

**SAFEGUARDING CHILDREN  
INFORMATION UPDATE - 192  
14<sup>th</sup> July 2011**

**A child-centred system - The Government's response to the Munro review of child protection (13/07/11)**

This response outlines the Govt's intention to build a CP system focused on the needs, views and experiences of vulnerable children - reducing central regulation and prescription and placing greater trust and responsibility in skilled professionals and local leaders.

The Govt wants a system that values and acts on the feedback of C&YP and families. Ministers agree that it is overly focused on complying with procedures and targets as a measure of success. The new approach is based on developing professional expertise and providing help and services to children and families that meets all their needs.

An Implementation Working Group, drawing on expertise from LA children's services, social workers, education, police and health service, advised the Government on its response to Professor Munro's report.

The response includes actions by Govt:

- Reducing the amount of central regulation and locally designed rules and procedures.
- Slimmed down statutory guidance by Dec 2011 including removing timescales for assessments and removing the distinction between initial and core assessment.
- A Chief Social Worker to provide a permanent professional presence for social work in Government, to cover children and adults, in place by the end of 2012.
- The DfE to establish a joint programme of work with the DH by September 2011 to ensure children's safeguarding is a central consideration of the health reforms.



- Undertake further work with the sector to consider the evidence and opportunities for using systems review methodology for Serious Case Reviews to help all local services properly learn the lessons from SCRs.

Actions for local services to implement include:

- LAs to appoint a practising senior social worker as a Principal Child and Family Social Worker.
- Local services to increase the range and number of preventative services and to provide families with an 'early help offer'.
- LAs to assess and redesign child and family social services, based on feedback from children and families.

The Govt is clear that greater freedoms bring greater accountability and several actions in the plan will improve inspection, including:

- All local services (health, education, police probation and justice) to be inspected on how well they protect children.
- The experiences of children and families to be at the heart of Ofsted's inspection system, looking at how effective help has been rather than whether certain processes have been met.

Ministers have agreed to extend trials to give social workers greater autonomy so they can better exercise their professional judgment.

<http://www.education.gov.uk/inthenews/inthenews/a00192081/government-responds-to-the-munro-review-of-child-protection>  
<http://www.education.gov.uk/munroreview/>  
<http://www.education.gov.uk/munroreview/downloads/GovernmentResponsetoMunro.pdf>

### **Discipline in schools (11/07/11)**

The DfE has published guidance for teachers (52 pages down from 600) which sets out the roles and responsibilities for governing bodies, headteachers and teachers regarding behaviour and discipline and restores adult authority to the classroom. It will be used by schools from September and makes clear:

- Schools should not have a 'no touch' policy. It is often necessary or desirable for a teacher to touch a child (e.g. dealing with accidents or teaching musical instruments).
- Teachers have a legal power to use reasonable force e.g. to remove a pupil who is disrupting a lesson or to prevent a child leaving a classroom.
- Heads can search without consent for an extended list of items including alcohol, illegal drugs and stolen property.
- Heads have the power to discipline pupils who misbehave outside the schools premises and outside schools hours.
- Schools must have measures in place to deal with bullying in and outside of school.

The guidance also protects teachers from malicious allegations:

- Heads can temporarily or permanently exclude pupils who make false allegations and involve police if grounds for believing a criminal offence has been committed.
- Schools should not automatically suspend teachers accused of using force unreasonably where alternatives exist.
- All but a tiny number of the most complex cases should be resolved within 3 months and the vast majority in 4 weeks.

The new Education Bill will also:

- Extend teachers' powers to search pupils for any items that have, or could be, used to cause harm or break the law, and for items banned by school rules.



- Stop appeals panels sending excluded children back to the school from which they were excluded.
  - Give teachers anonymity when facing allegations.
  - Remove the requirement on schools to give parents 24 hours notice of detention.
- <http://www.education.gov.uk/home/inthenews/inthenews/a00191991/new-guidance-for-teachers-to-help-improve-discipline-in-schools>
- <http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076882/ensuring-good-behaviour-in-schools>

### **Ensuring good behaviour in schools (11/07/11)**

The Government expects:

- all pupils to show respect and courtesy towards teachers, staff and each other
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils
- head teachers to help create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school
- governing bodies and heads to deal with allegations quickly, fairly and consistently so as to protect the pupil and support the person subject of the allegation
- every teacher to be good at managing and improving children's behaviour.

This advice summarises the legal powers and duties that govern behaviour and attendance in school.

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076882/ensuring-good-behaviour-in-schools>

### **Advice for heads and staff on behaviour and discipline (11/07/11)**

This guide provides advice to maintained schools on developing the school behaviour policy and explains the powers members of staff have to discipline pupils.

Key points:

- Teachers have statutory authority to discipline pupils for misbehaviour in school and, sometimes, outside of school.
- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils.
- Heads and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour.
- Governing bodies have a duty under s175 Education Act 2002 to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline>

### **Use of reasonable force (11/07/11)**

This non-statutory advice, for all schools, is intended to provide clarification on the use of force and make clear the responsibilities of school leaders and governing bodies in respect of this power.

Key points

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and->

### **Guidance for governing bodies on behaviour and discipline (11/07/11)**

This statutory guidance explains why maintained schools must have a behaviour policy, what it must cover and the role of the governing body and headteachers in shaping their school's behaviour policy. It replaces chapter 2 of 'School discipline and pupil behaviour policies – guidance for schools' <http://www.education.gov.uk/schools/pupilsupport/behaviour/g0076647/guidance-for-governing-bodies-on-behaviour-and-discipline>

### **Dealing with allegations of abuse (11/07/11)**

This statutory guidance for all schools, LAs, governing bodies and FE sector, relates to all adults working with C&YP, whether paid or voluntary, including those on a temporary, supply or locum basis.

Key points:

- If an allegation is made against a teacher a quick resolution should be a clear priority.
- Suspension should not be the default option and only used if there is no reasonable alternative. If it is deemed appropriate, the reasons and justification should be recorded and the individual notified of the reasons.
- Malicious allegations should be removed from personnel records. Unsubstantiated, unfounded or malicious allegations should not be referred to in employer references.
- Schools should consider whether to apply appropriate sanction against pupils found to have made malicious allegations.
- All schools and FE colleges should have procedures for dealing with allegations.

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/g0076914/dealing-with-allegations-of-abuse-against-teachers-and-other-staff>

### **Review into the Needs of Families Bereaved by Homicide (06/07/11)**

Following a review into the treatment of families who have suffered the ultimate loss at the hands of criminals, the Victims' Commissioner, Louise Casey calls for a new law which will put into statute rights for families bereaved by homicide.

Rights within the Victims' Law will include:

- a Criminal Practice Direction to ensure families are treated with dignity and respect during court proceedings;
- the right to information from the CPS and to meet with the CPS lawyer at key stages of the legal process, including on convictions, acquittal or appeal;
- the right to sentencing remarks from judges in writing and trial transcripts at a minimal cost to families;
- the release of a body by the coroner back to a family for burial within 28 days unless exceptional circumstances apply; and
- that families will be provided with an integrated package of help and support following the death and up until any trial and beyond.

The support package should include a dedicated homicide caseworker offering help and advice on issues like housing and child care proceedings.

There should be access to trauma and bereavement counselling from approved providers and a national network of peer support groups should be available to provide befriending and support for families.

<http://www.justice.gov.uk/news/press-releases/victims-com/vc-pressrelease060711a.htm>  
<http://www.justice.gov.uk/downloads/news/press-releases/victims-com/review-needs-of-families-bereaved-by-homicide.pdf>

### **Make Runaways Safe (11/07/11)**

Children as young as 8 are running away from home or care and in most cases are not being reported to the authorities, reveals this new report by The Children's Society.

Many are in grave danger and at risk of harm, physical abuse or sexual exploitation. The leading children's charity is working increasingly with 'pre-teen' runaways – the average age had previously been 13 and 14, yet it is supporting increasing numbers of 11 and 12 year olds. It is also working with increasing numbers of boys.

Another troubling new trend is that the use of mobile phones and social networking sites is making it easier for predators to target vulnerable child runaways.

Research by the charity shows that more than 100,000 children run away from home or care in this country every year – 1 in every 5 minutes - two-thirds are not reported to the police.

The Children's Society is calling for a national safety net to be put in place for every child who runs away, including a national runaways' action plan which should include:

- Improved support for young runaways, including early intervention, intensive one-to-one support and family mediation
- Improved LA and police responses and procedures
- Timely advice and support for young runaways, parents and carers.

<http://www.childrenssociety.org.uk/news-views/press-release/report-worrying-new-trends-increasing-pre-teen-and-male-runaways>

[http://www.childrenssociety.org.uk/sites/default/files/tcs/make\\_runaways\\_safe\\_report.pdf](http://www.childrenssociety.org.uk/sites/default/files/tcs/make_runaways_safe_report.pdf)

**Start active, stay active: a report on physical activity from the four home countries' Chief Medical Officers**

(11/07/11)

This report presents new physical activity guidelines for all 4 UK home countries, covering early years; children and young people; adults; and older adults.

It is aimed at the NHS, LAs and a range of other organisations designing services to promote physical activity. The document is intended for professionals, practitioners and policymakers concerned with formulating and implementing policies and programmes that utilise the promotion of physical activity, sport, exercise and active travel to achieve health gains.

This is the first time UK-wide physical activity guidelines have been produced and will help to ensure consistent messaging across the four countries.

This report also represents the first time guidelines have been produced in the UK for early years (under 5s) as well as sedentary behaviour, for which there is now evidence that this is an independent risk factor for ill health.

The guidance has a renewed focus on being active everyday and spells out the recommended minimum levels of activity for each age group:

- Under 5s - 180 minutes each day, once a child is able to walk.
- Children and young people (5-18) - 60 minutes and up to several hours every day of moderate to vigorous intensity physical activity. 3 days a week should include vigorous intensity activities that strengthen muscle and bone.



- Adults (19-64) and older people (65+) - 150mins each week of moderate to vigorous intensity physical activity (and adults should aim to do some physical activity every day). Muscle strengthening activity should also be included twice a week.

[http://www.dh.gov.uk/en/Aboutus/Features/DH\\_128215](http://www.dh.gov.uk/en/Aboutus/Features/DH_128215)

[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_127931](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_127931)

[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_128209](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_128209)

[http://www.dh.gov.uk/en/MediaCentre/Pressreleases/DH\\_128211](http://www.dh.gov.uk/en/MediaCentre/Pressreleases/DH_128211)

[http://www.dh.gov.uk/prod\\_consum\\_dh/groups/dh\\_digitalassets/documents/digitalasset/dh\\_128210.pdf](http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_128210.pdf)

**Teenage and Young Adult Measures for inclusion in the Manual for Cancer Services** (08/07/11)

This is a letter from Stephen Parsons, Director, National Cancer Action Team. He highlights the publication of the Teenage and Young Adult Measures, which are being issued as part of the Manual for Cancer Services., following a three month consultation period.

[http://www.dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/Dearcolleagueletters/DH\\_128048](http://www.dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/Dearcolleagueletters/DH_128048)

[http://www.dh.gov.uk/prod\\_consum\\_dh/groups/dh\\_digitalassets/documents/digitalasset/dh\\_128124.pdf](http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_128124.pdf)

[http://www.dh.gov.uk/en/Consultations/Responsestoconsultations/DH\\_128051](http://www.dh.gov.uk/en/Consultations/Responsestoconsultations/DH_128051)

**Performing against the odds: developmental trajectories of children in the EPPSE 3-16 study (July 2011)**

The Effective Pre-School, Primary and Secondary Education research project follows the progress of 3000 children since 1997 from the age of 3 to 16 years old. A focus for EPPSE has been the extent to which pre-school, compulsory education and children's home learning experiences can reduce inequality. Earlier EPPSE found that what parents did with their children was important in terms of the children's outcomes, not simply "who they were" in terms of social class and income.

Following a pilot study with disadvantaged children who were "succeeding against the odds" towards the end of primary school, this study provides in-depth exploration and explanation of how risks and protective factors in the lives of children shape their learning life-courses, and why they lead to academic resilience for some but not others.

<https://www.education.gov.uk/publications/RSG/NewRsgPublications/Page1/DFE-RR128>  
<https://www.education.gov.uk/publications/RSG/NewRsgPublications/Page1/DFE-RB128>

**Be SunSmart: See beyond the tan (posters) (06/07/11)**

The Sunbeds (Regulation) Act 2010 came into force on 08/04/11. 2 posters on the DH website can be downloaded for display by sunbed businesses notifying that it is an offence to allow people under 18 to use sunbeds in commercial premises in England. LA 'authorised officers' responsible for enforcing the Act, should be aware the posters can be downloaded to present to sunbed businesses, or to advise them that the posters are available on the DH website.

[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_128089](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_128089)

**Sarah Teather welcomes rising school lunch take-up (07/07/11)**

New figures, published by the School Food Trust and LA Caterers Association show that an average of 44.1% of pupils in primary schools and 37.6% in secondary school opted for school meals in 10-11, up from 41.4 and 35.8% in the previous year. It means that:

- around 173,000 more children had school meals, compared with 100,000 in 2009-10
- more than 3m children now eat a school meal every day
- the equivalent of almost 590m healthy school lunches were served up last year
- the number of children taking both paid-for and free school meals in 2010-11 increased
- figures in primary schools have notched up a rise of almost 5% over just 3 years.

<http://www.education.gov.uk/inthenews/internationalnews/a00191913/sarah-teather-welcomes-rising-school-lunch-take-up>

**DfE: Youth Cohort Study and Longitudinal Study of Young People in England: The Activities and Experiences of 19 year olds: England 2010 (07/07/11)**

The final Bulletin in a series using 2 longitudinal surveys brings together detailed information on participation, higher education, employment and benefits, relationships and behaviour, and civic engagement and life satisfaction, with administrative data on academic achievements.

Data from previous waves of LSYPE and YCS, in some cases going back to when the young people were in compulsory education, are used to inform outcomes from the 2010 survey when the young people were of academic age 19.

<http://www.education.gov.uk/rsgateway/DB/SBU/b001014/index.shtml>

### **Government sets out reform of early learning and children's centres (06/07/11)**

Responding to the Tickell Review of the EYFS, this proposed new framework reduces the early learning goals from 69 to 17 and focuses on 3 prime areas of learning critical to making sure children develop healthily and happily.

The key proposals include:

- A new focus on 3 prime areas of learning in the EYFS - PSHE, physical development and communication and language.
- A slimmed down EYFS, cutting learning goals from 69-17, more closely aligned with KS 1 to smooth the transition from reception class to Year 1.
- Assessment at 5 will remain but instead of the scale point assessment children will be judged against 17 learning goals.
- A new check for every 2 year-old in pre-school settings to pick up any problems in a child's development or SEN. The Govt will require all settings to provide this information to parents.
- New plans, to be consulted on, to enable parents to access their free entitlement hours 7am-7pm, and take the full 15 hours over 2 rather than a minimum of 3 days.
- A new core purpose for children's centres, with a stronger focus on school readiness and supporting families. It clearly sets out the outcomes which children's centres should be supporting.
- Exploring how we can find new ways of running children's centres, such as mutuals and co-operative approaches, so parents and communities can be more involved in local decision making and services.
- New requirement on LAs to publish data on how much they spend on children's centres to improve local accountability.

<http://www.education.gov.uk/home/inthenews/inthenews/a00191829/government-sets-out-reform-of-early-learning-and-childrens->

### **Underperforming schools and deprivation: A statistical profile of schools below the floor standards in 2010 (July 2011)**

This report aims to provide a statistical resource for individuals and organisations working with underperforming schools in the maintained mainstream sector, making available detailed data analysis to promote an understanding of the pupils intakes, circumstances and pupil outcomes for below floor schools.

<https://www.education.gov.uk/publications/RSG/AllPublications/Page1/DFE-RR141>

### **Ministerial Adviser on Adoption**

(07/07/11)

Writing in The Times, Children's Minister Tim Loughton has announced that Martin Narey will be the new Ministerial Adviser on Adoption. The Govt is clear that adoption should be a bigger priority for all LAs and that more needs to be done to reduce delays in the system, speed up the placement of children and make the system fit for purpose.

<http://www.education.gov.uk/inthenews/inthenews/a00191903/ministerial-adviser-on-adoption-announced>

### **Cafcass care statistics June 2011**

(08/07/11)

There were 843 care applications during June 2011.

Care application demand has remained at a very high level. Between April and June 2011, Cafcass received 2,345 new applications. This figure is 9.1% higher when compared to the same period last year. The May and June application numbers were the highest ever recorded by Cafcass for these individual months.

[http://www.cafcass.gov.uk/news/2011/june\\_care\\_statistics.aspx](http://www.cafcass.gov.uk/news/2011/june_care_statistics.aspx)

**Promoting and protecting children's rights are at the heart of the Children's Commissioner's ambitious new work programme (07/07/11)**

Dr Maggie Atkinson, CC for England, has announced her plans to promote and protect children and young people's rights in England in line with the UNCRC.

As well as launching Inquiries into patterns of school exclusions (July) and sexual exploitation and related abuse (Autumn), the OCC will continue to work alongside and on behalf of C&YP in England, and in particular those who are most vulnerable.

The 11-12 Business Plan is published alongside the 10-11 Annual Report and highlights the impact and contributions to achieving change for children, including:

- Challenging on necessary action, then contributing to the Government's response in its pledge to end the detention of children for immigration purposes;
- Challenging, and thereby ending, routine strip searches of children in custody, a practice which had negative impacts on their mental health, particularly if they had previously suffered abuse, as many of them had;
- Influencing the decision by the MoJ to review plans to allow media to report more widely on family court cases following children telling the CC of their grave concerns about their privacy;
- Ensuring children's voices were heard in the Munro Review of CP and the coalition Government's first child poverty strategy;
- Facilitating more than 43,000 children and young people across the country to enjoy their rights under Article 12 of the UNCRC and have a say on matters affecting them, by taking part in the CC's Takeover Day.

[http://www.childrenscommissioner.gov.uk/content/press\\_release/content\\_431](http://www.childrenscommissioner.gov.uk/content/press_release/content_431)

**Office of the Children's Commissioner's Business Plan 2011-12 (07/07/11)**

[http://www.childrenscommissioner.gov.uk/force\\_download.php?fp=%2Fclient\\_assets%2Fcp%2Fpublication%2F506%2FBusiness\\_Plan\\_2011-12.pdf](http://www.childrenscommissioner.gov.uk/force_download.php?fp=%2Fclient_assets%2Fcp%2Fpublication%2F506%2FBusiness_Plan_2011-12.pdf)

**Office of the Children's Commissioner's Annual Report and Financial Statements for 2010-11 (07/07/11)**

[http://www.childrenscommissioner.gov.uk/force\\_download.php?fp=%2Fclient\\_assets%2Fcp%2Fpublication%2F507%2FAnnual\\_Report\\_and\\_Financial\\_Statements\\_for\\_2010-11.pdf](http://www.childrenscommissioner.gov.uk/force_download.php?fp=%2Fclient_assets%2Fcp%2Fpublication%2F507%2FAnnual_Report_and_Financial_Statements_for_2010-11.pdf)

**Youth custody data – May 2011 (08/07/11)**

Monthly statistics on the population in custody of children and young people within secure children's homes, secure training centres (STCs) and young offender institutions (YOIs). This includes those under 18 and 18 year olds. Some 18 year olds remain in the secure estate for children and young people if they only have a short period of their sentence to serve, to avoid disrupting their regimes.

The publication also contains more detailed information on the make-up of the custody population by legal basis for detention, accommodation type, age group, gender, ethnicity and region of origin. Data are also provided on a trend basis dating back to 2000/01 and 2004/05 onwards for more detailed data.

<http://www.justice.gov.uk/publications/statistics-and-data/youth-justice/custody-data.htm>  
<http://www.justice.gov.uk/downloads/publications/statistics-and-data/youth-justice/custody-figures/youth-custody-report-may-2011.xls>

**Guidance Perverting the Course of Justice - Charging in cases involving rape and/or domestic violence allegations (07/07/11)**

"Rape and domestic violence victims should be confident in reporting abuse without fear of prosecution if they are later pressured into retracting the allegation, following the publication of new CPS guidance today," said Keir Starmer QC, DPP. But anyone who maliciously invents a false allegation of rape or domestic violence is warned that they are still very much at risk of prosecution.

The guidance applies to cases where a complainant of rape or DV makes a false allegation, retracts an original complaint, or takes back a retraction of the original complaint.

Following consultation changes were made to the guidance, including adding:

- a clear distinction between the circumstances in which a complainant has made a false allegation, where a complainant might retract an original complaint and where someone might retract an original retraction;
- that complainants who do not understand the seriousness of making a false allegation because they have a learning disability or mental health issues will be less likely to be prosecuted;
- emphasis on the care which is required in cases involving those below the age of 18. Prosecutors are asked to consider the interests of the youth when weighing up the public interest factors along with the fact that the principal aim of the youth justice system is to prevent offending by children and young people;
- more examples of reasons why someone might retract a true allegation and emphasising the need to explore these issues;

- the recognition that voluntary specialist support organisations as well as Independent Domestic Violence Advisors and Independent Sexual Violence Advisors may be sources of information which could help prosecutors assess whether there is a background of domestic violence which might suggest an original allegation is true.

The DPP has said that all cases where a CPS lawyer is considering prosecuting someone who has made a rape or domestic violence allegation should be referred to CPS headquarters before a prosecution decision is reached.

[http://www.cps.gov.uk/news/press\\_releases/120\\_11/](http://www.cps.gov.uk/news/press_releases/120_11/)

[http://www.cps.gov.uk/legal/p\\_to\\_r/perverting\\_the\\_course\\_of\\_justice\\_-\\_rape\\_and\\_dv\\_allegations/](http://www.cps.gov.uk/legal/p_to_r/perverting_the_course_of_justice_-_rape_and_dv_allegations/)

**£30m boost for vulnerable victims of crime (12/07/11)**

Vulnerable victims of crime across England and Wales will benefit from £30m of Government funding, over the next 3 years, Justice Secretary Kenneth Clarke announced today.

The money will go to support local organisations that have a proven track record in supporting victims at their most vulnerable.

Children's groups are among those that will benefit from today's announcement, along with charities supporting victims of rape, domestic violence, hate crime, burglary, anti social behaviour and other violent crime. Those bereaved by murder, manslaughter and fatal road traffic crimes will also get the specialist support that they need.

<http://www.justice.gov.uk/news/press-releases/moj/newsrelease120711a.htm>

### **BIG AWARD scheme**

The Bullying Intervention Group (BIG) have set up an award scheme for schools and all services for children and young people. Under the scheme, members work to meet the externally agreed criteria to become a “Bullying Intervention Group school or organisation”. The criteria are carefully managed so that organisations are enabled to embed and maintain good bullying management practice to suit their needs.

Establishments achieving the award will be able to:-

- Demonstrate that they are working to an externally agreed standard
- Have consistent and embedded good practice
- Fully include all children and young people
- Tailor their bullying intervention work to suit their needs
- Ensure that every child is enabled to fulfil their true educational potential, or enjoy their community activities, without fear of being bullied
- Be rewarded for their achievements

The scheme provides a recognisable award that:

- demonstrates that a school or service takes bullying seriously enough to work towards accepted good practice.
- gives parents and children/young people confidence in its approach to bullying.
- will help improve attainment and wellbeing
- provides skills and knowledge to staff

For more information and fees, visit:

<http://www.bullyinginterventiongroup.co.uk/index.php>

### **Play Matters to join the National Children’s Bureau (12/07/11)**

The NCB has announced that Play Matters will join the NCB charity group, with help from the Government’s Transition Fund.

Play Matters is a non-profit organisation dedicated to enhancing the role of play in the lives of young children by providing training, resources and events, and working with partners to create play opportunities for all children.

[http://www.ncb.org.uk/campaigning/media/news/2011/jul-dec/play\\_matters\\_to\\_join\\_the\\_natio.aspx](http://www.ncb.org.uk/campaigning/media/news/2011/jul-dec/play_matters_to_join_the_natio.aspx)

### **Domestic and Sexual Violence Board final report (12/07/11)**

The Metropolitan Police Authority has published the final report of the DSVB providing a 5 year retrospective of monitoring, scrutinising and supporting the MPS's performance and response to domestic and sexual violence.

Over the past 5 years the MPA DSVB has assessed the police response to domestic and sexual violence in each of London's 32 boroughs, identified best practice and made recommendations for improvement.

The DSVB has influenced and supported change locally and regionally, from sharing good practice identified across the whole capital to challenging the whole MPS to access feedback from victims of domestic and sexual violence. Moving forward, the challenge will be to maintain a focus on these important themes and ensure learning continues.

<http://nds.coi.gov.uk/content/detail.aspx?NewsAreaId=2&ReleaseID=420359&SubjectId=2>  
<http://www.mpa.gov.uk/dsvb/2011/0713/>

**The Education (Non-Maintained Special Schools) (England) Regulations 2011 - SI 1627 (08/07/11)**

These Regulations make provision for the approval of non-maintained special schools by the Secretary of State, and set out the requirements which must be met for a school to continue to be approved as a non-maintained special school. They replace with amendment the Education (Non-Maintained Special Schools) (England) Regulations 1999, the Education (Non-Maintained Special Schools) (England) (Amendment) Regulations 2002 and the Education (Non-Maintained Special Schools) (England) (Amendment) Regulations 2007 which are revoked by these Regulations (regulation 1(3)).

<http://www.legislation.gov.uk/uksi/2011/1627/contents/made>

**Early Intervention: Smart Investment, Massive Savings (04/07/11)**

Graham Allen, MP, has launched his 2<sup>nd</sup> report on Early Intervention.

The 1<sup>st</sup> report underlined that many of the costly and damaging social problems for individuals can be eliminated or reduced by giving children and parents the right type of evidence based programmes 0-18 and especially in their earliest years.

The 2<sup>nd</sup> report sets out how we can pay for those programmes within existing resources and by attracting new non government money.

The key recommendations are that:

- Govt sets out as a policy objective that all babies, children and young people should have the social and emotional bedrock essential for their future development and their ability to make effective life choices



- Govt leadership and co-ordination must improve ,not least through an Early Intervention Task and Finish Group made up of experts from across Govt departments which will establish ,measure and progress-chase Early Intervention outcomes
- The expected “Families and the Foundation Stage” statement must include regular and purposeful assessments for the 0-5s to help spot and correct dysfunction early
- An independent Early Intervention Foundation is set up to promote Early Intervention, spread best evidence based policies and complement the work being done inside Govt. The PM is called upon to challenge private, local and philanthropic sources to co-fund with government a £20m endowment to sustain the Foundation
- We must be more creative in bringing additional non-govt money to investment in Early Intervention and that payment by results through outcome based contracts is promoted and funded from within existing budgets.
- As part of building a social finance market we should establish an ‘Early Intervention Fund’ or Funds to raise around £200m of private investment.
- HM Treasury should commission a thorough review of Early Intervention growth incentives ahead of the 2012 Budget.

<http://www.cabinetoffice.gov.uk/news/graham-allen-launches-second-report-early-intervention>

<http://www.cabinetoffice.gov.uk/sites/default/files/resources/earlyintervention-smartinvestment.pdf>

**Supporting children with challenging behaviour through a nurture group approach** (12/07/11)

Nurture groups can make a considerable difference to the behaviour and social skills of children who might otherwise be at risk of exclusion according to this report from Ofsted. However, schools should ensure that pupils in these groups are making academic as well as social and emotional progress.

This report found that many pupils attending such groups were making substantial progress with their behavioural, social and emotional skills. The most successful groups also placed a strong focus on developing literacy and numeracy skills and viewed success in basic skills as a key factor in raising self-esteem. Pupils in these groups made good academic progress too.

<http://www.ofsted.gov.uk/Ofsted-home/News/Children-at-risk-of-exclusion-helped-by-nurture-groups>  
<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Supporting-children-with-challenging-behaviour-through-a-nurture-group-approach>

**Guidance on inspecting and regulating childrens homes with accommodation for adults** (12/07/11)

A children's home may provide care and accommodation for adults. This guidance seeks to clarify for providers our policy on how we will inspect and regulate a children's home in this position.

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Guidance-on-inspecting-and-regulating-childrens-homes-with-accommodation-for-adults>

**Memorandum of understanding between Ofsted and the First-tier Tribunal of the Health, Education and Social Care Chamber** (12/07/11)

The memorandum of understanding between Ofsted and the Health, Education and Social Care Chamber has been agreed by Christine Gilbert, HMCI and Kevin Sadler, Chief Executive of The Tribunals Service.

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Memorandum-of-understanding-between-Ofsted-and-the-First-tier-Tribunal-of-the-Health-Education-and-Social-Care-Chamber>

**Report writing guidance for the inspection of adoption support agencies** (12/07/11)

This guidance is designed to assist inspectors in their work. It is to be used from April 2011 to support the introduction of the revised national minimum standards, regulations and statutory guidance for adoption.

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Report-writing-guidance-for-the-inspection-of-adoption-support-agencies>

**Report writing guidance for the inspection of local authority adoption and voluntary adoption agencies** (12/07/11)

This guidance is designed to assist inspectors in their work. It is to be used from April 2011 to support the introduction of the revised national minimum standards, regulations and statutory guidance for adoption.

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Report-writing-guidance-for-the-inspection-of-local-authority-adoption-and-voluntary-adoption-agencies>

**Using symbols to ask for children's views for inspection and consultation** (12/07/11)

This guidance aims to ensure that the views of children and young people who use alternative communication are included in inspection reports and in our consultations, and to increase their participation in inspection. When providers inform Ofsted of the symbols they use in their settings, Ofsted will use these symbols to gather children's and young people's views. This supports Ofsted's core values of putting children and learners first, and valuing people's differences.

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Using-symbols-to-ask-for-children-s-views-for-inspection-and-consultation>

**Independent Safeguarding Authority's Annual Report 2011** (13/07/11)

The ISA has published its annual report which outlines the organisation's key achievements and challenges during the last year. For the first time, this year's annual report also details the complexities of ISA decision-making by taking the reader through two "life of a case" examples.

<http://nds.coi.gov.uk/content/detail.aspx?ReleaseID=420360&NewsAreaID=2&HUserID=895,779,891,848,780,867,710,705,765,674,677,767,684,762,718,674,708,683,706,718,674&ClientID=-1>

<http://www.isa.homeoffice.gov.uk/pdf/annual%20report20112.pdf>

**'Toxic trio': triple jeopardy for children**

Considering the combined impact of domestic abuse, parental mental ill-health and substance use on children and their families

13<sup>th</sup> September 2011 Leicester

29<sup>th</sup> September 2011 Liverpool

£200

Marian Brandon's analysis of 47 serious case reviews (Brandon et al, 2008) showed that the families involved shared many characteristics, particularly the preponderance of domestic violence, mental health difficulties and substance use among parents and carers.

This has highlighted the importance of understanding the impact of parenting capacity on outcomes for children.

This course will provide the opportunity to gain an understanding of the nature and impact of the 'toxic trio' on children and their families.

By the end of the course, you should be able to:

- recognise the paramountcy of a multi-agency approach when supporting children who are living with or have experienced the toxic trio
- demonstrate an awareness of the impact of the toxic trio on children
- explore the learning from SCR findings in relation to the toxic trio
- state the blocks for practitioners that impact on effective outcomes for children who experience or who have lived with the toxic trio
- challenge attitudes of professionals who are failing to recognise the needs of the child in their work with adults.

[http://www.nspcc.org.uk/Inform/trainingandconsultancy/training/trainingcourses/toxic-trio\\_wda82950.html](http://www.nspcc.org.uk/Inform/trainingandconsultancy/training/trainingcourses/toxic-trio_wda82950.html)

**Government changes definition of persistent absence to deal with reality of pupil absenteeism in schools (12/07/11)**

Latest figures show that while 184,000 pupils miss 20% of lessons, more than 430,000 pupils miss 15% (one month a year).

The DfE is now reducing the threshold at which a pupil is defined as “persistently absent” to 15%. This will ensure that schools take action sooner to deal with absence. Ministers will look at the possibility of further lowering the threshold over time.

The new threshold will be published in statistical releases from Oct 11, with the old threshold published alongside it. The numbers who miss 12.5, 10 and 5% of lessons will also be released with recognition that pupils could reach this level with relatively minor illnesses.

Ofsted will explore ways of taking the new “persistently absent” threshold into account in the 2012 framework from January 2012.

Much of the work missed is never made up, leaving pupils at considerable disadvantage for the rest of their school career. There is also clear evidence of a link between poor attendance and low achievement:

- Of pupils who miss more than 50% of school, only 3% manage to achieve 5 A-Cs including English and maths.
- Of pupils who miss between 10 and 20%, only 35% manage to achieve 5 A-C GCSEs including English and maths.
- Of pupils who miss less than 5%, 73% achieve 5 A-Cs incl English and maths

<http://www.education.gov.uk/inthenews/inthenews/a00192057/government-changes-definition-of-persistent-absence-to-deal-with-reality-of-pupil-absenteeism-in-schools>  
<http://media.education.gov.uk/assets/files/persistent%20absence%20briefing%20note.pdf>

## Consultations

### **Consultation on a Revised Early Years Foundation Stage (06/07/11)**

The EYFS was recently reviewed by Dame Clare Tickell, Chief Executive of Action for Children. This consultation seeks your view on the Government's proposed changes to the EYFS.

Closing Date: 30<sup>th</sup> September 2011

<http://www.education.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1747&external=no&menu=1>

### **Establishing A New Office Of The Children's Commissioner For England: Consultation On Legislative Proposals (07/07/11)**

In 2010, the Secretary of State for Education invited Dr John Dunford to undertake an independent review of the CC. The aim of the review was to identify ways in which the impact and cost-effectiveness of the CC could be improved.

John Dunford's report was published in December 2010, and made a total of 46 recommendations to change both the legal framework and operational remit of the CC to make the role more fit-for-purpose.

This consultation does not seek to re-open the debate about the role and purpose of the CC. John Dunford carried out a comprehensive review involving a wide range of stakeholders and his recommendations have, in principle, been accepted by the Government.

This consultation sets out how we intend to implement the recommendations from the review of the CC that require a change to legislation.



We are very keen to hear what children and young people think. We are creating a 'pack' with a version of the consultation document that is more appropriate for a younger audience, alongside guidance for professionals on leading a consultation exercise on these proposals with children and young people and coordinating a response on their behalf. We will shortly add the 'pack' to this website and send it proactively to organisations that support children and young people's rights and participation. Children and young people can respond to the consultation as it is, but the approach outlined above will provide other options for them to express their views.

Closing Date: 29<sup>th</sup> September 2011

<http://www.education.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1761&external=no&menu=1>  
<https://www.education.gov.uk/publications/standard/publicationdetail/page1/CM%207981>

### **Family Migration (13/07/11)**

The government has announced proposals to crack down on sham and forced marriages, as part of a new consultation on better family migration. The consultation also seeks to ensure that family migrants can integrate into society, and opens up debate on Article 8 of the ECHR and the circumstances where the public interest in removing someone from the UK should outweigh the right to respect for family life.

Closing Date: 6<sup>th</sup> October 2011

<http://www.ukba.homeoffice.gov.uk/sitecontent/newsarticles/2011/july/20-family-migration>  
<http://www.ukba.homeoffice.gov.uk/sitecontent/documents/policyandlaw/consultations/family-migration/>

## Conferences

### **Disorganised Attachment and Child protection - New Ways of Assessing Risk and Helping Children and Families**

17<sup>th</sup> October 2011 Bournemouth  
£140 - £205

The morning will include presentations by Professor David Shemmings University of Kent on different aspects of contemporary theory and research relating to child protection practice.

Professor Shemmings will facilitate interactive sessions in the afternoon.

This conference will be particularly relevant to practitioners at all levels including their supervisors and managers in all key agencies and organisations working in the safeguarding children arena.

<http://www.baspcan.org.uk/booking.php>

### **Getting it right first time .....? - Early Intervention and Prevention**

9th September 2011 Warwick £140 - £205

We know that early intervention and prevention have a key role to play in safeguarding - to reduce the incidence of abuse and emotional and physical neglect, family breakdown and social exclusion - and to support children and young people to achieve their potential. There is a very clear emphasis from central government on the systematic use of early intervention and prevention services both to improve families' resilience and to secure long-term savings in public expenditure.

This strong theme is seen across policy areas in Graham Allen MP's review of early intervention, the Munro review of child protection: 'A child-centred system', the



public health reforms, and the SEN green paper and the schools white paper, as it makes good sense for families and communities - and for public finance. However, we know that not all early intervention and prevention works, and getting it right is one of the most significant challenges that local authorities and partner agencies face.

This conference will explore the latest evidence about effective intervention and prevention in the early years, and for adolescents. It will draw together learning about proven programmes and innovation in practice, looking at effective targeting and outreach work and at building resilience in families and children. It features keynote sessions by two of the leading experts in this field, with panel discussions and workshops making the link between evidence and practice.

It may not be as simple as 'getting it right first time', but the outcome of this conference will be to enable investment of time and public money in the right support at the right time to really improve outcomes for children and young people .

This conference is a must for practitioners, senior and middle managers and policy makers from local authorities and agencies in all sectors working with families and children ... from parents pre-birth to adolescents.

<http://www.baspcan.org.uk/booking.php>

## Conferences (continued)

### **BASPCAN 8<sup>th</sup> National Congress on Child Abuse and Neglect**

15<sup>th</sup> – 18<sup>th</sup> April 2012 Belfast £99 - £475

BASPCAN has held a triennial Congress since 1991, providing an opportunity for professionals from a range of disciplines from across the UK and internationally to share the latest findings from research and to debate how families may be supported and children kept safe.


The Call for Abstracts for Congress 2012 is now open and will close on 12<sup>th</sup> August 2011. The booking line is also open.

<http://www.baspcan.org.uk/congress2012.php>

### **Why can't that child sit still? Exploring learning differences in children**

4<sup>th</sup> October 2011 London £25 - £170

Caring for children with problems involves a lot more than just biomedicine. Children grow up in specific family, social, cultural and educational settings. If they have problems adapting to what is expected of them then all these settings and all who work in them come into the frame.

Children with problems often attract diagnoses or labels including Autism, Attention Deficit Hyperactivity Disorder, Audit Process Dysfunction, Dyspraxia, Dyslexia etc. How valid are such labels? How useful are they? How can we recognise children with these problems? How can we help them? 

Multidisciplinary working can be challenging, but there are also great opportunities to help children if we set out to share our understanding and solve problems together.

The symposium will offer a broad and multidisciplinary survey of problems and solutions when working with children with psycho-social problems. It will help to facilitate cross-tribal working between educationalists and health care professionals.

Learning objectives - to cover:

- \* Recognising children with psycho-social problems
- \* Assessing children with psycho-social problems
- \* Critical examination of diagnosis validity and utility
- \* Evidence for medical, educational and other therapeutic interventions
- \* Matching children's needs to available therapeutic options
- \* Issues arising in multidisciplinary working

This event is for paediatricians, psychologists, child and adolescent psychiatrists, GPs, teachers and other educators, speech and language therapists, children's occupational therapists, social workers, physiotherapists and other therapists.

<http://www.rsm.ac.uk/academ/evc03.php>

This newsletter collates information from various sources that is relevant to safeguarding children. Anyone working in this area who would like to be added to the circulation list can forward their details to – [keithdriver@btinternet.com](mailto:keithdriver@btinternet.com)