



Summer 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 16/04/19) – new framework just published (see below).

EPHA has published versions of each handbook with the changes highlighted

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

School inspector briefing – Sean Harford March 2019

In this edition, Sean Harford focuses on

- *Summary evaluations of MATs*
These began in January 2019. This new approach involves a batch of inspections of a number of individual academies under a MAT, taking place over a period of up to two terms. Once all the inspection reports have been published, a small team of inspectors will visit the 'head office' to work with MAT senior leaders to evaluate the quality of education provided by the MAT and leaders' contributions to this. The evaluation will draw on the evidence from inspections carried out, discussions with MAT leaders and visits to some of the schools not inspected in the batch.
- *Parent, staff and pupil questionnaires – identifying and following up concerns*
Inspectors should allocate sufficient time during each inspection to ensure that they have checked responses from questionnaires. This includes all free text comments. Inspectors should follow up any safeguarding concerns with the school, including any relevant anonymous concerns.
- *Inspection timings for good, requires improvement and inadequate schools*
Following the policy changes made last year to the inspection timings for schools judged good, requires improvement and inadequate at their previous section 5 inspection we have been asked to re-state the policy position under the current 'Common inspection framework':
 - Schools judged as good will normally receive a one-day short inspection, carried out under section 8, approximately every **four** years, as long as the education remains good at each short inspection. Some of these good schools will automatically receive a full section 5 inspection instead of a short inspection when risk assessment information shows that the quality of provision may have deteriorated significantly, or where the school has undergone a significant change, such as changing its age range.
 - Schools judged as 'requires improvement' will be re-inspected under section 5 usually within 30 months after the publication of the section 5 report.
 - Schools judged as inadequate and not subject to an academy order will normally be re-inspected **within** 30 months after the publication of their previous section 5 report. However, the ambition should still be for inadequate schools to improve and come out of a category of concern – special measures or serious weaknesses – within 24 months. Re-inspecting inadequate schools **at** 30 months should be the exception, but there is flexibility for giving schools this bit longer, where appropriate, for example to improve to 'good'.

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 closed on 5 April. Some early news (17/04/19) about the outcomes of the consultation or the new framework:

March 19: Ofsted may rethink plans for on-site inspection preparation, plans to extend transition period
Ofsted has revealed that responses to proposals for on-site inspection preparation have been overwhelmingly negative.

Matthew Purves, Ofsted's deputy director for schools, [told the TES](#) that he still believes on-site preparation is a good idea. But Ofsted is taking all of the negative feedback into account and considering whether to move forward with the proposal. He told a Westminster Education Forum that this idea was "the one [area] where we have managed to unite the entire nation of England".

14 May 2019 - Ofsted has published the finalised version of its new inspection framework, which will govern all school visits from this September.

The watchdog's leaders have made a number of changes to the framework since the draft was published earlier this year, in response to a consultation to which more than 15,000 people and organisations responded.

Here are the main changes schools need to know about.

1. On-site preparation plans scrapped

Ofsted had proposed that the lead inspector would arrive on-site the afternoon before an inspection to do their preparation on-site.

The rationale was that inspectors could have more detailed discussions with headteachers before the inspection officially began.

But heads' groups warned this amounted to an earlier start, and others claimed it constituted a no-notice inspection because the inspector could arrive in as little as two-and-a-half hours after the first phone call. In the consultation, the proposal was opposed by three quarters of respondents, so Ofsted has decided to scrap it and replace it with a 90-minute phonecall between the lead inspector and head the day before an inspection begins.

2. 'Good' small schools avoid two-day inspections

Plans to increase the length of time inspectors spend in previously 'good'-rated schools will go ahead, despite opposition.

More than half of respondents to Ofsted's consultation opposed a move to increase the length of so-called "short inspections" from one to two days.

There were particular concerns among those working in primary schools, six in ten of whom opposed the proposal, and the potential extra workload it could create for small schools.

As a result, Ofsted said that 'good' or non-exempt schools with 150 or fewer pupils on roll will continue to receive a one-day inspection.

3. Schools will get time to shake up their curriculums

Ofsted's new "quality of education" judgment will be implemented as planned after it received the backing of the majority of respondents.

However, the inspectorate is proposing to "phase in" part of the new framework which looks at the "intent" of schools' curriculums. This follows concerns that schools may want to review their curriculums in response to the new framework, but may not have time to do so before September.

Ofsted said during this transitional period, the judgment "will not be negatively affected if it is clear to an inspector that leaders have a plan for updating the curriculum and are taking genuine action to do so".

"We will review this transitional phase in the summer of 2020."

4. Ofsted will check whether bullying is tolerated, not whether it exists

The draft inspection framework proposed that Ofsted would look for an absence of bullying in determining how to grade a school on the behaviour and attitudes of its pupils.

The proposal prompted concerns that this approach may encourage schools to hide or fail to report bullying.

Today, Ofsted said it believed the concerns raised "may be justified", and has amended its criteria to place the emphasis on "whether or not providers tolerate bullying, harassment, violence, derogatory language and discriminatory behaviour and, crucially, how swiftly and effectively they take action if these issues occur".

"We have also made changes to the personal development grade criteria to allow inspectors to properly recognise the importance of high-quality pastoral support."

5. Heads' use of internal data will be assessed

Ofsted has announced it will proceed with its plans for inspectors not to look at schools' internal data during inspections, despite opposition from more than two thirds of respondents to the survey.

Forty-three per cent of respondents disagreed or strongly disagreed with the proposal, while 42 per cent were in favour.

Although it will implement the change as planned, Ofsted has also made clarification to its inspection handbook "to try to ease concerns" raised by those who objected.

The clarification recognises that school leaders draw on "a variety of sources when considering pupil performance, including internal assessment information". It explains that inspectors will consider "the actions taken by schools in response to whatever internal assessment information they have".

Inspectors will review the impact of those actions without reviewing the assessment information itself, Ofsted said.

6. Up-to-date private school judgments delayed to 2020

In its original draft framework, Ofsted proposed that it would start issuing up-to-date judgments following emergency “additional inspections” of the private schools it inspects.

At the moment, following such inspections, Ofsted simply rules on whether the independent school standards are being met, but does not issue schools with an updated graded judgment.

Today, Ofsted announced it will proceed with the proposal after receiving “very strong support” in the consultation.

However, the watchdog accepts that “designing the most effective way of doing this will take some time”, and will therefore not implement the change until September 2020.

EPHA has produced a 7-minute staff meeting about the new framework, along with a “preparation checklist” to be used the minute the school is notified of inspection.

Safeguarding children and young people in education from knife crime - Ofsted research report

This report summarises Ofsted’s findings and recommendations from a research project in London on knife crime in education. The research was carried out in 29 schools, colleges and pupil referral units in London and included focus groups with parents and children. They have condensed the findings into recommendations that focus on six areas of practice and policy that need further consideration from central government, local government and school leaders.

Relevant Documents and Guidance

- School Inspection Handbook –section 5 including evaluation descriptors *September 2018*
- School Inspection handbook - section 8 *September 2018*
- School Inspection Handbook –section 5 including evaluation descriptors for *September 2019*
- School Inspection handbook - section 8 for *September 2019*
- Inspecting safeguarding in early years, education and skills setting – October 2018
- Safeguarding children and young people in education from knife crime - Ofsted research report
- 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 and start to familiarise yourself with the new Ofsted framework
- Use the 7-minute staff meeting to update your staff and governors
- Continue the discussion with staff about your current curriculum
- 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 your broad and balanced curriculum
- Check that your website is up to date and fully compliant –see checklist on the EPHA website (January 2019)

Safeguarding and Attendance

Key information

Schools' Safeguarding Adviser

Matthew Lewis has taken up his new role of Safeguarding Adviser for Schools and EYS, working with Jo Barclay. Matt will be available as a source of advice and guidance and will be working across the county, covering all quadrants and all settings. His contact details are:

Email: Matthew.Lewis@essex.gov.uk

Phone: 03330 131072 / 07747 486310

SET Procedures update

This year (2019) ESCB will update the SET Child Protection Procedures in two stages, as follows:

Stage 1 On **14 May 2019** a revised version of these procedures was published on the Southend, Essex and Thurrock LSCB websites. Various chapters have been updated to reflect current practice and align with statutory guidance. This includes a new chapter on safeguarding children from exploitation and trafficking. To accompany these revised procedures in May there will be a PDF document that lists the updated chapters and any impact on practice (which we expect to be minimal).

Stage 2 In early October 2019 ESCB will publish another updated version of the SET Child Protection Procedures that takes into account the new multi-agency safeguarding arrangements across Southend, Essex and Thurrock. This will reflect the national statutory changes to comply with [Working Together 2018](#).

Child Protection Policy update

As a result of the SEP Procedures update, the Child Protection model policy has been updated.

Available on the EPHA website <https://essexprimaryheads.co.uk/info-and-documents/model-policies/>

Working Together – February 2019 updates

'Working Together to Safeguard Children 2018' has been updated to reflect how local authorities should notify the Child Safeguarding Panel. The guidance covers:

- the legislative requirements placed on individual services
- a framework for the three local safeguarding partners (the local authority; a clinical commissioning group for an area, any part of which falls within the local authority; and the chief officer of police for a police area, any part of which falls within the local authority area) to make arrangements to work together to safeguard and promote the welfare of local children including identifying and responding to their needs. **Schools are named as relevant agencies and must follow the arrangements made by the local safeguarding partners.**
- the framework for the two child death review partners (the local authority and any clinical commissioning group for an area, any part of which falls within the local authority) to make arrangements to review all deaths of children normally resident in the local area, and if they consider it appropriate, for those not normally resident in the area.

<https://www.gov.uk/government/publications/child-safeguarding-practice-review-panel-practice-guidance>

Risk Avert

Risk Avert is an evidence based, independently evaluated school based programme which identifies young people vulnerable to multiple risk-taking behaviours and offers universal and targeted intervention. Essex has commissioned the programme and hopes to roll it out to all primary schools (targeted at Year 6 pupils) as well as secondary schools.

<https://www.risk-avert.org/>

<https://essexprimaryheads.co.uk/files/risk-avert-primary-school-information-pack-2018-19.pdf>

Launch of East of England FCAMHS support

The East of England Forensic Child and Adolescent Mental Health Service (FCAMHS) will be offering a full clinical service across the East of England region from 1st April 2019. This constitutes the final 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 the webpage at: <http://www.cpft.nhs.uk/training/forensic-children-and.htm>

Regional telephone number: 0300 300 9300

Peer on peer abuse toolkit

A toolkit and information about developing a policy around peer on peer abuse, created by Farrer and Co. Updated 2019.

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

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

N-EAST	Wednesday 12 June	Weston Homes Community Stadium
SOUTH	Thursday 13 June	Holiday Inn, Basildon
WEST	Wednesday 19 June	Weston Homes Business Centre, Takeley
MID	Thursday 20 June	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)

Seven-minute Safeguarding Staff Meetings

EPHA has produced a series of “Seven-minute Safeguarding Staff Meetings” on a range of topics. The latest produced is about “County Lines”.

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

NSPCC learning

Useful resources for schools and other organisations. <https://learning.nspcc.org.uk/>

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*, County Lines training and *Working with Resistant Families and Disguised Compliance*. New spring dates available.

<http://www.escb.co.uk/learning-development/>

Attendance – ECC revised Penalty Notices Code of conduct

I attended a meeting of the penalty notices code of conduct steering group in March, and in discussion with colleagues from the Local Authority, ASHE, the police and independent providers, we thrashed out a revised penalty notices code of conduct. The main purpose of the review was to clarify the policy and advice for parents and schools.

Primary responsibility for issuing penalty notices rests with the Local Authority (LA). It has been agreed that the Attendance Compliance Team, on behalf of Essex LA, will usually issue penalty notices. The Service will administer the scheme from any funds obtained as a result of issuing penalty notices. Head Teachers (and Deputy Head Teachers and Assistant Head Teachers authorised by the head teacher) and police, and persons accredited by the community safety accreditation scheme are all able to issue the notices under the Act, although there is no requirement for them to do so. In Essex it has been agreed that the Police and Head Teachers will

not issue penalty notices to parents. Persons accredited through the Community Safety Accreditation Scheme¹ are authorised to do so.

Penalty Notices may be issued

- where there have been at least 10 consecutive sessions of unauthorised absence for the purpose of a holiday, whereby a parent made an application to the School which the Head Teacher has deemed not for exceptional circumstances.
- if there have been at least 6 consecutive sessions of unauthorised absence during the first two weeks of September due to a term-time holiday.
- where there has been at least 10 sessions of unauthorised absence during the previous 10 school weeks.

Parents must have been issued with a Legal Action Warning Letter with accompanying Legal fact sheet and given opportunities to inform the school of any factors impacting on their ability to ensure their child attends school regularly. Warning letters are valid for 18 calendar weeks. There is a link in the code of conduct to the template letters. Also, on the Infolink – attendance compliance

https://schools.essex.gov.uk/pupils/Attendance_Combpliance/Pages/EducationWelfareService.aspx

I have updated the EPHA/ASHE model Attendance Policy and the Attendance leaflet for parents, in accordance with the revised Code of Conduct.

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

Flexi-schooling: guidance to Essex Schools

The decision on whether to approve a request for flex-schooling must be made by the Headteacher of the school that has received the request. The Education Access Team has produced advice and guidance to schools that may need to consider requests from parents who are considering flexi-schooling as an option for their child. The guidance clarifies what is meant by the term flexi-schooling, and aims to support conversations between parents and schools about this approach to education. Schools may find it helpful to read the April 2019 departmental guidance for local authorities on elective home education, which references flexi-schooling. Guidance has also been produced for parents considering home education.

https://schools.essex.gov.uk/pupils/Education_Access/Pages/Flexi-Schooling.aspx

Relevant Documents and Guidance

- SET Procedures <http://www.escb.co.uk/media/2013/set-procedures-may-2019-final.pdf>
- Working Together to Safeguard Children – February 2019
- 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>
- Peer on peer abuse toolkit (Farrer and Co)
- Risk Avert Primary Information pack <https://essexprimaryheads.co.uk/files/risk-avert-primary-school-information-pack-2018-19.pdf>
- 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
- NSPCC Learning <https://learning.nspcc.org.uk/>
- 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 April 2019
- Attendance model Policy and leaflet for parents <https://essexprimaryheads.co.uk/info-and-documents/model-policies/>
- Elective home education – guidance for LAs and parents
<https://essexprimaryheads.co.uk/info-and-documents/dfe/>

Your “do-list”

- Make a note of the contact details for Matthew Lewis, Schools’ Safeguarding Adviser, working with Jo Barclay
- Download and refer to the new SET Procedures (May 2019)
- Update and adopt a new Child Protection Policy (May 2019)
- Attend one of the safeguarding network group meetings in the summer term
- Download the new Penalty Notices Code of Conduct and update your Attendance Policy
- Seek advice and make referrals on mental health concerns from East of England FCAMHS
- Consider delivering the Risk Avert programme this summer term
- 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

Damian Hinds' speech to the NAHT - May 2019 (extracts)

Let me start with **funding**.

I have heard you loud and clear on this. I know finances are challenging for many schools, that you have had to make, and do have to make hard decisions about resources.

We are approaching a comprehensive Spending Review. There are always competing demands on public funds, but I will be setting out the case, the very strong case, for education. The case for investment in education is a special one, because so much else depends on what you do – so much for our economy and our society.

There is one area of funding that I want to directly address now – the support that we give for children with **special educational needs and disabilities**. That's why today I'm announcing a call for evidence, to gather your views and make sure everyone can input. I know schools and teachers can't do this alone, which is why I'm encouraging others who have a crucial role supporting these vulnerable children, including local authorities and health services, to join the conversation too.

Primary school standardised testing in different forms is common around the world. Here in England, it can help inform parents, and it helps inform Ofsted.

And clearly the progress that pupils make at secondary school, and the qualifications they achieve there, are really important to their futures.

But I am clear that data alone do not and cannot give the full rounded picture of a school.

I know that today the fear of the consequences of a single set of bad results can manifest itself in unintended consequences, excessive pressures on headteachers and leaders. Last year I promised we would consult with you on this and how we could make the system better.

And today I am confirming that – after a very strong response to our recent consultation on identifying schools for support – that **the 'floor' and 'coasting' standards will be dropped**.

This is in line with one of the key recommendations from NAHT's commission on accountability. It means you don't have to worry that one set of results could set off a number of unwelcome consequences.

From September this year we will no longer publish these standards, nor use them for any purpose. Instead, we will use a single, transparent trigger for an offer of support - 'Ofsted requires improvement' - to make sure it is totally clear when leaders will be offered support.

Timpson Review of School Exclusion - May 2019

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

DfE will 'fully fund' pension contribution increase in 2019/20

From September 2019 the employer contribution rate for the Teachers' Pension Scheme will increase to 23.6%. The current rate is 16.48%. Funding is confirmed for the 2019/20 financial year. In [response](#) to its pension grant consultation, the department says it will provide funding for:

- Maintained schools through to March 2020
- Academies through to August 2020

Whether this funding will extend into the 2020/21 financial year [depends on a government spending review](#) later this year. No firm date for that review has been set yet.

How the grant will be allocated - A new [methodology document](#) explains how schools will receive this funding.

- Mainstream schools: you'll be given the funding based on your number of pupils
- Specialist schools (e.g. special schools, PRUs and alternative provision): your local authority will receive funding based on its total number of places across all of its specialist settings and will allocate this according to local need

There's also an accompanying supplementary fund in case a school's grant allocation falls short of

its actual pension cost increase.

We expect to know more about the following in the autumn:

- The exact allocations for each school and local authority
- How schools can apply to the supplementary fund

Payments of the grant will be made in the autumn, but there are no firm dates for this yet.

Relationships and health education: new requirements from 2020 (primary)

The new requirements

From September 2020, all schools with a primary phase (including all-through and middle schools) will need to provide:

- Relationships education
- Health education

You're likely to cover parts of these topics already if you teach sex and relationships education (SRE) or PSHE - which are currently optional for state-funded primary schools.

This is set out in the Department for Education's (DfE) [draft guidance](#), which it finalised following a consultation. This will replace the [current SRE guidance](#).

Sex education continues to be non-compulsory

Schools in the primary phase won't be required to provide sex education, but the DfE recommends you have a programme in place if you don't have one already.

A new policy will be required

You'll need a policy in place for relationships education and you must consult parents when you develop and review it. Depending on what SRE teaching you currently provide, the requirements for this new policy are similar to those for the statutory [SRE policy](#).

You'll have to add any sex education you choose to teach into this policy. The policy will have to be published on your school website.

Year 4 multiplication tables check materials now available

The test period for the pilot is 10-28 June. The guidance is for schools that are participating in the June 2019 pilot and wish to access the system before this.

The Standards and Testing Agency (STA) has detailed guidance on how to register pupils and administer the check <https://www.gov.uk/government/publications/multiplication-tables-check-administration-guidance>

'Try it out' area

Use the 'try it out' area of the multiplication tables check website before you administer the check during the test period. The 'try it out' area has 3 practice questions followed by 25 questions.

Free sanitary products in all primary schools

Free sanitary products will be offered to girls in all primary schools in England from early next year, under plans announced by the Department for Education.

The Government committed to provide access to free sanitary products in England's secondary schools and colleges in last month's Spring Statement, and the Children and Families Minister, Nadhim Zahawi, has confirmed access to the free products will also be fully-funded by the Department for Education in all primary schools across the country.

SEND and AP provision: call for evidence

Call for evidence on the financial arrangements for children and young people with special educational needs and disability (SEND) and those who need alternative provision (AP).

This consultation closes at 11:45pm on 31 July 2019 <https://consult.education.gov.uk/funding-policy-unit/funding-for-send-and-those-who-need-ap-call-for-ev/>

Reducing workload toolkit

Practical advice and tools to help school leaders and teachers review and reduce workload.

There have been recent updates to the toolkit to include:

[Behaviour management](#)

[Supporting governing boards and trustees](#)

Updated data management workshop in response to [making data work](#) report

[Ways to reduce workload in your school](#)

[Supporting early career teachers](#)

New case studies and practical tools in:

Stage 1 – [identifying the issues](#)

Stage 2 – [managing change](#) and [feedback and marking](#)

Stage 3 – [evaluating the impact](#)

Handouts which accompany workshops are also available.

<https://www.gov.uk/guidance/reducing-workload-in-your-school>

Running rural primary schools efficiently

Research report by Aldaba - March 2019

The aims of the research were to:

- identify an evidence base of good practice for individual small rural primary schools and collaborations; and
- understand how interested parties, including local authorities and multi-academy trusts, assess the performance of small rural primary schools.

3. The research explored how small rural primary schools can be run efficiently based on the resources they have available. The information for the research was collected between May and July 2018. The findings therefore reflect the situation prior to the introduction of the national funding formula plans for 2018-19.

DfE's free teacher recruitment service launched

The [new service](#) is open to publicly-funded schools and trusts that provide primary or secondary education in England. <https://teaching-vacancies.service.gov.uk/>

You cannot use it to advertise supply teaching roles, unpaid positions, or non-teaching roles.

Education secretary Damian Hinds has [urged schools](#) to immediately stop using agencies that charge excessive fees to list job adverts.

To use it, you need to sign up for an account with your headteacher/CEO's approval

To sign up:

Ask your headteacher or CEO to send your full name and email address

to teaching.vacancies@education.gov.uk

Or, email teaching.vacancies@education.gov.uk with your details, and copy in your headteacher or CEO

You can then advertise details of appropriate vacancies, including duties and responsibilities, salary information, full-time or part-time, essential education and experience required, your contact details, and the deadline for applying.

At the present time Local Authorities are not able to automatically add job vacancies to the site, which means that Essex Schools Jobs can't link your advert to the national site – they are in discussions with the DfE service to see if this can be facilitated.

PE Sports Premium funding for 2019/20

The Department for Education has today (30 April 2019) confirmed that it will fund the Primary PE and Sport Premium for the 2019/20 academic year. A total of £320 million will again be made available to primary schools in England to improve the quality of PE and sport. It is expected that further details will be published by the department soon.

Home education consultation outcomes – possible creation of a register for children not in schools

This consultation is a follow-up to the [consultation and call for evidence on elective home education](#) held by the Department for Education in 2018.

It seeks views on proposed legislation to establish:

- a register maintained by local authorities of children not attending mainstream schools
- duties on parents and the proprietors of certain educational settings

It also consults on proposed legislation to establish a duty to support parents who educate children at home and seek support from their local authority in doing so.

Relevant Documents and Guidance

- Edward Timpson Review of School Exclusions
<https://essexprimaryheads.co.uk/files/timpson-review-of-school-exclusion-may-2019.pdf>
- Pension grant methodology <https://www.gov.uk/government/publications/teachers-pension-employer-contribution-grant-tpecg/pension-grant-methodology>
- Relationships Education, Relationships and Sex Education (RSE) and Health Education draft guidance
- Year 4 multiplication test guidance <https://www.gov.uk/government/publications/multiplication-tables-check-administration-guidance>
- Teaching Vacancies <https://teaching-vacancies.service.gov.uk/>
- <https://www.gov.uk/guidance/list-a-teaching-job-at-your-school-on-teaching-vacancies>
- Running rural primary schools efficiently <https://essexprimaryheads.co.uk/files/running-rural-primary-schools-efficiently-dfe-research-report-march-2019.pdf>
- List of statutory information for schools and colleges
<https://www.gov.uk/government/collections/statutory-guidance-schools>
- Elective home education consultation response
<https://www.gov.uk/government/consultations/home-education-call-for-evidence-and-revised-dfe-guidance>

Your “do-list”

- Consider the pensions grant methodology
- Check your own pension in case of errors!
- Respond to the DfE “call for evidence” consultation on SEND funding
- Wait for the outcome of the comprehensive spending review to find out about future funding
- Consider the introduction of the new requirements for relationships and health education from 2020
- If you are trialling the Year 4 times-table checks, access and use the guidance and test questions
- Use the national Teaching Vacancies website to advertise jobs
- Respond to the further consultation about elective home education

Policies and school websites

Key information

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

- Child Protection Policy
- Complaints Policy
- Attendance Policy

Updated HR policies (see list below)

- Grievance Policy
- Probation
- Sickness Absence Management

ECC Lockdown Procedures

Not a mandatory policy, but ECC has produced an updated model of a Lockdown Policy/Procedures that schools can adapt for their use. Available on the EPHA website.

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

Concerns and Complaints leaflet

I have produced a Concerns and Complaints leaflet for maintained schools, updated following the publication of DfE guidance. This is designed as a handout of for parents, to give them brief and user-friendly information about how to address any concerns or complaints they may have.

Governors Statement of Behaviour Principles

Under the Education and Inspections Act, 2006, the Governing Board is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils. The purpose of this statement is to give guidance to the Head Teacher in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed. It is clear that a number of schools are still unaware that the statement is a requirement, and that it must be published on the school website.

Examples at

<http://www.collingwoodschool.net/school-governors/>

<http://www.newcomenprimary.co.uk/governors-written-statement-behaviour-principles/>

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	April 2019
Leave of Absence (and guidance)	Recommended	May 2018
Pay Policy	Mandatory	September 2018
Performance Management (all staff)	Recommended	May 2018
Pre-employment checks		May 2018
Probation procedure	Recommended	March 2019
Recruitment	Mandatory	August 2018
Redundancy and restructuring	Recommended	October 2018
Sickness Absence management	Recommended	January 2019
Sabbatical	Recommended	May 2018
Whistleblowing	Mandatory	May 2018

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

Current checklist is January 2019

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 update a revised Attendance Policy, in line with the new ECC penalty notices code of conduct
- Adopt the newest Child Protection Policy in line with the SET procedures
- Consider using the EPHA model Attendance leaflet, personalised for your school
- Review and adopt your Complaints Policy, in line with updated DfE guidance, and consider using the EPHA model Concerns and Complaints leaflet
- Double check that you have adopted and published a Governors’ Statement of Behaviour Principles
- If required, adapt and adopt the Essex Lockdown Procedure
- 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 Governing Body

Key information

Governance Handbook – March 2019

A new version of the Governance Handbook has been published, for LA maintained schools and academy trusts. The most significant updates and changes to the content within the handbook sections include:

Section 2: Strategic Leadership

- Updated section at 2.4 to place stronger emphasis on parental engagement.

Section 3: Accountability

- New sub-section within 3.1 on workload considerations, which draws attention to the latest published workload guidance and workload reduction toolkit which provides support to schools and boards.
- New section 3.2 on the robust oversight of an organisations.
- Updated sub-section within 3.4.1 to replace RAISEonline with information on Analyse School Performance

Section 4: People

- Clarification at section 4.1.2 on criminal records checks and s128 prohibition.
- Updated text at section 4.4 to reflect the clerking competency framework, funded clerking training and the position of a clerk (governance professional) in trusts

Section 5: Structures

- Clarification on LA associated people (LAAPs) serving as Members 5.2.1.
- Section 6: Compliance
- Clarification at 6.4.1 on what a maintained school must publish in relation to the curriculum.
- Updated text at 6.4.4 to highlight the future proposed changes being made to SRE.
- Updated guidance at 6.4.9 following the introduction of statutory Careers guidance, which came into force in 2018.
- Updated advice at 6.5.3 on information the board should check as part of the pre-appointment process when recruiting potential employees.
- Removal of previous section 6.5.4 on NTCL teacher services
- Section 6.5.7, new sub section on Executive pay.
- Updated text at 6.6.3 to reflect changes to the Dedicated Schools Grant and the pupil premium.
- Updated guidance at 6.7 to provide further clarity on the board's responsibilities under safeguarding.
- Clarification at 6.8.3 that the statutory duty to produce and publish a statement of principles applies to maintained schools.
- Updated guidance at 6.8.9 on school food and milk which reflects the updating of entitling benefits for Free School Meals and outlines the board's responsibilities to ensure the school is complying with its obligations.
- Updated advice at 6.8.16 to alert schools to their fire safety responsibilities
- Inclusion of additional paragraph at 6.11.2 on the responsibility of schools to ensure that any provide of childcare on site must have in place appropriate policies in relation to safeguarding children.
- Updated section at 6.14.1 to reflect the replacement of Edubase service with Get information about schools (GIAS)
- Updated section at 6.14.5 to reflect the introduction of the General Data Protection Regulations (GDPR)
- Clarification at 6.15 on dealing with complaints.

Section 7: Evaluation

- Updated to include reference to DfE funded governance development programmes and the clerking competency framework and Ofsted "myths" documentation.
- Updated content on schools causing concern and on coasting schools at section 7.4.
- Section 7.5 has been updated to include DfE areas of support and other information which may be of use to boards.

Make sure you and your governors are aware of the new Governance Handbook, and are familiar with the content and changes. As always, the handbook will answer a lot of questions in relation to the governance of your school, not just the operations of the Governing Body.

Schools Financial Value Standard (SFVS) requirements 2019 -2020

A revised version of the Schools Financial Value Standard has been published for governing bodies. The standard for 2019 to 2020 consists of a checklist and a dashboard. The checklist asks 29 questions of governing bodies in 6 areas of resource management to help provide assurance that resources are being managed effectively.

The dashboard shows how a school's data compares to thresholds on a range of statistics identified by the Department for Education (DfE) as indicators of good resource management and outcomes. Certain areas are mandatory to complete.

The checklist guidance provides clarification for each question, examples of good practice, and details further support available to assist schools in addressing specific issues. Each question links to guidance for the governors, which explains why and how the requirement can be met, and gives an answer to the question: What do you do if things are not right in your school?

The dashboard guidance provides explanations of each of the indicators and helps schools in filling in their data and understanding the results.

There are a number of changes that you and your governors will need to note. For example:

Q3 Does the governing body board receive clear and concise monitoring reports of the school's budget position at least six times a year? This is an increase from three times a year. In practice, this can be achieved by either the Finance Committee or full Governing Body receiving monitoring reports.

There is a new section on School Strategy, which asks questions such as:

Q 6 Does the school have a realistic, sustainable and flexible financial strategy in place for at least the next 3 years, based on realistic assumptions about future funding, pupil numbers and pressures?

Q 7 Is the financial strategy integrated with the school's strategy for raising standards and attainment?

The section on Setting the Annual Budget includes a couple of new questions:

Q 10 Does the budget setting process allow sufficient time for the governing body to scrutinise and challenge the information provided?

Q 11 Is the governing body realistic in its pupil number projections and can it move quickly to recast the budget if the projections and the reality are materially different?

In the new Staffing section schools are asked:

Q 15 Has the use of professional independent advice informed part of the pay decision process in relation to the head teacher and is it tightly correlated to strong educational outcomes and sound financial management?

Q 16 Does the school benchmark the size of its senior leadership team annually against that of similar schools?

Under the Value for Money section, there is an additional question:

Q 19 Does the school have procedures for purchasing goods and services that both meet legal requirements and secure value for money?

The final section on the SFVS dashboard asks

Q 29 Have the results of the dashboard been carefully considered and potential follow-up actions identified?

You will need to include this on the agenda of a Finance meeting (early spring term?) in order to be able to answer the SFVS question in the affirmative.

<https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs>

As before, Local authority maintained schools must submit the SFVS annually to their local authority.

Local authorities use this information to inform their programme of financial assessment and audit.

Academies should use the [school resource management self-assessment tool](#).

Governance Annual Statement – Maintained schools

“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.

GDPR – reappointment of Data Protection Officer

Remember this time last year, when we were all in a major panic about the introduction of GDPR! I wonder how the year has been for you. If you haven't already done so, you might want to review your current DPO arrangements and decide whether to continue as you are, or perhaps appoint an alternative person. It would be good practice to ask your DPO to do a quick review of the year and report to governors.

Get Information about Schools

System update - 11 April 2019 An updated version of the Get Information About Schools (GIAS) service has been released to all users. You do not need to take any specific action. This is the first of a series of releases focusing on improving the experience for users with accessibility needs. Users should remember to update their Get information about schools record as soon as possible and within specified timescales whenever there is a change to their establishment.

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

Relevant Documents and Guidance

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

Your “do-list”

- Download and circulate the new Governance Handbook to governors
- Make sure that you, your Finance Manager and Governors are aware of the new SFVS requirements and incorporate them within the calendar of financial management and governance
- Ensure that the governing body receives clear and concise monitoring reports of the school's budget position at least six times a year
- Ask governors to write a governance statement for approval and publication on the school website
- Review DPO arrangements and re-appoint if necessary. Ask your DPO to report to governors about the first year of GDPR
- Update your school's information on the Get information about Schools website

Academies Update

Key information

School resource management self-assessment tool

This tool (the equivalent of the maintained school SFVS) can be used to reassure trusts they are managing resources effectively and to identify adjustments to ensure effective resource management. Updated in March 2019, the tool helps assure governing bodies and trust boards that they are meeting the standards to achieve a good level of financial health and resource management.

It can be used to identify areas for change to make sure resources are used to support high-quality teaching and the best education outcomes for pupils.

The tool consists of a checklist and a dashboard. The checklist asks questions of governing bodies and trust boards in 6 areas of resource management.

The dashboard shows how a school's data compares to thresholds on a range of statistics that have been identified by the Department for Education as indicators of good resource management and outcomes.

<https://www.gov.uk/government/publications/school-resource-management-self-assessment-tool>

Changes to related party transaction requirements for academies

Your academy trust must:

- Report all related party transactions that take place on or after 1 April 2019 to the Education and Skills Funding Agency (ESFA) in advance
- Obtain the ESFA's prior approval for contracts with related parties for the supply of goods or services agreed on or after 1 April 2019 where any of the following limits arise:
 - A contract exceeding £20,000
 - A contract of any value that would take the total value of contracts with the related party beyond £20,000 in the same financial year ending 31 August
 - A contract of any value if there have been contracts exceeding £20,000 individually or cumulatively with the related party in the same financial year ending 31 August

Your trust must also continue to obtain ESFA's approval for transactions with related parties that are novel, contentious and/or repercussive.

These requirements are set out in the [Academies Financial Handbook 2018](#) (see paragraphs 3.10.4 to 3.10.6).

MAT2MAT relaunch/networking event

Tuesday 25 June 2019

9.00 am – 12.00 noon

Hylands House, Chelmsford

Exciting times at MAT2MAT, plans are afoot to ensure that we support our CEOs and Executive heads even more effectively. This free event is aimed specifically at existing CEOs with a focus on supporting them to build, grow and sustain a high quality MAT. We are very pleased to be welcoming Jeremy Spencer, Senior HMI, who will speak about the new MAT 'reviews' taking place as well as update us on the new framework. In addition we will have an interactive session, run by audit market leaders RSM, using a MAT Board self-evaluation tool that you can use with your own trustees. Finally we will learn how other counties are supporting each other and plan a way forward for MAT2MAT to support CEOs and their MATs in Essex.

Email agold@lyonshall.org.uk to reserve your place

Relevant Documents and Guidance

- Academies Financial Handbook 2018
- School resource management self-assessment tool
<https://www.gov.uk/government/publications/school-resource-management-self-assessment-tool>
- ESFA <https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

- MAT2MAT Headteachers and CEOs can access these resources at <https://www.hivelearning.com/mat2mat/> The passkey is M@T2M&T2017
- Academies compliance documents <https://www.gov.uk/government/collections/academies-funding-payments-and-compliance>
- ESFA bulletins <https://www.gov.uk/government/collections/efa-e-bulletin>

Your “do-list”

- Use the updated School resource management self-assessment tool
- Report all related party transactions that take place on or after 1 April 2019 to the Education and Skills Funding Agency (ESFA) in advance
- Obtain the ESFA’s prior approval for contracts with related parties for the supply of goods or services agreed on or after 1 April 2019
- If you are a CEO or Executive Headteacher of a MAT, attend the MAT2MAT conference on 25th June to hear about the relaunch of the group, aimed at supporting CEOs.

The Local Authority

Key information

Developing a SEND Strategy in Essex - public consultation

Essex County Council has embarked upon a programme of change for provision and services with the ambition to profoundly improve the outcomes and life experience of children and young people with Special Educational Needs and Disabilities (SEND). The ambition is for a SEND system which accurately identifies and assesses need at an earlier stage and which provides appropriate and impactful support without such a high level of dependence on the statutory system. The LA wants children, young people and families to have confidence in the type, quality and amount of support that their child receives and see year on year impact of this support on their child's life.

The consultation will run for ten weeks from 22nd March 2019 to 31st May 2019 and schools, parents and the public can contribute by responding to the [online survey](#) or by participating in the sessions with the Essex Family Forum.

<https://consultations.essex.gov.uk/send-strategy-and-innovation/send-public-engagement/>

School Led Improvement System Partnership conference

A conference is being held on **Friday 10th May** to celebrate the progress and success of the school led improvement system in Essex, including partnerships, MATs and other collaboratives.

I have circulated a flyer for the event, which is taking place at Weston Homes (Colchester United) Stadium, from 9.15 am – 1.00 pm (including lunch). The conference is aimed at headteachers, other school leaders engaged in partnership, and governors. The cost will be £25 per attendee.

To book a place(s) please complete the booking form and return it to

WorkforceDevelopment@essex.gov.uk

Primary Admissions Offer - video

In conjunction with primary offer day on 18 April (which fell, annoyingly, during the school holiday period) Shamsun Noor has asked me to share a video they have launched for parents who are not offered their 1st preference – their email notifications to parents will have this video in the first line, taking them directly to watching it. A link to the video is below:

<http://bit.ly/2U8ZWOu>

They hope this will help parents to better understand the post-offer process and hopefully reduce the number of appeals. Shamsun is very happy for links to this video to be placed on school websites too (it may be particularly useful for heavily oversubscribed schools in particular to place on their admissions pages).

Essex Music Services – 2019/20 schools offer

The service offer has been updated and the brochure is available on the EPHA website.

<https://essexprimaryheads.co.uk/files/essex-music-services-schools-offer-2019-20.pdf>

Annual budget plan – maintained schools

Must be submitted, as usual, by 1st May.

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 an exclusive bidder. To date (23 April) there has been no further announcement about the sale.

EMHWS EP helpline

The advice line for primary schools, run by Jon Large, ended in December when he retired. A new team has been recruited (one EP, one day per quadrant) and the helpline will resume in June 2019.

Access to Nova Reports via Perspective Lite

Schools will be aware that from the Autumn Term 2019, a data package is being offered including access to FFT and interactive Nova reports within Perspective Lite. The latter has not been made available to schools before, so access is being switched on to this between Monday 6 May 2019 and

Thursday 23 May 2019. Reports are accessed through Perspective Lite logins. A simple [guidance document](#) is available to help with this. Schools are encouraged to explore the reports to see how beneficial they can be in helping to analyse performance.

ECC Penalty Notice Code of Conduct

See Safeguarding and Attendance section above.

Relevant Documents and Guidance

- Education Essex – weekly newsletter
- Developing a strategy for SEND in Essex
- Primary Admissions video <http://bit.ly/2U8ZWOu>
- Essex Music Services – 2019/20 schools offer <https://essexprimaryheads.co.uk/files/essex-music-services-schools-offer-2019-20.pdf>
- Developing a school led improvement system [https://schools.essex.gov.uk/data/saes/SchoolLedImprovement/Pages/School-Led_Improvement\(default\).aspx](https://schools.essex.gov.uk/data/saes/SchoolLedImprovement/Pages/School-Led_Improvement(default).aspx)

Your “do-list”

- Respond to the ECC SEND strategy proposals by 31st May and inform parents about the consultation.
- Book a place (or more) on the SLIS Partnership conference on 10th May.
- Let office staff know about the primary admissions video, and consider posting a link on your school website.
- Download and consider the Essex Music Services offer for 2019/20.
- If you are a maintained school, submit your annual budget plan by 1st May.
- 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, 15 primary schools in Essex have new headteachers this term –

North East

Dave Ashley	Mistley Norman Primary (Interim)
Cherry Curle	Engaines Primary (Acting)
Lisa Frith-Sly	Camulos Academy (Acting)
Jackie Irwin	Stanway Fiveways Primary
Karen Jones	Great Clacton Juniors

South

Melissa Heatherson	Westerings Primary (Executive Headteacher)
Claire Smith	Riverside Primary

West

Bryony Collins	Felsted Primary (Co-headteacher)
Jackie Diggle	Freshwaters Academy
Shaun Kelliher	St John Fisher Catholic Primary (Acting)
Anne Marie Kendal	St Luke's Catholic Academy (Head of School)
Anne Marie Black	St Alban's Catholic Academy (Head of School)

Mid

Neil Kirsh	Maylandsea Primary (Acting Head of School)
Maire O'Regan	Roxwell CE Primary (Interim Headteacher)
Lisa Waters	East Hanningfield Primary

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.

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

EPHA termly headteacher meetings 2019-20

North East EPHA – Colchester United Football Stadium

Wednesday 12 June 2019
Wednesday 13 November 2019
Wednesday 4 March 2020
Wednesday 10 June 2020

South EPHA – Holiday Inn, Basildon

Thursday 13 June 2019
Thursday 14 November 2019
Thursday 5 March 2020
Thursday 11 June 2020

West EPHA – Stansted Business Centre, Takeley

Wednesday 19 June 2019
Wednesday 20 November 2019
Wednesday 11 March 2020
Wednesday 17 June 2020

Mid EPHA – Chelmsford City Football Club

Thursday 20 June 2019
Thursday 21 November 2019
Thursday 12 March 2020
Thursday 18 June 2020

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

Understanding the demands of the exclusion process – training for headteachers

At the termly headteacher meetings in June we will be including a 45 minute training session on managing exclusions. This is not intended to encourage exclusions, but instead will highlight the expectations that are on headteachers, staff and governors, when taking the serious step of excluding a pupil. James Hutchon, is a paralegal/legal executive who advises and clerks numerous Independent Review Panel meetings. These “hearings” are a significant step up from the exclusions’ review meetings conducted by the school’s panel of governors, and it is essential that school leaders understand the process and expectations that are an integral part of defending the headteacher’s decision to exclude.

Conferences

Deputy Headteachers’ conference – Friday 4 October 2019 – Colchester Football Stadium
Key note speakers, Chris Quigley and Adam Kay – programme, booking form and invoice (*to be used if required*) sent out by post in June
Headteachers’ conference – Friday 20 March 2020 – Stock Brook Country Club (programme and booking form will be sent out in January 2020)

EPHA Primary Headteachers’ Support Directory

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

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.

Relevant Documents and Guidance

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

Your “do-list”

- Be kind to new colleagues (and existing ones!)
- Book your deputy on to their annual conference – programme and booking form are being sent (in the post) to schools in June
- If you are, or know of, a new or acting headteacher, please contact Pam to access the EPHA Colleague Supporter programme
- Consider booking a “review and reflect” day away from school, run by Integrity Coaching.
- 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