
Work-related Learning and Child Protection



Legal updates from Tony Johns – January 2010

FAO: UK Schools, Local Authorities, Colleges, 14-19 Partnerships, Education Business Organisations, Young Apprenticeship partners, Diploma Partnerships and planning groups, Training Providers, Work Experience Providers, Child Protection Teams, Mentoring Projects, Enterprise Advisers. ***Please find below useful updates – please cascade to your email network:***

Apologies for the absence of a December update. I was working at sea for the month of December and the satellite connection from the ship was so slow it would have been out of date by the time it got to you.

The end of 2009 brought to us Sir Roger Singleton's recommendations to make sure that the Government's Vetting and Barring scheme draws the line in the right place and protects children without getting involved in private arrangements between parents and friends. He pledged to make the necessary adjustments to the rules of the scheme to ensure it strikes the right balance between protecting children and vulnerable adults without being unnecessarily burdensome. It is estimated that once these adjustments have been put in place, the number of people who will be required to register will fall from 11 million to nine million.

Sir Roger was asked by Ed Balls in September to check that the line was drawn in the right place in relation to those who have to register with the scheme because of the frequent or intensive nature of their contact with children. In his report, Drawing the Line, he recommends that private arrangements between parents and friends should continue to remain outside the scheme. But where an organisation makes the decisions on which adults should work with their children then the requirement to register will apply.

Sir Roger's recommendations include:

- Where organisations such as schools, clubs or groups make the decisions as to **which adults should work with their children** then the requirement to register with the VBS should apply, subject to the frequent and intensive contact provision
- The **frequent contact test** should be met if the work with children takes place **once a week or more** (at present the test is if activity happens as often as once a month). The **intensive contact test** should be met if the work takes place on **4 days in one month or more** or overnight (this change is designed to make the scheme easier to understand and put into practice, since at present the test is 3 times in every 30 days or overnight)
- **Individuals who go into different schools** or similar settings to work with different groups of children should not be required to register unless their contact with the same children is frequent or intensive
- The **minimum age of registration for young people** who engage in regulated activity as part of their continuing education should be reviewed. The Government will make immediate changes to the rules so that 16, 17 and 18-year-olds in education will not be required to register
- **Overseas visitors bringing their own groups of children to the UK** e.g. to international camps or the Olympics, should have a three months exemption from the requirement to register for the work they do with children they have brought to the UK
- **Exchange visits lasting less than 28 days**, where overseas parents accept the responsibility for the selection of the host family, should be regarded as private arrangements and will not require registration

Some important and refreshing modifications for those us concerned with complex arrangements to engage and motivate the 14-19 group, with the promise of more to come! Onwards and upwards!

Tony Johns – Fri 29th Jan 2010

Safeguarding 14-19

London Victoria Fri 19th March 2010 - £245 plus VAT

- *CRB disclosures, vetting & barring scheme regulated and controlled positions*
- *identifying dangerous persons and groups*
- *grooming techniques, paedophile profiles*
- *work-related learning, increased flexibility*
- *placement supervisors, extended opportunities*
- *employer engagement and safeguarding*
- *visits, trips, residential's, sports & coaching*
- *lecturers, trainers, mentors, champions*
- *practical safeguarding risk assessments*
- *assessing worrying disclosures*

This legal responsibilities and practical application to 14-19 specific activities is **certificated** training for child protection officers; Local Authority 14-19 advisers; Diploma partners; school and college work-related learning and work experience co-ordinators; senior managers, education social workers, education business links organisations, enterprise advisers, youth offending teams; Connexions, employer partners; workplace supervisors; training providers; mentors, sports coaches and 2012 Olympics organisers. Presenters, Tony Johns and Michael Hames, former Chief Superintendent of the Paedophile unit at New Scotland Yard. Email tonyjohns@enterprise.net for details and/or booking. If you would like to organise this course in your area at a discounted cost please contact us for a quote.

Drawing the line

Sir Roger Singleton's recommendations to make sure that the Government's Vetting and Barring scheme draws the line in the right place and protects children without getting involved in private arrangements between parents and friends. He pledged to make the necessary adjustments to the rules of the scheme to ensure it strikes the right balance between protecting children and vulnerable adults without being unnecessarily burdensome. It is estimated that once these adjustments have been put in place, the number of people who will be required to register will fall from 11 million to nine million.

<http://publications.everychildmatters.gov.uk/eOrderingDownload/DCSF-01122-2009.pdf>

Where Next for Pupils Excluded from Special Schools and Pupil Referral Units? (24/09/09)

This research tracked a group of pupils permanently excluded from special schools and pupil referral units (PRUs) and examined the events and processes that led to their exclusion, as well as their subsequent education and other outcomes. Twenty-two of the young people included had been permanently excluded from special schools and six from PRUs.

<http://www.dcsf.gov.uk/research/programmeofresearch/projectinformation.cfm?projectId=14862&type=5&resultspage=1>

<http://www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RB164.pdf>

<http://www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RR163.pdf>

Young people: know your rights

Young women and men may find themselves being treated unfairly because of their gender, age, disability, race, religion or belief, sexual orientation or transgender status. This can happen whether they are at school, school leavers making career choices, new employees, part-time workers, students in further or higher education, apprentices or trainees. The EHRC has put together some advice resources that should be useful if someone is experiencing discrimination as a young person.

- Young people have asked us these questions
- Know your rights
- Getting help and advice
- Downloads and resources

<http://www.equalityhumanrights.com/your-rights/young-people-know-your-rights/>

Health and Safety of Learners Outside the Classroom (HASLOC) - Revision of guidance

HASLOC will replace Health and Safety of Pupils on Educational Visits: a good practice guide 1998 and the 3-part supplement published in 2002. HASLOC will have a wider audience across all children's services (not just schools). It sets out the enabling nature of sensible risk management and how to reduce 'red tape'. It flags up the lessons learned from serious incidents. HASLOC also sets out how and why staff can expect to be treated fairly if a participant is injured despite their care. In general HASLOC works at a high level and leaves most of the detail to the operational parts of the Learning Outside the Classroom Council's website which will carry downloadable material. In this consultation, we seek views and suggestions to help us make this an accessible, user-friendly and effective guide for front-line professionals.

Closing Date: 8th February 2010

<http://www.dcsf.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1599&external=no&menu=1>

http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2009_0209

New global education funding to benefit thousands of UK school children (02/11/09)

Thousands more children in the UK and overseas could get involved in the government's Global School Partnership Programme thanks to new starter grants launched today by International Development Minister Mike Foster. The new funding provides 1,000 £250 starter grants for teachers to develop global education within the curriculum and establish school partnerships with developing countries. They are funded by the Department for International Development and can be used towards lesson cover and travel costs for teachers to attend information workshops and also in-school training to build development education expertise.

<http://nds.coi.gov.uk/Content/detail.aspx?NewsAreaId=2&ReleaseID=408166&SubjectId=2>

Children's Secretary writes to Sir Roger Singleton to ask for views on physical punishment

In this letter, Ed Balls explains that corporal punishment is banned in maintained schools and full-time independent schools, but there are concerns that the reasonable punishment defence may be available to those who teach in certain part-time educational and learning settings e.g. religious instruction that children attend at the weekend. The defence of reasonable punishment can be raised where a person who is a parent or acting in loco-parentis pleads as a defence to a charge of assault that his or her actions constituted reasonable punishment of the child. Section 58 Children Act 2004 provided that this defence cannot be pleaded in respect of offences of ABH, GBH and cruelty to a person under 16, but a parent who gives a mild smack to a child that does not constitute one of these more serious offences remains able to plead the reasonable punishment defence. Mr Balls says he wants to establish a clear understanding of the issues, but whilst the Government does not condone smacking, it does not want to criminalise parents who decide to administer a mild smack.

http://www.dcsf.gov.uk/news/content.cfm?landing=ed_balls_writes_to_sir_roger_singleton_to_ask_for_views_on_physical_punishment&type=1

<http://www.dcsf.gov.uk/news/images/userfiles/file/Ed%20Balls%20to%20Sir%20Roger%20Singleton%20180110.pdf>

<http://www.dcsf.gov.uk/news/images/userfiles/file/Vernon%20Coaker%20to%20Ann%20Cryer%20180110.pdf>

LAC (2312090002) - ContactPoint Grant: 2010-11 (14/01/10)

This circular sets out the grant allocations, conditions of grant and payment arrangements, relating to the ContactPoint Grant 2010-11. The Accountability Framework for ContactPoint operations and compliance templates (Annex F) are also attached.

<http://www.dcsf.gov.uk/everychildmatters/news-and-communications/local-authority-circulars-2008-2011/lac2312090002/>

<http://www.dcsf.gov.uk/everychildmatters/download/?id=7276>

<http://www.dcsf.gov.uk/everychildmatters/download/?id=7277>

HSE myth of the month: It's OK to get a general handyman to work on gas appliances (Jan 10)

Gas and cowboys don't mix! Anyone employed to work on gas appliances must be listed on the Gas Safe Register. If the person isn't registered then they might not be safe and they are also breaking the law. Incorrectly fitted or badly repaired gas appliances can lead to carbon monoxide poisoning, gas leaks, fires and explosions.

Children in care Barnado's conference

Baroness Delyth Morgan speech (20/01/10)

http://www.dcsf.gov.uk/speeches/search_detail.cfm?ID=979

<http://www.dcsf.gov.uk/speeches/media/documents/DM%20-%20Barnardos%20care%20conference%2020.1.10%20.doc>

The Diploma Support e-bulletin January 2010 Face-to-face support and development

A range of free face-to-face support and development is now available to all Diploma consortia.

You can access a range of support modules, each one focusing on a specific area of Diploma preparation or delivery, at www.diploma-support.org/facetoface

Only 1% of kids' packed lunches meet school meal nutritional standards (13/01/10)

Only 1% of primary schoolchildren's packed lunches meet the nutritional standards set for school meals in England, a study by Journal of Epidemiology and Community Health suggests. Findings of the study include:

- Crisps, sweets, and sugary drinks still dominate over fruit and veg despite the government's drive to make lunchboxes healthier
- Half of UK children eat a packed lunch - equating to 5.5bn lunches a year
- All of the 1,300 children in the study, aged between 8 and 9, took a packed lunch to school on at least 1 day of the week
- Almost 9 out of 10 ate a packed lunch every day
- Only 1 in 5 packed lunches contained any vegetables or salad

Judy Hargadon, School Food Trust's Chief Executive, re-affirmed school lunches as the healthiest option for children, now that new nutritional standards for school lunches have been brought in. These standards say school lunches must contain protein-rich foods such as chicken and low fat starchy foods like pasta, as well as vegetables, fruit and dairy products.

Download a 3 week plan for healthy packed lunches.

<http://resources.healthyschools.gov.uk/v/b824d42b-d0cd-4af0-b758-9cfd009e904e?c=8d58bfca-39d1-4d7d-927a-9cb501033fb9>

<http://news.bbc.co.uk/1/hi/health/8451828.stm>

http://www.schoolfoodtrust.org.uk/news_item.asp?NewsId=215

http://www.schoolfoodtrust.org.uk/UploadDocs/News/documents/sft_low_cost_packed_lunch_recipes.pdf

Rationale, Aims and Objectives for Visits by LAs and the HSE to Open Farms

Following outbreaks of E.coli, all LAs in GB were advised to inspect open/petting farms where they have enforcement responsibility for compliance with HSE guidance. The programme was extended to include farms to which, as a minor or secondary activity, public are invited and which facilitate direct contact with the animals. LAs have been asked to feedback on any key business compliance issues, views on HSE guidance, and visitor behaviour e.g. hand washing. Similar information will be collated by HSE. The aims are to:

- Provide reassurance that controls in place at farm visitor attractions are satisfactory
- Provide information and evidence which may inform the 'Independent Investigation into the E.coli O157 outbreak at Godstone Farm in 2009'.

The objectives are:

1. To ensure that appropriate control measures are in place with respect to:
 - layout of the farm and the segregation of visitor areas from the working farm
 - identification, segregation and cleanliness of animal contact areas
 - designation, location and management of eating/picnic areas
 - provision and management of washing facilities
 - provision of appropriate information and signage for visitors
 - training and supervision of staff
 - livestock management arrangements; and
 - arrangements for liaison with schools and other organisations which intend bringing parties of children to site for educational or leisure purposes.
- 2 To take appropriate enforcement action as and where necessary.

4. To feedback information to HSE; and to provide the information collated as required in support of the Godstone investigation and to share it in respect of any longer term review of HSE guidance Current guidance is set out in "Avoiding ill health at open farms - Advice to farmers (with teachers' supplement)" <http://www.hse.gov.uk/agriculture/articles/ecoli-rationale.htm>
<http://www.hse.gov.uk/pubns/ais23.pdf>
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Monitoring inspections of schools that are subject to special measures

This is the guidance for inspecting schools that are subject to special measures under section 8 of the Education Act 2005.

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Monitoring-inspections-of-schools-that-are-subject-to-special-measures>
<http://www.ofsted.gov.uk/content/download/10683/127624/file/Monitoring%20inspections%20of%20schools%20that%20are%20subject%20to%20special%20measures.doc>

Monitoring inspections of schools with a notice to improve

This is the guidance for inspecting schools with a notice to improve under section 8 of the Education Act 2005.

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Monitoring-inspections-of-schools-with-a-notice-to-improve>
<http://www.ofsted.gov.uk/content/download/10687/127644/file/Monitoring%20inspections%20of%20schools%20with%20a%20notice%20to%20improve.doc>

Monitoring inspections of schools whose overall effectiveness is satisfactory

This is the guidance for inspecting schools whose overall effectiveness is satisfactory under section 8 of the Education Act 2005.

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Monitoring-inspections-of-schools-whose-overall-effectiveness-is-satisfactory>
<http://www.ofsted.gov.uk/content/download/10685/127634/file/Monitoring%20inspections%20of%20schools%20whose%20overall%20effectiveness%20is%20satisfactory.doc>

Grandparents

Plans include:

- ensuring children's centres are accessible and welcoming to all those who care for children, including grandparents.
- a website for grandparents 'BeGrand' with advice on getting involved in their grandchildren's lives e.g. online advisors, directory of services, peer support.

New support for grandparents during family breakdown includes:

- Simplifying the legal process by removing the requirement to apply for the court's permission before making an application for contact with grandchildren
 - Improving information about the legal and other options available so they can maintain relationships with their grandchildren when parents separate.
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Educational Visits Guidance Wales

Educational visits can help to enrich young peoples' learning, raise their self esteem, increase motivation and appetite for learning and raise levels of achievement. Learning outside the classroom is a strong theme that runs through all stages of education in Wales. Visiting new areas and exploring new environments broadens young peoples' horizons and can deepen awareness of their own and others' abilities and needs. Visits can improve understanding between young people and their leaders and allow for improved working relationships. This guidance sets out a common framework for management of educational visits across all LAs in Wales. It reflects good practice in all types of educational visit - no matter who is doing the providing or who the learning. This document outlines one approach but is not an authoritative interpretation of the legal framework underpinning the responsibilities associated with educational visits. While intended for use by LAs, this guidance will also be a useful resource for others organising off-site visits for young people.

http://new.wales.gov.uk/topics/educationandskills/learningproviders/providers_health_and_safety/educationalvisits/?lang=en

Clinks Volunteering Guides (January 2010)

Clinks, which supports other charities that work with offenders and their families, has published guides to support organisations in their day-to-day work with offenders (includes young offenders). These have been developed with the expertise of Volunteering England, Charities Evaluation Services, and the Mentoring and Befriending Foundation. Targeted at those who involve volunteers, or provide mentoring and befriending services to offenders and ex-offenders, they are designed to support organisations established or setting up. Titles include:

- Setting up a project
- Managing volunteers
- Demonstrating effectiveness
- Quality standards

<http://www.clinks.org/volunteeringguides.aspx>

<http://www.cypnow.co.uk/bulletins/Daily-Bulletin/news/978982/?DCMP=EMC-DailyBulletin>

Data Protection Officer Conference

3rd March 2010 Manchester Free

This event will be an opportunity to share ideas and experiences on dealing with the challenges Data Protection Officers face, and to hear from expert speakers. The event will be opened by David Smith, Deputy Information Commissioner, followed by Christopher Graham Information Commissioner and Christine Goodfellow Director for Improving Information Sharing and Management Programme at the DCSF. The afternoon session will feature Robin Wilton of Future Identity who will be discussing digital security and privacy. There will also be a series of interactive workshops. This event is targeted at Data Protection Officers; places will be allocated on a first come first served basis to individuals operating as Data Protection Officers for their organisations. No more than 2 delegates will be able to attend per organisation. Closing date for registration: 11th Feb 2010

http://www.ico.gov.uk/about_us/news_and_views/current_topics/dpo_conference_2010.aspx

School Travel; Safer, Greener and Healthier Journeys

23rd March 2010 London half day

This Select Committee report tells education and transport ministers they must do more to produce a shift away from cars towards public transport, through dedicated school transport including 'Yellow Buses.' There is growing concern about congestion and its impact on our environment and air quality, and the health and inactivity of children. The Government is committed to bring about a step change in pupils, parents and school staff school travel plans. The Education and Inspections Act places a new duty on LAs to prepare and publish a sustainable school travel strategy leading to both health and environmental benefits. There is also provision for a small number of "Pathfinder" LAs to pilot innovative approaches, supporting school choice, reducing distances pupils are expected to walk to school and increasing the proportion travelling by sustainable means. The Govt's Low Carbon Transport Greener Future strategy also shows how transport will make a major contribution to reduce CO2 emissions. Effective and well designed travel plans will not only have an impact on the environment but on the health and well being of the child. The Government has made great efforts to reduce the number of children killed or injured in road accidents. The Child Road Safety Strategy 2007 sets out an action plan to reduce, by 50%, the number killed or seriously injured on our roads by 2010. This forum will offer delegates the opportunity to examine whether this target has been met. This forum will offer delegates the opportunity to discuss how they can align their school travel plans with national and local sustainable and healthy living priorities.

<http://www.insidegovernment.co.uk/children/school-travel/>

Safeguarding Knowledge Workshops

11th March 2010 North West
16th March 2010 South West
17th March 2010 East Midlands, West Midlands
23rd March 2010 South – South East, London

25th March 2010 North East, Yorkshire & Humber

Following the successful delivery of a series of national Safeguarding conferences, C4EO's Regional Workshops relating to Safeguarding will cover:

- What are the circumstances, characteristics and prevalence of families that are resistant to change?
- What challenges to practice and oversight are raised by a lack of positive change for families?
- What can you do that is effective for families where positive change is difficult?
 - Explore what data can tell us
 - Debate key issues
 - Exchange knowledge
 - Access support
 - Consider commissioning implications

Delegates should be those responsible for driving change and improvements in local safeguarding arrangements, in areas such as quality assurance, workforce development and training, change management or evidence informed practice.

<http://www.c4eo.org.uk/events/default.aspx#events>

http://www.c4eo.org.uk/events/files/safeguarding/safeguarding_what_works_in_protecting_children.pdf

Campaign to boost confidence of children with special educational needs (06/01/10)

Ed Balls has launched a campaign focused on improving attitudes towards children with SEN and building their self-esteem. The 'My Way!' campaign will run in First News, the children's weekly newspaper and will be fronted by Henry Winkler. Henry's dyslexia wasn't picked up until he was 30 and this has motivated him to change perceptions of SEN and inspire young people. The campaign will:

- Raise awareness of learning differences among children, teachers, schools, and parents. Around 1 in 5 school aged children need additional help in school of some form. Needing help with learning is not unusual and many children receive some additional support during their time at school.
- Improve attitudes towards children with learning differences among children who do not have SEN. Many children with special learning needs can feel different and become isolated at school and socially – bullying is a particular issue.
- Encourage and allow pupils to share their experiences of learning, to talk about how they like to learn, what they like about their school, and the differences and similarities that they notice.
- Inspire young people with SEN. Many successful people, both those who have become famous and those in everyday lives have experienced learning difficulties at school. 'My Way!' will share their experiences and those of successful schools, education professionals, parents and pupils.

http://www.dcsf.gov.uk/news/content.cfm?landing=henry_winkler_leads_campaign_to_boost_confidence_of_children_with_special_educational_needs&type=1

What is the law on physical punishment in the UK? What do we know about attitudes to physical punishment?

This NSPCC factsheet looks at the legal aspect of physical punishment and summarises the reasons why people are for or against it.

http://www.nspcc.org.uk/Inform/research/questions/physical_punishment_law_attitudes_wda70205.html

Children, Schools and Families - Committee First Report: School Accountability

This report concludes that the complexity of the school accountability and improvement system in England is creating a barrier to genuine school improvement based on the needs of individual schools and their pupils. The committee said it received evidence that schools feel coerced and constrained by the outcomes of Ofsted inspection and programmes, such as National Challenge. It adds that they consistently noted the adverse effects of targets on education of children and young people. The report recommends that the Government should:

- refrain from introducing frequent reforms and allow schools a period of consolidation
- revisit the proposals for reform of the school accountability and improvement system set out in the 21st Century Schools White Paper with a view to giving more substance to its claims that schools are responsible for their own improvement.
- seek means of delivering support and challenge to schools without what many witnesses perceived as a harmful 'naming and shaming' approach endemic in the current system

<http://www.publications.parliament.uk/pa/cm200910/cmselect/cmchilsch/88/8802.htm>












Safer Internet Day - 9th February 2010

European Safer Internet Day is supported by countries throughout Europe and during the week, a range of activities will be taking place across the continent to help protect young people online. The theme for SID10 is 'Think Before You Post' and CEOP hope to make the whole week (8th February – 12th February 2010) a week of action in the UK. Thinkuknow's Safer Internet Day 2010 website will help to identify regional and national activities that you may wish to promote or get involved with, as well as highlight various resources that will help you raise awareness in your area.

<http://www.thinkuknow.co.uk/saferinternetdayuk/default.aspx?AspxAutoDetectCookieSupport=1>
<http://www.thinkuknow.co.uk/saferinternetdayuk/default.aspx?AspxAutoDetectCookieSupport=1>

Multi-agency safeguarding audit tools

Government Office for London and the London Safeguarding Children Board have created this pack of multi agency safeguarding audit tools for LSCBs to use as part of their quality assurance activity. The work was requested by London DCSs and was the subject of five consultation workshops. The pack consists of:

-  [Purpose Of multi agency auditing](#) – which describes the rationale for this approach to auditing and how it fits into the LSC improvement cycle
 -  [Guidance On Use Of The Audit Tools](#) – which describes how to scope and set up multi agency audits.
 -  [A Multi Agency Early Intervention Audit Instrument.](#)
 -  [Early intervention grading guidance](#)
 -  [A Multi Agency Child In Need Audit Instrument.](#)
 -  [Child in need grading guidance](#)
 -  [A Multi Agency Child Protection Audit Instrument.](#)
 -  [Child protection grading guidance](#)
 -  [A Multi Agency Looked After Children Audit Instrument.](#)
 -  [Looked after children grading guidance](#)
 -  [An Example Of A Completed Overview Report.](#)
- <http://www.londonscb.gov.uk/>
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Plans unveiled for free laptops for low income families (11/01/10)

Thousands of families will be able to claim free computers and internet access under a Government drive to boost the achievements of children from lower income families. The Home Access programme, which is being rolled out nationally today after pilots in Suffolk and Oldham, will allow 270,000 families with children in years 3 to 9 to apply for grants to buy computers and broadband connections from approved suppliers. Research has shown that pupils could improve by two grades at GCSE if they have a computer at home, and ministers hope the scheme will narrow the educational divide between children receiving free school meals and their peers. Low income families in receipt of certain benefits could qualify for a grant to buy a computer and/or a minimum of 1 years' internet access. The programme is aimed at those that need it most and targets families that do not have access to a computer or the internet at home.

Depending on what is needed, the grant allows eligible applicants to buy one of the following packages:

1. Full package (a computer, one year's internet access, service and support)
2. A computer with service and support only
3. One year's internet access only

<http://www.number10.gov.uk/Page22100>

<http://www.homeaccess.org.uk/>

Home Education – registration and monitoring proposals: Public Consultation Response

The responses to the proposals mirrored the views of home educators, home educating organisations and LAs. Home Educators were largely against registration, but LAs agreed with the need for a national register. The Government remains clear that changes should be made in order to guarantee every child a suitable education, wherever they are educated. However, taking account of the strong views, it has tailored the legislation e.g. LA officers will not have power to insist they see the home-educated child alone, and new monitoring system will be light touch. Home education is a well established part of our education system and there are no plans to change that position. England is and will remain one of the most liberal countries in the degree of state regulation of home education. The Children, Schools and Families bill will ensure better support for home educated children with SEN and access for all to facilities

that will enrich their education e.g. FE College courses, school libraries, sports facilities and music lessons. Registration will allow these services to be offered to all home educating families.

http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2010_0013

<http://www.dcsf.gov.uk/consultations/index.cfm?action=conResults&external=no&consultationId=1643&menu=3>

<http://www.dcsf.gov.uk/consultations/downloadableDocs/DCSF%20Public%20Consultation%20Response%20on%20Home%20Education%20final%20for%20publication%20on%2011%20January%20%202010.doc>

Ofsted Inspection Documents - Revised January 2010

[http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/\(sort\)/date](http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/(sort)/date)

[General guidance for inspectors on s162A independent school inspection procedures, timelines and tariffs](#)

[Guidance on evaluating independent schools' action plans following s162A inspection](#)

[Guidance for inspectors on writing the report \(independent schools\)](#)

[Guidance for the completion of the record of inspection evidence and judgements \(ROIEJ\) \(independent schools\)](#)

[Handbook for the inspection of further education and skills from September 2009](#)

[Framework for the inspection of maintained schools in England from September 2009](#)

[Conducting school inspections: guidance for inspectors of schools from September 2009](#)

[Evaluation schedule of judgements for schools inspected under section five of the Education Act 2005, from September 2009](#)

[Letter to parents for maintained school inspections from September 2009](#)

[School inspections: a guide for parents and carers for inspection from September 2009](#)

[Pre-inspection briefing for school inspections from September 2009](#)

[Report template for inspections of all-through, primary, secondary and special schools and pupil referral units](#)

[Report template for inspections of nursery schools](#)

[Report writing guidance for school inspections: autumn 2009](#)

[Evidence form for school inspections from September 2009](#)

[Evidence forms - guidance on use for school inspections from September 2009](#)

[Form 1 - confirmation that a school is causing concern or is no longer causing concern](#)

[Tackling the new SEF](#)

[Guidance for schools on the distribution of pupil and staff questionnaires](#)

[Inspection questionnaire for boarding pupils](#)

[Inspection questionnaire for pupils in Key Stage 2](#)

[Inspection questionnaire for pupils in Key Stage 3, Key Stage 4 and school sixth forms](#)

[Inspection questionnaire for school staff](#)

The Education (Information About Children in Alternative Provision) (Wales) Regulations 2009 SI.3355 (W.294)

These Regulations apply in relation to—

- a) funded education provided under arrangements made by a relevant LA;
- b) education provided at an independent school arranged and funded by a LEA in Wales pursuant to s19 of the 1996 Act; and
- c) education provided in a PRU funded by a relevant LA

http://www.opsi.gov.uk/legislation/wales/wsi2009/wsi_20093355_en_1

http://www.opsi.gov.uk/legislation/wales/wsi2009/pdf/wsi_20093355_mi.pdf

Pupil and Parent guarantees

Parents and pupils were today given full details of the currently existing and new guarantees they can expect from schools, as Ed Balls launched a consultation alongside the second reading of the Children, Schools and Families Bill. The Guarantees are based on key ambitions. For pupils they are:

- every pupil will go to a school
 - where there is good behaviour, strong discipline, order and safety;
 - where they are taught a broad, balanced and flexible curriculum including skills for learning and life;

- where they are taught in a way that meets their needs, where their progress is regularly checked and where particular needs are spotted early and quickly addressed;
- where they take part in sport and cultural activities; and
- which promotes their health and well-being, where they have the chance to express their views, and where they and their family are welcomed and valued.

For Parents the ambitions are:

- for all parents to have opportunities to exercise choice with and on behalf of their children, and to have the information and support they need to help them do so;
- for there to be, for all parents, Home School Agreements outlining their responsibilities, and those of the school, for their children's schooling;
- all parents to have opportunities to be engaged in their children's learning and development, and to have the information and support they need to help them do so;
- all parents to have access a variety of activities, facilities and services, including support and advice with regard to parenting.

The new guarantees are:

- extra support and catch-up lessons for pupils falling behind at Key Stage 1;
- 1-to-1 catch up tuition for KS2 pupils who are behind and falling further behind;
- 1-to-1 or small group catch up for Year 7 pupils who are behind and falling further behind;
- personal Tutors for all secondary school pupils;
- the opportunity for pupils to study triple sciences at GCSE;
- parents of Gifted & Talented pupils will get a letter setting out support and challenge their children will receive;
- stronger home-school agreements;
- every pupil to receive PSHE education.

http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2010_0013

CEOP Training 2010-2011 Course Timetable

Similar to last year, CEOP are offering training courses designed to give delegates a better understanding of the nature of child sexual offending and to impart the skills and knowledge that can better equip professionals to deal with this area of crime. Courses are available to professionals who:

- Conduct criminal investigations where the sexual abuse of children is a factor;
- Manage offenders in the community; and/or
- Take responsibility for safeguarding children from child sex offenders.

<http://www.ceop.police.uk/training/>

Managing concerns about poor practice or abuse of children within sport, by adults or other young people (13/11/09)

This review addressed issues including:

- what happens when a sports body becomes aware that a coach, referee or other official is a possible risk to children in the sport?
- how does the sports body respond initially, how are the concerns investigated and what are the procedures for managing the risk and for sanctioning the individual?
- how are children and young people being treated in these processes?

The survey found that:

- 12% of organisations, between them, responded to more than 500 safeguarding concerns over the past 12 months leading to over 50 individuals being sanctioned under disciplinary procedures
- the other 88% reported an estimated total of 200 cases, resulting in disciplinary sanctions for fewer than 30 individuals
- Almost half of organisations expected the number of reported cases to increase

Sports bodies appeared well prepared, with all reporting procedures in place for responding to concerns. Apart from larger governing bodies employing professional staff, most organisations relied on volunteers, stretched for time or too close to individuals to deal with serious and complex allegations.

Sports bodies identified a need for improved support and services for children who may have been harmed or affected, and for the member of staff or volunteer concerned.

http://www.nspcc.org.uk/Inform/cpsu/NewsAndEvents/cpsu_sports_resolutions_survey_overview_wda69621.html

http://www.nspcc.org.uk/Inform/cpsu/NewsAndEvents/managing_concerns_survey_results_wdf69622.pdf

Children's and young people's access to online content on mobile devices, games consoles and portable media players

Ofcom has published 2 guides for parents and carers on parental controls on mobile phones, games consoles and portable media players and report inappropriate content.

<http://www.ofcom.org.uk/consumer/2009/09/young-people-want-advice-about-online-privacy/>

http://www.ofcom.org.uk/advice/media_literacy/medlitpub/medlitpubrss/online_access.pdf

<http://www.ofcom.org.uk/files/2009/09/mobiles.pdf>

<http://www.ofcom.org.uk/files/2009/09/consoles.pdf>

Staying Safe – Risk and vulnerability

4th March 2010

Walshford, Near Wetherby

£75 - £100

This conference will be of particular interest to:

- Teachers and others responsible for safeguarding and promoting the welfare of children and young people
- Practitioners who work with children and young people in both statutory and non-statutory settings
- Managers and Policy makers responsible for the delivery of special and universal services
- Governors
- Safeguarding Children Trainers
- CP Officers in Early Years, FE, Private, Independent and Voluntary Settings

Topics include:

- Risk Assessment in relation to Domestic Abuse
- Risk of Sexually Harmful Behaviour
- Vulnerability due to Disability
- Vulnerability due to Human Trafficking
- Vulnerability due to Race

Tel: 01709 366651

E-mail: Christine@cgould9.wanadoo.co.uk

Closing date: 5th February 2010

<http://www.cape.org.uk/events.php>

http://www.cape.org.uk/files/dat_events_file_1-2.pdf

http://www.cape.org.uk/files/dat_events_file_2-2.doc

Why are decisions to prosecute in cases of child abuse so complex? (Dec 09)

This factsheet gives a definition of child abuse and describes how criminal investigations are undertaken. It also explains why it is sometimes decided not to prosecute in cases in child abuse.

http://www.nspcc.org.uk/Inform/research/questions/prosecuting_child_abuse_wda70195.html

Childline online

The NSPCC have launched an upgraded Childline website which offers counselling facilities for children online. <http://www.childline.org.uk/Pages/Home.aspx>

Local Authority Link HMI (23/12/09)

In September 2009 we introduced the role of local authority Link HMI. This role provides a personal point of contact with Ofsted for LAs. It offers the opportunity for discussions with senior managers in LAs on recent outcomes from Ofsted inspections. It also enables LAs to update the link HMI about any local issues relating to care, education and skills.

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Local-authority-Link-HMI>

<http://www.ofsted.gov.uk/content/download/10612/126842/file/Local%20authority%20Link%20HMI.pdf>

Research shows children still not safe in UK churches (15/12/09)

Safeguarding Children in the Church shows that children are still not as safe as they should or could be in UK churches. Statistics revealed by the CCPAS shows:

- Fewer than 50% of employees paid to work with children in church settings are asked to complete application forms or are formally interviewed - contrary to government recommendations in force since 1993.
- Only half of such workers are required to provide written references before being taken on.
- Only 56% of churches insist that their children's workers undergo safeguarding training on appointment.
- In some church denominations and groups, as many as 40% such of workers had no named supervisor.

<http://www.ccpas.co.uk/Press%20releases/15%20Dec%202009.html>

The Police Act 1997 (Criminal Records and Registration) (Guernsey) Regulations 2009 SI 3297

These Regulations, in force from 16/12/09, make detailed provision re applications in Guernsey for criminal record certificates and enhanced criminal record certificates under Part 5 of the Police Act 1997. They mirror, with appropriate modifications, the Regulations in England and Wales.

http://www.opsi.gov.uk/si/si2009/uksi_20093297_en_1

Work-related Learning Health and Safety Resource Pack (CD) - £40 plus £2.50 p&p plus VAT

Supplied on 14 days approval tonyjohs@enetperise.net

Children to learn about money matters (03/01/10)

Ed Balls and money expert Martin Lewis have stressed the importance of children learning about money matters to learn the best way to save and pick financial products like mortgages and pensions. As part of the new compulsory PSHE curriculum, all 5-16s will be taught about handling money, savings and the financial skills they need as adults. Starting at primary school through to secondary school, pupils will learn age appropriate information:

- 5 -7s could be taught how to identify different notes and coins, and how to save money for example in a piggybank
- 7-11s could learn about managing a bank account and savings account, and about budgeting.
- 11-14s might have lessons on how credit cards, mortgages and loans work. Or about managing personal finances including paying household bills etc.
- 14-16s could explore how money problems can have an impact on people – learning about debt and effective budgeting skills.

Also later this year, new standards for those working with children in residential care and fostering are due to come into force, which will further strengthen the importance of supporting young people to manage money so they can reach their potential and achieve economic wellbeing later in life.

http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2010_0005

Restraint Minimisation Strategies (Dec 09)

Minimising the use of restrictive physical interventions is a responsibility for everybody working with children and young people in secure establishments. By successfully minimising the use of restrictive physical interventions, risks to the safety and well-being of young people, as well as staff, are reduced. In December 2008, the government made a commitment to implement the majority of recommendations made by the Independent Review of Restraint in Juvenile Secure Settings. As a result, the YJB was given the task of providing guidance regarding the development and implementation of restraint minimisation strategies in secure establishments.

<http://www.yjb.gov.uk/en->

[qb/practitioners/Custody/BehaviourManagement/RestraintMinimisationStrategies/](http://www.yjb.gov.uk/en-qb/practitioners/Custody/BehaviourManagement/RestraintMinimisationStrategies/)

<http://www.yjb.gov.uk/NR/rdonlyres/6E5C27F6-00C1-4126-9B86->

[CD5707516056/0/Developingarestraintminimisationstrategyguidanceforsecureestablishments.pdf](http://www.yjb.gov.uk/NR/rdonlyres/6E5C27F6-00C1-4126-9B86-CD5707516056/0/Developingarestraintminimisationstrategyguidanceforsecureestablishments.pdf)

Working Together to Safeguard Children (18/12/09)

In *The Protection of Children in England: A Progress Report* Lord Laming made a number of recommendations which the Government has proposed to address through the revision of *Working*

Together to Safeguard Children statutory guidance. This revised draft guidance addresses 17 of Lord Laming's recommendations, as indicated in the National Safeguarding Delivery Unit's earlier pre-consultation. The revised draft also updates the guidance to reflect changes to the policy and legislative landscape since *Working Together* was last published in 2006. Closing Date: 11th February 2010
<http://www.dcsf.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1667&external=no&menu=1>

Ofsted Single Equality Scheme Consultation: Stage 2 (18/12/09)

Ofsted is preparing its first single equality scheme to replace its existing 3 separate schemes (disability equality, race equality, gender equality). The first stage identified the priority equality objectives which have shaped the scheme so far. Responses will help to define not only our equality priorities but also the key activities for achieving our priorities. Our single equality scheme will be published, along with a detailed action plan, in April 2010.

We ask for feedback in particular on:

- our approach to embedding equality
- our equality priorities
- our planned activities.

Closing date: 12th March 2010.

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Consultations/Single-equality-scheme-consultation-Stage-two>

Framework for the Inspection of Maintained Schools

2nd March 2010 Westminster £225 + VAT

Delegates will have the opportunity to examine the new inspection framework and consider the impact these new developments will have on the future of school inspections and what more needs to be done to ensure their effectiveness & credibility. Key issues to be discussed include:

- Implications for schools, LAs and parents
- New priorities for inspectors
- Implications of changing focus of central government
- Ofsted's role in context of new framework
- Role of inspectorates in monitoring child protection
- Involvement of parents & governors
- New proposals for seeking students' and parents' views of schools
- Supporting & challenging schools
- Changing role of the School Improvement Partners & LAs
- New relationship between schools and LAs

<http://www.westminster-briefing.com/?p=5384>

HSE rebrands its adventure activities licensing website

The aim of adventure activities licensing is to ensure that activity providers follow good safety management practices. These should allow young people to experience exciting and stimulating activities outdoors without being exposed to avoidable risks of death or disabling injury.

<http://news.hse.gov.uk/2009/10/01/adventure-activities-licensing-website-rebranded/>
<http://www.hse.gov.uk/aala/index.htm>

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Not the relevant person

If you are not the person responsible for these subject areas, would you be so kind as to forward the message to the relevant person in your organisation?

This communication is from: Tony Johns

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With thanks to **Keith Driver** for his considerable research and contributions.

END

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