



Summer term briefing 2017

1. Ofsted
2. Safeguarding and Attendance
3. Direction of the DfE
4. DfE guidance
5. EYFS Framework 2017
6. Updating policies and HR information
7. Academies update
8. The Governing Body
9. The Local Authority
10. EPHA events and dates

Ofsted

Professor Julius Weinberg appointed next Chair of Ofsted.

Secretary of State for Education Justine Greening today (11 April 2017) announced the appointment of Professor Julius Weinberg as next Chair of Ofsted. As former Vice Chancellor of Kingston University and Deputy Chair of Ofqual, Professor Weinberg has had a wide-ranging career in the education sector. He replaces interim Chair James Kempton and he will step down as Deputy Chair of Ofqual when he takes up his new role at Ofsted.

School Inspection newsletter March 2017 – Sean Harford briefing

This edition of the school inspection update contains important information for inspectors that reinforces messages from recent training, notably: further guidance about inspecting pupil progress and not referring to 'expected progress'; key stage 2 progress from P scales; interpreting key stage 1 charts by prior attainment; and understanding the GCSE reforms.

Inspecting non-exempt outstanding schools that undergo significant change

Pupil referral units, special schools and maintained nursery schools that were judged good or outstanding at their previous section 5 inspection will normally receive short inspections approximately every three years to confirm that the quality of education remains good or outstanding and safeguarding is effective.

However, where these settings undergo significant change, for example through merging with another school or by adding a new phase or a key stage, they will normally have a section 5 inspection as their next inspection instead of a short inspection. Thereafter, if the expanded school is judged outstanding or good, it will be eligible for a short inspection approximately three years later.

Inspection of maintained schools that convert to become academies, where the predecessor schools were judged good or outstanding

Maintained schools that convert to become academies, whose predecessor schools were most recently judged good, are eligible for a short inspection under section 8 of the Education Act 2005. In line with other good schools, the short inspections of converter academies will be carried out approximately every three years. Maintained schools that convert to become sponsor-led academies, whose predecessor schools were most recently judged good or outstanding, are treated as new schools for inspection purposes and are subject to a section 5 inspection as their first inspection; this will normally take place within three years of the school becoming a sponsor-led academy.

Progress scores for each year group

Schools have asked if Ofsted is looking for a particular way of tracking progress within a key stage and using it to predict a school's progress scores, or those of its pupils. **It is not possible to forecast progress scores reliably.** This is mainly because they are based on the national distribution of each cohort's test performance, which clearly will not be known until after the cohort has taken the test.

In addition, for key stage 2:

- attainment is expected to rise as schools' familiarity with the new, more demanding curriculum increases.
- key stage 1 prior attainment will be based on the new teacher assessment framework for the current Year 3, yet levels for older cohorts.

Inspectors should only ask to see assessment information, including any pupil-tracking information, in the format that the school would ordinarily use to monitor the progress of pupils in that school. Its purpose is to provide insight about the impact of support to aid pupils with deepening their knowledge, understanding and skills.

Distribution and publication of section 5 reports following inspection

Ofsted does not determine the prescribed period or specify how schools should distribute the inspection report. Schools may decide to send a hard copy to parents via 'pupil post' or issue a copy of the report to parents electronically. The key point is that schools must ensure that every registered parent receives a copy; schools that use electronic means would therefore need to take into account, and make arrangements for, those parents who do not have access to web or other electronic communications. Once the final report is sent to the school, it is no longer confidential. At that point, schools can publish the final report on their website as soon as it received, and thereafter arrange for it to be copied to parents within five days (although it is normally expected that schools would notify parents before they publish the report or distributed it to other external parties).

Children with medical needs

Section 100 of the Children and Families Act 2014 places a duty on schools to support pupils with medical conditions. As part of making arrangements for supporting pupils with medical conditions, schools must have a Supporting pupils with medical conditions policy and must have regard to guidance issued by the Secretary of State. This guidance is published at: www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3.

Likely focus in Ofsted inspections –information from Prue Rayner Senior HMI

Prue Rayner attended the West EPHA meeting in March, and gave an interesting insight into the current focus of Ofsted inspections. She included the following aspects:

The curriculum – inspectors will check whether:

- the design, implementation and evaluation of the curriculum, ensuring breadth and balance and **its impact** on pupils' outcomes and their personal development, behaviour and welfare
- how well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.
- how well the school prepares pupils positively for life in modern Britain . . .
 - Who evaluates the quality of your curriculum – on what basis?
 - How do you ensure/know it is relevant for your pupils?

Governance – key issues that have been found in inspections

- Pupil premium strategy – knowledge of governors has generally not been strong enough
- Checking safeguarding – for example, governors have signed off the SCR without checking it for themselves
- Understanding of teaching and learning – knowing the real strengths and weaknesses of teaching, how and why resources are allocated
- Quality of evaluation – indicators of impact/links to development planning
- Follow up challenge
- Review their own impact

A significant focus - disadvantage

Unknown children, destined for disadvantage

Schools, settings and childminders should:

- ensure that key information, including early assessments is shared promptly at points of transition so that the needs of the most disadvantaged children are known quickly
- review their use of the EY pupil premium to ensure that support is focused on improving the areas of development that will help a child catch up

Ofsted should:

- ensure that the impact of additional funding on children's health, learning and development is reported clearly and consistently, including the impact of funding for eligible Nursery and Reception children in schools.

The full presentation notes can be found on the EPHA website – West EPHA summary 01 03 17

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

Ofsted report into the reliability of short inspections – published March 2017

'Do two inspectors inspecting the same school make consistent decisions?'

Following pilot inspections to test the design of the reliability methodology in the summer term 2015, a study was carried out by Ofsted during live short inspections in the academic year 2015/16. In total, 26 inspections were carried out, of primary schools of above average size from across Ofsted's regions using the reliability methodology. The inter-observer agreement between the independent inspectors was relatively strong. In 22 of the 24 completed inspections, inspectors agreed on their final decisions at the end of the short inspection. A full table of outcomes can be found on pages 24 to 26.

The full report can be found on the EPHA website at

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

Early Years inspection update and myth-busting document

On 3 March 2017, the Department for Education published a revised 'Statutory framework for the early years foundation stage'. The revised framework will take effect from 3 April 2017.

The Early Years inspection handbook remains the one published in September 2015

The inspection update includes reference to:

- Providers that offer out of school hours care for children younger than those in Reception;
- Reference to safeguarding and welfare and the requirement to have regard to Keeping Children Safe

in Education, including the Prevent duty.

- Literacy and numeracy qualifications for Early Years Educators
- Paediatric first aid (PFA) requirement: (see EYFS framework notes below)

<https://www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015/early-years-inspections-myths>

Ofsted launches new good and outstanding logos

On 6 April 2017, Ofsted is launching a new logo specifically for use by early years, education and children's social care providers that have been rated good.

All providers judged by Ofsted to be good can now download and display an official 'Good provider' logo. We have also redesigned our 'Outstanding provider' logo for use across all the areas we inspect. We created these new designs following feedback from some of the organisations we inspect, and after a review of our existing policy and guidance on the use of Ofsted's logo.

<https://www.gov.uk/government/news/ofsted-launches-new-good-and-outstanding-logos>

Relevant Documents and Guidance

- School Inspection Newsletter March 2017 – early years update <http://essexprimaryheads.co.uk/>
- Early Years Inspection handbook <https://www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015>
- Early Years inspection myth-busting document <https://www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015/early-years-inspections-myths>
- <https://www.gov.uk/government/news/ofsted-launches-new-good-and-outstanding-logos>
- The Common Inspection Framework – education, skills and early years *August 2015*
- School Inspection Handbook, including evaluation descriptors *January 2016 – updated with myths document*
- School Inspection handbook - section 8 *August 2015*
- Inspecting safeguarding in early years, education and skills settings *August 2015*

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

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

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

Your “do-list”

- Make sure that you have a Supporting pupils with medical conditions policy in place
- Check that relevant staff have PFA certificates
- Download the new Ofsted logo for your school (if you are judged to be “good” or “outstanding”)
- 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

Safeguarding and Attendance

School attendance - outcome of the Platt case

Jon Platt, who was fined for taking his daughter on a holiday during term time, has lost his legal case against the penalty. The Supreme Court judge ruled that parents need to abide by expectations set by schools and LAs regarding absence from school. The DfE has welcomed the ruling.

Section 444(1) of the Education Act 1996 provides that if a child of compulsory school age 'fails to attend regularly' at the school where he is a registered pupil, his parent is guilty of an offence. The issue in this appeal is the meaning of 'regularly'. 'Regularly' has at least three possible meanings in this provision: it could mean (a) evenly spaced; (b) sufficiently often; or (c) in accordance with the rules.

Mr Platt sought permission from his daughter's headteacher to remove her from school during term time for a holiday. The headteacher refused the request but Mr Platt took his daughter on holiday as planned, causing her to miss seven school days in April 2015. Mr Platt was issued with a penalty notice on her return. He did not pay the fixed penalty and was prosecuted in the Isle of Wight Magistrates' Court. The magistrates ruled that Mr Platt had no case to answer. They held that his daughter had attended school 'regularly' because, even after the holiday, she had attended 90.3% of the time up to that point in the academic year.

The Council appealed on the issue of whether the magistrates had been entitled to take into account attendance at school outside the period of the absence. **The Supreme Court unanimously allowed the Council's appeal, declaring that the word 'regularly' means 'in accordance with the rules prescribed by the school'.**

The DfE will be sending out guidance in the near future to all schools and local authorities. Essex Legal Services representatives are attending a briefing in Westminster on this subject, and will then provide further updates on ESI. In the meantime, the current Essex Attendance Code of Conduct remains in force.

Seven-minute Safeguarding Staff Meetings

Following the success of the quiz devised by EPHA to check whether staff have read, understood and retained information about Keeping Children Safe in Education, I have produced a series of "Seven-minute Safeguarding Staff Meetings" on a range of topics. These are intended to be used to keep your staff informed and up to date about key safeguarding topics, and each "staff meeting" includes a Powerpoint presentation and an accompanying information handout. Topics so far include the Prevent Duty, Child Sexual Exploitation, Female Genital Mutilation, Whistleblowing, Physical Abuse and the role of the Designated Safeguarding Lead. I will keep adding to these so that you can offer a programme of training that can be tucked into a staff meeting, in just seven minutes! On the webpage you will also find an attendance register that you can download and use to keep a record of the training that your staff have done.

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

Child protection records – revised ECC approach

It has now been agreed that schools should pass the original child protection file to the new school. They should keep a copy until they have received an acknowledgement of receipt. Schools must receive and retain a receipt, confirming that the file has been received.

Child Protection policy – SET (Southend , Essex, Thurrock) model

A new version –April 2017 - of the SET Child Protection Policy has been published, to reflect the new guidance around the management of child protection records.

Working Together to Safeguard Children – revised February 2017 to include new CSE definition

The government has issued a standard definition of Child Sexual Exploitation. Although there have been definitions in the past, there was no one agreed definition, and many felt it did not reflect the growth of the internet. 'Working Together to Safeguarding Children' has already been revised to account for the new definition, (see page 93). I expect it will then appear in the next revision of 'Keeping Children Safe in Education'. You could choose to add the new definition into your school's Safeguarding and Child Protection policy.

Child sexual exploitation DfE guidance - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation February 2017

Includes the new statutory definition of CSE:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical

contact; it can also occur through the use of technology.

The ESCB **CSE Missing Arrangements** document has been reviewed and updated.

This paper is intended as guidance and reference for Chairs, agencies and practitioners to ensure that there is clarity and consistency around Essex arrangements. This document sets out the terms of reference for the MACE groups and associated groups / multi-agency arrangements for tackling CSE in Essex.

The **ESCB Effective Support for Children and Families in Essex** has been refreshed to reflect current practice. The key updates to the document are:

- Greater emphasis on Level 2 / Level 3 (non-Family Solutions) support for children and families and use of Team Around the Family (TAF) approach.
- Introduction of Early Help Plans concept at Level 2/3
- Clarification of consultation and recording of consultations by Family Operations Hub
- Changes to Early Help and Advice Hub and IRT terms to reflect Family Operations Hub
- Changes to 'What happens to a social care referral' section to reflect current processes in Family Operations Hub
- Additions to Examples of Levels of need to capture missing, CSE, gang activity, FGM, FM, HBA, PREVENT (and, you'll be pleased to hear, an updated glossary!).

NAHT pupils' mental health survey

As part of Children's Mental Health Week 2017, Place2Be and the NAHT conducted a survey of 1,115 school leaders from across England and Wales. The findings provide a picture of the challenges faced by schools when supporting pupils' mental health.

Safeguarding forums for schools – summer term

North East meeting – 12th July 2017, 1.30 – 4.30pm at the Wilson Marriage Centre, CO1 2LR

Alternative dates and booking form at

<https://schools-secure.essex.gov.uk/pupils/Safeguarding/Pages/Safeguarding.aspx>

Relevant Documents and Guidance

- Supreme Court ruling on the Platt case
<https://www.supremecourt.uk/cases/uksc-2016-0155.html>
- Child Protection Policy – April 2017
- EPHA Seven-minute safeguarding staff meetings <https://essexprimaryheads.co.uk/info-and-documents/seven-minute-staff-meetings>
- Information Records Management Toolkit for Schools
- Child Sexual Exploitation DfE guidance - February 2017
- ESCB CSE Missing Arrangements
- Working Together to Safeguard Children - February 2017
- Keeping Children Safe in Education – DfE July 2015
- ESCB Effective Support for Children and Families in Essex
- Section 11 audit tool <http://www.escb.co.uk/SafeguardingAudit/SchoolsandCollegesAudit.aspx>
- Children's Safeguarding Service (Education) 01245 436744
- NAHT Mental Health Survey

Your "do-list"

- Approve the latest Child Protection Policy
- Use the EPHA "Seven-minute safeguarding staff meetings" to keep your staff up to date with current issues
<https://essexprimaryheads.co.uk/info-and-documents/seven-minute-staff-meetings/>
- Attend one of the safeguarding network group meetings in the summer term
- Make sure that you are using the most up to date version of Working Together to Safeguard Children
- Download the new version of Effective Support for Children and Families in Essex
- Ensure that you are signed up to Andrew Hall's brilliant weekly safeguarding briefing
<http://www.safeguardinginschools.co.uk/>

Direction of the DfE

Key information

General Election

Announced for Thursday 8th June – another holiday for many pupils, and “all change” for the rest of us?!

Education White Paper

Due to be published early in the summer term but now delayed by the general election– still focused on grammar schools!

Analysing family circumstances and education –consultation

The DfE is seeking views on our preliminary investigation of the relationship between household income and education for pupils in schools in England. The statistical paper describes a provisional methodology used to calculate equivalised household income bands. Government has done this by matching administrative income data from other government departments to anonymised pupil records.

It includes analysis on:

- educational outcomes at key stage 2 (age 11) and key stage 4 (age 16)
- characteristics of schools attended
- family characteristics and size
- effect of housing costs
- geographical distribution of households

The paper also outlines an approach to looking at ordinary working families. An explanation of equivalisation is set out in Annex A. The consultation runs from 12 April – 30 June 2017.

Primary assessment in England - consultation

This consultation seeks views on the future of primary assessment and the implications for accountability. The DfE has introduced a number of changes to primary education in recent years to raise standards so that every child, whatever their background, is prepared to go on to succeed at secondary school. Recognising the scale of the changes that the DfE has asked primary schools to deal with, this consultation represents a significant step towards establishing a “settled, stable primary assessment system that is trusted by teachers and parents”. The consultation runs from 30 March – 22 June 2017.

Exclusions guidance -consultation

The DfE is consulting on new exclusion guidance for September 2017 – the consultation can be found at <https://consult.education.gov.uk/school-absence-and-exclusions-team/statutory-exclusion-guidance/>

This [consultation document](#) seeks feedback on whether the clarifications proposed for the exclusion guidance 2017 are sufficient and clear to understand. The DfE is suggesting revisions to the exclusion guidance to correct factual inaccuracies and to clarify areas that it is aware, through correspondence or practitioner feedback, are causing confusion in the system.

Provided for consideration alongside this document is the [statutory exclusion guidance 2017](#) including the new annexes:

- The new non-statutory Annex B of the guidance: exclusion guide for head teachers.
- The new non-statutory Annex C of the guidance: information on exclusion for parents.

The DfE wants to hear your views on how helpful the clarifications to the statutory guidance are and how useful the new statutory annexes will be. The consultation runs from 14 March – 25 April 2017.

Creating a Culture : ‘How School Leaders can optimise behaviour’

Report by Tom Bennett – March 2017

Tom Bennett (Behaviour Tsar) was directed in 2015 by Nicky Morgan to review and advise the DfE on ways to improve core provision for training teachers in the initial phases of their careers. The report concludes that there are substantive opportunities to improve new teachers in both the the content, pedagogy and how they direct behaviour in their classrooms.

Poor behaviour can describe many things. It can describe behaviour that is distracting to oneself, to others, or to the teacher. It can range from actions that insult, to ones that endanger safety. The report considers any behaviour that detracts from the academic and social success of the school community, along with behavior that diminishes the dignity of staff or students (for example harassment or name-calling).

The document is 76 pages long and whilst I am sure many will enjoy reading the detail, essentially there are practical messages and examples of how some schools are improving behaviour in different settings. The main premise of the report is the following;

- Key task for any school leader is creating a culture that says ‘*this is the way we do it around here*’
- Key features of successful schools are attention to detail, staff engagement, consistent practices, visible leaders, detailed expectations, clarity of culture, high staff support and all students matter.
- Design a school culture you want to see, build that culture with clarity and maintain that culture so staff

receive good training and support.

The report highlights key features of schools that are successful as follows;

- Committed Headteachers
- Strong management teams with a balance of aptitudes
- A clear and detailed sense of purpose and strategy
- A robust, firm communication of that purpose and strategy
- Consistency between all staff and students about cultural and academic norms
- Close attention to detail
- Well-advertised, repeatedly demonstrated routines
- A commitment to staff development
- High visible leadership
- Behaviour policies that are a continual focus
- A commitment to every student's well-being and success
- A focus on senior staff supporting the most challenging students appropriately

The report notes that there needs to be a review of ITT looking at opportunities for new teachers to develop more practical solutions to behaviour issues.

Finally, the report highlights that there are excellent schools and school leaders promoting exemplary habits and strategies. The key is to learn from them so that success is replicated more widely.

SATs test dates from 2017

2016 to 2017 academic year

Week commencing 8 May 2017	Key stage 2 tests week.
Week commencing 12 June 2017	Phonics screening check week.

2017 to 2018 academic year

Week commencing 14 May 2018	Key stage 2 tests week.
Weeks commencing 4 June and 11 June 2018	Key stage 2 science sampling test period.
Week commencing 11 June 2018	Phonics screening check week.

2018 to 2019 academic year

Week commencing 13 May 2019	Key stage 2 tests week.
Week commencing 10 June 2019	Phonics screening check week.

Sugar tax – more funding for PE and Sports

Schools are to get £415 million from the soft drinks industry levy to help pupils benefit from [healthier, more active lifestyles](#), Justine Greening has announced. The education secretary said that primary, secondary and sixth form colleges will be able to use the money – dubbed the Healthy Pupils Capital Programme – to pay for sports facilities, after school activities and healthy eating.

The new funding will be available in 2018 to 2019. All state-funded primary, secondary and sixth-form schools in England will be eligible to receive funding through one of two mechanisms, as follows:

- all local authority community, foundation and voluntary-controlled schools will receive an allocation to their responsible body through a central formula which will account for pupil numbers. Voluntary-aided schools will also be funded in this instance as part of the local authority allocation. Also eligible will be MATs that currently qualify for a direct school condition capital allocation. Responsible bodies will then make spending decisions based on local context
- smaller MATs, single-academy trusts and sixth-form centres will be eligible to bid for funding through a new healthy pupils capital fund.

Information on the allocation formula, spending guidance and bidding criteria will follow in the summer term.

Relevant Documents and Guidance

- Analysing family circumstances and education –consultation
<https://consult.education.gov.uk/school-leadership-analysis-unit/analysing-family-circumstances-and-education-1/>
Consultation document
- Primary assessment in England – consultation
<https://consult.education.gov.uk/assessment-policy-and-development/primary-assessment/>

Primary assessment consultation document

- Exclusions – consultation
Statutory exclusions guidance 2017
<https://consult.education.gov.uk/school-absence-and-exclusions-team/statutory-exclusion-guidance/>
- DfE consultation hub <https://consult.education.gov.uk/>
- Behaviour in Schools – Tom Bennett report and summary
<https://essexprimaryheads.co.uk/info-and-documents/df/>
- New funding to boost schools facilities and healthy lifestyles
<https://www.gov.uk/government/news/new-funding-to-boost-schools-facilities-and-healthy-lifestyles>

Your “do-list”

- Spend most of the term taking part in consultations for the DfE! Including:
- Analysing family circumstances and education
- Primary assessment in England
- Exclusions guidance
- Download the Tom Bennett report on behaviour in schools
- Wait for more information on the “sugar tax” funding and, in the meantime, ensure that you have published information about the PE/Sports premium on your website

DfE guidance

Key information

Key Stage 2 assessment and reporting arrangements 2017

Updated 21 March 2017 Clarification to section 4.1: Square grids are provided to support pupils to answer particular questions, in each of the mathematics papers.

School behaviour and attendance – parental responsibility measures January 2017

Local authorities and all schools have legal powers to use parenting contracts, parenting orders and penalty notices to address poor attendance and behaviour in school. In addition to using these powers, local authorities and schools can develop other practices to improve attendance. This guidance was first produced in 2015, reviewed in January 2017.

RAISEonline – becomes ASP (Analyse School Performance)

The Department for Education (DfE) is launching a new service, ASP – Analyse School Performance - The current RAISEonline service will be available until Monday 31 July 2017. This will allow users to familiarise themselves with the new service and provide feedback before the current one is taken offline. During this period of dual running we will continue to develop the new service and plan to release an updated version in July 2017. During this time, we will also seek your feedback through formal testing and user surveys which are built into the new service.

Inspectors will continue to use the data available in the existing summary report and inspection dashboard to prepare for inspections, until 2017 datasets are released in the autumn term.

How to access the replacement service and help

The new service will be available through 'Secure Access', DfE's single sign on for a growing range of services. Each school, local authority, multi academy trust and diocese has someone already designated as the Secure Access Approver.

All schools should already have an 'Approver' already for the DfE Secure Access website (schools can each have up to 2 approvers). It is usually the person who has access to Key to Success, S2S or COLLECT. Approvers are able to add or edit End User Accounts (up to a limit of seven accounts for Schools and Academies).

If any schools say that they don't have an approver they can request one through this form:

<http://www.education.gov.uk/researchandstatistics/datatdatam/secureaccess/service-request-form>

There is guidance on setting up approver accounts and end user accounts here:

<https://www.gov.uk/government/publications/secure-access-approver-role-guide>

House prices and schools – DfE research report March 2017

Analysis of school performance and house price data to determine if houses close to the best performing schools cost more. You will be amazed at the conclusion (not!).

House prices near the best schools are higher than in the surrounding areas for both primary and secondary schools. The value of houses near the poorest-performing schools are also lower than in the surrounding areas.

Induction for NQTs December 2016

This is statutory guidance from the Department for Education. This means that those involved in managing statutory induction arrangements must have regard to it when carrying out their relevant duties. The guidance covers those settings which are both required to or choose to offer induction to their newly qualified teachers

Relevant Documents and Guidance

Key Stage 2 assessment and reporting arrangements 2017

<https://www.gov.uk/government/publications/2017-key-stage-2-assessment-and-reporting-arrangements-ara#history>

- School behaviour and attendance – parental responsibility measures <https://www.gov.uk/government/collections/statutory-guidance-schools>
- RAISEonline <https://www.raiseonline.org/News.aspx?NewsID=640>
- House prices and schools
- Induction for NQTs

Your "do-list"

- Download latest DfE guidance as listed above.
- Access the new RAISEonline service –ASP - via the DfE Secure Access sign-on route

EYFS Framework 2017

Key information

The 2017 Early Years Foundation Stage (EYFS) Framework came into force on 3 April 2017, replacing the previous version published in 2014.

Summary of changes

Use of 'must' and 'should'

Page 3 of the 2017 framework includes an explanation of how 'must' and 'should' are used in the document. It says requirements:

... are indicated by the use of the word 'must'. Additionally, early years providers must 'have regard' to other provisions in these sections. These provisions are indicated by the use of the word 'should'.

The framework explains that 'having regard' means early years providers must take them "into account when providing early years provision and should not depart from them unless there is good reason for doing so".

Child protection

The 2017 EYFS framework refers to the latest legislation and guidance with regards to child protection, including [Working Together to Safeguard Children](#) and the [The Prevent duty](#) guidance.

Page 17 advises that practitioners may also find it helpful to refer to the DfE's guidance entitled: 'What to do if you are worried a child is being abused: advice for practitioners'.

The 2017 framework includes a requirement that an additional criminal records check should be completed for anyone who has lived or worked abroad.

Paediatric first aid training

The 2017 framework contains new requirements related to paediatric first aid qualifications. Page 22 explains: Paediatric first aid training must be renewed every three years

At least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present, and must accompany children on outings

Paediatric first aid training must be renewed every three years and be relevant for workers caring for young children and, where relevant, babies

Providers should take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly

All newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016 must also have either a full paediatric first aid or an emergency paediatric first aid certificate within three months of starting work in order to be included in staffing ratios at level 2 or level 3

Providers should display (or make available to parents) staff paediatric first aid certificates or a list of staff who have a current paediatric first aid certificate

Footnote 30 contains details on sources of paediatric first aid training.

Annex A of the framework, on page 36, sets out the criteria for full and emergency PFA training. It says that: Emergency PFA courses should last for a minimum of six hours

Full PFA courses should last for a minimum of 12 hours

Certificates should be renewed every three years

Public liability insurance

Page 30 clarifies that providers are required to hold appropriate insurance, such as public liability insurance, that covers all premises from which they provide childcare.

Relevant Documents and Guidance

Early Years Foundation Stage (EYFS) Framework 2017

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Your "do-list"

- Ensure that your staff are aware of the new EYFS framework
- Check that at least one person who has a current paediatric first aid certificate is on the premises and available at all times when children are present, including when accompanying children on outings
- Consider refreshing your Prevent training with staff, including those in the Early Years.
- Check that you have appropriate public liability insurance for EYFS and all childcare settings

Updating policies and HR information

Key information

DfE Statutory policy list is still September 2014

Child Protection Policy – a new CP policy has been produced, updating information about CP record keeping and the Family Operations Hub referral processes.

The following HR policies have been updated

- **Recruitment Procedure** (February 2017)
- **Equality and Diversity in Employment** (February 2017)
- **Pre-employment checks** (February 2017)
- **Capability (all staff)** (April 2017)

HR policies - consultation with trade unions

You will note that HR policies will now include the following statement:

This is a model policy/procedure which reflects legislation, any relevant statutory and non-statutory guidance and best practice. The responsibility for setting policy and procedure resides with the Governing Board/Trust and as such the relevant body must be satisfied that the content of the policy/procedure suits their requirements and must consult their staff/local trade union representatives prior to its formal adoption. In this context, Education HR does not negotiate and agree its model policies with the Trade Unions/Professional Associations, although they are consulted and their feedback is considered in the development of the documents.

Gender Pay Gap reporting

As mentioned in the last briefing, work continues on preparing for this new requirement. It has been clarified that all schools are to be regarded as separate employers for the purposes of reporting, however the requirements only apply to those employing 250 or more staff. HR will provide further details in due course but in the meantime schools with 250+ staff who use non-Essex Payroll providers may wish to have discussions about how they might assist in providing the relevant data. More information:

<http://www.legislation.gov.uk/ukdsi/2017/9780111152010>.

Right to work in the UK

In recent weeks, there have been a couple of cases in Essex schools where it has become apparent that employees' right to work in the UK has expired (e.g. a work permit has expired and a new permit has not been obtained) or documents provided by employees do not have the appropriate endorsement (e.g. a passport stamp showing indefinite leave to remain) to show permission to work in the UK.

This has led to serious consequences as these employees could not continue to be legally employed by the schools until these issues had been resolved and key staff had to be suspended pending them obtaining the correct documents or endorsements. In light of this, we felt it would be appropriate to remind schools of the importance of these checks and how to complete and record them.

A right to work check means obtaining and checking documents which show a person has permission to work in the UK. This check must be carried out before a person is employed. These checks have been in place for over 10 years and failure by employers to complete appropriate checks can lead to considerable fines (up to £20,000 for each illegal worker). In addition, an employer commits an offence if he employs an illegal worker and knows or has reasonable cause to believe that the person has no right to do the work in question. The maximum prison sentence on indictment for this offence has been increased from 2 to 5 years (although this is only likely to be applicable in exceptional cases).

The process for carrying out right to work checks is straightforward and comprises **three key steps**:

1. **Obtain** the person's original documents (a checklist is available for employers to use setting out acceptable documents www.gov.uk/government/publications/right-to-work-checklist);
2. **Check** them in the presence of the holder; and
3. Make and retain a clear **copy (unalterable electronic or paper are acceptable)**, and record, ideally on the copied document, the date and the initials/name of the person carrying out the check.

Under the statutory guidance "Keeping Children Safe in Education" Para 112, schools are required to record these checks on their Single Central Record. The right to work in the UK column must record the date of the

check and ideally (not mandatory) the initials/name of the person who completed the check. This column should **not** say “**Not Applicable**” in respect of any employee.

If the document provided as part of this check shows a person has time-limited permission to work in the UK (e.g. a work permit with an expiry date) the employer must also diarise and carry out appropriate follow up checks. If a follow up check or retrospective check of personal files shows that appropriate documents are not available or have expired, schools should immediately contact HR for further advice.

Further information is also available from section 7 of the [Pre-Employment checks procedure](#).

National Minimum Wage (NMW) – increases from 1 April as follows. Age 21-24 – £7.05; Age 16-20 – £5.60; Age 16-17 – £4.05; Apprentices – £3.50. **The National Living Wage (NLW)** for Age 25 and over is £7.50. Schools must ensure NMW/NLW levels are adhered to for any non-LG staff (LG rates are compliant).

Caretaker Rents

There has been a slight increase applied to the ECC caretaker rent charges with effect from 1 April 2017 as follows:

- Without a garage = £93.55
- With a garage = £105.85

Foundation and Aided schools and Academies may follow the ECC rates or set their own.

Relevant Documents and Guidance

- DfE Statutory policy list September 2014
- 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> Last updates were made in November 2016
- EPHA website requirements checklists <https://essexprimaryheads.co.uk/info-and-documents/model-policies/>

Your “do-list”

- Approve the new Child Protection Policy (April 2017) personalised with your own school’s procedures
- Update your policies with the most up to date versions of the HR policies (if you buy in to Essex HR)
- Keep an eye out for information on how to report on the Gender Pay Gap (if your school is affected)
- Update your website in line with most recent guidance, using the checklists provided by EPHA (November 2016).

Academies Update

Key information

Regional Schools Commissioner

Tim Coulson has resigned as the Regional School Commissioner for the East of England and North East London, with effect from September. He is stepping down from the role to head up a multi-academy trust – leaving just three original RSCs still in post.

Coulson, commissioner for the East of England and north-east London, will become the new chief executive of the Samuel Ward Academy Trust in west Suffolk.

<http://schoolsweek.co.uk/rsc-tim-coulson-resigns-to-head-academy-trust/>

Safeguarding records in MATs - extract from Sean Harford's briefing paper

Multi-academy trust (MAT) staff – Every academy in a MAT needs to maintain an SCR. Where the MAT employs staff who are not assigned to an individual academy, these employees must be recorded on the SCR for the MAT, along with all others employed by the MAT and trustees.

MAT teaching staff – where teaching staff work in more than one academy across the MAT, they should be recorded on the SCR for one academy. This should be the academy where they spend the most teaching time or the one against which they are recorded for pay and other purposes. For other academies where the member of staff operates, there should be a reference on the SCR to the fact that their record is held at 'XX academy'.

Engaging with the governance of schools in multi-academy trusts

Inspecting governance of a school during a section 5 inspection is an important aspect of the judgement about the effectiveness of leadership and management. In maintained schools, the accountable body is the governing body, whereas in academies it is the board of trustees. This means that both in stand-alone academies and in a multi-academy trusts (MATs) the accountable body is the board of trustees. A letter is sent to the governing body of a maintained school and board of trustees of a stand-alone academy or MAT, notifying them of the inspection. However, MATs operate through many different structures and sizes, and while all are now expected to have identified a senior executive leader (SEL) some may not have an identified Chief Executive Officer (CEO) role so they are not automatically notified when a school within their MAT is being inspected. At the point of notification of the school inspection Ofsted will check the name and contact details for the CEO and the board of trustees and notify them of the inspection.

It is important that the lead inspector offers to meet with the CEO or equivalent of the MAT, and the chair of the board of trustees, during the inspection. In addition, they should be invited to observe the final inspection team meeting and so have the option to attend these meetings with the headteacher. Ofsted will also ensure that when the school receives the final inspection report that a copy is sent to the CEO and the chair of the board of trustees.

EFA merges with SFA to become ESFA

The Education Funding Agency and Skills Funding Agency are to merge to become one body. The new, single funding agency - to be called the Education and Skills Funding Agency - will sit within the Department for Education and begin to operate from April 2017.

The new body will continue to carry out the roles of the Education Funding Agency and Skills Funding Agency and will therefore be responsible for effectively and efficiently overseeing: the funding of education for pupils aged 5 to 16; education and training for those aged 16 to 19; apprenticeships and adult education and managing school building programmes.

Information: 2017 to 2018 mainstream school funding formulae published

The ESFA has published a [dataset showing local authorities' formulae](#) for allocating dedicated schools grant (DSG) schools block funding. This is for the allocation of DSG funding for 2017 to 2018 to mainstream schools and academies in local authority areas. These formulae determine school budget share funding for: mainstream maintained schools (2017/18 financial year) and academies (2017/18 academic year)

Relevant Documents and Guidance

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

Your "do-list"

- If within a MAT, ensure that your SCR and safeguarding records are compliant.
- Sign up for the MAT2MAT website if you want to hear from other CEOs and principals

The Governing Body

Key information

New rules to allow the removal of governors

The Department for Education has introduced rules allowing schools to forcibly remove governors for the first time. Under current rules, only appointed parent governors can be removed. But as of September, all governors can be forcibly removed if there is a majority vote by the rest of the board.

Each individual school will have the power to remove its governors by a simple majority vote from the rest of the governing board.

An explanatory note issued by the Department for Education, said:

“The changes we are making in these Regulations mean that for all categories of governor there is now a body with the power to remove them from office. We think this is an important last resort to ensure governing bodies can function effectively, focusing on their core strategic functions and reducing time wasted in prolonged disputes.”

<http://www.theeducator.com/news/schools-allowed-remove-governors-first-time/>

Clerking Competency framework

DfE guidance setting out the knowledge, skills and behaviours required to provide professional clerking to the governing boards of maintained schools, academies and multi-academy trusts. The guidance focuses on four “competencies”:

- Understanding governance
- Administration
- Advice and guidance
- People and relationships

The right people around the table – Inspiring Governance report

How to recruit and retain new governors and trustees to school and academy boards in England.

EES Jargon Buster

Key Abbreviations and Acronyms for Governors

Self-declaration form for non-LA governors – updated in line with the latest maintained school financial regulations

Governance Statement – Maintained schools

Third year for the governance statement, “best practice” for maintained school governing bodies.

In January 2014 the Department for Education published departmental advice in relation to the the School Procedures regulations 2013. A number of additional recommendations, not mentioned in the Procedures regulations, were made in the advice document, **including reference to the publication of an annual governance statement.**

It is also good practice for the board to publish an annual governance statement (as academy trusts are required to do through the Accounts Direction) to explain how it has fulfilled its responsibilities – particularly in relation to its core functions, including:

- *the governance arrangements that are in place, including the remit of any committees;*
- *the attendance record of individual governors at board and committee meetings; and*
- *an assessment of the effectiveness and impact of the board and any committees with details of any particular challenges that have arisen.*

Since September 2015, it was mandatory for all schools to publish information about their governors on the website. Whilst accepting that the publication of a governance statement **is not mandatory**, it is good practice and an effective way for governors to demonstrate that their accountability to parents, at least annually. We suggest that governors agree a statement and publish this on their website, perhaps at the end of the summer term each year.

National Governors’ Association – change of name

The Charity Commission has given NGA the go-ahead to change its name. The National Governors’ Association has officially become the National Governance Association after its members voted on it at their annual general meeting last November.

The name change reflects the significant changes in school governance over the last decade. For example, those governing in some schools (academies) are trustees not governors. NGA also wanted to recognise the vital role of clerks and governance managers, many of whom are NGA members, regularly accessing the

charity's guidance, legal advice and training services.

Relevant Documents and Guidance

- National Governors Association <http://www.nga.org.uk/Home.aspx>
- The right people around the table
<https://essexprimaryheads.co.uk/info-and-documents/good-practice/>
- EES Summer term Governor and Clerk training programme
https://www.eescpdportal.org/essex-gov/cpd/content_detail.asp?contentid=676
- EES Jargon Buster <https://essexprimaryheads.co.uk/info-and-documents/local-authority/>

Your “do-list”

- Share the Clerking Competency Framework with your clerk and governors
- Share the “Inspiring Governance” report with your governors
- Upload governor information on to the school website, including information about business interests, on a regular basis.
- Use the updated self-declaration form for new governors and retain on file in school.
- Consider getting your governors to write a governance statement for the school website.
- Encourage your governors and clerk to attend training

The Local Authority

Key information

Guidance for Schools on the Use of Reduced Timetables ECC October 2016

This guidance is intended to support all schools, including Academy and independent Schools, Special Schools, Pupil Referral Units and alternative provision settings, in the appropriate use of reduced educational provision (sometimes referred to as 'part-time' or 'reduced' timetables), within the current legal and safeguarding framework for pupils deemed medically fit to attend school. The term reduced educational provision has been used as it acknowledges not all pupils follow a traditional timetable.

The Local Authority Medical Needs guidance should be followed for those deemed not fit to attend school due to a medical reason.

http://schools.essex.gov.uk/pupils/AECS/Documents/pupils_with_medical_needs_april2013.doc

Schools should take account of and act upon the guidance in order to continue to improve standards of educational attainment, safeguard the well-being of all children and young people and reduce the likelihood to the school of charges being made in respect of a failure to educate.

Primary conferences for headteachers and chairs of governors

- Tuesday 23 May 2017 - Holiday Inn, Basildon
- Wednesday 24 May 2016 - Weston Homes Community Stadium, Colchester

The purpose of the conference is to '**define the role of the middle tier in Essex, what will this look like in five years' time**'.

The keynote speaker will be Chris Tweedale, the CEO of Aldridge Education and former Chief Executive of CfBT and UK Director of CfBT; Schools' Director in the Welsh Government; and as a Deputy Director at the Department for Children, Schools and Families (now the DfE). Chris will speak on a range of topics including:

- The importance of middle tier organisations and who are they
- What are the range of services on offer, what is the value and how accessible will they be
- How will the complex landscape work together and what is the expectation of schools

Following a refreshment break Colin Raraty, Headteacher of Rodings Primary school and chair of DEEP (Dunmow Excellence in Education Partnership) will speak to colleagues on the role of a cluster chair.

If you want more details on how to reserve a place go to

http://schools.essex.gov.uk/data/saes/primary_team/Pages/Primary-Leadership-Conference.aspx

Schools Broadband

Over the Easter break the Schools Broadband service upgraded the internet connection to a number of schools. This work has now been completed and they would appreciate your feedback a week or so into the summer term, once you and your colleagues have had a chance to gauge the new service.

Has the upgrade to the broadband made a difference?

Yes

Yes, but I still have concerns

No, but I'm happy with the service

No, but I still have concerns

Other – please elaborate

Broadband alerts

Would you like your school to receive text message alerts from the Schools Broadband team should a major incident occur?

Following on from direct feedback from schools, we have now established a facility for schools to sign up to be notified via SMS message of any issues or incidents which may affect your broadband connection as they are detected.

If you would like to sign your school up for these notifications, please complete the fields below and email this back to Sian Shordan

School Name:

School Number to be notified (Mobile – one per school):

Site contact name for this number:

Please email Sian Shordan about either or both of these issues sian.shordon@essex.gov.uk

Xporter

You will be aware that where schools are signed up to the school attendance Xporter system MECES access the system to monitor those children open to the Service, whereas schools not signed up monitor attendance and communicate this to MECES. However, approximately 50% of Essex schools are not signed up to the system, which necessitates MECES operating two processes. Also, many of the schools who are connected to the system have unfortunately been experiencing technical difficulties during the year, which has intermittently prevented MECES accessing the system and caused confusion and frustration to both schools and MECES staff. To avoid any further confusion it has been decided to cease using this system across Essex. This means that all schools will now need to continue to monitor attendance following the referral to MECES and provide updated attendance certificates as and when required, for example when the criteria for issuing a penalty notice has been met if MECES have previously issued a warning letter and also during legal investigations.

For more information or support, please contact Julie Weddell, County Manager,
Missing Education and Child Employment Service

Office: 033301 31089

Mobile 07788745901

Email: Julie.weddell@essex.gov.uk

Pupil Premium conference - Learning to Learn – 26 April 2017

Keynote speaker: Professor Jonathan Sharples

The purpose of the conference is to explore strategies to promote positive learning attitudes.

<https://schools-secure.essex.gov.uk/data/saes/Pages/landing.aspx>

Collection of end of year statutory assessment results

Please note the following dates for submissions of end of year statutory assessment results to the LA in the summer term:

EYFS – collection opens Monday 5 June 2017; LA deadline for submission: Wednesday 21 June 2017

KS1 – collection opens Monday 5 June 2017; LA deadline for submission: Thursday 29 June 2017

Phonics – checks to be completed by Friday 23 June 2017; deadline for submission: Friday 30 June 2017

KS2 teacher assessment – collection opens Monday 15 May 2017; deadline for submission Thursday 29

June 2017 via the NCA Tools website <https://ncatools.education.gov.uk/Teacher-Assessment/Home.aspx>

Annual budget plan – a reminder that the approved budget plan in maintained schools needs to be notified to the LA by 1 May 2017.

Health and Safety Service

If you currently (2016/17) buy in to the Health & Safety Service it included automatic rollover to 2017/18 unless you opt out giving 2 months notice prior to renewal due date. If you wish to **opt out** of the Health & Safety service for 2017/18 click [here](#) to be taken to the SLA which includes instructions on how to opt out. If you buy in for 2016/17 and wish to continue buying in you do not need to do anything.

<https://schools-secure.essex.gov.uk/admin/hs/Pages/portal.aspx>

Relevant Documents and Guidance

- Guidance for Schools on the use of Reduced Educational Provision (part time or reduced timetables) <https://essexprimaryheads.co.uk/info-and-documents/safeguarding/>
- Education Essex – weekly newsletter
- Primary Leadership conferences http://schools.essex.gov.uk/data/saes/primary_team/Pages/Primary-Leadership-Conference.aspx
- Pupil Premium conference <https://schools-secure.essex.gov.uk/data/saes/Pages/landing.aspx>
- NCA Tools website <https://ncatools.education.gov.uk/Teacher-Assessment/Home.aspx>
- Health and Safety service <https://schools-secure.essex.gov.uk/admin/hs/Pages/portal.aspx>

Your “do-list”

- Download and share the guidance for the use of reduced timetables
- Book places at the primary leadership conference and pupil premium conference
- Notify the LA of your budget plan by 1st May (maintained schools)
- Note the statutory assessment data collection dates
- Attend the termly headteachers’ meeting to be kept up to date on LA plans, strategy and information – North East meeting is on Thursday 15 June
- Make sure you read/see Education Essex each week

EPHA events and dates

Key information

This term 10 schools in Essex have new headteachers

2 of them in North East.

Natasha Bennett	Two Village CE Primary
Ceri Daniels	Holy Trinity CE Primary, Eight Ash Green

2 of them in Mid.

Bridgette Gough	Feering CE Primary (Acting)
Ginny Nichols	Bulmer St Andrew's CE Primary
Susie Price	Feering CE Primary (Acting)

2 of them in South.

Diana Mason	Montgomerie Primary
Sam Proctor	Hadleigh Infant and Nursery

4 of them in West.

Tim Bowden	Ongar Primary (Acting)
Ian Kendall	St Alban's Catholic Academy
Vanessa Thomas	Dr Walker's CE Primary, Fyfield (substantive)
Kim Williams	Theydon Bois Primary

EPHA termly headteacher meetings 2017 -18 North East EPHA – Weston Homes Community Stadium

Thursday 15 June 2017

Wednesday 8 November 2017

Thursday 22 February 2018

Thursday 14 June 2018

There will be briefings on the **General Data Protection Regulations** at the termly headteacher meetings in June.

Conferences

Deputy Headteachers' conference – Friday 6 October 2017 – key note speakers, Sir John Jones and Andrew Hall – programme and booking form sent out in the post in June

Headteachers' conference – Friday 23 March 2018 – Stock Brook Country Club

Coaching for the Soul

EPHA will be running a number of "Coaching for the Soul" sessions, delivered by Viv Grant, Integrity Coaching, in the summer term. **The North East meeting will be on Friday 30 June 2017 at the Weston Homes Stadium, Colchester**

This interactive workshop session is designed to offer Headteachers a chance to connect, share experiences of school leadership and explore the benefits of coaching as a leadership support mechanism.

The session will also offer Headteachers the space and time to reflect on 'What Matters Most in School Leadership'. As such, the session will consider what it means to 'Take care of the Soul in the role' and actively meet the emotional, mental and vocational needs of school leaders.

This interactive workshop will demonstrate how coaching has the power to help school leaders:

- *increase their levels of emotional resilience*
- *maintain a deep connection with their core values and ability to make decisions that are more aligned to who they are and who they want to be*
- *heighten their levels of self-awareness, self-management and their ability to cope more effectively with the stresses of the role*
- *Maximise feelings of professional satisfaction and fulfilment*
- *Find ways for re-discovering their joy and passion for the profession*

The session will also offer a chance for Head teachers to ask any questions that they might have

about the coaching process and how it supports individual and whole school improvement.

The four dates are:

- Friday 12 May – Ivy Hill Hotel, Margareting
- Friday 9 June - Manor of Groves Golf and Country Club, Sawbridgeworth
- Friday 16 June – Rivenhall Hotel
- Friday 30 June – Weston Homes Stadium, Colchester

Please let Pam know if you want to be added to the waiting list –and pencil the date into your diary.

The **2017/18 EPHA funding contribution** will be paid directly from the DSG – therefore there will be no need to collect subscriptions from schools this year.

Relevant Documents and Guidance

- EPHA website www.essexprimaryheads.co.uk
- What headteachers get in return for their EPHA contribution 2017/18
<https://essexprimaryheads.co.uk/about/constitution-and-finance/>
- Coaching for the Soul – for Essex heads
<https://essexprimaryheads.co.uk/info-and-documents/our-conferences/>

Your “do-list”

- Be kind to new colleagues (and existing ones!)
- Book your deputy on to the annual conference – programme and booking form to be sent out by post in June
- Find documents and information on the EPHA website
- Contact Pam Langmead EPHA Professional Officer at pam@langmead.me.uk for any support or information that you need
- Attend a Coaching for the Soul session in May or June (let Pam know which one you want to attend)