



Spring term briefing 2019

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Ofsted

Key information

The current Ofsted handbooks are still the September 2018 versions – no updates published as yet this term (as at 08/01/19)

EPHA has published versions of each handbook with the changes highlighted

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

Inspecting safeguarding in early years, education and skills setting – October 2018

Guidance for inspectors undertaking inspection under the common inspection framework

Ofsted has updated the safeguarding briefing paper for inspectors which sets out the key points inspectors need to consider when inspecting safeguarding in these settings.

<https://essexprimaryheads.co.uk/files/inspecting-safeguarding-guidance-ofsted-october-2018.pdf>

I have written a checklist for governors and school leaders to ensure that the school is meeting the requirements set out in the briefing paper. (See Safeguarding audit of current requirements by Ofsted

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

School inspector briefing – Sean Harford November 2018

In this edition, Sean Harford focuses on segregation. Unlawful segregation has made headlines in recent months, resulting in lots of uncertainty and questions from the sector on the approach that Ofsted will take during inspection. With this in mind, from September 2018, the key messages are:

- any school segregating pupils unlawfully will have this addressed in the inspection report
- a school cannot be outstanding or good in their leadership and management where there is unlawful segregation of pupils.

This edition also includes the latest information on: the launch of electronic evidence gathering (EEG) for school inspections; and a link to a letter from Ofqual to headteachers and examinations staff about the summer 2019 exam series, including how Ofqual might support schools better.

The DfE has published a new version of the **statutory guidance for schools on careers guidance and access for education and training providers**.

The update includes information on new requirements and expectations that were introduced in September 2018, for secondary schools to:

- publish information about their careers programme on their website
- name their Careers Leader and publish their contact details on their website.

The update also provides further information on the roles and responsibilities of the Careers Leaders; details about The Career & Enterprise Company's new SEND Gatsby Benchmark Toolkit; and information on destination measures.

The guidance document is available at the following link:

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Guidance for the inspection data summary report (IDSR) November 2018

The IDSR guidance has been updated This guide provides an overview of the inspection data summary report (IDSR) and information to assist in interpreting the charts.

The IDSR is a tool showing historical data for inspectors to use when preparing for inspections. During inspection, inspectors will give most weight to the outcomes, attendance and behaviour of pupils currently in the school. They will also take into account historical data.

The IDSR is designed to show how well previous cohorts showed characteristics of good or better performance. It contains a brief overview of 2018 data using clear visual displays. An anonymous primary IDSR is available.

Schools' IDSRs will be updated following each analyse school performance (ASP) release. The current IDSR shows 2018 provisional data for primary.

Schools can access their IDSR by logging into ASP, clicking on the 'list of reports' link and clicking on the 'Inspection data summary reports' tab.

IDSRs have been produced for all schools that have data and have an ASP summary report. For queries about locating an IDSR, please contact enquiries@ofsted.gov.uk.

Consultation proposals on how Ofsted inspects schools, early years settings and further education and skills providers, to take effect from September 2019.

The Ofsted consultation was launched on 16 January and will run for 12 weeks. In the meantime, Sean Harford cautions against buying consultation packages that promise to prepare for the new Ofsted framework

And yet – the lucrative industry that sells schools consultation into 'what Ofsted wants' and 'preparation for Ofsted' seems to thrive. 'Save 5 hours staff time a day' they promise. 'Dramatic results in just 10 weeks' are offered. Leaders from across the country report that their inboxes are full of offers from consultation firms promising to take them through the new Ofsted education inspection framework (EIF). I'd like to be a fly on the wall at one of these sessions, given that we are yet to consult formally on the content, let alone actually carry out inspections using the new framework. Please, do not hand your silver to these Mystic Megs.

<https://educationinspection.blog.gov.uk/2018/12/18/the-myth-of-ofsted-consultants-do-not-buy-the-snake-oil/>

Nonetheless, we do know some of what will be part of the new framework – “Intent, implementation and impact” seem to be the name of the game – if you are waiting for Ofsted you might want to start talking about these with staff and governors.

The key proposals for consultation include:

- a new 'quality of education' judgement, with the curriculum at its heart
- looking at outcomes in context and whether they are the result of a coherently planned curriculum, delivered well
- no longer using schools' internal performance data as inspection evidence, to ensure inspection does not create unnecessary work for teachers
- separate judgements about learners' 'personal development' and 'behaviour and attitudes'
- extending on-site time for short inspections of good schools to 2 days, to ensure inspectors have sufficient opportunity to gather evidence that a school remains good

The 'leadership and management' judgement will remain, and will include looking at how leaders develop teachers and staff, while taking their workload and wellbeing into account. Inspectors will continue to make an overall effectiveness judgement about a provider. All judgements will still be awarded under the current 4-point grading scale. Parents will still get the information they value and understand.

The new framework builds on our existing expertise but marks a change in emphasis towards the substance of education. The proposed changes to the framework will make it easier to recognise and reward good work done by schools in areas of high disadvantage, by tackling the perverse incentives that leave them feeling they have to narrow the curriculum. Shifting the emphasis away from performance data will empower schools to always put the child first and actively discourage negative practices such as off-rolling.

Ofsted has also responded to the demand for parents to give better information about how well behaviour is managed in a school. A new separate behaviour judgement will assess whether schools are creating a calm, well-managed environment free from bullying. Alongside that, proposals for a 'personal development judgement' will recognise the work schools and colleges do to build young people's resilience and confidence in later life – through work such as [cadet forces](#), [National Citizenship Service](#), sports, drama or debating teams.

The consultation is open until 4 April 2019.

<https://www.gov.uk/government/news/ofsted-launches-a-consultation-on-proposals-for-changes-to-the-education-inspection-framework>

Ofsted's new framework: longer inspections and shorter notice

Ofsted has launched the consultation on its eagerly-anticipated new inspection framework, proposing longer inspections for 'good'-rated schools and a plan to send inspectors in to schools earlier for "collaborative" preparation time with leaders.

The draft new framework, published online on 16 January, will dictate how inspections of schools and other educational establishments are carried out from September 2019.

Alongside previously-announced plans to shake up inspection of the quality of education and management of behaviour in schools, Ofsted will enact proposals to spread "short" inspections of 'good'-rated schools over two days instead of one, and introduce new on-site preparation sessions that could see inspectors arrive in schools just two-and-a-half-hours after leaders are first informed of their planned visits.

[Read more: What's changing for schools in Ofsted's new inspection framework?](#)

Once implemented, it will also see the watchdog take a more "holistic" and curriculum-focused approach to rating the quality of education in schools, while inspectors also seek to clamp down on "teaching to the test", the narrowing of the curriculum and illegal off-rolling.

Details of the focus on curriculum also appear to include proposals to judge a school on how well it is preparing to meet the government's "ambition" of 90 per cent of pupils taking GCSEs in EBacc subjects.

Ofsted plans more inspector face-time

In doubling the amount of time inspectors spend in 'good' schools, Ofsted hopes to ensure the process of confirming that schools remain at that level is water-tight.

However, with no extra money from government going into the inspectorate to pay for the new framework, Ofsted's most senior inspectors – Her Majesty's Inspectors – will have to spend more time in the field.

"Currently they carry out a lot of what we call quality assurance work, the complaints work that we do in and around their inspection work," said Sean Harford, Ofsted's national director of education.

"By deploying that more smartly and thinking about how we do that quality assurance work, we can get the HMI specifically, and some [other inspectors], in front of the providers having the kind of conversations that we know providers actually value."

Under new on-site inspector preparation proposals, lead inspectors will spend an afternoon at schools they are due to inspect the following day. Schools will be informed of their impending visit by no later than 10am on the day before the inspection, and the lead inspector will arrive no earlier than 12.30pm, staying until no later than 5pm.

The change is likely to prompt concerns among schools that their inspections will in effect start earlier, but Matthew Purves, Ofsted's deputy director for schools, insisted it would be "really clear" the afternoon "is about preparing with the school and giving the school a role in preparation rather than it being a phone call and sending a document".

The time would be used to check documents and discuss things like the schedule of the inspection, activities that would normally eat into the beginning of an inspection.

He said schools involved in pilots of the proposal had been "really positive".

"Unprompted, they have told us about things like being able to have dialogue with the inspector, being able to set things up, and the next morning being less of a cliff-edge and less of an unknown for them."

The main changes that will affect schools.

1. Inspections of 'good' schools increased to 2 days

2. Ofsted could arrive within 2.5 hours

3. Personal development, behaviour and welfare judgment split

Amanda Spielman revealed last October that Ofsted plans to scrap its current **personal development, behaviour and welfare** judgment and replace it with two separate judgments: **behaviour and attitudes** and **personal development**.

4. There's a new 'quality of education' judgment

Spielman has already announced that the **quality of teaching, learning and assessment** judgment (which Ofsted has admitted is too focused on outcomes) [will be replaced with an overall quality of education judgment](#).

5. Ofsted won't use internal performance data, but will ask about workload

6. Private schools' specialisms will be taken into account

7. Emergency private school inspections will lead to quicker follow-ups

Letter from Amanda Spielman to the Chair of the Public Accounts Committee

Short inspections of good schools

In planning for this framework, we have considered the size, shape, composition and tariff of school inspections. We have considered what is required to support the new framework, and what is practically deliverable by inspectors and by Ofsted. In particular, I have been clear that I want to use the opportunity presented by the new framework to maximise the amount of time that inspectors spend on site, engaging with school leaders, teachers and pupils.

To do this, we believe it is necessary to review the role played by 'short inspections', also known as 'section 8 inspections of good schools', given that they now constitute the majority of school inspections. When designing the new proposals for revised section 8 inspections of good schools, we have sought views from inspectors, unions and the DfE. We are conducting a number of pilot inspections over the autumn 2018 and spring 2019 academic terms to test options for revisions to these inspections. I will be releasing more details of the proposed changes to the short inspection model when I launch the Education Inspection Framework consultation in January 2019 and would welcome feedback from the committee.

Collecting evidence from parents

Ofsted exists to serve parents, to help them pick the right school for their child, to provide assurance about the quality of education their pupils are receiving, and we also use their views to inform our inspection judgements.

There are a number of ways for parents to give their views during an inspection. Inspectors spend time in the playground, and at the school gates, in the morning and evenings so they can speak to parents. It is also possible for parents to ask for a private telephone call or meeting with an inspector if they have something they want to discuss in more detail.

Schools are responsible for ensuring that every parent is made aware of the opportunity to fill out the questionnaire on Ofsted's Parent View website. Parent View is a dedicated website used by Ofsted to collect the views of individual parents and each school has its own page where parents can anonymously answer a number of questions. These answers are then used by the inspectors to help them form lines of enquiry for the inspection and, ultimately, judgements about the school.

While Parent View has served our inspection needs reasonably well, we are currently in the early stages

of a project to replace the existing site with a new service, which better meets parents' needs. The new system is being specifically designed to increase the volume, quality and diversity of views that we collect from parents both during and outside of inspection. This includes considering different platforms, ways of gathering and presenting data and the questions we ask parents.

After this initial exploration we will then develop options for what this new service could look like. We will test these with parents and inspectors so that we can learn what does and doesn't work for them. Once we have identified the best option, we will test and pilot before launching a final, live product.

Commentary on curriculum research - phase 3

Amanda Spielman provides a commentary on phase 3 of Ofsted's research into the school curriculum.

<https://www.gov.uk/government/speeches/commentary-on-curriculum-research-phase-3>

Ofsted Curriculum resource videos

Ofsted has just published a [suite of curriculum videos](#) and workshop materials for [schools](#) and [further education and skills](#) based around the EIF and the curriculum.

<https://www.youtube.com/playlist?list=PLLq-zBnUkspPXjODb3PJ4gCqNc2LvfhSh>

Ofsted pen portraits of HMIs

The HMI pen portraits give a biographical summary of individuals' expertise, including their experience and qualifications. Look them up when you get the call!

<https://www.gov.uk/government/publications/ofsted-pen-portraits-of-her-majestys-inspectors-hmis>

Relevant Documents and Guidance

- School Inspection Handbook –section 5 including evaluation descriptors *September 2018*
- School Inspection handbook - section 8 *September 2018*
- Inspecting safeguarding in early years, education and skills setting – October 2018
- Statutory guidance for schools on careers guidance and access for education and training providers – October 2018
- Ofsted online presentations <https://www.slideshare.net/Ofstednews>
- The Common Inspection Framework – education, skills and early years *August 2015*
- Ofsted myth-buster – clarification for schools *September 2018*
- 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 safeguarding guidance for inspectors and use the checklist to audit your current provision and report to governors
- Respond to the consultation on the Ofsted framework
- Download the most recent School Inspection Handbooks – Section 5 and Section 8 – versions with changes highlighted are on the EPHA website
- Download the latest guidance about the IDSR (inspection data summary report)
- Check that the school and Governing Body is fully, legally compliant and is meeting statutory responsibilities. Ensure that there is a strong awareness of and emphasis on safeguarding procedures and the provision and outcomes of disadvantaged pupils.
- Check that your website is up to date and fully compliant –see checklist on the EPHA website (January 2019)

Safeguarding and Attendance

Key information

FGM guidance

There have been a number of updates to the multi-agency guidance on female genital mutilation. It is not a substantially different document, but there are a number of updates, so worth being aware of <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

plus good updated information and guidance on the NSPCC website

<https://learning.nspcc.org.uk/child-abuse-and-neglect/fgm/>

Seven-minute Safeguarding Staff Meetings

EPHA has produced a series of "Seven-minute Safeguarding Staff Meetings" on a range of topics. Recent additions include:

- Sexual Violence and Sexual Harassment – 7 minute staff meeting;
- Self-harm management toolkit – 7 minute staff meeting;
- Safeguarding training presentation and handout for volunteers in your school.

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

Safeguarding forums for schools – spring term dates (following the EPHA meetings)

N-EAST	Wednesday 6 March	Weston Homes Community Stadium
SOUTH	Thursday 7 March	Holiday Inn, Basildon
WEST	Wednesday 13 March	Weston Homes Business Centre, Takeley
MID	Thursday 14 March	Chelmsford City Football Club

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

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

Self-harm toolkit survey

You are probably aware of the self-harm toolkit for educational settings, which launched last year across Southend, Essex and Thurrock. The toolkit was produced following requests from school colleagues for additional resources to help them manage self-harming behaviour with pupils.

The toolkit has been available for some time on [Essex Schools InfoLink](#) and via other forums in your area and we would like to better understand how it is currently being used, or whether any additional support is required to help you and your colleagues use it.

We have put together an online survey to help capture this information and would appreciate it if you, or the relevant person within your safeguarding/pastoral team, would spare five minutes to complete it. The findings will help inform our next steps and highlight any key themes between schools.

Survey completion deadline is **Monday 25th February 2019**.

Please find the survey link below and thank you in advance for your support.

<https://surveys.essexinsight.org.uk/TakeSurvey.aspx?PageNumber=1&SurveyID=mIM3no7L&Preview=true#>

Management of suspicious, unexplained injuries and bruises – December 2018

SET (Southend, Essex and Thurrock) multi-agency procedures for front-line professionals.

The aim of this Protocol is to provide frontline professionals with a knowledge base and clear action strategy for the assessment, management and referral of children under the age of 18 who present with bruising and/or suspicious marks.

Launch of FCAMHS

the East of England Forensic Child and Adolescent Mental Health Service (FCAMHS) **will accept referrals for advice only from all agencies across the East of England region from 28th January 2019**. This constitutes part of a phased roll out of the service.

FCAMHS is a regional specialist service, hosted by Cambridgeshire and Peterborough Foundation NHS Trust, for children and young people aged 0-18 whereby:

- there is a concern about a young person's mental health (this may include

neurodevelopmental disorder and/or learning disability)

- the young person presents with high risk of harm to others and about whom there is major family or professional concern
- the young person may be in contact with the criminal justice system or be likely to enter secure care.

FCAMHS accepts referrals from any professional working with children and young people. For further information on how to make a referral and to view a copy of the FCAMHS leaflets and privacy notice, please visit our webpage at: <http://www.cpft.nhs.uk/training/forensic-children-and.htm>
If you have any queries or concerns, please do not hesitate to contact us on 0300 3009300.

ESCB training courses

Don't forget the training programmes and resources available on the Essex Safeguarding Children Board website, including *Child in Need* training, *Strengths Based Approach to CP conferences*, *Safeguarding levels 2 and 3*, and *Working with Resistant Families and Disguised Compliance*.
<http://www.escb.co.uk/media/1608/escb-training-programme-18-19-v1.pdf>

Attendance code of conduct

I am attending a meeting of the penalty notices code of conduct steering group in March. If you have any concerns or comments about the current code of conduct, please let me know.

Relevant Documents and Guidance

- Working Together to Safeguard Children – July 2018
- Keeping Children Safe in Education – DfE September 2018
- ESCB Effective Support for Children and Families in Essex July 2018
- FCAMHS <http://www.cpft.nhs.uk/training/forensic-children-and.htm>
- Self-harm management toolkit
- SET bruising/unexplained injuries protocol
- Multi-agency statutory guidance on female genital mutilation
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- Emotional Wellbeing and Mental Health Information Portal for Schools
[https://schools-secure.essex.gov.uk/pupils/Emotional Wellbeing and Mental Health Information Portal for Schools/Pages/default.aspx](https://schools-secure.essex.gov.uk/pupils/Emotional_Wellbeing_and_Mental_Health_Information_Portal_for_Schools/Pages/default.aspx)
- Gov.uk safeguarding resources
<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>
- EPHA Seven-minute safeguarding staff meetings <https://essexprimaryheads.co.uk/info-and-documents/seven-minute-staff-meetings>
- ECC Penalty Notice Code of Conduct November 2017

Your “do-list”

- Attend one of the safeguarding network group meetings in the spring term
- Share the SET bruising protocol and guidance with staff
- Seek advice on mental health concerns from FCAMHS
- Download the FGM guidance and use the resources on the NSPCC website to inform staff
- Complete the Self-harm management toolkit survey
- Use the EPHA “Seven-minute safeguarding staff meetings” to keep your staff up to date with current issues.
- 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

Primary performance tables published

The primary performance tables were published on 13 December. The 2018 tables show: results from the key stage 2 tests in:

- reading
- grammar, punctuation and spelling
- mathematics

key stage 2 teacher assessments in:

- reading
- writing
- mathematics
- science

key stage 1 to 2 pupil progress measures in:

- reading
- writing
- mathematics

For the first time since the new assessments were introduced, schools also have their results presented as a 3-year average.

Additional school-level data includes:

- information on the expenditure of each local-authority-maintained school open for the full 2017 to 2018 financial year
- the numbers of teachers, teaching assistants and other school staff
- the pupil to teacher ratio
- average salary of full-time teachers
- pupil characteristics
- pupil absences
- Ofsted ratings

<https://www.gov.uk/government/statistics/primary-school-performance-tables-2018>

Key Stage 1 and 2 test dates

2018/19 academic year

Key stage 1

Date	Activity
May 2019	Key stage 1 test period
Week commencing Monday 10 June 2019	Phonics screening check week

Key stage 2

Date	Activity
Monday 13 May 2019	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14 May 2019	English reading
Wednesday 15 May 2019	Mathematics papers 1 and 2
Thursday 16 May 2019	Mathematics paper 3

There is no science sampling for the 2018/19 academic year.

2019/20 academic year

Key stage 1

Date	Activity
May 2020	Key stage 1 test period
Week commencing Monday 8 June 2020	Phonics screening check week

Key stage 2

The key stage 2 tests are timetabled from Monday 11 May to Thursday 14 May 2020.

Multiplication tables check

Schools should administer the [multiplication tables check](#) within the 3 week period from Monday 8 June 2020.

Science sampling tests

Schools selected for science sampling will need to be available to administer the tests within the 2 week period from Monday 8 June 2020.

2020/21 academic year

Key stage 1

Date	Activity
May 2021	Key stage 1 test period
Week commencing Monday 7 June 2021	Phonics screening check week

Key stage 2

The key stage 2 tests are timetabled from Monday 10 May to Thursday 13 May 2021.

In 2021, Eid is due to begin on the evening of Wednesday 12 May. We understand that, given the significance of Eid, Muslim pupils may be absent from school on Thursday 13 May, the scheduled day of the final KS2 test.

Timetable variations may be appropriate for pupils who will be absent due to observing Eid. Schools should read the timetable variation guidance, which will be updated for the 2020/21 academic year, before applying. Schools are advised to discuss arrangements for the tests with their pupils' parents before the test period.

Multiplication tables check

Schools should administer the [multiplication tables check](#) within the 3 week period from Monday 7 June 2021. There is no science sampling for the 2020/21 academic year.

Damian Hinds: Learning life-saving skills in school is crucial

Education Secretary stresses importance of basic life-saving skills and first aid – under plans for health education to become compulsory in all schools in September 2020.

Schools will be encouraged and supported to teach high-quality relationships education, RSE and health education – tailored to meet their pupils' needs – from September 2019, ahead of it becoming compulsory in September 2020.

<https://www.gov.uk/government/news/damian-hinds-learning-life-saving-skills-in-school-is-crucial>

Damian Hinds challenges all schools to go single-use plastic free by 2022

Schools are being urged to stop using single-use plastic items and consider environmentally-friendly alternatives. The Education Secretary has today (27 December 2018) urged all schools to eliminate their use of single use plastics by 2022.

Damian Hinds has called on senior leaders in schools to stop using items such as plastic bags, straws, bottles and food packaging in favour of sustainable alternatives, and invited them to start a conversation with pupils about the effects discarded plastics have on the environment and wildlife.

The UK is committed to being a global leader in tackling the issue of plastic pollution and Mr Hinds is urging schools across the country to follow the lead of Georgeham Primary School in Devon who are the first school in the UK to achieve single use plastic free status.

Read the [single-use plastics brief](#) for more information.

<https://www.gov.uk/government/publications/single-use-plastics-budget-2018-brief>

Activity 'passport' to inspire schoolchildren and boost resilience

Primary school children will be challenged to go on a nature trail, visit a local landmark or make a treasure map through a new 'passport' of activities launched by the Education Secretary to encourage more family time and help build children's character and resilience.

Endorsed by organisations including the Scouts, Girlguiding and the National Trust – as well as children's charity Action for Children - the list of activities is intended to support parents and schools in introducing children to a wide variety of experiences and fulfilling activities like flying a kite, learning something new about the local area or putting on a performance.

The list of activities was inspired by the Education Secretary's visit to St Werburgh's Primary School, in Bristol, where every child is encouraged to take part in a list of tasks and experiences, with key achievements for each school year to tick off. The list will be sent to schools in January for teachers to adapt to meet the needs of their pupils and local communities, helping young people to build their personal skills and qualities during the school day and at home.

Recently published documents and guidance

Mental health and behaviour in schools

The DfE has published an update to the 'Mental health and behaviour guidance'. The updated guidance will help schools identify pupils whose behaviour may be a result of an underlying mental health difficulty. It will direct them towards information about how they can adapt their approaches to support these pupils with their individual needs, within the context of an approach that is based on clear expectation of behaviour.

The guidance is available at the following link:

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Andrew Hall has written a useful summary and critique of the document

<https://www.safeguardingschools.co.uk/mental-health-and-behaviour-in-schools-november-2018/>

However, he is fairly scathing of the guidance, concluding that:

Resources for supporting pupils with mental ill-health are dwindling, but sometimes it's not about more availability, more counsellors or more money. Sometimes it's about changing a mindset. The Mental Health and behaviour in schools guidance could have helped change that mindset. It talks too much about 'disruptive' behaviour, of 'highly consistent consequence systems' and too little about relationships and understanding. It's a missed opportunity, and it's all the weaker for that.

Early Years Foundation Stage Profile 2019

This publication provides statutory guidance and non-statutory advice from the Standards and Testing Agency (STA), an executive agency of the Department for Education, which is responsible for ensuring early years foundation stage (EYFS) profile outcomes are reliable as a result of moderation. No changes this year. The EYFS profile must be completed for each child and submitted to the LA no later than Friday 28 June.

Schools Census guidance 2018/19

The schools' census is on 17 January 2019

This document is aimed at schools that complete the school census – either directly or via the local authority - so that they:

- understand the purpose and rationale of the school census
- are able to populate their management information systems with the required data at 'School' and 'Pupil' level
- are able to update / maintain their data throughout the year
- are able to complete the 2018 to 2019 school census returns

Please use this document as a handbook for data collected for the purposes of the school census and stored in schools' management information systems (MIS) throughout the year - not just as a guide for census days. The DfE no longer requires schools to collect data on pupil's proficiency in English and, as such, this has been removed from the school census collection. Schools are therefore no longer required to assess a child's proficiency in English for the purpose of transmitting to the DfE via the school census. The collection of pupil nationality and country of birth are also no longer required.

<https://www.gov.uk/government/publications/school-census-2018-to-2019-guide-for-schools-and-las>

Schools causing concern DfE updated November 2018

On 8 November, the DfE issued updated guidance on Schools causing concern. The revisions are minor and are intended to keep the guidance accurate in light of the Secretary of State's speech on school accountability to the National Association of Head Teachers (NAHT) conference on 4 May 2018, including:

- a new 'key principles' section setting out the main implication of the speech
- amendments to chapter 2 ('coasting') to make clear that regional schools commissioners (RSCs) will no longer use formal intervention powers because a school falls within the coasting definition
- amendments to chapter 3 ('warning notices') to reflect the fact that RSCs will no longer issue warning notices on educational grounds unless the school has already been rated inadequate by Ofsted
- amendments to chapter 5 to clarify that where the DfE has mandated academy conversion, local authorities retain the responsibility for a school's improvement right up until the school closes and reopens as an academy.

This guidance covers:

- maintained "schools causing concern" (within the meaning of section 44 of the Education Act 2005);
- maintained schools that are "eligible for intervention" (within the meaning of Part 4 of the 2006 Act);
- other maintained schools about which the local authority and/or Secretary of State have serious concerns which need to be addressed; and
- academies causing concern.

Respectful School Communities Tool

The DfE has published a Respectful School Communities toolkit designed to support schools to develop a whole-school approach, which promotes respect and discipline. This can combat bullying, harassment and prejudice of any kind.

The toolkit is available at the following link:

<https://educateagainsthate.com/school-leaders/?filter=guidance-and-training-school-leaders>

Best practice guidance for school complaints procedures – DfE January 2019

In accordance with [Section 29\(1\) of the Education Act 2002](#), all maintained schools and maintained nursery schools must have and publish procedures to deal with all complaints relating to their school and to any community facilities or services that the school provides, for which there are no separate (statutory) procedures.

DfE has produced this guidance to:

- share and encourage best practice
- help schools avoid common pitfalls

The guidance sets out:

The difference between a concern and a complaint

Who can make a complaint?

Your complaints procedure.

Timeliness

Stages

Recording complaints

Governing body review

Bias in the proceedings

Complaints not in scope

DfE role

Managing serial and persistent complaints

DfE has produced a model complaints policy and a policy for managing serial and persistent complaints.

Controlling access to school premises

November 2018

1. Who can go onto school premises?

Schools are private property. People do not have an automatic right to enter. Parents have an 'implied licence' to come on to school premises at certain times, for instance:

- for appointments
- to attend a school event
- to drop off or pick up younger children

Schools should set out their rules for this and tell parents what they are. Anyone who breaks those rules would be trespassing.

2. Barring individuals from school premises

Trespassing is a civil offence. This means that schools can ask someone to leave and take civil action in the courts if someone trespasses regularly. The school may want to write to regular trespassers to tell them that they are potentially committing an offence.

Schools can bar someone from the premises if they feel that their aggressive, abusive or insulting behaviour or language is a risk to staff or pupils. It's enough for a member of staff or a pupil to feel threatened.

The school should tell an individual that they've been barred or they intend to bar them, in writing. Letters should usually be signed by the headteacher, though in some cases the local authority, academy trust or proprietor may wish to write instead. The individual must be allowed to present their side. A school can either:

- bar them temporarily, until the individual has had the opportunity to formally present their side
- tell them they intend to bar them and invite them to present their side by a set deadline

After the individual's side has been heard, the school can decide whether to continue with barring them. The decision should be reviewed within a reasonable time, decided by the school.

The Department for Education (DfE) does not get involved in individual cases.

3. Removing individuals from school premises

Section 547 of the Education Act 1996 makes it a criminal offence for a person who is on school premises without legal permission to cause or permit a nuisance or disturbance.

Trespassing itself does not constitute a criminal offence. To have committed a criminal offence, an abusive individual must have been barred from the premises or have exceeded their 'implied licence', then also have caused a nuisance or disturbance.

If a school has reasonable grounds to suspect that someone has committed an offence, then they can be removed from the school by a police officer or a person authorised by the appropriate authority such as the:

- governing board
- local authority
- proprietor of that school

DfE Teacher Recruitment and Retention Strategy – January 2019

There are four key themes to the DfE's strategy:

1. Create the right climate for leaders to establish supportive school cultures

The wider context in which headteachers currently operate can create pressure that leads to excessive workload that distracts teachers from teaching.

In this chapter we set out how we will help to create the right climate for headteachers and other school leaders to establish supportive school cultures. At the heart of this will be reforming the accountability system. In particular:

We will radically simplify the system, consulting on making 'requires improvement' the sole trigger for an offer of support – replacing floor and coasting standards; and

The new Ofsted framework will have an active focus on the need to tackle teacher workload.

2. Transforming support for early career teachers

Not enough early career teachers receive the high quality support they need to build the foundation for a successful career. In this chapter we set out how we will transform support for early career teachers, introducing the most significant reform to teaching since it became a graduate-only profession – backed by substantial extra investment. In particular:

We are launching the Early Career Framework. This will underpin an entitlement to a fully-funded, 2-year package of structured support for all early career teachers linked to the best available research evidence – including funded time off timetable in the second year of teaching and additional support for mentors; and We will create a major shift in the incentives for new teachers by introducing phased bursaries – with staggered retention payments to encourage good people to remain in the profession, as well as to join.

3. Support a career offer that remains attractive to teachers as their careers and lives develop

A career in teaching does not always adapt to the expertise and lives of teachers. In this chapter we set out how we will build on the foundation of the Early Career Framework to support teachers – whatever their expertise or circumstances – to pursue the right career opportunities for them. In particular:

We will develop specialist qualifications to support clearer non-leadership career pathways for teachers that want to stay and excel in the classroom;

We will invest in these new and existing leadership qualifications, and will do so disproportionately in

challenging schools – encouraging good teachers to work, stay and develop where the need is greatest; and We will support headteachers to adapt to changing demands by helping to transform approaches to flexible working in schools.

4. Make it easier for great people to become teachers

The process to become a teacher is too complicated and burdensome. We will radically simplify the process for becoming a teacher, introducing new digital systems designed to make application much easier and more user-friendly. In particular:

We will introduce a new one-stop application service for ITT, which will be easier to use and designed to better meet the needs of potential trainees; and

We will review the ITT market to support it to work more efficiently and effectively.

Relevant Documents and Guidance

- Early Years Foundation Stage Profile 2019
- Schools' Census guidance 2018/19
- Schools causing concern DfE November 2018
- Mental health and behaviour in schools November 2018
- Respectful school communities – Self-review and signposting tool December 2018
- School improvement support resources

DfE Professional development and support to help schools develop their leadership, staff and curriculum, so they can improve their results and performance.

<https://www.gov.uk/government/collections/school-improvement-support#governance>

Your “do-list”

- Download latest DfE guidance as listed above.
- Share the EYFS profile guidance with early years staff
- Share the Schools Census guidance with key staff.
- Look out for the Activity Passport being sent to primary schools by DfE
- Consider working towards your school being single-use plastic free by 2020
- Brush up on your life saving skills!
- Update your complaints procedures in line with DfE guidance

HR information

Key information

Right to work checks and applying for settled status following Brexit

The current position that EU nationals have the automatic right to live and work in the UK will change as a result of the UK's decision to leave the EU.

This will mean that some employees will need to apply for "settled status" to evidence their ongoing right to live and work in the UK. This guidance gives an overview of the EU Settlement Scheme and the checks employers must carry out when recruiting EU citizens following Brexit. This is not intended to be exhaustive guidance and employees should seek their own advice on obtaining settled status.

Right to work checks until the end of 2020

Current right to work checks apply until the end of 2020. There will be no change to the rights and status of EU Citizens living in the UK until 2021.

Even if there is a no-deal Brexit in March 2019, the immigration minister has now confirmed that no additional right to work checks on EU citizens will be required. Any employers offering jobs to EU nationals' post-Brexit will be expected to ensure they are eligible to work in the UK (using the current right to work checks). There will be no need for employers to differentiate between recent arrivals in the UK and settled residents when carrying out such checks.

What is the EU Settlement Scheme?

If EU citizens want to stay in the UK beyond 31 December 2020, they and their family members will need to apply to the EU Settlement Scheme ("the Scheme").

The Scheme will allow the EU citizen and their family members to continue to live and work in the UK. It will mean they are eligible for:

- public services, such as healthcare and schools;
- public funds and pensions; and
- British citizenship, if they want to apply and meet the requirements.

Who needs to apply?

EU citizens from all member states can apply. They will not need to apply if:

They are an Irish citizen

They have indefinite leave to remain in the UK

They have indefinite leave to enter the UK - for example, they have a [Returning Resident visa](#)

However, all family members from outside the UK and Ireland will need to apply. Rights for citizens of Norway, Iceland, Liechtenstein and Switzerland are still being negotiated.

Eligibility for settled status

To be eligible for settled status, the individual will usually need to:

be an EU citizen, or a family member of an EU citizen

have been living in the UK continuously for 5 years ('continuous residence')

have started living in the UK by 31 December 2020

If they have lived in the UK for less than 5 years, they will generally be eligible for 'pre-settled status' instead.

They will need to apply even if they are an EU citizen married to a British citizen. Further details on eligibility are available from: <https://www.gov.uk/settled-status-eu-citizens-families/eligibility>

Timescales

The Scheme will be phased in later this year, and will gradually open more widely until it is fully open by the end of March 2019.

Residents from EU member states have a deadline to apply for "settled status" which will then prove their right to remain and work in the UK. Those who are resident in the UK by 31 December 2020 will have until 30 June 2021 to make an application. Their rights will remain unchanged until then, provided that they were resident in the UK by 31 December 2020.

It is estimated that 3.5 million people will need to go through this process once it has been fully opened (which is due by March 2019). It may therefore be advisable to apply as early as possible.

Employer responsibilities

Although there is no legal obligation to communicate information about the Scheme to employees, employers may wish to notify employees about the Scheme and provide them with the relevant information. The Government have issued a toolkit for employers. This includes leaflets and briefing guides for informing employees about the Scheme.

<https://www.gov.uk/government/publications/eu-settlement-scheme-employer-toolkit>

Employees who need to apply will find checklists of the documents they will need to produce and the process

in the applicant leaflets:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/728676/Leaflet_2_-_How_Do_I_Apply.PDF

Fees for the Scheme

Employers are not expected to pay or support the cost of the Scheme although if they wish to do so they can. The cost for applying under the scheme will be £65 for those aged 16 or over (£32.50 for children under 16). It will be free to apply if:

The EU citizen already has valid indefinite leave to remain in the UK or a valid permanent residence document (see below)

Applying to move from pre-settled status to settled status

Evidence of settled status

Settled or pre-settled status will mean that the individual has the right to work in the UK. It will also mean they can:

- use the NHS
- enrol in education or continue studying
- access public funds such as benefits and pensions, if you're eligible for them
- bring family members to the UK after 31 December 2020
- travel in and out of the UK

All successful applicants will get proof of their settled status through an online service. They will not get a physical document.

Once an applicant has been granted settled status, it will remain valid unless they leave the UK for a period of more than 5 years.

Employees with indefinite leave to remain in or enter the UK

If an employee has indefinite leave to remain they can continue to live and work in the UK without applying for settled status. However, they can apply to change their indefinite leave to settled status (without a fee) if they wish which will mean they can live outside the UK for 5 years* (rather than 2 years with indefinite leave). They will not have to pay or prove they have 5 years' continuous residence.

Employees holding a valid permanent residence document

Any permanent residence document will not be valid after 31 December 2020. Individuals can change their permanent residence document for settled status by applying to the EU Settlement Scheme. They will not have to pay or prove they have 5 years' continuous residence.

*this period is still subject to parliamentary approval and may change.

Teachers' Pension Scheme – consultation on funding the increase in employer contributions for 2019/20

The Department for Education (DfE) has launched a https://consult.education.gov.uk/financial-strategy-unit/funding-the-education-sector-for-teacher-pensions/supporting_documents/Teachers%20Pensions%20Scheme%20Consulation.pdf

to seek views on the DfE's proposal to provide funding for certain educational institutions for the increase to employer contributions to the Teachers' Pension Scheme in 2019/20.

Part 4 of the consultation sets out the rationale for funding, the DfE is proposing that funding be provided to the following institutions:

- Mainstream and special maintained schools
- Mainstream and special academies (including Alternative Provision, 16-19 academies and free schools)
- Maintained nursery schools
- Non-maintained special schools
- Independent Special Schools, to the extent they educate children with Education, Health and Care Plans.
- Local Authority Centrally Employed Teachers
- Music Education Hubs

The consultation is seeking to understand the "views of those sectors that DfE proposes to support." **It is therefore very important that you respond to the consultation to support the proposed funding for the local authority maintained sector, please note that the funding proposal has been extended to cover centrally employed teachers and music education hubs.**

Right to work checks on academy trustees and members

It has recently come to HR's attention that although Academy trustees and members are volunteers (and therefore would normally not be covered by right to work checks) under provisions in the Education (Independent School Standards) Regulations 2014 there is a requirement to carry out such checks.

This is not included in the statutory guidance Keeping Children Safe in Education either in the current version or any previous versions. HR has contacted the Department for Education for clarification of whether such checks are required and, if so, why this is not set out in the statutory guidance. They have confirmed that right to work checks are required on Academy members and trustees (not members of local governing bodies). The Department are looking into why this is not included in the statutory guidance.

Next steps for Academies:

1. Carry out a right to work check

All Academies should now ensure that their trustees and members have been appropriately checked to ensure they have the right to work in the UK. Academies must obtain original versions of one or more acceptable documents and check the document's validity in the presence of the holder. The documents that can be provided are available here:

<https://www.gov.uk/government/publications/acceptable-right-to-work-documents-an-employers-guide>

In many cases, a UK/EEA passport will have been provided for either an identity check or to complete a DBS check and if this is the case the individual will have the right to work in the UK and appropriate evidence of the check should be retained (see below). If appropriate documents have not been seen/retained for any existing trustees/members this check should be carried out retrospectively. This check must be completed for all new Academy trustees and members going forward.

[Comprehensive guidance](#) is available which includes requirements and processes for checking right to work in the UK.

2. Retain evidence of the right to work checks

Where a new right to work check is completed, evidence must be retained with the records for the governor/trustee. A clear copy of the right to work document must be retained and the person who checks the document must write on the copy "This Right to Work document was checked on [insert date]". It is also recommended that the name of the person who has carried out the check is recorded on the copy document. The document retained can be a hard copy or a scanned and unalterable copy (e.g. jpeg or PDF).

If a copy of the UK/EEA passport has been retained for an existing trustee/member (from a previous identity/DBS check) this will provide evidence of their right to work but the document should be annotated as set out above.

3. Record the check on the Single Central Record

The Academy's Single Central Record should be updated to include a right to work check column for Academy trustees and members.

The date of the right to work check must be recorded on the SCR (and ideally the initials of the person who completed the check).

Local Government Pay Proposals 2018-2019

The National Employers have made a final pay offer covering the period 1 April 2018 to 31 March 2020. Academies, while not bound by the Collective Bargaining process, will need to comply with the National Minimum and Living Wages and ensure that differentials throughout the pay structure are maintained. HR is negotiating with the unions about a proposed pay structure and will ensure that information is with schools as soon as possible.

HR has been notified by the e-DBS team that they will no longer be providing an email to schools confirming the **outcome of the DBS Children's Barred List** when a DBS application is submitted. We have clarified with them that the email confirming the outcome of the DBS check will show that the check was for a children's workforce position (assuming this was requested) and therefore this should be taken as confirmation that both the barred list check and DBS check are clear. The date recorded on the SCR will therefore be the same for both checks. If there is a match against the Barred List the e-DBS will contact the school (by phone or email) before the DBS outcome is received. Stand-alone Barred List checks are still available (eg where an applicant has a portable DBS) and the outcome will continue to be communicated in the usual way. Similarly, the known to LADO check will still be notified to schools by a separate email.

A recent case has highlighted the need to be cautious about **sharing information when an employee is off sick**. Crucially, information about the nature of the ill health must never be shared beyond those who need to know (eg the relevant manager/HR office), unless you have the employee's explicit consent. This consent must cover what, and with whom, information can be shared.

Changes to the Teacher Status Check portal

The DfE has changed the portal for teacher status checks which replaces the Secure Access portal. Teacher Services should be used before appointing a teacher to check for:

- the award of qualified teacher status (QTS)
- completion of teacher induction
- prohibitions, sanctions and restrictions that might prevent the individual from taking part in certain activities or working in specific positions

Further Information see: <https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>

Relevant Documents and Guidance

- Teachers Pension Scheme consultation https://consult.education.gov.uk/financial-strategy-unit/funding-the-education-sector-for-teacher-pensions/supporting_documents/Teachers%20Pensions%20Scheme%20Consulation.pdf
- 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 EES <http://www.eesforschools.org>
- DfE website requirements <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

Your “do-list”

- Notify affected employees about the Settled Status Scheme (post-Brexit) and provide them with the relevant information.
- Respond to the Teachers’ Pension Scheme funding consultation
- If you are an academy, ensure that you have carried out right to work checks on academy trustees and members.
- Complete performance management reviews for support staff as early as possible in the spring term and prepare for Local Government Pay Award and changes to LG Pay Spine

Review of Equality Information

Key information

Legal requirements

Primary schools have a general duty to have due regard to the need to eliminate discrimination and harassment; advance equality of opportunity; and foster good relations between people who share a protected characteristic and those who do not.

This general duty is supported by specific duties and in summary, listed public authorities in England are required to:

- publish information to demonstrate compliance with the general duty, at least annually, and
- to prepare and publish one or more objectives, at least every four years to achieve any of the aims in the general equality duty.
- The information and objectives must be published in a manner that is accessible to the public.

Equality objectives

Since April 2012 all schools have been required by law to publish equality objectives.

The Commission issued guidance 'Equality objectives and the equality duty' to help public authorities to develop effective equality objectives. This can be found at

<http://www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/guidance-on-the-equality-duty>

These should have been published initially by April 2012 and need to be reviewed by annually by Governing Bodies in the spring term.

Under specific duties, governing bodies, local authorities and proprietors are required to draw up equality objectives every four years and **annually publish information** demonstrating how they are meeting the aims of the general public sector equality duty. (see statutory policy list)

Review frequency: Objectives must be drawn up every four years (*not this year!*) but schools must publish information annually (see below).

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the head teacher.

Legislation: The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011.

Relevant Documents and Guidance

<http://www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/guidance-on-the-equality-duty>

Your "do-list"

- Review the equalities information published on the school website and update in line with current provision and impact of the equalities objectives.
- Depending on the level of delegation on your Governing body, ensure that this is on the agenda, approved by governors and that information on the website is updated.
- Equality information and equality objectives can be published as part of another document, such as the school's prospectus, school improvement plan or other document, or can be placed on the school's website.

Policies and school websites

Key information

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

- Redundancy and Restructuring Policy- updated by HR in October 2018
Minor updates for clarification on paragraphs on right to representation, appeals and redeployment.
- Sickness absence management policy – updated by HR in September 2018
- Equalities Information (see below)

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

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

EPHA has developed lists of statutory and mandatory policies for schools and academies.

The checklists are based on the following guidance for schools:

- DfE statutory policies for schools (September 2014)
- Keeping Children Safe in Education (September 2016)
- SEND Code of Practice
- EYFS Framework
- Data Protection Act 1998
- Academies Financial Handbook
- Governance Handbook

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

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

Updated version (January 2019) of the website checklists

I have updated the website checklists for both maintained schools and academies – available on the EPHA website.

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

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 EES <http://www.eesforschools.org>
- DfE website requirements <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

Your “do-list”

- Review and publish Equalities information by 6 April
- Check the HR policy checklist and ensure that you have the most up to date versions
- Download the EPHA statutory/mandatory policy checklist and ensure that you are compliant
- Update your website in line with most recent guidance, using the checklists provided by EPHA (January 2019).

The Local Authority

Key information

Schools Forum decision about school funding in 2019/20

The Schools Forum met on the 12th December 2018 to discuss the LA proposal to transfer 0.5% from the Schools Block to the High Needs Block following a consultation with all schools regarding the proposal. 90 schools responded to the consultation of which 85 voted against the proposal. It is however acknowledged that 460 schools did not respond to the consultation.

The Schools Forum voted against the proposal acknowledging the responses to the consultation that had been received. As stated in the Schools Forum briefing to the consultation, the Schools Forum recognises the significant funding pressures within the High Needs Block but also recognises that there is insufficient funding across the education system to support a transfer from one block to another.

However, it is also recognised that the Local Authority (LA) has a duty to balance the High Needs Block and that a forecast overspend of £15m by the end of 2019/20 cannot be sustained. Therefore the Forum accepts that, despite the decision made on the 12th December, the LA has submitted an application to the DfE to request that the Secretary of State approves the transfer of 0.5% from the Schools Block to the High Needs Block.

On the 17th December, following significant national lobbying from local authorities regarding the pressures faced by the High Needs Block, the DfE announced an additional £250m funding for 18/19 and 19/20. This announcement came with no warning and therefore was not part of the Schools Forum discussion on the 12th December. For Essex this funding represents £6.5m across the two financial years. The LA welcomes this additional funding but acknowledges that it will still not be sufficient to mitigate the full forecast projected overspend of £15m. Therefore the LA will continue with the application to the Secretary of State to transfer 0.5% from the Schools Block to the High Needs Block. There is no guarantee that this application will be approved. If it is, with the announcement of the additional funding, the forecast overspend will be significantly reduced for 19/20.

Further information will be provided to schools following the Schools Forum meeting on the 16th January when the final 2019/20 settlement will be discussed and the outcome of the application should be known.

Both the Schools Forum and the LA would like to reassure colleagues that during the next year the High Needs Block funds will be reviewed regularly and through the plans to transform the SEND system in Essex we will seek to meet the needs of our vulnerable children within the funding allocated by the DfE.

Health and Safety Monitoring (HSIM) 2018 – final reminder

The online health and safety internal monitoring (HSIM) 2018 is live and the deadline for completion was Friday 14 December 2018. Links to the monitoring pages are on the [Health and Safety](#) homepage. All Community and V/C schools must submit the relevant checklists by the above date. Please read the guidance and preparation sheets before completing the checklists.

Note: Academy, Foundation, V/A or Independent schools who buy the H&S service have the option to submit the forms.

For further information contact the Health and Safety Team on 0333 013 9818 or HS@essex.gov.uk (Only for Community and V/C schools or other schools which buy into the H&S service)

School Sickness Insurance Scheme

The decision has now been made to close the School Sickness Insurance scheme and so 2018/19 will be the last year. School premiums will cover the period to 31st March 2019 and the scheme will not be renewed beyond this date. Increased costs of administering the scheme whilst continuing to provide competitive benefits have unfortunately made the continuation of the scheme unsustainable, as benefits paid have significantly exceeded premiums received in recent years.

As stated, the scheme will expire on 31st March 2019 and this will be the final date of any valid claim. Claims for dates after 31st March will be rejected.

Your school will now need to source a new insurance service. However, procuring insurance commercially has the potential to be daunting as different policies can cover different things, and so cost is not always the only thing to consider.

Schools meals support

You will be aware that the ECC school meals service will become traded from April 2019 and you will need to decide whether or not to buy into this service.

Jason Walmsley, previously the head of the Schools Meals Service, is setting up the Essex School Food Bureau, which aims to offer an online/telephone support and advice line, which is competitively priced, and will help you ensure that your school is compliant with school food regulations.

This service will be an annual subscription service for primary schools offering unlimited email and helpline access during term time. The subscription fee is payable in advance.

- Small School (under 105 pupils) £130
- Single form entry (under 230 pupils) £190
- Two form entry £245
- Three form entry or more £285

For more information, contact Jason on jasonwalmsleynen@hotmail.com or at 07722 131005

Proposed sale of the EES for Schools business

The proposed sale of the EES for Schools business continues and Essex County Council (ECC) is currently in negotiations with a bidder. While this doesn't guarantee a sale will take place, it is a significant step in the process.

As expected with this type of process, the amount of information that can be shared at this time is limited. It is anticipated that more detail can be provided during February and March 2019.

ECC Social Care inspection outcome

Inspection dates: 19 November 2018 to 23 November 2018

Overall inspection judgment – Outstanding

Find the full report on the EPHA website at <https://essexprimaryheads.co.uk/files/essex-inspection-report-social-care-november-2018.pdf>

Reporting School Closures

Should schools need to close for any reason, whether this is due to bad weather, site issues, or other, it should be reported via the 'Report School Closure' facility available on the My School Page of [Essex Schools Infolink](#).

BBC Essex are no longer responsible for collating this information from schools so schools should not be ringing them to report closures.

For further information, please contact Tayla Johnson, Education Business Continuity Officer on schools.communication@essex.gov.uk

Relevant Documents and Guidance

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

Your “do-list”

- Health and Safety monitoring - all Community and V/C schools should have submitted checklists by Friday 14 December 2018
- Research and decide on new Staff Sickness Insurance for your school
- Consider the range of services that you may need from April 2019, and decide what your school will buy into.
- Attend the termly headteachers' meetings to be kept up to date on LA plans, strategy and information
- Make sure you read/see Education Essex each week

EPHA events and dates

Key information

According to my information so far, 8 primary schools in Essex have new headteachers this term – **7 of them in South.**

Annie Griffin	North Crescent Primary (Head of School)
Travis Martinson	William Read Primary
Sarah Meacher	Holly Trees Primary
Sarah Sloper	Rettendon Primary
Danny Wagstaff	Hilltop Juniors (Interim Head of School)
Sarah Warnes	Jotmans Hall Primary
Don Wry	Hilltop Juniors (Head of School)

1 in Mid

Xanthe Glynn	St Cedd's CE Primary (Head of School)
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EPHA termly headteacher meetings 2018-19

South EPHA – Holiday Inn, Basildon

Thursday 7 March 2019

Thursday 13 June 2019

North East EPHA – Weston Homes Stadium

Wednesday 6 March 2019

Wednesday 12 June 2019

Mid EPHA – Chelmsford City Football Club

Thursday 14 March 2019

Thursday 20 June 2019

West EPHA – Stansted Business Centre, Takeley

Wednesday 13 March 2019

Wednesday 19 June 2019

EPHA Primary Headteachers' Support Directory

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

Conferences

Headteachers' conference – Friday 22 March 2019 – Stock Brook Country Club – key note speakers, Professor Robert Winston, Professor Mick Waters and Adam Kay – programme, booking form and invoice (*to be used if required*) sent out by post in January

Deputy Headteachers' conference – Friday 4 October 2019

The **2019/20 EPHA funding contribution** will 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.

The EPHA Colleague Supporter programme for new and acting headteachers in primary-phase schools and for established headteachers who are new to Essex

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

A Colleague Supporter will be a confidante and sounding board, who the new head can use to share their concerns and questions about being a new head. They will know the systems in Essex, be able

to tell you which meetings are “unmissable” (and which you can avoid!) and make sure that you can access the help that is available.

However, an effective Colleague Supporter knows that their main job is to listen and seek to understand, rather than immediately jumping in with solutions and recommendations. Their role is to support you, not to undermine your own practice and approach or tell you what to do. It is also important to emphasise that the discussions you have will be confidential, although your Colleague Supporter may at times recommend other people that you could (or should) reach out to for additional support.

If this is not your first headship but you are new to Essex, you may still benefit from our support – see the attached document for how we can help you in your new role.

This service is *absolutely free* to new and acting primary, nursery, infant and junior headteachers in Essex. EPHA recognises the importance of supporting new heads in their early days of headship and wants to ensure that every new head feels able to connect with a Colleague Supporter, without having to draw on their school’s budget. At the same time, EPHA remunerates a Colleague Supporter’s own school, so that they are able to commit to a professional role knowing that they are contributing financially to their school, as well as benefiting professionally.

The EPHA Chair or Vice-Chair of your quadrant (or the EPHA Professional Officer) will contact you as early as possible in your new headship to welcome you to your new role in an Essex school and to let you know what support EPHA can give you. During that conversation they will talk to you about organising a Colleague Supporter and will ask you a number of questions about who will be right for you.

Once we have identified a “match”, your Colleague Supporter will contact you and will set up a programme of support.

For more information contact Pam Langmead at pam@langmead.me.uk

Relevant Documents and Guidance

- EPHA website www.essexprimaryheads.co.uk
- What headteachers get in return for their EPHA contribution 2018/19
<https://essexprimaryheads.co.uk/about/constitution-and-finance/>
- EPHA Headteachers’ Support Directory

Your “do-list”

- Be kind to new colleagues (and existing ones!)
- Book your place on the annual headteachers’ conference – programme and booking form are being sent (in the post) to schools in January
- If you are, or know of, a new headteacher, please contact Pam to access the new EPHA Colleague Supporter programme
- Download the updated EPHA Support Directory for primary heads
- Find documents and information on the EPHA website, including the 7-minute staff meetings
- Contact Pam Langmead, EPHA Professional Officer, at pam@langmead.me.uk for any support or information that you need