

The Hertfordshire Headteacher Updates

June 2018

Hertfordshire Perspective

Jenny Coles – Director of Children’s Services

Simon Newland – Operations Director, Education

DfE autumn consultation

“Principles for a clear and simple accountability system”

- Clarification of roles
- Mandatory academisation only if Inadequate
- Single threshold triggering offer of support

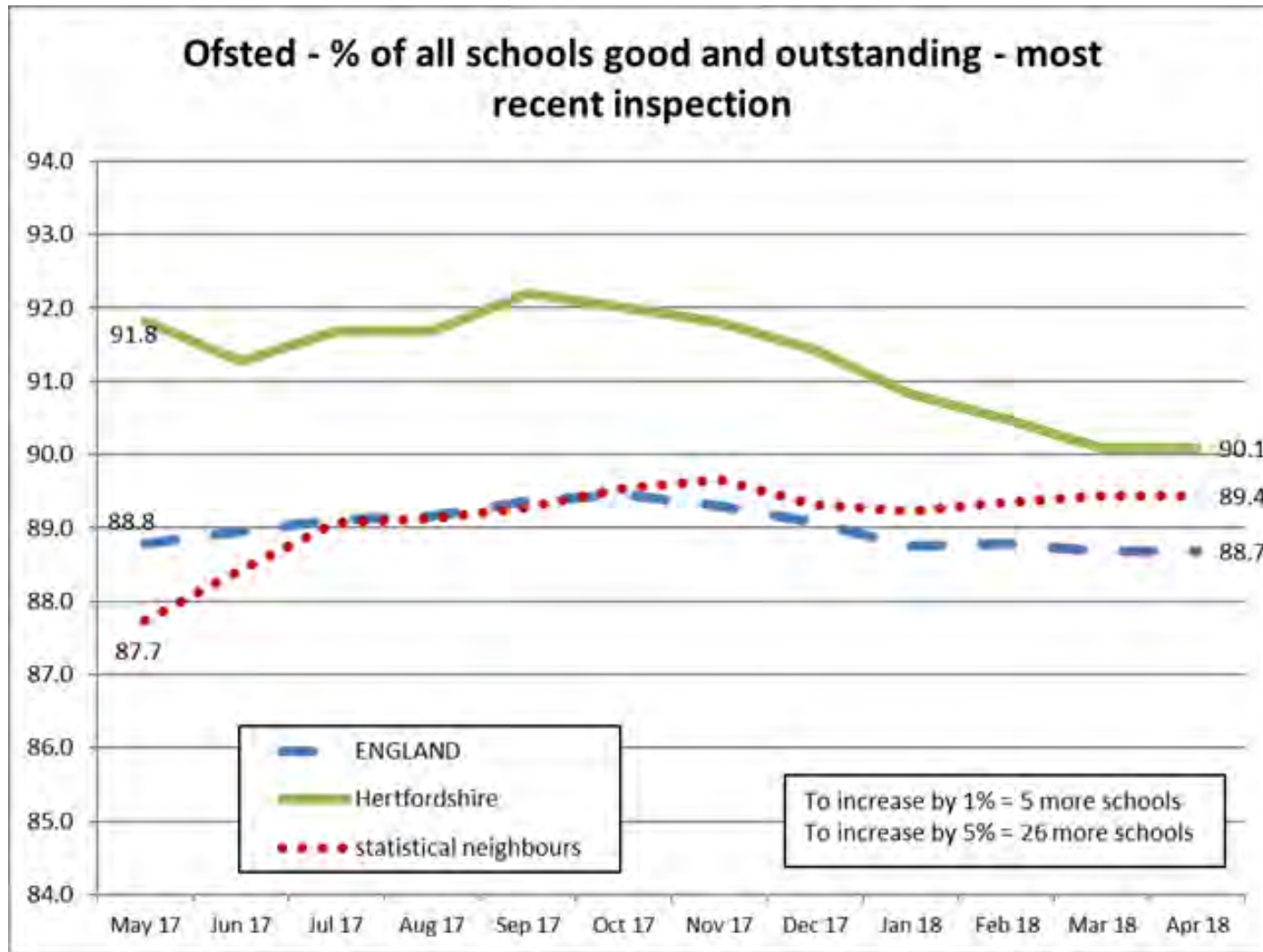
New school improvement strategy

- Scrutiny of attainment of disadvantaged children at KS4
- Peer Review
 - New School Improvement Strategy by end of this year
 - HfL ‘Great Expectations’ programme
 - Sharing of effective practice
 - Strengthening of analysis to improve quality and targeting of interventions

Changes in Hertfordshire

- Staffing changes in Children's Services
- Changes in HCC
- Cabinet member responsibilities

Ofsted: Latest G & O Schools

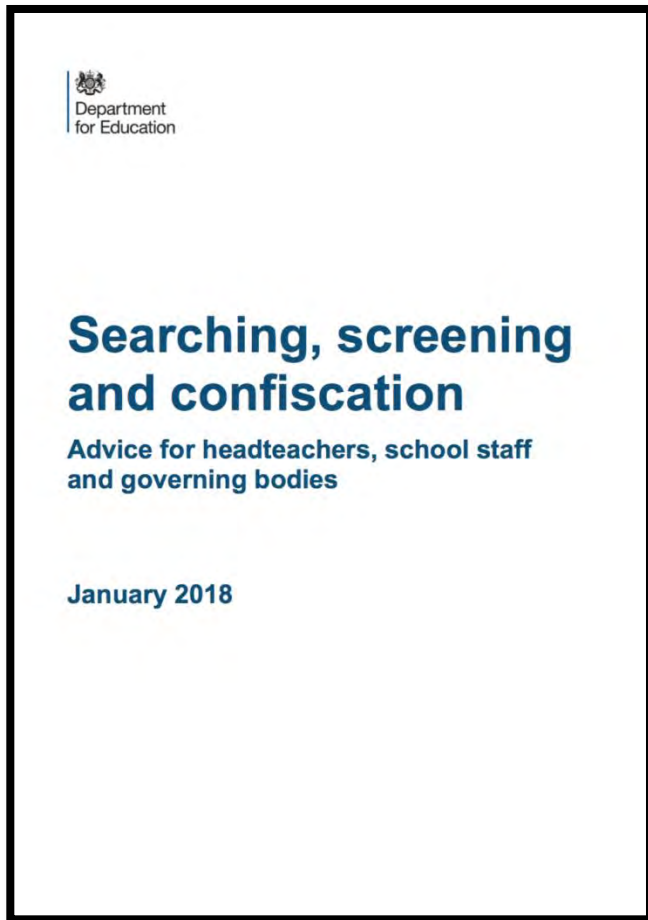


Emerging local issues

- Knife crime – September session
- Drugs
- Finances – 108 in-year deficits
- Apprenticeships -- reminder

Searching, screening and confiscation

DfE Key Guidance



This advice is intended to explain schools' powers of screening and searching pupils so that school staff have the confidence to use them.

- It clarifies the use of the power to search pupils without consent.
- It explains the powers schools have to seize and then confiscate items found during a search.
- It includes statutory guidance which schools must have regard to.

Reminder : Pastoral care/buddy support for Heads and Senior Leaders in times of crisis

- The purpose of the programme is to offer support to Headteachers and Senior Leaders when there is a critical incident in their school.
- The support would not detract from any other support being offered by Hertfordshire County Council or their partners, e.g. Herts for Learning.
- Following an incident a ‘buddy’ would make contact with you and would offer support. The ‘buddy’ would be a Hertfordshire Head who has also experienced a similar incident.
- The ‘buddy’ will not get involved in any aspect of the incident, but would be there to offer ‘pastoral’ style support to the Headteacher

Next steps . . .

If you would like to offer yourself as a buddy, or would like any further information please contact:

caroline.inglis@hertfordshire.gov.uk

or

head@howedell.herts.sch.uk

Toolkit to support Headteachers in allegations of criminal activities

- Toolkit to support Headteachers in allegations of criminal activity – now finalised
- Allegations against staff where the threshold for complex police involvement is met
- Not a public facing document but will be made available where it is judged that this document will be beneficial

Support to Governors

- Role in relation both to finance and standards
- Expectations of engagement in support of this – JARV and Standards Visits
- HfL offer induction training – absence of engagement

Questions?

The Hertfordshire Headteacher Updates June 2018

Ofsted Update

Debra Massey

Headteacher, Howe Dell School, Hatfield

www.hertfordshire.gov.uk





Sean Harford Blog Ofsted Update

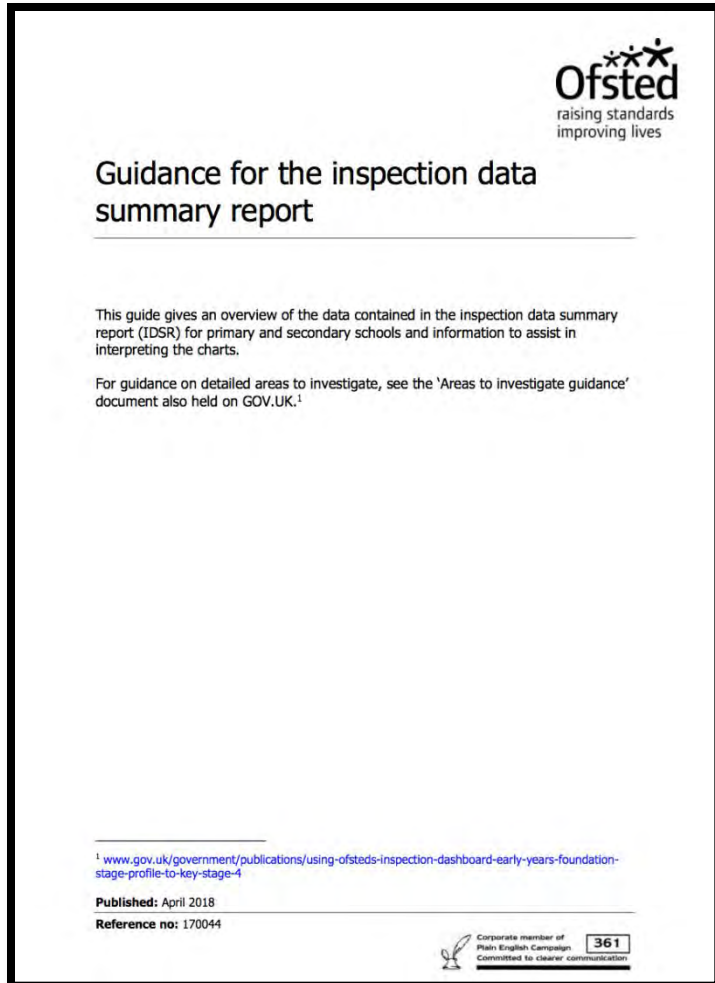
Sean Harford, National Director, Education

Sean Harford often writes blogs on current inspection issues.

Recent blogs include:

- The curriculum
- Assessment
- Risk assessments of schools

Guidance for the IDSR Ofsted Update

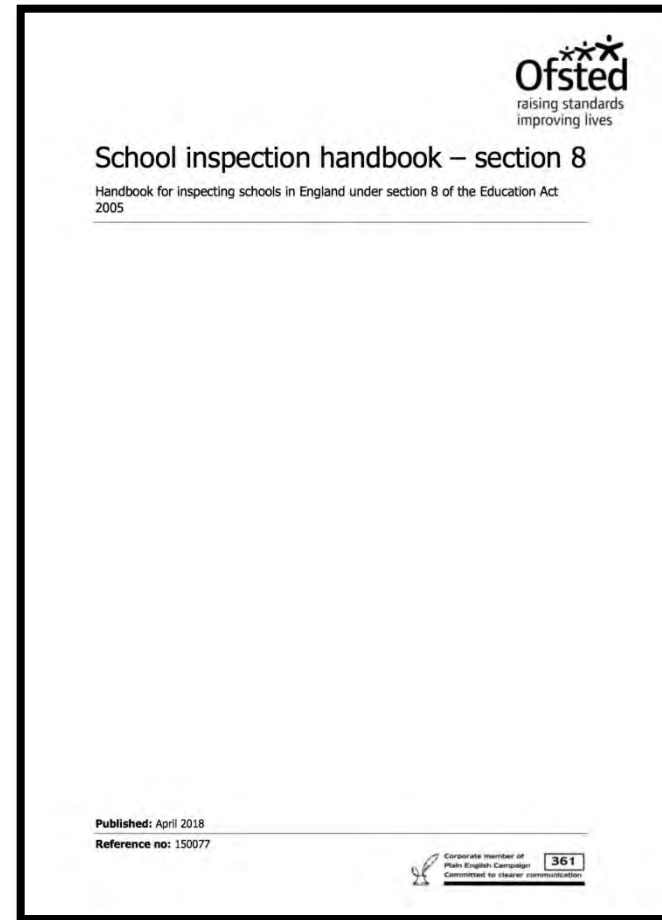
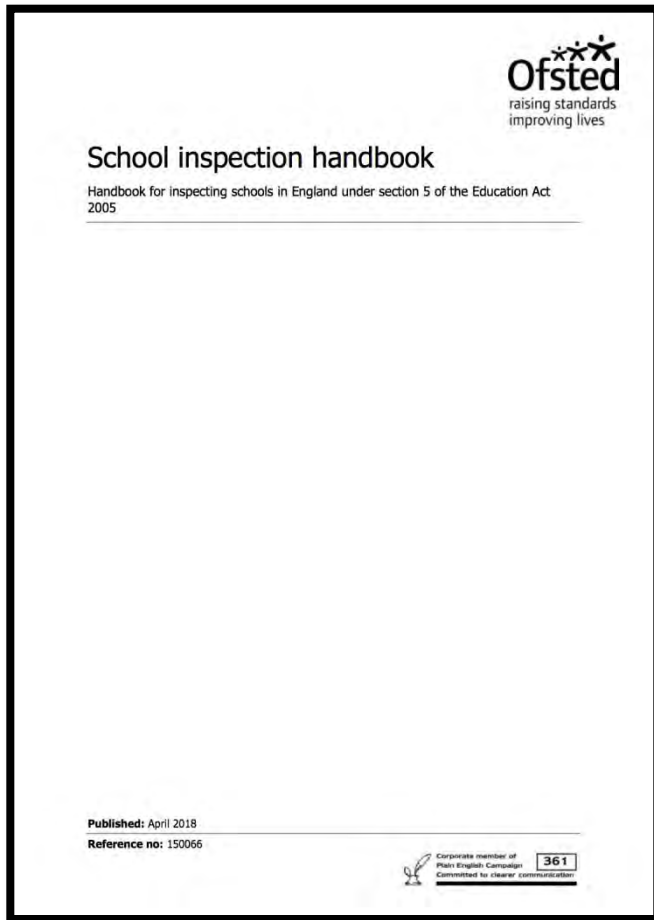


This document provides updated guidance on the use of the Inspection Data Summary Report (IDSR)

This is relevant for all settings from EYFS to end of KS4

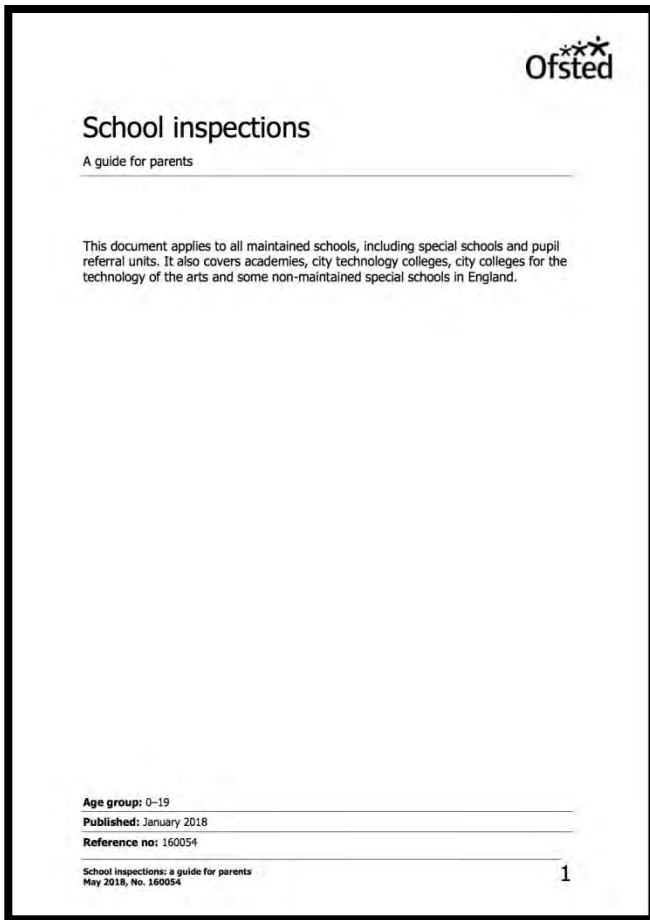
Section 5 and 8 handbooks (April 2018)

Ofsted Update



Inspection – A guide for parents and carers

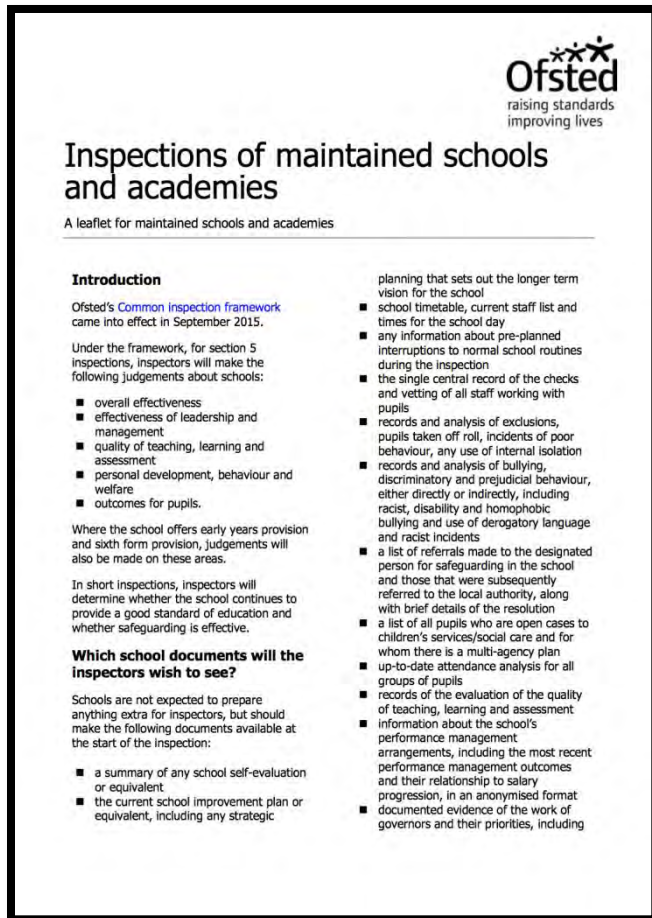
Ofsted Update



This guide for parents includes;

- Who inspects schools?
- What judgements inspectors make?
- What happens during an inspection?
- How can I make my views known?

Inspection of maintained schools Ofsted Update

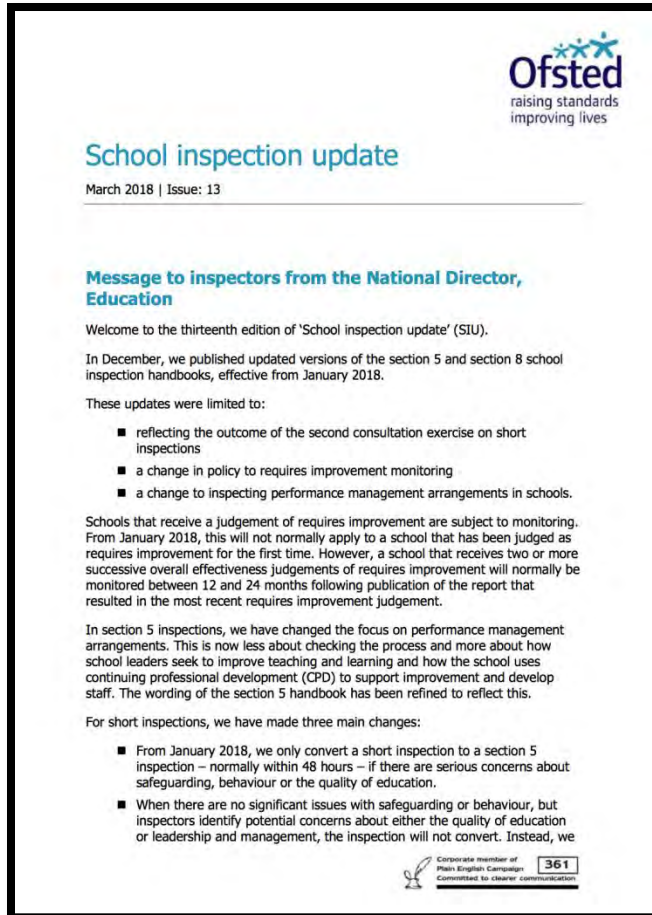


This leaflet includes information on:

- The Common Inspection Framework
- Documentation expected by Ofsted
- Seeking the views of parents, staff and pupils

Inspection Update 13

Ofsted Update

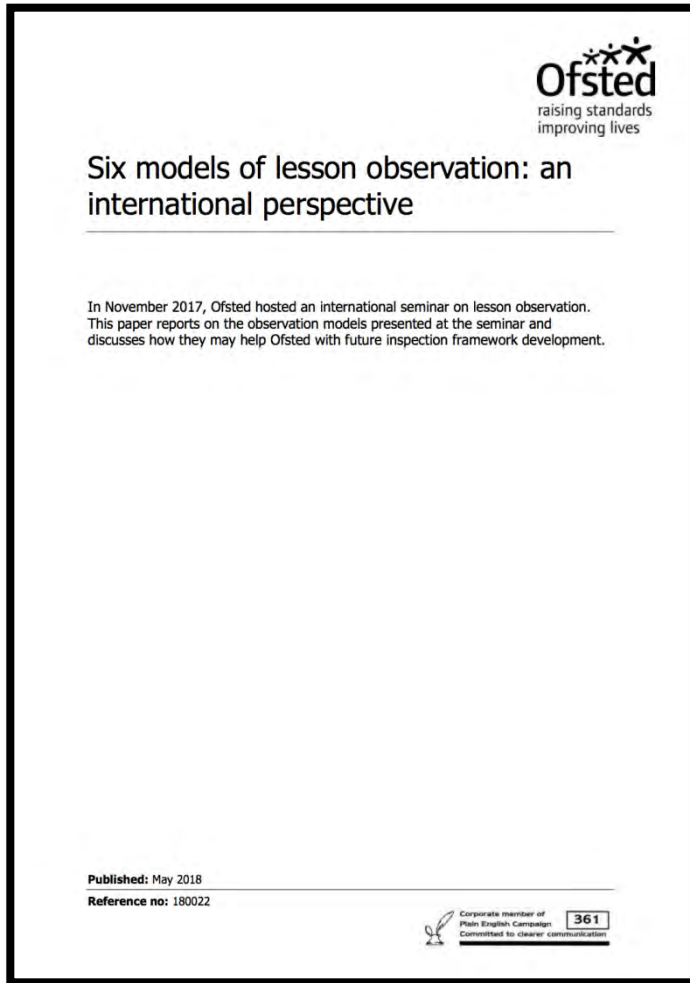


This edition includes guidance on:

- Clarification for exempt outstanding schools
- Inspecting schools designated as having a religious character
- Revised TAFs for 2018/19
- Careers guidance

Six models of lesson observation

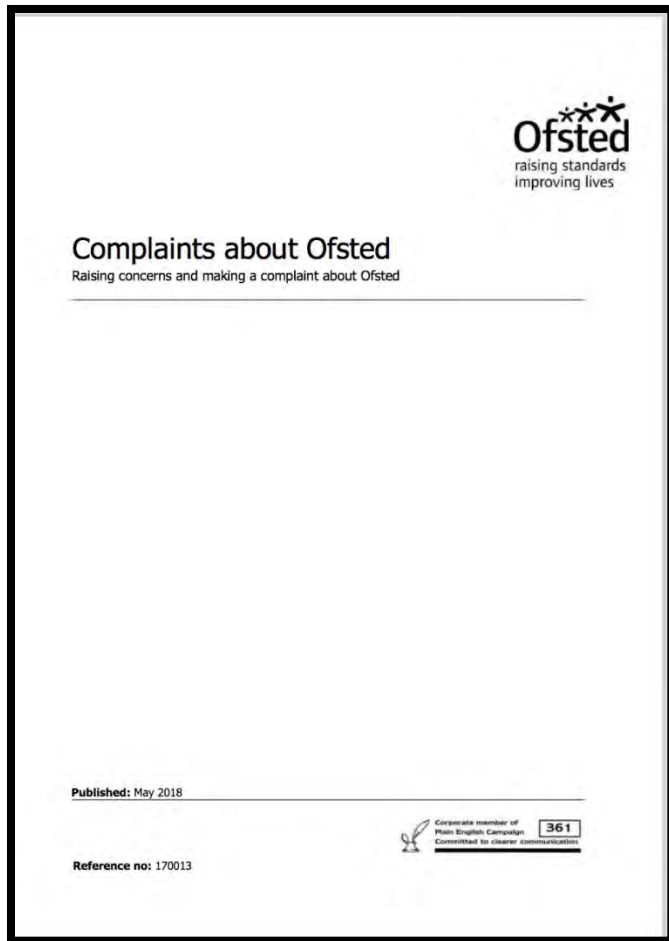
Ofsted Update



- In November 2017, Ofsted hosted an international seminar on lesson observation.
- This paper reports on the observation models presented at the seminar and looks at how they may help Ofsted when developing future inspection frameworks.

Complaints about Ofsted

Ofsted Update



This document outlines the process involved if service users wish to complain about Ofsted.

There are 3 internal stages, followed by an external review:

- Raising concerns informally
- Making a formal complaint
- Requesting an internal review
- An independent review

Positive environments Ofsted Update

Ofsted

Positive environments where children
can flourish

A guide for inspectors about physical intervention and restrictions of liberty

- This guidance sets out an approach to the use of physical intervention, restraint and restriction of liberty.
- This guidance places an emphasis on creating a positive environment for children to learn in.
- An environment where staff interact positively with children.

Questions?

The Hertfordshire Headteacher Updates



The role and responsibility for children looked after or previously looked after : New Statutory Guidance

Felicity Evans

Virtual School Head for Hertfordshire

www.hertfordshire.gov.uk



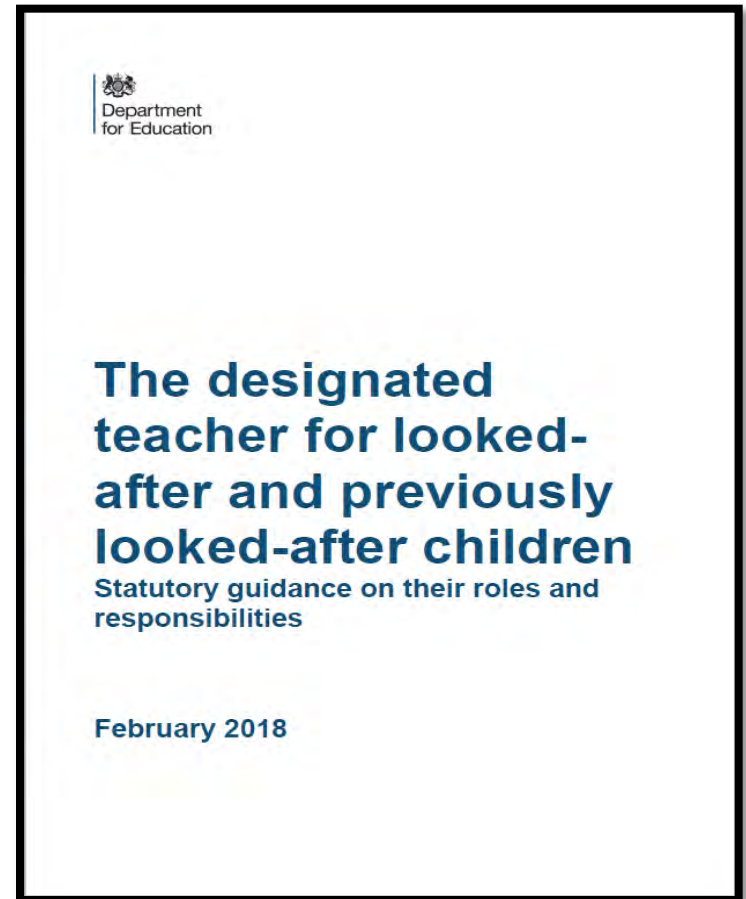
What do schools need to know?

The Statutory Guidance 2018

This Guidance is statutory from September 2018

The focus is on:

- Addressing the attainment gap and social mobility through education in school
- Accountability for Pupil Premium Plus
- The culture and ethos of the school



Who are these pupils ?

- A child 'looked-after by a local authority' is one who is looked after within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014
- A previously looked-after child is one who is no longer looked after in **England and Wales** because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been **adopted from 'state care' outside England and Wales**
- A child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society

What is different?

- All carers and the children or young people who are previously looked after have access to advice and guidance from the Virtual School and the Designated Teacher in school
- Only students previously looked after in England and Wales receive Pupil Premium Plus
- Schools must understand and support the additional needs of children looked after and previously looked after.
- The Designated Teacher must have the authority, training and support to act on this Statutory Guidance

Context: What are the additional challenges for these children?

Typically:

- Adverse Childhood Experiences
- Attachment difficulties
- Foetal Alcohol Syndrome Disorder
- The Care System
- Professional aspirations and pre-conceptions



Adverse Childhood Experiences (ACE)

What are they?

- Physical abuse
- Sexual abuse
- Emotional abuse
- Living with someone who abused drugs
- Living with someone who abused alcohol
- Exposure to domestic violence
- Living with someone who was imprisoned
- Living with someone with serious mental illness
- Parental loss through divorce, death or abandonment

Symptoms and Solutions

- The impact is often intergenerational
- Ways of coping: self-soothing/comfort-seeking: drugs, food, sex, gambling, alcohol, smoking and violence
- Provides short term relief from distress and pain and causes harm
- Treating **behaviours or 'symptoms'** alone is not a solution
- Help link the past trauma/pain to the here and now and find new coping strategies - an attachment figure in school

“It’s the relationship that heals”

(Irvin D Yalom p112, Love’s Executioner...)

What do Schools need to do?

Support the role of Designated Teacher

The Governing Body, the Head Teacher and the Leadership Team must consider

- Does the designated teacher have appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others that will **influence decisions** about the teaching and learning needs of looked-after and previously looked-after children?
- Does the designated teacher have appropriate seniority and skills to work with the school's senior leadership and governing body to help ensure **school policies and approaches** appropriately reflect the needs of looked-after and previously looked-after children and act as a champion for them?
- Does the designated teacher have **training opportunities**, including time away from timetable commitments, to acquire and keep up-to-date the necessary skills, knowledge and understanding to respond to the specific teaching and learning needs of looked-after and previously looked-after children, including a good knowledge of SEN?

Continued....

- How does the designated teacher role contribute to the deeper understanding **of everyone** in the school who is likely to be involved in supporting looked-after and previously looked-after children to achieve?
Whole School training?
- What **resource implications are** there in supporting the designated teacher to carry out their role?
- What expertise can designated teachers call on: in side and **outside the school**, such as SENCOs, health and mental health support – the lead in school?
- What **monitoring arrangements are in place to ensure the DT** is providing appropriate support for looked-after and previously looked-after children on the school roll?

Full Review School Policy

- The needs of children looked after and previously looked after children will have implications for **every** school policy
- Consider the policies that will need amendment to reflect the needs of these children, particularly the Behaviour Policy, differentiated to account for attachment needs.

Admissions; Behaviour; Exclusion: Progress: Attainment;
Attendance: G/T or M.A.D: SEN; Health Needs:
Interventions/use of Resources, School Policies on
charging and extended school events: Pupil Premium

- There is a helpful checklist in Annex 1 of the Guidance

What support is there for Schools?

The Pupil Premium Plus

Higher level additional funding for identified groups of pupils to:

To reduce the attainment gap

To increase social mobility

To enable more pupils from disadvantaged backgrounds to get to the top Universities

To provide additional resource to schools to do this

Disadvantaged Pupil	£ per pupil
Looked After Children (LAC)	A notional £2,300
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order (Child Arrangement Order)	£2,300
Early Years Pupil Premium	£300

Pupil Premium + for Previously Looked After Children

Children who have **left care** on an order (Previously Looked After in England or Wales) also receive Pupil Premium Plus if they are:

- under a **Residence Order (Child Arrangement Order)** on or after 14 October 1991 (under the Children Act 1989);
- under a **Special Guardianship Order** on or after 30 December 2005 (under the Children Act 1989);
- **Adopted** from care on (under the Adoption and Children Act 2002);

The parent or carer must **self-declare** their child's status to the school, providing supporting evidence (e.g. an adoption order);

and

The school **must record on the January School Census** that it has a child on roll who meets the above criteria.

Virtual School Future Plans

- The new Hertfordshire Pupil Premium Plus Awards
- The Attachment toolkit for all schools – a toolkit for the Designated Teacher to deliver whole school training to introduce the idea of an attachment aware school
- The Alex Timpson Attachment Research project with the Rees Centre Oxford University
- The Virtual School Website

Websites

- www.hertfordshire.gov.uk/virtualschool
- www.adoptionuk.org.uk
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting the education of looked-after children and previously looked-after children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf)
- <http://reescentre.education.ox.ac.uk/research/alex-timpson-attachment-and-trauma-programme-in-schools/>

Questions?

The Hertfordshire Headteacher Updates June 2018

HR Update

Dave Windridge

HfL Head of HR & Recruitment Services

www.hertfordshire.gov.uk



HR Service update

This time:

- Service update
- Policy & Portal updates
- Recruitment Fairs – your feedback looking ahead to 18/19
- Pay
- IR35
- GDPR
- Serco
- Occupational Health
- 360' Feedback service
- Reminder of our training workshops

Herts for Learning HR Team



Dave Windridge



Chris Williams



Chris Brown



Alison Stevens



Jo
Read



Zoe
Clark



Julie
Thompson



Emma
Bawde
n



John
Berwick



Raj
Kooner



Sami
Khair



Lisa
Witt



Louise
Brace

Contact us at
HRServices@hertsforlearning.co.uk
01438 844873
<https://www.hertsforlearning.co.uk/business-services/hr-and-recruitment-services>

Jessica Lumley (May) & Anna Moore (June)

www.hertfordshire.gov.uk



Service update

Call handling:

Autumn term 2017 – 78% of all calls resolved on same day

Spring Term 2018 – 83% of all calls resolved on same day

Queries relating to **flexible working/contracted hours** in May was double the YTD average

Redundancy/Restructure cases + 200% in Spring term vs Autumn

Summer term so far – **Fixed Term contract** queries highest single topic

Policy & Portal Update

Since last time:

- 13 model policies refreshed onto the portal in April
- Non-teaching Support staff performance related increments
- Flexible working toolkit & guidance; model template documents
- Recruitment & On-boarding
 - Toolkit documents; reference request letter & recruitment verification list

Coming over June-September:

- Employee wellbeing resources on the portal – HFL Quality mark programme
- Exit interview guidance & model templates coming this month
- Time off work policy - refresh
- Restructure & Redundancy policy & assoc documents
- Refreshed School leaders guidance for Upper Pay Scales & TLRs
- Residential Staff
- Family Provisions policy to be reviewed with Tus
- Pay & Appraisal policy refresh – following STRB recomms

Recruitment Fairs 2018 & looking ahead



teachinherts@hertsforlearning.co.uk

Review and analysis of the fairs held in February & March this year – capturing 440 delegates across two events.

- Reports going to the three Heads forums for information and discussion with their groups.
- Proposal to HFL board in July for endorsement to fund for 2018/19
- w/c 18th June, we will be sending a Survey to all Heads for input and ask if you can complete by **Friday 13th July**
- Designed to outline two approaches for 2018/19 series of fairs - and also provides free text box to capture additional comments.
- We will then analyse the most preferred options with a view to shaping events and supporting marketing campaign for next year.

<http://bit.ly/RecFairOptions18-19>



Pay Update

Non-teaching support staff 'PRI'

- National review of hourly rates were cascaded in April
- Now in appraisal window to review 17/18 performance
- Window open until 11th December to enter increments (PRI) on SAP for schools in-scope
- Guidance documents refreshed on Grid; communicated via School Bulletin

Teaching staff 'PRP'

- No visibility yet on STRB 2018/19 recommendations or level of central funding
- Any reviews will be effective (backdated) from 1/9/18 and will be performance-related
- Serco have agreed to widen the SAP window until March for schools to input –
 - recognising the need for GB ratification of school recomms and HT Appraisal
- Comms will be provided to guide School leaders and GBs on facilitating process

Intermediaries Regulations 35

Reminder: Since April 2017 it is now the **duty of the school to assess the status of off payroll workers** to see whether they are covered by the new regulations

Random SIAS audits concluded moderate risk based on mixed levels of awareness and action

- Information & resources available <http://www.thegrid.org.uk/schoolworkforce/IR35/>

HFL running 'foundation' awareness workshops for schools – available to book online

- Develop understanding and confidence to manage your responsibilities
- Understand HMRC online tools and what to do next if you have an off-payroll worker
- Themes from audit visits covered
- Encouraged for HTs / DHTs/ SBMs / Admin teams to establish better understanding
- 2 hour workshops – next one **3rd July** with more running in Autumn term
- LA schools - funded by HCC to attend free of charge
- Academies/VA schools – welcome to attend at £10 per school (not delegate)

GDPR – DPO Service

GDPR Toolkit

- Self-service forms, guidance and templates to support GDPR compliance within an educational setting
- Membership of online DPO Forum
- GDPR News Update Service

DPO Support Service

- GDPR Toolkit package plus
- Annual compliance audit and action plan – completed remotely
- Telephone and email support service for DPOs/DP lead
- Crisis management support – remote process support for breaches and Subject Access Requests

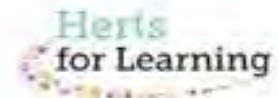
Enhanced DPO Service

- GDPR Toolkit package plus
- HfL act as your DPO
 - 1 x whole school twilight on GDPR compliance
 - 1 x half day school admin support visit
 - 1 x half day onsite audit and action plan
 - Crisis leadership and coordination; communication with the ICO and stakeholders (SARs and breaches)



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Serco working group – from your feedback

Cross-agency working group –

- Focus on mutually improved performance on payroll & contracts
- Remove common pain points & ensure processes/forms correct
- Improve communication & training support

Five schools representatives sourced & engaged, along with HCC, Serco & HFL

Two group sessions completed, next one early July. Areas of focus:

- Forms; starter checklist, changes, leavers, flowcharts
- “How To” guidance for school end user & training (YouTube possibility)
- Whether a pre-run payroll report could be provided to schools
- Overpayments esp leavers, maternity scenarios
- PRI tools (completed) and annual ‘key date’ calendar
- Grid information review and refresh

More details to follow....

Occupational Health – from your feedback

1. Re-procurement - April 2019

2. Revised OH Consent form – and now on the HR portal

3. 2. DNAs:

- We've asked OH that appointments are booked at least 3 working days' in advance.
- Please help to confirm their attendance.

3. Pre-call from OHA to HT/Line manager:

- Useful for the Advisor to make contact with the school to discuss the referral in some more detail. Your opportunity to input.
- OH will aim to call the school shortly prior to the time of the employee's assessment (on the day itself)
- Help give better understanding of the role & what adjustments would be reasonable for the school to accommodate.
- Please ensure correct contact details are provided on the referral form AND details of employee's line manager.

4. Nurse Drop-ins:

- Senior nurse practitioner – Irene Johnston - at HDC every 3rd Wednesday of the month for a case drop-in session. NB Also a new OH Doctor now in-situ
- This can either be for us to discuss particular cases/concerns or invite schools to call in and talk through a case. Please use this opportunity if you have a live case....

360' for School Leaders

- We are able to provide a secure online 360' feedback service
- To support Heads for their ongoing personal development and for supporting meaningful appraisal discussions
- Personalised report
- 12 tailored competencies
- Available for £149 plus vat



If you are interested please contact us at hrservices@hertsforlearning.co.uk

HR Workshops – looking ahead to Autumn term

11-Sep-18	Appraisal and capability workshop
17-Sep-18	Essential introduction to HR for line managers
18-Sep-18	Recruitment in schools workshop
17-Oct-18	Disciplinary investigation and report writing
23-Oct-18	Staff conduct and discipline: essential training for managers
13-Nov-18	Strategic absence management
22-Nov-18	Managing staff conflict and handling grievances
05-Dec-18	Communication styles

Plus: Additional IR35 training sessions and (TBC) a mock ET. Details to follow

Questions?

The Hertfordshire Headteacher Updates June 2018

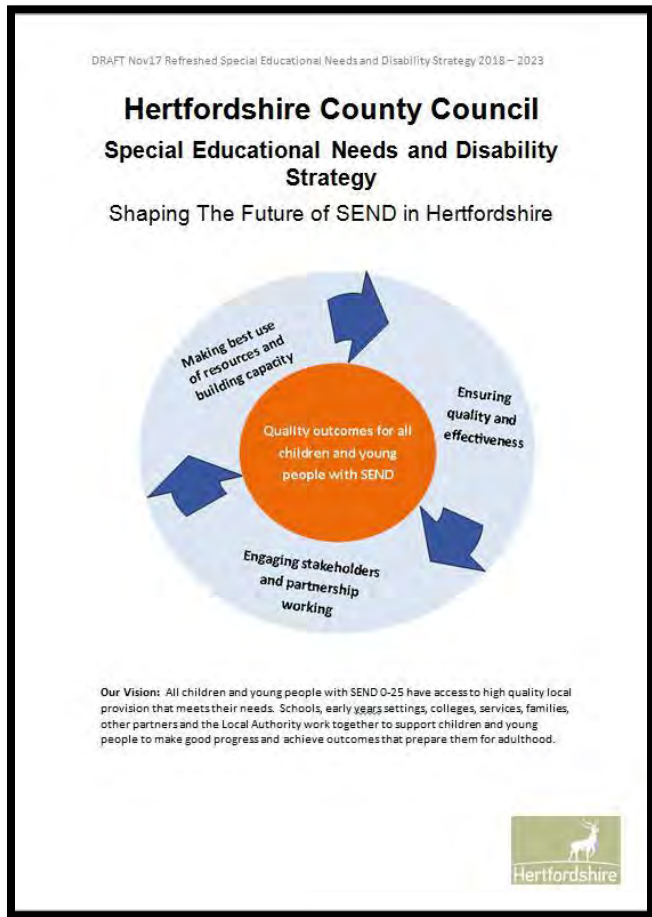
Refreshed SEND Strategy

Jennie Newman
Interim Head of ISL

www.hertfordshire.gov.uk



We have refreshed the SEND Strategy



“All children and young people with SEND 0-25 have access to high quality provision that meets their needs. Schools, early years settings, colleges, services, families, other partners and the LA work together to support children and young people to make good progress and achieve the best possible outcomes that prepare them effectively for adulthood.”

The strategy will focus on these Key Strategic Priorities

1. Develop sustainable local **specialist provision** to meet complex needs based on a clear strategic plan
2. Establish a flexible continuum of **services for behaviour and social, emotional and mental health needs** in each DSPL Area
3. Co-ordinate and target our **SEND Support services** to build capacity in schools and settings
4. Ensure we have **integrated speech, language and communication services** with a skilled and confident workforce

Feedback About Services

The SEND Exec has developed a survey to get views of schools, parents and others about services



Services will be asking you to complete the survey in the course of their work but please provide feedback using the link below at anytime.

We will be using the feedback to further develop services and so your comments and views are very important to us.

<https://surveys.hertfordshire.gov.uk/s/SENDfeedback/>

Questions?

The Hertfordshire Headteacher Updates June 2018

Keeping Children Safe in Education
September 2018

Frazer Smith

Team Manager: LADO and CPSLO

www.hertfordshire.gov.uk



Keeping Children Safe in Education (DfE 2018)

- Document will be operational from 3rd September 2018
- New **Part 5: Child on child sexual violence and sexual harassment**
- “This document sets out the legal duties with which schools and colleges **must** comply and also contains information on what schools and colleges **should** do (unless they have good reason not to) in order to keep children safe”.

Key Updates – Part One

- Schools need to state who holds DSP/DSL role and identify any deputies
- All staff should be aware of how to make a referral and contribute to assessment
- Staff **should** always speak to DSP/DSL
- Immediate action (flow chart)
- Peer on peer abuse
- ‘Contextual safeguarding’

Key Updates – Part Two

- Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil.
- Child Protection Policy and peer on peer abuse
- New requirements around safeguarding previously looked after children
- Children with special educational needs and disabilities – additional vulnerabilities
- New section clarifying when it may be necessary to use reasonable force to safeguard children and young people.

Key Updates – Part Three

- Additional information regarding volunteers
- More detail added around the Teacher Services System and how it should be used
- Further detail added on the information schools should consider when seeking and obtaining references
- Further clarification on who/what needs to be included on the Single Central Record
- no requirement for multi-academy trusts (MATs) to have separate single central records
- Duty to refer to DBS

Key Updates – Part Four

- Added “volunteers” to this paragraph to make clear this part of the guidance is also applicable to them.
- The term “unfounded” has been moved from a footnote back into the main text as a bullet point.
- Teacher misconduct referral to the TRA
- Further information on references

New Chapter – Part Five

- Responding to reports of sexual violence and sexual harassment
- The immediate response to a report
- Risk Assessment
- Action following a report of sexual violence and/or sexual harassment
- Support for all parties

Section 128 Requirement

What is Section 128?

- This is a barring check specifically for anyone who is being employed into a role which is involved in the management of independent, academy or free schools (ONLY).
- Barring under Section 128 prohibits a person from taking part in such activities.
- The requirement was introduced in 2015 and all establishments were written to by the DfE with detailed instructions.

HCC's SCR Audit Template contains a section for these checks to be captured within the Vetting Checks. The accompanying guidance also provides details of how these checks can be carried out.

Unfortunately If you do not buy into HCC's Audit Services you will no longer be able to access these materials via The Grid. This decision was taken to make it fairer for the 508 schools and academies that buy this service.

Key Updates - Annexes

- All staff need to read Annex A
- Further information and/or new information on:

CME

child sexual exploitation

**peer on peer
abuse**

preventing radicalisation

domestic abuse

homelessness

**child criminal exploitation
county lines**

“honour-based” violence

www.hertfordshire.gov.uk



Response

- In depth briefing will be sent to all schools
- Executive briefing included in documents for this update
- CP Policy and other key documents to be updated for September 2018
- Further information available at:

<https://www.safeguardingschools.co.uk/keeping-children-safe-in-education-2018/>

<https://www.nspcc.org.uk/what-we-do/news-opinion/summary-key-changes-keeping-children-safe-in-education-2018/>

Questions?