

The Maximilian

A monthly newsletter for governors within the Archdiocese of Southwark

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Behaviour in Schools - Advice for Headteachers and School Staff 2022

Your school's behaviour policy should be based on this recently [published guidance](#). It must encompass strategies to deter bullying in all forms, including cyberbullying and prejudice-based bullying.

Early Years Foundation Stage Consultation: A Survey of Providers

In May 2023, the government proposed changes to the Early Years Foundation Stage (EYFS). The detailed study, 'Early Years Foundation Stage: A Survey of Early Years Providers', took place in July 2023 and provides insights into potential shifts in early childhood education in England. The survey conducted by the Department for Education garnered feedback from 1,349 childcare providers.

Key Findings:

- Childcare providers' willingness to adopt the proposed changes.
- Impact predictions of these implementations.
- Intentions to increase spots for children under 3.
- Challenges in accommodating children below 3 and those with special needs.

DFE to Reopen Reporting Portal for National Tutoring Programme Spending

The Department for Education (DfE) has announced that it intends to reopen its portal for schools to report their National Tutoring Programme (NTP) spending due to difficulties faced by school leaders while filling it out.

Schools are mandated to report the allocation and utilisation of their tutoring grants for the 2022-23 academic year. However, school heads expressed frustration as they encountered issues accessing the reporting form this week. Some reported that the system timed out during submission, causing concerns.

In an email sent to school leaders, the DfE acknowledged that 13,000 schools, approximately 60% of those eligible, had submitted their reports. However, they recognised the difficulties some users faced

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and decided to temporarily close the year-end statement form to address these issues. They assured school leaders that they would provide another opportunity to resubmit once the form was fixed.

Last year, there was confusion among school heads when the DfE indicated that they might have to return unspent funds, despite schools claiming they had utilised all the funding. In total, the DfE reclaimed £114 million of unused tutoring funds, with almost half of the country's schools not fully utilising their catch-up allocations. Many schools cited financial constraints preventing them from contributing their own funds to tutoring, which was a requirement for accessing the subsidy, while others found the scheme overly bureaucratic.

Prevent Update

The Home Office has recently updated its Prevent duty guidance, with the changes set to become effective at the earliest on December 31, 2023. It's crucial to emphasise that these updates do not introduce any new legal requirements or additional responsibilities for schools. Here's a summary of the key points you should be aware of:

Sharing Personal Information about Susceptible Pupils:

- Your school is not obligated to obtain consent when sharing personal data about individuals susceptible to radicalisation, if there is a lawful basis for sharing (paragraph 170).
- Additionally, your school can share this information even without parental consent when it is deemed necessary.
- This clarification underscores the importance of treating information related to Prevent in the same manner as any other safeguarding issue, while still upholding data protection laws.

Designate a Prevent Lead:

- Your school should appoint a Prevent lead who holds a leadership position.
- The Prevent lead's responsibilities include ensuring that staff receive appropriate Prevent training and induction.
- It's important to note that this role may overlap with that of your designated safeguarding lead (DSL).
- The board's responsibility is to ensure the appointment of a DSL in a senior leadership position.
- The Prevent lead should receive more comprehensive training, including on extremist and terrorist ideologies (refer to paragraphs 63 and 159 of the Prevent duty guidance).

Other Responsibilities Remain Unchanged:

Your school must continue to:

- Have due regard to the need to prevent individuals from being drawn into terrorism.
- Promote fundamental British values, encompassing democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.
- Follow safeguarding procedures to report concerns.
- Assess the risks of pupils being drawn into terrorism, with guidance and templates available from the DfE.
- Incorporate the Prevent duty into existing policies.
- Ensure online safety for pupils.
- Collaborate with agencies and parents/carers.
- Provide Prevent training for staff.



DFE's Updated Green Paper: A Summary of Transforming Children and Young People's Mental Health Provision

The Department for Education (DfE) has recently released an updated Green Paper on 'Transforming Children and Young People's Mental Health Provision.' This [publication](#) contains information regarding the latest coverage of the MHST programme, delivery of senior mental health lead training to schools and colleges in the first two financial years of the programme and findings from the DfE-managed survey to those who have completed senior mental health lead training.

The DfE has updated the [summary](#) to include the "Mental Health Support Team School and College Survey" report. Respondents generally agreed that their school or college was clear about various aspects of the MHST programme, except for changes in the offer, where 62% agreed. A large majority of settings expressed satisfaction with the MHST provision for the three core functions of the programme. However, common challenges included MHST staff capacity (40%), school/college staff capacity (29%), and limited time for the senior mental health lead (27%).

In relation to support to develop a whole school approach, most settings reported that the MHST helped them target support and appropriate referral (76%) and work with parents or carers (66%) in terms of a whole school or college approach to mental health and wellbeing.

Boards can have an impact on mental health strategy through a variety of methods, such as:

- **Audit School Provision:** Assess what mental health and wellbeing resources are available for children and young people and how these are integrated into daily school life. Listen to pupils' needs for improvement.
- **Define Success Metrics:** Discuss and set concrete goals for enhancing mental health provision. Consider using surveys among pupils and staff to measure progress.
- **Advocate for Marginalised Groups:** Utilise the skills and perspectives of trustees and governors from a range of backgrounds to better address mental health needs, especially regarding discrimination and care provision.

EYFS Framework Update

The Early Years Foundation Stage (EYFS) [framework](#) has been recently revised. Within this update, there are two minor adjustments and one clarification. These modifications may have a positive impact on your school's staffing budget.

Notably, the minimum staff-to-child ratio for 2-year-olds has changed to 1:5, as opposed to the previous ratio of 1:4. It's essential to note that this is now the minimum requirement.

Ofsted: Primary Inspection Data Summary Report (IDSR)

The IDSR, tailored for primary schools, has seen some recent modifications. The [latest version](#) comprises:

- Key stage 1 achievement records for 2023.
- Key stage 2 performance and progression metrics for 2022.
- Results from the phonics screening tests undertaken in 2023.



- Data from the January 2023 census, providing contextual information.
- Details on exclusions for the academic year 2021/22.
- Statistics from the school workforce census, inclusive of details on staff turnover and absences for the 2021/22 period.
- Information regarding financial expenditures related to staff for the year 2021/22.

Recent Changes to the [School Inspection Handbook](#) for 2023

Key Points:

- **Safeguarding Evidence:** Schools will now receive more specific guidelines on the kind of evidence inspectors will request regarding safeguarding measures. This is aimed at reducing any unnecessary administrative burden on schools.
- **Details on Adults on Premises:** The updated handbook specifies that schools will need to provide information about adults residing on school property.
- **Attendance in Ungraded Inspections:** Inspectors will now consider attendance rates during ungraded school inspections.
- **Updates on Exclusions and Suspensions:** The handbook incorporates minor alterations in line with the Department for Education's latest guidelines on student exclusions and suspensions.

Implications:

These changes aim to streamline the inspection process and reduce workloads, while ensuring that all relevant areas such as safeguarding and attendance are rigorously assessed. Schools should update their internal protocols to align with these new requirements.

By being in compliance with the updated guidelines, schools can more effectively prepare for future inspections and ensure the wellbeing of their student populations.

OFSTED Report on music teaching in schools

The study "[Striking the Right Note](#)" highlights uneven quality in music education across UK primary and secondary schools. Since Ofsted's 2012 report, most primary schools have improved their music curriculum, particularly focusing on singing. However, many secondary schools lag behind, not giving enough time to music, which affects students' preparedness for advanced study.

Key findings include a lack of confidence among primary school teachers in teaching music, and challenges in resuming extracurricular music activities post-COVID-19. Amanda Spielman, the Chief Inspector, calls for more support for teachers and greater emphasis on music in secondary education. The report recommends:

- A progressive curriculum that enhances musical skills.
- Diverse extracurricular activities to foster talent.
- Continuous teacher feedback to improve student performance.
- Professional development for teachers.

Academy Updates: Trust Capacity Fund Opens for New Round of Applications to Bolster Multi-Academy Trusts

The Department for Education has also announced that the [Trust Capacity Fund \(TCaF\)](#) will be open for a new round of applications starting from 1 November 2023 until 1 February 2024. The fund aims

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to fortify the expansion of multi-academy trusts (MATs), especially those with growth projects already approved by a regional director.

The TCaF is particularly inclined to fund applications that focus on education investment areas, include the absorption of multiple schools, or involve taking on struggling schools. This offers a valuable opportunity for both academy trusts and local authority-maintained schools looking to form a MAT to secure the support they need. With the application window fast approaching, trusts are encouraged to consider how this fund could accelerate their growth and improve educational outcomes across their networks.

New Funding Round Announced to Accelerate Growth in Multi-Academy Trusts

The Department for Education has also announced the [Trust Establishment and Growth Fund](#), aimed at kickstarting new multi-academy trusts (MATs) or supporting the expansion of existing ones. Open to a variety of organisations including schools and dioceses, the fund particularly encourages projects in education investment areas. The next application window runs from 1st November 2023 to 1st February 2024.

Courses & Events

For Governors – Catholic Life and Mission in the Catholic Schools Inspection Framework

Tuesday 16th January 2024 5.30pm-7pm

Free, Zoom

[Book](#)

Writing a Self Evaluation Document for Primary and Secondary Schools

Wednesday 17th January 2024 3.30-5pm

Free, Zoom

[Book](#)

CSI – What Governors Need to Know

Tuesday 23rd January 2024 5.30pm-7pm

Free, Zoom

[Book](#)

Being a Foundation Governor – What You Need to Know

Tuesday 30th January 2024 5.30-7pm or

Thursday 1st February 2024 4-5.30pm

Free, Zoom

[Book](#)

[This page](#) contains the dates and links to book onto the next series of sessions on Considering becoming a Foundation Governor or Foundation Director. This page also contains 2 A4 posters that can be used to encourage practising Catholics to become foundation governors or directors.

