



**ENFIELD**  
**EDUCATION**  
**SERVICE**

**Friday 1<sup>st</sup> July**

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# AGENDA

1. Welcome
2. Ian Davis – Chief Executive London Borough of Enfield
3. Gill Bal – Teaching Hub - NPQs, ECTs and further training
4. Vaccinations – Polio & MMR
5. Director's update
6. GRT Pledge
7. KCSIE update
8. National Music Strategy
9. Holiday and Food Fund update
10. ECASS website
11. AOB – Ukraine/Afghanistan/Hong Kong

1. National Professional Qualifications
2. Early Career Framework



BARNET • BRENT • ENFIELD

# NPO courses update – Nov 2021 & Feb 22

- **616 participants** on courses across the Teaching School Hub.
- All **6 NPOs** being delivered.
- **Partners across all LAs.** Looking for others who wish to train staff to be Visiting Fellows and deliver...
- **Positive Ambition Ofsted** inspection and feedback.

Brent	Barnet	Enfield	Hillingdon
<ul style="list-style-type: none"> <li>• Mount Stewart</li> <li>• Chrysalis</li> <li>• Alperton</li> <li>• St Joseph's</li> <li>• NCC</li> <li>• The Rise Partnership Trust</li> <li>• Elsley</li> <li>• BSP</li> <li>• Brent LA</li> </ul>	<ul style="list-style-type: none"> <li>• Compton</li> <li>• Barnet LA</li> <li>• Wren</li> </ul>	<ul style="list-style-type: none"> <li>• Ivy</li> <li>• Attigo</li> <li>• Southgate</li> <li>• Oakthorpe</li> <li>• Edmonton County</li> <li>• Enfield LA</li> </ul>	<ul style="list-style-type: none"> <li>• Middlesex Learning Partnership</li> </ul>

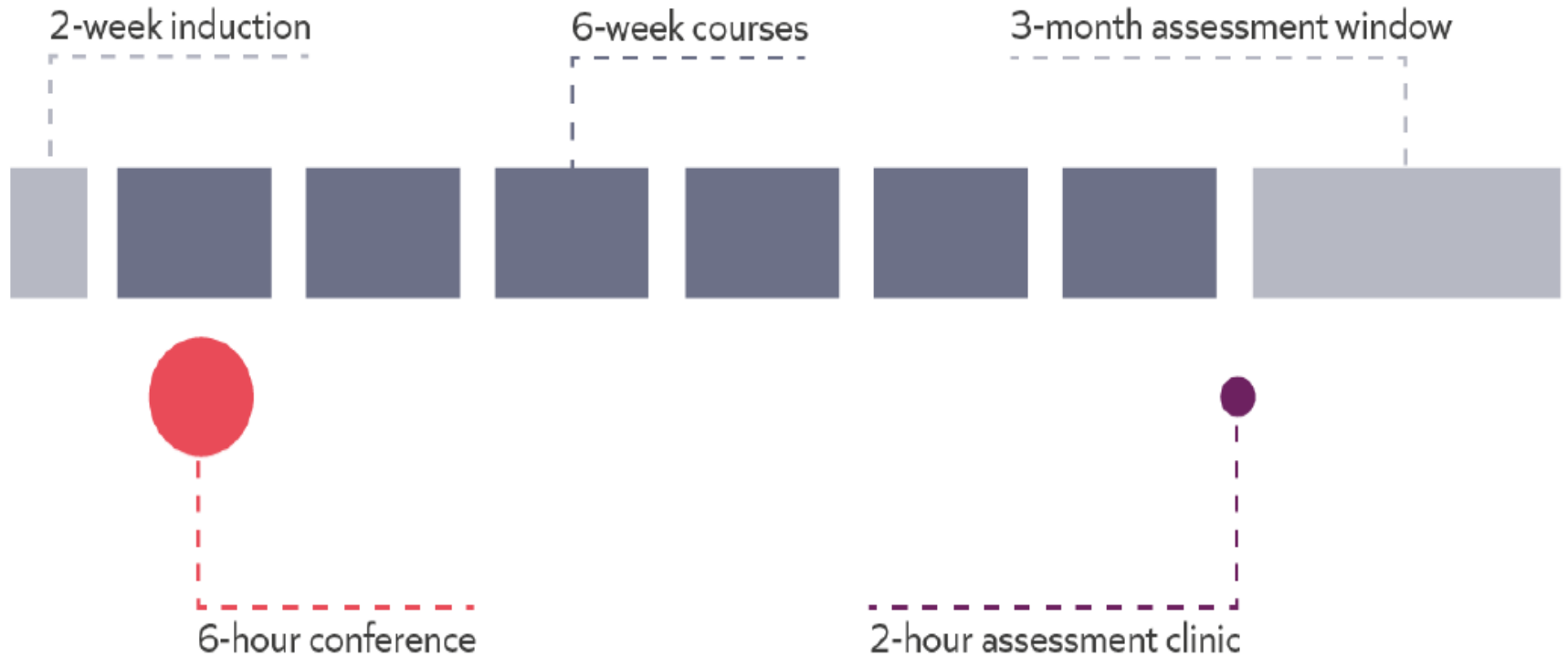
# NPQ courses cost and duration

Qualification Type		Taught Course Duration	Total Duration to Award of Final Mark	Cost
Specialist	NPQLT	12 months	15 months	NONE TO STATE SCHOOLS (additional funding - £200 per teacher - for schools with less than 600 pupils)
	NPQLTD	12 months	15 months	
	NPQLBC	12 months	15 months	
	NPQLL	12 months	15 months	
Leadership	NPQSL	18 months	21 months	
	NPQH	18 months	21 months	
	NPQEL	18 months	21 months	
	NPQEYL	18 months	21 months	

# Programme Approach

- Programmes are delivered through a **carefully structured and sequenced curriculum** to support participants to see and feel that they are continually getting better.
- **Highly flexible delivery** - Participants can complete weekly, online units at times that fits around their existing commitments.
- **Insight modules** capture the very best that the sector can contribute on a given topic, while **application modules** help participants to use the ideas in context, with support from peers. Embedding new habits is hard and can take multiple attempts.
- Work is done by the candidate – minimal time away from school (1 day conference).
- Assessment is at the end with a response to a scenario (no projects).

## Programme overview: Specialist NPQs



# ECT courses update

1. Ambition programme is very flexible allowing **entry at the point the ECT joins the school.**
2. Currently, 459 ECTs and 417 mentors are being trained across the Hub **(867 participants).**
3. We can now get the programme **modules opened up** – so schools have the flexibility.
4. Full Induction Programme is being delivered. Next year it is likely that **50% of it will have to be face to face.**
5. Partners across all LAs. **Looking for others who wish to train staff to be mentors and deliver the FIP...**
6. Ambition Ofsted inspection and feedback.



# Early Career Framework Reforms: Full Induction Programme Funding Summary

Funding to schools from the DfE:

**Schools doing the Full Induction Programme with Ambition (accredited provider) will receive additional funding.** Funding is in addition to the above funding related to time off timetable for early career teachers and their mentors.

- **Payments for this will be to schools (approximately £2000 – Inner London).**

**Schools offering statutory induction will receive additional funding to deliver the early career framework reforms.** This includes:

- Funding for 5% off timetable in the second year of induction for all early career teachers.
- ECT Funding Year 2 – £1,500 for Inner London.
- Funding for time for mentors to spend with early career teachers in the second year of induction.
- Mentor Funding Year 2 - £1,100 for Inner London.

**Funding paid to schools: £2,600**

**Ambition Programme – Programme is free to schools**

# Programme Overview

YEAR	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
ONE	INDUCTION ECT CONFERENCE ONE		ECT CONFERENCE TWO			
		ECT CLINIC ONE		ECT CLINIC TWO		ECT CLINIC THREE
TWO	ECT CONFERENCE THREE					
		ECT CLINIC FOUR	ECT CLINIC FIVE		ECT CLINIC SIX	

YEAR	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
ONE	INDUCTION MENTOR CONFERENCE ONE					MENTOR CONFERENCE TWO
		MENTOR CLINIC 1 COACH-ON-COACH 1		MENTOR CLINIC COACH-ON-COACH 2		
TWO		MENTOR CLINIC 3 COACH-ON-COACH 3				

Weekly Instructional Coaching between  
teacher and mentor

# Appropriate Body

Consultation is out but the likelihood is that **Teaching School Hubs will become responsible for providing the Appropriate Body function from September 2023 (not LAs)**. As ECF is a two year programmes school may need to transfer to the TSH AB in September 2023.

## Current update on the Teaching School Hub Appropriate Body work :

148 ECTs started induction during this academic year ; 7 ECTs cause for concern – supported; 8 resignations.

We have been speaking to the LAs to find a way forward - **Our preferred option is to work with the LAs wherever possible and give continuity of service**. We will also be increasing our own capacity as the Appropriate Body (required by the DfE).

**Our charges are £500 for the 2 year full induction programme.**

If schools choose to run their own programme, then rigorous fidelity checks are required and the market price for AB function of these is in the region of £1500-£2000. We really don't want to be doing these and neither can schools afford the time or charges.

# Next Steps...

1. Register your ECTs and mentors with the DfE at [Manage training for early career teachers \(education.gov.uk\)](https://www.gov.uk/education/training-for-early-career-teachers)

2. Enrol your staff on an NPQ by contacting us directly.

3. If you want to help us deliver ECF or NPQs, please contact us.

4. Contact Details:

Dr. Luisa Bonelli – [LBonelli@whtc.co.uk](mailto:LBonelli@whtc.co.uk) on 020 8385 4853

PA – Aparna Amirtharasa: [Aamirtharasa@whtc.co.uk](mailto:Aamirtharasa@whtc.co.uk) on 020 8385 4833

Any serious problems please ring Gill Bal: 020 8385 4802

# School Age Vaccinations National Programme

Heads Briefing 1<sup>st</sup> July 2022  
BEH Enfield Immunisations Service



Barnet, Enfield and Haringey   
Mental Health NHS Trust

# Current Offer

- Current offer
  - All 12-15s eligible for Covid 2 doses can use NBS/Second doses of covid in SEN on 20<sup>th</sup> and 21<sup>st</sup> July
  - Consent – online & portal is open for the cohorts with school ID
  - Behavioural science project letters to schools, focus on 30 schools in Enfield on consents
  - Verbal consents on the day i.e. 184= 80 gained through verbals

## **Additional out of school clinics up to 1<sup>st</sup> Sept including weekends for the following:**

- diphtheria, tetanus and poliomyelitis (Td/IPV)
- meningococcal ACWY (MenACWY)
- human papillomavirus (HPV) vaccinations 1 & 2 boys/girls
- school-aged children's seasonal influenza (flu)- from Oct 3<sup>rd</sup> 2022–Jan 2023
- measles, mumps and rubella (MMR) catch-ups

# Contacts

- ENFIELDIMMUNISATIONTEAM [belinda.danso-langley@nhs.net](mailto:belinda.danso-langley@nhs.net) [Tel:0208 702 3499](tel:02087023499)
- Belinda Danso-Langley [belinda.danso-langley@nhs.net](mailto:belinda.danso-langley@nhs.net) 0208 702 4298
- National Booking Service. features an FAQs section, and link to book out of school:  
<https://northcentrallondonccg.nhs.uk/another-chance-for-12-15-year-olds-to-get-vaccinated-against-covid-19/>

# Polio update

# Head Teachers Forum

Click to add subtitle





# What is polio?

- Virus currently irradiated from most countries
- Transmission: Faeces & Mucus
- Incubation period: 3-21 days
- Symptoms: headache, stomach upset, exhaustion, stiff neck/ back, fever, meningitis, paralysis.
- Prevention:
  - Full vaccination course
  - Hand hygiene
  - Respiratory hygiene
  - Cleaning

# Why is there a National Alert?

- Routine sampling of waste water at the Beckton Treatment Works has detected polio virus in sewage
- No cases identified

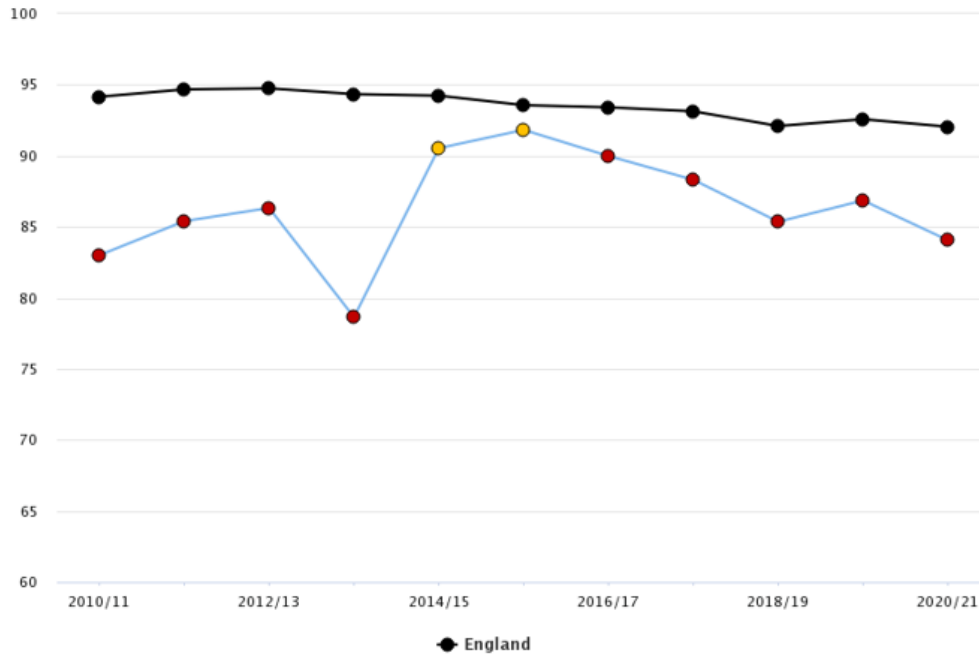
# What are we doing about this?

- Achieving 95% vaccine coverage is key to prevention
- Focus catch up on under 5s (initially)
- UKHSA Ldn communication campaign supported by local NHS & LBE
- All GPs asked to review immunisation uptake of <5s and offer vaccination to any who have missed
- GPs encouraged to vaccinate any unvaccinated patients of any age who request
- Letters sent to all schools / EY providers for parents

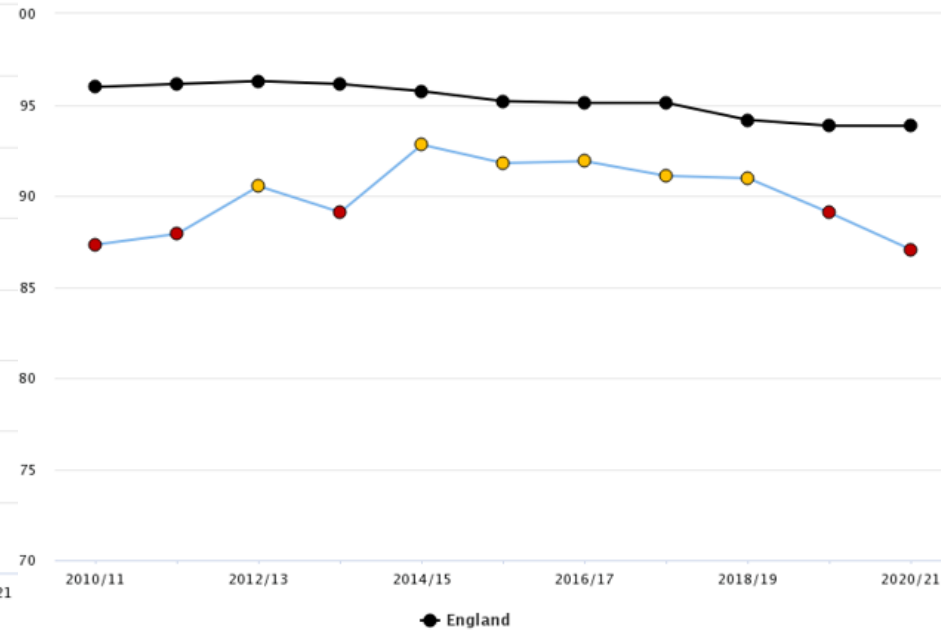
# Vaccination

- 8, 12 and 16 weeks old as part of the [6-in-1 vaccine](#)
- 3 years and 4 months old as part of the [4-in-1 \(DTaP/IPV\) pre-school booster](#)
- 14 years old as part of the [3-in-1 \(Td/IPV\) teenage booster](#)

Population vaccination coverage – Dtap / IPV / Hib (1 year old) for Enfield

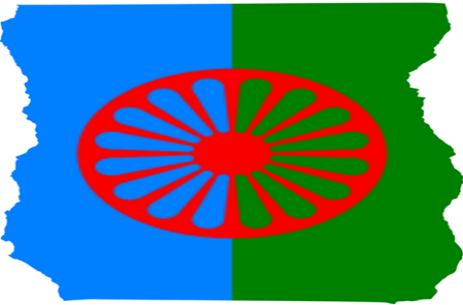


Population vaccination coverage – Dtap / IPV / Hib (2 years old) for Enfield



# Useful links

- e-Bug <https://www.e-bug.eu/>
- Health protection in schools and other children care facilities  
<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities>
- Health protection in schools and other childcare facilities/**exclusion table**  
<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/exclusion-table>



# The Gypsy Roma Traveller, Showmen Boaters Pledge for Schools

[www.enfield.gov.uk](http://www.enfield.gov.uk)

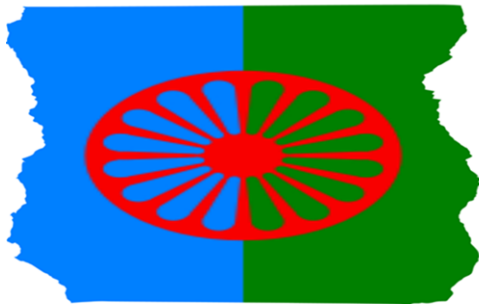
Striving for excellence  
★★★★



# Gypsy, Roma, Traveller, Boater, Showmen Project Board

The main purpose of the board is to bring together a cross-section of the community, including professionals, GRT advocates and GRT members, to proactively support Gypsy, Roma and Traveller residents in Enfield.

- improve the quality of health
- improve education
- improve housing
- enhance community development initiatives



# Education Working Group

- Develop GRT Inclusion guidance for Enfield, linked to Inclusion Charter, based on families' views and established good practice.
- Positive promotion of culture – celebrate GRT history month in June, encourage parents/carers from the GRT communities to talk about their culture alongside parent/carers from other cultures
- Review of access to nursery, pre-school, primary and secondary education.
- Support young GRT pupils realise their dreams and aspirations
- Provide support for Gypsy Roma and Traveller children and young people at school (School provision)





# Gypsy Roma Traveller Good Practice Network

*The Gypsy Roma traveller (GRT) Good Practice Network will facilitate and promote a culture of inclusion of GRT learners.*

*It provides a networking opportunity for teachers in all education settings who wish to improve educational outcomes for GRT learners in their setting.*

- To provide networking opportunities for teachers and school staff for mutual support, reflection and sharing of good practice across all educational settings.
- To advocate, promote and facilitate continued and consistent good inclusion practice through networking and co-production.
- To disseminate information and guidance to support educational settings in their ability to provide for pupils and families from the GRT community.
- To strengthen strategic communication and relationships between settings

**Do you support learners from Gypsy, Roma and Traveller backgrounds in your setting?**

Come along to our Gypsy Roma And Traveller Good Practice Network Meeting where you can network, reflect, share good practice and problem-solve with other settings and our two hosts Chelsea McDonagh and Dr Róisín Byrne.

For any member of staff in an educational setting in Enfield who works with Gypsy, Roma or Traveller learners

**Chelsea McDonagh**  
Chelsea is a researcher, Irish Traveller activist and writer. She provides consultancy on a wide range of issues affecting Gypsy and Traveller people including education, health, policy and politics. Chelsea is one of the co-founders of the Rom Beyond programme, a KCL Widening Participation programme for Gypsy, Roma and Traveller pupils and is passionate about improving opportunities for young people. Twitter handle: @chelsmacdonn

**Dr Róisín Byrne**  
Róisín is an Educational Psychologist with Enfield Educational Psychology Service. She has experience supporting inclusion of Gypsy, Roma and Traveller young people through her work as an EP and her research on sense of school belonging in young Irish Travellers. She has a particular interest in reducing exclusions and promoting high expectations for learners from Gypsy, Roma and Traveller backgrounds.

Click [here](#) to sign up

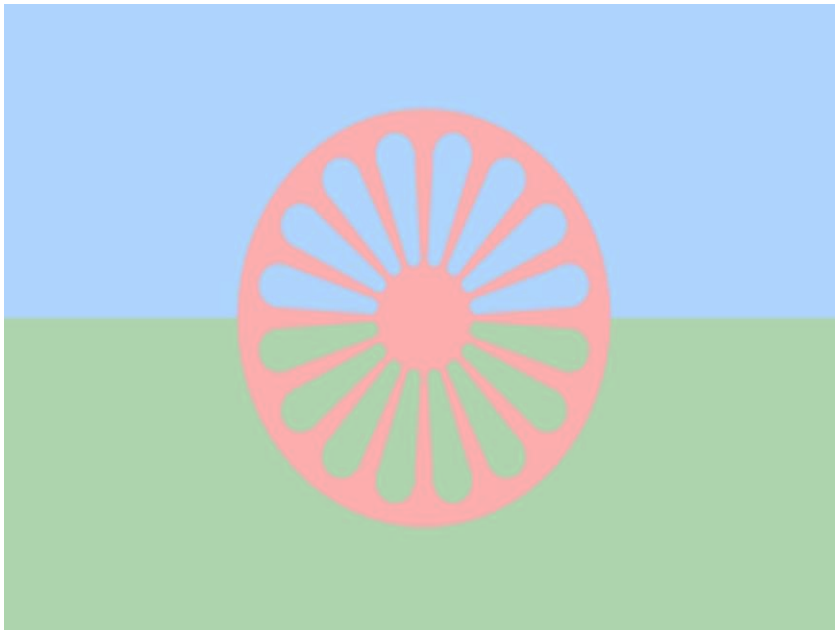
**Thursday 23rd June 2022  
2pm  
Virtual meeting on  
Microsoft Teams**

or more information email [EPS@enfield.gov.uk](mailto:EPS@enfield.gov.uk)

[www.enfield.gov.uk](http://www.enfield.gov.uk)



# How we can work together



- Family Liaison Officers to work with schools
- Participate in Good practice network
- Participate in Education Working group
- Lead the way as first London Borough to take the Pledge
- Get involved in the Crystals Vardo Theatre performances in September and November

# What is the purpose of the pledge

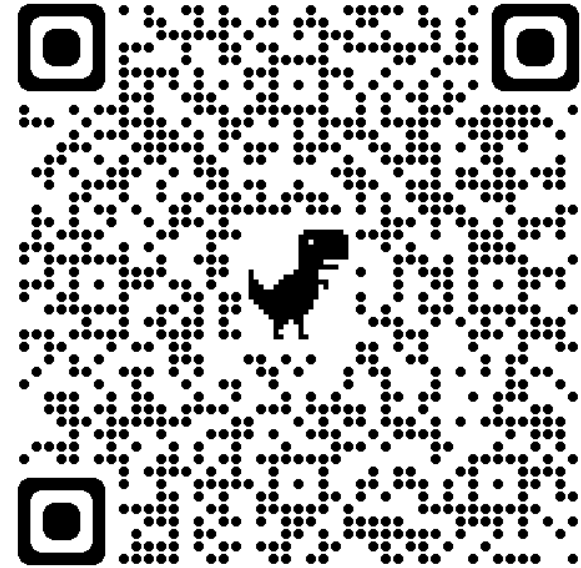
- The GTRSB Schools' Pledge consists of a firm commitment by your school to undertake certain steps to support access, retention, and outcomes in education for GTRSB pupils.
- The Pledge is designed to support best practice in ensuring monitoring of data, inclusive practice, and the development of widening participation practice to support GTRSB pupils, potential pupils, and their families.
- The Pledge sets out to deliver effective practice and also create an open and welcoming environment where members of the communities know their culture and learning needs are understood by the school which they attend, or which they are interested in attending.



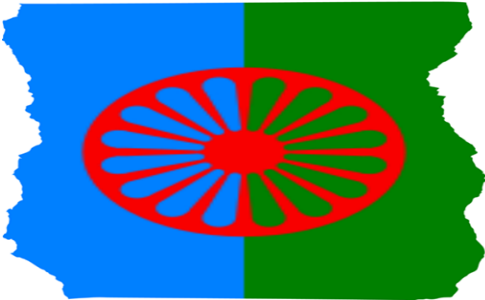
# “ Take the Pledge”

The Gypsy, Roma, Traveller, Showmen  
Pledge for Schools-

*Improving access, retention  
and outcomes in Education for  
Travellers, Gypsies, Roma, Showmen  
and Boaters*



Scan the QR code



# Dr's of the World Free Mobile Clinics for GRTBS Families

- Get in touch if you have families from GRT background that would benefit from talking to a doctor maybe they need help with registering with a GP, we can come to you in September.



**FREE HEALTH CLINICS**

**SUMMER 2022**

ENFIELD COUNCIL & DOCTORS OF THE WORLD ARE RUNNING CLINICS SO YOU CAN MEET A DOCTOR OR NURSE AND HAVE A HEALTH CHECK

**JULY**

Wed 06	Edmonton Green Library 11:00 - 17:00pm N9 0TN
Thur 14	Meridian Waterway 14:00 - 16:00pm N18 3RJ
Thur 14	Borliaka Cafe 16:30 - 19:00pm
Wed 27	Mums Cafe 16:00 - 19:00pm 518 Montagu Rd Silver Street, N18 2LX

**AUGUST**

Wed 03	Edmonton Green Library 11:00 - 17:00pm N9 0TN
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Translations and dates available on [enfield.gov.uk](http://enfield.gov.uk)  
Scan the QR code



SCAN ME

#WITHYOU  
#LOVE-GRT-HEALTH-MATTERS

ENFIELD Council

1500s ----- 2022



HISTORY MONTH



# DIRECTOR'S UPDATES

- Proposed attendance duties and Wonde
- School Uniform statutory guidance
- Green paper consultation
- Outreach SEND support
- Delivering Better Value (DBV)
- OFSTED SEND inspection consultation
- Cluster groups feedback
- School contact details – survey monkey
- White paper
- NEXUS national award!!!
- Headteacher of the Year

# KCSIE September 2022

Click to add subtitle



# KCSIE September 2022

- The new version of [Keeping Children Safe in Education](#) (KCSIE) comes into force in September 2022.

## Part 1 - key things to know

New paragraphs on:

- Explaining that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL) (paragraph 19)
- Domestic abuse (paragraph 43), notably:
  - Children who witness domestic abuse are also victims
  - Witnessing domestic abuse can have a lasting impact on children
  - Children can be victims in their own relationships too



## Part 2 - key things to know

- All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge (paragraph 81)
- New sections adding greater detail on the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty (PSED) - the duties **aren't new**, but KCSIE explains how they apply to safeguarding (paragraphs 83 to 93)
- Schools play a crucial role in preventative education (paragraph 130). This is in the context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This will be underpinned by:
  - Your behaviour policy
  - A pastoral support system
  - A planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment
- A focus on reinforcing the importance of online safety, including making parents aware of what you ask children to do online (e.g. sites they need to visit or who they'll be interacting with online) (paragraph 139)
- Child-on-child abuse is the new name for peer-on-peer abuse (paragraph 155)
- New paragraphs around the additional barriers faced by children who are lesbian, gay, bi or trans (LGBT). See paragraphs 202 to 204. KCSIE highlights that:
  - These children can be targeted by other children
  - It's vital you provide a safe space for these children to speak out and share their concerns with members of staff

### **Part 3 - key thing to know**

- You should consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online (paragraph 220)

### **Part 4 - key things to know**

Additional clarity around low-level concerns, including that:

- Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure (paragraph 427)
- Schools should have procedures in place for confidentially sharing low-level concerns and clarity around the role of the DSL and headteacher in this (paragraph 432)
- In the examples of adult behaviour that could be a low-level concern, KCSIE has replaced sexualised language with 'humiliating pupils' (paragraph 425)

## Part 5 - key things to know

- The DfE's standalone guidance on sexual violence and sexual harassment is now absorbed fully within KCSIE
- It should be clear to all victims that the law on child-on-child abuse is there to protect them, not criminalise them (paragraph 468)
- You should consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment (paragraph 482)
- Schools, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements (paragraph 492)
- Children who have experienced sexual violence can display a wide range of responses, so schools should remain alert to the possible challenges of detecting those signs and show sensitivity to their needs (paragraph 533)

## Annex C - key things to know

- The DSL is expected to be aware that children must have an 'appropriate adult'.

### Under **Working with others**

- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

### Police and Criminal Evidence Act 1984

- 1.7 A The role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons (see [paragraphs 1.4](#) and [1.5](#)) to whom the provisions of this and any other Code of Practice apply. For this reason, the appropriate adult is expected, amongst other things, to:
  - support, advise and assist them when, in accordance with this Code or any other Code of Practice, they are given or asked to provide information or participate in any procedure;
  - observe whether the police are acting properly and fairly to respect their rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not;
  - assist them to communicate with the police whilst respecting their right to say nothing unless they want to as set out in the terms of the caution (see [paragraphs 10.5](#) and [10.6](#));
  - help them to understand their rights and ensure that those rights are protected and respected (see paragraphs [3.15](#), [3.17](#), [6.5A](#) and [11.17](#)).

<https://www.tes.com/magazine/analysis/general/kcsie-2022-23-update-10-changes-schools-need-know>

## The new National Plan for Music Education

It replaces the original plan published in 2011 and contains an updated vision:

**‘To enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests, including professionally’**

It is non-Statutory and sits alongside the Model Music Curriculum published last year.

There is a strong narrative about musical progression through school into a life-long appreciation of and/or career in music.

The plan sets out 3 goals for music education:

1. All children and young people receive a high-quality music education in the early years and in schools  
(Chapter 1, which focuses on the role of schools/early years provision)
2. All music educators to work in partnership with children and young people’s needs and interests at their heart  
(Chapter 2, which focuses on the role of Hub Partnerships)
3. All children and young people with musical interests and talents to have the opportunity to progress their interests and potential, including professionally  
(Chapter 3, which focusses on progression routes)



## What is expected of schools?

The plan highlights that a high-quality curriculum should be supported by co-curricular learning and additional musical experiences.

It sets out key features of high-quality music provision the DfE would like to see in every school:

- Timetabled music curriculum lessons of at least one hour per week throughout the school year Key Stage 1-3
- Access to lessons across a range of instruments, and voice
- A school choir and/or vocal ensemble
- A school ensemble, band or group
- Space for rehearsals and individual practice
- A termly school performance
- Opportunity for pupils to enjoy live performance at least once a year

The plan also includes expectations that:

- Music is to be represented in every school's leadership structure.
- Schools should write a Music Development Plan outlining the curricular and co-curricular offer and setting out how it will be staffed and funded.
- Multi-Academy Trusts will be expected to develop trust-wide Music Development Plans



## Some additional points of note for schools:

A Music Progression Fund will be piloted from September 2023

Music Hubs must identify Lead Schools to work with the Hub on design/delivery of CPD & peer to peer support by 2024

There will be £25 million additional funding for new instruments for schools, including adaptive instruments for pupils with SEND.





## **Timeline notes for schools:**

### **From September 2022:**

All schools to consider the guidance within the NPME for implementation over the next academic year.

### **By September 2023:**

All schools should aim to have a Music Development Plan in place for academic year 2023/2024.

### **From September 2023:**

Progression Fund pilot will run

### **By Spring 2024:**

Hubs to have identified Lead Schools for CPD and peer to peer support

