



every child **UPDATE**

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The Early Years Foundation Stage (EYFS)

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Child File 2 – An overview of the new EYFS

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Child File 4 – This Safeguarding checklist highlights some of the policies and procedures that providers of EYFS should have in place.



Editor's Comment

Unless we are very careful we are in danger of losing at least one, if not two generations to a future without prospect of work. Our report on 'Changing Adolescence: social trends and mental health' and the feature article to support it, draw attention to the ways in which life has changed for our 16 to 19 year olds.

The young adults who would once have been in the work place, meeting other generations and being part of a very structured day, are instead in a no man's land between school and employment. In some cases, they are on the path to vocational qualifications of dubious quality. In other cases they are on no path at all. Either way, they deserve better. Perhaps schools should question, however fabulous their league table position might be, if young people are not finding the right routes on leaving school can they be said to have achieved an outcome for their students at all?

Qualifications have little value in themselves. It is what they prepare us for and allow us to access that gives them the right to command so much effort and status. A review of the quality and purpose of A levels is due but there is great

risk of us facing an even more segregated society if we don't simultaneously improve the quality of vocational education.

Also in this issue

Behaviour continues to be a key focus for the government. Now we have moved onto provision in PRUs and alternative provision. As schools and clusters of schools might find themselves increasingly managing the behaviour of pupils who would normally have been excluded, restraint and its implications becomes even more important.

Bernard Allen in his article, 'Restriction and Restraint' reminds us how important it is that we reflect on our responsibilities and keep in mind the messages that case law holds.

Drug education crops up several times in this issue of ECU. We have a report on the new government document, 'DfE and ACPO Drug advice for schools' and hear from the Drug Education Forum what additional advices and support they can provide too.

Updates from Parliament

The big news is the release at the end of March of the new Early Years Foundation Stage (EYFS). This is to be implemented in September 2012. The DfE website advertises the new EYFS as reducing bureaucracy, reducing the number of learning goals from 69 to 17, introducing a new progress check at two on children's development and strengthening partnerships between professionals and parents.



Sarah Teather states in her press notice, "Together with a more flexible free early education entitlement and new streamlined inspection arrangements, this is a major step towards a lighter touch regulatory regime."

The EYFS has three prime areas of:

- communication and language
- physical
- personal, social and emotional development

It's additional 'specific areas' include literacy, mathematics, understanding the world and expressive arts and design.

To download the new EYFS:
<http://www.education.gov.uk/>

schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs

For more information about the progress check at age two

<http://media.education.gov.uk/assets/files/pdf/k/know%20how%20materials.pdf>



For more information about how to implement the EYFS from the DfE:

<http://media.education.gov.uk/assets/files/pdf/d/development%20matters%20in%20the%20eyfs.pdf>

We provide additional information about EYFS in this issue's ChildFile.

Domestic violence



Tackling domestic violence is fraught with problems. One of them is ensuring that the children who are caught up in it have their needs met too. Children witnessing abuse are subject to emotional abuse themselves. This fact can be overlooked and neglected when services do become involved. The problem of family conflict and domestic violence might be

even more widespread than we think.

A recent survey by 4Children indicates that six out of 10 UK families with children experience serious or frequent conflict. 'The Enemy Within' report found that increasing financial pressures were a major factor in the growing number of family conflicts with one in five saying that worries about debt and finances were at the root of arguments.

The report makes six recommendations:

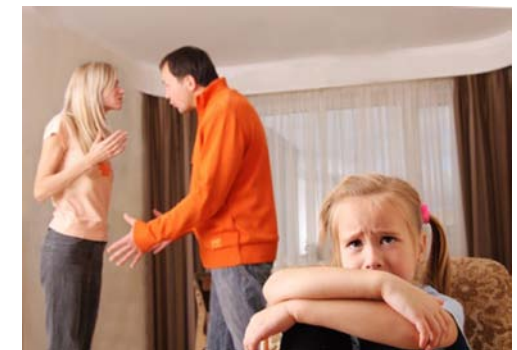
1. Widen the definition – definitions of domestic violence should be expanded to include family violence
2. Make family violence a high priority locally and nationally
3. Introduce a 'whole family approach' to responding to family violence
4. Raise awareness among professionals about the extent of family violence
5. Recognise the impact of family violence in national initiatives to strengthen families and turn around crisis
6. Move to an early intervention approach to prevent family violence and crisis

However, there is hope that additional

services will be made available. For example, in North Yorkshire, Relate is to offer therapeutic counselling for 40 young people aged between 11 to 25 years old. This will enable them to talk about their experiences and develop coping strategies that they can use in the future.

For the 'Enemy Within' report go to:

<http://offlinehbpl.hbpl.co.uk/NewsAttachments/PYC/enemy%20within.pdf>



Serious Case Review – not satisfactory

Now that the Edlington Serious Case Review has been published, Michael Gove has made it clear that he is not happy with it. The serious case review of the 'J' children in Edlington was written in November 2009 and published on Thursday 29th March 2012. Michael Gove states, 'It is an example of how the current model of SCRs is failing. It documents everything that happened but with insufficient analysis of why and what could have been done differently.'

As a result of his dissatisfaction Michael Gove has asked Lord Carlile to carry out a further independent review of the issues and the action taken and improvement identified. He criticises the report and comments 'In

the future we want SCRs to focus on why professionals acted the way they did, and what was getting in the way of them taking the right action at the right time.'

Will this go as far as the approach recommended by Munro? In Professor Eileen Munro's final report she refers to the possibility of using a systems methodology in relation to serious case reviews.

In 'A child-centred system: The Government's response to the Munro review of child protection' July 2011, the government only commits to giving further consideration to the use of systems methodology when undertaking Serious Case reviews. Will they now reconsider their half-hearted response or do they have some other alternative in mind?

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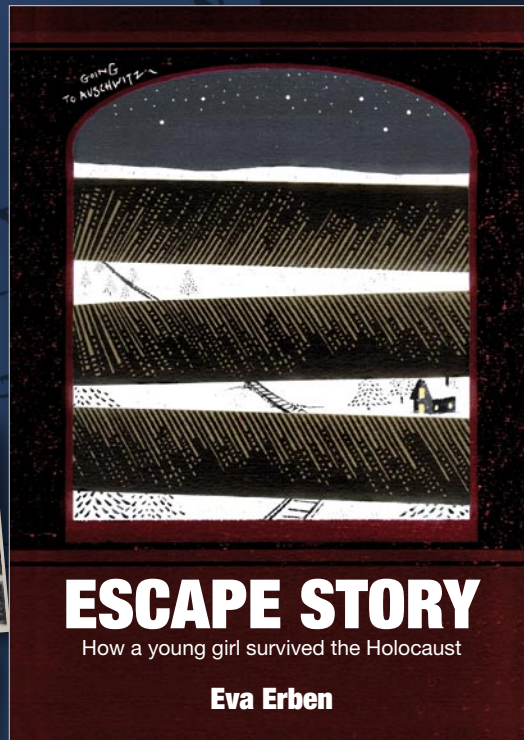
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"A death march, survival in hiding, liberation and a new life in Israel underline the force of the will to live that illuminates this courageous story."

Rt. Hon. Sir Martin Gilbert – Historian



The latest from Ofsted

In this month's report we have focused on the latest information from Ofsted on what inspectors will be looking for in schools.

We look specifically at areas of particular relevance to readers of ECU from the 'Briefing for section 5 inspection' (April 2012). We cover the briefing papers on:

- Pupils with medical needs
- Inspecting the effectiveness of partnerships
- Inspecting sustainable development
- Inspecting extended school provision
- Inspecting equalities
- Exploring the school's actions to prevent homophobic bullying
- Additional provision to manage behaviour

Pupils with medical needs

This briefing paper focuses on how schools support pupils with medical needs. It reminds inspectors that pupils with chronic illnesses or long-term health problems might be covered by the Equality Act and that schools are expected to make reasonable adjustments to help them.

Inspectors should be looking to see:

- How schools support pupils with chronic or long-term medical care needs
- The school's policy in relation to medical needs and the administration of medicine
- How the school is working with other agencies e.g. hospital schools

Inspectors might want to take a pupil with medical needs as a case study and consider their achievement and development separately. Inspectors are advised that the school should:

- Amend the curriculum and the resources used to help meet the needs of the pupil
- Inform teachers of what activities the pupil is able to take part in
- Minimise the disruption caused by transition
- Ensure that there are staff within the school to help manage the pupils' medical needs so that they can be fully involved in activities
- Alert staff to any risks involved and how to spot an emergency for that pupil

- Track the progress of these pupils separately
- Be aware of parents' views and level of satisfaction

Inspecting the effectiveness of partnerships

This briefing paper covers schools' partnerships. It is particularly focused on inspectors checking the impact on outcomes that involvement in partnerships has. It acknowledges that some outcomes from partnerships will be direct and others might be more indirect.

Inspectors are reminded that where another provider is being used there should be effective procedures for safeguarding in place and the original school should be aware of how pupils are achieving.

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Where the school is supporting one or more partner schools the only area of interest will be any benefits to the parent school itself e.g. in the development of leadership and management when supporting a weaker school.

Inspecting sustainable development

This briefing paper is intended to inform inspectors about the contribution that schools are making to a sustainable future. It reminds inspectors about the previous government's approach to sustainability and the five principles:

- Living within environmental limits
- Ensuring a strong, healthy and just society
- Achieving a suitable economy
- Promoting good governance
- Using sound science responsibly

However, the current government's approach is different in that it wishes to increase its focus on carbon reduction and relax its expectations for

sustainable schools, 'the expectation that schools are sustainable remains but schools have freedom in how they complete the journey'.

Inspectors are told to integrate the inspection of sustainable development into other inspection activities. 'Inspectors should use existing inspection processes to gather evidence and evaluate progress, where relevant, in sustainable development. There is no separate grading for this but where schools put forward aspects of their development work this might be reported on by inspectors if it is linked to improvements in pupil outcomes.

Inspecting extended school provision

This briefing paper looks at extended services provision for inspectors. It refers to the previous government's target for all schools to provide the core offer of extended services by 2010. It's claims that 'providing access to extended services is increasingly becoming part of normal business for schools' and outlines the benefits there

are in this provision.

Inspectors do not have to look specifically for examples against each of the core offers. Instead they are instructed to consider, where schools offer extended services, how far these are enabling pupils to overcome specific barriers to learning and promote improvements for all pupils and groups of pupils.

Any information about extended school provision should be summarised under information about the school. However, additional reports will only be included where there is a particular impact and clear evidence of outcomes.

Inspecting equalities

This briefing is intended to help inspectors judge the impact of schools' work in advancing equality of opportunity, fostering good relations and tackling discrimination. It aims to help inspectors understand schools' responsibilities in relation to their public sector equality duty (PSED) which includes that they should have 'due regard' for equalities.

There are two kinds of duties that schools must meet:

- The general Public Sector Equality Duty (PSED)
- Two specific duties (by 6th April 2012):
 - Publish information which shows compliance with PSED
 - Publish at least one equality objective

Published information needs to be updated at least annually and objectives must be published at least once every four years. Examples of objectives might be closing the gap in attainment in English for different groups identified as underachieving or improving specific attendance rates.

In addition, inspectors are reminded that:

- Schools must not discriminate against pupils through admissions policies or in their day-to-day operations
- Schools and LAs must carry out

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accessibility planning for disabled pupils. Accessibility plans can be a freestanding document or published as part of the school development plan

To ensure that a school meets the requirements of the public sector, equality duty inspectors will be looking to see how schools:

- Ensure excellent teaching; learning and assessment is maintained for all pupils
- How schools 'narrow the gaps' in achievement between different groups and national standards
- How schools ensure pupils are free from bullying
- Deal with unacceptable behaviour and disruptions to learning
- Build cohesive school communities where all pupils can thrive

Inspectors will report on how schools:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

Through the key judgements.

In addition they are expected to report on how well the school is promoting the pupils' spiritual, moral, social and cultural development. One of the ways they will do this is by checking how aware schools are of the effectiveness of the extra support they use.

It is expected that schools track and analyse progression information and identify where there are any particular barriers. The school should have:

- Up-to-date data on the composition of its pupils according to:
 - Year group
 - Ethnicity and gender
 - Proficiency in English
 - Attainment differences between boys and girls
 - Attainment differences between pupils of different ethnic backgrounds
 - Types of impairment and SEN
 - Inequalities of outcome
 - Participation in different activities of different groups
 - Proficiency in literacy and numeracy of different groups

- Evidence that this information is used to shape provision
- Evidence that this information is used to set objectives for achievable and measurable improvements
- Clear procedures for supporting the educational achievement of pregnant pupils and young parents
- Teaching that focuses on specific groups
- Coverage in the curriculum of equalities issues and community cohesion
- Activities across the curriculum that promote pupils' SMSC development
- Seating and grouping arrangements that help to foster good relations and respect between different groups
- Teaching and curriculum materials that have positive images of different groups
- Clear procedures for dealing with prejudice-related bullying and staff who are trained appropriately
- Documentation that demonstrates a clear commitment e.g. through a statement of overarching policy

- Governing body involvement with a strategic and monitoring role
- Evidence of discussions about the schools responsibilities under the Equality Act in:
 - Governors' meeting minutes
 - Staff meeting minutes
 - Senior leadership team meeting minutes
- New policies and procedures which are examined for impact on equalities, and records that are kept of this
- A programme for continuing professional development that is inclusive of all staff
- Good equal opportunities practice in the recruitment and promotion of all staff
- Evidence of the involvement of all stakeholders
- Evidence from questionnaires revealing that there is no prejudice or discrimination of a group or individual

Inspectors will talk to staff and students and expect to see that:

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- Pupils feel safe
- Pupils and staff are respectful of each other
- Pupils are confident that issues will be addressed
- Pupils and staff know who is responsible for equality

The briefing draws attention to ‘The Brown Principles’:

- **awareness** – all staff should know and understand what the law requires
- **timeliness** – the implications for equalities of new policies and practices should be considered before they are introduced
- **rigour** – there should be rigorous and open-minded analysis of statistical evidence, and careful attention to the views of staff, and the views of pupils and their parents and/or carers
- **non-delegation** – compliance with the PSED cannot be delegated
- **continuous** – due regard for equalities should be happening all the time

- **record-keeping** – it is good practice to keep documentary records, for example in the minutes of staff meetings and governor meetings.

Additional provision to manage behaviour

This briefing paper focuses on the inspection of additional provision to manage behaviour and exclusion practice.

Removal rooms and ‘on call’ systems

Inspectors are expected to ask:

- For records of when pupils are removed and what further actions are taken
- For evidence of how senior leadership monitor trends and patterns of removal, and identify which members of staff might need support
- For evidence to show that the removal room is being used sparingly
- How learning continues for the pupils in the ‘removal room’

Internal exclusion

Where schools use internal exclusion with pupils working away from their peers, inspectors should query its effectiveness in improving behaviour.

Learning support units

Inspectors are expected to ask:

- If pupils’ behaviour has improved during their time in the unit
- If this improvement is maintained when they go back into class
- How suitable the LSU learning curriculum is
- If they have made academic progress whilst in the unit
- How attendance is monitored

Nurture groups

Inspectors are asked to ensure that any provision that takes pupils out of the classroom for any significant time does not impede their academic progress. They will also want to know how successfully pupils are reintegrated into their mainstream class and how parents are kept involved, and continuity of approaches between

home and school is ensured.

Alternative/off-site provision

Inspectors should evaluate how such provision is selected and matched with pupils. Schools should be able to demonstrate the effectiveness of their information-sharing and liaison. It is expected that they will monitor and evaluate pupils’ attendance and the type and level of qualification they are taking.

Exclusion

Inspectors are reminded that for fixed term exclusions:

- Work should be set and marked for the pupil from the first day of a fixed-term exclusion
 - From and including the sixth day, schools must make full-time provision for pupils e.g. within a partnership of schools or in a pupil referral unit
 - There should be a reintegration interview for parents after any fixed-term exclusion in primary school and after an exclusion of six
-

or more days in a secondary school

Inspectors should check on the quality of effectiveness of any provision made. For permanent exclusion the LA is responsible for making provision from and including the 6th day.

Schools should have evidence of the analysis of their exclusion data and inspectors should consider:

- Are any groups over-represented? Does the school look for patterns and trends?
- Are any looked-after children excluded?
- Are pupils with SEN and disabilities being excluded?
- If the use of fixed-term exclusions is effective

In primary schools inspectors are asked to make specific enquiries around the exclusion of pupils in EYFS and KS1. If an exclusion has been used for an incident of 'sexually inappropriate behaviour' inspectors are told to investigate if child protection procedures were instigated.

Exploring the school's actions to prevent homophobic bullying

It is suggested that inspectors in primary schools:

- If pupils hear anyone use the word 'gay' and if they have heard the use of the word to mean 'rubbish' is wrong
- If children get picked on for not behaving like a 'typical girl' or 'typical boy'
- If pupils have had any lessons about different types of families
- If there is appropriate support for LGBT and their families

In addition, in secondary schools inspectors should explore whether:

- There is any homophobic bullying or name calling in school or on social media sites
- A gay pupil was 'out' in school they would feel safe from bullying
- They have learnt about homophobic/ transphobic bullying and ways to stop it happening

Inspectors will look at documentation to see if there are records of homophobic bullying and if so, how it has been handled. They will want to see that school policies address gender identity and sexuality and refer to carers as well as parents and that there has been training for staff.

The curriculum should include

provision for the needs of lesbian, gay, bisexual and transgendered pupils with appropriate advice and guidance being available. The inspectors will expect to see how governors meet their statutory duties including monitoring and ensuring equality coverage in guidelines and policies.



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Changing Adolescence

Social trends and mental health

In this briefing paper series from the Nuffield Foundation we hear the main results of research into various aspects of teenage life.

This briefing paper is one of four papers that focus on teenage life. It brings together evidence and asks questions about how teenagers feel and behave over time.

Time use and education

The collapse of the youth labour market has meant that more young people remain for longer in full-time education. This has led to significant differences in the way that the day is structured for these young people. The paper claims that school experiences have changed and that there is now:

- More attention to attainment and examination

- An increase in examinations and assessment
- Increase in passes at GCSE (from 20% to over 50%)
- An increased number taking A levels - doubling since the 1970s from 18% to 40%
- More participation in non-school post 16 educational routes

The implications

The full-time employment rate for all young people from age 16-19 is less than 20%. The paper raises questions about the experiences for these young people and perhaps how they might spend their time in the absence of work.

The paper suggests that it might be that young people who stay in

education after 16 but do not take A levels are in a much less structured environment than those doing either A levels or in paid work. In some cases they may only have a few contact hours a week.

They query what the implications are for the experiences of young people in terms of mixing with different generations. They suggest that this group are more likely to spend time with family and friends in their late teens than the older generations they may have come across in the work place.

Substance use

The paper suggests that there is greater availability of alcohol and other types of drugs than in the 1970s. However, trends in consumption have fluctuated. There is some evidence that the overall average levels of consumption has gone down in recent years. However, it is still higher in the UK for 11-15 year olds than in most other countries with early onset, higher volume of intake and more binge drinking.

Implications

The UK still has a problem with alcohol use in comparison to other countries. Changing the norms for when young people start drinking and their use of alcohol should be a priority. The paper asks for a more robust public health policy response.

Family Life

According to the briefing paper there have been dramatic changes to family structure since the 1970s. Around 20% of children will have experienced divorce by the age of 16 years in comparison to 10% in the mid 1970s. Findings linked to this include:

- A tendency towards more conduct and emotional problems in young people from 'non-intact' families
- Changes in emotional and behaviour problems not exclusively linked to family structure – other social factors also to blame
- A general increase in self-reported distress amongst the parents themselves
- A rise in parental monitoring of

adolescents with an increase in levels of supervision between 1986 and 2006

Implications

The report suggests that there is no evidence that parenting quality has declined. However, lone parents do report more difficulties in supervising their adolescents than two-parent families.

Evidence suggests that parents are increasingly involved in different ways with their older adolescents than 30 years ago. The paper describes parents as becoming 'brokers' and having contracts with education providers for those not taking the A level route. They suggest it would be beneficial in such circumstances for the routes for young people to be more secure and better signposted.

'Social trends and mental health: introducing the main findings'
London: Nuffield Foundation (29012)

See our feature article from the Nuffield Foundation providing some of the background to this report.

e-Learning UPDATE

Education update for technology and learning



The list of requirements for schools regarding the utilisation of technology evolves each year. This monthly e-magazine helps both primary and secondary school leaders and teachers understand the issues, products, problems and the possibilities

associated with technology in schools, such as VLE's, web-based learning, white boards, video-conferencing, online assessment and mobile learning.

Recent e-Learning Update articles have included:

- Creating a 21st century learning environment on limited budgets
- Introducing ICT in the early years
- Using computer games to help people with learning difficulties
- Making maths more engaging with technology

Up and coming:

- The International Comparison of Computing in Schools
- The role of digital arts in cultural learning
- How secure is your school's data?
- The use of social media by teachers

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0121 224 7578 or email sandie@imaginativeminds.co.uk

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Drug advice for schools

The new document from the DfE

The document 'DfE and ACPO Drug advice for Schools' (January 2012) is the latest in the government's reduced guidance documents. It is aimed at headteachers, school staff and governing bodies and provides advice on:

- Searching for and confiscating drugs
- Responding to incidents
- What a drugs policy should contain

It is guidance that focuses on drug use rather than education. Some aspects of the guidance are already covered in other government documents such as 'Screening, Searching and Confiscation, Advice for Head

Teachers, Staff and Governing Bodies'.

The guidance is keen to emphasise the powers that teachers and schools have, for example in relation to confiscating, retaining and disposing of drugs. It makes it clear that the legal status of a substance should not be a hindrance to confiscation and where legality isn't clear the substance should be treated as a controlled drug.

It advises that where illegal drugs are found in schools:

- A second adult witness should be present throughout
- The sample should be sealed in a plastic bag, including details of the time, date of the seizure and names of any witnesses present

- The drug should be stored in a secure location with access to it limited
- The police should be notified without delay
- The incident should be recorded in full and should include the police incident reference number
- Parents and carers should be informed unless there is a particular reason not to
- Any safeguarding concerns should be identified

Police do not normally become involved in incidents involving legal drugs. It would be expected that parents would also be informed where alcohol or other potentially harmful substances had been found.

Schools are reminded about the importance of investigating incidents including following up any safeguarding concerns. Something which Ofsted inspectors are also being asked to check on. However, permanent exclusion should not be automatic and should only be used in the most serious of cases. Schools

should balance the needs of the individual with that of the school community.

The guidance strongly recommends that schools should have a written drugs policy that should act as a central reference point for staff. It is recommended that there is a senior member of staff to take responsibility for the policy and to liaise with the local police and support services. This policy should include:

- The content and organisation of drugs education
- Management of drugs and medicines within the school boundaries and on school trips

A suggested framework for this policy is included in the guidance and schools should refer to this to ensure that their policy covers the recommended content.

The guidance itself can be found at: <https://www.education.gov.uk/publications/eOrderingDownload/DfE%20and%20ACPO%20drug%20advice%20for%20schools.pdf>

Restriction and restraint

When does restriction become deprivation and withdrawal, seclusion? **Bernard Allen** explains that there are no simple rules as we consider the implications for our practice.

The issue of restriction and deprivation of liberty has always caused anxiety and confusion. In 2009, a police investigation questioned the legality of installing high door handles in mainstream primary schools - they thought it could be false imprisonment. In the same year, Ofsted guidance on safeguarding used a primary school, which failed to install them, as an example of negligence.

Government guidance, in 2007, claimed that any restriction of liberty, outside licensed secure settings, was illegal. That is simply not true. In 2000, a head teacher was prosecuted for manslaughter, after a tragedy in which a special school failed to

prevent a 17 year old with autism from leaving the site. Several nursery and primary schools have been castigated for allowing children to escape. So when does restriction become deprivation?

Restriction or deprivation

There is no easy answer. Everybody has their liberty restricted from time to time. We are trapped in metal boxes (lifts) and tubes (aircraft). Children are placed in cages (playpens) and are imprisoned by stair gates, magnetic closers or high door handles.

Policy makers are reluctant to admit it, but there are thousands of children and young people who require some degree of restriction. They do not need licensed secure provision. Those who want simple



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rules are likely to be disappointed. People who write policies and guidance need to take more care, as do those who conduct investigations. They need to consider the context.

“Members of the public were often required to endure temporary restrictions on freedom of movement in certain contexts, such as travel by public transport or on the motorway, or attendance at a football match. The Court did not consider that such commonly occurring restrictions could properly be described as ‘deprivations of liberty’ within the meaning of article 5.1.”

“Furthermore, the Court was unable to identify a moment when the containment could be considered to have changed from what had been, at most, a restriction on freedom of movement, to a deprivation of liberty.”

Austin and Others v UK,
European Court of Human Rights,
26 March 2012

Restriction and deprivation of liberty are on a continuum. They differ only by degree, in terms of

extent (time and space) and intensity (the effect it has on the person). As the space is reduced, so the intensity of the experience increases. As the intensity increases, the length of time before restriction may be regarded as deprivation reduces. To turn off the switch to a stair lift, or disable an electric wheelchair could constitute a significant deprivation of liberty.

“It is about the extent to which a person’s physical liberty is curtailed; it must be of a degree and intensity sufficient to justify a conclusion that liberty has been deprived and not merely restricted.”

HL v UK (Bournemouth).
European Court of Human Rights.
Decision – 5 October 2004.

A judgement in the family court, in 2011, ruled that a young person had been unjustly deprived of his liberty in a special school. He had been contained in a padded room when he exhibited hazardous behaviour.

The judge recognised that it was a complex and tragic case. What made it exceptional was not the use of the room, but the amount of time

he spent in it. It was happening, on average, more than 6 times a day. The school had failed to recognise that it was not meeting his needs, it had also failed to seek external advice and to urgently review the placement.

In 2012, The European Court of Human Rights recognised that there are times when liberty may be restricted, by people who have a duty of care:

“...to protect individuals from violence and physical injury.”

In such circumstances, it should not be considered deprivation of liberty, provided the restriction is:

“...the minimum required for that purpose.”

“...the least intrusive and most effective means available”

and those in charge:

“...kept the situation under permanent close review.”

Austin and Others v UK,
European Court of Human Rights,
26 March 2012

Withdrawal and seclusion

The terms ‘withdrawal’ and ‘seclusion’ in government guidance have also caused some confusion, following the 2002 Guidance. Withdrawal involves the removal of a child or young person to a calmer, and/or safer, place. When managed well, it can be a valuable therapeutic tool and a necessary health and safety measure. It involves restriction, rather than deprivation of liberty, provided it is not excessive and there are safeguards in place.

The key issue is that staff are close by, to monitor and offer support, and that the situation is kept under permanent close review. The 2002 guidance was wrong to focus on whether or not the child was ever left alone, as the distinguishing feature of seclusion; also equating seclusion with deprivation of liberty.

This resulted in some people believing that, in order to avoid

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allegations, they had to stay in a room with the child or young person, even when they had clearly indicated a preference for solitude, and by doing so increased the risk of injury. The paramount consideration in any decision should always be the best interests of the child. It is perfectly possible to monitor and support unobtrusively, whilst keeping the situation under permanent close review.

An honest discussion

High quality care is built upon an expanding repertoire of alternatives to restriction and restraint. When all the alternatives seem to have been tried, and they do not work, it is time to ask for help or review the placement. But strategies take time to work. During that time staff need to know that they will be supported. If it is foreseeable that an individual will require restriction or restraint, that should be part of a comprehensive behaviour management plan.

We should avoid unnecessarily and prematurely condemning more people to secure placements. We should

encourage a more honest discussion. Only by admitting and addressing the issues, can we build a safer framework for the management of hazardous behaviour across the full spectrum of need.

Bernard Allen is a Behaviour Consultant and Member of the Society of Expert Witnesses.
www.steaming-training.co.uk

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Inspiring education often grows from simple routines. When teachers at Westbury Park School in Bristol wanted to challenge their pupils to think, enquire and reach beyond standard expectations, they introduced daily thinking-skills starters. These mini-challenges had built-in requirements for pupils to exercise their minds through essential thinking processes such as questioning, comparing, prioritizing, recognising patterns and thinking methodically. The teachers were amazed at how much children enjoyed the starters and benefited from them. Some children turned starters into projects lasting months – all completed in their own time. Children seemed to grow in confidence, persistence and enthusiasm for learning.

Start Thinking collects more than 90 thinking-skills starters, tried and tested by teachers at Westbury Park School. The starters are arranged into chapters on Words, Numbers, Science, Creativity and Philosophy so you can easily choose the most appropriate challenges for your pupils. Detailed guidance notes are provided.

What questions can you think of that do not have an answer, or that have more than one answer?

If you could grant the world five wishes, what would they be?

What are the similarities and differences between blood and ketchup?

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The Drug Education Forum

The government has released its Drug Education Guidance (see reports) but who can schools go to if they need further advice and support? [Andrew Brown](#) and The Drug Education Forum tell us about what they offer.

The national voice on drug education in England, the Drug Education Forum (DEF), brings together over thirty national bodies with expertise and professional interest in promoting and developing good practice in drug education in schools, youth services, and other settings.

The DEF is an online information service that allows professionals and interested parties around the country to learn about the latest academic research, political thinking and grassroots projects concerning drug education.

Background

The DEF was born in 1995. Its ambitions were to bring together the nation's disparate voices on drug education, to build consensus and to influence policy and practice. Since then, the DEF has become an acknowledged hub of expertise, providing authoritative and objective briefings on the global evidence base for drug education and prevention which has emerged, especially in the past decade.

The DEF helps contextualise emerging policy, and provides advice to policy makers on how to improve support of good practice. It's been



particularly pleasing for us to see increasing use of developmental and life skills approaches in planning drug education. This is precisely the approach that has been shown to be useful in reducing risky behaviours in young people.

Support for schools

We provide a set of principles (see below) drawn from the evidence, to help schools plan good drug education. We advise that:

- Drug education is underpinned by a whole school approach
- Should ideally be complemented by family-based prevention programmes
- Is taught within the context of PHSE
- Programmes are delivered through appropriate training, are evidence based and evaluated.

How drug education is delivered is as important as what. The approaches

This month's **Features**

most likely to be helpful to children and young people:

- are truly interactive
- encourage age appropriate independent learning
- include the importance of normative messaging

We have reported on pilots of programmes that have performed outstandingly in other countries. Such programmes have in common an approach that is designed to build character, self-confidence and resilience in children so that they acquire the skills and knowledge to be more resistant to negative peer pressure or perceived social norms.

External providers

We are clear about approaches that do not work or may even be counterproductive such as scare tactics and graphic images. Knowledge-only approaches which do not go beyond the bald and boring facts about alcohol units and drug classification, can do more harm than good. Ex-

users and the police as drug educators may not be the best deliverers.

The question we are most frequently asked by schools is about sourcing speakers to talk about drugs and alcohol to young people. A number of DEF members do provide this service, and we understand the value that external contributors can bring to drug education. However our starting point is to try to make sure any activities, by external and internal educators, are delivered as part of a wider programme.

We advise that, if used, external providers of drug education:

- Are aware of the key principles (see above)
- Are aware of national and local approaches, show that they use evidence based strategies, up to date resources and data
- Reflect on the learning from the session with the teacher, other staff and students
- Avoid shocking or otherwise inappropriate descriptions



New resources

At the end of March, the DEF published a set of papers giving practitioners accessible and up to date advice about four key areas of contemporary concern for drug educators. They are:

The principles for supporting school drug education

– Using visitors and external support is a popular way to help deliver drug education in schools. However, for visits to be a success there needs to be clear understanding about the nature and content of the sessions. This paper sets out the principles that

visitors and schools should consider applying.

Beyond the lesson plan – Schools have a duty to promote the wellbeing of their pupils and to help them manage risk. This paper covers how a school's ethos, rules and early identification and interventions can help protect pupils from harm.

Engaging parents in drug education – Recent evidence suggests that parents can play a huge part in good drug education. In this paper, we look at the evidence for how schools and others can effectively engage with parents and carers.

This month's **Features**

Learning from life skills

programmes – We examine the evidence base for life skills as an approach to drug education. Two of the most well researched programmes, one from the US and another from Europe, have used a life skills approach to significant long term effect; we look at what elements they appear to share, and what results they have been able to achieve.

Legal highs – The emergence of new drugs, often known as legal highs, concerns teachers and schools. Many worry that an incomplete knowledge of what can appear to be a fast changing scene will damage their credibility. This briefing paper offers reassurance, explains the landscape and gives tips on dealing with legal highs as part of health education.

All these publications are available for download from:

<http://www.drugeducationforum.com/practicepapers/>

More information can be obtained by visiting the website:

www.drugeducationforum.com

Andrew Brown is the Coordinator of The Drug Education Forum.

The principles of good drug education

Environment

Good drug education is:

- Underpinned by a whole school approach
- Enhanced by family-based prevention programmes

Planning

An appropriate curriculum is:

- Relevant and responsive to the developmental stage and circumstances of the children and young people
- Taught in the context of other personal, social and health issues
- Manageable, given available resources
- Informed by programmes that produce achievable outcomes

I turn to the Forum frequently as a first port of call. I find it particularly useful for policy briefings and advice to teachers on delivering drugs education to a high standard. (School drugs advisor)

- Developments: re-visited, consolidated and extended throughout childhood and youth
- Supported by appropriate training
- Evidence based and/ or evaluated

Practice

The educator:

- Creates a comfortable classroom climate
- Uses interactive teaching styles
- Is responsive to different cultural views and realities
- Includes a normative component
- Keeps up-to-date with evidence

Content

The selected materials and activities:

- Explore attitudes to drugs and drug users
- Provide children and young people with opportunities to develop social skills

- Use credible, reliable and up-to-date sources
- Explore, contrast and where appropriate, support (or challenge) attitudes:
 - to self and others
 - to drugs
 - to drug use and non-use
 - to drug users and non-users
- Strengthen protective factors
- Minimise risk factors

Evaluation

The programme is informed by:

- Assessment
- Monitoring
- Impact evaluation

Taken from the Drug Education Forum: http://www.drugeducationforum.com/images/dynamicImages/7895_151949.pdf

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Every Child Update is an additional service to Every Child Journal. It is a monthly e-bulletin which is emailed direct to your inbox, providing extra information such as legal briefings, official report summaries and research findings, training programmes and courses.

Professional Development Today

Focusing on good practice, research and staff development, in the pages of *PDT* you will read the latest thinking of writers in professional development who are of world class calibre as well as testimonies from practitioners who make it happen in their schools. This combination of grounded practice, challenging critique and research insights make *Professional Development Today* the journal to support professional learning for your practitioners.

e-Learning Update

e-Learning Update's aim is to support education professionals in using ICT in the classroom, developing new skills and keeping abreast of the latest news, products and initiatives.

Creative Teaching & Learning

Raising standards of teaching and learning by developing children's thinking skills.

Learning Spaces (formerly C21)

Learning Spaces (formerly C21) is a specialised education design journal supported by the Royal Institute of British Architects and the British Council for School Environments. The magazine uniquely bridges the two worlds of education and business, while reaching key decision-makers and budget holders involved in the Building Schools for the Future programme. Its informative and 'How to' style gives insight into fundamental issues, case studies and authoritative editorial content from experts in the field.

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Young people in a world with fewer jobs

Rates of anxiety, depression and problem behaviour amongst young people have doubled in the last 30 years. Has social change had a negative impact on young people's well-being? And if so, is there something we can do about it?

Debate about teenagers is often couched in dramatic terms, employing extreme stereotypes which are frequently contradictory. Some see teenagers as Xbox zombies who live their lives online and scarcely leave their bedroom, or as rampaging louts who are always out terrorising their neighbourhoods. Even at school they are in a lose-lose situation. If they fail exams, then they represent a sub-standard education system in decline, and if they pass exams, well, that must mean the exams are getting easier.

But if we look beyond the hyperbole and the moral panic, we can see that there have been



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some important changes to teenage experience over the last 30-40 years. Being a teenager today is different to a generation ago, although the reasons for this are less about computer games and hoodies, and more about social and economic change, specifically the collapse of the youth labour market and the expansion of post-16 education.

Changes in the teenage experience

We know that teenagers today are twice as likely to be anxious or depressed, or to exhibit problem behaviour than those in the 1970s, although these remain problems



experienced by a minority of the age group (approximately 7 per cent of boys and 20 per cent of girls). Adolescence spans a longer time period, with young people leaving home later, and is less likely to end with a transition from school to work.

Education

The most startling changes are within post-16 education. Between 1985 and 2009 the number of 16-18 year olds in full time education more than doubled, from 32 per cent to 69 per cent. There was a corresponding drop in those in paid employment. So whereas almost half of 16-18 year olds in the mid 1980s went out to work, this number is now less than a fifth. Getting a full-time job is not a viable option for a 16 year old today in the same way it was a generation ago.

Drugs and alcohol

Drugs and alcohol are more readily available to teenagers today, although the

overall average levels of consumption have decreased slightly in recent years. Drug and alcohol use can influence physical pathways to anxiety, depression and problem behaviour, as well as being an area of peer pressure for teenagers, which can be stressful in itself.

Family life

Young people in the 2000s are twice as likely to have experienced the divorce of their parents than young people 30 years ago, but they are also more likely to spend 'quality time' with their parents, and to share information about where they are going and who they are with. There is increasing evidence of 'warmer' parenting than a generation ago.

What does it all mean?

Are these changes a good or a bad thing? And what are the implications for those responsible for making and implementing youth policy? While it would be difficult to argue that increased participation in post-16 education is a bad thing, we need

to think about the effect of 'more education' and 'less work'. This is not just an economic consideration; there are social and emotional implications for young people finding their feet in the world.

While the number doing A levels has doubled in the last 40 years, there are also many more vocational pathways available to 16 year olds now than in the past. Recently it has been claimed that some of these courses do not provide genuine skills and training. For example, the recent Wolf Review of Vocational Education estimated that 25-35 per cent (300,000 – 400,000) of the age group are on courses that have little to no labour market value. Which raises the question that if these courses are not improving employment prospects or preparing students for further education, then what are they doing?

The shift from work to education is not only about the content and quality of post-16 education pathways, it also has wider implications for how young people spend their time. Teenagers

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today lead a way of life increasingly dominated by individual choices about how to spend time, rather than one dominated by the structure and inter-dependence of the work environment.

Greater numbers in schools and colleges rather than the workplace also means that young people are increasingly segregated from older

generations, with the exception of parents and teachers. Their time is spent almost exclusively with their peers in sixth forms and colleges, raising the question of whether this in turn subjects them to greater peer pressure than previous generations.

What should we do about it?

The expansion of post-16 education

and the decline of the youth labour market is not a new thing, and these trends have been noted before. But the policy response has been to try to incentivise education and make it more relevant to less academic groups as a short-term alternative to employment. Although this is important, we should not miss the separate point about the implications for how the day is structured in educational settings, how young people use the time, and what impact it has on their well-being.

We should also remember that teenagers are not a homogenous group, and that some sub-groups are more vulnerable than others. In the absence of suitable employment for young people, we risk shoe-horning some into education pathways that don't suit them, or which don't enhance their employment prospects, simply because there are no other options.

One possibility is to create more automatic pathways for 16 year olds who are not aiming for university, but who nevertheless need education and

training that is equal in structure and quality to A levels. Closer examination of education systems in other jurisdictions might shed some light on how we can provide clear vocational and non-academic options that provide genuine skills and training as well as structure and socialisation. It is not simply a case of training young people better for work, because the nature of the youth labour market has fundamentally changed. We need to think about how we give young people something meaningful to do, and enable them to make a positive contribution, in a world where there are fewer and fewer jobs.

Dr Ann Hagell is Head of the Nuffield Foundation's Changing Adolescence Programme and Co-Development Manager at the Association for Young People's Health. The Programme's findings are presented in Changing Adolescence: social trends and mental health published by Policy Press. www.nuffieldfoundation.org



The Early Years Foundation Stage (EYFS)

Child File 1 Summary of some of the main features of the new 'Statutory Framework for the Early Years Foundation Stage (EYFS)
<http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs>

Child File 2 An overview of the new EYFS:

- Three prime areas
- Four specific areas
- Characteristics of effective learning

Child File 3 The early learning goals are linked to each of the prime and specific areas. They represent the level of progress that children should be expected to have attained by the end of EYFS.

Each one of the 17 goals is provided with a description. This Childfile checklist uses the description and itemises from it.

Child File 4 This Safeguarding checklist highlights some of the policies and procedures that providers of EYFS should have in place.

Summary

The new framework is divided into three sections:

1. The learning and development requirements
2. Assessment
3. The safeguarding and welfare requirements

Section 1: The Learning and Development Requirements

There are seven areas of learning altogether that are linked by three characteristics of effective learning:

There are three prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

There are four specific areas:

- Literacy
 - Mathematics
 - Understanding the world
 - Expressive arts and design
-

This month's **Child File**

There are three characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

It is expected that providers will focus most on the prime areas when working with the youngest children. As children grow in confidence there will be more equal focus on all the areas of learning.

When implementing the areas of learning the practitioner must focus on the individual needs of each unique child. It is expected that there will be close liaison between home and school and that any concerns there are might be picked up early and additional professional support sought.

The teaching approaches recommended include a mixture of planned, purposeful play with both adult-led and child-led activity. However, it is anticipated the practitioners will help to prepare children for the more formal learning experiences of Year 1. Each child must be assigned a key person and parents must be informed of this.

There are now 17 early learning goals which link with aspects of the prime and specific areas. Against the early learning goals, practitioners must indicate whether the child is meeting, exceeding or has not yet reached expected levels.

Section 2: Assessment

There will be:

- A progress check between the ages of two and three that includes the child's strengths and areas where the child might improve
 - A short written summary describing the child's development in the prime areas for parents/carers – this might include other aspects that the practitioner feels relevant
 - An EYFS Profile to be completed for each child in the final term of the year in which the child reaches age five and no later than the 30th June in that term
-

Section 3: The Safeguarding and welfare requirements

This section includes guidance on:

- Safeguarding children
- Ensuring the suitability of adults who have contact with children
- Promoting good health
- Managing behaviour
- Maintaining records, policies and procedures

Providers must have the following policies in place:

- A child protection policy that includes an explanation of the action to be taken in the event of an allegation being made against a member of staff and guidance on the use of mobile phones and cameras.
- A health and safety policy
- An equal opportunity's policy
- A medicine's policy
- A risk management policy
- A behaviour management policy

There is an emphasis placed upon the importance of staff training, including induction training for new members of staff. Providers are required to ensure that people looking after children are suitably qualified and they must obtain enhanced criminal records disclosures for staff. This includes managers obtaining CRB checks for managers instead of Ofsted.

Regular staff appraisals should help identify any training needs that staff may have. It is expected that there will be opportunities for staff to have coaching and training, mutual support, teamwork, continuous improvement and the opportunity for confidential discussions around sensitive issues.

Child File 2

Areas and Aspects

Prime area	Aspect
Physical development	<ul style="list-style-type: none"> • Moving and handling • Health and self-care
Personal, social and emotional development	<ul style="list-style-type: none"> • Making relationships • Self-confidence and self-awareness • Managing feelings and behaviour
Communication and language	<ul style="list-style-type: none"> • Listening and attention • Understanding • Speaking

Specific area	Aspect
Literacy	<ul style="list-style-type: none"> • Reading • Writing
Mathematics	<ul style="list-style-type: none"> • Numbers • Shape, space and measure
Understanding the world	<ul style="list-style-type: none"> • People and communities • The world • Technology
Expressive arts and design	<ul style="list-style-type: none"> • Exploring and using media and materials • Being imaginative

This month's **Child File**

Characteristics of effective learning	Aspect
Playing and exploring – engagement	<ul style="list-style-type: none">• Finding out and exploring – engagement• Playing with what they know• Being willing to ‘have a go’
Active learning – motivation	<ul style="list-style-type: none">• Being involved and concentrating• Keeping trying• Enjoying achieving what they set out to do
Creating and thinking critically – thinking	<ul style="list-style-type: none">• Having their own ideas• Making links• Choosing ways to do things

The non-statutory guidance material ‘Development Matters in the Early Years Foundation Stage (EYFS)’ can be downloaded from:

<http://media.education.gov.uk/assets/files/pdf/d/development%20matters%20in%20the%20eyfs.pdf>

It includes more details about how the different sections of the EYFS work together and includes examples for each aspect of:

- What an observerer might see at this stage
- Ways in which adults might promote the areas of learning through positive relationships
- Ways in which adults might promote the areas of learning through enabling environments

It includes development statements arranged according to ages:

- Birth – 11 months
 - 8 – 20 months
 - 16- 26 months
 - 22 – 36 months
 - 30 – 50 months
 - 40 – 60+ months
-

Child File 3

Learning Goals Checklist

Prime area: Communication and Language

Learning Goal: Listening and attention	Children exceeding	Children meeting	Children who have not yet reached
<ul style="list-style-type: none"> • Listen attentively in a range of situations • Listen to stories • Accurately anticipate key events • Respond with relevant comments, questions or actions • Give attention to what others say • Respond appropriately while engaged in another activity 			

Learning Goal: Understanding	Children exceeding	Children meeting	Children who have not yet reached
<ul style="list-style-type: none"> • Follow instructions involving several ideas or actions • Answer 'how' and 'why' questions about their experiences 			

Learning Goal: Speaking	Children exceeding	Children meeting	Children who have not yet reached
<ul style="list-style-type: none"> • Express themselves effectively • Use past, present and future forms accurately • Develop their own narratives and explanations connecting ideas or events 			

This month's **Child File**

Prime area: Physical Development

Learning Goal: Moving and handling	Children exceeding	Children meeting	Children who have not yet reached
<ul style="list-style-type: none">• Show good control and co-ordination• Move confidently in a range of ways• Safely negotiating space• Handle equipment and tools effectively			

Learning Goal: Health and self-care	Children exceeding	Children meeting	Children who have not yet reached
<ul style="list-style-type: none">• Know the importance of good health, physical exercise and healthy diet• Talk about ways of keeping healthy and safe• Manage their own basic hygiene and personal needs			

Prime area: Personal, Social and Emotional Development

Learning Goal: Self-confidence and self-awareness	Children exceeding	Children meeting	Children who have not yet reached
<ul style="list-style-type: none">• Confident to try new activities saying why they like some more than others• Confident to speak in a familiar group• Choose the resources they need for a chosen activity• Say when they do or don't need help			

This month's **Child File**

Learning Goal: Managing feelings and behaviour	Children exceeding	Children meeting	Children who have not yet reached
<ul style="list-style-type: none">• Talk about how they and others show feelings• Talk about their own and other's behaviour• Know that some behaviour is unacceptable• Work as part of a group, understand and follow the rules• Adjust behaviour to different situations• Take changes of routine in their stride			

Learning Goal: Making relationships	Children exceeding	Children meeting	Children who have not yet reached
<ul style="list-style-type: none">• Play co-operatively• Take turns with others• Take account of one another's ideas• Show sensitivity to others' needs and feelings• Form positive relationships with adults and other children			

Specific area: Literacy

Learning Goal: Reading	Children exceeding	Children meeting	Children who have not yet reached
<ul style="list-style-type: none">• Read and understand simple sentences• Use phonic knowledge to decode regular words• Read regular words aloud accurately• Read some common irregular words• Understand and talk about what they're reading			

This month's **Child File**

Learning Goal: Writing	Children exceeding	Children meeting	Children who have not yet reached
<ul style="list-style-type: none">• Use phonic knowledge to write words• Write some common irregular words• Write simple sentences which can be read by themselves and others			

Specific area: Mathematics

Learning Goal: Numbers	Children exceeding	Children meeting	Children who have not yet reached
<ul style="list-style-type: none">• Count reliably from 1 to 20• Place 1 to 20 in order• Say which number is one more or one less• Using quantities and objects, add and subtract two single-digit numbers, counting on or back to find the answer• Solve problems including, doubling, halving and sharing			

Learning Goal: Shape, space and measures	Children exceeding	Children meeting	Children who have not yet reached
<ul style="list-style-type: none">• Use everyday language to talk about, compare and solve problems in shape, space and measures• Recognise, create and describe patterns• Explore characteristics of everyday objects and shapes• Use mathematical language to describe everyday objects			

This month's **Child File**

Specific area: **Understanding the World**

Learning Goal: People and communities	Children exceeding	Children meeting	Children who have not yet reached
<ul style="list-style-type: none">• Talk about past and present events in their own lives and those of their family• Know that others don't always enjoy the same things• Know about similarities and differences between themselves and others			

Learning Goal: The world	Children exceeding	Children meeting	Children who have not yet reached
<ul style="list-style-type: none">• Know about similarities and differences in relation to places, objects, materials and living things• Talk about the features of their own immediate environment• Talk about how environments vary• Make observations of animals and plants• Explain why some things happen• Talk about changes			

Learning Goal: Technology	Children exceeding	Children meeting	Children who have not yet reached
<ul style="list-style-type: none">• Recognise that a range of technology is used• Select and use technology for particular purposes			

This month's **Child File**

Specific area: Expressive Arts and Design

Learning Goal: Exploring and using media and materials	Children exceeding	Children meeting	Children who have not yet reached
<ul style="list-style-type: none">• Sing songs, make music and dance• Safely use and explore a variety of materials, tools techniques• Experiment with colour, design, texture, form and function			

Learning Goal: Being imaginative	Children exceeding	Children meeting	Children who have not yet reached
<ul style="list-style-type: none">• Use what they have learnt about media and materials in original ways, thinking about uses and purposes• Represent their own ideas, thoughts and feelings through design and technology, art, music, dance and role-play• Stories			

Child File 4

Safeguarding Checklist for providers

Requirement	In place/ in process	Comment
Child protection policy including: <ul style="list-style-type: none"> • An explanation of the action to be taken in the event of an allegation being made against a member of staff • Guidance on the use of mobile phones and cameras 		
A practitioner designed to take lead responsibility for safeguarding children		
Staff who are trained: <ul style="list-style-type: none"> • To identify signs of abuse • How to respond where they have concerns • To understand the safeguarding policy of the setting and procedures • In the most recent safeguarding issues 		
Enhanced criminal record disclosures for staff. A record should be kept of these including information about staff qualifications, identity checks and the vetting process		
Induction training for staff that covers emergency evacuation, safeguarding, child protection, the provider's equality policy and health and safety.		
Setting managers with the correct level of qualification recommended		
A named deputy for the setting manager		

This month's **Child File**

Setting staff with the correct level of qualification recommended		
Recommended child ratios		
A policy and procedure for administering medicines		
A written record for each time a medicine is administered		
Written permission for administering medicines from the child's parent/ carer		
Information about any special dietary requirements, special health requirements and information about food allergies.		
An area that is adequately equipped to provide healthy meals, snacks and drinks		
A first aid box is accessible at all times		
A written record of accidents or injuries and first aid treatment		
Behaviour management policy		
A named practitioner responsible for behaviour management		
A record of when physical intervention is used		
Health and safety policy that includes identifying and reporting and dealing with accidents, hazards and faulty equipment		

This month's **Child File**

An emergency evacuation procedure		
Appropriate fire detection and control equipment		
An accessible quiet area		
A clear and well-understood risk management policy with risk assessments reviewed regularly		
Adequate insurance for vehicles in which children are being transported		
An equal opportunities policy covering: <ul style="list-style-type: none">• How reasonable adjustments will be made• Arrangements for reviewing and monitoring the effectiveness of inclusive practices• How inappropriate attitudes and practices will be challenge• How provision encourages children to value and respect others		
The following information must be made available to parents: <ul style="list-style-type: none">• How the EYFS is being delivered• The range and types of activities• How to help support through learning in the home• How children with SEN are supported• The range of food and drinks provided• Details of policies and procedures• Staffing in the setting including the name of the key person for their child		



The Teaching Times

New on the Professional Learning Community

School Leadership Today is part of an extended online Professional Learning Community providing articles and pedagogic strategies from our best practice library, to develop the knowledge and skills necessary for the continued professional development of all school staff.

Articles recently published on the Professional Learning Community:

Creative Teaching and Learning

The power of questions

Asking the right type of questions unlocks the door to a deeper level of thinking.

The 100 word challenge

Inspiring young creative writers to flourish in a safe online environment.

Cross Curriculum Project Plan: Contemporary Slavery

Unearthing a modern day evil to develop global awareness in this comprehensive project plan.

Every Child Journal

Operation safer schools

Investigating the impact of increased police involvement in day-to-day school life.

A city-wide vision

One school's efforts to break out of special measures prompted a city-wide restorative practice revolution.

New Kids on the block

Examining the psychological minefield of early years' groups and the risk of parental 'group-phobia'.

Every Child Update

Parental engagement – what works!

An overview of the recent DfE report on interventions that aim to support and improve parental engagement in education.

Don't let children with Autism lose out!

Guidance on improving the levels of support offered to children with autism and their parents.

Fitter or fatter? Schools falling behind in PE and sport

A look at the major research prompting concerns over young peoples' fitness levels.

Professional Development Today

Professionals take control! - A series of articles dedicated to coaching and mentoring to help teachers take greater control of their professional development.

- How to...embed coaching and mentoring into the everyday life of school
- How to...use tools and resources to build skills and capacity
- Coaching options for change

e-Learning Update

How secure is your school's data?

With tough new penalties in place for breaching data protection laws, ensure your school is compliant with the aid of the latest technologies.

Coping with an emergency

Investigating the best methods of alerting parents to an emergency at school.

The use of social media by teachers

Getting to grips with the advantages of social media whilst raising awareness of its potential risks.

Learning Spaces

Sustainable cities, sustainable minds, sustainable schools

Schools take the lead on urban renewal by evolving into pop-up farms!

Good design can survive in a cold climate

The death of BSF does not mean that good design has to cost more, plus its societal value is priceless.

The fire next time

Guidance on producing an efficient, tailored-to-suit-all evacuation plan.

Leadership Briefings

Summaries of the following reports keeping you up-to-date with the latest educational developments:

- Children's Care Monitor 2011
- What Kids Are Reading 2012
- Choice cuts: How choice has declined in higher education



For further information, or to subscribe to the Professional Learning Community, please contact Imaginative Minds, 309 Scott House, Gibb Street, Birmingham B9 4AA

Tel: 0121 224 7578 Fax: 0121 224 7598 Email: enquiries@imaginativeminds.co.uk www.teachingtimes.com