- West Team (including Harlow, Epping Forest and Uttlesford)
westattendanceteam@essex.gov.uk 0333 032 2968 option 4

Relevant Documents and Guidance

- Child Protection Policy September 2021
- Keeping Children Safe in Education September 2021
- Sexual Violence and Sexual Harassment September 2021
- Understanding and supporting behaviour – ECC Autumn 2021 [Safeguarding - Understanding and supporting behaviour - Safe practice for schools \(essex.gov.uk\)](#)
- Essex Safeguarding briefings and guidance
- LADO Duty Line 03330 139 797 LADO@essex.gov.uk
- Attendance information and link
- Mental health lead training [Senior mental health lead training - GOV.UK \(www.gov.uk\)](#)

Your “do-list”

- Make sure you are using the latest version of KCSiE and circulate Part 1/Annex B to staff.
- Adopt the latest Child Protection Policy, Staff Code of Conduct and Dealing with Safeguarding Allegations against Adults.
- Look out for the school’s safeguarding audit tool which will need to be completed this school year (I will remind you!).
- Sign up to one of the autumn term safeguarding forum meetings.
- Consider signing up to the Education Staff Wellbeing Charter (when sign-up details are available)
- Update your attendance policy.
- Research Mental Health Lead training.
- Ensure that you are signed up to Andrew Hall’s brilliant weekly safeguarding briefing
<http://www.safeguardingschools.co.uk/>

DfE updates and publications

Key information

Cabinet reshuffle - New Secretary of State for Education and Education Ministers

On Wednesday 15 September, the Prime Minister confirmed that [Nadhim Zahawi MP has been appointed](#) as the new Secretary of State for Education. He said: "Education is a crucial part of our levelling up agenda so it's an honour to be back at the Department for Education as Secretary of State.

Children and young people have had a tough time during this pandemic, and I'll be listening to them and their families as we accelerate our work to build back better and fairer.

From my own experience, I know what a beacon of opportunity this country can be, and I want all children, young people and adults to have access to a brilliant education, the right qualifications and opportunities to secure good jobs. That's both vital for them, and also our economy and is more important now than ever before. I can't wait to get started, working with the amazing teachers and staff in our nurseries, schools, colleges and universities as well as employers and businesses."

<https://schoolsweek.co.uk/nadhim-zahawi-11-facts-about-the-new-education-secretary/>

Nick Gibb has also been replaced (after 9 extremely long and influential years) by **Robin Walker**, as the new schools' minister.

<https://schoolsweek.co.uk/nick-gibb-removed-as-schools-minister/>

<https://schoolsweek.co.uk/robin-walker-9-facts-about-the-new-schools-minister/>

Two Essex MPs have been appointed as ministers: **Will Quince** (Colchester) as the children's minister, and **Alex Burghart** (Brentwood and Ongar) as the apprenticeship and skills minister. Perhaps his first task could be to explain how primary schools can usefully apply the apprenticeship levy pot they have accrued!

<https://schoolsweek.co.uk/alex-burghart-and-will-quince-join-dfe-ministerial-team/>

Sue Baldwin has stepped down as the Eastern Region RSC. Baldwin's exit marks the twelfth departure of an RSC since the eight roles were created in 2014. Five left in 2019.

<https://schoolsweek.co.uk/another-rsc-job-up-for-grabs-as-sue-baldwin-stands-down/>

Reception Baseline Assessment

You'll have to carry out the assessment within the first 6 weeks of a pupil joining your reception (now from September 2021 onwards).

This is regardless of when they join the class, unless they have been assessed previously.

It's carried out 1-to-1 and takes up to 20 minutes per pupil to complete. There's no need to prepare pupils for the assessment. The assessments must be administered by one of the following:

- A reception teacher
- A reception teaching assistant
- A suitably qualified practitioner (e.g. early years lead or SENCO)

They should be familiar to the pupil, and be fully trained and familiar with the materials.

The assessment consists of:

- A series of practical tasks using physical resources (including oral responses, pointing, and ordering or moving objects)
- An online system that provides administrative instructions for each task
- An online scoring system for the person carrying out the assessment to complete as the pupil engages with the tasks

Each task is made up of a small number of activities with varying marks, and the practitioner makes a 'yes/no' decision for each one.

The assessment is 'routed', meaning the system won't present pupils with too many activities that they're unlikely to be successful in. This means:

- Not all pupils will be asked to complete all the activities
- Some pupils will finish the assessment sooner than others

The assessment is designed to allow pupils with special educational needs (SEN) or disabilities, and/or pupils with English as an additional language (EAL) to participate in the standard format. Modified resources are available for pupils with a visual impairment.

What information you'll receive

You'll be provided with a series of 'narrative statements', describing how each pupil performed. These can be used to inform teaching within the first term.

However, you won't get the raw score that pupils receive. These will be kept in a national pupil database and will only be used to create a cohort-level progress measure for your school at the end of Key Stage (KS) 2.

There is no pass mark.

What's being assessed?

Pupils' starting points in:

- Language, communication and literacy, including:
- Early vocabulary
- Phonological awareness
- Early comprehension
- Maths, including:
- Early numbers
- Early calculation (i.e. early addition and subtraction)
- Mathematical language
- Early understanding of patterns

Once this baseline assessment is fully established, the government will make SATs and teacher assessments at the end of KS1 non-statutory from September 2022 (at the earliest).

<https://www.gov.uk/government/publications/2021-reception-baseline-assessment-assessment-and-reporting-arrangements-ara>

It won't affect the Early Years Foundation Stage ([EYFS](#)) profile assessment, which will remain statutory.

National Curriculum Assessments 2021/22

STA have confirmed that all existing statutory key stage 1 and key stage 2 assessments will return in 2021/22. KS2 national curriculum assessments results will not be published in performance tables in the academic year 2021/22. The DfE will, however, produce the normal suite of KS2 accountability measures at school-level and share these securely with primary schools, academy trusts, local authorities and Ofsted for school improvement purposes and to help identify schools most in need of support.

Administering the Phonics Screening Check to Incoming Year 2 Pupils in the 2021 Autumn Term

It will be statutory for schools to administer a past version of the check to year 2 pupils during the second half of the 2021 autumn term. Year 2 pupils who meet the expected standard in the autumn will not be required to complete any further statutory assessments in phonics. Year 2 pupils not meeting the expected standard in the autumn will be expected to take the statutory check in June 2022. STA have published [administration guidance to help schools to prepare](#).

School Admissions Code

On 13 July 2021 (yesterday) the Department for Education (DfE) published the final version of the revised School Admissions Code that comes into effect from 1 September 2021.

his new School Admissions Code will be applicable for:

- All in-year (mid year) admissions from 1 September 2021 onwards
- All co-ordinated admissions (normal primary and secondary admissions rounds) process for September 2022 onwards

As in previously iterations of the School Admissions Code, there are mandatory requirements for all admission authorities, governing bodies, local authorities, and independent appeal panels.

It is essential that you read and comply with the requirements of the School Admissions Code to ensure that all admission process is compliant and that no child is disadvantaged.

Please find here below a link to the School Admissions Code 2021 on the DfE website for ease of reference:

[School admissions code 2021 \(publishing.service.gov.uk\)](#)

Key points to note from the new School Admissions Code 2021

Section 1, paragraph 1.7 – Looked after Children (LAC), Previously Looked after Children (PLAC) and Children Previously Looked after from outside England (PLAC).

Highest priority must be given to looked after children, Previously Looked after Children and a new requirement for this to also include those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

ECC will be updating its definition of LAC/PLAC in the admission arrangements for community and VC schools and in the annual admissions booklets to reflect this.

All other admission authorities i.e. foundation, voluntary aided schools and academies must update their own internal admission arrangements documents for 2021/2022 and 2022/2023 to reflect this new requirement. Revised arrangements should be published on your websites to take effect from 1 September 2021. You do not need to send the revised versions to the Local Authority.

When writing the admissions arrangements for 2023/2024 the new definition must be included.

Section 2, paragraph 2.23 - 2.31 – In Year (mid-year) Admissions

The requirements for In Year (mid-year) admissions have changed significantly and all schools should carefully read these sections to ensure full awareness of the new Code requirements.

For primary schools (inclusive of infant, junior and primary schools) where the Council co-ordinates the process, the following apply:

- It should be aimed to inform parents/carers with the outcome of their in-year application in writing within 10 school days.
- In any event, the LA must inform parents/carers of the outcome of their in-year application in writing within 15 school days

All schools must provide the LA with details of the number of places available whenever this information is requested, no later than 2 school days following receipt of the LA request. For infant, junior and primary schools, this will be the number of roll approval sheet that is sent to you in relation to each application. You must return this to us within 2 school days. It is critically important all schools comply with this as it is a statutory requirement.

The above key points are not an exhaustive list of the changes and it is the responsibility of all schools and admission authorities to familiarise themselves and fully comply with the requirements of the School Admissions Code 2021.

Implementation of the Engagement Model

The [engagement model](#) is the assessment (replacing P scales 1-4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. The Standards and Testing Agency have confirmed that the engagement model is now statutory for use from 2021/22 academic year. Schools can no longer assess pupils against P scales 1-4.

Further information will be available in the 2022 assessment and reporting arrangements to be published in the autumn term.

School exclusions guidance

The main guidance document is still September 2017 – but a number of updates to the online guidance relating to Covid variations.

10 September 2021 Returning the number of days which must be allowed to raise an application for an independent review to 15 days.

7 September 2021 'Changes to the school suspension and permanent exclusion process during the coronavirus (COVID-19) outbreak', including the continuation of the use of remote access technology.

29 June 2021 Amended mentions of the word 'expulsion(s)' to 'permanent exclusion(s)'.

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-suspensions-and-permanent-exclusions)

Health and safety: responsibilities and duties for schools

DfE guidance update July 2021

[Health and safety: responsibilities and duties for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/health-and-safety-responsibilities-and-duties-for-schools)

School Food Standards

Resources and advice for all schools and caterers (updated September 2021). These offer practical guidance on how to apply the [school food standards](#) and make sure healthy options are always available for pupils.

The resources include:

- guidance for schools
- food standards poster
- guidance for governors
- advice on creating a culture of healthy eating
- guidance on food portion sizes
- headteacher and school lunch checklists
- guidance on food allergies

Pupil premium funding

Schools will have to show their pupil premium spending is “backed by evidence” under new requirements announced by the Department for Education. The DfE confirmed schools face new conditions attached to the £2.5bn expected in funding to support disadvantaged pupils for the next academic year.

Grants now depend on pupil premium spending strategies being published annually, and the DfE will carry out “monitoring checks” on a sample of school reports.

Schools have been told their activities “should include” investing in teaching quality, targeted academic support and tackling non-academic barriers such as attendance, behaviour and emotional support.

Professional development is highlighted as an example of supporting teaching quality, while tutoring is suggested as an example of targeted support.

Schools have also been ordered to make reference to the Education Endowment Foundation's [pupil premium guide](#) and to use DfE templates to write their strategies, due by the end of the calendar year.

“From academic year 2021 to 2022, schools must demonstrate how their spending decisions are informed by

research evidence,” the [latest conditions of grant documents state](#).

The template is available at the following link

[Using pupil premium: guidance for school leaders - GOV.UK \(www.gov.uk\)](#)

Previously schools were asked to submit annual strategies and read the EEF guide produced in 2019, but did not have to follow it and writing a strategy was not a condition of funding.

A new section of the conditions of grant for schools reads: “Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ plans, including their plans for and use of their pupil premium funding.

Early Career Framework

The [Early Career Framework \(ECF\)](#) builds on initial teaching training and sets out what early career teachers should learn about and learn how to do. It's designed to support development in 5 core areas:

- Behaviour management
- Pedagogy
- Curriculum
- Assessment
- Professional behaviours

The framework is presented in 8 sections, to align with the Teachers’ Standards.

Early Career Teachers

The DfE has published [new statutory guidance](#) on induction for early career teachers (ECTs). ECT is a new term that will replace 'newly qualified teacher' (NQT).

The guidance applies to settings which:

- Are required to offer statutory induction to their ECTs, or
- Choose to offer statutory induction to their ECTs

It comes into force on 1 September, updating and replacing the [existing guidance on NQT induction](#). And, while many of the statutory components are the same, there are some important changes you need to be aware of.

Key changes from 1 September 2021

- You'll need to deliver a 2-year induction programme, underpinned by the Early Career Framework (ECF)
- A new role – induction mentor – has been created, fulfilling a separate and distinct role to the induction tutor
- ECTs will be formally assessed twice – once midway through the 2-year period and once at the end – with a progress review each term where a formal assessment does not take place
- ECTs will get a 5% timetable reduction in their second year of induction (they'll still get a 10% reduction in the first year, as they do now)

The guidance also increases the number of ad-hoc absences permitted, in line with the increase in length of the induction period (paragraph 3.6).

Note – if you're a state-funded school, you'll get additional funding to help cover the costs of the ECT's 5% timetable reduction and time spent with their mentor in the second year - see the DfE's [paper on the ECF reforms](#) for more detail (under 'Funding for national roll-out').

Transition arrangements

Early career teachers who have started - but not completed - their induction before 1 September 2021 have until 1 September 2023 to complete induction within 3 terms. They will be known as the 'pre-September 2021 cohort', and should continue to refer to the existing NQT guidance.

Where possible, ECTs beginning their induction before 1 September 2021 should have an ECF-based induction, complete with a mentor, for their 1-year induction.

After 1 September 2023, when the transition period ends, all ECTs will be required to complete a 2-year induction period.

Teachers' Standards

The 'Teachers' standards' have been updated to reflect changes in terminology and teacher induction duration related to the Early Career Framework reforms.

[Teachers' standards - GOV.UK \(www.gov.uk\)](#)

Early years foundation stage statutory framework (EYFS)

The [new EYFS framework](#) is valid from 1 September 2021. The Key has produced a useful summary of reforms. These include:

- There are still 17 ELGs, but the DfE has changed what they cover.
- The DfE is getting rid of local authority (LA) moderation for the EYFS profile. Instead of LA moderation, your school will:

Use the updated ELGs to achieve more consistent assessment judgements

Continue to moderate internally

Continue to partner with other local schools for moderation

Submit EYFSP data to the LA

- The DfE has also removed the 'exceeding' judgement. Instead of being judged as 'emerging', 'expected' or 'exceeding' against each ELG, children will only be judged as 'emerging' or 'expected'.
- The DfE will include promotion of good oral health as part of the overall requirement to promote good health. This is because research from Public Health England shows that 1 in 5 5-year-olds have experienced tooth decay.
It'll be up to you to decide how you'll meet this requirement - you won't have to assess it or supervise tooth brushing. It could mean things like talking to children about the effects of eating too many sweet things, or the importance of brushing your teeth.
If you want to introduce supervised tooth brushing, read [this guidance](#).

What's not changing

The DfE isn't changing:

- The characteristics of effective teaching and learning
- The terms 'prime' and 'specific' areas of learning, or the names of each of these
- The 'good level of development' measure
- The progress check at age 2 (this remains statutory)

The DfE has updated the non-statutory curriculum guidance for EYFS – Development Matters

This offers a top-level view of how children develop and learn for all early years practitioners, including:

- childminders
- staff in nurseries
- nursery schools
- school nursery and reception classes in school

The guidance can help meet the requirements of the [early years foundation stage \(EYFS\) statutory framework](#).

<https://www.gov.uk/government/publications/development-matters--2>

Careers guidance and access for education and training providers

Statutory guidance for secondary schools and colleges on providing careers guidance, updated 15 July 2021.

[Careers guidance and access for education and training providers - GOV.UK \(www.gov.uk\)](#)

Relevant Documents and Guidance

- Specific Covid-19 guidance for education and childcare at <https://www.gov.uk/coronavirus/education-and-childcare>
- DfE latest documents <https://www.gov.uk/government/latest?departments%5B%5D=department-for-education>
- Schools statutory guidance <https://www.gov.uk/government/collections/statutory-guidance-schools#history>
- Reception baseline assessment <https://www.gov.uk/government/publications/2021-reception-baseline-assessment-assessment-and-reporting-arrangements-ara>
- School Admissions Code
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1001050/School_admissions_code_2021.pdf
- School to School Support Directory <https://www.gov.uk/government/publications/school-to-school-support-directory>
- Teachers Standards <https://www.gov.uk/government/publications/teachers-standards>
- EYFS Framework <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Your “do-list”

- Carry out the Reception Baseline Assessment within the first 6 weeks if a pupil joining Reception.
- Administer the Phonics Screening Check for year 2 pupils in the second half of term.
- Check out the School Admissions Code and update your policy if you are the Admission Authority for your school; publish the updated version on the school website.
- You **must** now refer to the EEF Pupil Premium guide and use the DfE template to report on your pupil premium strategy and expenditure.
- Ensure that your staff are aware of the engagement model, now statutory.
- Check your own pension!

Ofsted

Key information

Ofsted have published their handbooks to be used from September 2021. Please see links below:

[School inspection handbook](#)

[Section 8 school inspection handbook](#)

[Early years inspection handbook](#)

[Further education and skills inspection handbook](#)

Chris Russell, the new National Director for Education for Ofsted, has published a detailed briefing for inspectors, which will be of interest to schools (9th September 2021). In this packed edition, he includes a wide range of information and guidance for inspectors across the schools and early education remits:

- changes to the school inspection handbooks, guidance and inspection instruments for September 2021
- curriculum catch-up after the COVID-19 restrictions
- curriculum leaders
- curriculum narrowing and key stage 3
- mathematics deep dives in primary schools
- Ofsted's review of sexual abuse in schools and colleges
- early career framework (ECF)
- reporting on off-rolling
- inspecting religious education and collective worship
- engagement model
- Ofsted Inspectors (OIs) providing consultancy services
- sharing provisional inadequate judgements with local authorities
- publication of a section 5 report after a school closes
- writing about fundamental British values
- reporting the governance of academies in inspection reports
- Department for Education's (DfE) non-statutory guidance on character education
- training for schools on challenging sexism
- revisions to the early years foundation stage (EYFS) from 1 September 2021 and accompanying non-statutory guidance, 'Development matters'
- disapplications to, and modifications of, the EYFS
- Reception baseline assessment

<https://www.gov.uk/government/publications/schools-and-early-education-inspection-update-academic-year-2021-to-2022/schools-and-early-education-inspection-update-september-2021>

Inspecting safeguarding in early years, education and skills – Ofsted September 2021

This guidance sets out the main points that inspectors need to consider when inspecting safeguarding in early years, education and skills settings. It should be read alongside the [education inspection framework \(EIF\)](#) and the individual remit inspection handbooks.

Return to routine inspection

For state-funded schools, it is intended that Ofsted will return to a full programme of routine inspections from September 2021 and will aim to inspect every state-funded school within the next 5 academic years. This will mean an extension of up to 6 terms in the inspection interval for those schools not inspected since the start of the pandemic. Regulations will give effect to these arrangements. Within the 5-year period, Ofsted will continue to prioritise schools most in need of inspection, particularly those with the lowest Ofsted grades. It will also prioritise outstanding schools that were previously exempt from routine inspection that have gone the longest without a visit.

For independent schools (other than academies), it is intended that both inspectorates will return to a full programme of routine inspections from September 2021 and they will complete the current cycle of standard inspections – which was delayed by the pandemic – in 2022.

Ofsted's transitional period will last until March 2022 at least.

The transitional period refers to Ofsted's [curriculum transition arrangements](#), which were put in place to help schools transition to the 2019 framework. Ofsted will review these transitional arrangements and statements in March 2022

During the preparation phone call, the lead inspector will ask about the specific [impact of COVID-19](#) on your school community and how you've responded, including any specific plans you have for the transitional period.

COVID-19 adaptations in your school

Inspectors will look at how:

- Your decisions about remote education have led to changes or adaptations to your school's curriculum
- You've adapted your school development plans as a result of COVID-19, including the rationale for any new or modified school improvement priorities

Inspectors will also bear in mind that you might only be part way through the process of adopting or redeveloping your curriculum.

They'll evaluate your curriculum intent 'favourably' if:

- You have an accurate, evaluative understanding of current curriculum practice in your school
- You have identified appropriate next steps (taking into account any impact of COVID-19) to improve your curriculum quality and develop curriculum expertise across your school

A new section on harmful sexual behaviour in the School Inspection Handbook (paragraphs 306 to 310)

Ofsted will consider how you address it in your school and inspectors will consider how you handle allegations and instances.

They'll also check that:

- You have appropriate school-wide policies and sanctions in place
- Your policies are reflected in your curriculum (see the ['relationships, sex and health education' section](#) of the School Inspection Handbook)
- Your staff have appropriate knowledge of part 5 of the government's ['Keeping Children Safe In Education'](#) guidance
- You support all pupils to report concerns about harmful sexual behaviour freely
- Your school takes concerns seriously and deals with them swiftly and appropriately, and pupils are confident this is the case
- You keep comprehensive records of all allegations

You should assume that harmful sexual behaviour is happening in your school. Even when there are no specific reports, you should put in place a whole-school approach to address them.

Timetable of inspections

Section 5 inspection: Your first inspection following the pandemic will be 7 years from the end of the school year in which the last section 5 inspection took place (instead of the usual 5 as set out in regulations)

"Good" and "outstanding" schools: Inspection will be extended by up to 6 terms (normally you'd receive an inspection under section 8 approximately every 4 years)

Maintained schools that become academies: Inspection will be extended by up to 6 terms (normally you'd have a section 5 inspection within 3 years of converting). You're eligible for a [section 8 inspection](#) where your predecessor school was most recently judged 'good' or 'outstanding'

"Requires improvement" schools: Inspection following the pandemic will be extended by up to 6 terms (normally you'd have a section 5 inspection within 30 months of the publication of the previous section 5 report)

If you're showing some improvement, but are not yet 'good' in key aspects, you may be judged 'requires improvement' again and will normally be monitored. Your next section 5 inspection following monitoring will take place within 30 months of the publication of the previous section 5 report, unless your inspection following monitoring is the first one following the pandemic, in which case the period between inspections will be extended by up to 6 terms

Schools causing concern: Whether becoming a new academy or being brokered or rebrokered, you'll become a new sponsored academy. Your inspection will be extended by up to 6 terms (normally you'd be inspected as a new school within 3 years of operation and normally in the 3rd year).

In exceptional circumstances, if you're becoming a new academy or being rebrokered, you may receive a section 8 inspection before your next section 5 inspection

Academies judged to have serious weaknesses: If you're not brokered or rebrokered, you'll be subject to monitoring by Ofsted. Your inspection will be extended by up to 6 terms (normally you'd be re-inspected within 30 months of the publication of the inspection report in which you were judged to have serious weaknesses)

Academies judged to require special measures: If you're not rebrokered, your inspection will be extended by up to 6 terms (normally the timing of your next section 5 inspection is determined by your rate of improvement, though it normally takes place within 30 months of the publication of the inspection report that judged you to require special measures)

See paragraphs 41, 55, 65, 147, 149, 164, 165 and 166 of the School Inspection Handbook.

Removal of the risk assessment process for the first inspection following the pandemic for formerly exempt schools

You must receive an initial inspection under section 5 or section 8 before 1 August 2026.

However, for that inspection you won't be subject to Ofsted's risk assessment process (which normally applies if you've undergone significant change or if there are indications that the quality of your provision may have deteriorated significantly).

New section on careers information, education, advice and guidance (CIEAG) in the School Inspection Handbook (paragraphs 256 to 259) for secondary schools

Section 8 inspection handbook changes

Information that lead inspectors will review for a monitoring inspection. Ofsted has:

- Added a new bullet point to the list, to say inspectors will review 'information about the curriculum on the school's website'
- Tweaked the last bullet point to say inspectors will review 'information on our provider information portal, including any warning notices and complaints'

See paragraph 136 of the section 8 inspection handbook and other changes made to the section 8 inspection handbook in Ofsted's [summary of changes](#) document.

Early Years Foundation Stage (EYFS) changes

This section is based on the [Early Years Inspection Handbook](#) for September 2021.

- Less focus on data (para 96)
- Disapplications and modifications (paras 20 – 25)
- 'Personal development' grade descriptors
- 'Leadership and management' grade descriptors

Other changes

- Ofsted won't use teacher-assessed grades from 2020 and 2021
- Inspectors will look at how you use tutors, if you've deployed them to support education recovery
- Ofsted will look at how you support staff teaching outside of their subject expertise
- References to early career teachers (ECTs) instead of newly-qualified teachers (NQTs)

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/summary-of-changes>

Ofsted personnel

Chris Russell has taken over from Sean Harford as the Director of Education.

Lorna Fitzjohn has recently taken over from Paul Brooker as the Regional Director for East of England.

Andrew Hemmings has taken over from Michelle Winter as HMI Education: East of England and has agreed to give an online update to Essex primary headteachers, Monday 8th November, 3.30 pm for about an hour. The Zoom link for the webcast is

<https://us02web.zoom.us/j/82785307287?pwd=T3lGNlItZ2pya0NDQWk0bUxZb2o3dz09>

Meeting ID: 827 8530 7287

Passcode: 503497

In line with Ofsted's current policy, this session will NOT be recorded, so please do make sure you (or another member of staff) attends to benefit from the information.

Curriculum research and reviews

Ofsted has published a series of research reviews looking at the delivery of the curriculum in schools. Subject reviews published so far include history, music, geography, languages, mathematics, religious education.

<https://www.gov.uk/government/collections/curriculum-research-reviews>

Relevant Documents and Guidance

- [School inspection handbook](#)
- [Section 8 school inspection handbook](#)
- [Early years inspection handbook](#)
- [Further education and skills inspection handbook](#)
- Inspecting safeguarding in early years, education and skills – Ofsted August 2021
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>
- EPHA audit of Ofsted safeguarding requirements – to be updated
- Positive environments where children can flourish – a guide for inspectors about physical intervention and restrictions of liberty.
- Ofsted online presentations <https://www.slideshare.net/Ofstednews>
- The Education Inspection Framework – education, skills and early years
- Ofsted inspection website <https://reports.ofsted.gov.uk/>

All guidance can be found on GOV.UK <https://www.gov.uk/government/collections/ofsted-inspections-of-maintained-schools>

or on the EPHA website www.essexprimaryheads.co.uk

Information about Ofsted inspections at <https://www.gov.uk/guidance/being-inspected-as-a-maintained-school-or-academy>

Your “do-list”

- Download the September 2021 handbooks for Section 8, Section 5 and Early Years inspections, along with the guidance on inspecting safeguarding.
- Read the briefing published by Chris Russell, the National Director for Education.
- Share the information about curriculum reviews with subject leaders.
- Attend the EPHA online update from Andrew Hemmings on 8th November at 3.30 pm.
- Consider tasking someone to focus on your school website, making sure that it is kept up to date, as far as possible.

School policies and the website

Key information

This term you need to review and adopt (if not already done):

Out this half term

- Child Protection Policy – most up to date policy, September 2021. This is in line with KCSiE 2021, and in particular stresses the need to include your school's own response to peer on peer abuse.
- Staff Code of Conduct – updated policy reflects the emphasis on recognising and reporting low level concerns about adult behaviour, highlighted in Part 4 of KCSiE
- Dealing with Safeguarding Allegations against Adults – updated as above.
- Pay Policy – updated for Early Career Teachers and teacher working time
- Sickness Absence Policy – minor correction at Appendix A related to SSP during phased returns
- Menopause Policy (NEW policy due during September)
- Attendance Policy – EPHA model policy updated by the Attendance Compliance team
- Admissions Policy (if you are your own Admission Authority) (see DfE section)
- Privacy notices

Out last term

Early Career Teachers Induction Policy – updated in line with the new ECT Framework coming into effect September 2021.

Equality & Diversity Policy - minor correction

Current Juniper HR policy list for schools, academies and free schools

Policy or procedure	Statutory or recommended	Current edition
Agency workers regulations		June 2013
Capability procedure for all staff	Statutory	September 2020
Code of conduct	Required by KCSiE	September 2021
Cover and PPA	Recommended	December 2020
Dealing with safeguarding allegations against adults	Statutory	September 2021
Discipline and Dismissal	Statutory	September 2020
Early Career Teachers Statutory Induction	Statutory	June 2021
Equality and Diversity in Employment	Recommended	June 2021
Flexible Working	Recommended	December 2020
Grievance	Statutory	December 2020
Leave of Absence (and guidance)	Recommended	April 2020
Mental health and wellbeing	Recommended	January 2020
Pay Policy	Statutory (M) Recommended (A)	September 2021
Performance Management (all staff)	Statutory (M) Recommended (A)	December 2020
Probation procedure	Recommended	November 2020
Recruitment	Statutory	April 2020
Redundancy and restructuring -academies	Recommended	December 2020
Redundancy and restructuring – Essex maintained schools	Statutory	December 2020
Sickness Absence management	Recommended	January 2021
Sabbatical	Recommended	October 2020
Whistleblowing	Statutory	December 2020

EPHA has developed lists of statutory and mandatory policies for schools and academies, based on DfE and other guidance. The latest checklist is **September 2021**

The checklists include information about review frequency, the level of approval and additional notes.

<https://essexprimaryheads.co.uk/info-and-documents/model-policies/>

Current version (April 2021) of the website checklists

The current website checklists for both maintained schools and academies are in line with the DfE guidance and are available on the EPHA website. Last term there was a minor change to the remote education section (no longer called “remote learning contingency arrangements”).

Crucially, the checklist now notes that schools **MUST** use the DfE template when reporting on their pupil premium strategy.

<https://essexprimaryheads.co.uk/info-and-documents/model-policies/>

Data protection and GDPR

The DfE has updated privacy notice suggested templates for pupils, school workforce, school and trust governance, local authority and looked-after children to amend 'Article 9' link and changed 'GDPR' to 'UK GDPR' where applicable.

[Data protection: privacy notice model documents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/privacy-notice-model-documents)

Relevant Documents and Guidance

- EPHA website requirements checklists <https://essexprimaryheads.co.uk/info-and-documents/model-policies/>
- EPHA statutory/mandatory policy checklists <https://essexprimaryheads.co.uk/info-and-documents/model-policies/>
- HR list of policies for schools, academies and free schools available on the secure log in of Juniper website <https://junipereducation.org/>
- DfE website requirements
<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>
<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#history>

Your “do-list”

- Approve the following policies this term:
 - ✓ Child Protection Policy
 - ✓ Staff Code of Conduct
 - ✓ Dealing with Safeguarding Allegations against Adults
 - ✓ Pay Policy – updated for Early Career Teachers and teacher working time
 - ✓ Sickness Absence Policy – minor correction at Appendix A related to SSP during phased returns
 - ✓ Menopause Policy (NEW due during September)
 - ✓ Attendance Policy
 - ✓ Admissions Policy (if you are your own Admission Authority)
- Update your privacy notices
- Check the HR policy checklist and ensure that you have the most up to date versions
- Download the EPHA statutory/mandatory policy checklist (September 2021) and ensure that you are compliant
- Update your website in line with most recent guidance, using the checklists provided by EPHA (April 2021). Make sure you use the DfE template when reporting on your pupil premium strategy.

HR Information

Key information

Teachers Pay

The draft Teachers' Pay and Conditions Document (TPCD) was published in late July and consultation runs for 8 weeks so the final version will be available late September. As expected there will be no national inflationary pay increase for teachers in September 2021 other than for unqualified teachers on points 1-3, who must receive a £250 increase (pro-rata for part-time staff). Schools can decide whether they wish to apply any increase to other teachers within the minimum and maximum limits set out in TPCD. Incremental progression arising from performance management should be applied as normal for all teachers. The new Document now also include Advisory Pay Ranges for Unqualified Teachers which can be adopted. Advisory Pay Ranges (Main, Upper and Unqualified) are not mandatory but can be found on our Website under Pay & Conditions, Teachers' Pay. Other changes have been made to the Document in light of the additional Jubilee Bank Holiday in July 2021

Support Staff Pay

Following further negotiations, on 27th July the Employers' side put forward a final pay offer of 1.75% increase on all local government spine points, except for Point 1 where 2.75% would be applied. The three local government unions (UNISON, GMB and Unite) have confirmed that they will run a consultation ballot of their members on the offer in late Sept/early Oct. All three unions will be recommending that the pay offer be rejected. HR will provide a further update once the consultation process has run its course and the unions have notified us of the outcome, which is likely to be early to mid Oct.

Additional Bank Holiday June 2022

The Queen's Platinum Jubilee. The additional Bank Holiday will have an effect on attendance and pay for staff and on published term dates. Essex has now revised its term dates such that the Summer Term will end on Thursday 21st July 2022 with Friday 22nd being the compensation day for the additional Bank Holiday which falls in half term. Schools in other Authorities should check their dates. HR has produced [guidance](#) on the impact of the additional bank holiday on pay and time off.

Teachers' Statutory Induction

As schools will be aware, the Statutory Induction Period for Early Career Teachers is extended to two years from 1 September 2021 and the Government has committed to fund the second year timetable release (5%) and release time for Induction Mentors. In July 2021 the Government further announced that in recognition of the challenging induction newly qualified teachers (NQTs) have experienced due to the pandemic, all state-funded schools that currently have an NQT who is due to complete induction in Summer 2021 will have access to a one-off payment to further support their development. The amount will range from £1,200 to £1,500 depending on location. [Induction for newly qualified teachers during the coronavirus outbreak](#)

Settled Status for EEA/EU workers: The Government has issued updated [guidance](#) on the position of EEA and Swiss Nationals following the 30th June deadline for applying for settled or pre-settled status under the EU Settlement Scheme (EUSS). It is important to be aware of the position because while employers of existing EEA workers are not required to check that staff have obtained settled or pre-settled status, if they become aware that someone does not have it, they are required to take action to address this. See [our guidance](#).

Keeping Children Safe in Education (KCSIE) September 2021

Over the summer an updated version of KCSIE was published. The following details the significant changes [related to HR, Safer Recruitment and Pre-employment checks](#). Schools will of course need to review all the other changes and update whole school policies as applicable.

Part 1 of KCSIE – schools are required to ensure that staff read and understand Part 1 of KCSIE. A

new abridged version of Part 1 is now included at Appendix A as a minimum for those staff who do not work directly with children. Schools should determine if this is applicable or whether all staff should be familiar with the full Part 1.

Part 3 of KCSIE – Pre-Employment Checks

Identity – the document now states that a Birth Certificate should be checked in all cases where available – even if 3 other documents meeting ID checking requirements have been provided. Where a name has changed since birth – other certificates (e.g. marriage, deed poll) should also be seen.

Self-Declaration – the document now states that self-declaration of criminal convictions, childcare disqualification (where relevant) and other disqualification declarations should be made by all short-listed candidates (not preferred candidates) so that issues can be discussed as part of the selection process. Relevant forms and templates have been updated accordingly (See Admin Issues above).

Right to Work and Checks on Individuals who have lived or worked abroad – this section has been updated to reflect changes arising from the UK leaving the EU. All of our relevant guidance has been updated accordingly.

References - KCSIE now says false, malicious, unsubstantiated and unfounded allegations should not be included. Previously unfounded was not excluded. So only substantiated allegations should be mentioned.

Part 4 of KCSIE – Allegations Made/Concerns raised involving staff, volunteers, contractors etc. This section has now been divided into two parts.

The first part as before covers allegations which meet the “harm threshold” and remains largely as before.

The second part deals with allegation which do not meet the harm threshold. This section deals primarily with what the document calls “low level concerns” but in reality covers a wide range of issues from serious allegations which fall below the harm test to minor failings in best practice and inadvertent conduct.

Schools should already be applying robust procedures for dealing with concerns, making judgements about how to deal with issues at every level, including applying disciplinary and capability procedures where warranted and this does not change. The intention of this new section is to encourage and support an open culture of reporting, including self-reporting, and recording of all inappropriate, concerning or inappropriate behaviour early to prevent more serious issues developing and to improve practice and identify patterns. While the wording is new, the principles are not and we anticipate that most schools will feel that they are operating in accordance with these principles and have an open culture. The section stresses the need not to be complacent and the expectation is that the tenure of Part 2 (of Part 4) is reflected in Staff Codes of Conduct and our model has been updated accordingly. Schools will need to review their own Code of Conduct accordingly, in discussion with staff.

KCSIE indicates that all issues should be reported to, and recorded by the headteacher (in line with allegations requirements (Chair of Governors, if the head); headteachers (and where appropriate other line managers) will need to be made aware and determine appropriate action in respect of individual's where necessary.

It remains the case that only issues substantiated through a disciplinary (or capability) process should be mentioned in an employment reference.

HR has provided the following updates for administration

- The SD2 Form has been updated. Please ensure you use the one entitled [SD2m for Maintained Schools](#). This has additional questions in line with paragraph 198 of the new KCSIE and should be given to shortlisted candidates.
- The declaration section (15) of our template application form has been updated to reflect the declaration requirements.
- Note that the new KCSIE requires that declaration forms and application forms submitted electronically should be physically signed by the applicant (at interview or preferred candidate stage).

- The recruitment flow diagram and invitation to interview letter have been updated to reflect the requirement for declarations at shortlisting stage and to add optional reference to probation requirements.
- The Reference request form has been updated.
- Guidance on the [recruitment of overseas workers](#) and [Right to Work checks for employees from outside the UK](#) have been updated in line with Government Guidance following the 30th June deadline for EEA worker to apply for Settled Status (see What's Hot (continued) below).
- Guidance on [Checks on Individuals who have lived or Worked Abroad](#) was updated last term to reflect changes arising from Brexit.
- Minor updates have been made to other guidance on pre-employment checks. These changes are for clarification only.
- New guidance on [recruiting/checking internal applicants](#)

HR Team News

Over the summer Juniper welcomed Ria Johnson as Policy and Development Lead and Josephine Grant as HT Consultant to the team.

Relevant Documents and Guidance

- Teachers Pay and Conditions Document
- Covid-19 related documents and guidance
Juniper <https://junipereducation.org/>
Direct dial number for HR 01245 698378
- Essex Schools Infolink <https://schools.essex.gov.uk/admin/COVID-19/Pages/default.aspx>

Your “do-list”

- Adopt a new Pay Policy this term
- Agree new term dates for the year as a result of the additional Bank Holiday for the Platinum Jubilee. Community and Voluntary-Controlled schools must use the revised calendar set by ECC.
- If you use Juniper HR, ensure that you are using the most up to date forms and guidance.
- Take advice from your HR consultant when necessary. Make sure you have noted the direct dial number for HR 01245 698378

Maintained School and Academy Governance

Key information

Governor role descriptions

The DfE has published guidance on structures and roles for governors in maintained school and academies – it doesn't introduce any new requirements, but contains fuller descriptions of a few of the roles on your board.

Autumn term governing body business

Governing bodies should review and adopt the following governance documents/undertake the following tasks annually– usually in the autumn term.

- Governor code of conduct
- Data consent form
- Standing orders for the governing body
- Delegation/decision planner
- Personal and pecuniary interests (business interests)
- Terms of reference for all committees (standing and statutory)
- Governors' handbook and/or induction pack (if used)
- Election of Chair and Vice-Chair of Governors (depending on the length of term of office determined by the Board)
- Governors roles and responsibilities

Contact LAgovernance@essex.gov.uk to let the Local Authority know of any key changes to Governing Body membership.

Understanding your data: a guide for school governors and academy trustees

This DfE resource (updated September 2021) brings together a range of data to help boards analyse, discuss, and challenge the educational and financial performance of their school or academy trust.

The 7 themes in the guidance include:

- Pupil numbers, attendance and exclusions
- Attainment and progress
- Curriculum planning - staff and classroom sizes
- Financial management and governance
- Quality assurance
- Safeguarding and well-being
- The school community – staff, pupils, parents and the governing board.

[Understanding your data: a guide for school governors and academy trustees - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/understanding-your-data-a-guide-for-school-governors-and-academy-trustees)

Academy conversion dates

Deadlines for schools converting to academy status.

[Academy conversion: important dates - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/academy-conversion-important-dates)

Safeguarding update for governors - webinar session on Tuesday 23rd November 6.00pm – 7.00pm.

The training will provide:

- an opportunity to learn more on the latest safeguarding updates for schools and governing bodies;
- an update on Harmful Sexual Behaviour in schools, including National and Local responses;
- LA materials available to support effective safeguarding in schools; and
- An update on training opportunities for governing bodies next academic year 2021-2022.

The webinar training will be 60mins and will be led by Jo Barclay (Head of Safeguarding and Wellbeing), facilitated by Stephen J. Chynoweth (Head of Education & Early Years, NE).

The webinar session can be accessed using this link:

Join Zoom Meeting:

<https://us02web.zoom.us/j/81204252706?pwd=cUJkVkiYVkpYXVVVkpYUVo0MnRzUT09>

Meeting ID: 812 0425 2706

Passcode: 378741

Links to relevant guidance and resources governors of maintained schools

[Local-authority-maintained schools: governance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/local-authority-maintained-schools-governance)

Links to relevant guidance and resources for academy trust governors

[Academy trusts: governance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/academy-trusts-governance)

DfE governor update

<https://www.gov.uk/government/publications/school-governance-update/local-authority-maintained-schools-school-governance-update-july-2021>

<https://www.gov.uk/government/publications/school-governance-update/academy-trusts-school-governance-update-july-2021>

Get Information about Schools

Please continue to update the Get Information about Schools website. There was a system update on 7 September and a reminder that schools should check and update their current contact details, particularly if you have had leadership and/or governance changes.

<https://www.get-information-schools.service.gov.uk/>

Relevant Documents and Guidance

- Covid-19 Governance Support Guidance – produced by Essex LA
- SFVS 2019 – 2020 checklist and dashboard
<https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs>
- “Get information about schools” <https://www.get-information-schools.service.gov.uk/>
- National Governors Association <http://www.nga.org.uk/Home.aspx>

Your “do-list”

- Consider the list of documents that you may want to review and adopt this term.
- Share the DfE resource: Understanding your data: a guide for school governors and academy trustees, with your governors/trustees.
- Encourage your governors to attend the Safeguarding information session on 23rd November
- Update your school’s information on the Get Information about Schools website.

The Local Authority

Key information

Autumn term update from Clare Kershaw, Director for Education

Cllr Tony Ball was appointed as Lead Member for Educational Excellence, Training and Skills in May following the elections. Cllr Ball has changed his title slightly to better reflect the vision and priorities he would like to bring to the portfolio, and he will now be referred to as Lead Member for Educational Excellence, Lifelong Learning and Employability. As a result of this, work is underway on a new lifelong learning strategy which Clare will share as the year unfolds. Cllr Beverley Egan will retain responsibility for Early Years as the Lead Member for Children and Families.

The Education Team will also be releasing a number of new strategies across the Autumn and Spring Terms including a:

- new Early Years and Childcare Strategy
- new Schools Partnership Strategy, and
- new SEND Strategy

Their core work for this year will include:

- Working with all settings, schools and MAT's to ensure the highest quality of education is provided to all children and young people and inclusion is at the heart of all of our work.
- Working with Roy Blatchford and the Essex Education Taskforce on the delivery of the activities the Taskforce has put together including the '2022 Year of Reading'.
- A continued focus on our SEND improvement journey in response to the Local Area SEND inspection and subsequent Joint Written Statement of Action. This term the team will begin to finalise the collaborative design work to improve the quality of EHC plans and move into implementation of new and improved ways of working across the local area. The outputs of the 'Quality of EHC Plans' work-stream have been informed by a working group of families, schools, settings, LA education, social care and health representatives as well as wider feedback and outcome of the inspection itself. In the Autumn term, the following will be shared via an interactive digital guide and implemented across the county:
 - Revised guidance for submitting and considering EHC Needs Assessment requests; to improve consistency across the county,
 - Process for Quality Assurance of Plans and Planning; to moderate decision making, improve consistency and quality of plans, professional advice and decision making across the county,
 - SEND scheme of delegation; to clarify, formalise and further strengthen decision making across the county,
 - Guidance on Supporting Children with Medical Needs; to clarify roles and responsibilities and support available to schools including funding,
 - Guidance for Annual Reviews; to improve the process of information sharing, consistency and focus on annual reviews,
 - Role of the LA SEND teams; to further clarify roles and responsibilities.

Work continues on the development of an Ordinarily Available Framework and joint commissioning of services as well as improvements to the Local Offer, Preparing for Adulthood resources, Early Years support and resources to support accurate identification of need.

You are invited to attend a virtual SEND event to hear more about the work of the local area to improve SEND services and support, discuss these improvements and the ongoing plans and ask any questions or share any feedback you may have. These are scheduled for:

- 11th October 2pm – 4pm
- 12th October 10am – 12pm
- 13th October 3pm – 5pm
- 14th October 11am – 1pm

Please hold one of the four dates/times in your diary and invite your SENDCos - an MS Teams invite will follow.

Linked to and as part of this work, the Education Team will continue to roll out across schools, settings and colleges Trauma Perceptive Practice, the Disadvantaged Strategy and continue to pilot the Inclusion Framework. They will also continue to work with the Headteacher Roundtable to develop a suite of tools and expectations to ensure every school can be as inclusive as possible for all pupils and students.

Other priorities

- Continuing to promote the safety and emotional wellbeing of all children and young people across Essex.
- Responding to the new requirements placed on the Virtual School to promote high educational outcomes for both children in care but also children in need.
- Providing support to Cllr Ball and the cross-party working group that has been established to review the Elective Home Education / Children Missing Education system in Essex.

And finally, we will continue to prioritise the Headteacher Wellbeing programme across primary, secondary and special schools.

Ofsted Briefings – September

If your school is in the Ofsted window for a Section 8 or Section 5 Ofsted Inspection in this academic year, you will soon be invited to attend a webinar led by colleagues in the School Effectiveness Team. There is no charge to the school and the session will take place via TEAMS as a twilight session; dates and booking process to follow.

Sustainable Schools Self-evaluation Tool and school dashboard

The Education Team be writing to you again in the week beginning 20th September 2021 with information about a Self-evaluation Tool produced to support the sustainability of schools. This has been co-designed with Essex headteachers and LA officers over the summer term. Each school will receive a 'one-page summary' which will provide a dashboard of information and a document containing criteria for school leaders to use for school self-evaluation purposes. More details and a link to access the survey for you to complete using your contextual information, will be included in the next letter.

Virtual School Team

Jeff Graham – Interim Virtual School Head

Jeffrey.Graham@essex.gov.uk

Tel: 0333 013 7984

Jeff is the Interim Virtual School Head for Essex. Jeff leads a team that is focused on improving educational outcomes for all children in care looked after by the Local Authority, making sure that their time in school is the very best it can be and that each learner is able to achieve their true potential.

Sharon Halsey – PEP and Virtual School Operational Lead

sharon.halsey@essex.gov.uk

Tel: 033303 21200

Service area: Personal Education Plans/PP+ payments/Projects

As the PEP and Virtual School Operational Lead, Sharon's work supports the Virtual Schools key priority, to ensure every child in care has a high quality Personal Education Plan. Sharon works with Designated Teachers to ensure that each learner's PEP 1 reflects the quality of support and provision that is in place at school and that schools receive the Pupil Premium Plus Grant. Sharon's work ensures that the plans in place for every child in care are sufficient to accelerate progress, and that the provision and resources recorded for all children, support them towards achieving their very best in school. Sharon also coordinates all PP+ payments, training opportunities and works closely with the Virtual School Headteacher coordinating CIC projects.

https://schools.essex.gov.uk/pupils/Essex_Virtual_School/Children_Young_People/Pages/Virtual-School-Contacts.aspx

ECFWS Healthy Schools and RSHE Curriculum conference

Wednesday 15th September 2021 – 9.30 am-12 noon

An online conference being hosted by EPHA, where the Essex Child and Family Wellbeing Service Healthy Schools team will share information about the relaunched Healthy Schools model and their RSHE curriculum offer to schools. The conference is free to all Essex primary schools and is aimed at headteachers, senior leaders and any of your staff who you feel would benefit from attending, as well as LA colleagues. The conference will be recorded so that the information can be accessed after the event.

Consultation on changing the process for mid-year admissions – primary-phase schools that are their own admissions authority

Currently all mid-year applications to primary-phase schools are managed centrally by ECC. A consultation will take place over the next month, proposing that schools that are their own admission authorities (which includes Voluntary Aided, Foundation and Academies) will, from April 2022, manage mid-year applications themselves. This will not include the admission of pupils with EHCPs, which will continue to be managed by the SEND Operations team, and will not include whole year group admissions at the beginning of the school year (i.e. into Reception or Year 3 in Junior schools in September). Mid-year applications to Community and Voluntary-Controlled schools will continue to be managed and co-ordinated by ECC, who are the admissions

authority for these schools.

ECC is consulting with affected schools to seek their views on the proposal that **all own admission authority infant, junior and primary schools in Essex handle their own in-year applications with effect from 1 April 2022. The consultation period starts today, 13th September 2021 and closes on 11 October 2021.**

Any comments should be sent by email to shamsun.noor@essex.gov.uk

The Council will then consider any comments and make a decision which will be communicated in good time before implementing any change. If the proposed change is implemented, detailed guidance will be provided, including template application forms and offer/refusal letters to make any transition as smooth as possible. We will also, through the Essex Primary Heads Association (EPHA) arrange briefing sessions to provide advice and support for any transition.

Education Information Sharing Protocol

The current Overarching Education Information Sharing Protocol (ISP) 2018-2021, which governs the sharing of personal information between ECC, schools and education providers, expired at the end of last term. The ISP and the service addendums to the Protocol for 2021 – 2024 have been updated and the new documents are now available on [Essex Schools Infolink](#). Please review the new documents and sign up to the Protocol using the link provided as soon as possible.

EWHMS EP telephone helpline – a reminder

The Emotional Wellbeing Mental Health service (EWMHS) is working with Educational Psychology Service (EPS) to provide any member of staff of Essex schools with the opportunity to discuss concerns they may have regarding the emotional wellbeing of pupils/students with an EP. The service is a confidential consultation, providing an opportunity to discuss areas of concern and develop an understanding of how to respond in these situations to better support pupils. Discussions can be around general themes. How emotional wellbeing (e.g. attachment, trauma, anxiety, bullying, autism, ADHD) may affect behaviours seen within a school environment. How to support a pupil/student via One Planning or other additional interventions. The helpline runs every Thursday morning during term time. Please use the email address below to book a telephone consultation (35 minutes). Let us know your name, school, role and contact number and we will get back to you offering a time slot: EWMHSSchoolsAdvice@essex.gov.uk

Relevant Documents and Guidance

- Daily Schools Communications
- Essex Schools Infolink

Your “do-list”

- Attend a virtual SEND event to hear more about the work of the local area to improve SEND services and support.
- Sign up for the LA Ofsted briefing once the dates are published.
- Consider using the LA Sustainable Schools Self-evaluation Tool and school dashboard.
- If you are your own admission authority, take part in the consultation around mid-year arrangements.
- Make sure you have signed up to the Essex Education Information Sharing Protocol.
- Use the EWHMS EP telephone helpline for advice and support.
- Make sure you are reading the regular communications and accessing guidance from the infolink.
- Contact your School Effectiveness Partner or other LA Officers for help and support.

EPHA events and dates

Key information

According to my information so far, there are 36 new headteachers (either new, acting, interim or Executive) this term.

North East

David Borne	Stanway Primary (Acting Headteacher)
Joseph Fielder	Heathlands CE Primary
Pieter Labuschagne	Unity Academy
Hannah McCann	Gosbecks Primary
John Poulson	Iceni Academy
Valerie Rose	Ravens Academy (Principal)
Hannah Watson	Stanway Primary (Acting Headteacher)

South

Tommas Bottrill	Plumberow Primary Academy
Emma Campkin	Kingswood Primary
Aaron Cross	Kingston Primary (Acting Headteacher)
Charlotte Leasure	Ashingdon Primary Academy
Lisa Morley	Ghyllgrove Primary (Acting Co-head)
Jo Parkes	Kents Hill Junior School (Head of Academy)
Rachelle Tidiman	Ghyllgrove Primary (Acting Co-head)
Richard Green	Runwell Primary (Interim Co-heads)
Gary Soars	Runwell Primary (Interim Co-heads)

West

Emily Bartram	Radwinter Primary
Justine Brooks	Thaxted Primary (Acting, from Autumn half term)
Michael Doughty	Milwards Primary
Jennifer Hone	Helena Romanes (Primary)
Ian Kendal	St John Fisher Catholic Primary (Interim Headteacher)
Andrew Laing	Great Sampford CE Primary (Head of School- autumn term)
Tom Le Masurier	Stebbing Primary
Nick Mallender	Staples Road Primary
Linda Todd	Elsenham CE Primary

Mid

Jamie Bearman	St Peter's CE Primary, West Hanningfield
Lucinda Bellett	Richard de Clare Primary (Head of School)
Hannah Cagney	Bocking Primary
Lisa Christian	John Ray Infants
Xanthe Glynn	St Nicholas CE Primary, Tillingham
Sue Kemp	Silver End Academy (Head of School)
Nicola Morgan-Soane	Richard de Clare Primary (Executive Head)
Natasha Outhwaite	Trinity Road Primary
Ferliene Willis	Woodcroft Nursery
Carolyn White	De Vere Primary (Head of School)
Corinne White	All Saints CE Primary (Head of School)

As usual if you are aware of any other new or acting headteachers this term, please let me know.

EPHA termly headteacher meetings 2021-22

North East EPHA – Colchester United Football Stadium

Wednesday 10 November 2021

Wednesday 2 March 2022

Wednesday 15 June 2022

South EPHA – Holiday Inn, Basildon

Thursday 18 November 2021

Thursday 3 March 2022

Thursday 23 June 2022

West EPHA – from January – Manor of Groves, Sawbridgeworth

Wednesday 17 November 2021- online

Wednesday 9 March 2022

Wednesday 22 June 2022

Mid EPHA – Lion Inn, Boreham

Thursday 11 November 2021

Thursday 10 March 2022

Thursday 16 June 2022

The minutes of these and other meetings can be found on the EPHA website.

<https://essexprimaryheads.co.uk/meetings/termly-area/>

<https://essexprimaryheads.co.uk/meetings/executive/>

County EPHA Annual General Meeting

Thursday 30 September 2021 Lion Inn, Boreham

EPHA webcasts

We are keen to continue to offer online webcasts and presentations, whatever the future of face to face meetings looks like. These have proved an excellent opportunity to a secure presenters and have offered headteachers and other colleagues a simple and efficient way to hear from key people in the Local Authority and from further afield. Two webcasts are currently planned:

- **Clare Kershaw** (Director of Education) and **Mike Gogarty** (Essex Director for Public Health)

Wednesday 1st December, scheduled for about an hour and a quarter.

The Zoom link is as follows:

<https://us02web.zoom.us/j/88367759996?pwd=eIFxMi95OFhVSHUzNWE2dUJxbzd5QT09>

Meeting ID: 883 6775 9996

Passcode: 163271

- **Ofsted webcast – 8th November** (see Ofsted section)

The meetings will, as always, be recorded and made available (on YouTube) soon after the event.

Headteacher briefing – “overspill” session online

Monday 31st January 2022 – 8.30 am – 10.15 am

Most of you will be attending your own local headteacher briefing next term (either in person or online, as decided by your group). However, if you don't have a local briefing set up, or can't attend your own group, I will be running an online session each term, for waifs and strays! (*Please don't attend this as well as your own briefing – the content will be the same.*) If you would like to join this session, please email so that I can forward you the presentation and briefing notes in advance of the session, as well as follow up information.

The Zoom link for the online briefing is

<https://us02web.zoom.us/j/82253165497?pwd=UEhuZmF6OTZvcE9ZTVFhRFFOVj9oQT09>

Meeting ID: 822 5316 5497

Passcode: 471795

The summer term “overspill” briefings will be on

Thursday 5th May 2022, at 8.30 am. I will send out the Zoom link in advance.

Conferences

Headteachers' conference – Friday 25 March 2022 – Chelmsford City Race Course.

The programme will be sent out in January 2022. If you plan to attend, and still are in credit having paid for your place at the 2020 conference (cancelled at very short notice) I will let you know when you book next year. Key note speakers already booked include Lady Marie Stubbs, Ben McBean, and Gillian Bridge, author of Sweet Distress.

Deputy Headteachers' conference - Friday 7th October 2022

This will be held at the Colchester Stadium.

EPHA Primary Headteachers' Support Directory

The document can be found on the EPHA website at <https://essexprimaryheads.co.uk/info-and-documents/welcome-pack/>

The **2022/23 EPHA funding contribution** will continue be paid directly from the DSG – therefore there will be no need to collect subscriptions from schools in the next financial year – please let your finance officer know.

Relevant Documents and Guidance

- EPHA website www.essexprimaryheads.co.uk
- What headteachers get in return for their EPHA contribution 2020/21
<https://essexprimaryheads.co.uk/about/constitution-and-finance/>
- EPHA Headteachers' Support Directory

Your “do-list”

- Be kind to new colleagues (and existing ones!)
- If you are, or know of, a new or acting headteacher, please contact Pam to access the EPHA Colleague Supporter programme.
- Look out for further information about the headteacher meetings, webcasts and conferences.
- Find documents and information on the EPHA website, including the 7-minute staff meetings.
- Contact Pam Langmead, EPHA Professional Officer, at pam@langmead.me.uk for any support or information that you need.