SAFEGUARDING CHILDREN
INFORMATION UPDATE – 198
3rd October 2011

**Teacher restrictions** (22/09/11)
The DfE is consulting on proposals to allow schools to appoint the talented and experienced teachers they need.

The changes would see bureaucracy reduced so that fully qualified teachers from the US, Canada, Australia and NZ and FE teachers are more easily permitted to teach in schools as qualified teachers without further training or assessment, or serving statutory induction.

Evidence shows that the most important factor in fostering excellence in schools is the quality of its teachers. Currently:

- Teachers from the European Economic Area can teach in England's schools. But those from the US, Canada, Australia and NZ are not allowed to work here as qualified teachers without further training and assessment. The National Academic Recognition Information Centre reported in 03 that teacher training systems in those countries are equivalent to those in the UK. Schools will be able to appoint these teachers if they cannot otherwise find the high-quality teachers they need.
- FE teachers with Qualified Teaching and Learning Skills status can only be appointed in schools as unqualified teachers on a temporary basis.
- Subject to the consultation, heads will be given greater freedom to appoint teachers with the right skills, special qualifications or experience in order to provide a broad curriculum for their pupils.

http://www.education.gov.uk/inthenews/inthenews/a00198390/consultation-launched-to-lift-teacher-restrictions
See Consultations

**A study of recommendations arising from SCRs 2009-2010** (September 2011)
To enable lessons from serious case reviews to be disseminated and implemented effectively, 'Working Together' (2010) advises that recommendations should be few in number, focused and specific. Most analyses of recommendations assess whether they are or can become Specific, Measurable, Achievable, Relevant and Timely (SMART).

Other learning about recommendations reflects more of a tension between, on the one hand, finding ways to act quickly on easy to audit learning before the impetus dissipates, and on the other hand, striving for more considered, deeper learning to overcome the perennial obstacles to good practice.

This small study presents a critical, thematic analysis of recommendations from 33 of the serious case reviews (cases of child death or serious injury through abuse or neglect) completed in 2009-2010. The central aim of the study was to consider what part recommendations can play in aiding agencies and individuals to learn lessons to improve the way in which they work both individually and collectively to safeguard and promote the welfare of children.
https://www.education.gov.uk/publications/RSG/AllPublications/Page1/DFE-RR157

**Safeguarding children statistics - The availability and comparability of data in the UK – Brief** (September 2011)
The Childhood Wellbeing Research Centre have been commissioned to undertake a study to draw together data on safeguarding children and to compare the current position of England with other countries.

As part of the wider study, this research presents findings from preliminary work to explore the current availability and comparability of safeguarding and child protection data in the UK; this is of particular interest given that there have been shifts in policy and practice in recent years and these data have the potential to facilitate exploration of changes in levels of need and service responses in different parts of the UK over time.
https://www.education.gov.uk/publications/RSG/AllPublications/Page1/DFE-RB153

**Review of best practice in parental engagement** (September 2011)
Parental engagement has a large and positive impact on children's learning. It is therefore a priority to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children's education or who are not involved at all.

This report presents a review of studies of interventions aimed at supporting and improving parental engagement in the education of children aged 5-19, which also offer evidence on educational outcomes. The overall aim is to highlight findings and conclusions from the evidence reviewed and to identify key themes and messages for practitioners and school leaders.
https://www.education.gov.uk/publications/RSG/AllPublications/Page1/DFE-RR156

**Canary in the Cage? Lead Indicators and their potential use by LSCBs and partner agencies** (September 2011)
The Munro Review has encouraged us to view local CP arrangements as complex adaptive systems which, when given the right conditions, are capable of self-organisation, learning and self-improvement.

In the final report, the Review proposes that, in future, any national performance indicators should focus on tracking overall progress towards better outcomes for children and young people whilst LSCBs should focus on developing their own local performance management arrangements to support shared learning and systems improvement.

This report summarises the views of a number of professionals, involved in managing and overseeing local CP arrangements, on the value of including a set of 'lead indicators' within these local performance management arrangements.
https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CWRC-00079-2011

**Extended services in practice - A summary of evaluation evidence for head teachers** (September 2011)
This report offers an overview of the research evidence on the outcomes that extended services can produce, and on how those services can be made most effective. It has something to say to all practitioners and decision makers who are working on extended services. However, it is particularly aimed at head teachers who are developing services in and around their schools.
https://www.education.gov.uk/publications/RSG/AllPublications/Page1/DFE-RR155

**Children behind in the 3Rs by 7** (29/09/11)
Teacher assessment scores show that thousands of 7 year-olds have fallen behind in the 3Rs after just 3 years of school. Schools Minister Nick Gibb said although many children were well taught and making the grade in the key subjects of reading, writing and maths, too many were struggling.

The provisional statistics show that:

- More than 83,000 7 year-olds have a reading age no better than a 5 year-old.
- Almost 106,000 cannot write to the level expected of a 7 year-old.
- Over 58,000 fail to make grade in maths.
- There is a marked difference between the poorest children and the rest.
- Only 73% of all pupils on free school meals achieve the expected standard in reading, compared to 88%t not on FSM.
- Only 56% of white British boys eligible for FSM achieved the expected level in writing, compared with 81% overall.
- Overall there has been a flat-lining over 5 years in basic attainment in all subjects.
- Proportion of 7 year-olds achieving at least the expected level is the same as 2007 in maths, and 1% up in reading and writing.
- Proportion working above the expected level is the same as 2007 in reading and in writing, and down 2% in maths.

http://www.education.gov.uk/inthenews/a00198655/gibb-thousands-of-children-behind-in-the-3rs-by-age-seven

**Pre-teens body confidence teaching aids unveiled** (30/09/11)
A new 'media literacy' teaching pack to help children understand how the media often alter images and the impact these have on self esteem is backed by Equalities Minister Lynne Featherstone and marks an important contribution to the government's ongoing Body Confidence campaign.

Primary school teachers will be able to download the materials to structure a lesson specifically tailored to the 10-11 age group - an important stage in a young person's development.

Pupils will be guided to look carefully at the images they see in order to gain a more realistic perception of what is real and what is not. The lessons will explore how and why idealised images in advertising and the media are used to construct particular messages and make people feel a certain way.
http://nds.coi.gov.uk/content/detail.aspx?ReleaseID=421387&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.mediasmart.org.uk/

**Local authority child poverty innovation pilot (LAIP) evaluation** (September 2011)
At the centre of the Government's national child poverty strategy, are the principles of 'strengthening families, encouraging responsibility, promoting work, guaranteeing fairness and providing support to the most vulnerable'. In order to break the intergenerational cycle of poverty, the strategy aims to tackle the interrelated problems of worklessness, debt, educational failure and poor health.

In April 2009 GHK Consulting was commissioned by the Child Poverty Unit to undertake the national evaluation of the LAIP which look at a wide range of innovative activity designed by local areas to tackle child poverty. This report presents the final findings and conclusions from the evaluation.
https://www.education.gov.uk/publications/RSG/AllPublications/Page1/DFE-RR152

**Long-term impact of childhood bereavement - Preliminary analysis of the 1970 British cohort study** (September 2011)
There is a body of evidence suggesting that for some children there can be a profound impact on their life from the loss of a parent at the time of the bereavement. Case-study research suggests this impact can be felt throughout an individual's life, but less is known about how this emotional upheaval in childhood influences achievement in the different domains of adult life.

To investigate the long-term impact of childhood bereavement, this preliminary analysis uses data from the 1970 British Cohort Study first to describe some of the characteristics of bereaved children and their families and second to investigate the correlates of childhood bereavement with measures of adult wellbeing.

Measures of well being outcomes for adults were available at age 30, namely educational qualifications obtained, general health, mental health, and employment status.
https://www.education.gov.uk/publications/RSG/AllPublications/Page1/CWRC-00081-2011

**Childhood Bereavement - A rapid literature review** (September 2011)
Bereavement is one of a range of difficult life events that children and young people may face. Among a nationally representative sample of children aged 5 to 16, 3.8 per cent had experienced the death of a parent or sibling.

This paper provides a brief overview of educational and psychological outcomes for children and young people bereaved of a parent or sibling, and the effectiveness of services provided for this group. It finds that whilst most children do experience some negative impact on psychological wellbeing in the short term, for the majority these difficulties do not persist or require specialist intervention. Evidence of impact on educational attainment is generally lacking.

The review focuses on two main aspects of childhood bereavement:
- its impact on children's outcomes, and
- the effectiveness of services or interventions intended to address childhood bereavement.

https://www.education.gov.uk/publications/RSG/AllPublications/Page1/CWRC-00082-2011

**Help for pupils get ready for secondary school** (21/09/11)
The Deputy PM has announced a £50m pupil premium summer school programme to help the most disadvantaged pupils make the transition from primary to secondary school.

The new summer schools will allow schools to pick the pupils in danger of falling back and provide them with 2 weeks of support and catch-up, so that they start secondary school ready to learn.

All pupils eligible for free school meals who are making the transition between primary and secondary school in September 2012 will attract the extra funding. Schools will make a judgement on which pupils need extra support in making the transition.
http://www.education.gov.uk/inthenews/inthenews/a00198358/50-million-to-help-pupils-get-ready-for-secondary-school

**Referrals, assessments and children who were the subject of a child protection plan (2010-11 Children in Need census, Provisional)** (28/09/11)

The key points from this release are:

Referrals and Assessments

- There were 612,600 referrals to children's social care services in y/e 31/03/11.
- There were 440,800 initial assessments completed - 64.3% within 7 working days and 75.7% within 10.

Children in Need

- There were 379,300 children in need at 31/03/11 (343.4 per 10,000).
- There were 736,400 episodes of need throughout the year.

Children who were the subject of a CP plan

- In y/e 31/03/11, 48,400 became the subject of a CP plan and 44,900 ceased to be the subject of a plan (42,300 at 31/03/10)

http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00196856/dfe-referrals-assessments-and-children-who-were-th

**Children Looked After by LAs in England (including adoption and care leavers) – y/e 31/03/11** (28/09/11)

Key Points from this release are:

- There were 65,520 looked after children, up 2% from 2010 and 9% since 2007.
- 27,310 children started to be looked after during the year, down 3%, but up 14% from 2007. Of these 35% are classed as being taken into care.
- 3,050 LAC were adopted during the year, down 5% and 8% respectively. Similarly there has been a decrease in the number of LAC placed for adoption. This figure has fallen from 2,720 in 2007, to 2,500 in 2010 with a further fall to 2,450 in 2011.
- 26,830 children ceased to be looked after during the year, up 6% from 2010 and 7% from 2007.
- Overall, for those children who started to be looked after during the year the main reason why they were provided with a service is because of abuse or neglect (54%), up from 48% in 2008.
- 74% of children looked after were in a foster placement.

http://www.education.gov.uk/researchandstatistics/statistics/a00196857/children-looked-after-by-local-authorities-in-engl

**Looked after children statistics 2011** (28/09/11)

- 65,520 children were looked after at 31/03/11, up 2% on 2010 and the highest number since 1987.
- The vast majority of children looked after in 2011, 74%, were in a foster placement.
- The number of adoptions has continued to fall, with 3,050 LAC adopted during the year, 5% cent fewer than in 2010.
- The number of children placed for adoption has also continued to fall, to 2,450, down 2% on 2010 and 10% on 2007.
- Only 60 children under 1 were adopted in the year, compared to 70 in 2010 and 150 in 2007.
- The average length of time children waited to be adopted was 2 years and 7 months.
- The proportion of care leavers not in education, employment or training has increased from 32% in 2010 to 33% in 2011.

http://www.education.gov.uk/inthenews/inthenews/a00198585/looked-after-children-statistics-2011

Comment by Children's Minister Tim Loughton

http://www.education.gov.uk/a00198585/looked-after-children-statistics-2011

**Childcare and Early Years Providers Survey 2010** (28/09/11)
Key findings from the survey:

- The survey recorded 105,100 providers of childcare and early years education, of which 15,700 were early years providers in maintained schools and 89,500 were childcare providers.
- The long term decrease in the number of active childminders continued and now stands at 47,400, down 7% since 2009 (in contrast to the other types of childcare provider whose numbers increased).
- There were an estimated 440,800 vacancies across all types of provider, 28% of which were in full day care settings.
- With the exception of sessional providers, there has been an increase in the estimated number of paid and unpaid staff working in all types of childcare settings since 2005, and the estimated total across all types of setting now stands at 434,100.
- 76% of staff in group-based childcare settings had a relevant qualification at level 3, up from 65% in 2007 and 73% in 09. The proportion of childminders with a level 3 qualification also increased, from 41% in 07 to 54%.
- In general there was little evidence that the financial situation of most types of provider had deteriorated in 2010. 66% of full day care providers and 74% of sessional providers reported that they had either made a profit or covered their costs in the previous financial year.

http://www.education.gov.uk/rsgateway/DB/STR/d001024/index.shtml

**Schools causing concern - guidance for local authorities** (23/09/11)
This is statutory guidance given by the DfE, on behalf of the Secretary of State, relating to schools causing concern.

S72 Education and Inspections Act 2006 places a statutory duty on all LAs in England, in exercising their functions in respect to schools causing concern as set out in Part 4 of the 2006 Act, to have regard to any guidance given from time to time by the Secretary of State. LAs must have regard to this guidance.
http://www.education.gov.uk/schools/leadership/statutoryguidance/g00192418/scc

**Pupil registration: Regulations and guidance** (21/09/11)
The pupil registration regulations govern the admissions and attendance registers that all schools must keep. They also regulate the power of special schools and maintained schools to grant leave of absence.

By law, schools are required to record in the attendance register - once at the beginning of the morning session and once in the afternoon - whether the pupil is present, absent, engaged in an approved, supervised educational activity off-site, or unable to attend due to exceptional circumstances as defined in regulation 6(5).

If a compulsory school-age pupil is absent, the register must show whether the absence is authorised or unauthorised. It must also record the nature of any approved, supervised educational activities.

This page shows amendments to the regulations and to national absence and attendance codes. New guidance is to be issued to reflect these changes.
http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/b0010008/pupil-registration-regulations-and-guidance

**Supporting independence? Evaluation of the teenage parent supported housing pilot - Final report – Brief** (September 2011)
The TPSH pilot involved 7 LAs providing 'enhanced support packages' for teenage parents, with a particular emphasis on those aged 16 and 17 and those not living with parents/carers (including those living in their own homes or supported housing).

Research was commissioned to evaluate the TPSH pilot, the aims of which were to assess the effectiveness of enhanced support packages in terms of the impact on outcomes for teenage parents (mothers and, insofar as possible, fathers) and their children; provide greater understanding of what the key components of an enhanced support package should look like; and, assess the cost effectiveness/value for money of each pilot authority's enhanced support package delivery model.
https://www.education.gov.uk/publications/RSG/AllPublications/Page1/DFE-RB158

**Process Evaluation of the Year 1 Phonics Screening Check Pilot – Brief** (Sep 2011)
The Phonics Screening Check for 5 and 6 year olds at the end of Year 1, is designed to be a summative assessment of phonics ability and includes a list of 40 words - half real, half pseudo - which each pupil reads 1 to1 with a teacher. By introducing the Check the Govt hopes to identify pupils with below expected progress in phonic decoding. These pupils will receive additional intervention and then retake the Check to assess the extent to which their phonics ability has improved, relative to the expected level.
The aim of the Pilot was to assess how pupils and teachers responded to different versions of the Check and its administration.
https://www.education.gov.uk/publications/RSG/AllPublications/Page1/DFE-RB159

**Someone on our side: Advocacy for disabled children and young people** (26/09/11)
Advocacy for disabled C&YP can lead to considerable improvements for them and their families, yet many are missing out on this vital support, says this report from The Children's Society.

The research has found that disabled C&YP often face barriers in accessing advocacy, even though they have a right to express their wishes and feelings when decisions are made about their lives. Lack of awareness around the role of advocacy means many miss out on this vital form of support. Other barriers include a lack of resources, specialist services and training opportunities for advocates.

The report found that advocacy was often only commissioned when cases were extremely complex and had reached serious levels of concerns. In some cases professionals felt that disabled C&YP were unable to express their views, yet the charity has seen first-hand the benefits of advocacy, however complex a need the disabled child or young person may have.

The charity has also produced a guide for commissioners, which looks at the legal framework for the provision of advocacy to C&YP and the benefits of a good advocacy service. The charity is urging LAs to ensure that access to advocacy is available for disabled children whether they live at home or in residential care.
http://www.childrenssociety.org.uk/news-views/press-release/disabled-children-and-young-people-missing-out-vital-advocacy-services
http://www.childrenssociety.org.uk/sites/default/files/tcs/someone_on_our_side_summary.pdf

**Autism spectrum disorders in children and young people: recognition, referral and diagnosis** (28/09/11)
At least 1 in 100 children under 3 has an ASD. This rising prevalence has increased demand for diagnostic services for C&YP of all ages in the health service. However, levels of understanding among healthcare professionals vary greatly across the UK.

Making a diagnosis can be difficult as there are lots of signs and symptoms, as well as coexisting conditions with similar features e.g. intellectual disability, ADHD, obsessive compulsive disorder. It is estimated that around 70% of people who have autism will have a co-existing condition.

This guidance recommends that local multidisciplinary autism teams are set up to support healthcare professionals and enable them to work together with schools, social care, the voluntary sector and other key services which can offer useful insight into this condition. This is to ensure that children and teenagers with possible ASD, as well as their parents or carers, receive the appropriate care and support they need.

Autism teams should lead on the referral and diagnosis of individuals with possible ASD, and should include a paediatrician, a child and adolescent psychiatrist, a speech and language therapist, a clinical or educational psychologist, and an occupational therapist. The teams should undertake diagnostic assessments where appropriate, and advise healthcare professionals about referrals.

Every autism diagnostic assessment should include an assessment of social and communication skills and behaviours through interaction with and observation of the child or young person, and consideration of any coexisting conditions. A profile of the child's or young person's strengths, skills, impairments and needs should be developed during their assessment. With consent, this can be shared with those involved in the child's education to help ensure the assessment will contribute to the child or young person's individual education plan and needs-based management plan.
http://www.nice.org.uk/newsroom/news/SetUpAutismTeamsToImproveServicesForUnder-18sSaysNICE.jsp

**Seasonal flu immunisation programme 2011/12 – Viroflu® vaccine and risk of fever in children under 5 years** (26/09/11)
This letter from Professor D M Salisbury, Director of Immunisation, provides advice to avoid use of Viroflu vaccine in children under 5 because of an increased risk of fever.
http://www.dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/Dearcolleagueletters/DH_130250
http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_130252.pdf

**Cigarette sales from vending machines banned** (01/10/11)
From today, the sale of tobacco from vending machines is prohibited across England. The ban has been introduced to prevent under-age sales to children and to support adults who are trying to quit.

Nearly all adult smokers started smoking before they turned 18 and every year more than 300,000 under-16s try smoking for the first time. Of the 11 to 15-year olds who smoke regularly, 11% say they buy their cigarettes from vending machines. It is estimated that 35m cigarettes are sold illegally through vending machines to children every year.
http://www.dh.gov.uk/health/2011/10/vending-ban/

**Improvements in managing concerns about doctors** (28/09/11)
New research suggests that the NHS is more willing and more determined to identify and deal with poor practice among doctors. The results suggest that the NHS has better systems for monitoring doctors' performance and that there is greater awareness of and commitment to high professional standards.

There has been a sharp increase in the number of doctors referred to the GMC by medical directors and other public bodies. The figure doubled to 1,395 between 07 and 2010, 1 in 5 of all complaints to the GMC.

Medical directors also reported an increased commitment among doctors themselves to reporting concerns, as well as patients feeling more empowered to complain.

The trend of increased medical referrals is matched elsewhere, with the nursing regulator (Nursing and Midwifery Council) and the NHS Information Centre both reporting a significant rise in complaints.

Alongside this work, the GMC is launching a new liaison service to support medical directors in dealing with concerns they may have about the doctors for whom they are responsible. It will also support them as the GMC introduces revalidation, a system which will require all UK doctors to demonstrate they are up-to-date and fit to practise on an ongoing basis.
http://www.gmc-uk.org/news/10581.asp

**Children in care in Wales to take control of their future** (29/09/11)
Young people in care in Wales are being given an opportunity to overcome their often traumatic start to life and take more control of their future through a new project run by the Fostering Network Wales.

Fostering Opportunities, a 2 year programme funded by Children in Need Wales, aims to help young people in care develop the skills they need to succeed and the confidence to speak up and influence the care they receive.
http://www.fostering.net/media/2011/children-care-wales-take-control-their-future

**Ofcom warns TV broadcasters to be more careful around watershed** (30/09/11)
Ofcom has issued new guidance on the TV watershed, warning broadcasters to be more careful about programmes they show before 9pm that could be unsuitable for children.

The guidance aims to help broadcasters comply with the Broadcasting Code rules for pre-watershed content.

Broadcasters are expected to pay particular attention to family viewing programmes, trailers and soaps. Ofcom advises broadcasters to take particular care with post-watershed content which has been edited for pre-watershed viewing e.g. by masking or editing offensive language.
http://media.ofcom.org.uk/2011/09/30/ofcom-warns-tv-broadcasters-to-be-more-careful-around-watershed/

**Children entering detention held solely under Immigration Act powers - August 2011** (29/09/11)
Monthly management information on children entering detention, held solely under Immigration Act powers.
http://www.homeoffice.gov.uk/publications/science-research-statistics/research-statistics/immigration-asylum-research/child-detention-aug20111?view=Standard&pubID=945642

**The shape of school inspection from 2012** (30/09/11
With a sharper focus on the judgements that matter most; even more time spent in the classroom, and a continued drive on raising standards, especially in reading, Ofsted has today published details of how the inspection of maintained schools will change from January 2012.

The new arrangements, which reflect provisions in the Education Bill, follow an extensive consultation and detailed piloting of the proposals in schools. Building on the strengths of the current system they are designed to ensure that inspection will have an even stronger impact on driving improvements in education and raising achievement for all pupils.
http://www.ofsted.gov.uk/news/shape-of-school-inspection-2012-0

**The draft framework for school inspection from January 2012** (30/09/11)
The framework for school inspection shows how the general principles and processes are applied to inspections of maintained schools and several other types of school in England. It sets out the statutory basis for inspection and summarises the main features of school inspections carried out under s5 of the Education Act 2005 from January 2012.

This is a draft framework and is marked as such because these changes to inspection arrangements are subject to Parliamentary approval when the Education Bill receives Royal Assent.
http://www.ofsted.gov.uk/resources/draft-framework-for-school-inspection-january-2012

**The draft evaluation schedule for the inspection of maintained schools and academies from January 2012** (30/09/11)
The evaluation schedule provides outline guidance and grade descriptors for the judgements that inspectors will report on when inspecting schools under s5 Education Act 2005 from January 2012.

This is a draft evaluation schedule and is marked as such because these changes to inspection arrangements are subject to Parliamentary approval when the Education Bill receives Royal Assent.
http://www.ofsted.gov.uk/resources/draft-evaluation-schedule-for-inspection-of-maintained-schools-and-academies-january-2012

**LA children's services inspections and outcomes** (29/09/11)
This page has statistics on the findings of inspections of LA children's services and children's services assessments.
http://www.ofsted.gov.uk/resources/official-statistics-local-authority-childrens-services-inspections-and-outcomes

**Inspection of residential provision in schools** (30/09/11)
A guide for independent and maintained boarding and residential special schools
http://www.ofsted.gov.uk/resources/inspection-of-residential-provision-schools
http://www.ofsted.gov.uk/sites/default/files/documents/inspection--forms-and-guides/i/Inspection%20of%20residential%20provision%20in%20schools.pdf

**Report template for children's centre inspections** (29/09/11)
This is the revised template for children's centres inspection report.
http://www.ofsted.gov.uk/resources/report-template-for-childrens-centre-inspections

**Framework for children's centre inspection** (27/09/11)
This shows how the general principles and processes are applied to these inspections in England. It sets out the statutory basis for inspection and summarises the main features of inspections from September 2011.
http://www.ofsted.gov.uk/resources/framework-for-childrens-centre-inspection
http://www.ofsted.gov.uk/sites/default/files/documents/inspection--forms-and-guides/f/Framework%20for%20children%27s%20centre%20inspection.pdf

**Monitoring inspections of schools whose overall effectiveness is satisfactory** (27/09/11)
This is the guidance for inspecting schools whose overall effectiveness is satisfactory under s8 Education Act 2005.
http://www.ofsted.gov.uk/resources/monitoring-inspections-of-schools-whose-overall-effectiveness-satisfactory
http://www.ofsted.gov.uk/sites/default/files/documents/inspection--forms-and-guides/m/Monitoring%20inspections%20of%20schools%20whose%20overall%20effectiveness%20is%20satisfactory.pdf

**Protocol for the selection of schools whose overall effectiveness is graded satisfactory for a monitoring inspection** (27/09/11)
This sets out the basis on which schools, whose overall effectiveness was judged to be satisfactory at their last inspection, are selected for a s8 monitoring inspection. The protocol applies to schools, which were inspected since September 2009 under the current s5 inspection framework.
http://www.ofsted.gov.uk/resources/protocol-for-selection-of-schools-whose-overall-effectiveness-graded-satisfactory-for-monitoring-ins
http://www.ofsted.gov.uk/sites/default/files/documents/inspection--forms-and-

**Annual report letter on the quality of the inspections and reports** (27/09/11)
Ofsted reports on the inspection of schools by the Bridge School Inspectorate, Independent Schools Inspectorate and the School Inspection Service.
http://www.ofsted.gov.uk/resources/annual-report-letter-quality-of-inspections-and-reports-bridge-school-inspectorate-bsi
http://www.ofsted.gov.uk/resources/annual-report-letter-quality-of-inspections-and-reports-independent-schools-inspectorate-isi
http://www.ofsted.gov.uk/resources/annual-report-letter-quality-of-inspections-and-reports-school-inspection-service-sis

**Ofsted Business Plan 2011-2015** (27/09/11)
This sets out Ofsted's vision and priorities. It has our Structural Reform Plan, which notes our key developmental activities over the next 2 years. It also includes a set of indicators demonstrating our cost and impact, and notes the outcome indicators in the DfE and Department for Business and Skills business plans to which Ofsted will contribute. This plan has been refreshed to reflect Ofsted's new Strategic Plan 2011-15.
http://www.ofsted.gov.uk/resources/ofsted-business-plan-2011-2015
http://www.ofsted.gov.uk/sites/default/files/documents/about-ofsted/o/Ofsted%20Business%20Plan%202011-2015.pdf

**Official statistics: Independent school inspections and outcomes, including regulation compliance** (27/09/11)
This page has statistics on the inspection of non-association independent schools in England.
http://www.ofsted.gov.uk/resources/official-statistics-independent-school-inspections-and-outcomes-including-regulation-compliance

**Raising standards, improving lives: The Office for Standards in Education, Children's Services and Skills Strategic Plan 2011-2015** (27/09/11)
Ofsted's Strategic Plan sets out what we aim to achieve, how we will track our progress and how we will help improve outcomes for children and learners. Ofsted's Strategic Plan 2011-15 builds on our work to deliver our Strategic Plan 2007-10 and focuses on what we need to do over the next four years to continue to raise standards and improve lives.
http://www.ofsted.gov.uk/resources/raising-standards-improving-lives-office-for-standards-education-children%E2%80%99s-services-and-skills-stra
http://www.ofsted.gov.uk/sites/default/files/documents/about-ofsted/o/Ofsted%20Strategic%20Plan%202011-15.pdf

**Ten years for early years** (26/09/11)
This September marks 10 years since Ofsted took over the responsibility for regulating and inspecting all registered early years childminding and childcare settings in 2001. Before 2001 the responsibility lay with 150 individual LAs. Each LA set different standards for providers to meet, and took a different approach to regulation and inspection. To accompany the change to Ofsted, the then DfES established a set of National Standards covering the 5 categories:

- full day care;
- sessional daycare;
- crèches;
- out of school care and
- childminding.

Ofsted developed a national system for regulation and inspection for all childcare providers, wherever they were located.

During the decade there have been several changes to early years regulation. We are continuing to listen to the views of parents and providers in our efforts to continue improving standards in all childcare. The trend over recent years has been one of continuous improvement in the quality of early years and childcare provision and inspection and regulation have played a significant role in achieving these improvements.
http://www.ofsted.gov.uk/news/ten-years-for-early-years

**Deferral policy for inspections of independent day, boarding and residential special schools** (26/09/11)
This updated document sets out Ofsted's policy for determining that an inspection of an independent school should not go ahead on the planned dates. It applies to: inspections of schools' education provision; inspections of boarding or residential provision in schools; and integrated inspections of education and boarding or residential provision.

The purpose of this policy is to ensure that decisions about the deferral, cancellation and rescheduling of inspections are taken consistently throughout the country. The policy does not apply to decisions to reschedule the start date of an inspection within five working days.
http://www.ofsted.gov.uk/resources/deferral-policy-for-inspections-of-independent-day-boarding-and-residential-special-schools
http://www.ofsted.gov.uk/sites/default/files/documents/inspection--forms-and-guides/d/Deferral%20Policy%20for%20inspections%20of%20independent%20day%2C%20boarding%20and%20residential%20special%20schools.pdf

**Guidance for children's centres** (26/09/11)
This guidance helps a children's centre prepare for its inspection.
http://www.ofsted.gov.uk/resources/guidance-for-childrens-centres
http://www.ofsted.gov.uk/sites/default/files/documents/inspection--forms-and-guides/g/Guidance%20for%20childrens%20centres.pdf

**Inspection of your children's centre** (26/09/11)
Ofsted has been asked by the Government to inspect all children's centres. Inspections are to check whether each children's centre is making good arrangements for families with young children to find out about and use the services they need to help their children. This leaflet has guidance for children's centres.
http://www.ofsted.gov.uk/resources/inspection-of-your-childrens-centre
http://www.ofsted.gov.uk/sites/default/files/documents/inspection--forms-and-guides/i/Inspection%20of%20your%20children%27s%20centre.pdf

**Responses to Ofsted's consultation on Inspection 2012: an evaluation report** (26/09/11)
This is a report on the outcomes of the consultation about the new school inspection arrangements for maintained schools and academies to be introduced in January 2012.
http://www.ofsted.gov.uk/resources/responses-ofsteds-consultation-inspection-2012-evaluation-report
http://www.ofsted.gov.uk/sites/default/files/documents/consultations/r/Responses%20to%20Ofsted%27s%20consultation%20on%20Inspection%202012.pdf

**Guidance on provider initial response investigations** (23/09/11)
The Compliance, Investigation and Enforcement handbook section 'Receiving and categorising concerns about compliance' sets out what constitutes a category three concern. In some category three cases we ask the provider to look into the concerns and report to us how they are meeting the legal requirements.

This supplementary guidance for the CIE team sets out the process for referral of category three concerns to a provider for a response and the actions to be taken when reviewing the response.

It applies to those providers on the Early Years Register or both the Early Years and Childcare Registers.

It does not apply to those providers who are only on the Childcare Register.
http://www.ofsted.gov.uk/resources/guidance-provider-initial-response-investigations
http://www.ofsted.gov.uk/sites/default/files/documents/other-forms-and-guides/g/Guidance%20on%20provider%20initial%20response%20investigations.pdf

**Compliance, investigation and enforcement handbook** (23/09/11)
This handbook sets out the legal background to our compliance and enforcement work and the extent of our powers. We use the handbook in our regulation of early years and childcare providers and children's social care services.
http://www.ofsted.gov.uk/resources/compliance-investigation-and-enforcement-handbook

**Schools and inspection: September 2011** (22/09/11)
This newsletter provides inspectors and stakeholders with information and guidance about our inspection work in schools.
http://www.ofsted.gov.uk/resources/schools-and-inspection-september-2011
http://www.ofsted.gov.uk/sites/default/files/documents/other-publications/s/Schools%20and%20Inspection%20September%202011.pdf

**Schools and inspection digest** (22/09/11)
The digest lists the key articles in *Schools and inspection* and its forerunner *Inspection Matters*. The newsletters provide inspectors and stakeholders with information and guidance about our inspection work in schools.
http://www.ofsted.gov.uk/resources/schools-and-inspection-digest
http://www.ofsted.gov.uk/sites/default/files/documents/other-publications/s/Schools%20and%20inspection-Inspection%20Matters%20digest.pdf

**Children's centres evaluation schedule and grade descriptors** (22/09/11)
The updated document sets out the judgements that inspectors will make and report on for children's centres from September 2011.
http://www.ofsted.gov.uk/resources/childrens-centres-evaluation-schedule-and-grade-descriptors
http://www.ofsted.gov.uk/sites/default/files/documents/inspection--forms-and-guides/c/Children%27s%20centres%20evaluation%20schedule%20and%20grade%20descriptors.pdf

**Conducting children's centres inspections** (22/09/11)
This updated guidance is designed to assist inspectors of children's centres in their work. It supplements that provided in the evaluation schedule and indicates the main activities that need to be undertaken from the time the centre is notified that it is to be inspected until the publication of the report. Children's centres can use the guidance to see how inspections will be conducted and may find it helpful when carrying out their self-evaluation.
http://www.ofsted.gov.uk/resources/conducting-childrens-centres-inspections
http://www.ofsted.gov.uk/sites/default/files/documents/inspection--forms-and-guides/c/Conducting%20children%27s%20centres%20inspections.pdf

**Leadership of more than one school** (22/09/11)
This survey evaluates the impact on provision and outcomes for pupils where leadership responsibility is shared between federated schools. It looks in particular at a sample of schools that are in federations which have one governing body and in the majority of cases, share a headteacher or an executive headteacher. It also considers the path taken by schools that make the decision to federate and to share leadership in this way.

You can also see related information in the NCSL report
***A study of the impact of school federation on student outcomes***.
http://www.ofsted.gov.uk/resources/leadership-of-more-one-school

**Schedule for the release of official statistics** (28/09/11)
This updated document announces the planned schedule for the release of official statistics by Ofsted for Sep 11 to Sep 12. Specific release dates will be announced at least a month in advance of release.
http://www.ofsted.gov.uk/resources/schedule-for-release-of-official-statistics

**'Leadership of more than one school. An evaluation of the impact of federated schools',** (22/09/11)
In this survey of federations where schools have joined together to raise standards, improvements have been seen in the 3 key areas of teaching and learning, behaviour and pupils' achievement.

Federation means that leadership arrangements are shared. The report looked at a sample of schools federated under one governing body and, in most cases, sharing an executive headteacher.

There was an improvement in outcomes in all the federations visited. In each case, federation contributed to this. The report recommends that schools entering a federation should make sure there is a sharp focus on the benefits to pupils' education.
http://www.ofsted.gov.uk/news/federated-schools-see-improved-outcomes-ofsted

**Involvement strategy 2011-15** (21/09/11)
This strategy sets out how we will encourage and promote the involvement of the people who use the services we inspect. We do this as a driver for improvement in the services we inspect and in how Ofsted works as an organisation.
http://www.ofsted.gov.uk/resources/involvement-strategy-2011-15
http://www.ofsted.gov.uk/sites/default/files/documents/other-forms-and-

**Career-break teachers want to return to the classroom** (26/09/11)
A new survey estimates that at least 16,000 teachers who left the classroom in the past 5 years have tried to return, without success. Over 1/3 are under 40 and of those who are secondary teachers, 1/3 are qualified to teach core shortage subjects – maths, sciences and modern languages.

The survey highlights the key barriers for those who have been out of the profession for more than a year as being family commitments, a lack of part-time opportunities and not enough suitable vacancies.
http://www.tda.gov.uk/about/media-relations/press-releases-2011/26-09-2011.aspx

**More mental health support needed for students in higher education** (30/09/11)
The Royal College of Psychiatrists has published a new report which calls for more investment in mental health support for university students, amid concerns that some students with mental health problems may be missing out on the help they need.

According to the authors, the student population has changed enormously over the last decade. Overall student numbers have grown, more students are entering higher education from socially and culturally-diverse backgrounds, and there are growing numbers of international students. Students are also struggling with rising debt and fewer employment opportunities – all of which may be impacting on their mental health and well-being.
http://www.rcpsych.ac.uk/press/pressreleases2011/studentmentalhealth.aspx

# Consultations

**Proposed changes to allow qualified teachers from further education and from the United States, Canada, Australia and New Zealand to become permanent teachers in English schools** (22/09/11)
We want to give schools greater freedom to appoint the right teachers for their pupils. This consultation sets out changes to the qualifications regulations and induction regulations for teachers in England. The changes will give qualified teacher status to QTLS holders and fully qualified teachers from the US, Canada, Australia and New Zealand.

Closing Date: 16th December 2011
http://www.education.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1778&external=no&menu=1

**Simplification of Criminal Law: Kidnapping** (28/09/11)
This consultation is open to specialists and the general public.

Through this consultation, the Law Commission is seeking views on its provisional ideas for reform of the common law offence of kidnapping. The existing definition of kidnapping is unclear and leaves room for confusion. The Commission aims to clarify the definition of kidnapping, rectify the problems associated with the current law and ensure that all types of kidnapping can be dealt with efficiently by the courts.

Closing date: 27th December 2011
http://www.justice.gov.uk/lawcommission/consultations/1674.htm

**Revised Statutory Guidance on the Roles and Responsibilities of the DCS and LMCS** (30/09/11)
The Children Act 2004 requires LAs to appoint a Director of Children's Services and Lead Member for Children's Services for the purposes of discharging the education and children's social services functions of the local authority.

This consultation seeks views on revised statutory guidance for local authorities on the roles and responsibilities of the DCS and LMCS. Following consultation, the guidance will be revised and will replace the version issued in 2009.

Closing Date: 6th January 2012
http://www.education.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1771&external=no&menu=1

**Have your say on the future of policing** (23/09/11)
The government has published a consultation inviting members of the public to have their say on how complaints against Police and Crime Commissioner's are handled.

Police and Crime Commissioners are at the heart of the government's plan to cut crime and reconnect the public with the police. Elections are due to be held November 2012.

This consultation focuses on how criminal and non-criminal allegations against Police and Crime Commissioners will be handled.

Closing Date: 21st October 2011
http://www.homeoffice.gov.uk/media-centre/news/pcc-complaints

## Consultations (continued)

**Consultation on Potential for an Institute for Youth Work Launched** (29/09/11)
The NYA, as part of its work with the Catalyst consortium, has launched a consultation to assess the potential for an Institute for Youth Work.

The consultation aims to capture the youth sector's desire for the development of an Institute for Youth Work and thoughts and views on how it would potentially operate.

The concept of an Institute for Youth Work has been debated for many years. Now, through its work with Catalyst – a consortium of four organisations coordinated by NCVYS, working with the DfE as the strategic partner for young people as part of the Dept's wider transition programme for the sector – the NYA is assessing the feasibility of taking the idea further.

The first phase of this work will be to identify whether the notion for an Institute for Youth Work is supported, in principle, by the sector and will focus on capturing viewpoints from all levels - students through to senior youth work practitioners.

Closing Date: 30th November 2011
http://www.ncvys.org.uk/blogs.php?act=view_topic&id=239
http://www.nya.org.uk/news/For%20further%20details%20visit%20http://www.nya.org.uk/exploring-an-institute-for-youth-work

# Conferences

**Family Justice System: Improving Outcomes for Children & Families**
10th November 2011 London £225 + VAT
Delay and cost in public law care proceedings is overwhelming the capacity of the family courts. Responsibility for change falls between Govt Depts and LAs, paralysing the child protection system. The Family Justice Review was asked to undertake a fundamental re-evaluation and to make recommendations for reform.

The two main areas were:
- Promotion of informed settlement of disputes, in place of the adversarial nature of the current system; and
- Management of family justice system, re-focusing on needs of children and families.

Delegates will be able to examine the core message and key recommendations and look at issues including:
- Impact of establishing a Family Justice Service
- How Local family justice boards will work
- Funding arrangements
- Implications for LA social workers and legal staff
- Implications for the training of professionals in family justice
- How to ensure proper case management
- Achieving culture change among family justice professionals
- Time limits for care proceedings
- How to ensure the child's voice is heard
- Dispute Resolution Services
- Reducing court scrutiny of care plans
- The role of Parenting Agreements

http://www.westminster-briefing.com/home/event-detail/newsarticle/family-justice-system-improving-outcomes-for-children-families/

**Working in Partnership to Transform Child Protection: Delivering a Child-Centred System**
3rd November 2011 London
£195 - £395 + VAT

Delegates at this conference will:
- Explore the Govt's response to the Munro Review recommendations for developing a child-centred protection system
- Explore how to work in partnership to improve early intervention and prevention
- Examine how to up-skill the social care workforce, through better training and career development
- Consider how to improve and expand multi-agency working, increasing accountability and sharing best practice

http://publicpolicyexchange.co.uk/events/BK03-PPE.php

**Child and Adolescent Health and Well-Being: Confronting Parental Alcohol Misuse and its Effect on Children**
10th November 2011 London
£195 - £395 + VAT

Delegates at this conference will:
- Explore what strategic and practical steps must be taken to better tackle parental alcohol misuse
- Consider how to increase awareness and understanding of alcohol misuse amongst the public and practitioners
- Examine how to safeguard children against the harmful psychological impacts of parental alcohol misuse
- Discuss how to strengthen multi-agency working to deliver a holistic, 'whole family' approach

http://publicpolicyexchange.co.uk/events/BK10-PPE.php

## Conferences (continued)

**Child Protection Conference**
28th November 2011 London
£225 - £545 + VAT

In Professor Munro's final report, key recommendations include children to be better protected by reducing bureaucracy, moving from compliance to a learning culture and developing a multi-agency systems approach to case reviews.

This conference provides an opportunity to hear about the implications arising from these recommendations and their far reaching repercussions for all safeguarding stakeholders.

Sessions will focus on:

- The future of child protection following the Munro Review
- Ofsted inspections and intervention for children at-risk
- Where and how designated professionals will continue to fulfil their duties during organisational transition
- The role of voluntary sector providers
- Improving internet safety at schools
- Preventing child sexual exploitation

http://www.capitaconferences.co.uk/public-sector-conferences/childrens-services/full-conference/article/child-protection-conference.html?code=EMRS&utm_source=http%3a%2f%2femail.capitaconferences.co.uk%2fcapitaconferenceslz%2f&utm_medium=email&utm_cam

**Safer Recruitment and Employment Practices**
29th November 2011 London
£225 - £445 + VAT
With the Education Bill and Protection of Freedoms Bill having implications for safeguarding and schools, this half day event delivers legal insight and recommendations on the commitment to scale back CRB checks and deal with allegations against staff.

This event provides an opportunity to those involved in safer recruitment protocols to get to grips with these changes and learn how to better handle recruitment and employment processes within an organisation.

- Hear from the ISA about changes to the position on CRB checks and to the VBS
- Equip yourself with legal insights into how the Education Bill will impact on safeguarding practice
- Understand how to deal with the abuse of children and the importance of organisational culture in maximising safeguarding within organisations
- Learn about the impact of safeguarding in schools and what you need to do to comply with safer recruitment measures

http://www.capitaconferences.co.uk/public-sector-conferences/childrens-services/full-conference/article/safer-recruitment-and-employment-practices.html?code=EMRS&utm_source=http%3A%2F%2Femail.capitaconferences.co.uk%2Fcapitaconferenceslz%2F&utm_medium=email&utm_cam=&cHash=e380d465da

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