

# The Hertfordshire Headteacher Updates November 2019

Item	Presenter
1. Hertfordshire perspective (standing item)	Jenny Coles/Simon Newland
2. Early years transition project 'Supporting Smooth Transitions'	Caroline Chalke
3. Parent conflict	Ruth Fennemore/Lynne Shine
4. Schools HR update (standing item)	David Windridge
Refreshment Break	
5. Mental Health Support in Schools <ul style="list-style-type: none"><li>▪ Update on the Strategic Leads for Mental Health programme</li><li>▪ Mental Health Support Teams in Schools</li><li>▪ Overview of CAMHS system redesign</li><li>▪ Update on Just Talk and Feeling Good Week</li></ul>	Deborah Sheppard
6. Safeguarding update (standing item)	Frazer Smith
7. Attachment Aware and Trauma Informed Practice	Felicity Evans
8. SEND update 'supporting schools to be inclusive'	Jo Fisher/Jennie Newman

# The Hertfordshire Headteacher Updates

## November 2019

Hertfordshire Perspective

Jenny Coles – Director of Children’s Services

Simon Newland – Operations Director, Education

Tania Rawle – Head of Standards and Accountability

# Schools budget update

- Increase in funding available per pupil of 3.6% across Hertfordshire
- Estimate of inflation on pay, prices of 2.8%
- Early Years per pupil funding up by 1.5%

# Distribution of funding

- Introduction of Minimum Per Pupil Funding Level of £3,750 for Primary and £5,000 per secondary
- Benefits large schools, especially those in non-deprived areas
- 57 Primaries will receive £3.8m.
- 9 Secondaries/Middle will receive £0.3m.
- Primary level will rise to £4,000 next year

# Distribution of funding

- Schools Forum will decide this week on an option for consultation on distributing the remainder of the funding
- Our proposal is +3.6% on all unit funding rates except secondary lump sum (at max) and premises.
- Information being put out by DfE and by NEU on school-level funding changes is flawed in various respects and does not reflect position of individual schools in Hertfordshire. You will not be able to reconcile it back to your budgets.

# General Election

- We will issue further guidance on assumptions for future years budget planning in new year.
- Election uncertainties include:
  - ❖ Total level of schools funding
  - ❖ Future of the minimum per pupil level, esp Primary £4,000 and other distribution issues
  - ❖ Future pay inflation
- Suggest schools refresh their asset management plans and consider R&M priorities

# De-delegation consultation results

Q.1 Do you support the proposal to de-delegate £25.50 per pupil to cover the additional services that HfL will provide on behalf of HCC to help and support Hertfordshire maintained schools?

	<b>Yes</b>	<b>No</b>
Primary	87% (72.5)	13% (10.5)
Secondary	91% (10)	9% (1)
ESC/Special	86% (6)	14% (1)

Q.2 Do you agree in principle to support a similar funding package for 2021/22 and 2022/23 including increases annually linked to inflation, provided that school budgets on average increase at a faster rate?

	<b>Yes</b>	<b>No</b>
Primary	89% (73.5)	11% (9.5)
Secondary	82% (9)	18% (2)
ESC/Special	71% (5)	29% (2)

# Term dates consultation for 2021/22 and 2022/23

- Term Dates consultation to open on Monday 25 November 2019 and closes on **20 December 2019**
- Link to consultation:  
<https://surveys.hertfordshire.gov.uk/s/termdate/>
- Responses to be considered by the Term Date Working Group (TDWG) on 15 January 2020
- Dates to be published on 31 January 2020



# Administration of Admission Appeals

- Requirement to treat Academies and Maintained schools equally in terms of funding/charging
- Need to move away from central subsidy towards traded service
- Planned increase in charges/introduction of charges of £200 per appeal lodged from April
- Working group including schools established to consider future service offer

# Schools Payroll

- Work underway on performance specification, with schools input
- Spring 2020 – communications and engagement with schools on what the service will be
- Summer 2020 – seeking commitment for schools to future service
- Autumn 2020 – service designed to meet needs to those wishing to purchase it
- Spring 2021 – cut over from current service

# GroupCall Automatic Data Collection

- Purpose of the project is increase the efficiency of data transfer between schools and the local authority, reduce the number of manual submissions made by schools and improve the quality of data held by the local authority.
- Working Party set up to implementing automatic data collection
- The Working Party arranged a “pilot” exercise with six schools to prove the technology and associated processes from end-to-end. This will include an Information Sharing Agreement, a process for schools to “sign-up”, day-to-day support arrangements, etc.

# GroupCall Automatic Data Collection (cont)

- The technical infrastructure is scheduled to be delivered and the software installed in December.
- We will then operate the pilot exercise for a limited period in the New Year.
- The intention is then to report back to IT PWG on the pilot and with an outline proposal on extending the automated collection to all schools.

# Other issues

- HCC/HfL have written to to schools last week with guidance on exclusions and use of AP, including “off-rolling”.
- Queries coming through on issues relating to “free trial” periods – look at the small print!
- The “Climate Emergency” and environmental sustainability – will be looking to develop a programme of work in relation to schools next year

- Occupational Therapy
- Nurses
- National Career Service
- Social Work
- Volunteering and Work Experience
- Rehabilitation Officers
- Skills for Care

# WANT TO MAKE A DIFFERENCE?

# BECOME A HERO!





## WHEN?

Tuesday 24<sup>th</sup> March 2020

10am – 3pm

## WHERE?

Fielder Centre,  
Hatfield Avenue,  
Hatfield, AL10 9TP

## WHY?

- ***Free to attend!***
- ***Hear first hand from people doing the job***
- ***Students can try their hand at different career disciplines***
- ***Sign up to work experience***
- ***Hear about different educational routes into the professions***
- ***Get tips on how to make successful applications***



# Questions



# The Hertfordshire Headteacher Updates November 2019

## Supporting Smooth Transitions *The Transition Project*

Caroline Chalke

Senior Early Years Adviser

[eytransition@hertsforlearning.co.uk](mailto:eytransition@hertsforlearning.co.uk)



# Why is transition important?



- ‘The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils’ needs as soon as possible in order to put in place effective support to help those falling behind to catch up.’ – *pg16 The Attainment Gap report 2018 Education Endowment Foundation*
- ‘We know that nearly half of the children from disadvantaged backgrounds have not secured the essential knowledge, skills and understanding expected for their age by the time they finish Reception Year. Around a quarter are unable to communicate effectively, control their own feelings and impulses or make sense of the world around them to ensure that they are ready to learn.’ *pg3 Unknown children, Destined for Disadvantage Ofsted 2016*

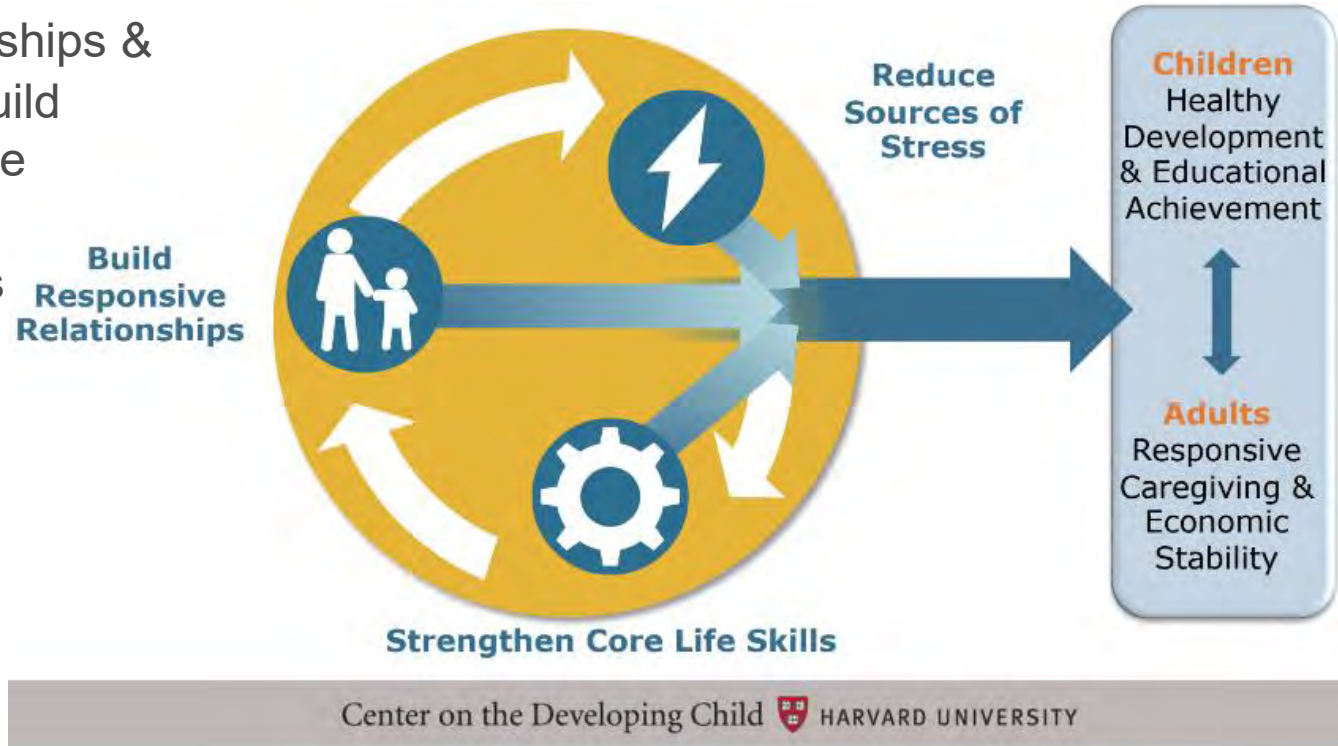
# Key Scientific Concepts

*Underpinning effective transition*

1. Responsive relationships & positive experiences build sturdy brain architecture

2. Toxic stress disrupts the development of brain architecture & other systems

3. Core capabilities for school, work and life are built over time





## Ready Schools

Level of need criteria used and understood by practitioners.

Pertinent information shared about children via transition document and events.

Advisory resource deployed to help schools.

Access to transition hubs to talk to specialist advisers.

Induction and home learning materials.



## Ready Families

Receive consistent information about how to work with schools and other professionals to support their child's learning.

Provided with some suggested activities to do at home that will support the prime areas of development.



## Ready Child

Schools, parents, carers and other professionals working together to help children get off to a good start in their education.



# Questions

# The Hertfordshire Headteacher Updates November 2019

## Supporting Parents in Conflict

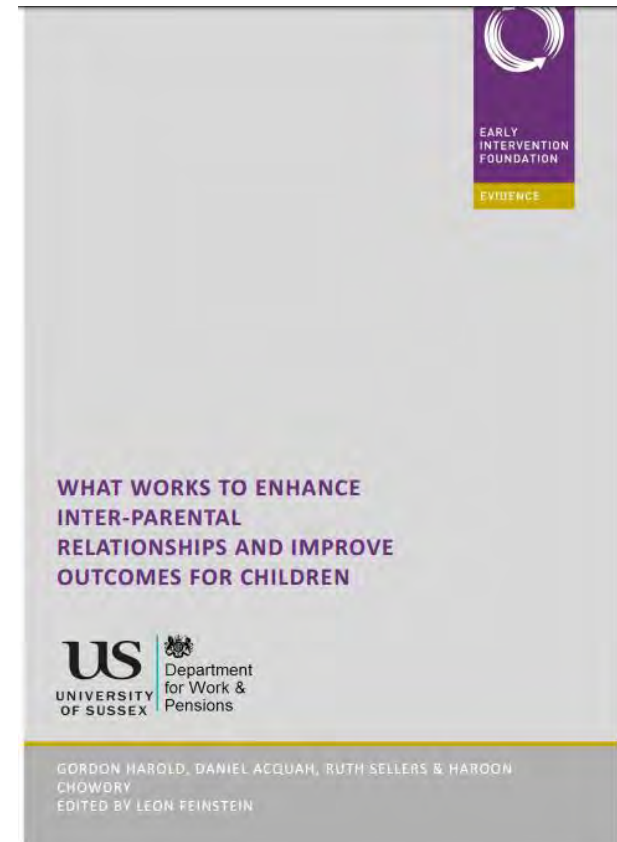


Ruth Fennemore / Lynne Shine, Family Services Commissioning



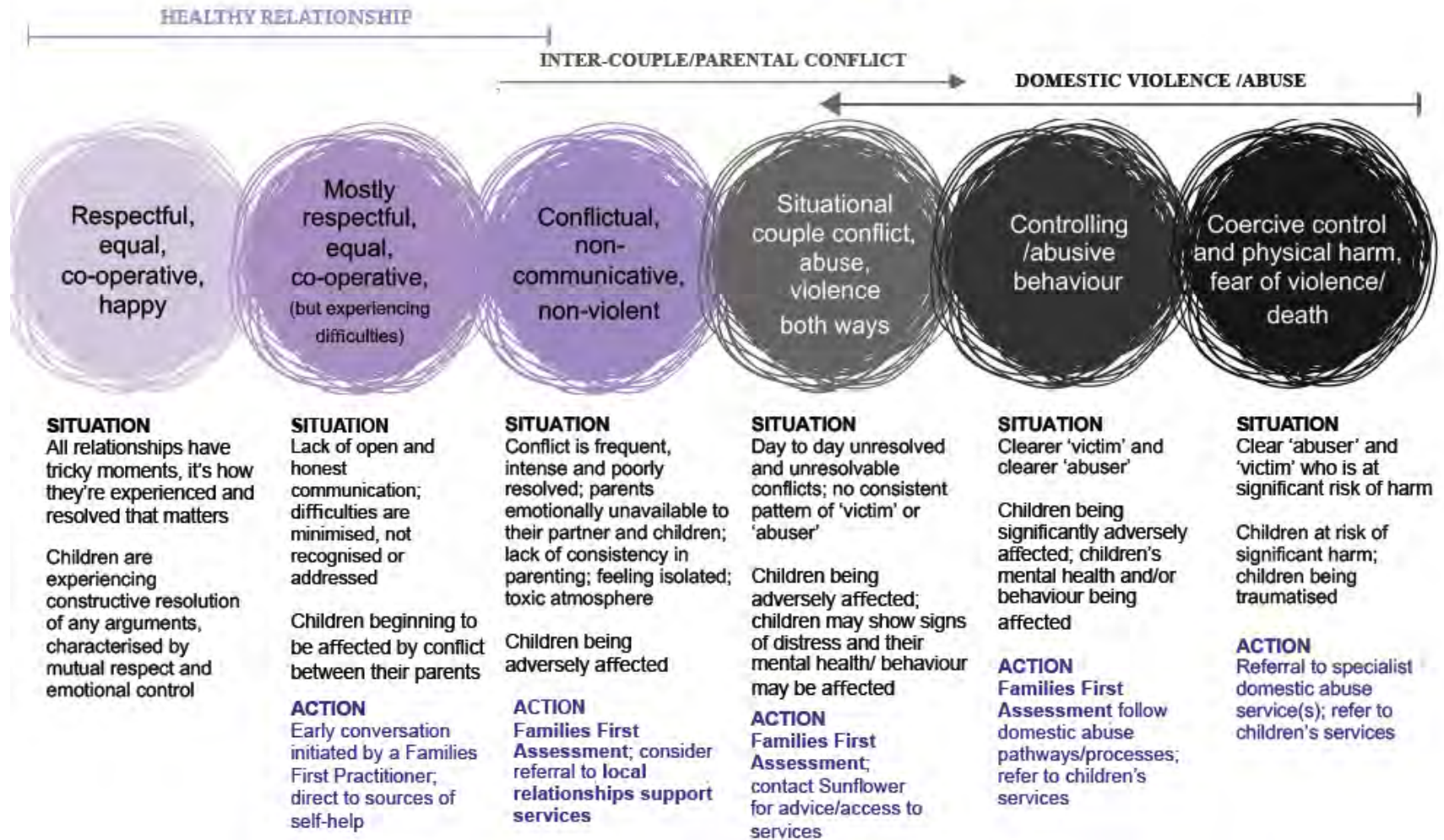
# Why are parental relationships important?

- How parents communicate and relate to each other, is increasingly recognised as a *primary* influence on children's long-term mental health and future life chances
- Not all conflict is damaging, but where this is *frequent, intense and poorly resolved* it can harm children's outcomes
- There is a growing group of *proven interventions* to reduce parental conflict, improve child outcomes and avoid the need for expensive services in the future

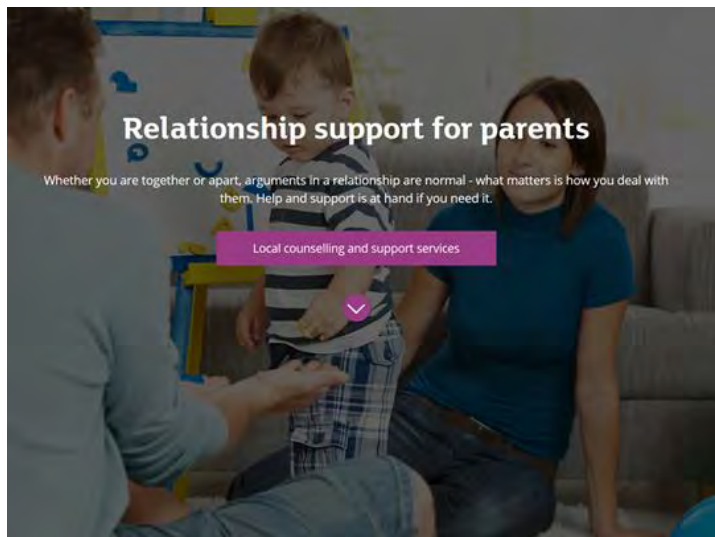




# Parental Relationships Spectrum\*



# Supporting parents informally



**A relationships support  
webpage for parents**

[www.hertfordshire.gov.uk/parentrelationships](http://www.hertfordshire.gov.uk/parentrelationships)



**A webpage and toolkit  
for practitioners**

[www.hertfordshire.gov.uk/betterrelationships](http://www.hertfordshire.gov.uk/betterrelationships)

# Referring parents for more support

The Parenting Together Programme offers four new evidence based interventions to parents in conflict in Hertfordshire

The programme is delivered flexibly, around the needs of parents.

[www.parentingtogethersupportprogramme.org.uk/](http://www.parentingtogethersupportprogramme.org.uk/)

## Parenting Together Support Programme




<b>Front page</b>
<b>News</b>
What the programme is all about
Interventions available
Launch events and training
About Us
<b>Information &amp; Guidance</b>
Reducing Parental Conflict Hub
Domestic Abuse and Parental Conflict
Video about parental conflict - why it matters

Welcome to the brand new eMagazine for the 'Parenting Together Support Programme', a collaboration of Buckinghamshire CC, Cambridgeshire CC, Essex CC, Hertfordshire CC, Peterborough CC and Southend CC.

'Parenting Together' is a two year pilot programme running from July 2019 - June 2021, which offers interventions for parents who are in conflict.

[Subscribe to this newsletter](#) to ensure you get the latest updates about when the interventions become available, how to refer to them and how to access training.

Stories in this issue include:

Subscribe to receive regular updates 

Contact us

Dates for your diary

FAQs

Completing the Questionnaire

Case studies

Buckinghamshire

# Questions

# The Hertfordshire Headteacher November 2019

HR update

Dave Windridge

HFL Head of HR & Recruitment Services



# Herts for Learning HR Team



Dave Windridge



Chris Williams



Alison Stevens



Chris Brown



Jo Read



Louise Brace



Zoe Clark



Julie Thompson



Emma Bawden



John Berwick



Sami Khair



Mel Hall



Clair Hicks  
(joined Oct)



Helen Varlese  
(joined Nov)



Anna Moore  
(on mat leave)



Jessica Lumley

Contact us at:

[HRServices@hertsforlearning.co.uk](mailto:HRServices@hertsforlearning.co.uk)

01438 844873

<https://www.hertsforlearning.co.uk/business-services/hr-and-recruitment-services>



# Policy & Portal Update

## *New on the HR portal this term*

- Guidance on co-headship
- Immunisation check letter & FAQs
- Guidance on school group sizes and the setting of a leadership pay range in mainstream schools
- Guidance on the use of Special Educational Needs (SEN) Allowances
- Guidance on school group sizes & setting of a leadership pay range in Special Schools
- Guidance on the use of TLRs
- Annual leave entitlement table
- Annual Pay statement templates
- Pay ranges information - 2019/20
- Pay FAQs

## *Revisions still to come this term*

- Disciplinary policy
- Redundancy policy
- Probation Policy
- Safer Recruitment Policy
- Flexible Working Policy
- Grievance Policy
- Managing Performance Policy
- Whistleblowing Policy
- Social Media Policy

**Supporting letters/guidance for these areas are also being reviewed.**

# Policy & Portal Update - continued

*Coming soon... Spring 2020*

- Family Leave Policies
- Bullying & Harassment Policy
- Code of Conduct
- Health & Attendance Policy
- Time Off Work guidance
- Alcohol, Drugs & Gambling at Work
- NQT Policy
- Interim/Acting Headteacher Guidance



# HFL Occupational Health



- Progress since April launch encouraging
  - Reductions in average case timeline & level of DNAs vs last year
  - Portal received well – phone response needs improvement
  - Immunisations additional screening now built in to pre-emp
- Please refer to the User guide on our HR webpages – secure portal
  - Employee DNAs – will need you/your assigned person to follow-up
- Do invest in Pre and post calls directly with OH team
  - Referral has more opportunity for you to add free text
  - There for you to get more out of the process!
- Feedback facility after each use – please use this to give us more insight
- Discussions underway around 2020/21 renewal price for you

Helpline: **01438 310060** or [OH.HfL@optimahealth.co.uk](mailto:OH.HfL@optimahealth.co.uk)

[www.hertfordshire.gov.uk](http://www.hertfordshire.gov.uk)



# HCC Future Workforce Project - update

- Initial update at last terms briefings from HCC
- Part of a wider transformation project, to review & develop more effectively job structures/families across LA populations and create more flexibility in employment contracts (T&Cs)
  - Would include staff employed on NJC Green book terms within LA schools – Community/VC
  - Teaching populations out-of-scope
  - Aim to treat schools as a dedicated ‘cohort’ with a Schools governance group
  - Not proposing changes before Spring 2022
- HTs will receive a written update towards the end of this term from HCC summarising key vision, desired objectives & timescales
- For further information on Future Workforce, HCC HR Project Team first point of contact via [future.workforce@hertfordshire.gov.uk](mailto:future.workforce@hertfordshire.gov.uk)

# Brexit reminder

- No change to the way EU, EEA & Swiss citizens prove their right to work until 1 January 2021:
- They continue to be able to prove right to work in the UK as now, e.g. passport or national identity card;
- Home Office online service also available if they've been granted status under the (now fully live) EU Settlement Scheme - employers cannot require them to do so. Employers do not have to check whether their existing employees have status under the EU Settlement Scheme;
- This currently remains the same if the UK leaves the EU without a deal.
- No change to reciprocal agreement re teacher qualified status or sanctions if a 'deal' exit is concluded.
- Amendments made already to Serco/HCC new starter process
- Info circulated on Schools Bulletin this term – and guidance available via HR Services and HCC Safer Staffing.



<https://www.gov.uk/guidance/employing-eu-eea-and-swiss-citizens-and-their-family-members-after-brexit>

[www.hertfordshire.gov.uk](http://www.hertfordshire.gov.uk)

# Pay agenda

## Non-teaching support staff

- Review of points & rates were cascaded in April from NJC national framework review
- Trade Union first proposal for 2020/21 put forward – now in collective negotiations;
- We will monitor re anticipate budget projection to include in your budgeting software assumptions
- More info to follow in Spring term

## Teaching staff

- 2019/20 well underway, PRP window open again in December and up until March if needed
- Reminder any/all reviews effective (backdated) to 1<sup>st</sup> Sept and should reflect performance
- TPS contributions now increased; Pension Grant process underway from ESFA/HCC Finance
- STRB 2020/21 remit issued by Secretary of State – requesting recommendations acknowledging key factors of affordability & retention
- Expect 2020/21 to maintain current 3 ranges but may ‘load’ main range more given 2022 projection of 30k starting salary & recent pledges
- Resources available on HR portal to guide School leaders & GBs; reach out if you need us

# April 2020 – ‘Day 1’ contracts

Part of the Good Work Plan in response to the 2017 Taylor Review of Modern Working Practices.

Changes to the law relating to employment contracts will require employers to provide greater detail in contracts - and to issue them earlier in the process.

- Currently, employers have to include a section 1 statement covering employment details within two months of an employee’s start date.
- From April, expectations that, from day one of employment, individuals will have written:
  - Details of pay terms and any benefits
  - Details of training requirements
  - Details of paid leave and statutory leave
  - Sickness Absence Terms
  - Irrespective of the length of the contract and to all workers (eg FTC, zero hours)

HCC, Serco & HFL working ahead of April to ensure processes all comply within Part 1 & 2 documentation.

- For non-Serco schools, please ensure you are not caught out either if you manage in-house or via a 3PL

# Reminder of Spring courses

School Business termly briefing	21 <sup>st</sup> January
Essential introduction to HR for school leaders	22 <sup>nd</sup> January
Building a firm foundation in using Microsoft Excel	27 <sup>th</sup> January
Strategic absence management	30 <sup>th</sup> January
Communicating effectively across teams!	5 <sup>th</sup> February
Health and Safety for School business/office managers	5 <sup>th</sup> February
Understanding the role of the Data Protection Officer (DPO)	6 <sup>th</sup> February
Single Central Record training	12 <sup>th</sup> February
Staff conduct & discipline training for managers	5 <sup>th</sup> March
Developing your skills in Microsoft Word	10 <sup>th</sup> March
Appraisal & capability workshop	18 <sup>th</sup> March
Developing your skills in Microsoft Excel	27 <sup>th</sup> March

# Questions

# Refreshment Break



1. Mental Health Support Teams in schools
2. Strategic Leads for Mental Health in Schools programme
3. CAMHS System redesign
4. Feeling Good Week
5. Just Talk

**Deborah Sheppard**

Senior CAMHS Commissioning Manager



# Green paper overview

Published December 2017 – three main areas of focus:

1. A designated mental health lead in each school
2. Mental Health Support Teams (MHST's) working with schools to strengthen support for children and young people with mental health issues
3. A reduction in waiting times for CAMHS with the aim that everyone would start treatment within 28 days of referral

# Bid process (18/19)

- July 2018- Herts Valleys Clinical Commissioning Group (CCG) and ENH CCG met pre-selection criteria
- September 2018- Partnership bid submitted on behalf of Herts CCGs, Hertfordshire County Council (HCC), Hertfordshire Partnership Foundation Trust (HPFT) and Hertfordshire Community Trust (HCT)
- December 2018- Hertfordshire announced as one of 25 successful areas
- Two teams awarded, hosted by HPFT
- Fully funded to 2021 with further commitment in NHS Long Term Plan to roll out further

# Bid process (19/20)

- May 2019 invited to submit bid for additional teams
- Focus was on vulnerable groups including those living in areas with high levels of deprivation
- Required to bid on an STP footprint as opposed to Hertfordshire
- Awarded two further teams: a special school team hosted by PALMS and a team to serve Harlow hosted by Mind In West Essex
- Four teams supported by programme manager, clinical lead and assistant psychologist hosted by HPFT

# The role of MHST as set out by NHSE

The new local MHST's will address the needs of children and young people by:

- Delivering evidence based interventions in or close to schools and colleges for those with mild to moderate mental health issues (500 per year)
- Helping children and young people with more severe needs to access the right support.
- Working with and within schools and colleges, providing a link to specialist NHS services.
- Building on and increasing support already in place, rather than replacing it

# Model for Herts



# Timeline for training / full operational capacity

- Trainees commenced January / October 2019
- Recruitment to other posts in Teams complete or underway with anticipated start in Jan 2020
- Teams to be fully operational by Dec 2019 / September 2020 when trainees finish course
- Trainees on placement two then three days a week building relationships and seeing YP as per their course requirements.

# Potential interventions and activity in schools

- Assessment of mental health needs
- Signposting, guided self-help and social prescribing
- Consultation and training for education staff
- Support to peer mentoring programmes
- Individual brief interventions for children, young people and family systems
- Group interventions for CYP or parent/carers for common mental health problems
- Psycho-education groups for CYP or parent/carers



# Strategic Leads for Mental Health in Schools

- Critical role in supporting the development of the Education Mental Health Support Teams model, pathways and supporting mobilisation.
- HCC Behaviour Strategy input.
- SEND Transformation input.
- CAMHS Transformation input.
- Whole School Approach promotion (kitemark and accreditation).
- Ensuring the voice of schools are heard in the CAMHS Transformation plans.



# Mental Health Leads training and resources

- All Hertfordshire schools are invited to nominate a Mental Health Lead and a Deputy Lead.
- Mental Health Leads and Deputy Leads are asked to attend the Mental Health Lead level 2 training and attend a refresher session after 2 years.
- Quality assured slides are provided in the Level 2 training to support Leads to deliver a whole school mental health awareness session.
- Leads are expected to ensure all staff have completed two e-learning modules from the national quality assured:  
[www.Minded.org.uk](http://www.Minded.org.uk)
- Quality assured resources and Mental Health Leads Toolkit are available on registration onto [www.healthyyoungmindsinherts.org](http://www.healthyyoungmindsinherts.org)



# The Mental Health Lead role

## What it is:

- Developing the whole school approach.
- Identifying pupils with difficulties.
- Liaison with local services.
- Co-ordination of school based interventions.
- Support for staff development and monitoring of outcomes.
- The government proposes to incentivise this role.

## What it is not:

- Therapist.
- The only person responsible for Children's Mental Health in school.
- Having to have all the answers.
- Fixing all problems/issues or children/staff or families.
- Separate from the Whole School Approach to mental health and wellbeing.

# Whole School Approach – Self Review Kitemark

- A self-review document with supporting guidance has been agreed and is accessible on [www.healthyyoungmindsinherts.org.uk](http://www.healthyyoungmindsinherts.org.uk) for schools to complete and apply for the Kitemark accreditation.
- Accreditation for Emotional wellbeing and mental health awareness is a prerequisite for suicide prevention awareness (which isn't mandatory).
- A multi-agency panel meet on a 6 weekly basis to review schools applications and contact schools with feedback. The panel is comprised of Schools reps, School Nursing, Public Health, Educational Psychologist and Strategic Leads for MH in Schools.
- The self review framework resource is fully funded linked to the 8 key areas identified by Public Health England evidenced to improve outcomes for children and young people.
- Accreditation will cover a 3 year period. Updated evidence will be required for re accreditation.

# Whole School Approaches



East and North Hertfordshire  
Clinical Commissioning Group



Herts Valleys  
Clinical Commissioning Group

Based on: Promoting children and young people's emotional health and wellbeing:  
A whole school and college approach, Public Health England, 2015.

# School Information form

- Feedback from GPs reflect frustrations around schools requesting GP's to initiate a CAMHS referral while families do not always share the concerns schools may have with their GP.
- Schools are aware that they are able to refer CYP directly to CAMHS although some families would rather approach their GP and not the school. A School information form has been developed to support making robust referrals to CAMHS.
- The surgery / parent/ school will need to ensure that the form is completed by the school and is attached to the GP CAMHS referral (unless the school is referring directly to SPA).
- This will save time in the long term and result in improved outcomes in relation to the child/ YP journey into the appropriate service.
- It will also help to facilitate discussions with Single Point of Access (SPA) if school interventions are recommended as previous school based interventions will be clear.

# Recommended steps towards school staff Wellbeing\*

- Is there a mental health policy that addresses the needs of staff? Is it regularly reviewed? How is the policy embedded and communicated so that all staff are aware of it?
- Could measures to reduce workload or to limit hours spent working outside of the school day be trialled – for example, by reviewing marking policies and email protocols? Does the senior leadership team (SLT) lead by example when it comes to limiting emailing at evenings and weekends?
- Is there a comfortable, dedicated physical space within the school where staff members can take time out if needed?
- How does the ethos of the school promote openness about mental wellbeing, and encourage staff to feel comfortable sharing concerns?
- Are there opportunities for staff to participate in activities with colleagues that are not linked to their work? (for example social events, exercise classes or creative groups?)
- Is it feasible to introduce a staff wellbeing survey to help understand the key issues in your school, and the impact of any measures you are taking to support staff wellbeing?
- \*Anna Freud National Centre for Children and Families: 'Ten Steps Towards School Staff wellbeing'



# MHFA Mental Health Champions 1 day course Training details

DATE	LOCATION
22 <sup>nd</sup> Oct 2019	Cheshunt
12 <sup>th</sup> Nov 2019	Potters Bar
19 <sup>th</sup> Nov 2019	St Albans
26 <sup>th</sup> Nov 2019	Hemel
3 <sup>rd</sup> Dec 2019	Watford
10 <sup>th</sup> Dec 2019	Royston
21 <sup>st</sup> Jan 2020	Ware
4 <sup>th</sup> Feb 2020	St Albans
5 <sup>th</sup> Feb 2020	Hemel
11 <sup>th</sup> Feb 2020	Watford
3 <sup>rd</sup> Mar 2020	TBC
4 <sup>th</sup> March 2020	Ware
17 <sup>th</sup> Mar 2020	St Albans
24 <sup>th</sup> Mar 2020	Hemel
31 <sup>st</sup> Mar 2020	Watford



# MHFA FIRST AIDER / MH LEAD 2 day course Training details

Date	Location
18 <sup>th</sup> and 25 <sup>th</sup> October	Potters Bar
6 <sup>th</sup> and 13 <sup>th</sup> December	Welwyn
10 <sup>th</sup> and 17 <sup>th</sup> January	Broxbourne
24 <sup>th</sup> and 31 <sup>st</sup> January	Hemel Hempstead
7 <sup>th</sup> and 14 <sup>th</sup> February	Letchworth
10 <sup>th</sup> and 24 <sup>th</sup> February	Hatfield
28 <sup>th</sup> Feb and 6 <sup>th</sup> March	Potters Bar
13 <sup>th</sup> and 20 <sup>th</sup> March	Ware
26 <sup>th</sup> and 27 <sup>th</sup> March	Watford

## Strategic Leads for Mental Health in Schools:

**East and North Herts CCG:** Breda O'Neill

[Breda.O'Neill@nhs.net](mailto:Breda.O'Neill@nhs.net)

Mobile: 07827 937573

**Herts Valleys CCG:** Yael Leinman

[y.leinman@nhs.net](mailto:y.leinman@nhs.net)

Mobile: 07717 427590

**Admin support:** Angela Shaw

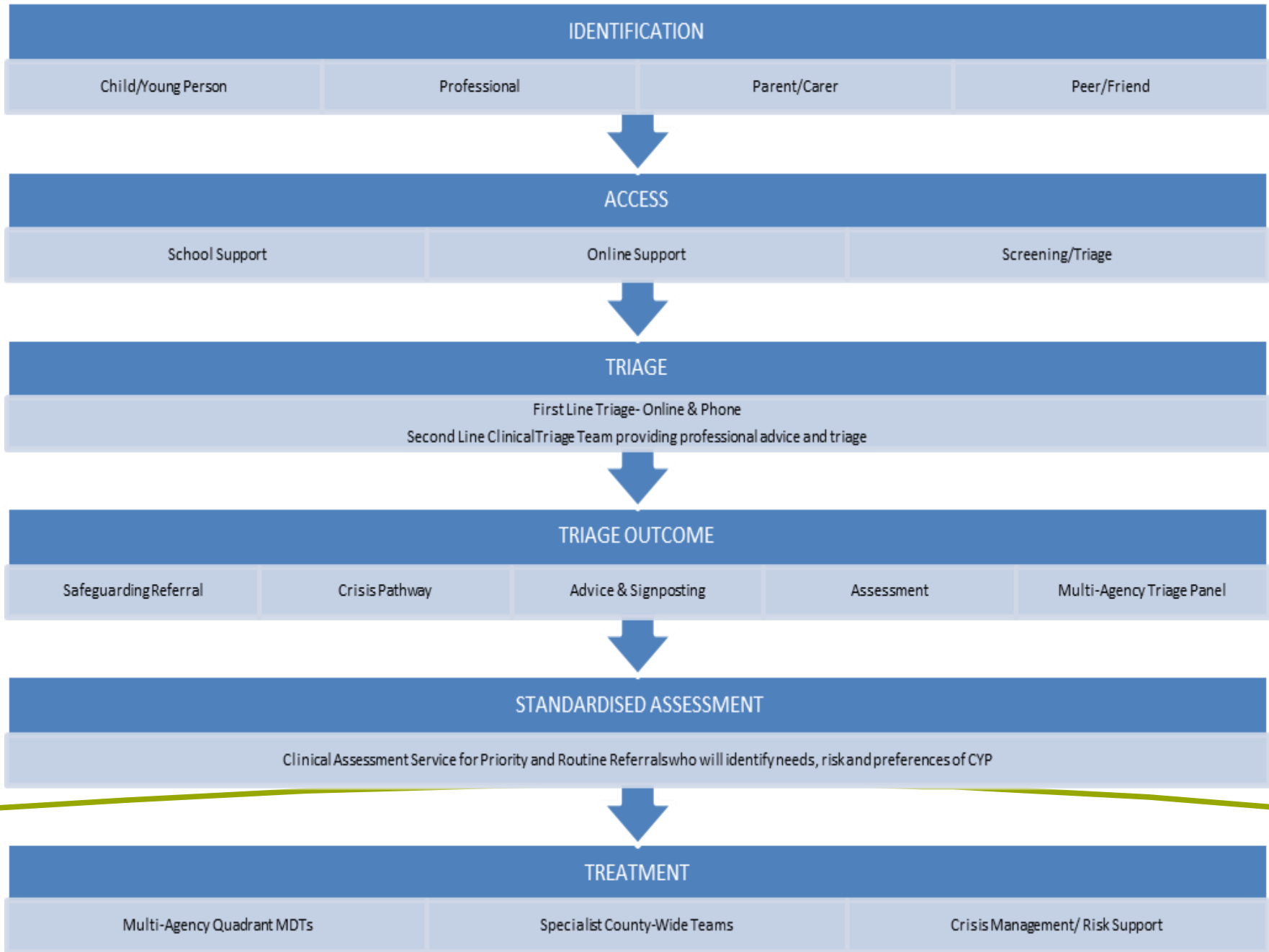
[SchoolMHTraining@hertfordshire.gov.uk](mailto:SchoolMHTraining@hertfordshire.gov.uk)

# CAMHS System Redesign

- The CAMHS Transformation plan includes an overarching aim to implement sustainable system wide change
- The current CAMHS system offers a range of good support but this could be more effectively co-ordinated
- The current system is focused at the higher end of the continuum of need
- The redesigned system will have a robust point of access to provide advice and guide families to the right support

# CAMHS System Redesign

- The range of provision will be increased, focusing on early support to reduce escalation of need
- Provision will be integrated and needs focused with shared outcomes and performance management, support will wrap around the family and transcend organisational boundaries
- Better access to advice and self help will empower families and non mental health professionals to manage low levels of need better

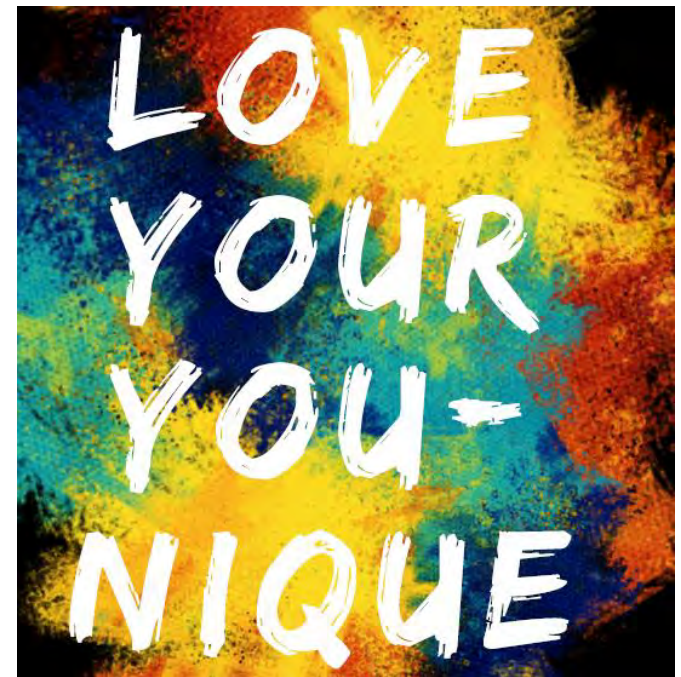


# Governance

- A Programme Manager has been recruited to map the project timelines and milestones and ensure its delivery
- A group of provider and commissioner directors are overseeing the work
- The Programme Group are supported by a Clinical and Operational Group with representation from Schools

# FEELING GOOD WEEK 2020

- Takes place from 10<sup>th</sup> – 16<sup>th</sup> February 2020, encouraging people to run special projects to boost CYP emotional and mental wellbeing
- Up to £500 of funding available per project
- The bids will be reviewed by a group of young people in December, and they will judge which projects should receive funding
- Application forms can be found at <https://www.healthyyoungmindsinherts.org.uk/home/feeling-good-week-february-2020>
- The deadline for applications is Friday 6<sup>th</sup> December 2019
- **This year's theme is focused around** celebrating our individuality and who we are, and knowing that even if we have labels – they do not have to define us!



# Just Talk: A Mental Health Campaign for Hertfordshire [www.justtalkherts.org](http://www.justtalkherts.org)



Just Talk is a positive mental health campaign

- ✓ FREE to access: films, lesson plans, activities, leaflets, posters
- ✓ Co-produced with young people
- ✓ Easy to implement (designed by a multi-agency group including professionals from schools in Herts)
- ✓ Builds positive coping strategies, resilience, and knowledge of how to access information and support

**Campaign week:**

**3<sup>rd</sup> week of November each year (next one is W/C 18<sup>th</sup> November 2019)**

**Talking shows strength not weakness**

We are all affected by mental health, just like physical health

**There is support and information available and it can really help**

You're more likely to get better if you seek help early

**Any questions: [publichealth@hertfordshire.gov.uk](mailto:publichealth@hertfordshire.gov.uk)**



# Example resource: Just Talk Resource pack

<https://www.justtalkherts.org/professionals/schools-colleges-and-other-professionals.aspx>

Information for professionals, parents/carers, and young people:

- Schools and College toolkit contains 15 minute activities, lesson plans (PE and PSHE), posters, mental health promotion ideas etc.
- Parents top tips leaflet – how to speak to your child (particularly boys) about mental health
- Short films – designed by young people for young people, to generate conversations about mental health (discussion guides can be found in the School and College resource pack)



# Questions

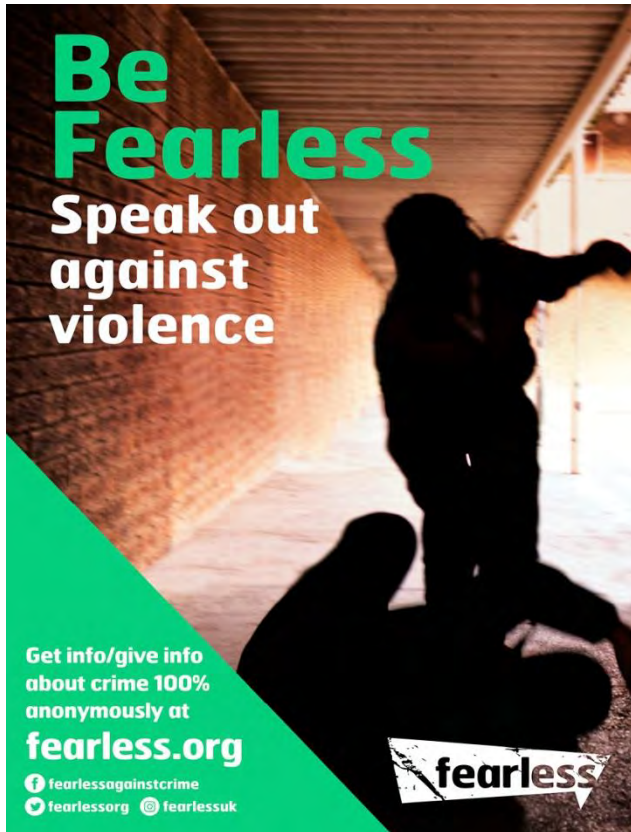
# The Hertfordshire Headteacher Updates November 2019

## Safeguarding Update

Frazer Smith

Team Manager – CPSLO and LADO

# Fearless



‘Be Fearless, Speak up about violence in Hertfordshire’

‘Speak out against violence in Hertfordshire 100% anonymously’

‘Be Fearless, report any violent behaviour to Fearless.org 100% anonymously’

‘Report information about violence 100% anonymously to Fearless.org’

<https://www.fearless.org/en>

# Joint Visits

You do not have to take part in Joint Assessment Visits. However, they provide a multitude of benefits for the child, family and all professionals involved.

Let the social worker know your concerns about taking part and come to a joint decision.

Visit

Don't worry if you cannot attend the first assessment visit.

Plan the visit and debrief.

# Operation Encompass

- **Operation Encompass** is a charitable organisation set up in 2011 by David and Elizabeth Carney-Haworth OBE (a police officer and school head teacher). They recognised the necessity for police to share timely information with schools in order that children can be supported at school following Domestic Abuse Incidents they may have witnessed or been impacted by.
- Currently Herts Police do provide schools notifications of Domestic Abuse incidents however, often the information has not been provided in as timely way as we would have liked, making it difficult for schools to provide that important support.
- As of **Monday 2<sup>nd</sup> December 2019 we will be launching Operation Encompass** across Hertfordshire. This is a joint initiative between Police and Children's Services and its aim is to provide you the information as quickly as possible and within short time parameters that we have set for ourselves.

# Timescales

- **All school notifications of Domestic Abuse will be sent by the following working day.** The intention is that this will also mean you may receive emails over a weekend for action on Monday morning.
- All Domestic Abuse incidents which are assessed as **High Risk** or **whereby an adult has been arrested from the family address and remains in custody** will be notified by a phone call and an email to the school **by 8:30am.**
- All Domestic Abuse incidents which are assessed as **Medium Risk** will be notified by email only, no later than **Midday but ideally before 8:30am** where possible.
- All Domestic Abuse incidents which are assessed as **Standard Risk** will be notified by email only **no later than 3pm but ideally much earlier** where possible.

# Questions



# The Hertfordshire Headteacher Updates November 2019

## The Hertfordshire Virtual School Update

Felicity Evans

Virtual School Head

# Developments 2019:

- Previously Looked After Children – one year on
  - Monthly Surgeries
  - Weekly Advice Line
  - The Attachment Toolkit
- The Pupil Premium Plus Awards – BU2Z Awards
- The Virtual School ‘Offers’
- Conference, training, briefings and the website
  - <https://www.hertfordshire.gov.uk/microsites/virtual-school/events-and-courses/20191023-designated-teacher-training-conference.aspx>

# Good behaviour is a necessary condition for learning: Amanda Spielman 12.09.19

- *Research has shown that training for all staff is a feature of effective behaviour management, this includes training for leaders and those with pastoral responsibilities.*

<https://edexec.co.uk/good-behaviour-is-a-necessary-condition-for-learning-new-ofsted-commentary-released/>



# Children in Need Review 2019

The children in need review, published in June 2019, found that children in this grouping were much less likely to achieve highly, even after their status as a 'child in need' had ended: [full report](#).

## Some headline findings:

- Young people wanted adults to be sensitive, but ambitious
- Schools to notify social workers and Virtual Head of decisions to exclude and social workers to notify school of all children in need
- Exploring extension of Virtual School model and social workers embedded in schools
  - Read [Professor Judy Sebba's response](#) to the children in need review

# Questions

# The Family Safeguarding Education project: The ACE Team 2019-20

**Objective(s):** Improve the educational progress and attainment of children on CIN or CP plans –linked to the Hertfordshire Family Safeguarding Model and the Department for Education Innovation Programme.

**Scope:**

Include children who have a CP plan or a CiN plan and are in year six. (children identified as the cohort will be maintained for the whole academic year regardless of the whether their plans are brought to an end)

**Proposal:**

Welfare Call to collect key performance data (including SATs results and attendance) from schools and also develop an electronic Plan (based on the ePEP model) to collate input from children, schools and families and monitor progress against targets. This data will be used to help inform the evaluation process at the end of the project to evidence improved outcomes for children. A team of Family Learning Practitioners.

# Questions

# The Hertfordshire Headteacher Updates November 2019

## Transforming SEND in Hertfordshire

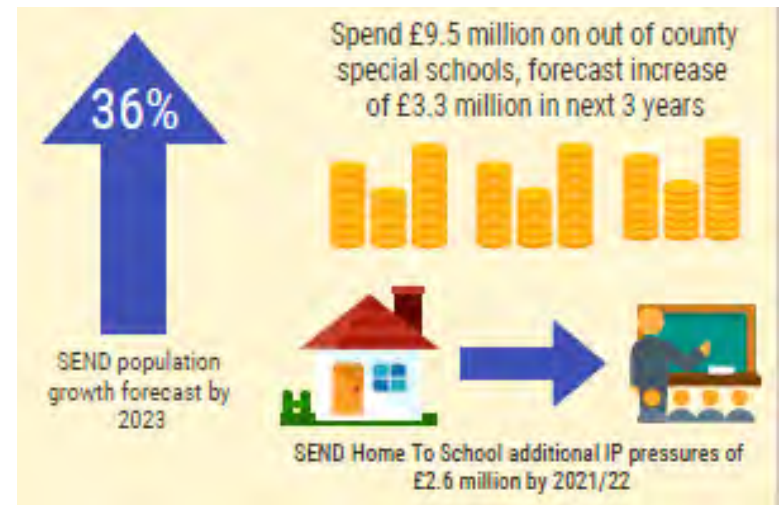


Jo Fisher & Jennie Newman



# Demand and Cost Pressures

- Current pressures on high needs funding and budgets driven by rising demand for services & wider demographic change
- Numbers of EHC increase: from 3800 in 2015 to 7100 in 2019
- Correlation between SEND and school exclusion, non attendance, low attainment, NEET
- Movement of young people with SEND out of mainstream schools to more specialist and independent schools
- Operational practice: getting to good



# TRANSFORMING SEND SERVICES IN HERTFORDSHIRE

OUTCOMES

Fit for the Future - sustainable system

Workforce development - well informed practitioners

Operational excellence - right provision at the right time

Transformation – drive collaboration and inclusion

STRATEGIC OBJECTIVES

Effective Intervention

Demand Management

Efficient Use of Resources

SEND STRATEGY

Behaviour & Alternative Provision

**Specialist Provision / places**

Targeted SEND Support

Early Years SEND

**Complex Needs Funding**

TRANSFORMING SEND SERVICES

**Local integrated delivery model of practice**

Maximise the benefits of digital technology

Better preparation for adulthood through improved access to independent living, employment and training

ENABLERS

Whole System Governance

Communication & Engagement

Culture Change

Co-Production

Evidence-based Decision Making

# Increasing specialist provision

- 80+ special school places: from September 2020
- Social communication hubs: 2020-21
- Special free school: 2022
- Additional 130+ places by 2023 especially SLD
- Early years specialist provision

# Complex Needs Funding in mainstream schools

Pupils with SEND have their needs assessed and resources allocated to mainstream school to meet those needs

- Create a process for funding EHCPs via a banded system (April 2020) so that provision directly related to EHCP
- Redevelop ENF process to meet emerging needs of CYP and those who do not have EHCP
  - Agreement on increase of budget for CNMS (schools forum in Nov & Jan)
  - Model draft descriptors of need and banding model based on graduated response (views from schools in January)
  - 1400 existing EHCPs assessed via new system (by March)
  - Training and workbooks (Feb-March)
  - All current EHCPs and ENF (non-EHCP) move to new system at review date (April onwards)

# Operational practice: better coordination and local delivery

- ISL and Specialist Advisory Teacher Service redesign
- LSP and DSPL: early help and prevention
- New digital platform for EHCPs: transparency and efficiency
- New Local Offer in January 2020

# Questions

# The Hertfordshire Headteacher Updates

## November 2019

Ofsted updates

# Ofsted Update

## School Inspection Update – November 2019



### Message to inspectors from the National Director, Education

Welcome to the twenty-first edition of the 'School inspection update' (SIU) and the first since the roll-out of the education inspection framework (EIF) in September 2019. This slimmer-than-usual edition focuses on the minor changes to the section 5 and section 8 handbooks following the first two months under EIF.

We will not make a habit of amending the handbooks throughout the school year, but are taking the opportunity, following initial teething issues and queries that inspectors have been brought to our attention, to make minor corrections and updates. We have included a summary of the changes we have made in this edition.

We also include information on the release of key stage 4 checking data.

It's early days, but inspections are going well so far. We have had some really positive feedback from those that have been inspected under the new system. We're glad that our new approach is a constructive experience for many schools. We have heard about schools genuinely feeling refreshed at the quality of professional dialogue they are able to have with inspection teams and of leaders being able to celebrate the work that their teams are doing on behalf of young people, which they feel was not recognised under the previous framework.

We have also heard how some leaders have not properly understood the methodology at the start of the inspection, but do so by the end. For example, one leader told us: 'I knew what you'd be doing, but I didn't totally get how it works. I now utterly see the usefulness and power of the methodology. Working through it with you has shown me exactly why my school is as it is.' Another said: '...in 30-plus years of being in education, this was by far the best inspection experience, even if the outcome is not what we had hoped'.

On the flip side, we have heard some concerns about 'deep dives'. Inspectors use deep dives to explore the quality of the curriculum, not the quality of teaching or the subject in isolation. Inspectors do not judge individual lessons, but connect evidence through lesson visits, scrutinising work and conversations with curriculum leaders, pupils and teachers. A deep dive does not lead to a judgement about that particular subject. Rather, the evidence from four to six deep dives enables inspectors to form hypotheses about which factors are systemic – that is, relate to the quality of education provided by the school as a whole. Inspectors have had extensive curriculum training over the last two years, including on how to manage curriculum discussions while being conscious of the pressures that inspection can put on school leaders and teachers. Drawing on this, inspectors are well equipped to make judgements about the quality of the curriculum without specialist knowledge of every subject.


### Topics include:

- Details of minor amendments to the Section 8 and 5 handbooks to correct teething issues
- Feedback on inspections so far
- Clarification of approach to S8 inspections in small primary schools



# Ofsted Update

## School Inspection Update – September 2018



### School inspection update

September 2019 | Issue: 20

#### Message to inspectors from the National Director, Education

Welcome to this special edition of our school inspection update (SIU). I hope you all had a relaxing summer and are looking forward to inspecting under the new education inspection framework (EIF). It was good to meet many of you at our inspector training conferences across the country back in July and more recently.

As you know, inspections under the EIF will focus on the real substance of education: the curriculum. We will be spending less time looking at test and examinations data on inspection, and more time looking at what is taught, when it is taught and how schools have achieved their results: 'Why that, why then and what is the result?'


We want to make sure that good results come from teaching a broad, rich curriculum, not from narrowing and hot-housing for tests. Ofsted grades will reflect the areas that matter most to parents and for educational effectiveness:

- quality of education
- behaviour and attitudes
- personal development
- leadership and management.


In this special edition of the SIU, we focus on the **transition arrangements** for section 5 inspections under the EIF, as well as applying the transition to section 8 inspections of good schools.

We also include articles on:

- the new Ofsted Parent View questions
- outstanding primary schools
- meetings with curriculum leaders
- clarification on schools keeping books between different academic years
- the healthy school rating scheme



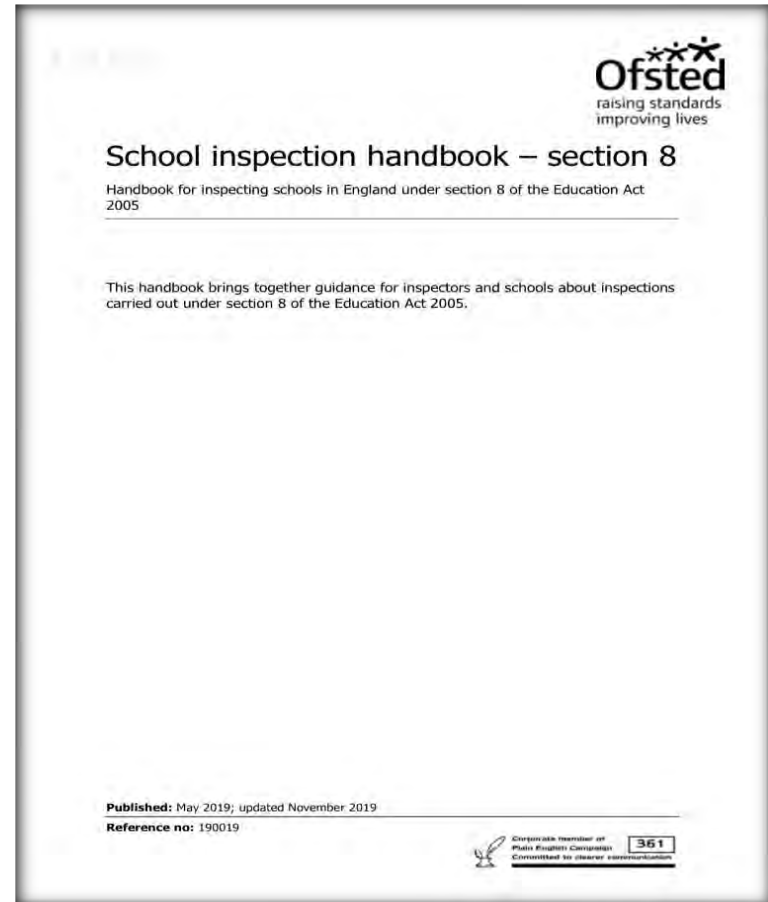
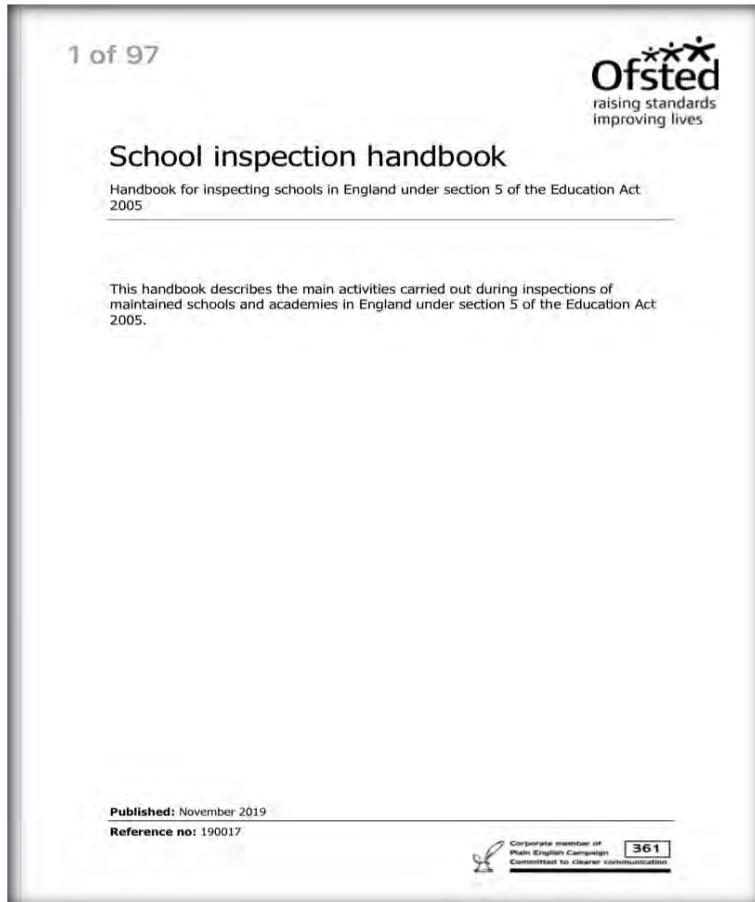
Corporate member of  
Plain English Campaign  
Committed to clearer communication



This update includes guidance on;

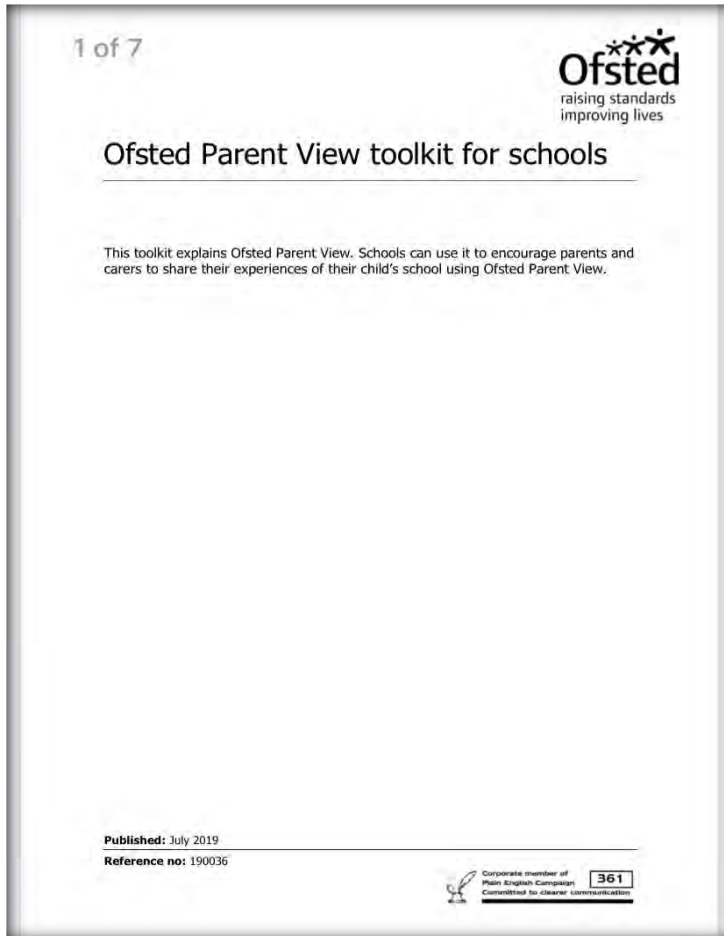
- Transition arrangements for Section 5 under EIF
- Applying transition arrangements for Section 8 inspections of good schools
- New OFSTED parent view
- Inspections of outstanding schools
- Inspection of RI schools subject to a directive Academy Order

# Section 5 and 8 handbooks Ofsted Update (November 2019)



# Ofsted Update

## Ofsted Parent View toolkit for schools



- New Ofsted Parent View survey so that it links more closely to Ofsted's new [education inspection framework](#).
- Continues to ask parents how strongly they agree or disagree with statements about their child's school, though the focus parents are asked has changed.
- Some statements have been updated and some removed. New questions including a question for parents of children with special educational needs and/or disabilities (SEND). This reflects the new framework and responds to requests from parents for a question in this area.

# HMCI Commentary



- Publication of the OFSTED report on Knife Crime
- Exclusions, a correlation between exclusions and knife crime but doesn't prove causation.
- Risks of off-rolling to illegal APs

# Questions