

**SAFEGUARDING CHILDREN
INFORMATION UPDATE - 203
2nd December 2011**

Self-harm (longer term management)

(23/11/11)

NICE has published a new clinical guideline on the longer-term care of adults, children and young people who self-harm. This follows on from the guideline on the short-term physical and psychological management and secondary prevention of self-harm in primary and secondary care. The new recommendations focus on the longer-term psychological treatment and management of self-harm.

Key recommendations include:

- Working with people who self-harm: Health and social care professionals working with people who self-harm should aim to develop a trusting, supportive and engaging relationship with them, be aware of the stigma and discrimination sometimes associated with self-harm and ensure that people are fully involved in decision-making about their treatment and care.
- Risk assessment: When assessing the risks of repetition of self-harm or suicide, identify and agree with the person who self-harms the specific risks for them, taking into account:
 - methods and patterns of current and past self-harm
 - specific risk factors and protective factors (social, psychological, pharmacological and motivational) that may increase or decrease the risks associated with self-harm
 - coping strategies that the person has used to either successfully limit or avert self-harm or to contain the impact of personal, social or other antecedents



The guidance also recommends:

- Specifically structure psychological interventions aimed at reducing self-harm and tailored to individual need.
- Trained and supervised therapists
- Care plans that identify realistic and optimistic long-term goals

<http://www.nice.org.uk/newsroom/pressreleases/LongerTermManagementOfSelfHarmGuidance.jsp>

<http://www.nice.org.uk/newsroom/news/OfferrPsychologicalInterventionsToPeopleWhoSelfharm.jsp>

<http://www.nice.org.uk/guidance/index.jsp?action=byID&o=13619>

Safer Internet Day 2012 – 7th February 2012

Each year [Ins@fe](http://www.ins@fe.org) organise 'Safer Internet Day' to promote safer and more responsible use of online technology and mobile devices. This message particularly applies to children and young people across the globe.

The theme for this year will be centered around 'Connecting generations and educating each other', with the slogan: "Discover the digital world together... safely!"

The focus theme aims to look at the reach of the online world across all generations and cultures and encourages families to work together to stay safe online.

http://www.safenetwork.org.uk/news_and_events/news_articles/Pages/safer-internet-day-2012.aspx

<http://www.saferinternetday.org/web/guest;jsessionid=60D9EA50B7B2875D548354B4EFE0BFCF>

Justice Committee - The proposed abolition of the Youth Justice Board
(23/11/11)

As part of a large-scale inquiry into youth justice this report presents evidence on a time-critical aspect of the system: the proposed abolition of the YJB.

Its intention is not to argue for or against the abolition of the YJB, but to:

- highlight those parts of its work which need to be continued, whether they are undertaken by the Board or the MoJ;
- note some concerns which need to be addressed if the work is to be undertaken by a division of the MoJ; and
- make recommendations about governance and transparency arrangements

<http://www.publications.parliament.uk/pa/cm/201012/cmselect/cmjust/1547/154702.htm>

<http://www.publications.parliament.uk/pa/cm/201012/cmselect/cmjust/1547/1547vw01.htm>

Call for Emerging Practice Examples: Young People's Services (23/11/11)

C4EO has been commissioned by the Children's Improvement Board (CIB) to identify innovative examples of emerging local practice in relation to youth services, to share with the sector.

The context for this call for local practice examples is the fast moving and changing landscape of young people's services, including youth service provision.

The CIB wishes to identify best practice in relation to the systematic sharing of thinking and experience with others.

It is particularly keen to identify good work being led, supported or commissioned by



LAs, in relation to:

- Reducing the proportion of young people NEET and increasing participation in education and training, particularly in preparation for the raising of the participation age.
- Transforming youth services and developing newer and more modern approaches to deliver and secure improved and positive outcomes for young people.
- Securing local engagement in the commissioning and delivery of services, particularly as a contribution to approaches to increase citizen participation.
- Developing alternative funding approaches to maintain services in times of financial challenge.

<http://www.c4eo.org.uk/news/whatsnew/23112011effectivepracticeofyoungpeopleservices.aspx>

'When Family Life Hurts: Family Experience of Aggression in Children'
(22/11/11)

This report from Family Lives calls for Government to recognise – in addition to early years support - the particular needs of many parents of older children and teenagers.

The updated report shows that:

Between July 2010 and June 2011, of 39,258 calls made to Parentline, 27% of callers were seeking advice from the charity's helpline regarding their children's behaviour with parents frequently reporting feelings of desperation, helplessness and shame.

<http://familylives.org.uk/press-pr/statements/calls-parent-helpline-children%E2%80%99s-aggression-increase-charity-fears-many-more-par>

Education Committee takes evidence on identifying child abuse (30/11/11)

The Education Committee holds an evidence session examining whether the child protection system allows for effective identification of children at risk of different forms of abuse and exploitation, as part of its child protection inquiry.

This is the third session in the committee's inquiry into the child protection system. The aim of this session is to explore more thoroughly how child protection arrangements support or fail to support children at risk of particular, less common, forms of abuse and/or with specific needs, in line with the inquiry's first term of reference:

Whether the child protection system allows for effective identification of, and early help to, children at risk of different forms of abuse and exploitation (including, but not restricted to: neglect, sexual and physical abuse, domestic violence, forced marriage, FGM, child trafficking and online exploitation).

The first panel is composed of charities working with children and young people at risk of specific forms of abuse: trafficking, forced marriage, ritual abuse and those party to domestic violence.

The second panel is made up of representatives from organisations supporting children in particularly vulnerable circumstances: disabled, homeless, refugee, and those in the youth justice system.

<http://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/news/child-protection-third-oral-evidence-session/>

"Raising awareness of CSE" £175+VAT

10th January 2012 Derby/Nottingham

24th January 2012 Walsall

31st January 2012 Bradford

8th February 2012 Swindon

21st February 2012 Liverpool

28th February 2012 Manchester

6th March 2012 London

13th March 2012 Newcastle

This 'train the trainer' course is for PSHE teachers, Youth Workers, YOT's, Sexual Health Teams, School Nurses and CSE Project Workers with a direct role in helping young people to develop an awareness of safe and healthy sexual relationships. The aims of the course are to:

- Explore the issue of CSE
- Introduce a framework for raising young people's awareness of CSE
- Become familiar with relevant resources and how to use them in group work with young people
- Identify good practice on how to respond to concerns

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

Safe Organisations, Safe Children - Modular training guidance for trainers and facilitators

This safeguarding training guidance:

- covers issues including: assessing current practice, recruiting, protecting children from abuse, and preventing and responding to bullying.
- is suitable for trainers with any level of experience in delivering training for keeping children safe.
- can be used in voluntary, community and other organisations and
- contains everything you need to plan and facilitate a training event or series of workshops on child safeguarding.

http://www.nspcc.org.uk/Inform/trainingandconsultancy/learningresources/safe-orgs-safe-children_wda85740.html

Characteristics of Children in Need in England 2010-11 (30/11/11)

This publication contains final figures on the numbers of children referred to and assessed by children's social services. The key points from this release are:

Children in Need

- There were 382,400 CIN at 31/03/11 (346.2 per 10,000).
- There were 735,500 episodes of need throughout the year.
- 393,000 episodes of need started during the year and 359,000 came to an end.

Referrals and assessments

- There were 615,000 referrals to children's social care services during the year
- 439,800 initial assessments were completed [64% within 7 working days and 77.2% within 10 working days].
- In 71.5% of all referrals, initial assessments were completed.
- 185,400 core assessments were completed [75% within 35 working days].
- 111,700 children were subject to a s47 enquiry during the year [53,000 (47.5%) were subject to an initial stage CP conference - 36,700 (69.2%) initial CP conferences were held within 15 working days of the start of the s47 enquiry].

Children who were the subject of a CP plan

- 42,700 at 31/03/11
- 49,000 during the year [6,500 (13.3%) for the 2nd or subsequent time].
- 45,500 CP plans came to an end in the year. 2,700 (6.0%) of these children had been the subject of a plan for 2 years or more.

<http://www.education.gov.uk/researchandstatistics/statistics/a00199334/children-in-need-in-england-2010-11>

Early Years Foundation Stage Profile Attainment by Pupil Characteristics in England, 2010/11 (01/12/11)

This Statistical First Release contains national and local authority level results for the EYFSP assessments in 2011. The release shows attainment by pupil characteristics, specifically gender, ethnicity, eligibility for free school meals (FSM), SEN and English as a first language.

The key points from this release are:

- The percentage of children achieving a good level of development in 2011 was 59% compared to 56% in 2010.
- Between 2010 and 2011, the percentage of pupils achieving a good level of development increased for all broad groupings of pupils, regardless of gender, ethnicity, FSM eligibility, SEN stage or first language.
- Girls outperformed boys, 68% compared to 50%.
- The proportion of groups of pupils who achieved a 'good level of development' above the national average were those from White (60%) and Mixed (60%) backgrounds. The groups that achieved below the national average were those from Black (55%) Asian (55%) and Chinese (58%) backgrounds.
- 60% of pupils whose first language is English achieved a good level of development compared with pupils whose first language was other than English (52%).
- 44% of pupils eligible for FSM achieved a good level of development compared with 62% of other pupils (those not eligible for FSM or unclassified).

<http://www.education.gov.uk/rsgateway/DB/SFR/s001044/index.shtml>

Profile of pupil absence in England (Nov 2011)


In 2005 the DfE began collecting termly pupil-level absence data via the School Census for maintained secondary schools, CTCs and Academies. In 2006 the scope of this data collection was extended to include maintained primary and special schools.

This paper is set out to initially expand on the absence information already available in the public domain, by providing detailed breakdowns on absences by various school and pupil characteristics. It then investigates the attitudes, beliefs, aspirations and experiences of pupils who are persistently absent by the end of their compulsory school education, compared to those of their peers, and contrasts the family background and parental attitudes and aspirations for these pupils against that of their peers.

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR171>
<https://www.education.gov.uk/publications/RSG/AllPublications/Page1/DFE-RR171>
<https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR171.pdf>

Better communication research project - Language and literacy attainment of pupils during early years and through key stage two - Does teacher assessment at 5 provide a valid measure of children's current and future educational attainments? (Nov 2011)

Language skills are amongst the best predictors of educational success. Consistent with this, findings from a population-based longitudinal study of parents and children in the UK indicate that language development at age 2 predicts children's performance on entering primary school.

The aim of this study was to investigate whether teacher assessment at the end of 

the EYFS around 5 years provides a valid measure of children's current development and their educational attainments in future years.

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR172A>

<https://www.education.gov.uk/publications/RSG/AllPublications/Page1/DFE-RR172>

<https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR172a.pdf>

The Studies in the Safeguarding Research Initiative (25/11/11)

These studies aim to identify how children may be better safeguarded, in three key areas: identification and initial response to abuse, effective interventions after abuse or its likelihood have been identified, and effective inter-agency and inter-disciplinary working to safeguard children.

In each of these areas the research has encompassed a specific focus on neglect and emotional abuse, significant elements in the maltreatment of Victoria Climbié and the more recent tragic death of Peter Connelly.
<http://www.education.gov.uk/researchandstatistics/research/scri/b0076846/the-studies-in-the-safeguarding-research-initiative>
<http://www.education.gov.uk/researchandstatistics/research/scri>

Grandparents providing childcare (Nov 2011)

Findings from a review of research evidence and statistical data which aimed to further understand the role of grandparents in providing childcare for grandchildren and the impact on their wellbeing.

<https://www.education.gov.uk/publications/RSG/AllPublications/Page1/CWRC-00083-2011>

Impact evaluation of the Disabled Children's Access to Childcare Pilot (Nov 2011)

This report covers the main findings from a quantitative study designed to evaluate the impact of the DCATCH pilot scheme on the provision of childcare for disabled children.
<https://www.education.gov.uk/publications/R/SG/AllPublications/Page1/DFE-RR168>

Evaluation of child poverty pilots: delivering improved services for separating parents (Nov 2011)

This brief summarises a report which aims to explore how effective the child poverty pilot projects have been in coordinating local services for separating and separated parents and their children, so that access to relevant services could be gained quickly, parental conflict was minimised, and there was reduced risk of children being negatively affected by the separation.

<https://www.education.gov.uk/publications/R/SG/AllPublications/Page1/DFE-RB175>
<https://www.education.gov.uk/publications/R/SG/AllPublications/Page1/DFE-RR175>

The impact of short breaks on families with a disabled child over time: The second report from the quantitative study (Nov 2011)

This research had two aims; the first was a programme evaluation of the then AHDC Short Break Pathfinder programme; the second was to provide information about the impact and outcomes of short break provision for disabled children and their parents, carers and siblings.

<https://www.education.gov.uk/publications/R/SG/AllPublications/Page1/DFE-RR173>
<https://www.education.gov.uk/publications/R/SG/AllPublications/Page1/DFE-RBX-10-12>

Me and My School: Findings from the National Evaluation of Targeted Mental Health in Schools 2008-2011 (Nov 2011)

Findings of a research project that aimed to provide a national evaluation of the TaMHS Programme. The project looked to measure the impact of TaMHS provision and whether the additional provision of support materials when randomly assigned enhanced the effect of TaMHS provision on pupil mental health.
<https://www.education.gov.uk/publications/R/SG/AllPublications/Page1/DFE-RR177>

Children's Needs: Parenting Capacity - 2nd Edition (Nov 2011)

This second edition of Children's Needs – Parenting Capacity provides an update on the impact of parental problems, such as substance misuse, domestic violence, learning disability and mental illness, on children's welfare. Research has continued to emphasise the importance of understanding and acting on concerns about children's safety and welfare when living in households where these types of parental problems are present.

<https://www.education.gov.uk/publications/R/SG/AllPublications/Page1/DFE-00108-2011>

Achievement for All National Evaluation: Final report (Nov 2011)

The main aim of this national evaluation project was to examine the impact of Achievement for All (AfA) on a variety of outcomes for children and young people with special educational needs and disabilities (SEND). It also aimed to find out what processes and practices in schools were most effective in improving these outcomes.

<https://www.education.gov.uk/publications/R/SG/AllPublications/Page1/DFE-RR176>
<https://www.education.gov.uk/publications/R/SG/AllPublications/Page1/DFE-RB176>

Systematic review of Solution Focused Brief Therapy with children and families
(Nov 2011)

This research brief summarises the findings from a systematic literature review of SFBT). The aim of this review was to examine its effectiveness in improving children's behaviour and academic results.

<https://www.education.gov.uk/publications/RSG/AllPublications/Page1/DFE-RB179>

<https://www.education.gov.uk/publications/RSG/AllPublications/Page1/DFE-RR179>

Update on implementation of 'Letting Children be Children' (22/11/11)

On 11 October 2011, the PM and Sarah Teather, Minister of State for Children and Families, hosted a summit at 10 Downing Street on tackling the commercialisation and sexualisation of childhood. The summit followed the publication in June of Reg Bailey's report 'Letting Children be Children' which made a series of practical recommendations to businesses, broadcasters and regulators.

A number of the organisations responsible for taking forward these recommendations were invited to provide an update on the actions they have taken and to discuss what more they can do. Details of the progress made on implementing the recommendations and areas where we expect to see further action are set out in a letter from Sarah Teather.

<http://www.education.gov.uk/childrenandyoungpeople/healthandwellbeing/b0074315/bailley-review>

<http://media.education.gov.uk/assets/files/pdf/s/sarah%20teather%20letter%20on%20bailey%20review%20summit.pdf>

Raising Ambition and Tackling Failure - The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2010/11 (Nov 2011)

This Report presents evidence from inspection and regulatory visits between September 2010 and August 2011 by Ofsted. Evidence is taken from inspection activity across the full range of Ofsted's statutory remit, which includes early years and childcare, provision for education and skills in schools, colleges and adult learning, children's social care and local authority services for children.

The report draws upon the findings of both routine inspection visits and our programme of survey inspections through which Ofsted collect information about subjects and specific aspects of provision in children's social care, education and skills. The report therefore stands as a detailed summary of the findings from Ofsted's inspection and regulatory activity in 2010/11 in all the areas of their remit, giving a national perspective on provision.

<https://www.education.gov.uk/publications/standard/AllPublications/Page2/HC%201633>

<https://www.education.gov.uk/publications/eOrderingDownload/HC-1633.pdf>

<http://www.ofsted.gov.uk/resources/annualreport1011>

Response by Schools Minister Nick Gibb responds (22/11/11)

Schools Minister Nick Gibb welcomed the broad findings of the Ofsted Annual Report, but warned that it highlighted significant areas of concern in the school system and said the Government's reform programme, white paper and Education Act 2011 would address them.

<http://www.education.gov.uk/a00200296/ofsted-annual-report-2011-schools-minister-nick-gibb-responds>

Tackling child sexual exploitation action plan (23/11/11)

Sexual exploitation of children and young people under 18 can involve gangs or individuals luring them into performing sexual activities in exchange for gifts like money, food, drugs or alcohol. It can also happen through grooming using technology - for example, young people being persuaded to post sexual images on the internet or mobile phones.

The Tackling Child Sexual Exploitation Action Plan looks at CSE from the perspective of the child. It highlights areas where more needs to be done and sets out specific actions which government, local agencies and voluntary and community sector partners need to take to address this horrific form of abuse.

Children's Minister Tim Loughton warned of failure by local agencies to recognise and deal with the problem of child sexual exploitation in many areas of the country. He said tackling CSE must be a priority and LSCBs must now act to establish the severity of the problem in their areas, make sure they are tackling it effectively, and put in place robust preventative strategies.

The Action Plan brings together for the first time actions by the Government and partners to protect children from this largely hidden crime. These include:

- Work with ACPO, health professional bodies, and the Social Work Reform Board to make sure child sexual exploitation is properly covered in training and guidance for frontline professionals.
- LSCBs to prioritise CSE and undertake robust risk assessments and map the extent and nature of the problem locally.



- Support organisations like Rape Crisis, and local sexual assault referral centres, to improve services for young victims. It will also look at raising awareness by improving sex and relationships education in schools and helping parents know what tell-tale signs to look out for.
- The police, the CPS, judges and magistrates to fully support young witnesses and victims, and increase the use of 'special measures' in court to ease the stress and anxiety of criminal proceedings on young people e.g. live links to the court from an outside location and screens so the witness does not see the defendant.

<http://www.education.gov.uk/inthenews/inthenews/a00200318/tackling-child-sexual-exploitation-must-be-a-priority-says-minister>
<http://www.education.gov.uk/childrenandyoungpeople/safeguarding/safeguardingchildren/a00200288/tackling-child-sexual-exploitation-action-plan>

<http://media.education.gov.uk/assets/files/pdf/t/tackling%20child%20sexual%20exploitation%20action%20plan.pdf>

Speech by Tim Loughton

<http://www.education.gov.uk/a00200323/tim-loughton-to-barnardos-event>

NEET Statistics - Quarterly brief - Quarter 3 2011 (24/11/11)

This brief sets out the latest statistics available on NEET in England from the DfE 16 - 18 Participation SFR, the Labour Force Survey, and regional NEET figures.

<http://www.education.gov.uk/researchandstatistics/statistics/a00199328/dfe-neet-statistics-quarterly-brief-quarter-3-2011>

Data on schools causing concern, summer term 2011 (22/11/11)

This suite of six documents contains information about schools in special measures or with a notice to improve at the end of the summer term 2011. All the files are enclosed in the attached zip file.

<http://www.ofsted.gov.uk/resources/data-schools-causing-concern-summer-term-2011>

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

Key points from this Release:

- There were 65,520 looked after children at 31 March 2011, up 2% from 2010 and 9% since 2007.
- 27,310 children started to be looked after during the year, down 3% from 2010 but up 14% from 2007. Of these 35% are classed as being taken into care.
- 3,050 LAC were adopted, down 5% from 2010 and 8% since 2007. Similarly there has been a decrease in the number of LAC placed for adoption.
- 26,830 children ceased to be looked after, up 6% from 2010 and up 7% from 2007.
- Overall, for those children who started to be looked after the main reason is because of abuse or neglect (54%). This percentage has increased each year since 2008, from 48%.
- 74% who were looked after at 31/03/11 were in a foster placement.

<http://www.education.gov.uk/rsgateway/DB/SFR/s001026/index.shtml>

CWDC News November 2011

A round-up of the latest news and developments being led by the CWDC across the children and young people's workforce.

<http://www.cwdcouncil.org.uk/whats-new/cwdc-news-e-bulletin>

<http://www.cwdcouncil.org.uk/whats-new/cwdc-news-e-bulletin/november-2011>

Risk assessment of maintained schools and academies (18/11/11)

This document sets out the process by which Ofsted conducts risk assessments of maintained schools and academies where overall effectiveness was judged to be good or outstanding at the last full section 5 inspection.

Only outstanding and good primary and secondary schools, including infant, middle and all through schools, are risk assessed under the current arrangements, which do not apply to outstanding stand-alone nursery schools, special schools or PRUs.

<http://www.ofsted.gov.uk/resources/risk-assessment-of-maintained-schools-and-academies>

Official statistics: The following statistics relate to England only (22/11/11)

Early years and childcare registered providers inspections and outcomes

<http://www.ofsted.gov.uk/resources/official-statistics-early-years-and-childcare-registered-providers-inspections-and-outcomes>

Children's social care inspections and outcomes

<http://www.ofsted.gov.uk/resources/official-statistics-childrens-social-care-inspections-and-outcomes>

Learning and skills inspections and outcomes

<http://www.ofsted.gov.uk/resources/official-statistics-learning-and-skills-inspections-and-outcomes>

Children's centres inspections and outcomes

<http://www.ofsted.gov.uk/resources/official-statistics-childrens-centres-inspections-and-outcomes>

Independent school inspections and outcomes, including regulation compliance

<http://www.ofsted.gov.uk/resources/official-statistics-independent-school-inspections-and-outcomes-including-regulation->

Revised Ofsted documents (16-17/11/11)

Protocols between Ofsted and other organisations in relation to childcare
<http://www.ofsted.gov.uk/resources/protocols-between-ofsted-and-other-organisations-relation-childcare>

Childcare - Registration not required
<http://www.ofsted.gov.uk/resources/factsheet-childcare-registration-not-required>

Childcare - Regulating play-based provision
<http://www.ofsted.gov.uk/resources/factsheet-childcare-regulating-play-based-provision>

Children's centres self-evaluation form
<http://www.ofsted.gov.uk/resources/childrens-centres-self-evaluation-form>

Childcare - Concerns and complaints about childcare providers
<http://www.ofsted.gov.uk/resources/factsheet-childcare-concerns-and-complaints-about-childcare-providers>

Learning and skills: November 2011

(18/11/11)

This update provides inspectors and stakeholders with information and guidance about inspection work in learning and skills.
<http://www.ofsted.gov.uk/resources/learning-and-skills-november-2011>

The indicative timetable (29/11/11)

Schools should use this form to help plan meetings and make policies available to inspectors during their time at the school.
<http://www.ofsted.gov.uk/resources/indicative-timetable>

Residential special school national minimum standards check sheet and evidence form (29/11/11)

This form may be used in welfare inspections of a residential special school.
<http://www.ofsted.gov.uk/resources/residential-special-school-national-minimum-standards-check-sheet-and-evidence-form>

Residential special schools national minimum standards - appendix two records (29/11/11)

This form may be used in welfare inspections of a residential special school. It is a check sheet for headteachers to confirm they have the records in App 2 of the National Minimum Standards.

<http://www.ofsted.gov.uk/resources/residential-special-schools-national-minimum-standards-appendix-two-records>

Boarding schools National Minimum Standards - appendix two records

(29/11/11)

This form may be used in welfare inspections of a boarding school. It is a check sheet for headteachers to confirm to inspectors they have the records listed in appendix 2 of the boarding schools National Minimum Standards.

<http://www.ofsted.gov.uk/resources/boarding-schools-national-minimum-standards-appendix-two-records>

Framework for inspecting boarding and residential provision in schools (29/11/11)

This sets out the framework for Ofsted's inspections of boarding and residential provision in maintained, non-maintained and independent boarding and residential special schools in England.

<http://www.ofsted.gov.uk/resources/framework-for-inspecting-boarding-and-residential-provision-schools>

Evaluation schedule for the inspection of boarding and residential provision in schools (29/11/11)

Outline guidance and grade descriptors for the judgements that inspectors will report on.
<http://www.ofsted.gov.uk/resources/evaluation-schedule-for-inspection-of-boarding-and-residential-provision-schools>

Boarding school NMS check sheet and evidence form (29/11/11)

This form may be used in welfare inspections of a boarding school.

<http://www.ofsted.gov.uk/resources/boarding-school-national-minimum-standards-check-sheet-and-evidence-form>

How to object: guidance for registered childminders and childcare providers (29/11/11)

This leaflet tells you how and when, as someone applying to register as, or already registered as, a childcare provider, you can object to our intention to take steps that will affect your registration.

<http://www.ofsted.gov.uk/resources/how-object-guidance-for-registered-childminders-and-childcare-providers>

How to appeal: guidance for people applying to provide and those registered to provide childcare or children's social care (29/11/11)

This leaflet explains how and when you, as someone applying to provide or already registered to provide childcare or children's social care, can appeal against our decision to take steps that affect your registration. Please read this leaflet carefully.

<http://www.ofsted.gov.uk/resources/how-appeal-guidance-for-people-applying-provide-and-those-registered-provide-childcare-or-childrens>

Inspection of residential provision in schools (29/11/11)

A guide for independent and maintained boarding and residential special schools

<http://www.ofsted.gov.uk/resources/inspection-of-residential-provision-schools>

Conducting inspections of boarding and residential provision in schools

This updated guidance is designed to assist inspectors when conducting inspections of boarding and residential provision in schools.

<http://www.ofsted.gov.uk/resources/conducting-inspections-of-boarding-and-residential-provision-schools>

Inspection judgements 2010/11 for maintained schools (22/11/11)

These workbooks present inspection judgements for inspections carried out in the academic year 2010/11 where the inspection report had been published by 14 October 2011. They include inspection judgements from section 5, or section 8 deemed 5, inspections. Inspectors make judgements on a four point scale (1 = outstanding, 2 = good, 3 = satisfactory, 4 = inadequate).

<http://www.ofsted.gov.uk/resources/inspection-judgements-201011-for-maintained-schools>

Outstanding Providers (22/11/11)

The outstanding providers listed include early years registered providers, maintained schools, independent schools, colleges and providers of work-based learning, adult education and children's social care.

The providers listed are those judged outstanding overall. In some cases special criteria may apply e.g. if a provider has more than one inspection during the period. The criteria for inclusion on the list are described in the published list.

The proportions of providers inspected in each LA area vary from year to year and providers inspected do not necessarily represent the LA as a whole.

<http://www.ofsted.gov.uk/resources/outstanding-providers>

Standard conditions of registration for those on the Early Years and/or Childcare Registers (01/12/11)

The aim of this revised guidance is assist inspectors and the National Business Unit in setting conditions of registration. A condition of registration is a restriction on a provider's registration, or gives permission to do certain things like provide overnight care. This guidance gives some standard wording for the most common conditions. Inspectors should use this standard wording wherever it is appropriate to do so. In some circumstances the wording may need adapting to suit the particular circumstances of the provider.

<http://www.ofsted.gov.uk/resources/standard-conditions-of-registration-for-those-early-years-andor-childcare-registers>

Ending violence against women and girls: action plan progress review (24/11/11)

The government has taken action to prevent violence and provide more victim support as part of a comprehensive strategy 'a call to end violence against women and girls'.

Recent measures include:

- £28m for specialist services to tackle violence against women & girls until 2015
- strengthening the law to protect victims of domestic violence and consulting on introducing a 'Clare's Law' disclosure
- piloting DV protection orders in three police force areas with 135 issued so far
- domestic homicide reviews so lessons can be learned and future tragedies prevented
- a consultation on how to protect victims of stalking more effectively, incl. whether to introduce a specific offence of stalking
- protecting and supporting those facing forced marriage and in future consulting on whether to make this a criminal offence;



- through our teen abuse campaign, tackling negative attitudes to prevent violence from occurring in the first place

<http://www.homeoffice.gov.uk/media-centre/news/vawg-un-day>

Ending violence against women and girls: action plan progress review

<http://www.homeoffice.gov.uk/publications/crime/call-end-violence-women-girls/action-plan-progress-review>

<http://www.homeoffice.gov.uk/crime/violence-against-women-girls/>

<http://www.homeoffice.gov.uk/publications/crime/vawg-newsletters/vawg-winter-2011>

DV in London: Speech by the Equalities Minister, Lynne Featherstone (22/11/11)

<http://www.homeoffice.gov.uk/media-centre/speeches/lynne-featherstone>

Conferences

Payment by Results in NEET Provision

25th January 2012 London

£225 - £445 + VAT

With a tough economic climate and public service spending cuts, it is critical that money is being spent in the right places to deliver the best results.

This half-day event provides guidance on implementing payment by results models and social impact bonds for youth services.

Explore the design and delivery of these new financial incentive models and their impact on reducing NEETs.

Benefits of Attending

- Hear from the DWP about rewarding performance against outcomes specified in contracts
- Understand the benefits and challenges posed by the payment by results model at the centre of the Work Programme
- Learn from a local area working with partner agencies to analyse the feasibility of Social Impact Bonds

<http://www.capitaconferences.co.uk/public-sector-conferences/employment-skills/full-conference/article/payment-by-results-in-neet-provision.html>

Not in Education, Employment or Training

24th January 2012 London

£225 - £545 + VAT

With the NEET population in England at nearly 1m, it is vital to focus valuable resources on improving early intervention programmes for those at-risk and creating sustainable employment and training opportunities to prevent older NEETs being left behind.



This event will provide expertise on:

- Developing your programmes to those most at-risk
- Effective inter-agency working
- Increasing work experience opportunities and apprenticeships

Benefits of Attending

- Hear from the DfE on data on participation and an update on evolving policy
- Take away ideas on developing affordable schemes to encourage a proactive approach to finding training and employment options
- Discover how to collect and record data to develop a real understanding of why young people become NEET and identify early risk factors
- Learn from the experiences of a local area involved in all 3 phases of the Raising the Participation Age trials
- Examine the role of the private sector in developing apprenticeship programmes and preparing young people for long-term employment through vocational training
- Understand how schools can equip young people with the necessary skills to ensure they are responsive to the changing economic environment

<http://www.capitaconferences.co.uk/public-sector-conferences/employment-skills/full-conference/article/not-in-education-employment-or-training-conference.html>

Conferences (continued)

5th National Safe and Sound Conference

15th May 2012 London

£175 - £225 + VAT

The theme for the day will be "Practical and Effective Responses to Child Sexual Exploitation" and will address the recommendations of the new National Action Plan.

Tim Loughton, Parliamentary Under Secretary of State for Children and Families, will give a keynote address followed by a question and answer session. Speakers will focus on practical interventions that help young people, parents and carers, and professionals to both prevent and stop this type of sexual abuse. We will also explore proven strategies for tackling the perpetrators, including deterrence, investigation, disruption and prosecution.

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

Vulnerable Children- Recognition and Protection

17th May 2012 Manchester

£130 – £195

Although safeguarding is everyone's responsibility, this conference will be particularly relevant for police officers, social workers, health professionals, LSCB's staff, workers in youth justice and probation officers, public protection team members and forensic teams.

<http://www.baspcan.org.uk/events-national.php>

[http://www.baspcan.org.uk/files/May%2017%202012%20booking%20form%20\(web%20version\)%20plus%20programme.doc](http://www.baspcan.org.uk/files/May%2017%202012%20booking%20form%20(web%20version)%20plus%20programme.doc)

Disorganised Attachment and Child Protection: New Ways of Assessing Risk and Helping Children and Families

9th July 2012 York

£130 - £195

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

<http://www.baspcan.org.uk/events-national.php>

<http://www.baspcan.org.uk/files/Web%20version%20July%202012%20York%20Flier.doc>

Shaping the global health agenda - women, children and society

27th – 28th March 2012 London

This conference highlights the unacceptable inequality focussing on issues pertaining to women and children. It debates and discusses challenging problems and seeks to understand how international aid can be directed in the most effective way.

Objectives:

- Understand societal inequalities which restrict access to health care by women and children.
- Explore the causes of domestic violence against women and children
- Question the efficacy of overseas aid and understand where aid is most effective.
- Examine the cultural differences which impact upon healthcare for women and children, particularly during pregnancy.
- Understand the role of the human rights in promoting stability in health and in society
- Learn about the experience of Global Partnership Development and priorities in the allocation of the aid budget.

<http://www.rsm.ac.uk/academ/evc07.php>

Conferences (continued)

Inspecting children's services: implementing the new framework

23rd February 2012 London
£225 - £545 + VAT

All inspections of child protection services will be unannounced, with more focus on case tracking and direct observation at each stage from needing help to receiving it. At this conference you will hear about implications arising from the new framework and the repercussions for all safeguarding and children's services stakeholders.

Benefits of Attending:

- Hear from Ofsted about the new inspection framework for early intervention, child protection services and children in care
- Prepare for an unannounced inspection
- Develop strategies to adopt a 'team around the child' at each stage of the child's journey from needing to receiving help
- Hear how well-performing and award winning LAs have structured their workforce and services to improve outcomes for children and their families
- Case studies on key target groups
- How to use media and IT systems to consult and share information

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

Maintaining Outstanding Safeguarding Provision

29th February 2012 London
£229 - £429 + VAT

The new Ofsted inspection framework is bringing radical changes to the way your safeguarding procedures will be judged. From January 2012 safeguarding will no longer be a limiting judgement but it will fall under both the Leadership & Management and Behaviour & Safety judgements. The new framework comes on the heels of a raft of safeguarding guidance that was updated and released over the summer and at a time when many are experiencing diminishing support from the local authority.

This conference will help Designated Child Protection Officers find out how safeguarding will be judged under the Leadership & Management and Behaviour & Safety judgements, and how to maintain high quality safeguarding provision.

Inspectors will also be heavily scrutinising bullying and students' abilities to assess and manage risk. Don't miss this opportunity to gain practical strategies to prepare students to protect themselves from bullying and other forms of harm.

<http://www.optimus-education.com/shared/order/11K-WL-EPS372-Order.html>

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