

Autumn term briefing 2022

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Safeguarding and Attendance

Key information

Keeping Children Safe in Education 2022

The new version of Keeping Children Safe in Education has been released and came into effect on 1st September 2022. – Part 1/Annex B has also been published.

With an extra 13 pages of guidance compared with the current document, it is not a light read. To ensure compliance, you will need to look at your policies and procedures, and see how they match with the new guidance, making the appropriate changes where required.

Here are the key changes you need to know about:

1. *Time constraints added to pupil data transfer*

On page 32, paragraph 121, new text has been added to include a definitive timeframe for the transfer of files for when children leave the school. Specifically, the new guidance states:

“Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives.”

Slightly confusingly, these time additions are not featured in the corresponding section in the 2021 version of KCSiE (paragraph 112) but the five-day rule is mentioned later, on page 146, around information sharing.

As such, it appears that the update is intended to make it clear that the five-day rule is in place and ensure schools are aware of the need to carry out prompt data transfers.

As this will be live from September, it also means current Year 11 pupils awaiting confirmed destinations based on their GCSE grades will be covered by the new guidance.

2. *The need for pupils to have an ‘appropriate adult’ during police investigations*

In the annexed information at the end of KCSiE, on page 162, under the subheading “working with others”, a small but crucial change has been made to one of the bullet points.

“[DSLs should]...liaise with the headteacher or principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.”

[PACE Code C 2019](#) details the role a person undertakes when acting as the “appropriate adult” (usually a parent, guardian or social worker) while a student is being questioned or detained by the police.

It includes an expectation that the appropriate adult will “support, advise and assist” the young person, and also “observe whether the police are acting properly and fairly to respect [the young person’s] rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not”.

This addition was likely prompted by the recommendations made in the [Child Q safeguarding practice review](#), conducted by the City of London and Hackney Safeguarding Children Partnership.

The lack of an appropriate adult was one of the key failings noted in the review when it stated: “It is likely that the importance of the appropriate-adult role was insufficiently explained to either Child Q or the school staff present.”

3. Online checks for new staff

As expected from the consultation, the new KCSiE includes [recommendations for potential new staff to be subject to a “digital screening”](#) process prior to interview. On page 53, paragraph 220, the instruction reads:

“As part of the shortlisting process, schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.”

Although these searches are clearly not compulsory, the instruction that they “should consider” seems clear that this practice could become par for the course for education job applications.

When speaking to Tes about the prospect of online searches earlier this year, Simon Bevan, a partner in the education team at VWV Solicitors, warned that these checks should only be for checking suitability for working with children and not other areas of a person’s life.

“If the school looks at their profile and discovers information that doesn’t go to their suitability to work in a school, then that shouldn’t impact upon your recruitment decision,” he says. “You should only be making decisions on reasonable and objective information.”

Bevan says, for example, that if the checks uncover that a candidate is a parent or reveal their sexual

orientation, ethnicity or another protected characteristic, that cannot be used as a basis for the decision whether or not to call them for an interview.

4. All governors to receive safeguarding training

On page 23, in the section titled: “Part two: The management of safeguarding”, a new paragraph appears on the responsibility for governors to receive safeguarding training.

“Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction.

This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.”

This is an expected addition, which appeared in the version put out to consultation.

5. More detail on the effects of domestic abuse

On page 14, under “safeguarding issues”, a new paragraph appears titled “domestic abuse”, where more information has been included on what kind of impact victims of domestic abuse might experience:

“Domestic abuse...can [be] psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.”

On page 10, another addition has been made to “indicators of abuse and neglect” where more text has been included. It now says:

“Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.”

These changes reflect the general increased awareness of the wider impact of domestic abuse, and come at a time following the pandemic when, according to the [Office for National Statistics](#), domestic abuse victim services saw “an increase in demand”, particularly as lockdown measures eased.

6. ‘Peer-on-peer’ wording changed to ‘child-on-child’

As expected, throughout the guidance, changes have been made so that references to “peer-on-peer” abuse are replaced with “child-on-child” abuse.

At first glance, this might seem like an unimportant change but, speaking to Tes earlier this year, Bevan at VVW explained that it is important because it improves the “usefulness” of the document and brings more clarity about what schools must tackle.

“Previously, where both terms were used, it could be confusing. Could ‘peer-on-peer’ refer to two adults, for example? This makes it explicitly clear that it refers to children,” he says.

Schools should ensure that any policies they have that refer to “peer-on-peer” abuse are updated to “child-on-child” to reflect the new KCSIE guidance.

7. New focus on ‘early intervention’

What was previously referred to as “early help” in the 2021 KCSIE guidance has now been renamed “early help assessment”.

In addition to this, there has also been a restructuring of section two “Concerns and/or allegations that do not meet the harm threshold”, on page 98.

In this new structure, a paragraph (422) has been added that includes the instruction for schools to have policies and processes to deal with “[A]ny concerns (including allegations) which do not meet the harm threshold, referred to in this guidance as ‘low-level’ concerns”.

These additions and changes indicate a closer focus on record keeping around low-level concerns, and schools should ensure that this closer focus on early intervention is included in their safeguarding training for all staff.

8. Prevent update

Under the “opportunities to teach safeguarding” section on page 33, a paragraph has been included describing how the new relationship and sexual health education (RSHE) curriculum will help schools prepare students for life in modern Britain.

Specifically, the new text explains why the RSHE curriculum will help with the school’s “crucial” role in preventative education, on a raft of issues covered under the following text:

“Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment...These will be underpinned by

the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum."

As well as this extra information, there is also a new link to [Educate Against Hate](#), where signs of radicalisation are shared, which are intended to help teachers inform themselves how to spot a pupil who may be becoming radicalised.

9. Human Rights and Equality Act reminders

Another notable change to the KCSIE is found in sections 82-93, in which the states: "Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 201022, (including the Public Sector Equality Duty23), and their local multi-agency safeguarding arrangements."

The following paragraphs then detail the specific elements of these laws that schools should be mindful of, underlining just how far-reaching safeguarding is within a school.

10. New resources added

Finally, as well as providing guidance on safeguarding, KCSIE contains a number of links to resources for schools to use when training their staff, along with teaching resources for use with pupils.

This year, several new resources have been added to the document, including:

A [video on supporting children](#) who are victims of sexual abuse.

A link to [South West Grid for Learning](#), a charity that provides support regarding abuse and technology, and [The Marie Collins Foundation](#), a harmful-sexual-behaviour support service.

A [county lines toolkit for professionals](#).

Government guidance on [forced marriage](#).

LGFL "[Undressed](#)" - a website that features a video and song that schools can use to teach young children about the risk of being tricked into getting undressed online.

Inspecting safeguarding in early years, education and skills – Ofsted September 2022

This guidance provides support to inspectors when inspecting safeguarding in early years, education and skills settings. It is designed to support inspectors' knowledge and understanding, and to help them to take a proportionate approach to the inspection of safeguarding. It provides additional background information, but is not exhaustive and should be considered alongside:

- the [education inspection framework \(EIF\)](#)
- the relevant sections of individual remit handbooks
- safeguarding training provided by Ofsted
- relevant safeguarding guidance for schools, colleges and providers, as set out in paragraphs 7 to 9

This guidance provides information about safeguarding practice and the main signs of effective safeguarding arrangements. It also provides information about the kind of evidence that inspectors can draw on when evaluating and making judgements about safeguarding.

Child Protection Policy update

The most recent ECC Child Protection model policy is September 2022, reflecting the changes in KCSiE. Make sure that the most up to date version is approved by governors and published on your website.

DfE guidance – Searching, Screening and Confiscation – September 2022

The DfE has reviewed and updated its [guidance on searching, screening and confiscation](#).

This comes after the publication of the [Safeguarding Practice Review](#) report on the case of [Child Q](#), where a pupil was strip-searched without parental consent at school. The Safeguarding Practice Review highlighted the need to put safeguarding at the centre of your school's approach to handling searches.

The updated DfE guidance, applying from 1 September 2022, places a bigger emphasis on your safeguarding duty. This includes:

- A change in approach on which staff members can search pupils. Make sure your behaviour policy is clear on how you'll conduct searches.
- That you should record certain searches in your school's safeguarding system (the old guidance said there's no legal requirement to record)
- New guidance on what you should do before, during and after a search
- New guidance on strip searches and supporting the pupil afterwards
- That where possible, you should inform parents of a search for a prohibited item before you carry out a search. You should always inform parents of any search for prohibited items and the outcome as soon as practicable (the old guidance said you're not required to inform parents before a search or to seek their consent)
- The importance of staff understanding the rights of the pupil being searched

Make sure your behaviour policy is clear on how you'll conduct searches

Set out which staff members can conduct searches and when.

On the face of it, there are inconsistencies in the updated DfE guidance on this. The underlying legislation has not changed, meaning that:

Staff members have the power to search pupils for any item if the pupil agrees, under the common law (paragraph 4 of the DfE guidance). The DfE told us that how this applies to a particular case will depend on the situation and your school policy.

Only the headteacher and members of staff authorised by the headteacher have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (sections [550ZA and 550ZB](#) of the Education Act 1996, and paragraph 10 in the guidance). Your policy should set out which items can be searched for. However, it's best practice to only allow authorised teachers to carry out searches.

Whatever your approach, make sure that your [behaviour policy](#) clearly states who will conduct searches.

Set out how you'll gain consent and what will happen if a pupil refuses to cooperate

You can sanction pupils if they refuse to cooperate with a search for a prohibited item. However, the DfE told us that you should seek the informed cooperation of the pupil before any search. Where possible, you should avoid presenting the idea that a pupil can be sanctioned for refusing to consent to a search, as this may imply that the pupil didn't freely consent.

Your behaviour policy should reflect this approach and set out a clear process for gaining consent.

Safeguarding forums for schools

The forums will follow the EPHA meetings in the morning, and will run from 1.30 – 4.30 pm. Please ensure you book a place if you wish to attend, as places may be limited at some venues. To do so, please use the

[Essex Online Booking System](#)

West 9th November 2022

Manor Suite, Manor of Groves, Sawbridgeworth, CM21 0JU

Mid 10th November 2022

Lion Inn, Main Road, Boreham, CM3 3JA

North East 16th November 2022

Colchester Football Stadium, CO4 5UP

South 17th November 2022

Greenwoods Hotel, Stock Rd, Stock, Ingatestone CM4 9BE

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>

The ECC Education Safeguarding Team consists of:

- Jo Barclay, Head of Education Safeguarding and Wellbeing
- Matthew Lewis, Education Safeguarding Adviser
- Hayley McLaren, Education Safeguarding Adviser
- Gemma Harris, Education Safeguarding Officer (MARAC)
- Katie Crouch, Business Support Assistant

To contact the team, please email educationsafeguarding@essex.gov.uk

Updating your safeguarding staff contact details with the ECC safeguarding team

You will be aware that ECC maintains records of all Headteachers, Designated Leads and Deputy Designated Leads. This is so they are able to contact you on any safeguarding matters, and also so they can share the safeguarding briefings with relevant staff.

You are now able to update your safeguarding staff contact details through a new online form: [staff detail form](#). Please use this link to inform them of any changes to staff members in the following posts:

Headteacher, DSL or Deputy DSL, as well as any email address changes.

Harmful Sexual Behaviour model policy and risk assessment – update

An updated version will be shared by half-term, with all resources.

Brook Traffic Light training for Essex schools

ECC is funding training and will share dates and venues for training shortly.

NSPCC training licence

ECC has funding for licenses to offer a session to each school – Jo Barclay is waiting to hear back from NSPCC on how this will roll out and will let schools know asap.

Social, Emotional and Mental Health Portal on Essex Schools Infolink

A reminder of the [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).

SET CAMHS

The Southend, Essex and Thurrock Child and Adolescents Mental Health Service (SET CAMHS) provides advice and support to children, young people and families who are in need of support with their emotional wellbeing or mental health difficulties. NELFT works in partnership with HCRG Care Group to deliver this service and information about their current offer is available [here](#).

There is also a Professionals Advice Line for practitioners working with children and young people. The number is **0300 300 1996** and the line will operate every Monday – Thursday between 10:00 and 12:00, excluding bank holidays. The new number is **not** an alternative to making a referral or to be used in urgent situations. It does not replace the existing main line for contacting SET CAMHS, which is 0800 953 0222. *(Please note, this number is to be used as a professional consultation line only, so please do not share it with the general public or on any websites/digital platforms).*

Updated SET Procedures

The [SET \(Southend, Essex and Thurrock\) Safeguarding and Child Protection Procedures](#) have been updated to reflect current practice and changes in legislation. The new procedures take effect from 4th May, so please disregard any previous versions. The main changes to note are:

- Procedures updated in line with changes to Working Together 2018 (updated Dec 2020)
- Part A Chapter 7-Allegations against people who work with children has been updated in line with Working Together and Keeping Children Safe in Education 2021
- Part B Chapter 19 -Perplexing Presentations and Fabricated or Induced Illness has been re-written in line with the Royal College of Paediatrics and Child Health guidance
- Part B Chapter 24-Safeguarding Children from Exploitation has been updated and links added to the SET Child Exploitation Partnership Pathway

If you make reference to the SET Procedures anywhere in your own documentation, you should ensure the reference and any links are to the current document.

Attendance

New attendance guidance applies from September 2022

This [non-statutory guidance](#) outlines what's expected of you - though you're likely to be doing a lot of it already. For example, your school should:

- Develop a whole-school culture that promotes the benefits of high attendance
- Write a clear attendance policy and publish this on your website
- Have day-to-day processes to follow up absence
- Monitor and analyse data to identify those that need support
- Engage with families, understand barriers to attendance and work with families to remove them
- Provide additional support for pupils with medical conditions or special educational needs and disabilities (SEND)
- Share information and work collaboratively with others

A reminder that you need to publish your school's opening and closing hours on your website:

Many schools already publish their opening and closing times on their website. **From September 2022**, the DfE expects all schools to do so, and also to publish a total weekly figure for the compulsory time pupils spend in school.

Publication of school hours should present the compulsory time a school is open from the official start of the school day (i.e. morning registration) to the official end to the compulsory school day (i.e. official home time) including breaks, but not optional before or after school activities. This consistent definition will be helpful to parents and others when comparing the opening times of different schools.

<https://www.gov.uk/government/publications/length-of-the-school-week-minimum-expectation>

Attendance Policy

The EPHA model Attendance Policy has been updated in line with the new guidance, and agreed with the Attendance Specialist Team. The updated policy can be found at

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

Maximising Attendance Bulletin

The Attendance Specialist Team are pleased to share their latest [Maximising Attendance Bulletin](#). Please cascade this to relevant members of your school staff. Contact details for the Attendance Specialists can be found within the bulletin.

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 2022
- Keeping Children Safe in Education September 2022
- Inspecting safeguarding in early years, education and skills – Ofsted September 2022
- Screening, Searching and Confiscation
- 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 \(www.gov.uk\)](https://www.gov.uk)

Your “do-list”

- Make sure you are using the latest version of KCSiE and circulate Part 1/Annex B to staff. Publish the new version on your website.
- Adopt the latest Child Protection Policy and publish on your website.
- Update your Behaviour Policy to be clear on how you will conduct searches.
- Sign up to one of the autumn term safeguarding forum meetings.
- Look out for the school’s safeguarding audit tool which will need to be completed this school year (I will remind you!).
- Update your attendance policy.
- 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

National Mourning Advisory Education Guidance

The purpose of the document is to provide education settings with guidance on the period of national mourning following the death of Her Majesty Queen Elizabeth II.

Schools and colleges should close on Monday September 19 for the Queen's funeral which will be a bank holiday, the [government announced](#) this evening (10/09).

King Charles III approved an order for the funeral to be a bank holiday today at St James's Palace in London as he was formally declared head of state.

In an email to schools and colleges, the Department for Education said: "The official date of the State Funeral is 19 September 2022.

"This day will be a bank holiday and settings that are normally closed on a bank holiday should close on this day as a mark of respect. This will include schools and colleges."

The DfE added that for schools and further education settings [normal attendance is expected throughout the national mourning period](#), other than the bank holiday. The bank holiday will mark the end of the mourning period.

But education leaders "continue to have the power to authorise leaves of absence for pupils in exceptional circumstances". Any requests for leave of absence should be "considered on a case-by-case basis, taking into account individual circumstances".

The DfE also confirmed that Ofsted inspections will continue as normal through the mourning period, but no inspections will be scheduled on the bank holiday. Schools should "discuss any concerns with Ofsted, including whether they are facing exceptional circumstances that might warrant deferral of their inspection". Ofsted will pause publishing reports during the mourning period.

Cabinet reshuffle - New Secretary of State for Education

Downing Street has [announced that Kit Malthouse is the new education secretary](#) following a reshuffle by the new prime minister Liz Truss.

1. Born in 1966, Malthouse is 55 years old. This is older than the average for education secretaries, but he is a long way off being the oldest. Keith Joseph was 63.
2. Malthouse is the MP for North West Hampshire, but he is not the first education secretary to represent the county in recent history. Damian Hinds was the MP for East Hampshire.
3. Like his recent predecessors Michelle Donelan and James Cleverly, Malthouse was first elected in 2015. He has been a work and pensions minister and crime and policing minister, but served more recently as chancellor of the Duchy of Lancaster.
4. He is the fourth education secretary in just over two months, and the fifth in the past year. Cleverly, now foreign secretary, was in post for less than two months. His predecessor Donelan served for just 35 hours. Malthouse will no doubt be hoping for a longer tenure.
5. [Born in Liverpool](#), Malthouse studied at Sudley County Primary school and Liverpool College, which was at the time a private school but has since become an academy, before studying politics and economics at Newcastle University.
6. After graduation, Malthouse moved to London and qualified as a chartered accountant, working for Deloitte and Touche. He was also involved in a "number of start-ups" including County Finance Group, of which he remains chair and a majority shareholder.
7. He was elected to Westminster Council in 1998 and became its deputy leader, standing down in 2006. He was elected to the London Assembly two years later, the same year as Cleverly was elected to the same body.
8. In 2008, London mayor Boris Johnson appointed Malthouse as his deputy mayor for policing, a role he held for four years before becoming deputy mayor for business and enterprise.
9. An often touchy subject, but as the role involves children so directly it will be mentioned at times: Malthouse has three.
10. He is perhaps best known for the eponymous "Malthouse compromise", a Brexit plan he brokered between leave and remain-supporting MPs in 2019.
11. During his time as policing minister, Malthouse said he believed schools should teach boys how to treat women and girls with respect. His comments came in the wake of the murder of Sarah Everard.
12. While Johnson was on holiday this summer, Malthouse was responsible for coordinating the government's response to the extreme heatwave in July, and was criticised for telling schools to stay open.

Other ministerial appointments to education

- Children and Families Minister - Brendan Clarke-Smith MP
- Minister for Skills - Andrea Jenkyns MP
- Minister of School Standards - Kelly Tolhurst MP
- Minister for the Schools System - Baroness Barron

Energy prices and support for schools – DfE information published on 8th September

Recognising the financial pressures which families and organisations across the country are under, the government has announced an 'Energy Price Guarantee' which will limit the price suppliers can charge customers for units of gas and electricity. Measures to tackle the root causes of the issues in the UK energy market through increased supply have also been announced.

Typical UK households will pay no more than £2,500 a year on their energy bill for the next two years from Saturday 1 October, saving the average household £1,000 a year based on current energy prices from October. This comes in addition to the announced £400 energy bills discount for all households and together they will bring costs close to where the energy price cap stands today.

There will also be a new six-month scheme for businesses and all non-domestic energy users, including charities and public sector organisations, which will offer equivalent support as is being provided for households. Providers in all DfE sectors will therefore be eligible.

After this initial six-month scheme, the government will provide ongoing, focused support for vulnerable sectors. There will be a review in 3 months' time to consider where this should be targeted to make sure those most in need get support. More details of how support will be received will be published shortly.

DfE White Paper and Schools Bills

The white paper sets out the DfE's policy plans over the next few years - some changes start this academic year. Notable upcoming changes are:

- Plans for an academy-led system - by 2030, all schools will be part of a multi-academy trust (MAT) or will have plans to join or form one
- From September 2022, maintained schools and academies with 2 or more consecutive Ofsted ratings below 'good' will be in the scope of intervention powers to join an academy trust or change trusts
- In early autumn 2022 the government will:
- Begin an area-based approach to MAT development
- Work with a small number of local authorities (LAs) to establish new MATs
- New expectations on attendance - including that you're expected to provide a 32.5 hour school week by September 2023 (your school might be meeting this already)
- All schools, including those that are 'outstanding', will receive a full Ofsted inspection by the end of the summer term 2025
- New attainment targets for pupils by 2030
- Revisions to behaviour guidance, such as suspension and permanent exclusions

However, Schools Week reported on 11th September:

The passage of the government's flagship schools bill has been delayed by the new government amid a review of current reforms, Schools Week has learned.

The third reading of [the bill](#) in the House of Lords, which was due to take place next Wednesday, has now been postponed to a date "to be announced", according to Parliament's website. Peers have been told it won't take place next week.

Schools Week understands new prime minister Liz Truss and her team are reviewing all current legislation, including the schools bill, following her victory in the Conservative leadership election on Monday.

The landmark legislation, which aims to establish a new accountability regime for schools, create a new register of children not in school and greater powers for Ofsted, was already in trouble.

Earlier this year, ministers were [forced to slash clauses one to four of the bill](#), which related to academy standards and intervention powers, and promised to come back with updated plans.

School suspension and permanent exclusion guidance

As anticipated, the statutory guidance on Suspension and Permanent Exclusion from maintained schools, academies and PRUs, has now been updated by the DfE. There are a number of changes – a version with these highlighted can be found on the EPHA website at <https://essexprimaryheads.co.uk/files/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england-including-pupil-movement-v2-published-2-september-changes-highlighted.pdf>

One of the key changes, which will impact all schools immediately, is that ALL exclusions, including a fixed term exclusion of any length (now called suspensions) MUST be reported to the Local Authority. During the

summer Julie Keating (ECC Education Access Manager) has developed a system for schools to report to the LA. This reporting system will cover the new requirement to report exclusions, where relevant, to the Virtual School Head and Social Care. Julie has now advised schools:

Following the earlier discussions about the new requirement for schools to report suspensions to the LA I have set up a new email box, suspensions@essex.gov.uk and have placed an article in the next Education Essex newsletter (12/09) asking that schools send a copy of any suspension letter to this email address which will come directly into my team. In the longer term I may need to look at a better method of reporting but this will allow schools and the LA to meet their obligations in the short term.

I have also placed a second article reminding schools that if they cancel (rescind) a permanent exclusion at any time before the governing board meet they must let the LA know through the exclusions@essex.gov.uk email box.

If you have any questions, please contact Julie Keating, Education Access Manager, at julie.keating@essex.gov.uk The Team is also drafting an updated model exclusions policy, which I will share with you as soon as it is available.

The model letters for both suspension and permanent exclusions have been updated and can be found on the Essex Schools Infolink

https://schools.essex.gov.uk/pupils/Education_Access/Pages/Permanent-Exclusion.aspx

Other changes include:

- New rules around whom the headteacher must notify of a suspension or exclusion, and when:
In addition to notifying parents, you must now also notify the governing board and (as appropriate) the pupil's social worker, the virtual school head (VSH) and the local authority (LA), for all suspensions and exclusions, regardless of length and even if cancelled/rescinded
- New requirements for involving pupils in the suspension/exclusion process
- Information on what constitutes off-rolling (i.e. unlawful exclusions)
- Additional responsibilities for managing pupils who have a social worker, including looked-after children (LAC) and previously LAC

Clarity on the designated safeguarding lead's (DSL's) role:

- In cases where there are safeguarding implications (e.g. child-on-child abuse)
- In managing a pupil's child-protection file following that pupil's move to a new school

Clarity on the roles of the VSH and social worker

More detailed steps for schools to take to reintegrate a pupil following suspension or exclusion

Information on how to use off-site direction and managed moves as preventative measures to exclusion

For governing boards, this updated guidance includes information on how your board should monitor and use suspension and exclusion data.

- Some changes to the board's procedures when reviewing a suspension or exclusion, including:
- An updated list of who must be invited to a meeting of the governing board to consider an exclusion and whose views must be taken into account

What hasn't changed?

The changes aren't as sweeping as initially suggested by [the government's response to the Timpson report](#) in 2019, in that:

- Your school still won't be held accountable for the outcomes of permanently excluded pupils
- LAs continue to bear financial responsibility for placing pupils who are permanently excluded

Additionally, the promised guidance on the use of in-school suspension (also called 'internal exclusion'), was excluded.

Behaviour guidance

[behaviour in schools: advice for headteachers and school staff 2022](#)

This publication provides advice to schools on behaviour in schools and the related legal duties of headteachers, and members of staff. It includes guidance on support for pupils to behave well and the powers of staff when responding to misbehaviour. This non-statutory guidance should not be taken as a complete or definitive statement of the law nor as a substitute for the relevant legislation. Legal advice should be sought as appropriate. It is for individual schools to develop their own best practice for managing behaviour. The purpose of the document is to provide guidance to schools and multi-academy trusts to support them to improve and maintain high standards of behaviour. Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning. You will need to adapt your Behaviour Policy – see policy section below.

Paragraphs 18 to 22 refers to a 'behaviour curriculum'.

What is a behaviour curriculum?

Your behaviour curriculum should define what expected behaviour looks like in your school, rather than just

list prohibited behaviours. It's a way to teach pupils 'how we do things around here'. A behaviour curriculum should be centred around the teaching of routines and habits - these should be used to reinforce the behaviours expected of all pupils. This is likely to be similar to how you approach behaviour in your school already.

The guidance doesn't state that your behaviour curriculum needs to be a written document or published on your website.

To establish your behaviour curriculum, think about:

- How your behavioural standards reflect your school's values
- What successful behaviour looks like in your school and how you share this with key stakeholders
- How you use routines and habits to reinforce and teach expected behaviours
- How you adjust the standards and routines for pupils with additional needs

Pupil premium: allocations and conditions of grant 2022 to 2023

Published allocations and conditions of grant for the 2022 to 2023 financial year

[Pupil premium: allocations and conditions of grant 2022 to 2023 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Rates for eligible pupils

The PPG per pupil rate for 2022 to 2023 is set out below.

Pupils who are recorded as LAC/PLAC and FSM Ever 6 will attract the LAC/PLAC per pupil amount only.

Eligible service children will attract the SPP rate on top of any other PPG eligibility rate.

Disadvantaged pupils

Pupils in year groups reception to year 6 recorded as FSM Ever 6, plus NRPF (no recourse to public funds)

pupils in these year groups who are eligible for FSM **£1,385**

Pupils in years 7 to 11 recorded as FSM Ever 6, plus NRPF pupils in these year groups who are eligible for FSM **£985**

Looked-after children (LAC) **£2,410**

Previously looked-after children (PLAC) **£2,410**

Service children

Eligible service children in year groups reception to year 11 **£320**

Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the October 2021 school census for mainstream and special schools, and in the January 2022 school census for PRUs and AP academies.

Schools will have to show their pupil premium spending is "backed by evidence". Last year 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 \(www.gov.uk\)](#)

A 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."

School-led tutoring grant

The School-Led Tutoring grant was 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.

Allocations for 2022/23 are set out at

[National Tutoring Programme: guidance for schools 2022 to 2023 - GOV.UK \(www.gov.uk\)](#)

This year 60% of the tuition cost will be subsidised by DfE, subject to the information set out in the [funding and paying for tutoring](#) section. Schools must meet the remaining cost using other funding sources, including PP or other core school budgets.

The Education and Skills Funding Agency (ESFA) has released the [school-led tutoring year-end statement](#)

[form](#), and all schools, academies and independent special schools that received funding in 2021/22 will be expected to complete and return the statement detailing how much tuition has been delivered (whether or not they used the grant). This is a mandatory return, and should be completed by 6.00 pm on Friday 16th September. [School-led tutoring: year-end statement form guidance for schools - GOV.UK \(www.gov.uk\)](#)

Schools Causing Concern

The Secretary of State has chosen to update the existing coasting schools regulations so that schools judged less than Good in their two most recent Ofsted inspections will now be covered by the coasting definition. Schools that meet this definition are referred to in this guidance as *schools that are not making necessary improvements*

Schools that are not making necessary improvements will be eligible for intervention action to support them to improve. The Secretary of State's policy is that this support can generally best be provided by ensuring that all schools with consecutive less than Good judgements are part of a strong multi-academy trust. Further details on how we may intervene to promote high standards in schools not making necessary improvements can be found on pages 6 - 8 of this guidance and in chapters 2,3, 4 and 7.

<https://essexprimaryheads.co.uk/files/schools-causing-concern-guidance-update-september-2022.pdf>

New uniform guidance in place from September 2022

You should comply with as much as of the DfE's [statutory guidance on the cost of school uniforms](#) as possible by September 2022.

This means that by the end of the 2021/2022 summer term, you should have:

- Reviewed your uniform policy, and make changes where necessary
- Published your uniform policy on your school's website
- Made sure second-hand uniforms are available

DfE Emergency Planning and response for education, childcare, and children's social settings – updated September 2022

The DfE says that all education, childcare and children's social care settings should have emergency plans in place detailing what you would do and how you would respond if you needed to take any temporary actions in the event of an emergency. The aim of an emergency plan is to help you and your staff respond effectively to an emergency at the setting or on an education visit or outing while, where possible, continuing to prioritise and maximise face-to-face learning. Your plan should be updated in line with the recommendations in the guidance, but will NOT be published on your school website.

New admissions appeals code from October 2022

The main update is that you will be able to hold appeal hearings remotely via video and telephone conference (as well as face-to-face). It's due to come into force on 1 October 2022, subject to parliamentary approval. Appeals lodged on and before 30 September 2022 must be heard in accordance with the School Admissions Appeals Code 2012.

<https://www.gov.uk/government/publications/school-admissions-appeals-code>

Reception Baseline Assessment

[2022 Reception baseline assessment: assessment and reporting arrangements \(ARA\) - GOV.UK \(www.gov.uk\)](#)

You'll have to carry out the assessment within the first 6 weeks of a pupil joining your reception. 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

Schools will not automatically receive assessment materials for the 2022/23 academic year. The materials sent to schools in June 2021 should have been stored securely for reuse with the September 2022 reception intake. Schools that are new to the RBA (such as newly established schools) will receive assessment materials at the beginning of the 2022 autumn term. From the start of the autumn term, the administration guide, provided with assessment materials in June 2021, will also be available in the 'Documents' section of the Baseline ePortal (BeP). If schools have any concerns regarding their assessment materials, they should contact the RBA helpline on 0330 088 4171.

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

Academy Trust Handbook 2022

The new handbook comes into effect on 1 September 2022.

The changes are minimal, and unlikely to affect your operations significantly.

These are:

- As promised, the separate budget forecast return outturn (BFRO) is now a thing of the past. Your trust must continue to submit only the [budget forecast return](#) (BFR) each year
- Clarification that a trust must get approval from the Education and Skills Funding Agency (ESFA) before making special staff severance payments that meet certain criteria – not for any staff severance payments meeting the criteria, as stated in the 2021 version of the handbook. It's a small, but important, distinction:
- A special staff severance payment is one that "doesn't correspond to an established contractual, statutory or other right" (see page 3 of the guidance on [public sector exit payments: use of special severance payments](#) for more detail)
- Your trust doesn't need approval from the ESFA to enter into contractual indemnities in the normal course of business (see page 144 of the guidance on [managing public money](#) for a definition)
- The 'at cost' requirement for schools with a religious nature has been expanded beyond dioceses, now to all religious authorities

<https://www.gov.uk/guidance/academy-trust-handbook>

Health and safety: responsibilities and duties for schools

DfE guidance update April 2022

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

Relevant Documents and Guidance

- 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/2022-reception-baseline-assessment-assessment-and-reporting-arrangements-ara>
- 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 when a pupil joins Reception.
- Make sure that your school has returned the School-Led tutoring grant year-end statement by 16th September.
- Ensure that you comply with the DfE statutory guidance on the cost of school uniforms.
- 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.
- Check your own pension!

Ofsted

Key information

Ofsted has published their handbook to be used from September 2022.

[School inspection handbook](#)

The names of inspections have been changed:

- Section 5 inspections are now graded inspections
- Section 8 inspections of good and outstanding schools are now ungraded inspections
- Inspections with no formal designation and unannounced behaviour visits are now urgent inspections.

The former section 5 and section 8 handbooks have been merged into a new school inspection handbook (covering graded, ungraded and urgent inspections) and a monitoring handbook (covering monitoring inspections).

The content of part 3 of the previous section 5 handbook ('applying the EIF in different contexts') has been merged with part 2. The grade descriptors (which were previously in part 2 of the section 5 handbook) have been separated out into part 3. A new part 4 sets out all the guidance for urgent inspections.

The 'Inspection and the COVID-19 pandemic' section of the previous handbooks has been removed and incorporated as relevant throughout.

Some terminology has been changed throughout the handbook. References to 'fixed term exclusions' are now 'suspensions' in line with new DfE guidance. Previous references to 'gender' refer only to 'sex' in line with legal advice on protected characteristics.

The 'Privacy notice' section has been renamed 'Gathering personal information on inspection' and updated to focus on inspectors' powers to gather, use and store evidence.

School inspection handbook

Changes have been made throughout the new school inspection handbook to reflect the flow of inspection better and make it easier to understand, especially in explaining key judgements.

Added paragraph 12 to explain that Ofsted may carry out research as part of our inspection activities.

The 'Clarification for schools' section (paragraphs 13 to 28) has been re-structured and updated.

The 'new schools' section (paragraphs 43 to 53) has been updated, including to clarify that if a school changes its URN, it legally becomes a new school, and judgements of the predecessor school are not those of the new school.

Paragraph 156 provides information on how a school can use the Ofsted logo if judged good or outstanding.

Paragraph 184 sets out that where a 'good: improving' school no longer believes that they are outstanding, a regional director may decide to cancel a graded inspection and hold an ungraded inspection instead.

In the good grade descriptors for 'quality of education', we have removed the previous transitional arrangements and instead added a new grade descriptor to make it clear that we understand schools will change their curriculum and so some aspects will be more developed than others.

School monitoring handbook

The previous guidance on monitoring is now all contained in part 3 of the new handbook, with new sections (part 1 and 2) setting out greater detail on how Ofsted approaches monitoring and when it takes place.

There are new judgements for schools following monitoring:

- [The school] continues to require improvement. Leaders have made progress to improve the school, but more work is necessary for the school to become good.
- [The school] continues to require improvement. Leaders have made insufficient progress to improve the school.
- [The school] remains inadequate and has serious weaknesses. Leaders have made progress to improve the school, but more work is necessary for the category of concern to be removed.
- [The school] remains inadequate and has serious weaknesses. Leaders have made insufficient progress to improve the school.
- [The school] remains inadequate and in special measures. Leaders have made progress to improve the school, but more work is necessary for the category of concern to be removed.
- [The school] remains inadequate and in special measures. Improvement. Leaders have made insufficient progress to improve the school.

Inspecting schools: guide for maintained and academy schools

This guide gives a summary of what schools should expect and what they need to do as part of an Ofsted inspection. [Inspecting schools: guide for maintained and academy schools - GOV.UK \(www.gov.uk\)](#)

Ofsted's transitional period will now end from September 2022

Ofsted will [end the transitional arrangements](#) that are currently in place. These were introduced (and subsequently extended due to the pandemic) to help schools transition to the 2019 inspection framework, and affected how inspectors judged your quality of education.

However, even though the transition period is ending, Ofsted isn't introducing a "cliff edge" for a judgement of 'good'. It recognises that schools are likely to always be revising elements of their curriculum, and won't suddenly expect you to meet every single criterion to remain 'good'.

Ofsted has also added a new 'good' grade descriptor for 'quality of education'

This is to show it recognises that some schools will have some aspects of their curriculum more developed than others:

The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for Ofsted's transitional period will now end from September 2022

Ofsted ditches Covid deferral guidance

A temporary policy brought in to help schools badly hit by Covid disruption defer their inspection has been ditched by Ofsted.

The inspectorate has removed a section of guidance about Covid-19, which had explicitly made clear providers concerned about the [timing of visits](#) "can request a deferral".

It previously acknowledged Covid posed a "unique set of challenges", and said every request would be judged "on its own merits, in line with this policy".

Schools were encouraged by ministers to request deferrals when "significantly impacted" by Covid staff absences.

But now Ofsted's pre-Covid deferral policy has been restored, stating there are only "limited" circumstances for acceptable deferrals. An accompanying list make no references at all to Covid – though is "not exhaustive".

While it was expecting the policy would be ended, Geoff Barton, general secretary of school leaders' union ASCL, said it was "premature given that it is likely that there will be further waves of infections during the autumn and winter which will cause disruption to schools and colleges."

He said inspections should not go ahead where there are large staff and student absences as schools "will clearly not be operating as normal" and risk worse judgements.

"Ofsted must continue to take requests for deferral seriously in these circumstances," he added.

Inspecting safeguarding in early years, education and skills – Ofsted September 2022

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.

Christopher Russell – Ofsted Director of Education

His blog (11 July) explains the changes to inspection, grading, curriculum expectations etc

<https://educationinspection.blog.gov.uk/2022/07/11/the-education-inspection-framework-eif-looking-ahead-to-september-2022/>

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 English (published July 2022), computing (published May 2022), PE (published March 2022), science, history, music, geography, languages, mathematics, religious education.

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

[English 'fundamental' to pupils' educational success - GOV.UK \(www.gov.uk\)](#)

Relevant Documents and Guidance

- [School inspection handbook](#)
- [Inspecting schools: guide for maintained and academy schools - GOV.UK \(www.gov.uk\)](#)
- Inspecting safeguarding in early years, education and skills – Ofsted September 2022
[Inspecting safeguarding in early years, education and skills - GOV.UK \(www.gov.uk\)](#)
- 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 [Ofsted's slideshows on SlideShare](#)
- 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 2022 handbooks for all 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.
- 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 2022, in line with KCSiE 2022. Includes the change in terminology – child on child abuse, rather than peer on peer. *Make sure that any other policies you have, which include this phraseology, are changed.*
- Staff Code of Conduct
- Attendance Policy – EPHA model policy updated for September 2022
- Exclusions Policy – to reflect the new DfE guidance – model policy is being produced by the Education Access team
- Pay Policy – updated with new pay ranges (when agreed – should be mid-October)
- Behaviour Policy – to reflect the new DfE guidance
- Children unable to attend school for medical reasons
- Emergency Plan

Staff Code of Conduct – Juniper model policy has been updated

The safeguarding changes in the document link to updated “Guidance for safer working practice for those working with children and young people in education settings February 2022”

Raising safeguarding concerns amended to “reporting” safeguarding concerns

Restructure of paragraph to make it clear when and to whom all concerns should be reported in line with revised wording in KCSiE 2022

Appendix A includes an *ICT acceptable use Policy*

Developing a school behaviour policy

(Extract from the Behaviour in Schools guidance published July 2022)

A school’s culture and values are manifested through the behaviour of all its members. High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone. The school’s behaviour policy should provide details on how staff will support pupils to meet these expectations.

A behaviour policy should include detail on the following:

- purpose – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;
- leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees;
- school systems and social norms – including rules, routines, and consequence systems;
- staff induction, development and support – including regular training for staff on behaviour;
- pupil transition – including induction and re-induction into behaviour systems, rules, and routines;
- pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
- child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
- banned items – a list of items which are banned by the school and for which a search can be made.

For maintained schools, the headteacher must publicise the school behaviour policy in writing to parents, staff, and pupils at least once a year. The school’s behaviour policy must also be published on the school website. Where the school does not have a website, the governing body must make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

Academies and independent schools should publish details of the school’s behaviour policy.

Making an emergency plan

The DfE has updated the emergency planning guidance.

<https://essexprimaryheads.co.uk/files/emergency-planning-guidance-dfe-august-2022.pdf>

All education, childcare, and children's social care settings should have emergency plans in place detailing what you would do and how you would respond if you needed to take any temporary actions in the event of an emergency.

The aim of an emergency plan is to help you and your staff respond effectively to an emergency at the setting or on an educational visit or outing while, where possible, continuing to prioritise and maximise face-to-face learning. There is no specific guidance about whether the plan should be approved, or the frequency of review, but you definitely shouldn't publish this on your website as it will include confidential information.

A reminder that there is a model plan on the EPHA website

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

Education Access – Medical Policy and Referral Forms Updated

The Education Access policy document and referral forms for children and young people unable to attend school for medical reasons, including emotionally based school avoidance, have been updated and can be found on the [Education Access](#) pages of Essex Schools Infolink. For further help and guidance, please contact the Education Access Team on medicals@essex.gov.uk

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

Please note, a LOT of these have been updated recently.

Policy or procedure	Statutory or recommended	Current edition
Agency workers regulations		June 2013
Capability procedure for all staff	Statutory	March 2022
Code of conduct	Required by KCSiE	September 2022
Cover and PPA	Recommended	December 2020
Dealing with safeguarding allegations against adults	Statutory	September 2022
Discipline and Dismissal	Statutory	September 2022
Early Career Teachers Statutory Induction	Statutory	June 2021
Equality and Diversity in Employment	Recommended	June 2021
Flexible Working	Recommended	December 2020
Grievance	Statutory	March 2022
Leave of Absence (and guidance)	Recommended	April 2020
Mental health and wellbeing	Recommended	March 2022
Menopause Policy	Recommended	September 2021
Pay Policy	Statutory	September 2022
Performance Management (all staff)	Statutory (M) Recommended (A)	March 2022
Probation procedure	Recommended	September 2022
Recruitment	Statutory	September 2022
Redundancy and restructuring -academies	Recommended	December 2020
Redundancy and restructuring – Essex maintained schools	Statutory	December 2020
Sickness Absence management	Recommended	September 2022
Sabbatical	Recommended	October 2020
Whistleblowing	Statutory	March 2022

EPHA has developed lists of statutory and mandatory policies for schools and academies, based on DfE and other guidance. The latest checklist is **September 2022** - the main addition is to include the Attendance Policy. I have also included the need for every school to have an Emergency Plan, as per the DfE requirement.

The checklists include information about review frequency, the level of approval and additional notes. <https://essexprimaryheads.co.uk/info-and-documents/model-policies/>

Website requirements

School opening hours

Schools should publish on their website their opening and closing times and the total time this amounts to in a typical week (for example 32.5 hours).

Schools should show the compulsory times they are open. This time runs from the official start of the school day (morning registration) to the official end of the compulsory school day. It includes breaks, but not optional before or after school activities.

Current version (September 2022) 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. There have been quite a lot of updates, including what you need to publish in terms of test results, grades and so on. There is no longer any need to publish anything Covid-related.

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

Data protection and GDPR

The government has updated (20/09/22) its model privacy notices for:

- pupils
- school workforce
- school and trust governance roles
- local authorities; and
- looked-after children and children in need

The documents, which include suggested wording, can be found here:

<https://www.gov.uk/government/publications/data-protection-and-privacy-privacy-notices>

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 – most up to date policy, September 2022, in line with KCSiE 2022. Includes the change in terminology – child on child abuse, rather than peer on peer abuse. *Make sure that any other policies you have, which include this term, are changed.*
 - ✓ Staff Code of Conduct
 - ✓ Attendance Policy – EPHA model policy updated for September 2022
 - ✓ Exclusions Policy – to reflect the new DfE guidance – model policy is being produced by the Education Access team
 - ✓ Pay Policy – updated with new pay ranges (when agreed – should be mid-October)
 - ✓ Behaviour Policy – to reflect the new DfE guidance
 - ✓ Children unable to attend school for medical reasons
 - ✓ Emergency Plan
- Maintained schools – publicise the school behaviour policy in writing to parents, staff, and pupils
- Academies – publish your Behaviour Policy on your website
- Add your school opening hours to the website.
- Check the HR policy checklist and ensure that you have the most up to date versions
- Download the EPHA statutory/mandatory policy checklist (September 2022) and ensure that you are compliant
- Update your website in line with most recent guidance, using the checklists provided by EPHA (September 2022).

HR Information

Key information

Teachers Pay

On Tuesday 19th July, the [Government](#) announced its acceptance of the School Teachers' Review Body's (STRB) recommendations on teachers' pay increases for September 2022.

There will now follow a statutory consultation period. While it is unusual for there to be changes as a result of the consultation this is a possibility and the final Document will not come into force until it is laid before Parliament. This is expected to be on 14th October 2022.

The [draft advisory pay ranges for 2022](#) are available during the consultation for reference and budgetary purposes only.

The STRB recommendations exceed those put forward by the DfE in its evidence (which was a 3% increase on the Upper, Unqualified and Leadership Ranges and Allowances).

The Government has decided to confirm pay increases only for the academic year 2022/2023 and not, at this stage, to accept the STRB's recommendation for pay increases for September 2023. A further remit will be issued by the DfE in respect of teachers' pay for 2023 in due course.

The estimated average overall increase to the pay bill is 5.4% but the actual cost clearly depends on the specific distribution of pay levels in an individual school. The Government has determined that this increase is affordable for most schools within the increased funding previously announced and have stated that there will be no additional funding specifically for the pay award.

Implementation

Maintained Schools are of course obliged to comply with the minimum and maximum values of each Pay Range set out in the Teachers' Pay and Conditions Document and may choose to follow the Advisory Pay points. Academies are free to set their own pay policies and may choose to follow the Teachers' Pay & Conditions Document.

For those following the STPCD, we advise waiting to apply the award to teachers' pay until the Document is approved by Parliament in October. Agreed increases will be backdated to 1st September 2022. Schools and Academies can however agree their Policies in principle in advance of publication of the final Document and then ratify and apply the changes once it is published.

Juniper Education HR will cover the details of the Teachers' Pay Award in September's HR News and HR Briefings.

Local Government Pay Award 2022

In response to the Unions' claim for a £2,000 increase on all spine points or RPI (whichever is greater) the Employers submitted their Pay Offer to the Unions on 25th July 2022. So far, Unite have rejected the offer and the other Unions are considering it.

The National Employers offer is £1,925 on all spine points – representing a 10.5% increase on scp 1, tapering down to 4.04% on scp 43.

In submitting its offer the Employers side has referenced the huge challenge for local government in managing to maintain headroom between the bottom pay points and the statutory National Living Wage.

The National Employers have also said that while fully supporting the increase of the National Living Wage, they have written to the Government making it clear "that in meeting the cost of this policy, additional funding is required. If this is not forthcoming, jobs and services will be at risk as employers struggle to accommodate this additional cost when trying to balance their budgets".

Note that this is an offer at this stage and NOT AGREED. Negotiations are ongoing and HR will confirm the final pay award as soon as it is confirmed, hopefully early in the Autumn Term.

Changes to who can issue Fit Notes

[New Regulations](#) come into force on 1 July 2022 which amend the eligibility criteria for who can issue fit notes. Currently, only doctors can issue fit notes, but these changes allow more healthcare professionals (nurses, occupational therapists, pharmacists, and physiotherapists) to issue fit notes. The intention is to allow them to see and provide care to more patients. It remains the case that Fit notes can only be issued following an assessment of a person's fitness for work, so cannot be issued on request or via over-the-counter services.

[The Social Security \(Medical Evidence\) and Statutory Sick Pay \(Medical Evidence\) \(Amendment\) \(No. 2\) Regulations 2022 \(legislation.gov.uk\)](#)

Brazel case – implications for schools

The case of Brazel v Harpur has been working its way through the Tribunal system for over 4 years and the final Supreme Court judgement was handed down on 20th July 2022. The outcome of the case will mean that the “paid weeks” of holiday for some support staff may increase. Please refer to the Juniper HR guidance for what this means for your school.

Screening applicants online

In line with new recommended practice in the statutory guidance “Keeping Children Safe in Education”, the school MAY decide to conduct searches for information on shortlisted candidates which is publicly available on-line. The purpose is limited:

- to identify issues which call into question the applicant’s suitability to work with children;
- to verify employment history.

No candidate or third-party individual will be asked to provide access to on-line information which is not publicly available. No detriment will be applied whether or not an individual has an on-line presence.

Searches will be conducted by an appropriate individual who is not a member of the recruitment panel to avoid the potential for discrimination. Only information related the purposes stated will be shared with the Panel. Any information will be discussed with candidates at interview before any decisions regarding the recruitment process are made.

You will need to update your recruitment policy if you decide to take this action – the Juniper HR Policy has been updated, and gives the option to include or delete this statement.

Relevant Documents and Guidance

- Teachers Pay and Conditions Document
- 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
- Update your Recruitment Policy to reflect whether or not you plan to conduct online searches during the recruitment process.
- 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

Safeguarding training presentation for governors

In this year's edition of Keeping Children Safe in Education, a new requirement has been introduced, that governors and trustees should receive appropriate safeguarding and child protection training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. We are recommending that all governors undertake safeguarding training, and that this should be regularly updated. **I have written and recorded a half hour training session for all governors, which offers topical training on their safeguarding role in school.**

The recording of the presentation can be accessed at <https://youtu.be/H7oEm9Lw9ZQ>

The slides for the presentation can be found on the EPHA website at <https://essexprimaryheads.co.uk/info-and-documents/seven-minute-staff-meetings/> Look for: Safeguarding training for Governors – September 2022

Along with an accompanying handout <https://essexprimaryheads.co.uk/files/safeguarding-for-governors-september-2022-handout.pdf>

(Please contact me if you can't find these on the site)

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.

Schools Financial Value Standard

[Schools Financial Value Standard \(SFVS\) and Assurance Statement](#) – page updated, including 'Schools Financial Value Standard Checklist' and 'Checklist Guidance' to reflect expectations for the 2022 to 2023 academic year. Changes to the guidance include, in section E on value for money, updates on threshold values for public procurement, good estate management and the get help buying for schools service

Essex Outcomes - Director of Education Termly Conference for Governors

The termly chairs' conference led by Clare Kershaw, Director of Education, is an excellent opportunity for networking, sharing ideas and learning from each other.

As well as the termly Safeguarding update for governors, the termly Director's conferences provide updates on Financial, HR and Curriculum matters as well as updates on the progress of Essex LA strategic priorities across the Education Directorate. Please make a note of the following dates and times for the Director's virtual updates for governors over this academic year; please note details on how to join the virtual event hosted on ZOOM will be distributed closer to each event.

DIRECTOR'S TERMLY CONFERENCE FOR GOVERNORS (Virtual)

	"Excellence, Equity, Inclusion."		
	AUTUMN TERM	SPRING TERM	SUMMER TERM
Event?	Director's Termly Conference for Governors	Director's Termly Conference for Governors	Director's Termly Conference for Governors
When?	Tuesday 11 th October 2022 6pm – 8pm	Tuesday 7 th February 2023 6pm – 8pm	Tuesday 23 rd May 2023 6pm – 8pm
Format?	Virtual – information dissemination	Virtual – information dissemination	Virtual – information dissemination

In addition, this year, the Director of Education will be introducing a second, termly governors event that will provide an opportunity for a 'deeper dive' into one particular area of education for governors, in a workshop style held as a physical meeting. Please make a note of the following dates and times for the Director's deep dive workshop events for governors; details of the physical venue for each deep-dive event will be distributed closer to each event.

DIRECTOR'S TERMLY DEEP DIVE FOR GOVERNORS (Physical)

	"Excellence, Equity, Inclusion."		
	AUTUMN TERM	SPRING TERM	SUMMER TERM
Event?	Director's Termly Deep Dive for Governors	Director's Termly Deep Dive for Governors	Director's Termly Deep Dive for Governors
When?	Thursday 24 th Nov 2022 6pm – 8pm	Thursday 16 th March 2023 6pm – 8pm	To be confirmed
Venue?	To be confirmed	To be confirmed	To be confirmed

Local Authority governors

The LA is looking for volunteers to become Local Authority school governors. If you, or anyone you know, would be interested in finding out more information please visit their [website](#) which includes a list of current vacancies. If Governing boards are also looking for Governors, more information can be found on an online service connecting schools and trusts with skilled volunteers in their area who are interested in becoming a school governor or a trustee on a Local Governing Body; more information available at [Inspiring Governance - Become a School Governor](#)

Academy conversion dates

Deadlines for schools converting to academy status.

[Academy conversion: important dates - GOV.UK \(www.gov.uk\)](#)

Links to relevant guidance and resources governors of maintained schools

[Local-authority-maintained schools: governance - GOV.UK \(www.gov.uk\)](#)

Links to relevant guidance and resources for academy trust governors

[Academy trusts: governance - GOV.UK \(www.gov.uk\)](#)

DfE governor update

[School governance update - GOV.UK \(www.gov.uk\)](#)

Get Information about Schools

Please continue to update the Get Information about Schools website. There was a system update on 28 June 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

- SFVS 2022 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"

- Ensure that all governors undertake safeguarding training, possibly using the EPHA recording.
- Consider the list of documents that you may want to review and adopt this term.
- Use the most up to date SFVS checklists.
- Encourage your governors to attend the Director of Education Termly Conference for Governors – Tuesday 11 October 2022 and/or the "deep dive" session on 24th November.
- Update your school's information on the Get Information about Schools website.

The Local Authority

Key information

Start of autumn term update from Clare Kershaw, Director for Education

SEND improvement will continue to dominate our work. As many are aware, Essex had its SEND re-visit in March, and I am very pleased to announce that both Ofsted and CQC judged that we have made sufficient progress in all three areas of significant weakness. The re-visit letter can be found [here](#). There is, of course, still much to do however, and I want to assure everyone that our improvement journey will continue as our highest priority.

The SEND priorities for this year will include:

- The publication of a new SEND Strategy
- The continued improvement work as identified by Ofsted and CQC
- The roll out of the Inclusion Framework and Ordinarily Available Framework
- Our work on the new banding and top-up funding system
- Our work on the Balanced System
- Continued expansion of the Multi School Council's work

I do, however, also need to explain that we will continue to be challenged in our statutory work due to the capacity of our Educational Psychology Service (EPS) and SEND Operations Teams. As a result, I want to be upfront with you to explain that you may experience a delay in receiving some assessments. We are working very hard to rectify this situation both from a recruitment perspective, and also to mitigate the impact of any delays you may experience.

We will be writing separately to you to outline in detail our whole approach around SEND for this year and this will be with you in the next few days. In the meantime, please do contact your Inclusion Partner in the first instance with any concerns.

The second key priority will be to continue the amazing work of the [Essex Education Task Force](#) and in particular the Essex Year of Reading which will continue across 2022/23. Alongside this work will be the continuation of the existing projects including the focus on wellbeing and the evaluation of the work of the Taskforce by the Education Policy Institute (EPI). Your respective 'voices' will keep you briefed on the work of the Task Force.

Thirdly, through the development of the Essex Lifelong Learning Strategy, we want to focus on educational outcomes across all phases, further develop young people's employability skills and support this work with the Council's ambitions for Levelling Up. We will share the strategy and the Levelling Up plans with you during the course of this year.

Fourthly, the work of the EWMHS Board and SEMH Strategy Team will continue to be prioritised. Included in this work is the continued roll out of the Trauma Perceptive Practice (TPP) programme and the new Emotional School Based Avoidance Guidance, which again will be launched this term. The Essex School Infolink SEMH pages contains a wealth of information and support on this critical topic and can be found [here](#).

School Improvement, outcomes for all pupils and outcomes for the most vulnerable pupils in Essex will also feature heavily in our work. I want to reiterate that we will not use the 2022 outcomes to make any judgements on how schools have performed, but the early cut of the data underpins what we already knew; our most vulnerable pupils have suffered the most in terms of their educational outcomes as a result of the missed school days, and therefore their progress needs to be accelerated alongside everyone having the highest aspirations for all of our children and young people. The refreshed [Schools Partnership Strategy](#) will be crucial in delivering this aspect of our collective work, as will the [Disadvantaged Strategy](#) and the work of the Virtual School.

Then there are the policy changes. Of course, we await the announcement of our new Prime Minister and Cabinet and any potential announcements to address the rising energy bills. We do know that Will Quince has announced he will be publishing the response to the SEND and AP Green Paper consultation in the autumn and we need to see what happens to the Schools Bill. There is also the Care Review which the Government have committed to responding to. We will begin conversations with schools interested in supporting the development of an LA established MAT this term.

As part of the policy changes there are guidance changes for this year around attendance, exclusions and suspensions and the teams will be updating you on those changes in due course.

Our more business as usual work will continue around the delivery of the Early Years and Childcare Strategy, supporting all refugees entering the county, safeguarding, EHE and CME, new schools and school expansions, admissions and funding decisions being some of those areas of our work.

All of our work will be underpinned with an unrelenting and continued focus on Inclusion in everything we do, and I would like to thank the Essex Headteacher Inclusion Roundtable for their work in supporting this most important moral and civic value any education system could have.

New members of the Education Team

Finally, I would like to welcome two new members to the Directorate. Shamsun Noor has joined my Leadership Team as Head of Operations and we welcome Ashley Milum, the new Head of Education and Early Years for the West team and Kierran Pearce as Youth Service SEND and Multi School Council Lead.

New Approach to SEN Top Up Funding

A working group of schools, settings and LA representatives has co-developed a new approach to SEN top-up funding, which has now been agreed by the Schools Forum. The new approach includes a new banding framework and aligns with the other new initiatives to improve the SEND system in Essex above. The new approach to top-up funding will be implemented across a two-year period (academic years 2022/23 and 2023/24).

Training on the new approach is available throughout September. Please visit: [Education Essex online booking system](#) to book your session.

Dates available:

- 8 September 2022 09:30 am – 12:00 pm
- 8 September 2022 1:30 pm – 4:00 pm
- 12 September 2022 09:30 am – 12:00 pm
- 12 September 2022 1:30 pm – 4:00 pm
- 14 September 2022 09:30 am – 12:00 pm
- 16 September 2022 09:30 am – 12:00 pm
- 16 September 2022 1:30 pm – 4:00 pm

SEND – EHCP Decision Making Panels and EHCP Quality Assurance

The participation of schools and settings in the decision-making process via panels continues to be hugely valuable. We are always looking for more schools and settings to take part in both panel decision making processes and quality assurance activity. The Initiation Panel and Resourcing Panel both take place weekly in each quadrant (virtually) and the multi-agency quality assurance meeting is a half-day session, once per term. If you would like to participate in any of these activities, please email senstrategy@essex.gov.uk with your name, email address and school name. A rota will be created, and you will be contacted about dates/times.

Virtual School Team

John Edgar –Virtual School Head

john.edgar@essex.gov.uk

Tel: 0333 013 7902

John is the Virtual School Head for Essex. John 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

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 last year. 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.

CAMHS EP telephone helpline – a reminder

The CAMHS service 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:

educationalpsychologyCAMHS@essx.gov.uk

Relevant Documents and Guidance

- Regular Schools Communications with Education Essex information now attached.
- Essex Schools Infolink

Your “do-list”

- Attend a virtual SEND event to learn about the changes to top-up funding and the need to review EHCPs in line with the new banding matrix.
- Consider participating in the EHCP decision making panels and quality assurance process.
- Make sure you have signed up to the Essex Education Information Sharing Protocol.
- Use the CAMHS 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 59 new headteachers (either new, acting, interim or Executive) this term.

North East

Charlotte Brown	Messing Primary
Teresa Cooper	Hamford Primary Academy
Jamie Whiteside	St Clare's Catholic Primary, Clacton
Simon Wood	Sir Martin Frobisher Academy
Karen Wright	Broomgrove Juniors (Interim headteacher)
Susan Locke	Baynards Primary (Executive head until half term)
Judith Dale	Baynards Primary (Headteacher after half term)
Robert Leach	Willow Brook Primary

South

Phil Andrews	Rettendon Primary
Tom Bottrill	Plumberow Primary Academy
Gary Capps	Ghyllgrove Primary
Martyn Clarke	Glebe Primary
Karen Collison	Waterman Primary (Head of School)
Stephanie Crump	Leigh Beck Juniors
Sally Finch	St Margaret's CE Primary, Bowers Gifford (substantive)
Denise Glanville	Hadleigh Infants
Ian Hampshire	Greensted Primary
Dave Jenkins	Hockley Primary
Debbie Loveless	Stambridge Primary
Gill Marrion	Sunnymede Infants (continuing as Interim Head)
Dean Moran	St Thomas of Canterbury CE Infants (Executive Head)
Claire Richardson	Holt Farm Juniors
Nick Rudman	St Luke's Park Primary, Runwell
Lisa Stainsbury	Downham CE Primary
Anne-Marie Taylor	Hogarth Primary (Interim)
Adam Toomer	Ryedene Primary
Simon Weston	Kelvedon Hatch Primary
Don Wry	Stambridge and Waterman Primaries (Executive Head)

West

Lisa Anstey	Chigwell Row Infants
Tracy Bratley	Rickling and Farnham Federation
Alex Burden	Flitch Green Primary Academy
Rob Calderwood	The Downs Primary and Nursery
Caroline Crompton	Thaxted Primary
Liz Crow	Great Bardfield Primary
Baz Duffy	Newhall Primary Academy and Nursery
Jonathan Furness	High Beech Primary (Executive Head)
Alison Kerrell	Holy Cross Catholic Primary
Kate Mortimer	High Beech Primary (Head of School)
Sarah Rees	White Bridge Academy
Helen Smith	Latton Green Primary Academy
Adelaide Yarwood	Lambourne Primary

Mid

Katie Allen	Larkrise Primary
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Justine Brooks	Great Waltham Primary
Lisa Cracknell	Parkwood Academy
Sam Dunne	Colne Engaine Primary
James Garlick	Great Leighs Primary (Acting head)
Ceri Jones	CEO Connected Learning
Maggie Loveday	Edith Borthwick School
Nerys Maidment	Elmwood Primary
Dominic Mulholland	Mildmay Primary
Cheryl Noble	Acorn Academy
Lois Osborne	Kelvedon Primary Academy
Emily Penkett	Cold Norton Primary
Debra Price	Rayne Primary
Natasha Robson	Chipping Hill Primary (Head of School)
Sarah Rowe	Holy Trinity, Halstead
Stephen Saunders	Little Waltham Primary
Melissa Taylor	Margaretting CE Primary
Debbie Conroy	Maldon Primary

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

EPHA termly headteacher meetings 2022-23

North East EPHA – Colchester United Football Stadium

Wednesday 16 November 2022

Wednesday 8 March 2023

Wednesday 21 June 2023

South EPHA – Greenwoods Hotel, Stock

Thursday 17 November 2022

Thursday 2 March 2023

Thursday 15 June 2023

West EPHA – Manor Suite, Manor of Groves, Sawbridgeworth

Wednesday 9 November 2022

Wednesday 1 March 2023

Wednesday 14 June 2023

Mid EPHA – Lion Inn, Boreham

Thursday 10 November 2022

Thursday 9 March 2023

Thursday 22 June 2023

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 29 September 2022 Lion Inn, Boreham

Key note presenter – Jonathan Duff, Regional Director

Headteacher briefing – “overspill” session online

The spring and summer term “overspill” briefings will be on

Monday 30th January 2023 and Thursday 4th May 2022, at 8.30 am. I will send out the Zoom links in advance.

Conferences

Deputy Headteachers’ conference - Friday 7th October 2022

The Deputy conference is being held at Colchester Football Stadium. Key note speakers including Helen Youngman, Adrian Bethune and Lee Parkinson. Places are going fast, but please contact me if your deputy or assistant headteacher would like to attend.

Small Schools conference – Wednesday 19th October 2022

We are holding a conference for the headteachers of small schools (with 120 pupils or fewer). This is taking place at the Lion Inn, Boreham, and key note speakers include Andrew Aalders-Dunthorne and Dave Keeling.

Headteachers' conference – Friday 24 March 2023 – Chelmsford City Race Course. The programme will be sent out in January 2023.

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** (£320 per school or academy) 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 2022/23 <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.
- Attend the EPHA AGM on Thursday 29th September.
- Look out for further information about the headteacher meetings, briefings 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.