



Autumn term briefing 2019

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Ofsted

Key information

Education Inspection Framework 2019

Ofsted has published its new education inspection framework (EIF), following a consultation to which over 15,000 people responded. The new framework applies from September 2019.

The new key judgements, grade descriptors and inspection methodology are set out in the inspection handbooks, which describe the main activities carried out during inspections of maintained schools and academies under section 5 and section 8 of the Education Act 2005. There are separate handbooks for the inspection of early years, further education and skills, and independent settings.

Key changes at a glance

- A new 'quality of education' measure which puts greater emphasis on the curriculum
- Separate judgements for 'behaviour and attitudes' and 'personal development'
- Increasing the length of section 8 ('short') inspections from 1 to 2 days, except for small schools (150 or fewer pupils on roll)
- A 90-minute phone call between the lead inspector and the headteacher on the afternoon before an inspection begins
- Inspectors won't look at a school's internal performance data first-hand. If the school wants to use data, they'll be interested in the conclusions that are drawn and actions you take from that data
- There'll be a transitional period, to be reviewed in summer 2020, during which Ofsted will phase-in the 'intent' grade descriptors for the 'quality of education' judgement
- Instead of looking for an 'absence' of bullying under the 'behaviour and attitudes' judgement, inspectors will look at how schools 'tolerate bullying, harassment, violence, derogatory language and discriminatory behaviour ...and, crucially, how swiftly and effectively the school takes action'

"Exempt" Outstanding schools – likely to be inspected in the future

Under the current framework, Maintained primary and secondary schools and academies that were judged to be outstanding in their overall effectiveness at their most recent section 5 inspection are exempt from routine inspections under section 5.

This exemption does not apply to special schools (including maintained special schools, special free schools, alternative provision academies and non-maintained special schools), PRUs and maintained nursery schools, who will continue to be inspected under section 5.

If Her Majesty's Chief Inspector (HMCI) or the Secretary of State has concerns about the performance of an exempt school (or any other school covered by section 5), HMCI has power to inspect it at any time under section 8(2) of the Act.

However, schools rated 'outstanding' will no longer be exempt from routine Ofsted inspections, the Education Secretary has announced, after it emerged that some have not been checked for more than a decade.

Gavin Williamson unveiled the new rule as part of a raft of measures to tackle under-performance and ensure standards continue to rise, saying he would "leave no stone unturned" to achieve this. The DfE announced this in early September 2019, adding that:

There'll be a [consultation](#) on how to include 'outstanding' schools in a regular inspection cycle (consultation date not yet known)

The decision will be subject to parliamentary approval. It's not likely to take effect until September 2020

School inspection update – Sean Harford briefing July 2019

This edition of SIU is intended to provide inspectors with a single point of reference for any policy matters relating to the new framework that are not covered by the EIF school inspection handbooks published in May. Information in this edition of the SIU replaces or reiterates all previous guidance in earlier editions.

There are some sections clarifying inspection practice. This includes:

- the pre-inspection conversation between the lead inspector and school leaders, where Ofsted has added some clarity about what inspectors will and will not expect from school leaders

Inspectors will use this conversation to understand:

- the school's context and the progress it has made since the previous inspection, including any specific progress made on areas for improvement identified at previous inspections that remain relevant under the EIF
- the headteacher's assessment of the school's current strengths and weaknesses, particularly in relation to:

- the curriculum
- the way teaching supports pupils to learn the curriculum
- the standards pupils achieve
- pupils' behaviour and attitudes
- the personal development of pupils
- the specific areas of the school (for example, subjects, year groups, aspects of provision) that should be focused on during the inspection.

Inspectors will not follow any particular script in these conversations, though the existing questions to clarify the school's status and governance arrangements will continue to be part of the dialogue. The conversation will end once inspectors understand the headteacher's view of the school's context, progress and strengths and weaknesses. Crucially, it will only end once inspectors and leaders have a shared understanding of the subjects and areas that will be subject to curriculum 'deep dives' on the first day of inspection.

This conversation will normally last up to 90 minutes, but this is an upper limit rather than a target. There is no requirement for this conversation to be one continuous call. If the headteacher needs to pause the conversation for practical reasons or wants time to draw another colleague into the call, inspectors will act reasonably to accommodate this.

Inspectors will not expect leaders to have any particular information or evidence to hand in the conversation. They will not expect leaders to produce any information specifically for, or in anticipation of, this conversation. However, they will expect that headteachers have the level of understanding of the school's context, progress and strengths and weaknesses needed to lead that school day-to-day.

- using Ofsted Parent View

In the coming year, Ofsted will develop a new service to replace the existing Parent View, the service it uses to collect and publish parental feedback. The focus of the new service will be to increase the volume, quality and diversity of responses that they collect from parents during, and outside of, inspection.

Ahead of launching this new service, they are changing the current survey questions on the existing Parent View site to align them more closely with the EIF for September 2019. The new questions are informed by research we've carried out with parents and inspectors. (*See toolkit information, below*)

- using data about groups of pupils

Performance differences between boys and girls as well as those between ethnic groups are not included in inspection data summary reports (IDSR).

While there can be differences between the performance of groups of pupils at a national level, this is likely to become meaningless when analysed at school level, particularly when there are small cohorts.

Focusing on the underperformance of a particular group, in which data can be highly variable, can also have unintended consequences, such as unrealistic demands on schools and interventions based on analysis of very small groups of pupils.

- some changes around inspection reports.

From September, Ofsted reports will look different.

Parents have told us that they would prefer reports to be shorter and clearer. They want to see more attention paid to what is distinctive about a school and less education jargon. They also want reports to explain what it is like to be a pupil at the school, with particular regard to behaviour and how the school deals with bullying. We are amending our inspection report templates for September along these lines. We will be sharing our emerging thinking shortly, and will also make sure that inspectors receive training on writing the updated reports in time for September.

*The briefing also emphasises the key safeguarding issue of **sexual violence and harassment**. It states: 'Keeping children safe in education' makes clear that a school's child protection policy should include procedures for minimising the risk of peer-on-peer abuse and for supporting victims, perpetrators and any other children affected by the abuse. The policy and procedures should be familiar to all staff in the school. Staff should be trained in procedures to follow if there are incidents of sexual violence or sexual harassment between pupils.*

The school's procedures should be underpinned by the principle that sexual violence and sexual harassment are never acceptable and will not be tolerated.

*There is also a section around awareness of **segregation by sex** in schools.*

Inspectors will consider:

- Is there segregation of pupils on the basis of any protected characteristic in lessons, unstructured time

and/or for any other school activities?

- If so, would or might a pupil reasonably take the view that segregation was detrimental to him or her?
- If so, is the segregation covered by an exemption?

Inspectors will reflect this in their judgements and reporting. A school cannot be judged good or outstanding in leadership and management if it is segregating pupils unlawfully.

Careers advice

In the new school inspection handbook, Ofsted includes the following in the 'good' descriptor for personal development:

'Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.'

External reviews of governance and pupil premium

From September 2019, under EIF, inspectors will no longer recommend that the school carries out an external review of the pupil premium and/or governance, where weaknesses have been identified. As a consequence, they will also not make reference to the fact that this will be followed up at the next inspection.

If a school has received a recommendation before September 2019 to have an external review of the pupil premium and/or governance, inspectors will not request to see any outcome of this at the school's next inspection. Nevertheless, inspectors will pay attention to any evidence if the school wants to share it.

Parent View toolkit for schools – July 2019

Ofsted has published a new toolkit for schools. Schools can use it to encourage parents and carers to share their experiences of their child's school using Ofsted Parent View. The toolkit states:

From September 2019, we are updating what we ask in the Ofsted Parent View survey so that it links more closely to Ofsted's new education inspection framework.

The survey continues to ask parents how strongly they agree or disagree with statements about their child's school, though the focus of what we ask parents has changed.

We have removed and adapted some of the statements. We have also added new questions, including a question for parents of children with special educational needs and/or disabilities (SEND). This reflects the new framework and responds to requests from parents for a question in this area.

The survey asks parents to respond to 14 statements and questions.

1. My child is happy at this school.
2. My child feels safe at this school.
3. The school makes sure its pupils are well behaved.
4. My child has been bullied and the school dealt with the bullying quickly and effectively.
5. The school makes me aware of what my child will learn during the year.
6. When I have raised concerns with the school they have been dealt with properly.
7. Does your child have special educational needs and/or disabilities (SEND)? (yes or no)
If yes, the survey asks parents how strongly they agree with this statement: 'My child has SEND, and the school gives them the support they need to succeed.'
8. The school has high expectations for my child.
9. My child does well at this school.
10. The school lets me know how my child is doing.
11. There is a good range of subjects available to my child at this school.
12. My child can take part in clubs and activities at this school.
13. The school supports my child's wider personal development.
14. I would recommend this school to another parent. (yes or no)

Unless otherwise specified above, all the answer options to the statements are:

- strongly agree
- agree
- disagree
- strongly disagree
- don't know

For statement 4, 'My child has been bullied and the school dealt with the bullying quickly and effectively'

parents can also select 'My child has not been bullied'.

For statement 6, 'When I have raised concerns with the school they have been dealt with properly' parents can select 'I have not raised any concerns'.

There is also a new Parent View poster for schools to use.

IDSIR guidance – May 2019

This guide gives an overview of the data contained in the primary inspection data summary report (IDSIR) and information to assist in interpreting the charts.

Teacher well-being at work in schools and further education providers – Ofsted research report July 2019

While most teachers enjoy teaching and are positive about their workplace and their colleagues, self-reported well-being at work is generally low or moderate. Positive factors – such as school culture and relationships with colleagues – contribute to teachers' well-being. However, they are counterbalanced by negative factors, such as high workload, lack of work-life balance, a perceived lack of resources and a perceived lack of support from leaders, especially for managing pupils' behaviour. This Ofsted report, published in July, makes a number of conclusions and recommendations.

The report concludes:

- Teachers enjoy teaching and are positive about their workplace and colleagues, but they are disappointed by the profession
- Levels of satisfaction with life are higher among the general public than staff in schools and FES providers and overall levels of teachers' occupational well-being are low
- Workload is high, affecting work-life balance
- Staff perceive lack of resources as a problem that stops them from doing their job as well as they can
- Poor behaviour is a considerable source of low occupational well-being, and teachers do not always feel supported by senior leaders and parents with managing it
- Relationships with parents can be a negative factor and a source of stress
- Educators told us that they do not have enough influence over policy, which changes too quickly
- Educators also feel that Ofsted inspections are a source of stress
- Findings on overall support from senior leaders are mixed
- Staff need more support from their line managers

Local Authority briefings on the Ofsted framework

Date	Venue	District	Time
Thursday 12 September 2019	Tanys Dell	Harlow	08:00 – 09:30
Tuesday 17 September 2019	Bentfield Primary	Uttlesford	08:00 – 09:30
Tuesday 17 September 2019	Whitehall Academy	Clacton	08:30 – 10:00
Wednesday 18 September 2019	Elmwood	Chelmsford	08:15 – 09:45
Thursday 19 September 2019	Alderton Juniors	Loughton	08:00 – 09:30
Friday 20 September 2019	Buttsbury Junior School	Billericay	08:15 – 09:45
Wednesday 25 September 2019	Lee Chapel Primary School	Basildon	08:15 – 09:45
Wednesday 25 September 2019	Southminster/Burnham	Maldon	08:15 – 09:45
Wednesday 25 September 2019	The Sweyne Park Secondary School	Rayleigh	16:00 – 17:30
Thursday 26 September 2019	Beckers Green	Braintree	08:15 – 09:45
Thursday 26 September 2019	Brinkley Grove	Colchester	16:00 – 17:30
Wednesday 2 October 2019	Beaulieu Park	Chelmsford	08:15 – 09:45

Friday 4 October 2019	Heybridge Primary	Maldon	08:15 – 09:45
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The briefings are relevant for all phases primary, special and secondary and will last an hour and a half. Heads can choose to attend the briefing of their choice in any quadrant. Details of the capacity of the venues and how to book on will be communicated in the week commencing 09/09/19. There will be a small charge of £25 per school to cover costs.

Ofsted checklist following the notification phonecall - EPHA September 2019

EPHA has produced a checklist for headteachers to use, to ensure that all of the information and documents required by Ofsted are ready and waiting, and that key people are aware of their responsibilities during inspection. We recommend that you discuss this with staff and governors well in advance of any inspection, so that you are Ofsted-ready.

7-minute staff meeting on new framework

Available on the EPHA website <https://essexprimaryheads.co.uk/info-and-documents/seven-minute-staff-meetings/>

Michelle Winter – new senior HMI in East of England

Michelle Winter is one of Her Majesty’s Inspectors. She is a qualified teacher and, before working for Ofsted, gained extensive experience as the headteacher in large primary schools. Her responsibilities include leading the team of HMI in the East of England (taking over from Jeremy Spencer). She also oversees Ofsted’s inspections of initial teacher education, the quality assurance of inspections, and the complaints process. Michelle leads inspections of maintained and independent schools, service children’s education, initial teacher education and local authority school improvement services.

Relevant Documents and Guidance

- School Inspection Handbook –section 5 including evaluation descriptors *September 2019*
- School Inspection handbook - section 8 *September 2019*
- The Education Inspection Framework – education, skills and early years *May 2019*
- Inspecting the Curriculum *September 2019*
- IDSR guidance *May 2019*
- Teacher well-being at work in schools and further education *July 2019*
- Parent View Toolkit for Schools and Poster *July 2019*
- Ofsted checklist following the notification phone call - EPHA *September 2019*
- Ofsted inspection website
- Inspecting safeguarding in early years, education and skills settings *September 2019*

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

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

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

Your “do-list”

- Download the new School Inspection Handbooks and Education Inspection Framework
- Use the EPHA checklist to make sure that you and your staff are “Ofsted ready”
- Use the EPHA 7-minute staff meeting to outline the key changes
- Read the teacher wellbeing report, and consider the conclusions and recommendations to support your workforce
- Book and attend one of the LA Ofsted briefings
- Check that the school and Governing Body is fully, legally compliant and is meeting statutory responsibilities.
- Check that your website is up to date and fully compliant –see checklists on the EPHA website

Safeguarding

Keeping Children Safe in Education – September 2019

The new version of Keeping Children Safe in Education is now in force.

Ensure your staff are familiar with the part 1 updates and the new part 5, as well as Annex A

As safeguarding training should be regularly updated, it would be good practice to provide training for your staff that's in line with the latest version of the guidance.

Types of abuse

- ▶ Upskirting is now a form of peer-on-peer abuse
- ▶ There is new information on serious violent crime (29-30)

Part 2 - the management of safeguarding

- ▶ Multi-agency working (68-75)
- ▶ Reference to new relationships, health and sex education (89)

Part 3 - safer recruitment

- ▶ Maintained schools should carry out section 128 checks on their governors
- ▶ Associate members don't need to have an enhanced DBS check

Annex C - online safety

- ▶ There's now a link to new DfE guidance on [teaching online safety in schools](#).

Make sure your induction processes cover the updated part 1 requirements

All staff should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This should include the following:

- ▶ Child protection policy
- ▶ Behaviour policy
- ▶ Staff behaviour policy (code of conduct)
- ▶ Safeguarding response to children who go missing from education
- ▶ (At least) Part 1 and Annex A of Keeping Children Safe in Education
- ▶ The role and identity of the designated safeguarding lead (and any deputy DSLs)

I have updated the KCSiE staff quiz (including a question-only version, questions and answers, and a PowerPoint presentation).

Child Protection policy – October 2019

A new model child protection policy has been produced for schools, with further updates in October – this reflects the latest statutory and local guidance and should be adapted and adopted for use in your school.

Multi-agency safeguarding arrangements in Essex from September 2019

There are many agencies in Essex supporting children and young people, and it is very important that they all work together as a partnership to ensure they are keeping children safe.

Some changes are being made to the way these agencies work together to keep children safe, because of new government guidance set out in Working Together 2018. The main changes are that:

1. There are now seven organisations in Essex who are jointly responsible by law for the partnership arrangements for keeping children safe:

- Essex County Council
- Essex Police
- Five of the seven Clinical Commissioning Groups covering the county of Essex

These are known as the **Statutory Partners**.

2. The Statutory Partners have identified **relevant agencies** which are legally required to cooperate with the new safeguarding arrangements.

Schools are one of the relevant agencies – with 552 settings, Essex schools are vital safeguarding partners. School representatives will be engaged as part of the ESCB Executive and sub-committees to ensure joint working to safeguard children within a multi-agency shared approach.

3. These new partnership arrangements will continue to be referred to as the Essex Safeguarding Children Board (ESCB) keeping its name and identity as a well-known and trusted brand.

Schools are represented on the ESCB:

- Primary education (*Pam Langmead*)
- Special Education (*Simon Wall*)
- Secondary education (*Simon Thompson*).

In addition, the Essex CC Director for Education (*Clare Kershaw*) sits on the ECSB Executive Board. Other members (including those from colleges) may sit on ESCB sub-committees, the ESCB Assembly or be part of Stay Safe Groups

4. While the ESCB will retain parts of its structure that are known to work well, it will also make further changes which includes learning from best practice.

5. The Multi-agency Plan sets out the detail of how the new ESCB will operate from 29 September 2019. It will be supported by an ESCB Constitution document which will contain the governance details. The Plan can be accessed at

<https://essexprimaryheads.co.uk/files/essex-multi-agency-safeguarding-arrangements-plan-september-2019.pdf>

Schools safeguarding audit

The ESCB has agreed that the schools S175 audit will be aligned to the S11 audit timescales and therefore will not take place until 2021. You may still use the audit as an evaluation tool, but it won't be due for submission until (probably May) 2021.

FGM guidance for schools June 2019

The national FGM Centre has produced really useful guidance for schools to use in relation to concerns about FGM. The purpose of this guidance is to equip professionals in education settings to respond to concerns regarding girls at risk of FGM. Within this document, you will find:

- General information on FGM & the law
- FGM risk indicators
- Requirements of the RSE guidance regarding FGM
- How to explore concerns with children and parents/carers
- A resource on how to explore concerns and make referrals to children's social care

The guidance also includes an update global map detailing FGM prevalence – a useful resource for your safeguarding noticeboard.

Safeguarding forums for schools – autumn term 1.30 - 4.30 pm

N-EAST	Wednesday 13 November	Weston Homes Community Stadium
SOUTH	Thursday 14 November	Holiday Inn, Basildon
WEST	Wednesday 20 November	Weston Homes Business Centre, Takeley
MID	Thursday 21 November	Chelmsford City Football Club

[https://schools-](https://schools-secure.essex.gov.uk/pupils/Safeguarding/Termly_Safeguarding_Briefings/Pages/default.aspx)

[secure.essex.gov.uk/pupils/Safeguarding/Termly_Safeguarding_Briefings/Pages/default.aspx](https://schools-secure.essex.gov.uk/pupils/Safeguarding/Termly_Safeguarding_Briefings/Pages/default.aspx)

Child protection records – record of transfer form

It is vital that any setting should have knowledge of previous child protection concerns about a child where they exist. Please ensure that child protection files 'follow the child' to any new educational setting (including from Early Years to primary and from secondary to college). This is a requirement within KCSIE (*Annex B, the role of the Designated Lead*):

Jo Barclay has produced guidance and provided a template for the transfer of child protection files in this briefing sheet.

Template to record that your staff have received key safeguarding documents

Jo Barclay has written a template for schools to use to record that all staff have been provided with the key documents referred to in 'Keeping Children Safe in Education'. She suggests you keep copies on individual staff files, or in a separate file where you record staff CPD and training (or both!). The template is available on Essex School Infolink safeguarding section or on the EPHA website.

NSPCC report 2019 – How safe are our children online?

An overview of data on child abuse online.

Guidance for safer working practice in education settings May 2019

This document is an update by the Safer Recruitment Consortium of a document first published for schools by the Department for Education and Skills (DfES). It was initially issued as those working with children had expressed concern about their vulnerability and requested clearer advice about what constitutes illegal behaviour and what might be considered as misconduct. Education staff asked for practical guidance about which behaviours constitute safe practice and which behaviours should be avoided.

This safe working practice document is NOT statutory guidance from the Department for Education; it is for employers, local authorities and/or the Three Safeguarding Partners to decide whether to use this as the basis for their code of conduct / staff behaviour guidelines.

The document seeks to ensure that the responsibilities of senior leaders of educational settings towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. It should assist staff to monitor their own standards and practice and reduce the risk of allegations being made against them. It is also recognised that not all people who work with children work as paid or contracted employees. The principles and guidance outlined in this document still apply and should be followed by any person whose work brings them into contact with children. The guidance will also support employers in giving a clear message that unacceptable behaviour will not be tolerated and that, where appropriate, legal or disciplinary action is likely to follow. *Once adopted, as part of an establishment's staff behaviour policy, the school or settings may refer to the document in any disciplinary proceedings.*

Seven-minute Safeguarding Staff Meetings

EPHA has produced a series of "Seven-minute Safeguarding Staff Meetings" on a range of topics. During the summer these were all updated to ensure they reflect current guidance. Latest topic published is a staff meeting on County Lines.

<https://essexprimaryheads.co.uk/info-and-documents/seven-minute-staff-meetings/>

ESCB Annual report 2018-19

Available on the ESCB website

<http://www.escb.co.uk/Portals/67/Documents/Reports%20Plans/ESCB%20Annual%20Report%202017-18%20Final%20Web.pdf>

The report gives information about the work of the Essex Safeguarding Children Board during the past year, and includes child protection statistics for Essex.

Relevant Documents and Guidance

- Keeping Children Safe in Education – DfE September 2019
- Working Together to Safeguard Children – July 2018
- Information sharing advice for safeguarding practitioners – DfE 2018
- Guidance for safer working practice in education settings May 2019
- Sexual Violence and Sexual Harassment in schools – DfE May 2018
- How safe are our children online? - NSPCC report 2019
- ECC model Child Protection Policy - September 2019
- Essex Multi-Agency Safeguarding Arrangements Plan September 2019
- EPHA Seven-minute safeguarding staff meetings <https://essexprimaryheads.co.uk/info-and-documents/seven-minute-staff-meetings>
- Child Protection Records – file transfer 2019
- ESCB Effective Support for Children and Families in Essex – July 2017
- How to promote positive emotional well-being and reduce the risk of suicide in children and young people – ECC guidance – Spring 2018
- Keeping pupils and staff safe –Autumn 2018
- ESCB Annual report 2018-19
- Children's Safeguarding Service (Education) 01245 436744
- Essex Schools Infolink safeguarding pages
<https://schools.essex.gov.uk/pupils/Safeguarding/Pages/Safeguarding.aspx>

Your “do-list”

- Download the new KCSiE guidance
- Ensure all of your staff have read at least part 1 and Annex A and, later in the term, use the EPHA quiz to check their understanding and knowledge
- Update and approve the latest Child Protection Policy –August 2019
- Download and use the new FGM guidance to support staff
- Attend one of the safeguarding network group meetings in the autumn term
- Use the EPHA “Seven-minute safeguarding staff meetings” to keep your staff up to date with current issues including the latest presentation on County Lines
- 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

New Secretary of State – Gavin Williamson *(NB accurate at date of writing 06/09/19!!)*

Gavin Williamson has been appointed as the new education secretary, in Boris Johnson's first cabinet line-up. Here is what we know about him

1. Born in 1976, Gavin Williamson is 43 years old. The average age of an education secretary is 49.5. However he is far from being the youngest to ever take the role. That honour goes to Ruth Kelly, who was just 36 when appointed.
2. He was born in Scarborough, North Yorkshire. He is the third education secretary from Yorkshire, after David Blunkett and Justine Greening.
3. Unusually, he attended a comprehensive secondary school, but he is not the first to have done so. Greening claimed that title when she was appointed back in 2016.
4. An often touchy subject, but as the role involves children so directly it will be mentioned at times: Gavin Williamson has two children. This is as close as physically possible to the average, which is 1.69. The most common number of children is zero.
5. Williamson studied social sciences at the University of Bradford.
6. He has been a Conservative for most of his life, and served as chair of Conservative Students, the precursor to Conservative Future, while at university.
7. Williamson worked in the manufacturing industry, as managing director of fireplace firm Elgin & Hall and later as boss of Aynsley China.
8. He has a strong voting record in favour of greater school autonomy – voting in favour of more freedoms and to support the academies programme 100 per cent of the time.
9. His predecessor, Damian Hinds, was in role for 563 days. The average is 842. If Williamson stays in office for the average number of days he will leave on November 13, 2021.

SPENDING REVIEW 2019 School funding pledges

On 4th September the Chancellor, Sajid Javid, announced the fastest planned increase in day-to-day departmental spending for 15 years. The Spending Round set out departmental spending plans for 2020-2021. A heavy focus was placed on delivering on the 'public's priorities' - including health, education, and security. Compared to the previous year, departments will get a £13.8 billion real term increase in day-to-day spending.

Full document: <https://www.gov.uk/government/publications/spending-round-2019-document/spending-round-2019>

Education and Skills

- Increase school spending by £7.1 billion by 2022-23.
- Day-to-day funding will rise at least in line with inflation and pupil numbers next year.
- Every secondary school allocated £5k per pupil next year.
- Primary schools allocated £4k per pupil by the following year.
- Teachers opening pay to increase to £30,000 by 2022/23.
- This is part of a three-year resource settlement for schools.
- £700m for SEND funding – an 11% increase on 2019/2020 funding levels.
- £400 million increase in Further Education funding.
- £66 million in early years spending.

What could this mean for Essex Schools?

The Statement confirms that nationally primary and secondary schools will receive an increase of £2.6bn in 2020/21 with a focus on levelling funding up. Based on the amount the DfE funds Essex per pupil for primary and secondary schools, we are ranked 127th for primary and 111th for secondary out of 149 authorities. So as a lower funded authority Essex could benefit.

Secondary schools will now receive a minimum of £5,000 per pupil and currently 44 of the 80 secondary schools in Essex receive less than £5,000 per pupil. Next year primary schools will receive a minimum of £3,750, moving up to £4000 the following year. Currently there are 279 schools out of 449 primary schools in Essex that receive less than £4,000 per pupil.

Primary school accountability in 2019 –DfE September 2019

A technical guide for primary maintained schools, academies and free schools

This guidance explains the primary accountability measures, including how a school's progress scores are calculated.

Schools received their own provisional progress scores on 3 September 2019. Annex B of this guidance provides the national distribution of schools' progress scores in 2019 to help schools interpret and contextualise their own scores.

The assessments used to measure the progress that schools help their pupils achieve between Key Stage 1 and Key Stage 2 are:

- Key Stage 1 results in English reading, English writing and mathematics teacher assessments, that were administered in summer 2015, when the 2019 Year 6 cohort were aged 7; and
- Key Stage 2 results in English reading and mathematics tests, reported as scaled scores, and the English writing teacher assessments that were administered in summer 2019.

Updates to the guidance in September 2019

As in previous versions, the tables and diagrams in the guidance have been updated to reflect the provisional 2019 data. This guidance also includes updates to:

- reflect the removal of the floor and coasting standards from September 2019 (page 7); and
- explain changes to the methodology to reflect new pre-key stage standards for pupils working below the level of the test or assessment which were implemented in the 2018/19 academic year. Updated guidance on this is included on pages 20- 21.

School census dates for 2019/20

The School Census will fall on the following dates:

Autumn Census - Thursday 3 October 2019 (LA Deadline for Maintained Schools of Friday 4 October 2019).

Spring Census - Thursday 16 January 2020 (LA Deadline for Maintained Schools of Friday 17 January 2020).

Summer Census - Thursday 21 May 2020 (LA Deadline for Maintained Schools of Friday 22 May 2020).

Technical information and guidance available at

<https://www.gov.uk/government/publications/school-census-2019-to-2020-technical-information>

School Teachers' Pay and Conditions Document 2019

This was published on 20th September 2019 – applicable from 1st September. The main changes to the Document and accompanying guidance since 2018 make provision for the September 2019 pay award and the devolution of teachers' pay arrangements in Wales from September 2018 as referred to above.

Teacher's Pay Award (Schools Week article 22nd July)

The government has [confirmed teacher pay arrangements from September](#), but schools face having to fund most of the pay rise from existing budgets.

Here is what schools need to know.

1. Who gets what rise?

Unlike last year, when the government ignored STRB calls for a 3.5 per cent rise across the board and handed it only to early career teachers, ministers have this year accepted the STRB's recommendations in full.

It means that **the minimum and maximum salaries in each pay grade will increase by 2.75 per cent**. The rise applies to all ranges – unqualified, main, upper and leadership.

2. How do the pay rises work?

Today's announcement doesn't mean that every teacher in England automatically gets a 2.75 per cent pay rise, because it is still up to schools to determine what they pay their teachers.

What it does mean is that the top and bottom end of each teacher pay range will increase by the relevant amount, meaning those on the highest and lowest salary in each band will get an automatic rise.

However, the teacher pay scales, which will be confirmed by the government later in the summer, only apply to local authority-maintained schools. Academies can set their own pay scales.

3. Will the rise be enough to tackle recruitment and retention?

Not as far as the STRB is concerned. Its report includes a number of stark warnings about the ever-growing crisis in teacher supply, and concludes its recommendations are only "a step towards improving the position of the teachers' pay framework in the wider labour market".

In short, teaching will continue to struggle to attract enough workers if they are likely to earn more elsewhere. The STRB has also warned of "a number of structural issues with the current pay framework" which need to be addressed, and says it wants to sit down with Damian Hinds to discuss them.

"Failing to prioritise teacher supply through an investment in pay may lead to financial savings in the short term, but these are likely to be outweighed by additional costs and reduced productivity across the education system in the longer term," the report warned.

Brexit preparation guidance for schools

On 19 August the Government published advice for schools on how to prepare for a no-deal Brexit. Who knows whether it will be needed?

<https://www.gov.uk/government/publications/eu-exit-no-deal-preparations-for-schools-in-england/eu-exit-no-deal-preparations-for-schools-in-england>

The following areas are considered:

The EU Settlement Scheme

Inform any staff, parents or carers of pupils who are EU, EEA or Swiss citizens that they need to apply to the EU Settlement Scheme to continue living in the UK after 2020.

Staff from the EU arriving after Brexit

Read [employing EU, EEA and Swiss citizens and their family members after Brexit](#) to make sure your staff can work in the UK.

School places after Brexit

Schools and local authorities cannot take into account nationality or immigration status when deciding which pupils to admit. There will be no change to this after Brexit.

Prepare as an employer

Read the [advice about employing](#) to prepare.

Read the guidance on [workplace rights if there's no Brexit deal](#).

European teaching qualifications

Checking for EEA teacher sanctions or restrictions

If there's a no-deal Brexit, EEA professional regulating authorities will no longer be required to automatically share details of any sanction or restriction imposed on teachers with the Teaching Regulation Agency (TRA). This means the TRA will no longer automatically receive or maintain details of those teachers who have been sanctioned, post exit, in EEA member states.

In this case schools must continue to carry out the same safer recruitment checks for applicants who have lived or worked outside the UK as they currently do for all other staff. In addition, schools must continue to make any further checks they think appropriate so they can consider any relevant events that occurred outside the UK. Schools will be able to apply the same processes as they do when employing an individual from the rest of the world.

If the UK leaves with a deal, the existing system for checking EEA sanctions will remain in place until at least 31 December 2020.

When the UK leaves the EU we will update the [keeping children safe in education](#) statutory safeguarding guidance to reflect these changes.

Travel to the EU

Data protection

Read the [Brexit guide: data protection for education providers](#) to find out what you need to do to remain compliant with data protection laws after Brexit.

Food supplies

Contact your food supplier or suppliers, or your local authority or academy trust, if they arrange food on your behalf, to make sure they:

are planning for the potential impacts of a no-deal Brexit, including:

- ensuring that their secondary suppliers are prepared
- plans to adapt menus to allow for product substitution if necessary
- can continue to meet nutritional standards
- can continue to meet special dietary needs and manage allergies

Local authorities and schools must continue to provide meals to all registered pupils who request one. Where the pupil meets the criteria for free school meals, the meal must be provided, free of charge.

Medical supplies

Continue with your normal arrangements for medical supplies to support pupils with health conditions.

Teaching online safety in schools DfE June 2019

This is non-statutory guidance from the Department for Education. It outlines how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements. It complements existing and forthcoming subjects including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing. It does not imply additional content or teaching requirements.

Timpson Review of School Exclusion - May 2019

In March 2018 Edward Timpson was commissioned by the SoS to review school exclusion. The review has identified excellent practice across the school system. However, it has also found too much variation in exclusion practice and concludes there is more that can be done to ensure that every exclusion is lawful, reasonable and fair; and that permanent exclusion is always a last resort, used only where nothing else will do. In response, the report makes a number of recommendations that seek to ensure

that exclusion is used consistently and appropriately, and that enable our schools system to create the best possible conditions for every child to thrive and progress.

Exclusions and behaviour guidance

Following the Timpson Review into school exclusions, the Government plans to review exclusions and related guidance by Summer 2020.

School Resource Management Toolkit

Information, tools, training and guidance from the DfE to help with schools' financial planning and resource management. Last updated April 2019

<https://www.gov.uk/government/publications/supporting-excellent-school-resource-management/supporting-excellent-school-resource-management>

Relevant Documents and Guidance

- Primary Accountability technical guidance 2019
- Timpson Review of School Exclusions
- Teaching online safety in schools DfE June 2019
- Workload Reduction Toolkit <https://www.gov.uk/guidance/reducing-workload-in-your-school>
- School Resource Management Toolkit <https://www.gov.uk/government/publications/supporting-excellent-school-resource-management/supporting-excellent-school-resource-management>
- Schools statutory guidance
<https://www.gov.uk/government/collections/statutory-guidance-schools>

Your “do-list”

- Download the primary accountability guidance for 2019
- Use the DfE guide to teaching online safety in schools
- Read and use the Brexit preparation guidance for schools
- Submit school census data by 30 October
- Determine teacher's pay in line with STPCD 2019 before 31 October

The Local Authority

Key information

Education Team structure

Catherine Hutley has been appointed as the Assistant Director for Mid (taking over from Liz Cornish) and Stephen Chynoweth is the Early Years and Education Lead for North East (taking over from Lyn Wright).

Supporting Success; Enabling Excellence

New system, replacing the Excellence in Essex document. SEP days will now be allocated to individual schools based on their need for support in a number of areas, including attendance, Early Years, SEND, disadvantaged, gender, school performance (Ofsted, phonics, KS1, KS2 etc), other intelligence (including leadership), exclusions and safeguarding. Need will be largely determined by a desk-top exercise undertaken by the SEPs, followed by a visit to the school and discussion about what and how much support is available. A maintained school with a very high need for support could potentially be offered up to 9 days of improvement support; an academy up to 3 days of support. SLIS and other partnerships will now be allocated 3 days (whatever their size) to support strategic partnership effectiveness and development.

Essex Police, partnership working and the youth justice jigsaw

The new Youth Justice Team

- 6 YJT staff, 0800-2000hrs Monday to Saturday
- Based at Essex Youth Offending (Chelmsford).
- Central point for consistent advice and guidance
- Dedicated landline / email.
- Assisting investigations & safeguarding.
- Sharing information and intelligence.
- Preparing & attending multi-agency panels.
- Formal launch 1st August 2019 - soft launched last week!
- New weekly multi-agency out of court disposal panels to decide right course of actions:

33 Children & Young Person (CYP) Officers

- The officers that do the tricky partnership / policing for key cases involving children & YP.
- Safeguarding / support / arrest.
- Working with schools / colleges / YOT.
- Administering outcomes from the multi-agency panels.
- Attending case management meetings.
- Attending risk management meetings with YOT.
- Joint home visits where identified as necessary by YOT / CPT.

In addition

- 68 new town centre officers - July 2019
- 50 new response officers - Sept 2019
- 20 new gang investigators - Nov 2019
- 20 new child abuse investigators – Dec 2019
- 8 new CSE investigators – Jan 2020
- 20 new 'schools' officers – Feb 2020 – aligned to cluster of schools (tbd)
- 20 new roads policing officers – Mar 2020
- Violence and Vulnerability partnership
- 'Public health approach' to children and YP affected by gangs/drugs
- £2.7m identified for partnership activity / diversion / safeguarding this year

Maximising school attendance for children and young people with mental and physical health needs

Education Access team, Education Directorate conferences

This conference will take place across four areas of Essex and will provide schools with information on Essex County Council's new medical policy. Suitable for senior leaders who lead on attendance in Essex schools supporting pupils in reception – key stage four.

The conference will focus on:

- The school's role in the process of making referrals
- What support is available and where to find it
- The role of the Education Access team
- Meeting with AV1 – robot (come and meet the new member of the team!)
- Looking at alternative methods for children and young people who are struggling to access education
- Myth debuster
- Meeting your quadrant teams and the Education Access team
- Recognising the difference between attendance and medical needs.

Date	Time	Location
30 September 2019	9.15 (for 9.30 start) – 2.00	Basildon
4 October 2019	9.15 (for 9.30 start) – 2.00	Chelmsford
7 October 2019	9.15 (for 9.30 start) – 2.00	Mersea
11 October 2019	9.15 (for 9.30 start) – 2.00	Harlow

To book your place please visit: consultations.essex.gov.uk/workforce-development-1/fc05f1fa

Education Access Arrangements

Please use the following email addresses if you need to make contact with the team:

- To discuss a pupil who has been excluded or is at risk of exclusion – exclusions@essex.gov.uk
- To discuss a pupil unable to attend school because of medical issues – medical@essex.gov.uk
- To discuss a pupil placed on a reduced timetable – provision@essex.gov.uk
- To discuss a pupil that has gone missing – childrenmissingeducation@essex.gov.uk

Education Access Specialists

Nicky Turp – West – nicola.turp@essex.gov.uk

Melissa Brooker – South – melissa.brooker@essex.gov.uk

Ross Thompson – NE – ross.thompson@essex.gov.uk

Gemma Keating – Mid – gemma.keating@essex.gov.uk

Education access co-ordinators:

Mid and NE – Samia Uddin – samia.uddin@essex.gov.uk

South and West – Julia Millar-Robinson

Julie.millar-robinson@essex.gov.uk

Generic email address exclusions@essex.gov.uk

Essex headline provisional data

The headline provisional data for 2019 is:

Early Years – Good Level of Development 74%

Key Stage 2 – At least Expected Standard in Reading, Writing and Maths 66%

Key Stage 4 – Pass 9-4 65% and 9-5 41% in English and Maths

Key stage 5 – Entries with A*-C Passes – 76%

Ofsted Primary* - Schools judged Good or Outstanding – 90.1% compared to 87.5% nationally

Ofsted Primary* - Pupils attending a school judged good or outstanding – 90.0% compared to 87.7% nationally

Ofsted Secondary* - Schools judged Good or Outstanding – 84.4% compared to 75.9% nationally

Ofsted Secondary* - Pupils attending a school judged good or outstanding – 85.8% compared to 79.7% nationally

Ofsted All* - Schools judged Good or Outstanding – 89.1% compared to 86.0% nationally

Ofsted All* - Pupils attending a school judged good or outstanding – 88.3% compared to 84.6% nationally

*As at 31 July 2019

Local Authority priorities

The priorities for this forthcoming academic year remain similar to those of the previous years as we continue to drive improvement across the county to ensure all children can achieve at the highest levels. The overarching priority is to work in partnership to create as an inclusive education system as possible that meets the needs of all children and young people.

To that extent, SEND will continue to be the highest priority. Last year the Headteacher Roundtable launched the Essex Inclusion Statement and we continue to ask all schools to sign this statement, along with Essex County Councillors and Essex MP's.

The Trauma Perceptive Practice Programme (TPP) has now been developed and is currently being piloted in Basildon and Clacton. The programme will be fully ready by the end of this term with a complete plan for its roll out in place from January 2020.

Towards the end of the last academic year, we restructured the council's SEND workforce; the new structure will be implemented in January 2020; therefore we will use this Autumn term as a period of transition between the two structures. This gives us the opportunity to work closely with schools, colleges and pre-school settings to share the vision for SEND, how the new structure will work and the timeline for implementation. The new structure is significantly different from the current model and will require new ways of working for all. We therefore want to engage in a greater level of detail to ensure that everybody is clear about the expectations of the service as we launch in 2020.

SEND Inclusion statement

Last year ECC and the SEN Headteacher Roundtable group launched the Essex Inclusion Statement that was produced by the Headteacher Roundtable and asked all schools and governing bodies to sign up to the statement. At the meeting in July 2019, the Headteacher Roundtable discussed progress – at that point around 30 % of primary schools, 33% of secondary schools and 80% of special schools had signed the inclusion statement. It was agreed that there are a number of reasons that schools have not signed the statement. Some feel that it commits them to a standard that they cannot attain, although it was agreed that the statement does not contain anything more than the requirements of DfE guidance on exclusions and the SEN Code of Practice. In other cases, governors may have resisted the idea of signing, and some schools feel that it is a directive by the LA.

However, it was agreed that the lack of sign-up does not indicate that 70% (of primaries) are not inclusive, and the Roundtable should try to ascertain the reasons that schools have not signed; it was suggested that some simply didn't feel that it would make a difference. I agreed to canvas feedback in the autumn term headteacher briefings – please see the feedback form in your pack.

The inclusion statement and sign-up form (plus the current list of schools that have signed) are available at <https://schools.essex.gov.uk/pupils/sen/Pages/SpecialEducationalNeedsAndAdditionalEducationalNeeds.aspx>

School year dates 2019/20

The school year dates are available on the Infolink. However, make sure that you have noted that the May bank holiday 2020 has been changed for VE Day anniversary. Next year's early May bank holiday will be moved back by four days for the whole of the UK to coincide with the 75th anniversary of VE Day. May Day is traditionally held on a Monday but will be put back to **Friday 8 May 2020** (Pity the poor publishers who have had to reprint calendars and diaries!)

Provision of Broadband in Essex schools

The Essex Schools Broadband service will cease from the end of March 2020. Schools will need to find alternative providers for their service, but work is ongoing to offer support and advice.

Sale of EES

The sale of EES for Schools is now complete and the organisation transferred to its new owners on Friday 21 June. The new company name is Juniper Education. The website states: *Beyond a new name and brand, we are still the same company and team, and it's business as usual – the teams delivering our services going forward are the same teams that were delivering our services before the sale. Juniper Education brings the investment we needed to enable us to offer our customers a far wider range of high quality, integrated products and services, which you will benefit from over time.*

<https://www.eesforschools.org/>

Essex Teaching Awards 2020

The nomination process is now open and will close on Sunday 3 November 2019. The nomination survey can be found at <https://consultations.essex.gov.uk/workforce-development-1/976946c2/>

Essex Jobs website and Jobscene

The LA has extended the contract for the **Essex Jobs website** and has managed to keep the subscription cost consistent with new features to be added later this term. They have also reviewed the sustainability of 'Jobscene' the emailed weekly paper version of jobs as content has been on a steady decline due to shrinking school budgets; unfortunately this is no longer viable so the last publication of this will be Monday 21 October 2019.

Relevant Documents and Guidance

- Education Essex – weekly newsletter
- Medical attendance conference flyer
- Information about the new School Effectiveness Team structure
<http://schools.essex.gov.uk/info/director/Pages/default.aspx>

Your “do-list”

- Make a note of the new Education Team members in your quadrant and contact them if you need support, advice or guidance.
- Book onto the medical attendance conference
- Make sure that you have a new log-in for the Juniper Education website (formerly EES)
- Consider signing the Inclusion Statement
- Attend the termly headteachers’ meetings to be kept up to date on LA plans, strategy and information
- Nominate a colleague for the Essex Teaching Awards
- Make sure you read/see Education Essex each week

Data Protection

Key information

Privacy notice update and guidance from DfE

DfE guidance produced in August 2019 explains the importance of using a privacy notice to educational establishments and local authorities. It contains information to explain what a privacy notice is, when it should be issued and what information DfE would expect it to contain.

It is important to note that this document provides tips and guidance only. It does not constitute formal legal guidance, a school / local authority is ultimately responsible for its own data protection procedures and compliance with legislation.

The DfE has also updated the model privacy notices, which can be found at

The following updates have been made:

21 August 2019 Updated privacy notice user guide and suggested templates for pupils, school workforce, local authority, looked-after children and children in need. Update covers parental consent to prevent the sharing of additional pupil information with local authorities and youth support services.

30 July 2019 Updated in 'Privacy notice: suggested text for a school governor'. The document now uses the terminology 'individuals in governance roles in maintained schools and academy trusts'.

Subject access response time

August 2019: update to subject access request response time

The ICO have updated their guidance on [subject access requests](#) (SARs) following a ruling from the European Court of Justice.

It now says that the one month response deadline starts from the day the request is received, rather than the day after. For example, a SAR received on 3rd September should be responded to by 3rd October.

In most cases, you:

- Must provide the information **free of charge**
- Must comply within **1 month**
- Should provide the information in a commonly used electronic format, if the request was made electronically

IRMS toolkit

May 2019: update to the IRMS toolkit for schools

There's a new version of the toolkit for schools from the Information and Records Management Society (IRMS). Find it [here](https://irms.org.uk/page/SchoolsToolkit). <https://irms.org.uk/page/SchoolsToolkit>

If you've been using the toolkit to set retention periods for your records, it's worth checking the new version. It appears most of the old recommendations remain in place, but the IRMS have added guidance on new documents. There's also brand new guidance on:

- Social media
- Storing physical records
- The GDPR

A separate module with additional information for academies is also expected this month, according to the [IRMS website](#). Another module for independent schools is in development.

Data Protection in the event of Brexit

This online guide sets out the steps education providers must take to remain compliant with data protection laws when the UK leaves the EU.

<https://www.gov.uk/guidance/eu-exit-guide-data-protection-for-education-providers>

Relevant Documents and Guidance

- Data Protection Toolkit July 2018
- Annual review of school records and safe data destruction checklist
- EPHA website – dedicated page <https://essexprimaryheads.co.uk/info-and-documents/data-protection/>
- Online guide data protection in the event of Brexit

<https://www.gov.uk/guidance/eu-exit-guide-data-protection-for-education-providers>

- Information Commissioner's Office <https://ico.org.uk/>
- Information Management Toolkit for Schools 2016
- Information sharing advice for safeguarding practitioners July 2017
- Essex Schools Infolink

<https://schools-secure.essex.gov.uk/data/information-governance/Pages/DataProtectionAct1998.aspx>

Your "do-list"

- Review your privacy notices using the DfE models and guidance
- Share the new guidance, including preparation for Brexit, with your Data Protection Officer
- Review your records management policy in line with the updated IRMS toolkit
- Make sure new staff are aware of data protection requirements and good practice, using the 7-minute staff meeting presentations and handouts

Updating policies and the school website

Key information

This term you need to review and adopt:

- Child Protection Policy – a new CP policy has been produced, relating to the new version of Keeping Children Safe in Education 2019 (August 2019)
- Code of Conduct – HR model June 2019
- Pay Policy – HR model September 2019 (*not available until STPCD is published*)
- Performance Management Policy – HR model 2016
- Recruitment Policy – HR model June 2019
- Medical needs policy – Education Access team model August 2019

Children missing their education due to health needs – updated policy and referral form

The Education Access team has produced a revised policy around referrals to their team when a pupil needs support with their education on medical grounds. The previous system is very dependent on schools / parents obtaining medical evidence and does not, in their view, look at the wider picture surrounding the issues and difficulties the school, family and young person are experiencing. In the past certain young people have slipped through the net and not been supported and, in other situations, schools may have made a referral without being fully aware of other avenues that could be used to support the pupil to remain in school.

The new policy and referral form asks for schools to seek advice on how best to support the pupil. This could be from the medical professions, EWMHS, EP, specialist teachers etc. The referral form will now ask what advice they have been given and how they have tried to make reasonable adjustments to support the pupil to remain in school. For pupils with SEN it will also ask how they have used their notional SEN funding.

It is hoped that this approach will allow schools, where they are struggling to get medical evidence, to feel they can make a referral and will also act as a prompt for schools that there are other options available to support young people.

HR reference proforma

Has been updated

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

Policy or procedure	Mandatory or recommended	Current edition
Agency workers regulations		June 2013
Audit of HR function		November 2015
Capability procedure for all staff	Mandatory	May 2018
Code of conduct	Required by KCSiE	June 2019
Cover and PPA	Recommended	April 2016
Discipline and Dismissal	Mandatory	May 2018
Equality and Diversity in Employment	Recommended	May 2018
Flexible Working	Recommended	May 2018
Grievance	Mandatory	April 2019
Leave of Absence (and guidance)	Recommended	May 2018
Pay Policy	Mandatory	September 2018
Performance Management (all staff)	Recommended	May 2018
Pre-employment checks		May 2018
Probation procedure	Recommended	March 2019
Recruitment	Mandatory	June 2019
Redundancy and restructuring	Recommended	October 2018
Sickness Absence management	Recommended	January 2019
Sabbatical	Recommended	May 2018
Whistleblowing	Mandatory	May 2018

DfE statutory policy guidance

The DfE has just produced an update of the statutory policy checklist. This is the first update from DfE since 2014, so it is very welcome (if a tad overdue!).

The DfE webpage and guidance can be found at

<https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts>

I have updated the EPHA checklists for academies and maintained schools, and they can be found on the EPHA website

There are a number of changes to note:

- The DfE now recommends an annual review of many of the policies. This may be “best practice” but doesn’t recognise the workload involved in doing so.
You and your governors can continue to decide the review frequency, unless a policy has a mandatory annual review (for example, the Safeguarding/Child Protection Policy)
- There are a number of new policies named in the list. These include:
 - Protection of biometric information of children and schools and colleges
 - School exclusion
 - Children with health needs who cannot attend school
 - Newly Qualified Teachers

I will speak to HR, to find out if they plan to provide new model policies for subscribing schools. In the meantime, adopting guidance, such as the Exclusions Guidance 2017, will ensure that the Governing Body is compliant.

Website and policy checklists

I have updated the website and policy checklists (in line with the new DfE guidance) for both maintained schools and academies – available on the EPHA website.

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

Relevant Documents and Guidance

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

Your “do-list”

- Adopt the new Child Protection Policy (August 2019) personalised with your own school’s procedures
- Adopt the new version of the Medical Needs policy and use the new version of the referral form
- Adopt Pay and Performance Management Policies for the year ahead
- Update your policies with the most up to date versions of the HR policies (if you buy in to Essex HR), including the new Code of Conduct and Recruitment
- Use the new reference proforma, produced by HR
- Check the EPHA statutory policy lists to ensure that your schedule is complete – September 2019
- Update your website in line with most recent guidance, using the checklists provided by EPHA

Academies Update

Key information

Academies Financial Handbook 2019

This handbook is a key document that sets out the financial framework for academy trusts reflecting their status as companies, charities and public bodies. It balances requirements for effective financial governance and management of funds, with the freedoms that trusts need over their day-to-day business.

Compliance with the handbook is a requirement in trusts' funding agreements with the Secretary of State.

The changes will apply differently depending on whether you're in a MAT

These are trust level-responsibilities, so as a leader in a:

- Single academy trust, you need to be implementing these changes yourself, though some will fall to your board of trustees (see the audit committee and executive pay sections)
- School within a MAT, your responsibility for these changes depends on which financial responsibilities are delegated to you. Different MATs have different levels of centralised finance. Similarly, we know some school-based staff will do some trust-level work. You'll know best which of these changes affect your day-to-day, and which are just useful to be aware of

Internal scrutiny (aka internal audit): new principles

The options for how the trust needs to carry out internal scrutiny remain the same, i.e. one of (or a combination of):

- Employing an in-house internal auditor
- A bought-in service
- A non-employed trustee
- Peer review from another trust's CFO or finance staff

However, there's a new set of principles the trust must meet from September (page 27). These say that your trust's approach to internal scrutiny must:

- Be independent and objective, and not performed by the accounting officer, CFO or other member of the finance team
- Be done by someone "suitably qualified and experienced" and "able to draw on technical expertise as required"
- Be covered by a scheme of work set by the audit committee and informed by risk
- Be timely, with work spread appropriately over the year so higher risk areas are reviewed in good time
- Include regular updates to the audit committee, with a report to each committee meeting and an annual report

Your trust must also keep its approach to internal scrutiny under review, considering whether the approach remains suitable when your trust changes in size, complexity or risk profile.

New requirement to submit internal audit report to the ESFA

Whoever carries out the internal scrutiny work must also submit an annual summary report to the ESFA alongside the audited annual accounts. It should cover the areas reviewed, key findings, recommendations and conclusions. Your trust will also have to provide the ESFA with any other internal scrutiny reports if requested.

Whistle-blowing procedures: new requirements

The requirement to have whistle-blowing procedures, and for the trust to respond to concerns raised under them "properly and fairly", isn't new. However, there's more detail on what trusts must have in their procedures and how they should inform staff.

From September 2019, your trust must (page 22):

- Have trustees agree the procedure
- Make sure all staff are aware of the procedures, and how concerns will be managed

In addition, your trust should appoint at least one trustee and one member of staff who staff can report concerns to.

All staff should know what protection is available to them if they report a concern, what type of wrongdoing is covered by whistle-blowing procedures and who they can approach.

Risk registers are now a 'must', not just a 'should'

This isn't hugely different, as there's a general requirement to manage risks in the 2018 handbook. However, the risk register itself is now a requirement too (page 21).

The requirement for risk management to include contingency and business continuity planning is still in place as part of this.

Publishing financial notices to improve

From September, if a trust is issued a financial notice to improve, it'll have to publish it on its website within 14

days of the notice being issued. The trust can take it down when the notice is lifted by the ESFA (page 47).

Audit committee: more details on what it must do

The requirement to have an audit committee isn't new, but the 2019 handbook has more detail on what the committee must do (pages 26 to 27). These requirements are more for the board than the leadership, but note that there's an expectation that the committee will:

Want reports from those carrying out audit work

Review the risk register to inform that work

Executive pay: new considerations when setting

This section isn't very different, but there are a couple of changes on making executive pay decisions (page 20):

- The handbook adds that these decisions should include "salary and any other benefits" ('other benefits' isn't clarified in the 2018 handbook)
- The board need to make sure they're aware of the broader business interests held by senior executives, and that any payments to executives in relation to such interests meet the transparency requirements in the academy accounts direction

Other, minor changes introduced in the handbook

The other changes from the 2018 to 2019 handbook are relatively minor - they mostly either add additional details or change the wording of certain paragraphs.

ESFA academies updates September 2019

<https://www.gov.uk/government/publications/esfa-update-4-september-2019>

1. Information: Prime Minister boosts schools with £14 billion package

On Friday, 30 August, the Prime Minister [announced an investment of over £14 billion in primary and secondary education between now and 2022 to 2023](#).

The funding package for 5 to 16 schools includes £2.6 billion for 2020 to 2021, £4.8 billion for 2021 to 2022, and £7.1 billion for 2022 to 2023 compared to 2019 to 2020. This will bring the schools budget to £52.2 billion in 2022 to 2023.

Included in the package is:

- every secondary school will receive a minimum of £5,000 per pupil next year, with every primary school getting a minimum of £4,000 from 2021 to 2022
- £700 million extra for local authorities to support children with special educational needs and disabilities (SEND) in 2020 to 2021, so every pupil can access the education that is right for them, and none are held back from reaching their potential

We will issue further operational information for local authorities and academies in due course.

2. Information: academy funding allocation payment schedules are now available

We have uploaded academies' funding allocation payment schedules for 2019 to 2020 to the document exchange.

They are saved in the 'revenue funding' folder under the 2019 to 2020 academic year. Academies can access the document exchange by logging into [Information Exchange](#), and choosing the document exchange tab at the top of the page.

If you cannot access your payment schedule, please contact us via the [ESFA online enquiry form](#).

3. Information: claims for 16 to 19 Bursary Fund for students in defined vulnerable groups

The online form to claim from the 16 to 19 Bursary Fund for students in defined vulnerable groups for the academic year 2019 to 2020 is now available on the [Student Bursary Support Service \(SBSS\) portal](#).

Relevant Documents and Guidance

- Academies Financial Handbook 2019
- ESFA <https://www.gov.uk/government/organisations/education-and-skills-funding-agency>
- MAT2MAT Headteachers and CEOs can access these resources at <https://www.hivelearning.com/mat2mat/> The passkey is M@T2M&T2017
- Academies compliance documents <https://www.gov.uk/government/collections/academies-funding-payments-and-compliance>

Your "do-list"

- Download the Academies Financial Handbook 2019
- Submit your annual return by 19 January 2020
- Check ESFA information and bulletins and action as needed

The Governing Body

Key information

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)

Involvement of governors in the School Led Improvement Partnership system

Are your governors aware of and engaged with your school partnership? The Project Board is developing a Peer Review framework for governors. For more information contact Nicola Woolf at

nicola.woolf@essex.gov.uk

Academy and school governance: professional development

Governance leadership development programme

The Department for Education (DfE) has contracted 5 organisations to provide a professional development programme until March 2020.

The governance leadership development programme offers support and development to a governor, as they work to increase the effectiveness of its governance.

It aims for:

increased capacity to improve the effectiveness of governing boards in line with the '[Competency framework for governance](#)' (particularly boards' ability to provide strategic leadership and data-driven accountability for educational standards and financial performance)

greater involvement of governance leaders in sustainable and relevant peer-to-peer support networks that enable encouragement, support and sharing good practice with one another

Governance clerking development programme

The DfE is funding this programme, with £350 available for each eligible participant.

More information on the development programmes at

<https://www.gov.uk/guidance/school-governors-professional-development>

Balance Education staff and governor training

- Mental Health First Aid, Youth Champion (8-18 year olds) – Wednesday 25th September
- Mental Health First Aid, Adult Champion – Thursday 26th September
- Accredited Safer Recruitment – Monday 7th October
- Governor Induction - Saturday 12th October
- Designated Safeguarding Lead – Monday 14th October
- Safeguarding for Governors – Wednesday 16th October
- Safeguarding for the Nominated Governor – Wednesday 23rd October

If you require any further information on any of the courses mentioned, please do not hesitate to drop them an email at office@balanceec.com or if you prefer you can call to discuss your requirements on 01279-508032

Balance is very happy to deliver training on an in-house basis for an individual school or for a group of schools and can offer assistance with all levels of Headteacher recruitment.

Relevant Documents and Guidance

- Understanding your data - A guide for school governors and academy trustees ESFA June 2018
- "Get information about schools" <https://www.get-information-schools.service.gov.uk/>
- National Governors Association <http://www.nga.org.uk/Home.aspx>
https://www.eescpdportal.org/essex-gov/cpd/content_detail.asp?contentid=676

Your "do-list"

- Ensure that the annual governance tasks are on the agenda in the autumn term
- Ensure that your governors are informed and involved with your SLIS Partnership
- Access the information system for schools –and check and update yours if necessary
- Encourage your governors and clerk to attend training and check out the DfE development programmes

EPHA events and dates

Key information

This term 49 primary schools in Essex have new headteachers – 12 of them in South

Jen Burdett	Great Wakering Primary (Head of School)
Russell Davies	Doddinghurst Juniors (Interim Head of School)
Maggie Elfenich	Grange Primary
Kelly Hamilton	Fairhouse Primary
Simon Holliday	Castledon School (since April)
Gill Marrion	Kelvedon Hatch Primary (Interim)
Catherine Morris	St Helen's Catholic Infant School (Acting)
Lisa Patient	Noak Bridge Primary (Acting)
Rachel Robinson	Merrylands Primary
Bradley Saunders	Stambridge and Waterman Primary Academies
Gemma Smith	St Margaret's Academy, Bowers Gifford
Gemma Thurston	Kents Hill Infants Academy

10 of them in North East

Dave Ashley	Rolph CE Primary
Sue Bridgman	Montgomery Infants
Rebecca Halls	Unity Primary Academy
Vicky Higgins	Frobisher Primary
Mark Millbourne	Prettygate Infants and Juniors
Sam Moseley	All Saints Primary, Harwich
Fiona Reid	Mistley Norman Primary
Nikki Sirett	Alton Park Juniors
Lucy Williams	Unity Primary Academy
Tania Wright	Mersea Island School

16 of them in Mid

Rebecca Black	St Andrew's Juniors, Hatfield Peverel
Dida Burrell	White Court School
Lisa Dale	Howbridge Juniors
Xanthe Glynn	Southminster Primary
Clare James	Maylandsea Primary (Head of School)
Emma Johnstone	Powers Hall Academy (Acting)
Sarah Meares	Terling Primary (Acting)
Stephanie Newland	St Margaret's Toppesfield
Karen Riddlestone	Richard de Clare Primary
Rowen Prigg	St Michael's Juniors, Chelmsford
Lesley Roche	Our Lady Immaculate Catholic Primary
Sally Sykes	Finchingfield CE Primary
Eileen Thorn	Maldon Primary (from October)
Lea Tyler	Maldon Primary (Acting until half term)
Justin Wrench	Great Bradfords Juniors
Lyndsey Wood	St Cedd's CE Primary

13 of them in West

Nikki Batt	Moreton CE Primary
Tara Bristow	Alderton Infants (Acting)
Casey Cox	St James CE Primary
Amy Dowling	Chigwell Row Infants (Acting)
Jodie Evans	High Ongar Primary
Jonathan Furness	St John's CE Primary

Matt Hawley	Debden Primary
Chris Jarman	St Mary's CE Primary Saffron Walden
Tina Kearney	Oak View Special School
Simon Rance	Ashdon Primary
Michael Ross	St John Fisher catholic Primary
Rebecca Sigston	Ivy Chimneys Primary
Gina Bailey	William Martin Infants and Juniors

The EPHA Colleague Supporter programme has been set up for new and acting headteachers in primary-phase schools and for established headteachers who are new to Essex. A Colleague Supporter is someone a new headteacher can rely on and talk to in complete confidence, about the early days of headship, their worries, what they need to know (and what you don't know you need to know!) They have the experience of being a headteacher in an Essex primary school (and are doing the job now) and fully understand the challenges and responsibilities a new head is facing, as well as knowing the satisfaction and sense of pride that the role gives every head.

For more information, or if you know of a new or acting headteacher who recently has started in post, please contact Pam Langmead at pam@langmead.me.uk

County EPHA Annual General Meeting

Thursday 10 October 2019 Chelmsford City Football Club (9.00 am start)

EPHA termly headteacher meetings 2019-20

North East EPHA – Colchester United Football Stadium

Wednesday 13 November 2019

Wednesday 4 March 2020

Wednesday 10 June 2020

South EPHA – Holiday Inn, Basildon

Thursday 14 November 2019

Thursday 5 March 2020

Thursday 11 June 2020

West EPHA – Stansted Business Centre, Takeley

Wednesday 20 November 2019

Wednesday 11 March 2020

Wednesday 17 June 2020

Mid EPHA – Chelmsford City Football Club

Thursday 21 November 2019

Thursday 12 March 2020

Thursday 18 June 2020

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

Exclusions – getting it right first time

Following the success of the short sessions we ran at the summer term, EPHA is now offering (heavily) subsidised all-day training, led by Tanya Callman, a barrister in the Edulaw Chambers. There are still a few places available for the training event on Monday 7th October. Please contact Pam Langmead if you want to attend.

Conferences

Deputy Headteachers' conference – Friday 4 October 2019 – Colchester Football Stadium

Key note speakers, Chris Quigley and Adam Kay – the programme and booking form were sent out in June. *(Now full up!)*

Headteachers' conference – Friday 20 March 2020 – Stock Brook Country Club (programme and booking form will be sent out in January 2020)

EPHA Primary Headteachers' Support Directory

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

Relevant Documents and Guidance

- EPHA website www.essexprimaryheads.co.uk
- What headteachers get in return for their EPHA contribution 2019/20
- <https://essexprimaryheads.co.uk/about/constitution-and-finance/>
- EPHA Headteachers' Support Directory

Your “do-list”

- Be kind to new colleagues (and existing ones!)
- Attend the exclusions training event on Monday 7th October (if there are places!)
- Download the updated EPHA Support Directory for primary heads
- 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