

Working Together

Summer 2009

**The Children and Young People's Service Executive Director's
Report to School Governors and Headteachers**

CONTENTS

TITLE	Page
1. Executive Director's Report – Summer 2009	2
PART A – FOR ACTION	
2. Action Summary	6
3. Governance Matters	7
4. Safeguarding Update and the New Vetting and Barring Scheme	11
5. Nursery Admissions Policy 2009/10 and Admissions to Reception Class 2009/10 and 2010/11	15
6. Schools Human Resources Update	17
7. New Catering Contract for Children and Young People in Schools and Children's Centres	20
8. Private Fostering	22
9. Lambeth Community College (Virtual School)	23
10. Headteachers' Powers to Search Pupils	25
PART B – FOR INFORMATION	
11. Election of Parent Governor Representative (PGR)	28
12. Ofsted Inspection Framework – Changes from September 2009	30
13. Primary School Places Update	31
14. Early Years Update	33
15. Health and Safety in Schools	36
16. ContactPoint Update – Benefits and Shielding	38
17. 14-19 Update	40
PART C – STANDARD UPDATES	
18. School Term and Holiday Dates 2008/09	43
19. School Term and Holiday Dates 2009/10	44
20. Governor Support Officer Allocations – Summer 2009	45

PLEASE NOTE THAT:

- You should take your copy of "Working Together" to your school's governing body meeting.
- The Summer Terms 5 and 6 model agenda is available to download as a word document from the Governor Services homepage: - <http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/SchoolGovernors.htm>
- Details of the current governor training programme are included in a separate booklet - Training and Support for Governors Summer and Autumn 2009.

Executive Director's Report – Summer 2009

Dear Colleague

Welcome to the Summer 2009 edition of our Working Together document.

I would like to begin by thanking so many colleagues for working with the Local Authority on short-term solutions for the increased need for reception class places. Our strategy was agreed by Cabinet in February 2009 so we will now be working together on the medium to long-term solutions for our primary school estate.

We are also facing significant changes and a range of current challenges in addressing the 14-19 agenda. It is now even more imperative that providers work collaboratively with the Local Authority to ensure the needs of Lambeth learners are effectively met.

As a result of the work that has been carried out by the Council's ICT Services, all Lambeth schools will shortly be able to access the Lambeth intranet, once they have been provided with a user name and password. The delivery of the schools intranet was a phased development led by ICT Services who aimed to deliver phase one of the project by April. Phase one was completed within timescale and its objective was to deliver the base intranet which was done successfully. With the main hurdle passed, ICT Services are working on finalising estimates and timescales for the additional capacity that will be required to provide access to People Search and SharePoint links. In the coming weeks, ICT Services will be working with CYPS on the governance of the programme, and work has begun to establish a pilot group of schools to take the project forward.

We continue to see successes across the borough, which include our best ever GCSE results; over 75% of our schools graded good or outstanding by Ofsted; national awards for The Michael Tippett School building; exceeding our Foundation stage targets and securing the 'In Harmony' music project, providing instruments and tuition to Lambeth children.

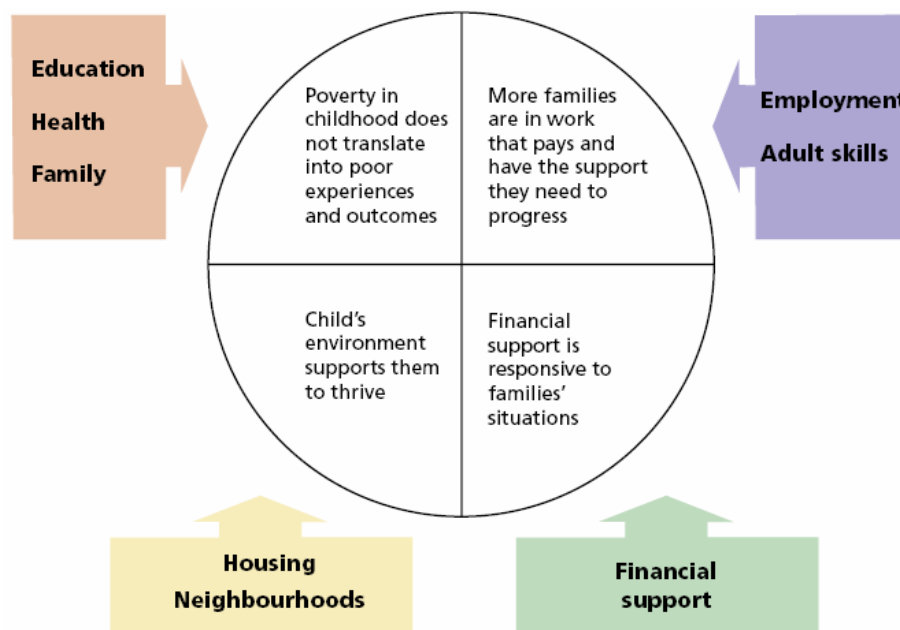
In my presentation to our recent annual Headteachers' Conference I focused on our most vulnerable young children by highlighting information on serious youth violence; children living in poverty and children's well-being. As these are issues we must all tackle together, I felt it would be useful to share this more detailed information with yourselves.

Weapon use in London has been stable over the past decade, accounting for use of knives at 6%; firearms 1%; other implements 7% and glasses/bottles 4%. Serious youth violence (SYV) accounted for 8% of all serious violence in 2008. While keeping these offences in perspective, it is also important to be aware that fewer than 1% of the youth population are accused of criminal physical violence each year. However, the levels of reported youth victims of knife crime have risen by 30% over the past four years and the number of young people killed by knives and other means has increased in the past two years. In 2008 in London, Lambeth had the 5th highest level of youth violence (826 crimes) and the 2nd highest level of serious youth crime. Of particular concern is that the ages of young people involved in SYV are lowering and the number of BME young people involved as victims and offenders is very high.

Intelligence tells us that the main issues underpinning the killing of young people in 2007-08 were mental health; isolation and neglect and violent households. Key issues involved in the deaths of 0-19 year olds were gang-related activity; personal conflict and participation in illegal economies. This underpins the importance of delivering our Young and Safe action plan. The key changes planned for 2013 are:

- Significant reductions in the incidence of serious youth crime
- End to escalating factors leading young people into violent offending, particularly gang-related
- Successful diversion of young people at risk of involvement in gang-related activity, leading to educational successes, employment and career progression

The government's targets in relation to child poverty are for us to halve it by 2010 (current predictions are that we will be 600,000 children short nationally) and to eradicate it by 2020. It is a fact that children are more likely to experience poverty in a recession and, therefore, essential that schools, as well as other agencies, achieve value for money and realise economies of scale in order to deliver services at a time of an economic downturn. The current Child Poverty Bill is seeking to place a duty on Local Authorities and partners to tackle child poverty. The building blocks involved demonstrate that no one agency can tackle this alone:



Some of the key statistics relating to child poverty are:

- By age three, children in poverty are nine months behind the rest of the population in school readiness.
- Children receiving Free School Meals do progressively worse on average than their peers.
- Children who do badly at primary are less likely to improve at secondary if they are poor.
- Children from poor families are more likely to have poor qualifications.
- Children who would most benefit from high quality early childhood services are least likely to access them.

But it is also important to remember that **the majority of families living in poverty are not dysfunctional, they are just poor. The key to lifting them out of poverty is top quality universal services.**

Lambeth is tackling child poverty through a range of strategies including member support, developing an action plan for the London Child Poverty Pledge which we have signed, a

range of pilots based in Children's Centres and mainstreaming the issue in business as usual.

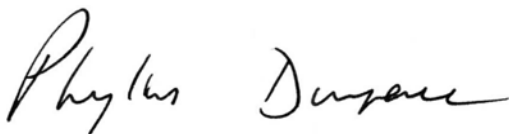
37% of Lambeth children are living in families receiving workless benefits and 22% in working households receiving working and child tax credits. But the issue is not purely one of financial deprivation. Lambeth is the 19th most deprived borough nationally in pure economic terms but, it is the 7th most deprived in terms of child well-being. This is measured by the child's overall life experience, including:

- Material well-being
- Health and disability
- Education
- Crime
- Housing
- Environment
- Children in need

In a recent study 18.2% children on free school meals had less than 10 books in their home, 2.6% had none.

It is essential that schools and all our partners work together to narrow the gap, learn more about the profile of Lambeth children living in poverty and develop strategies and practice to raise them out of it.

I look forward to your continued support over the next two terms in dealing with these complex and important issues.



Phyllis Dunipace
Executive Director
Children and Young People's Service

PART A – FOR ACTION

Action Summary

Generally the recommendations in Working Together arise either from changes to the law on school governance or in other areas affecting schools or sometimes to Local Authority advice on good practice. Usually items should be referred to a committee for detailed discussion and formulation of proposals for approval by the full governing body. It is not advisable to make decisions on the night if prior discussion has not taken place.

During Summer Terms 5 and 6 all governing bodies are asked to:

- ensure that the online School Profile is completed and published on an annual basis, as required by law, except for maintained nursery schools, which should continue to produce an Annual Report to Parents (page 7).
- ensure that the school's details on the YoungLambeth website are up to date (page 8).
- ensure that the Headteacher and one governor have undertaken accredited safer recruitment training (either the National College for School Leadership [NCSL] online training or the face-to-face training organised by the LA).
- consider the likely impact of the new vetting and barring scheme in general; in terms of the management of future recruitment and the possible financial impact of financing registration (page 11).
- consider whether to adopt the LA's revised model employment policies and procedures.
- consider whether to adopt the LA's model pay policy.
- ensure that the school is complying with the requirements of the Education (Special Educational Needs Co-ordinators) (England) Regulations 2008.
- adopt the academic year (1 September to 31 August) as the fixed leave year for teachers to assist schools in managing the entitlement of teachers on maternity/adoption leave to statutory annual leave (page 17).
- consider whether to opt in to the new centrally managed contract for school meals to be provided by Harrison Catering (HCS) from September 2009 (page 20).
- ensure that the school follows the Local Authority's guidance on Private Fostering arrangements (page 22).
- ensures that it complies with the statutory guidance on the role of the Designated Teacher for Looked After Children, due to be published during Summer 2009 (page 23).
- if appropriate, consider whether to confer teachers with powers to screen, search and remove weapons from pupils (page 25).

Community primary and nursery school governing bodies are asked to:

- ensure that they are complying with the LA's current policy for admission to nursery school and nursery classes (page 15).

Community primary school governing bodies are asked to:

- that governing bodies of community primary schools ensure that they are complying with the LA's current policy for admission to reception class (page 15).

Governance Matters – Summer 2009

For additional information please contact:

Peter Compton	Coordinator of Governor Services	020 7926 9636 pcompton@lambeth.gov.uk
David Jones	Governor Support Officer	020 7926 9669 dgjones@lambeth.gov.uk

The purpose of this paper is to provide information and recommendations for governors and headteachers on matters which do not warrant a separate briefing paper.

RECOMMENDATIONS: that the governing body

- ensures that the online School Profile is completed and published on an annual basis, as required by law, except for maintained nursery schools, which should continue to produce an Annual Report to Parents (see section 3).
- ensures that the school's details on the YoungLambeth website are up to date (see section 4).

1. School Governing Body Model Agenda – Summer 2009

As usual, a model agenda for your governing body meeting(s) can be downloaded as a word document from the School Governors section on the Lambeth website: go to www.lambeth.gov.uk and click on "Education and Learning" under "Services". Click on the "Schools and Colleges" link on the left-hand side and then click on "School Governors" - the link to the model agenda appears at the bottom of the page. The model agenda includes those items which governing bodies should consider during summer terms 5 and 6, as well as other optional items and relevant advice and guidance.

If you open or download "Working Together" from the website you can click on the links in it to go direct to the relevant web pages or background documents or we can email you an electronic copy on request.

2. School Term and Holiday Dates 2010/11

2010/11 school term and holiday dates for all community schools, nursery schools, community special schools and voluntary controlled schools in the borough have been published on the Lambeth website:
<http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/SchoolTermHolidayDates20102011.htm>. Full details will be included in Working Together Autumn 2009.

Please note that the dates have been amended following representations across London in response to the consultation during Autumn 2009 with headteachers, representatives of Diocesan Education Organisations, Professional Associations and Trades Unions. The changes have created a two-week holiday over Christmas and the New Year, by starting Term One on Wednesday 1 September 2010 (instead of Monday 6 September) and finishing Term Two on Friday 17 December 2010 (instead of Wednesday 22 December).

3. Online School Profile

The online School Profile replaced the Governors' Annual Report to Parents for all maintained schools, **apart from nursery schools**, from September 2005. Although some governing bodies continue to produce a Governors' Annual Report to Parents and hold an Annual Meeting for Parents, they are not required to do so. Nursery schools continue to produce an Annual Report to Parents.

However, the report was replaced by the online School Profile, designed for schools to communicate with parents about the school's progress, priorities and performance.

Governing bodies are required to ensure the Profile is completed and published online annually.

Further information, including guidance for governors is available at: <http://www.teachernet.gov.uk/management/newrelationship/schoolprofile/> and there is a helpful FAQ section here: <https://schoolprofile.teachernet.gov.uk/faqs/#FAQ4>.

4. YoungLambeth – The new Children’s Service Directory

The new and improved Children’s Services Directory is now up and running and can be found here: www.younglambeth.org. The Service Directory was established in 2006, as required as part of the Every Child Matters Agenda, but it was out of date and only consisted of 350 records. Following a consultation with children and young people, parents and practitioners in Lambeth the new Young Lambeth website was created.

The new directory is a one stop source of information on local services, organisations, activities and events for children and young people and their families, and practitioners who work in Lambeth. We now have a website that has an engaging look and feel with four zones - one zone for each of the following: children, young people, parents and carers and practitioners.

The website has nearly 1200 records, 80% of which have full information on activities, eligibility and referral criteria, contact name, number, email geographical and, where possible, a website address. All organisations listed have their own unique log in details – so that they can update the details of their service and activities and all entries are reviewed before they are published on the website. **Schools are asked to ensure their details are up to date.**

We will be launching the website during Family Week (week beginning 26 May 2009) as well as a borough wide campaign that includes advertising on buses, bus shelters and local press. **It is hoped that presentations to children, staff and governors can be delivered in schools during Summer 2009.**

For further information please contact Rene Katiisa, Young Lambeth Project Officer, on 020 7926 8160 or email: ikatiisa@lambeth.gov.uk.

5. Revised School Asset Management Handbook

In Working Together Autumn 2008 it was announced that a revised School Asset Management Handbook was about to be published. Unfortunately, publication was delayed but three copies have now been sent to all Lambeth schools.

It is hoped that the second edition is easy to read, informative and helpful to headteachers, governors, administrators and premises officers. Apart from establishing the respective roles, the handbook provides information, advice and guidance on a range of premises-related matters to assist in reaching decisions about needs, how to address those needs and priorities for future investment. As with the first edition, it is intended that the Handbook should be the first point of reference.

6. School Workforce (SWF) Census

January 2010 will mark the start of new national statutory data collection involving primary schools, secondary schools, maintained nurseries, maintained special schools, City Technical Colleges and Academies. The School Workforce Census will collect data on teaching and support staff who work in schools.

The census will look to replace several surveys including 618G and SSCSS and is consistent with the vision underpinning the New Relationship with Schools (NRwS) programme. Letters will be sent out to schools and information sessions for headteachers and SAOs will be hosted by Lambeth CYPS in the next few months.

It is envisaged that the SWF Census will benefit both schools and LAs, by providing data which will support, amongst other things, equal opportunities monitoring, absence and sickness monitoring and staff recruitment/retention strategies. It also looks to reduce the administrative burden on schools by compiling the information in one census rather than several smaller surveys.

You can view the SWF guidance, including the rationale and business drivers, here: <http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/Research+and+Statistics+Unit+documents/SchoolWorkforceCensusReturn.htm>.

For more information, please contact Andy Hau, School Workforce Data Manager, on 020 7926 9454 or email ahau@lambeth.gov.uk.

7. Local Authority (LA) Governor Appointments

The open recruitment policy for the appointment of LA governors is continuing to work well. 35 governors have been appointed since September 2008 with governors from 12 schools taking part as members of the panels, for which we are very grateful. There are now 188 LA governor posts on the governing bodies of Lambeth schools and the two Pupil Referral Unit management committees. At the end of March 2009 there were six vacant places. However it is now the LA policy that LA governors' appointments cannot be confirmed until satisfactory CRB checks are completed. Unfortunately this has meant a considerable delay between recruitment of new LA governors and their appointments at schools being confirmed.

LA governor application forms are available to download from the School Governors page on the Lambeth website - <http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/GovernorRecruitmentApplicationForm0505.htm> - or on request from Governor Services. **The LA is particularly keen to increase the number of applications and appointments from members of black and ethnic minority communities, who are currently under-represented. Please encourage people you know to apply!**

The appointment procedure includes an informal interview with a panel of two or three experienced governors. Meetings are held each term and we would be grateful if governors would consider putting their names forward to be members of the panel. We want to encourage as many governors as possible to take part in the process and will try to avoid using the same people too often. Panels meet in the Professional Development Centre at International House between 4.30pm and 8.00pm and the dates for the remainder of the 2008/09 school year are as follows:

- Term Five – Wednesday 13 May 2009
- Term Six – Thursday 2 July 2009

Please contact David Jones (contact details above) for further information or if you are willing to be a member of a panel and, if so, what your preferred date(s) would be.

Please let us know if a Local Authority governor resigns from your governing body so that we can appoint a replacement as quickly as possible. Likewise, would you please let us know if a Local Authority governor has a poor attendance record or simply stops coming to meetings.

8. Further Sources of Information

Further sources of information and guidance are identified above, where possible. All DCSF (Department for Children, Schools and Families) guidance and documentation should be available from DCSF Publications, tel. 0845 6022260, fax 0845 6033360, or email: dcsf@prolog.uk.com, and can usually be downloaded either from the DCSF website: <http://www.dcsf.gov.uk/>; the DCSF governors' website: www.governornet.co.uk; or the DCSF teachers' website: <http://www.teachernet.gov.uk/>.

Governornet has a wealth of useful materials for governors, including detailed information about roles and responsibilities; training and recruitment; pupils, parents and the curriculum; staffing and personnel; school finance and property; and the up-to-date online version of the "Guide to the Law for School Governors", which is now only available electronically. There is a discussion board, a list of current DCSF consultations and links to a wide range of online publications, including relevant statutory guidance and legal documentation, including relevant Acts of Parliament and regulations. Particularly helpful for new or inexperienced governors, there is plenty of background information and a series of summary or overview articles on a range of topics relating to school governance, together with a useful "New User" section. Important documents are often published on Governornet before they become widely available – hard copies are now often only available on request, if at all.

Every governor should receive a copy of the DCSF's termly newsletter, "Governors", which is sent direct to your school. If you wish to receive your copy direct (free of charge) or if your governing body requires more copies than are currently received, please email: govnews@prolog.uk.com or ring 0845 602 2260.

For further advice, or if you have any queries, you should contact either the Clerk to the Governing Body or your Governor Support Officer – see the list at the back of this report. **Our advice and support service is completely free of charge and we have the advantage of having good connections within the Council and extensive local knowledge.**

Alternatively you could contact Governorline – 08000 722181 or www.governorline.info – an independent source of advice, information and support for school governors. **Please be aware that if you give only a partial account of the issue you wish to discuss then the likelihood is that the advice you receive will be wrong.**

Other useful websites are as follows:

- The National Governors' Association (NGA), established following the merger of the National Governors' Council (NGC) and National Association of School Governors (NASG): www.nga.org.uk. The NGA produces a regular electronic newsletter.
- Information for School and College Governors (ISCG), which provides practical advice and independent up-to-date information for governors - www.governors.fsnet.co.uk.
- Times Educational Supplement (TES), the governors' section of the TES – www.tes.co.uk/governors.
- www.ukgovernors.org.uk/ which has been set up as an alternative to the discussion boards/forums on Governornet, but is purely for discussions and does not have any downloadable content or background materials.
- School Governors' One-Stop Shop, which aims to recruit people with transferable skills from the world of work to fill vacancies on governing bodies – www.schoolgovernors-oss.co.uk.
- Teachers' TV - the governors' area of the website - www.teachers.tv/governors - which is free to use includes expert advice, their 'best of the web' reviews, their poll of school governors and links to programmes. It includes additional material online, including detailed lists of related websites, downloadable supporting documents, a library of complete high-quality presentations addressing CPD issues.

Safeguarding Update and the New Vetting and Barring Scheme

For additional information please contact:

Graham Griffin

Safeguarding Children Manager

020 7926 9643

ggriffin@lambeth.gov.uk

The purpose of this paper is to update headteachers and governors on safeguarding issues in general and the implementation of the new Vetting and Barring Scheme (VBS), operated by the new Independent Safeguarding Authority (ISA), in particular.

RECOMMENDATIONS: that the governing body

- ensures that the Headteacher and one governor have undertaken accredited safer recruitment training (either the National College for School Leadership [NCSL] online training or the face-to-face training organised by the LA).
- considers the likely impact of the scheme in general; in terms of the management of future recruitment and the possible financial impact of financing registration.

1. Introduction

Sir Michael Bichard's inquiry following the death of Holly Wells and Jessica Chapman in Soham made a number of recommendations to ensure that those who wish to work with children are recruited safely, are registered and are vetted.

2. Safer Recruitment Training

You will be aware that since 2005 the expectation has been that the Headteacher and one governor from each school or education setting will be trained in Safer Recruitment techniques and best practice in line with Bichard Recommendation 16.

The Department for Children, Schools and Families (DCSF) has recently announced that Bichard Recommendation 17 - "no interview panel to appoint staff working in schools should be convened without at least one person being properly [NCSL Accredited] trained" – is to be made mandatory. This will mean that if an appointment is made by a panel that does not include a person who has undertaken NCSL-accredited training then the appointment will be deemed unlawful. No implementation date has been announced, but it is likely to become effective from January 2010.

3. School Inspection

School inspections are becoming increasingly more vigilant, as per Bichard Recommendation 18.

The guidance to Ofsted inspectors on safeguarding has recently changed and now further emphasises that **"any school failing to care for its pupils adequately will be judged inadequate for care, guidance and support, for governance and, therefore, in its overall effectiveness."** Inspectors must satisfy themselves that an institution is taking appropriate steps to maintain the safety of learners and are expected to maintain a securely held **"single central record"**.

If an institution cannot demonstrate that the appropriate mandatory checks are being carried out and if it is failing to maintain a single central record, then the inspection judgement will be that the procedures for safeguarding learners do not meet current government requirements and a relevant point for improvement will be included in the report. In addition, inspectors must reach a view, based on their evidence, of the seriousness of the non-compliance and **it is highly likely that this will result in a judgement that the school is failing to care for its pupils adequately.** The responsibility for ensuring that effective arrangements are in place rests with the governing body of

maintained schools so any failure of safeguarding has implications for judgements on the governing body and therefore on leadership and management overall. **It will be the case in most situations that the grade for governance will be a '4' and, especially if learners have been put at risk, the grade for Care, Guidance and Support is also most likely to be a '4' - inadequate.**

4. The Independent Safeguarding Authority and the Vetting and Barring Scheme

Bichard Inquiry Recommendation 19 was that: "New arrangements should be introduced requiring those who wish to work with children, or vulnerable adults, should be registered. The registration should confirm that there is no known reason why an individual should not work with those clients."

The Safeguarding Vulnerable Groups Act 2006 addresses this recommendation and has resulted in the establishment of the new Vetting and Barring Scheme (VBS). The VBS will be delivered in England and Wales by a non-governmental public body called the Independent Safeguarding Authority (ISA). Confusingly, the Vetting and Barring Scheme is sometimes also referred to as the ISA Scheme.

The ISA is a board of appointed persons with relevant experience who will deliver the VBS and will now take decisions on those individuals who pose a risk to vulnerable groups and therefore should be barred from working with children and vulnerable adults. Previously these decisions were made by the Secretary of State, advised by governmental ministers. The membership of the ISA includes people with a balance of different expertise and knowledge who will base their barring decisions on clear criteria so that such decisions are seen to be taken independently from the government or any other interested party and without bias.

The current barring lists; List99, the Protection of Children Act List and the Protection of Vulnerable Adults List, including Disqualification Orders, will in future form two separate but aligned ISA lists – one pertaining to those barred from working with children and one pertaining to those barred from working with adults.

There will also be a legal requirement to refer employees to the ISA Scheme similar to current arrangements to make List99 and PoCA/PoVA referrals. Such referrals will form part of the ISA's system of 'continuous checking' of those within the ISA Scheme, where referrals will be considered on a registered person in 'real time' with the ISA reviewing the suitability of a person and whether they subsequently should become barred. Should an employee subsequently become barred the employer will be informed by the ISA and the employee must cease work immediately.

The scheme will have a major impact on the recruitment of all staff (paid and unpaid) who work in all schools and other education settings. The VBS Scheme as administered by the ISA will also apply to those who work in a variety of other settings that provide teaching, training, instruction, care, supervision, therapy, treatment, advice, guidance, detention and conveyance of children.

The Local Authority (LA) is currently looking at the features of the scheme and how the roll out will be planned, advertised and implemented in Lambeth. **However, it is important that schools and governing bodies start to consider the impact and prepare for the implementation of the VBS scheme from July 2009. This information should be cascaded to all staff so that they are informed of their need to be ISA Registered in the future and you will need to consider how the scheme will affect any forthcoming recruitment.** In this way we can all be prepared for full implementation of the scheme in 2010. You should note that there is a fee for ISA Registration. Currently no decision has been made on who will pay this registration fee. Factors that will determine the LA's decision on who should pay the fee will include the fact that the duty to register is the responsibility of the individual employee coupled with the fact that ISA Registration is fully portable. However, on balance, contrary arguments may need to be considered that suggest that the employer paying the registration fee could form part of any recruitment, retention and/or incentive package. As outlined above no strategic decision has yet been taken on this matter.

Whilst the major features of the scheme have been published by the ISA the operational details are only now beginning to be rolled out in terms of how the scheme will be implemented. As further information is received from the ISA on the roll out of the scheme this will be cascaded to schools and education settings.

5. ISA Registration (Vetting and Barring Scheme) – Key Points;

The following requirements are to be phased in – please see Section 6 for the key implementation dates.

- The scheme is designed to make the current effective systems even more robust in helping to prevent unsuitable people gaining access to children.
- Within the scheme work with children and vulnerable adults will fall into two categories – ‘Regulated Activity’ and ‘Controlled Activity’.
- In terms of these categories **all** of the work that is carried out in schools and education settings fall under the remit of Regulated Activity as defined and specified by the Safeguarding Vulnerable Groups Act 2006.
- The scheme requires by law that everyone that provides a Regulated Activity be registered with the ISA.
- The scheme applies equally to paid and unpaid work i.e. permanent staff and volunteers, including governors.
- A person’s registration with the ISA **must** be verified and in place **before** the person commences any Regulated Activity ie. employees will not be able to commence work, even if they are supervised, if their ISA registration is not verified or ISA registration is still pending.
- ISA registration is a ‘one off’ registration that is portable (CRBs are not portable).
- ISA registration will not replace the need to carry out CRB checks and re-checks, as the ISA check only reveals if someone is within the scheme and therefore is not barred. CRBs will continue to give the full range of convictions and additional information which may have a bearing on a person’s suitability for employment, such as child cruelty, fraud, and allegations, for example. Initial ISA registration will include a fresh CRB check.
- There is a cost that accompanies an ISA application of £64 - £28 for ISA registration and £36 for the CRB check. There is no fee for volunteers, including governors, to register with the ISA.
- It is the responsibility of the individual/employee to ensure that they are ISA registered if they want to work or continue to work (see below for phasing-in for existing staff) in a Regulated Activity.
- It will be a criminal offence for an employer to employ an individual and not to check whether that person is registered with the ISA; there is no fee to check ISA registration status.
- It will be a criminal offence for an employer to allow a barred or non-registered individual to take part in any Regulated Activity for any length of time – including volunteers and other unpaid work
- It will be a criminal offence for a barred or non-registered person to take part in any Regulated Activity for any length of time

6. ISA Registration (Vetting and Barring Scheme) – Key Dates;

From 12 October 2009:

- reduction in ‘red tape’ - two barring lists will be administered by the Independent Safeguarding Authority (ISA), rather than the three lists currently maintained by two different government departments;
- the introduction of ‘regulated activity’ – people included in the new barred lists by the ISA will be barred from a much wider range of jobs and activities than has been the case under previous arrangements. This is particularly so in areas of work with vulnerable adults such as the NHS, but also those working in schools and other education settings.
- a new duty to share information - employers, social services and professional regulators will have to notify the ISA of relevant information so individuals who pose a threat to vulnerable groups can be identified and barred from working with these groups; and
- **new criminal offences – it will become a crime for a barred individual to seek or undertake work with vulnerable groups; and for employers knowingly to take them on.**

From 26 July 2010:

From 26 July 2010 all new entrants to roles working or volunteering with vulnerable groups and those switching jobs to a new provider within these sectors **may apply** to register with the VBS and be assessed by the ISA. Employers will be able to check registration status online and will be able to subscribe to be notified if an employee’s registration status changes from this date.

From November 2010:

From November 2010 all new entrants to roles working or volunteering with vulnerable groups and those switching jobs to a new provider within these sectors **must apply** to register with the VBS and be assessed by the ISA.

By 2015:

Existing employees who do not move positions - ie. those who remain in post and do not change jobs - ISA registration will be phased in over a five year period, starting with any employees without

CRBs and then employees whose CRBs are the oldest. All existing members of the workforce will be phased into the Scheme by 2015.

5. Further Sources of Information

For further information please visit the ISA website - www.isa-gov.org.uk - or contact:

Graham Griffin, Safeguarding Children Manager, tel: 020 7926 9643 or Mob: 07932 947 144 or by email: ggriffin@Lambeth.gov.uk.

Claire Cobbold, Head of Schools HR, 020 7926 9757 or email: ccobbold@Lambeth.gov.uk.

Nursery Admissions Policy 2009/10 and Admissions to Reception Class 2009/10 and 2010/11

For additional information please contact:

Peter Scott

Service Manager, School Admissions

020 7926 1469

pascott@lambeth.gov.uk

The purpose of this paper is to provide governors and headteachers with information about the LA's current policies for admission to nursery schools and to nursery classes and reception classes in community primary schools.

The paper also includes important information about a change to the implementation date for the proposed policy of one point of entry for Reception aged children.

RECOMMENDATIONS:

- that governing bodies of nursery schools and community primary schools ensure that they are complying with the LA's current policy for admission to nursery school and nursery classes.
- that governing bodies of community primary schools ensure that they are complying with the LA's current policy for admission to reception class.

1. Admissions Policy – Nursery Schools and Nursery Classes in Community Primary Schools

All governors and headteachers of nursery schools and community primary schools should be aware that Lambeth LA has consulted yearly - through our coordinated admissions document - on the criteria for admission to nursery schools and nursery classes in community primary schools. The School Admissions Code clearly states that "Admission authorities must consult on the full details of admission arrangements they propose to determine, which must be consistent with the co-ordinated scheme operating in the area in the year in question, and must include: ... entry requirements and oversubscription criteria for ... nursery places." The admissions criteria for nursery schools and nursery classes in community primary schools are set out below.

Lambeth's nursery schools and nursery classes provide free education for three and four year-olds, with Lambeth residents given priority. Some nursery places are part-time, ie. for half a day (either morning or afternoon). Others are full-time – for the whole school day.

Lambeth LA's policy has been agreed to help schools decide which children should be offered a place in its community nursery schools and nursery classes. The LA has delegated responsibility for implementing this policy to governing bodies of nursery schools and community primary schools. Priority is given in the following order:

- **Criterion 1 – Looked After Children.** A 'looked after child' is a child who is in the care of a local authority or provided with accommodation by that authority – according to the Children's Act 1989. **All applications under this criterion must be supported by a letter from the relevant Local Authority.**
- **Criterion 2 – Children with Exceptional Medical or Social Needs.** Children with a professionally supported medical or social need whose application identifies a particular nursery that is especially able to meet that need. The decision to prioritise children on these grounds will be determined by senior members of the nursery. Letters from an appropriate professional must support these applications although these will not always be conclusive.
- **Criterion 3 – Distance.** **Priority will be given on the basis of distance between the child's home and the nursery, measured by a straight-line.** The child's home address will be the child's permanent home address and will not be the address of a relative or carer, unless they have legal custody of the child. Applications should only be made from a single address.
- **Criterion 4 – Lambeth residency.** Children who live in the London Borough of Lambeth.

Voluntary-aided and foundation primary schools with nursery classes have their own policy on admissions. Please contact the school in question directly for details.

Parents can apply to as many nursery schools and classes as they wish. If they are successful, applicants will be offered one full-time or part-time place, depending on availability. Parents must accept only one offer, either part-time or full-time. It is not possible for a child to have a nursery place at one school in the morning and a different school in the afternoon.

2. Admissions to Reception Class in Community Primary Schools – Current Arrangements and Proposal to Move to a Single Point of Entry

In accordance with previously agreed admission arrangements, all Lambeth community primary schools should be admitting children to Reception Class at two points in the year - September and January – depending on the child's age. The law states that children have to receive education at the beginning of the school term after their fifth birthday but in Lambeth children can usually start primary school at four and a half – known as a “rising five”.

Lambeth LA recently carried out an extensive consultation on a proposal to change to a single point of entry for all children entering reception class from September 2010. Although there is evidence that this would be beneficial to Lambeth residents and schools, Lambeth LA will not now be implementing this change in September 2010, but will be consulting on implementation in September 2011.

The new School Admissions Code, which came into effect in February 2009, requires a number of statutory deadlines to be met when consulting on changes to admissions policy. It is important to have thorough consultation and communication with as many stakeholders as possible and this has resulted in a pragmatic decision to delay the implementation of a ‘single point of entry’ for one more year. **As a result, children due to enter reception class in community schools in 2009/10 and 2010/11 will do so under the previous ‘two points of entry’ system.**

Children who have been offered a place in a Reception Class at a community primary school will start school in

- **September 2009 if their fifth birthday is between 1 September 2004 and 28 February 2005**
- **In January 2010 if their fifth birthday is between 1 March 2005 and 31 August 2005**
- **September 2010 if their fifth birthday is between 1 September 2005 and 28 February 2006.**
- **In January 2011 if their fifth birthday is between 1 March 2006 and 31 August 2006.**

Where there are more applications than places available, waiting lists will operate in line with the LA's community primary school admissions criteria.

Schools Human Resources Update

For additional information please contact:

Claire Cobbold	Head of Schools Human Resources	020 7926 9757 ccobbold@lambeth.gov.uk
Carol Palmer	Principal Human Resources Manager	020 7926 9740 cpalmer@lambeth.gov.uk
Rosa Vaz	Principal Human Resources Manager	020 7926 9972 rvaz@lambeth.gov.uk
Mark Baron	Senior Schools HR Officer	020 7926 9877 mbaron@lambeth.gov.uk

The purpose of this paper is to provide an update for governors and headteachers on:

- revised model employment policies and procedures: probationary, disciplinary, capability, sickness and grievance.
- the requirements of the Education (Special Educational Needs Co-ordinators) (England) Regulations 2008
- formal advice received on recent case law regarding the rights of teachers to accrue annual leave when on maternity/adoption leave.

RECOMMENDATIONS: that the governing body

- considers whether to adopt the LA's revised model employment policies and procedures.
- considers whether to adopt the LA's model pay policy.
- ensures that the school is complying with the requirements of the Education (Special Educational Needs Co-ordinators) (England) Regulations 2008.
- adopts the academic year (1 September to 31 August) as the fixed leave year for teachers to assist schools in managing the entitlement of teachers on maternity/adoption leave to statutory annual leave.

1. Revised Human Resources Policies and Procedures

Schools Human Resources have revised, updated and agreed five key employment policies and procedures: probation, sickness, capability, disciplinary and grievance. **All these key policies and procedures have been negotiated and agreed with the professional associations and trades unions, thereby enabling governing bodies to adopt them without further consultation.** In addition, there is a new Lambeth Pay Policy available, also negotiated and agreed with the professional associations and trades unions.

The employment procedures were last revised in 2005 and the current review brings existing employment policies and practices in line with current legislation and good practice. They will serve as useful tools for headteachers, line managers and governors in our collective effort to improve people management across the LA. The new policies and procedures are the result of extensive research and consultation with the Council's legal team and schools' trades unions.

The documents are simplified in both language and format, separating policy from procedure and clearly outline the responsibilities of line managers, employees and Human Resources. Standard template letters have also been developed as a tool to assist headteachers, line managers and governors when using the revised procedures. They will be available from the beginning of Summer Term 5 to download from a CD that will be produced by the Schools Human Resources for those schools that buy into the Schools HR Service Level Agreement. **All Community, Voluntary Aided, Voluntary Controlled and Foundation schools that buy into the Schools HR Service Level Agreement are advised to adopt the revised policies and procedures.**

Any current cases should continue to be managed under the schools existing procedures until such time that the new policies and procedures are formally adopted by the school's governing body.

2. **The Education (Special Educational Needs Co-ordinators) (England) Regulations 2008 and the draft Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009**

These Regulations, which come into effect on 1 September 2009, **require that the person designated by the governing body as responsible for the co-ordination of SEN provision - the SENCO, Inclusion Manager or equivalent - must be a qualified teacher working at the school, the Headteacher or Acting Headteacher.** Where the person undertaking the SENCO role is not a qualified teacher but has been in post for at least six months on 31 August 2009, they may continue in that role provided that the governing body is satisfied that there is a reasonable prospect of them being able to become a qualified teacher by 1 September 2011.

The governing body must also:

- determine the role of the SENCO in relation to the leadership and management of the school. It was originally intended that the person carrying out the SENCO role would be required to be a member of the school's Senior Leadership Team, but this was dropped for practical reasons. However, where the SENCO is not a member of the SLT, a member of the team should be designated as champion of SEN and disability issues within the school. The champion will liaise closely with the SENCO.
- determine the key responsibilities and monitor the effectiveness of the SENCO in carrying out a list of illustrative tasks (set out in full in the Regulations) reflecting the way post operates in practice. These tasks are not legal obligations - the purpose of the list is to assist governing bodies in identifying with SENCOs which responsibilities the SENCO will carry out or arrange to be carried out. In practical terms, monitoring can be carried out by
 - considering reports to the governing body from the Headteacher reflecting the activities of the SENCO and any current issues;
 - considering reports from the member of the senior leadership team designated as champion of SEN and disability issues;
 - holding regular discussions between the SEN governor or the appropriate committee and the SENCO; or
 - inviting the SENCO to attend meetings at regular intervals to report in person.

The draft Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009 **further require the governing body to ensure that the person designated as SENCO undertakes nationally approved training, where he or she is new to the role.**

Special schools are not covered by these Regulations as the primary legislation does not extend to them. That does not prevent a special school governing body designating a member of the teaching staff as having SEN co-ordinating responsibilities if they consider that is appropriate.

The Regulations are designed to strengthen the standing of SENCOs in schools and ensure that the postholder has the necessary authority to negotiate differentiated teaching provision in relation to individual children with qualified colleagues.

3. **Teachers' Accrual of Annual Leave during Maternity/Adoption Leave**

Local Authorities have received new advice from the Local Government Employers (LGE) regarding teachers' accrual of statutory annual leave whilst on maternity/adoption leave as a result of recent case law and legislative changes, in particular, implementation of the Working Time Regulations. **The formal advice is lengthy, technical and complicated - headteachers should seek advice from Schools Human Resources on individual cases. Detailed advice will be sent to headteachers shortly.**

The main points are that:

- teachers do not have a contractual entitlement to paid annual leave nor a specified annual leave year, but they are entitled to 28 days statutory annual leave under the Working Time Directive;
- a teacher who takes maternity leave must be able to take the statutory annual leave at a time outside of her maternity leave but this can be offset by any period of school closure (ie. holiday period) that has taken place in the leave year in question, ie. both before and after the maternity leave period;

- there are a number of circumstances and issues that are clarified by the detailed advice but some remain unclear because the Working Time Regulations do not take into account the working patterns of school staff.

In most cases teachers will have had their leave entitlement during periods of school closure before or after their maternity/adoption leave but **to assist schools in managing the entitlement of teachers on maternity/adoption leave to statutory annual leave it is recommended that governing bodies agree a fixed leave year for all teachers and that this leave year should be in line with the academic year, commencing on 1 September and ending on 31 August.**

New Catering Contract for Children and Young People in Schools and Children's Centres

For additional information please contact:

Sue Farr

Head of Children's Contracts Unit

020 7926 9675

sfarr@lambeth.gov.uk

The purpose of this paper is to inform governors and headteachers about the tender and evaluation process for the award of the new contract for school meals and the action required from governing bodies.

RECOMMENDATION: that the governing body considers whether to opt in to the new centrally managed contract for school meals to be provided by Harrison Catering (HCS) from September 2009.

1. Introduction

The current contract for school meals is ending in August 2009. This present contract has allowed the school meals service in Lambeth to be developed to achieve high standards of quality, take up and service satisfaction. This recommendation will allow this partnership to continue without disruption to the service.

The majority of primary, special and nursery schools across the borough have chosen to be included in the current contract. The number of schools included in the contract has grown since the start and now provides services to 64 primary and special schools, children's centres and education units.

The Children's Contracts Unit led on the tender and evaluation and the Schools' Resources Committee acted as the Schools Steering Group and formed part of the evaluation panel. In addition, representatives from across the Lambeth school community were included and made a positive contribution to the evaluation.

2. The Tendering Process

The process to select the current provider was recognised by the National Audit Office as best practice and this process has been used again with this tender and the same high quality applied to the process and the service specification. Tenderers were invited to submit a proposal and a price that would demonstrate how they would provide the school meals service which met the Council's aims and objectives and the high specification maintained by Lambeth.

The main criteria for evaluating the proposals were notified to tenderers and were based on value for money; improvement and development of the service; the use of mainly fresh food; meeting and monitoring nutritional standards; flexibility to allow the needs of individual schools to be met and training and induction.

The process was planned and managed to ensure that there was sufficient time to gain the appropriate approvals and award the contract so that there would be a full term to mobilise the contract. The contract is to start on 5 September 2009 for a period of five years with the option to extend for periods up to a further five years.

The overall score for the recommended tenderer (HCS) is 70 % which exceeds that of the other tenderers by 15% and 20% respectively. The evaluation panel was unanimous in the recommendation to appoint Harrison Catering Service

There is an expectation that the quality of the service will continue to be maintained and all parties recognise the challenge for an already high performing service.

This contract will also provide for meals at children's centres and education units and makes provision for services for extended schools and other catering required and funded direct by schools.

3. Statutory Duty

Schools have a duty to provide school meals to statutory food-based and nutritional standards. A key requirement of the contract is a system to measure this.

4. Central Catering Contract

The service is currently managed and developed within the Children's Contracts Unit. This unit works in partnership with the Schools' Resources Committee to ensure that the service is developed to meet the needs of all schools.

A central contract ensures that all of the legislation and nutritional standards are met. It also ensures that the provision is developed in context and joined up with other school needs, such as links to the curriculum, extended schools agenda and the need for a Whole School Food Policy.

Those schools in the centrally managed contract benefit from the resources and the expertise within the CYPs Contracts Unit which has an overview of the service, keeps abreast of changing legislation and monitors and manages the contract on their behalf.

5. Next Stages

Funding for school meals is retained within the schools block, other than for those schools that have opted for delegated responsibility and funding. The majority of schools (64) have expressed an interest in being included in the new contract and this will be formally confirmed through consultation in April 2009.

Schools will be committed to the contract for the full term other than where there is proven poor performance at a single school that cannot be rectified. All schools that are currently in the contract have agreed to this condition but it has not been necessary for a single school to invoke it.

All staff currently employed in the service will remain in the employ of HCS, all of whom would have had their jobs protected by the Transfer of Undertaking (Protection of Employment) (TUPE). Schools opting out of the contract will be responsible for the TUPE transfer of those staff employed at their school.

Catering staff at schools **not** currently in the contract will have the right to transfer to HCS, if the school elect to opt in.

Further information in relation to the signing of the contract and options for individual schools, will be sent to all schools by the first week of Summer Term 5, April 2009.

In the context of catering requirements at the school, governing bodies should consider whether to:

- **be included in the centrally managed contract from September 2009 for the term of the contract**
- or
- **opt for delegated responsibility and funding and not be included in the centrally managed contract**

All schools will need to consider this and those schools that are currently in the centrally managed contract and wish to remain so will need to sign up to the new contract

6. Further Sources of Information

Further information relating to schools' duty to provide a school meals service to statutory standards can be found on the School Food Trust website: www.schoolfoodtrust.org.uk.

Private Fostering

For additional information please contact:

Richard Baldwin Head of Service, Multi-Agency Family
Support and Child Protection Services

020 7926 5451
rbaldwin@lambeth.gov.uk

The purpose of this paper is to highlight the Council's responsibilities regarding Private Fostering arrangements and sets out the action schools must take when they become aware of a child in their school who is being privately fostered.

RECOMMENDATION: that the governing body ensures that the school follows the Local Authority's guidance on Private Fostering arrangements.

1. Introduction

The definition of Private Fostering is where a child up to 16 years of age (18 years if the child is disabled) is looked after full-time for more than 27 days, by someone who is **not** their:

- Parent or step parent (or someone who holds parental responsibility)
- Grandparent
- Aunt or uncle (whether related to the child by blood or through marriage)
- Sibling (including half-siblings and step-siblings)
- Anyone who holds a court order in relation to the child (for example, a residence order)

Private Fostering is governed by The Children Act 1989 and by The Children (Private Arrangements for Fostering) Regulations 2005. Standards of care for Private Fostering arrangements are set out in the National Minimum Standards for Private Fostering (2005), and further guidance can be found in the Replacement Children Act 1989 Guidance on Private Fostering (2005).

It is clear from the demographic profile of Lambeth that there are many more Private Fostering arrangements going on in the community than are reported to the Local Authority. **Children who are privately fostered are potentially extremely vulnerable and it is important that schools play their part in identifying all Private Fostering arrangements.**

2. What schools should do

If a school becomes aware of such an arrangement, the school must

- **inform the carer that they – the carer - have a duty in law to inform the Local Authority about the arrangement.** The Local Authority will then need to visit to satisfy themselves that the arrangements are safe.
- **inform the Local Authority** - as the carer may not be prepared to inform the Local Authority, schools should notify the Local Authority as well by making a referral to Children's Social Care via the normal routes.

Lambeth CYPS has a small team focussing on Private Fostering arrangements. This team produces literature and information, including a series of leaflets that are being circulated to schools. The team also makes visits to schools. More copies of the leaflets are available by emailing: skidane@lambeth.gov.uk.

3. Further Information and Advice

Further information and advice can be obtained from the Private Fostering team webpage: www.lambeth.gov.uk/Services/HealthSocialCare/ChildrenFamilyCare/FosteringAdoption/PrivateFostering/.

Lambeth Community College (Virtual School)

For additional information please contact:

Maureen Howie Education Consultant: Children Looked After

mhowie@lambeth.gov.uk

The purpose of this paper is to inform governors and headteachers about recent legislation relating to the education of Looked After Children. Governing bodies should be aware that the role of the Designated Teacher for Looked After Children is now a statutory role and that the DCSF is consulting on regulations and statutory guidance relating to this role.

RECOMMENDATION: that the governing body ensures that it complies with the statutory guidance on the role of the Designated Teacher for Looked After Children, due to be published during Summer 2009.

1. Introduction

Section 20 of the Children and Young Persons Act 2008 requires the governing body of a maintained school to designate a member of staff at the school as having responsibility to promote the educational achievement of registered pupils at the school who are looked after by a local authority or who are care leavers.

Looked After Children achieve significantly poorer educational outcomes than their peers and in spite of some improvements the gap in achievement remains too wide. To emphasise the importance of attention to the quality of teaching and learning for Looked After Children, the government is committed to the role being carried out by a qualified teacher, headteacher or acting headteacher.

2. Rationale

The government's hope and expectation of this role is that it will lead to a greater focus in school on the educational needs of Looked After Children, better understanding of how to support them and improved relationships between schools, social workers and carers – all key for creating a culture of promoting the education of Looked After Children.

It is expected that the designated teacher will have a key role to ensure that there is a clear focus on the teaching and learning needs of any Looked After Children on roll. The guidance is likely to say that the governing body will need to ensure that the designated teacher has the appropriate training needed to carry out the role and the support needed to carry out the functions such as ensuring, for example, that the child's personal education plan is up to date and available for his/her statutory review.

The expectation is that by specifying that the role should be carried out by a teacher there would be a sharper focus on teaching and learning issues and not exclusively or mainly on day to day pastoral issues.

Each year the local authority must set targets at each Key Stage for Looked After Children. The hope is that across the country we will see significant improvements in the educational achievements of these children as a result of the focus that local authorities and schools will now have.

The draft Designated Member of Staff for Pupils Looked After by a Local Authority (England) Regulations 2009 and accompanying statutory guidance are currently out for consultation. **The consultation closes on the 20 May 2009.**

3. Local Authority Support

Lambeth's Children's Social Care Division is appointing a Headteacher to its virtual school for Looked After Children - 'Lambeth Community College' - from September 2009. In the first instance

Lambeth Community College will have a team of seven personnel to work within Lambeth Children and Young People's Service and with schools; their main purpose will be to support the improved educational achievement of Lambeth's Looked After Children. Building on the good work of The Looked After Children Education Achievement Team (LACEAT), members of Lambeth Community College will continue to provide a training programme for designated teachers each term.

4. Further Sources of Information

Details of the consultation and the draft Designated Member of Staff for Pupils Looked After by a Local Authority) (England) Regulations 2009 and statutory guidance can be downloaded from the Department for Children, Schools and Families website here:

<http://www.dcsf.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1608&external=no&menu=1>.

Headteachers' Powers to Search Pupils

For additional information please contact:

Laura Superville

Project Officer, Young and Safe

020 7926 2899

lsuperville@lambeth.gov.uk

The purpose of this paper is to provide governors and headteachers with an overview of government policy and legislation relating to weapons in schools and provide guidance to school staff to increase security. It will aid staff members to follow good practice in accessing support for young people at risk of offending.

RECOMMENDATION: if appropriate, that the governing body considers whether to confer teachers with powers to screen, search and remove weapons from pupils.

1. Introduction

One of the top priorities currently facing Lambeth Council is violent crime by young people using weapons. There is a need for continued and increased vigilance in both primary and secondary schools in order to avert potentially violent incidents.

In October 2006 the government announced that schools have the power, without any new legislation, to require pupils to undergo screening, using metal detectors, scanners and other such equipment, with their consent when the school did not have reasonable grounds for suspicion.

Section 45 of the Violent Crime Reduction Act 2006, which came into force in May 2007, extended this power to enable schools to search a pupil without their consent if they suspect a pupil is carrying a weapon. Such searches may only be made by headteachers and members of the school staff authorised by them.

2. Options Before Search

Schools are urged to take proactive measures with the use of the curriculum in making pupils aware of the dangers and consequences of carrying a weapon and of the school's behaviour policy in general. In the first instance screening procedures should be used where there is any suspicion that a pupil may be carrying a weapon.

Implementation of the power to search is the final option. The following steps should be taken before considering this:

- Questioning the pupil, and where this confirms a suspicion, asking the pupil to surrender the weapon;
- Where the student denies possession but staff are still suspicious, asking the student to consent to a search;
- Using 'talking down' techniques to calm the student down and reduce the risk of escalation.

3. Scope of Powers

School staff are not obliged to conduct searches. The power to search enabled by the Violent Crime Reduction Act 2006 provides an option which schools can choose to exercise when suspicion has been raised regarding a weapon on school premises or carried to an off-site educational visit. The power to search is based on suspicion and can be executed without consent.

4. Location of a Search

A search can be conducted away from the school premises where the pupil is under the charge of a member of staff, for example, during an off site educational visit. It is recommended that most searches be carried out privately, however, depending on the circumstances, a public search may be necessary and is permissible.

5. Training

It is recommended that staff members conducting a search be trained in the techniques related to this legislation. Two adults of the same sex as the pupil must be present in carrying out a search. In the event that there is only one same sex member staff available, a police officer of the appropriate sex must be called to act as the second person. These measures are advised to prevent allegations of misconduct, sexual or otherwise, made against the conductor of the search.

6. Finance

Training of staff to implement the power to search will use funds already available to schools.

7. Degree of the search

A search involves the examination of the pupil's possessions as well as a personal search. The personal search should be limited to the removal of outer clothing and searching of pockets. Pupils volunteering to remove other clothing should be directed not to. A further search of the pupil requires the involvement of a person with more extensive powers for, example a police officer. If the search suggests there might be a weapon below the outer garments the pupil should be asked to surrender it rather than the member of staff removing it. Failing to surrender the weapon will necessitate direct involvement of the police.

8. Weapon Removal

The searcher may confiscate a weapon or other items found that are against school policy; these must be secured and handed over to the police as soon possible. The Headteacher is recommended to document the delivery of a seized item.

9. Liaising with Police Officer

Through the Safer School Partnerships (SSPs) the police are engaged as part of the response. If in investigating the suspicion of carrying a weapon, school staff feels unsafe or that the situation may escalate they should contact the police to handle the search.

10. Recordkeeping and Referral

Records must be kept of all searches carried out and follow up activities to prevent reoccurrence.

The documentation of the search should consist of the following;

- The date
- The pupil/s full name
- The nature of the search and
- The action taken

The pupil should be redirected to young & safe programme activities in order to prevent reoccurrence.

11. Further Sources of Information

Further information can be downloaded here:

http://www.teachernet.gov.uk/doc/11454/Screening_and_searching_pupils_for_weapons_guidance_DfES_final_3.doc

<http://www.teachingexpertise.com/e-bulletins/new-powers-to-search-pupils-for-weapons-2311>

PART B – FOR INFORMATION

Election of Parent Governor Representative (PGR)

For additional information please contact:

David Jones

Governor Support Officer

020 7926 9669

dgjones@lambeth.gov.uk

The purpose of this paper is to inform governors and headteachers about the outcome of the election of a Parent Governor Representative to serve on Lambeth Council's Children and Young People's Service Scrutiny Sub-Committee.

1. Introduction

As reported in previous editions of Working Together, there are places for two Parent Governor Representatives (PGRs) on the Council's Children and Young People's Service Scrutiny Sub-committee. PGRs are elected for a period of two years and are entitled to vote at meetings of the Sub-committee on any question which relates to any educational function which is the responsibility of the Council's Executive. PGRs also sit on the Overview and Scrutiny Committee and the Admissions Forum. One of the PGRs, Scott Swinton reached the end of his term of office on 31 March 2009 and an election for a new PGR from 1 April 2009 was therefore required. Thanks are due to Scott for his service as a PGR for the last two years.

2. Outcome of the Recent Election

The closing date for eligible parent governors to nominate themselves was Friday 16 January 2009, by which date two nominations had been received from Barbara Glosby, parent governor at Elm Court School, and Samantha Toussaint, parent governor at Johanna Primary School. Ballot papers were sent out to parent governors eligible to vote on Monday 26 January 2009. The deadline for the receipt of ballot papers was Friday 27 February 2009. The Returning Officer has confirmed that 17 valid ballot papers were received and that the votes cast for each candidate were

Barbara GLOSBY	6
Samantha TOUSSAINT	11

Thanks are due to both candidates, parent governors and headteachers who participated in the election process. Congratulations to Samantha Toussaint, who has been elected as a PGR for two years from 1 April 2009.

Samantha Toussaint asked for this opportunity to introduce herself:

"I wanted to become a Parent Governor Representative to help get parents more involved in their children's education. I became a governor in 2007 and it has made such a difference to my life. By learning more about the educational system I have improved my parenting skills and have a greater appreciation of the teaching staff and all aspects of the education system. I sometimes think I'm not doing enough by just attending meetings, but this will allow me to use some of the skills learnt through training courses for governors.

If given the opportunity I will agree to abide by the rules and try to make my contributions to make a better future for the children I am responsible for."

Please see below for Samantha's contact details.

3. Next Election

Cathy Harvey, the other PGR, will reach the end of her term of office on 31 August 2009. There will be an election during the summer and I will be writing to parent governors and headteachers shortly with details of the election process.

4. Further Information

For further information about the election process please contact David Jones, Governor Support Officer, on 020 7926 9669 or dgjones@lambeth.gov.uk.

If you wish to contact Samantha Toussaint you can telephone her on 07506 740736 (m) or 020 7091 0490 (h) or email sratoussaint@yahoo.co.uk. If you want to write to her you can do so c/o Johanna Primary School, Governor Services or Democratic Services:

- Johanna Primary School, Johanna Street, Lower Marsh, SE1 7RH
- Governor Services, 6th Floor, International House, Canterbury Crescent, SW9 7UE
- Democratic Services, Lambeth Town Hall Brixton Hill, SW2 1RW

If you wish to contact Cathy Harvey you can telephone her on 07940 590890 (m) or 020 8677 1954 (h) or email cathy@cathyharvey.net or write to her c/o Dunraven School, Governor Services or Democratic Services:

- Dunraven School, Leigham Court Road, SW16 2QB

Ofsted Inspection Framework – Changes from September 2009

For additional information please contact:

Cathy Twist

Assistant Director, Standards

020 7926 9541

ctwist@lambeth.gov.uk

The purpose of this paper is to provide governors and headteachers with information about the proposals for a revised Ofsted Inspection Framework from September 2009.

1. The Proposed Changes

From September 2009 a new Ofsted inspection framework will be introduced. A final decision on what the new framework will look like has not yet been made but the proposed changes include:

- a move from a three-year to a six-year cycle;
- more frequent inspections for schools that are satisfactory or below and a longer interval for those judged good or better;
- a published health check after three years for schools that merit a longer interval between inspections;
- more weight given to the views of parents in deciding when a school needs to be inspected;
- No more reduced tariff inspections.

The current emphasis on the following areas will continue into the new framework:

- Complete adherence to safeguarding procedures.
- Challenging targets that lead to improvement in progress and standards.
- Implementation of the three main strands and steps to promote community cohesion:

If a school is to successfully fulfil its duty to promote community cohesion, it should focus on the three key strands (faith, ethnicity and culture, and socio-economic factors) and demonstrate:

- that it understands the context of its own community;
 - that it has planned and taken an appropriate set of actions;
 - through evaluation it is evident that these actions have had an impact.
- The six judgements in the Early Years Foundation Stage (EYFS):
 - how effective is the provision in meeting the needs of children in the Early Years Foundation Stage?
 - how well do children in the EYFS achieve?
 - how good are the overall personal development and well-being of the children in the EYFS?
 - how effectively are children in the EYFS helped to learn and develop?
 - how effectively is the welfare of the children in the EYFS promoted?
 - how effectively is provision in the EYFS led and managed?

Ofsted hopes that the proposed changes will ensure that inspection:

- does more to drive improvement where it is most needed;
- takes greater account of the needs of those being inspected;
- targets resources where they will have the greatest impact on outcomes for learners;
- uses resources as efficiently as possible.

Primary School Places Update

For additional information please contact:

Tom Walker

School Place Planning Officer

020 7926 0095

twalker@lambeth.gov.uk

The purpose of this paper is to update governors and headteachers on the provision of reception class places in the borough and the plans to expand schools to address the current and projected shortfall.

1. Introduction

Lambeth is facing a significant shortfall in reception class places. For the current academic year, 2008/09, the number of applications for the number of reception places was as tight as it has ever been. Although the LA has been predicting a shortage of primary school places for some time now and a report went to cabinet in September 2007 outlining the projected short fall, the inaccuracy of the GLA projections in the last two years, and especially this year, has made the problem even more pressing.

Although all reception aged children in the borough who made applications in 2008/09 received the offer of a school place, the situation for 2009/10 is the tightest ever with regard to capacity in the system and ability to meet parental preference.

For admission in September 2009, for which the application deadline was in February 2009, the LA received over 150 more applications than at the same point last year. In addition, a significant proportion of late applications are expected - last year 14% of all applications were received after the deadline. There is a serious risk that there will be much greater pressure on places in 2009/10 in spite of plans to accommodate six more classes in temporary classrooms across the borough. The table below shows the relationship between the projected applications, the projected take up and the shortfall in places.

Projected demand for reception places in Lambeth

Year	Actual and Projected first preference applications	Actual and Projected take up	Number of permanent places	Difference
2006/07	2902	2660	2787	+127
2007/08	3308	2783	2842	+59
2008/09	3296	2852	2842	-10
2009/10	3328	3056	2842	-214
2010/11	3350	3082	2842	-240
2011/12	3364	3094	2842	-252
2012/13	3382	3111	2842	-269
2013/14	3402	3129	2842	-287
2014/15	3418	3145	2842	-303
2015/16	3445	3169	2842	-327

The primary places board, which featured governor and headteacher representatives, considered the issues during 2008 and recommended a series of options to the Council's Cabinet in February 2009.

2. Proposals

The LA is addressing the problem in the short term by providing temporary classrooms. For the current school year, an additional class was added at Kingswood and at Elm Wood primary schools. For the academic year 2009/10, temporary classes will be provided at Herbert Morrison, Hill Mead, Hitherfield, Jubilee, Kingswood and Rosendale primary schools. Given the sheer weight of numbers of applications, the LA is planning for additional temporary classes this year.

In February the Council's Cabinet approved the proposed strategy for expanding Lambeth primary schools permanently, in a series of phases, and agreed the expansion of the following schools subject to full consultation with the schools and all stakeholders: Kingswood, Jubilee, St Jude's, Julian's and Vauxhall primary schools. The cabinet also approved the proposal to convert the old Mortimer Special School, also known as the Woodfield Centre, into a primary school. This is in addition to the previous decision to expand Jessop Primary School, which began taking an additional class in 2008, and Stockwell Primary School, which will take an additional class from 2010. It is likely that in the period 2013-2016 additional expansion will be required beyond this first phase. Initial, draft, options have been developed, but will be subject to further exploration, following extensive consultation. It is the current priority to instigate the schemes in the first phase of the programme.

It is proposed that the strategic direction of the development of the Children and Young People's Service (CYPS) controlled estate, including the delivery of the primary capital programme and the primary school expansion project and comprising programmes covering all sites and buildings within the estate master plan, should be covered by a newly established CYPS Strategic Estate Management Group to be Chaired by the Lead Member for CYPS, effectively combining all the existing groups, to give clarity of direction. The Lambeth Governors' Forum will be asked to nominate governor representatives for this group. At the same time, all schools will be consulted on the make up of the second phase of this programme.

There is currently a funding shortfall to complete these expansion works. Whilst the LA is in receipt of funding for providing additional places, it is not at the level required to instigate much of this programme. It is the intention, wherever possible, to join up funding for expanding schools with Primary Capital Programme funding but there is, equally, a current shortfall in funding for this programme. A further commitment is needed soon if the LA is to be able to complete the programme of works which the Department for Children, Schools and Families (DCSF) have indicated should be planned. Councillors are lobbying DCSF for urgent additional funding.

Early Years Update

For additional information please contact:

Marcella McHugh Head of Early Years Foundation Stage
and Childcare

020 7926 8615
mmchugh@lambeth.gov.uk

The purpose of this paper is to provide governors and headteachers with information on current priorities in early years. The past year has been particularly active with the introduction of the Early Years Foundation Stage and the government early years reform agenda.

Lambeth has had a real focus on improving achievement at the end of the EYFS, in particular, narrowing the gap between the groups in the lowest 20% and the remainder of the population. Lambeth is also involved in two large National Strategies programmes: Making a Big Difference - Buddying programme - and Every Child a Talker (ECAT) which are covered in this briefing.

As a pathfinder authority we continue to roll out the flexible 15 hours entitlement for 3 and 4 year olds and we are consulting on wider early years funding reform - also covered in this briefing.

1. Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) has been statutory since the 1st September, 2008. This new play-based framework for children from birth to the end of reception (0 – 5), was introduced by the borough over the last year, through a comprehensive training programme. During this current year, the EYFS is being embedded through further training and local support for a range of providers, such as childminders, private, voluntary and independent nurseries (PVI) and maintained and independent schools, who are all required to deliver the EYFS. The EYFS provides a framework for improving the quality of early years provision and integrates care and learning for children in all provision. It promotes the principles of active child initiated learning, outdoor play, partnership with parents, inclusive learning environments and the importance of skilled key workers.

2. Foundation Stage Profile results

The Foundation Stage Profile is the record that summarises a child's achievement at the end of the Early Years Foundation Stage. This assessment shows individual progress at the end of the Reception year, when the majority of the children are 5 years of age. It records children's achievements against 6 areas of learning: communication, language and literacy (CLLD); personal, social, and emotional development (PSED); problem solving, reasoning and numeracy (PRN); knowledge and understanding of the world; physical development (PD) and creative development (CD). There are 13 assessment scales across these six areas of learning. Children's progress is rated on a scale of 1-9 across the 13 assessment scales. All areas are interrelated and highlight the need for a broad, balanced learning environment within early years provision.

The LA has annual targets in relation to improving outcomes and narrowing the gap at the end of the Foundation Stage. The result of the 2007/8 EYFSP are as follows:

- Lambeth has improved its Profile scores from 30.3% in 2007 to 41.9% in 2008 and exceeded our target (39.6%). This target shows the percentage of children that achieve 78 points or more across the 13 assessment scales and achieve 6 points or more across CLLD (4 Scales) and PSED (3 scales).
- A target is also set for narrowing the gap between the lowest performing 20% of pupils and the rest of the EYFSP cohort. This target was not achieved in 2008, but the gap has narrowed to 35.9% from 41.9% in 2007.

The Foundation Stage Profile targets are the key indicators the government uses to measure the effectiveness of investment in the early years sector. The data collected from the EYFSP also

shows the LA where schools are not yet able to meet young children's learning needs. Our data shows that boys, summer born children, and children from some ethnic groups, such as those from the Portuguese and Afro-Caribbean communities, are not performing as well as other groups.

3. **Making a Big Difference (Buddying)**

The National Strategies have invited Lambeth Children's Community Service to lead on a Making a Big Difference (MABD) Buddying programme, which runs from September 2008 to March 2010.

The aim is that nurseries in the Private, Voluntary and Independent sector will 'buddy up' with early years settings in schools and children's centres in order to understand each other better so that children make good transitions between settings and practitioners share good EYFS practice. The government is aware that there are many different kinds of early years provision, now all following the EYFS, and that it will be beneficial for settings within walking distance to make closer links.

Twenty settings in the three localities in the borough are involved, as well as Childminders, and each locality has a different focus for development:

- the settings in the South West locality are developing The Voice of the Child - practitioners are listening to children and then shaping the provision to meet the children's developmental needs.
- The South East settings are developing their outdoor learning environments.
- The settings in the North are linking up to develop strategies to support the Portuguese speaking children and families, who form one of our most underachieving communities.

Leadership and management are a key concern in all the localities and Professor Peter Elfer from Roehampton University is leading a 7 day psycho-dynamic training package for leaders and managers and their deputies. A diverse training package for practitioners has been planned, and a dissemination conference will be held in March 2010.

4. **Every Child a Talker (ECAT)**

Every Child a Talker (ECAT) is a £40 million Government funded initiative designed to improve the skills and expertise of the early years workforce in early language. It is almost seen as a precursor to the National Strategies' Communication, Language and Literacy Development Programme (CLLD) - supporting children's early literacy development - which is currently running in Lambeth. Roll out of ECAT is supported by National Strategies and monitored by DCSF. Lambeth is in the first of three waves of this exciting two year project. Intensive training has begun in 20 early years settings. Early language lead Practitioners or ELLPs have been chosen from schools, children's centres and the Private, Voluntary and Independent sector across the borough. Lambeth's Community Children's Service and Lambeth Primary Care Trust speech and language therapists are working in partnership to plan, deliver and embed Every **Lambeth** Child a Talker.

Every **Lambeth** Child a Talker will:

- improve children's early language development, initially for children in targeted settings but eventually across the whole of Lambeth;
- establish early language lead practitioners in 20 targeted settings offering expertise and support to other practitioners in their own and linked settings, and to parents to develop their skills in the development of early language;
- increase practitioner knowledge and understanding of children's early language development and how to support it;
- increase parental understanding of and involvement in their children's language development by creating stronger home learning environments;
- embed ELCAT into speech and language therapy services in Lambeth Primary Care Trust;
- develop free materials and an ELCAT website for parents and early years practitioners.

5. **Early Years Reform**

As highlighted in Working Together Spring 2009, schools have been consulted on a nursery admissions policy; the criteria and allocation per school for offering full-time nursery class places; a charging pilot and a single point of entry into reception with the option of deferred entry.

We will be reporting back to governors and headteachers shortly on the outcome of the consultation on the two nursery issues. The agreed full-time place criteria and allocation will be introduced from September 2010. The charging pilot will explore the implications for schools who wish to consider

offering parents additional charged hours above the 15 hours free entitlement or full-time places, where they have spare capacity and parents are in work or training.

A single point of entry to reception class was due to be implemented in September 2009, however, based on advice received schools were notified at the beginning of March that they must retain their current admission arrangements, whether one or two points of entry, in 2009 as to change it would constitute a variation in published admissions criteria and schools would be open to challenge.

Schools were then consulted on moving to a single point of entry in September 2010 but the publication of Sir Jim Rose's final report and recommendations following his review of the primary curriculum is not now expected until the end of April 2009. The formal consultation on the government's response to Sir Jim's proposals will then take place from May to July 2009, with an implementation date for all the agreed changes in September 2011.

This timetable does not match the statutory timetable for consultation on school admissions that local authorities, as admission authorities, must comply with. Local authorities and admissions authorities must work together to ensure that schools' arrangements meet the needs of all parents and children and admissions authorities are required to complete their consultation on admissions arrangements for the following academic year by 1 March and determine their arrangements by 15 April. The deadline this year for implementation in September 2010 has now passed.

Governors and headteachers will be contacted again once there is a clear steer from the government regarding arrangements from 2011/12 onwards. **This means there will be no change to the current Lambeth admissions policy of two points of entry to reception class for 2009/10 and 2010/11.**

We recognise that this may come as a disappointment to those schools eager to move to a single point of entry. However, we feel that the process we have outlined above, whilst delaying the decision, is the right way to proceed to ensure that parents are clear about the direction of national educational policy and how local authorities plan to respond.

Health and Safety in Schools

For additional information please contact:

Beverley Bulgin

Corporate Health and Safety Adviser

0207 926 1021

bbulgin@lambeth.gov.uk

The purpose of this paper is to raise awareness of the services that Lambeth Occupational Health and Safety will offer Schools through the Children and Young People's Service.

1. Introduction

There are three often quoted reasons why organisations should manage Occupational Health and Safety processes effectively:

- Good safety is good business and provides economic benefits if approached on a 'loss control' basis.
- All employers have a duty of care to their employees, customers, contractors, visitors and others who may be affected by their operations.
- The law imposes the legal duty to provide an occupational health and safety management system to reduce or mitigate work risks¹

The current climate within health and safety circles is dynamic and, at times, frightening. Over the past years, two major pieces of legislation have been introduced² which have focused minds in terms of covering every risk and minimising every threat – to the extent that the myths of occupational health and safety being responsible for banning bonfires and conkers in playgrounds are prevalent in our consciousness as the butt of jokes -even on the Health and Safety Executive (HSE) website.³

How do we take health and safety seriously?

2. Health and Safety responsibilities

The Health and Safety management process within schools varies according to the type of school itself:

- For community schools, community special schools, voluntary controlled schools, maintained nursery schools and pupil referral units - the employer is the local authority (LA) and therefore Lambeth Occupational Health and Safety will assist..
- For foundation schools, foundation special schools and voluntary-aided schools, the employer is usually a governing body - in which case we will assist.
- For independent schools, the employer is usually the governing body or proprietor and we will assist.

The employer of the school must, in any case, have a health and safety policy and arrangements to implement it.

Employers must assess the risks of all activities, introduce measures to manage those risks, and tell their employees about the measures.

In practice, employers may delegate specific health and safety tasks to individuals, but the employer retains the ultimate responsibility no matter who carries out the tasks. The employer should therefore maintain an audit trail, making clear 'who does what' and confirming that these tasks are being carried out.

¹ Health and Safety at Work Act etc. (1974) and the Management of Health and Safety at Work Regulations (1999)

² Corporate Manslaughter Act 2007 and the Health and Safety (Offences) Act 2008

³ <http://www.hse.gov.uk/myth/>

It is the Corporate Health Safety Teams responsibility, on behalf of the Local Authority, to assist you with the management of these processes and we are available for consultation and advice.

3. Health and Safety Assistance

In summary, the Resilience Team (of which Occupation Health and Safety is part) is committed to the principles of guiding, advising and assisting schools to carry out their health and safety responsibilities.

The Health and Safety team will advise on risk assessments for, for example, school journeys and educational visits, school activities, audit of premises and fire risk assessments.

The team also advise on well-being of staff/teachers by assisting with stress risk assessments, workstation and workplace assessments.

These activities are carried out in partnership with the person, their line manager and, sometimes, Human Resources – so we aim to give you the best service and advice that we can, to ensure that you are not vulnerable, that the advice is appropriate to your needs, and proportionate to the issue needing addressed.

ContactPoint Update – Benefits and Shielding

For additional information please contact:

Chris Mellard

ContactPoint Project Manager

020 7926 6450

cmellard@lambeth.gov.uk

ContactPoint is a basic online directory of staff working with a particular child or young person. This paper is one of a series of planned regular updates to governors and headteachers on the progress Lambeth is making towards implementation of the national ContactPoint system in 2010.

This update focuses on benefits to schools and pupils and the shielding activity that is currently underway on ContactPoint.

1. ContactPoint and Schools

More than ever, schools are at the heart of their communities and a crucial part of the vision for children's services. In order to carry out this role as effectively as possible, it is important that a practitioner can quickly find out if a child is already receiving support from other agencies.

Practitioners working with children and young people across education, health, social care, youth offending and the voluntary and community sector will need access to ContactPoint. Key members of staff in schools are likely to be headteachers, deputy headteachers, inclusion managers, school nurses and those with responsibility for pastoral matters and attendance. Trailblazers found that in a primary school only one or two members of staff needed access; in secondary schools the number was slightly higher, reflecting the higher student population.

2. Benefits For Schools

ContactPoint will

- help save time and prevent duplication of work, so that practitioners can respond quickly and appropriately to a child's needs.
- help to identify children missing education.
- help in the early identification of issues that could affect pupil achievement and, by working with other agencies, promote pupils' personal development and well-being. As evidence of implementing the Every Child Matters agenda in the SEF, use of ContactPoint will be an important element of Staying Safe (Section 4) and Care, Guidance and Support (Section 5). The swift and easy referral aspect of the Extended Services core offer is also supported by use of ContactPoint.

As a national system, ContactPoint will help to ensure continuity of service delivery for children and young people who access services in, or move between, different local authority areas

3. Benefits For Children and young People and their Parents/Carers

- When a child or young person moves area, ContactPoint will help them have their needs for services identified quickly by enabling practitioners in their new area to see which services were being delivered to the child in his or her old area, and to contact the relevant practitioners as necessary.
- It is estimated that at any one time 3-4 million children and young people have needs for additional targeted and specialist services. It is not possible to predict accurately in advance which children will have such needs, or which children will never have them.
- Any child or young person could require the support of additional services at any time in their childhood. The advantage of ContactPoint is being able to facilitate discussion as soon as a first sign of need is noticed.
- All children have a right to the universal services of education and primary health care – ContactPoint will show whether or not they are receiving those services and will help trigger local action as necessary to ensure they do receive them.

4. **Project Update – Shielding in Lambeth**

In January this year the government announced the first steps to activate the system. This first stage of delivery of ContactPoint enables 19 Early Adopter organisations – 17 local authorities in the North West of England and two national voluntary sector partners, Barnardo's and KIDS – to train their ContactPoint management teams. It also allowed Lambeth and all other local authorities to start to shield a small proportion of records on ContactPoint.

5. **The Need for Shielding on ContactPoint**

Although there are many benefits to the system, in limited circumstances individuals may be at increased risk of significant harm. Therefore a nationwide activity to shield contact details on these child records is underway. In Lambeth, the project team have been working with a number of agencies (including the Domestic Violence refuges) to identify vulnerable children and young people and shield (that is to conceal their whereabouts) on their ContactPoint records.

Shielding is not unique to ContactPoint. It is entirely consistent with the Data Protection Act 1998 which requires security to be appropriate to the harm that may be suffered by the individual.

6. **What you should do about children that you consider require shielding on ContactPoint?**

A shielding policy has been agreed by Lambeth Safeguarding Children Board (LSCB) and other partnership boards and is available on the link below. **In summary, we are aiming to identify all children whose address remains unknown to one or both of their parents/carers for safeguarding reasons.**

If children or young people are known to you who fit this criteria, please get in touch with the project manager, Chris Mellard, on 020 7926 6450 as soon as possible so that he can advise you as appropriate.

7. **What if Parents/Carers have concerns about a child?**

For parents and carers we have supporting webpages on the Lambeth website (link below) which provide further information and an application form where shielding can be requested. Records will be shielded if the circumstances are consistent with the shielding policy. Further support is available to parents and carers through email (Contactpoint@lambeth.gov.uk) and a voicemail/call back service on 020 7926 0101.

A Fair Processing Notice will soon be published by the Department for Children, Schools and Families (DCSF) and this will be distributed locally.

8. **Further Sources of Information**

The Lambeth Shielding Policy can be found here:

<http://www.lambeth.gov.uk/Services/EducationLearning/ContactPoint/ContactPointShieldingPolicy.htm>

Information on shielding in Lambeth can be found here:

<http://www.lambeth.gov.uk/Services/EducationLearning/ContactPoint/ShieldingChildrenOnContactPoint.htm>

- The ContactPoint Website: <http://www.everychildmatters.gov.uk/deliveringservices/contactpoint/>
- The Every Child Matters Website: <http://www.everychildmatters.gov.uk/>
- The Children Act 2004: http://www.opsi.gov.uk/acts/acts2004/ukpga_20040031_en_1

14-19 Update

For additional information please contact:

Farquhar McKay

Lambeth 14-19 Strategic Coordinator

020 7926 9881

fmckay1@lambeth.gov.uk

The purpose of this paper is to provide a progress report on developments affecting secondary and secondary special schools regarding their curriculum and planning for 14-19 year old learners.

1. Introduction

The secondary curriculum for 14-19 year olds is currently undergoing radical review for the following reasons:

- An applied learning route is being developed. There will be 14 diplomas available for young people to choose from 2013, all related to the sector skills council priorities. This provides an additional route for progression to further education and work, in addition to the Academic (e.g. GCSEs) and vocational (e.g. Apprenticeships)
- There will be a Foundation Learning Tier (FLT) for young people who need additional support to access the above learning routes
- The age of compulsory participation in learning or training is to be raised to 17 in 2013, and 18 in 2015
- The local authority takes over responsibility for commissioning the provision for all 16-19 year olds attending schools and colleges in Lambeth in 2010

2. LCM the Lambeth Consortium – Lambeth’s 14-19 Strategic Forum

LCM is the partnership which facilitates the planning for the above priorities. It is a strong collaboration of the secondary and special schools in Lambeth, along with other providers including Lambeth College, London South Bank University and work based learning providers. It is fully supported by the local Connexions services, the Local Authority and the Learning and Skills Council (LSC).

3. New curriculum planning

Diplomas are a new suite of qualifications for 14-19 year olds, offered at three levels. There will be 17 Diplomas to choose from, with the first five lines being taught in selected schools and colleges in September 2008. There are three levels of Diploma:

- The Foundation Diploma is a level 1 qualification, equivalent to five GCSEs grade D to G.
- The Higher Diploma is a level 2 qualification, equivalent to seven GCSEs grade A* to C.
- The Advanced Diploma (for those over 16) is a level 3 qualification equivalent to three and a half A levels.

LCM achieved Grade 1 Gateway status for introducing the Engineering Diploma in 2008 with 90 students (with the London Borough of Southwark). It achieved Grade 1 Gateway status for four further diplomas to start in 2009; these are Business Admin and Finance, again with Southwark, Information Technology, Society Health and Development, and Creative and Media. **LCM** is awaiting decisions regarding its applications for Construction and the Built Environment, and Sport and Active Leisure in December 2008.

A planning group is in place to develop the Foundation Learning Tier for Lambeth Learners, with a particular concern to address the needs of LLDD young people.

4. New Arrangements for Funding Post 16 Learning

From April 2010 Lambeth - along with all other Local Authorities - will commission local 16-19 learning provision from schools, colleges and apprenticeship providers. Lambeth will judge demand for different forms of provision, and how well supply for learning including Diplomas, Apprenticeships and the Foundation Learning Tier. They will then decide where to commission provision having

produced a commissioning plan for young people's learning. A regional planning group will mediate any difficulties emerging through the individual boroughs' strategies.

5. Further Sources of Information

For further information please see the following websites:

- 14-19 curriculum change - <http://www.dcsf.gov.uk/14-19/>.
- Commissioning of 16-19 learning - <http://www.lga.gov.uk/lga/core/page.do?pagelId=698701>.

You can also obtain a copy of the "Delivering 14-19 Reform: Next Steps" publication from DCSF publications: Tel: 0845 60 555 60 (Quote reference 00805-2008dom-en) or download it from here: <http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00805-2008>.

PART C – STANDARD UPDATES

SCHOOL TERM AND HOLIDAY DATES 2008/09

Term	Start Date	Finish Date	Number of days
Term One	Wednesday 3 September 2008	Friday 24 October 2008	38
Holiday	Monday 27 October 2008	Friday 31 October 2008	
Term Two	Wednesday 5 November 2008*	Friday 19 December 2008	33
Holiday	Monday 22 December 2008	Friday 2 January 2009	
Term Three	Monday 5 January 2009	Friday 13 February 2009	30
Holiday	Monday 16 February 2009	Friday 20 February 2009	
Term Four	Monday 23 February 2009	Friday 3 April 2009	30
Holiday	Monday 6 April 2009	Friday 17 April 2009	
Term Five	Monday 20 April 2009	Friday 22 May 2009	24
Bank Holiday	Monday 4 May 2009		
Holiday	Monday 25 May 2009	Friday 29 May 2009	
Term Six	Monday 1 June 2009	Friday 17 July 2009	35

Total number of days = 190

* Date shown applies if school is choosing "local flexibility" days Monday 3 November and Tuesday 4 November 2008 as Professional Development Days. **If not, Term Two will start on Monday 3 November 2008.**

Bank and public holidays

Christmas Day	25 December	Easter Monday	13 April
Boxing Day	26 December	May Day Holiday	04 May
New Year's Day	01 January	Spring Bank Holiday	25 May
Good Friday	10 April	Summer Bank Holiday	31 August

In addition to the 190 pupil days set out above, headteachers will need to designate, in consultation with staff, five non-teaching staff development days (INSET), which may be allocated as whole day training sessions during pupil holiday periods or by the use of additional hours before or after school sessions. The Local Government Association (LGA) recommendation is that consideration be given to choosing five of the following local flexibility days: -

- Monday 1 September 2008
- Tuesday 2 September 2008
- Monday 3 November 2008
- Tuesday 4 November 2008
- Monday 20 July 2009
- Tuesday 21 July 2009
- Wednesday 22 July 2009

Although we support this view, in the interests of continuity across London we feel that the allocation of dates should be left to headteachers. However, our strong recommendation is that at least one whole day should be allocated for staff development prior to the beginning of Term One. It would be for headteachers to determine, in consultation with their staff, whether it would be appropriate for one or more days to be allocated as twilight sessions.

SCHOOL TERM AND HOLIDAY DATES 2009/10

<u>Term</u>	<u>Start Date</u>	<u>Finish Date</u>	<u>Number of days</u>
Term One	Thursday 3 September 2009	Friday 23 October 2009	37
Holiday	Monday 26 October 2009	Friday 30 October 2009	
Term Two	Monday 2 November 2009	Friday 18 December 2009	35
Holiday	Monday 21 December 2009	Friday 1 January 2010	
Term Three	Monday 4 January 2010	Friday 12 February 2010	30
Holiday	Monday 15 February 2010	Friday 19 February 2010	
Term Four	Monday 22 February 2010	Thursday 1 April 2010	29
Holiday	Friday 2 April 2010	Friday 16 April 2010	
Term Five	Monday 19 April 2010	Friday 28 May 2010	29
Holiday	Monday 31 May 2010	Friday 4 June 2010	
Term Six	Monday 7 June 2010	Friday 23 July 2010	35

Total number of days = 195

Bank and public holidays

Christmas Day	25 December	Easter Monday	05 April
Boxing Day Holiday	28 December	May Day Holiday	03 May
New Year's Day	01 January	Spring Bank Holiday	31 May
Good Friday	02 April	Summer Bank Holiday	30 August

The school term and holiday dates for all community schools, including nursery schools and community special schools and voluntary controlled schools in the borough for 2009/10 are as above. It is usual practice for voluntary aided, foundation and foundation special schools, who can determine their own dates, to follow the community school pattern. The regulations governing school term and holiday dates stipulate that schools must be open to pupils for not less than 190 school days in any school year. Headteachers will need to designate, in consultation with staff, five Professional Development Days (INSET), which may be allocated as whole day training sessions during pupil holiday periods or by the use of additional hours before or after school sessions.

It is our view that headteachers should decide which dates should be INSET days. However, our strong recommendation is that at least one whole day should be allocated for professional development prior to the beginning of Term One. It would be for headteachers to determine, in consultation with their staff, whether it would be appropriate for one or more days to be allocated as twilight sessions. We have written to headteachers to ask if they would complete and return a form to Governor Services once they have finalised the professional training dates for their school for the academic year 2009/10. Please can this form be returned to David Jones in Governor Services by **Friday 3 April 2009**. The information provided by schools will be made available to parents and the public via the Lambeth website.

The beginning of Term One for the school year 2010-11 is expected to be **Wednesday 1 September 2010** but the LA's school term and holiday dates for the 2010/11 have not yet been finalised.

LAMBETH GOVERNOR SERVICES
GOVERNOR SUPPORT OFFICER ALLOCATIONS – SUMMER 2009

Peter Compton 020 7926 9636 pcompton@lambeth.gov.uk	David Jones 020 7926 9669 djones@lambeth.gov.uk
Archbishop Tenison's	Allen Edwards
Christ Church (Brixton)	Archbishop Sumner
Christ Church (Streatham)	Ashmole
Clapham Manor	Bishop Thomas Grant
Corpus Christi	Bonneville
Crown Lane	Charles Edward Brooke
Durand	Dunraven
Elm Court	Effra
Evelina Hospital School	Elmgreen
Evelyn Grace	Ethelred
Fenstanton	Glenbrook
Heathbrook	Granton
Henry Fawcett	Henry Cavendish
Herbert Morrison	Holmewood
Hill Mead	Immanuel & St Andrew
Hitherfield	Iqra
Holy Trinity	Jessop
Jubilee	Johanna
Kingswood & Elm Wood	Julian's
Lark Hall	King's Avenue
Lilian Baylis	Lambeth Academy
Livity	Lansdowne
London Nautical	La Retraite
Macaulay	Loughborough
Michael Tippett	Maytree
Orchard	Norwood
OLIVE	Park Campus/Primary PRU
Reay	Paxton
Rosendale	Richard Atkins
St Anne's	St Andrew's C
St Helen's	St Andrew's CE
St John the Divine	St Bede's
St Jude's	St Bernadette
St Leonard's	St John's AT
St Martin in the Field's	St Luke's
St Mary's	St Mark's
St Stephen's	St Saviour's
Stockwell Park	Stockwell
Sudbourne	Streatham Wells
Telferscot	Sunnyhill
Turney	Triangle
Walnut Tree Walk	Vauxhall
Wyvil	Woodmansterne

Governor Services is based on the 6th Floor, International House, Canterbury Crescent, London SW9 7QE, tel: 020 7926 9668 or email: governor@lambeth.gov.uk.