School Noticeboard

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From the Director

Dear Colleagues,

Last week saw the publication of the 2017 GCSE results. It was immensely pleasing to see that overall, Birmingham’s secondary schools have secured above national average progress 8 once again. In a city where we have twice the level of premium and EAL and a third of children living in poverty this is a great achievement. Amidst the results, there were some outstanding individual success stories and many of them have been shared on Twitter. I am not singling out any school here as the focus of the message is on collective effort, underpinned by that brilliant phrase “we educate Birmingham children”.

Hope to see lots of secondary school leaders at the BEP Families of Schools event on Thursday 8 Feb at the MAC (see the BEP website for more details). The primary families of schools events were a great success and it’s always a pleasure to listen to maestro David Woods.

Booking details are below for the Headteacher briefings in March. Please do book your places to attend these.

On Sunday it was Holocaust Memorial day with a special event at the Council House. To quote Judith Woodfield from Bordesley Green Girls’ School, this was “Birmingham at its best” with a wonderful mixture of poetry, drama, music and speeches. BGGS, like a number of schools, is doing great work here and co-organised the event. BGGS is working to secure its status as a Holocaust Beacon School with UCL and that typifies the school’s indefatigable approach to driving community cohesion. You’ll find below details of a free CPD session, Unpacking the Holocaust, taking place at BGGS on Friday 2 March. I hope that BGGS will share more of its work with us in the future.

Tuesday saw the announcement of the British team for the Gymnastics World Cup at Bishop Challoner. The World Cup is happening at Arena Birmingham in March. Fantastic to see Birmingham schools being involved in the top class sport that is coming to the city – this will only increase over the next few years as preparations for the Commonwealth Games continue.

I’m very pleased to announce the launch of Stone King’s BAME Headteachers and Senior Leaders Forum. Work has been going on behind the scenes for some time to get this off the ground. We know that the make-up of our school leadership community doesn’t reflect the communities that we serve across Birmingham. We don’t have enough black and minority ethnic leaders coming through the ranks. They are vital as role models for our children and young people and we need to do more to make that happen. It’s been a pleasure to work with Surinder Dhillon whom many of you will know from BCC days, Ava Sturridge-Packer and Ken Morris whom you’ll all know from headship in the city, and our own Razia Butt, on this critically important subject. The Forum has my full endorsement and I hope that it flourishes. Attached at the end of this Noticeboard is a flyer with more information.

Finally, Laura who edits Noticeboard suggested that we have a West Brom logo at the masthead this week! Well, the best team won on the night and Liverpool FC remain consistently inconsistent (is that an OfSTED grade?). As the Baggies fans sang, “Nice one Cyrille, nice one son…..”

YNWA

Colin

@anfieldexile
Local Authority Headteacher Briefings: March 2018

As Colin mentioned above, the next Headteacher briefings will be taking place in March. The agenda will be shared with you in upcoming Noticeboards.

Please book a place using the links below:

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<tr>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
<th>BOOKING LINK</th>
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<tbody>
<tr>
<td>Thursday 8 March 2018</td>
<td>3pm – 5pm</td>
<td>The Pavilion, Moor Lane B6 7AA</td>
<td><a href="https://ht-briefing-08-03-18.eventbrite.co.uk">https://ht-briefing-08-03-18.eventbrite.co.uk</a></td>
</tr>
<tr>
<td>Tuesday 13 March 2018</td>
<td>8am – 10am</td>
<td>Foyle Studio, mac Cannon Hill Park B12 9QH</td>
<td><a href="https://ht-briefing-13-03-18.eventbrite.co.uk">https://ht-briefing-13-03-18.eventbrite.co.uk</a></td>
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CONTACT: Laura Hendry
EMAIL: education@birmingham.gov.uk

Right Help, Right Time threshold guidance

The Birmingham Safeguarding Children Board published the refreshed threshold guidance “Right Help, Right Time” – Delivering effective support for children and families in Birmingham. (Version 3).

The framework provides everyone with clear advice about what to do and how to respond if a child and their family need extra support.

A poster is attached at the end of this Noticeboard. Further information can be found on: [http://www.lscbbirmingham.org.uk/index.php/delivering-effective-support](http://www.lscbbirmingham.org.uk/index.php/delivering-effective-support)

CONTACT: Birmingham Safeguarding Children Board
EMAIL: Contactus@lscbbirmingham.org.uk

Supporting head teachers with conflict and challenge: Education Resilience Workshop on 7 February

“As Head Teachers, we are lucky enough to do a job we are passionate about, which makes a real difference to the children, families and communities we serve. However, with this comes a great deal of pressure and responsibility to ‘do the right thing’ for the children in our care, in a role which can be isolating and feel overwhelming at times. There is a need to provide a ‘safe space’ to be able to discuss emotive and complex issues with other Head Teachers who understand the way we are feeling, which can help reduce stress and anxiety and help us to overcome any obstacles and come to positive and constructive solutions to help improve outcomes for all members of our school communities.”

Birmingham Head Teacher (2018)
These meetings facilitated by the Education Resilience Team are an opportunity for head teachers to get together to think and discuss issues that they face in school on a daily basis. What these issues have in common is that they relate to contested equality, diversity and inclusion challenges where conflicting views, high emotion and fear, make it difficult to ‘do the right thing’, navigate complex grey areas or make decisions in the interest of the school community. So, given how frequently ‘Hot Spots’ occur, head teachers need honest, fearless spaces to explore their thinking and deepen conversation. This should enhance creative thinking and help to develop robust approaches to conflict and challenge where these are seen as opportunities to grow and learn.

The first workshop is being held at Oasis Woodview Academy on Wednesday 7 February, 2pm to 3.30pm.

**BOOKING LINK:** [http://www.birminghameducationssupportservices.co.uk/Event/66164](http://www.birminghameducationssupportservices.co.uk/Event/66164)  
**EMAIL:** ssi@birmingham.gov.uk  
**TEL:** 0121 464 7739

**Connecting Globally, Acting Locally, Leading Compassionately conference: Friday 9 February**

Next Friday’s conference will offer an alternative vision to school improvement by blending approaches from the CoED Foundation, SACRE and UFA. Speaking at the conference will be many friends of Birmingham schools such as Maurice Coles, Mick Waters and Bruce Gill. Places are free of charge and I hope to see as many of you as possible there. Bookings can be made via the link below.

**WEB LINK:** [http://www.birminghameducationssupportservices.co.uk/Event/62777](http://www.birminghameducationssupportservices.co.uk/Event/62777)  
**CONTACT:** Razia Butt, Resilience Adviser  
**EMAIL:** ssi@birmingham.gov.uk

**Education Officer working within the Children’s Advice Support Service (CASS)**

| Location: | Lancaster Circus |
| Contract: | Service Level Agreement with a school |
| Hours: | 2 or 3 days a week open to negotiation |
| Number of posts: | 2 |
| Start Date: | 16 April 2018 until 31 March 2019 |

The opportunity has arisen to continue the secondment for another year of a qualified DSL from a secondary setting to work within the Education Safeguarding Team, placed in the Children’s Advice Support Service (CASS) representing the voice of Education in the multi-agency arrangements.

The successful candidate must be a qualified DSL (from teaching or pastoral) with a minimum of three years’ current experience working as a Designated Safeguarding Lead and be able to reflect role of education across the key stages. Working within the CASS is fast paced and dynamic and the secondee is expected to be able to function within this environment.
This secondment sent me on a steep but very well supported learning curve that has taught me more about education safeguarding than I could have ever picked up through school. This has been of benefit to my team of staff in school and colleagues from schools in our networks.

This post is for either 2 or 3 days per week, job sharing with their counterpart and is an excellent development opportunity to gain a wider appreciation of the safeguarding world and educations key part within it. The role is subject to confirmation of enhanced DBS clearance and prohibition checks.

If you are interested in applying for this opportunity please contact Jon Needham for an Expression of Interest form and return it by midday on 4 March.

CONTACT: Jon Needham, School Safeguarding Adviser
EMAIL: Jon.J.Needham@birmingham.gov.uk

Strategy for SEND and Inclusion:
Expressions of Interest for Secondary (Post 14) Social, Emotional and Mental Health (SEMH) provision

Birmingham City Council’s key strategic intention is for pupils with a statement of SEN/EHCP with a primary need of SEMH to attend good quality local specialist provision where this has been deemed necessary following assessment. Whilst there are examples of good quality, specialist, local provision this is currently insufficient in light of current demand. In addition some pupils are currently attending local specialist provision (maintained and independent) that requires support to improve its quality and as a result place numbers at those settings have been reduced. The use of independent providers is growing (both in and out of the city) in order to meet both the increasingly complexity of SEMH need and as a result of place reduction enforced on some providers to support immediate improvements to their quality where necessary.

We are seeking expressions of interest from all Birmingham schools for a Post 14 vocational centre for pupils with SEMH needs. It is our intention to utilise an existing building which will accommodate up to 85 learners (viewings can be arranged by prior notice). Although the building will be made available in a fit for purpose state from the onset, the provider will remain responsible for all aspects of running the building. This will include an annual lease charge, all utilities and full repairs and maintenance (running costs and lease charges will be made available at the second stage of the application).

[The Expression of Interest form is attached at the end of this Noticeboard.

CONTACT:   Education Infrastructure
EMAIL:    edsi.enquiries@birmingham.gov.uk

School waste and recycling invoices

Your general waste and recycling invoices have now been raised and are ready for you to process voyager. You may have noticed that this year there is a 5% reduction to your rates. This has been
given as an alternative to an individual credit and in consideration of any disruption to your service that you may have experienced last year during the time of the industrial action. This discount applies to all schools, whether or not you experienced a disruption in service around the summer term break.

Last year was a difficult time for Commercial Waste, so we would like to apologise for any inconvenience caused and would like to thank you for your patience and support. Please contact commercialwaste@birmingham.gov.uk if you have any queries.

**Updated Pupil Premium Allocations 2017/18**

The Department for Education has updated the schools 2017/18 pupil premium allocations for the children looked-after data return (SSDA903) recorded in March 2017, as set out in paragraph 10 of the conditions of grant. This update may have an impact on some schools’ allocations where looked after children have been identified and recorded in the return, therefore changing your 2017 to 2018 pupil premium allocations.

The notification of this revised allocation has been published on the Birmingham City Council website and may be accessed via the following link: [Revised and Final Pupil Premium allocation 2017/18](https://www.birmingham.gov.uk/info/20124/working_in_schools/788/budgets_for_schools_in_birmingham/2)

Payments to full chequebook schools for Quarter 3 will reflect changes to allocations.

**WEB LINK:**
https://www.birmingham.gov.uk/info/20124/working_in_schools/788/budgets_for_schools_in_birmingham/2

**CONTACT:** Justin Pinkney, Finance
**EMAIL:** fairfunding@birmingham.gov.uk
**TEL:** 0121 675 9302

**Careers Strategy: Making the most of everyone’s skills and talents**

The Careers Strategy was launched by the Department for Education on 4 December 2017 and provides an all age vision to improve careers provision in England. Detailed in the strategy are a number of significant factors affecting secondary schools and colleges based around the 8 Gatsby Benchmarks – the measure for good careers.

**For immediate consideration and action:**
- Schools and colleges should use the Gatsby Benchmarks to evaluate current activity against best practice. The expectation is that schools begin to work towards them now and meet them before 2020. To help schools to evaluate current programmes, the Careers and Enterprise Company, in partnership with Gatsby Charitable Foundation, has developed the free Compass toolkit.
- Schools must publish details of their policy for inviting providers to speak to pupils at the school to give them information about the provider’s education or training offer. This will be incorporated in the school/college careers policy that must be published for young people and their parents before September 2018. An example policy statement is included in the updated careers guidance.
- All schools and colleges will have a designated Careers Leader before September 2018 to implement the recommendations of the strategy.
Further recommendations of the strategy and proposed implementation will be summarised in next week’s Noticeboard.

Full details of the Strategy:  

Guidance:  

COMPASS Toolkit:  
http://www.careersandenterprise.co.uk/schools-colleges/about-compass

CONTACT: Julie Stirrup
EMAIL: Julie.A.Stirrup@birmingham.gov.uk

Cityserve Cleaning Service Migration: Next steps

On Tuesday 14 November Birmingham City Council’s cabinet approved a recommendation for Cityserve to begin formal consultation with schools and staff, regarding the proposal to change service delivery of the cleaning service. The proposed changes will enable schools to save money and Cityserve to focus on and continue to improve the multi-award winning catering service.

We want to thank all schools who have taken part in the consultation events - it was really helpful to hear feedback on the proposed plans and to understand schools thoughts and concerns. As a result of listening to all the feedback received we have made a number of changes to the initial plans. They are as follows;

Revised timescales
There has been a variety of views expressed by schools; a number of schools expressed a preference for the in-house migration of the service before the end of Birmingham City Council’s financial year (28 March 2018) whilst others indicated that they require more time to consider their options before implementing their preferred solution. In order to accommodate these two diverse positions a two phased approach has been agreed as follows;

1. **Phase 1 – transition in-house by end of March 2018.** Phase 1 involves Cityserve working with those schools who have indicated they wish to bring the service in-house before the end of March to ensure a smooth transition and minimal disruption to services.

2. **Phase 2 – exploring other options.** The phase 2 option allows schools more time to explore other options (e.g. a tendering process or partnership with other schools/authorities). We recognise schools that opt for a ‘phase 2’ approach may be placed under increased financial pressures. Therefore, where the migration goes beyond 28th March 2018 Cityserve are happy to move to a new “cost recovery” style arrangement with the school for a transitional period. The cost recovery arrangement is explained in the FAQ document available on the BESS website.

If you have not yet indicated your preferred phase it would be very much appreciated if you could inform us by 7 February 2018 by emailing Cityserve at cityserveinfo@birmingham.gov.uk. If we receive no response before this date it will be assumed that ‘phase 2’ is your preferred phase.
Equal Pay Claim Indemnity Cabinet Report

A number of questions were raised during consultation with regards to equal pay claims, which are detailed in the FAQ document enclosed with this letter. As a result, we have been working closely with Birmingham City Council’s legal department to provide clarity over the Council’s position in respect of equal pay claims and Cityserve’s cleaning service migration.

The Council’s legal department put a cabinet report to members in January 2018 requesting a blanket indemnity be provided to all education establishments, if the service transfer is completed by 28 March 2018. The blanket indemnity is for cleaning staff only to support the cleaning service migration; it does not include catering staff.

The cabinet report was approved at cabinet. Please note, however, if you choose the phase 2 approach any indemnity will have to be applied for on an individual basis.

We are aware that the equal pay issue is an area that is causing a number of concerns and as such Cityserve are keeping an open dialogue with the BCC legal team to enable individual questions to be answered and issues to be represented. We will keep schools updated via future letters and communication.

Questions or Concerns

We continue to receive questions and concerns and therefore we have updated the Frequently Asked Questions (FAQ) document. We will continue to update this document during the migration and upload it to the Birmingham Education Support Services forum.

CONTACT: cityserveinfo@birmingham.gov.uk

‘Unpacking the Holocaust’ at the Bordesley Green Girls’ School Teaching and Learning Conference: 2 March 2018

Unpacking the Holocaust is UCL’s centre for Holocaust Education’s introduction to the key issues in teaching about the Holocaust and is relevant to all teachers. Bordesley Green Girls’ full day CPD session introduces the key issues in Holocaust education. This event is free of charge. Please see the flyer attached at the end of this Noticeboard for additional information.

CONTACT: Mr Dean Carson
EMAIL: dcarson@bordgrng.bham.sch.uk
BOOKING LINK: https://www.eventbrite.co.uk/e/bggs-education-conference-2018-tickets-39832780920?discount=holocaust

Growing Green: Green Walls for primary schools

Growing Green is a Birmingham-focused scheme designed to get primary school-aged children gardening and bringing green to grey corners of Birmingham through Green Walls. This program started in a competition called Next Generation awards run by Birmingham Civic Society; upon winning we were given a grant to fund our plan to install Green Walls in local primary schools. Our Green Walls are designed to be cost-effective, customisable and look good. Gardening in schools supports several government policies and is also great exercise.
Free Lunar Society event: Is there a UK skills crisis, and if so, what can we do about it?

The Lunar Society is hosting a Question Time style on 12 February at Matthew Boulton Campus of BMet. The event will be chaired by Sir Michael Lyons, vice chair (and former CEO of BCC and Chair BBC Trust).

The Lunar Society event, which is open to everyone and is free to attend, is supported by the international law firm Pinsent Mason and Birmingham Metropolitan College. It follows publication of several reports that pinpoint the skills crisis as being one of the biggest challenges facing the UK.

The free event at 6pm on Monday, February 12 at the Matthew Boulton Campus of Birmingham Metropolitan College, is intended to foster a more energetic debate in Birmingham and the West Midlands. More information is available at https://www.lunarsociety.org.uk/event/skills-crisis-uk-skills-crisis-can/

GDPR support from Link2ICT

The introduction of the new General Data Protection Regulations looms ever closer, bringing new demands/challenges that will impact school resources and ultimately, finances.

As the ‘data controller’, schools are required to observe various principles when processing personal data. Whilst almost all current data protection regulations will remain, there will be significant changes, transforming the way schools handle data/data breaches. Failure to demonstrate GDPR compliance can result in huge fines and other penalties.

Link2ICT can deliver the complete GDPR management solution for schools and academies including:

- The latest guidance and up-to-date information through our training programme, developed to meet the needs of the education sector. Our “GDPR – Data Protection for Senior Leaders” course is essential for all key staff.
- Bespoke consultancies to meet your school’s individual GDPR needs. Our expert consultants work together with senior leaders to develop understanding, process planning and management strategies to ensure your school complies with GDPR legislation.
- GDPRiS is a highly secure, cloud-based tool designed to reflect existing processes and the way schools work, whilst pro-actively prompting them to meet/exceed the new General Data Protection Regulations.

For more information about GDPR and the support we can provide, visit www.link2ict.org/gdpr or contact your Account Manager today.
Link2ICT Blog

With the success of Bren's Blog over the last year, we are celebrating the start of the new year by extending the Link2ICT Blog to include an expert view on all things online safety from Andy Pyper, Safeguarding Manager.

Ahead of Safer Internet Day, Andy's first blog post looks at some fascinating research reports, including the surprising impact the online world is having on the career aspirations of even the youngest of pupils.

Andy has been involved in education in Birmingham for around 20 years. His areas of expertise are safeguarding, including online safety and information security. Over the years, he has been proactive in supporting the appropriate use of technology across Birmingham. This continues to be a focus as technology and online content continually evolves presenting more opportunities, but also risks that need to be addressed through effective education and support. Keep up-to-date with his regular blog posts as he reflects on new and emerging challenges for both teachers and pupils that are presented by the ever-changing digital world.

And remember, you'll still be kept up-to-date with blog posts from Bren Taylor, our Senior Education Consultant.

WEB LINK:  www.link2ict.org/blog
CONTACT:  Link2ICT
EMAIL:  info@link2ict.org

Link2ICT are BETT Awards 2018 Winners

Congratulations to the Link2ICT Professional Services Team who were announced winners in the Service and Support category at the annual BETT Awards in London. This is a prestigious award, as the BETT show is the first and largest UK industry event of the year, in the education technology landscape.

The BETT Awards provide a showcase of resources and companies that seek to provide educators with the information, ideas and inspiration that are fundamental to the learning process.

The awards are a celebration of the inspiring creativity and innovation that can be found throughout technology for education. The awards form an integral part of BETT each year, the world’s leading showcase of education technology solutions. Bringing together leading companies and attendees from the global education community to celebrate, delegates can find inspiration and discuss the future of education, as well as the role technology and innovation plays in enabling all educators and learners to thrive.

WEB LINK:  www.link2ict.org/bett2018winner
Access to Education CPD opportunities

A Psychological Perspective of Prejudice Formation and Radicalisation: How to support children and young people in schools.

This course is designed to support practitioners in schools to understand the psychological theories that exist on prejudice formation in children and young people (CYP) and the process of radicalisation.

Participants will use psychological theories to critically analyse real-life case examples. Critical analysis skills are fundamental in ensuring that a child’s identity (ethnic, cultural, race, gender etc.) is viewed within the context of an eco-systemic model, increasing practitioners understanding.

It will provide practitioners with practical skills for handling potentially difficult conversations around ethnicity and prejudice with CYP, families and those in the child’s wider community.

The final element shares practical resources for schools to minimise the risk of personal uncertainty and support CYPs’ positive identity development which, research has shown, reduces the risks of prejudicial thinking and vulnerability to radicalisation.

Outcomes

- Understanding of theories of prejudice formation in CYP and applying this to a specific school and individual child context.
- Knowledge and understanding of psychological theoretical explanations of radicalisation.
- Apply critical thinking skills alongside theoretical and contextual knowledge to real-life scenarios enabling a greater understanding of the child, their identity, their motivations and potential risks.
- Practical tools for use in schools to minimise vulnerability to radicalisation.

DATE: 13 March 2018
TIME: 9.30 am – 4.00 pm
VENUE: Vauxhall Gardens, B7 4HA
COST: £205 per participant; reducing to £155 if two or more participants attend per setting

To book, please follow this link and register/log in:
http://accessstoeeducation.birmingham.gov.uk/index.php/component/com_advancedopenportal/Itemid,746/view/listevents/?option=com_advancedopenportal&view=showevent&id=d3bf2a8a-56d6-a86b-b73c-5909efe035de

CONTACT: Marina.Limniotis@birmingham.gov.uk

An introduction to Restorative Practice: Using Restorative Solutions to Improve Behaviour and Relationships in Schools

Restorative practices are based on the notion that, where conflict occurs, either or both parties and their relationship are harmed. Unlike punitive approaches, in which a third party
acts as a judge, restorative practice seeks to empower those who are directly involved in the conflict to take ownership of their behaviour, find a resolution to the problem and repair the harm that has been caused.

This training seeks to inform participants about different models of behavior management and to provide participants with the tools and understanding needed to develop a restorative approach.

Outcomes:
- Understand the theoretical underpinnings of restorative practice and how it is used to manage behaviour, conflict and relationships in school
- Learn how to mediate difficult situations in a restorative way
- Explore practical strategies / interventions for restoring relationships affected by conflict

DATE: 14 March 2018  
TIME: 9am – 4pm  
VENUE: Vauxhall Gardens, B7 4HA  
COST: £205 per participant; reducing to £155 if two or more participants attend per setting

To book, please follow this link and register/log in:
http://accessstoeeducation.birmingham.gov.uk/index.php/component/com_advancedopenportal/id,74e84123-a419-c6e8-5109-5909ee2ef1e7/view,showevent/

CONTACT: Marina.Limniotis@birmingham.gov.uk

Free Gender Matters and LGBT Inclusive Training for Schools

All Children, All Families
LGBT inclusive relationships and sex education for primary and secondary schools.

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<tr>
<td>Primary training</td>
<td>Wed 23 May 2018</td>
<td>The Hub, Hazelwell 318 Vicarage Road Kings Heath B14 7NH</td>
<td><a href="https://www.eventbrite.co.uk/e/birmingham-primary-lgbt-inclusive-relationships-and-sex-education-tickets-41105363248">https://www.eventbrite.co.uk/e/birmingham-primary-lgbt-inclusive-relationships-and-sex-education-tickets-41105363248</a></td>
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Gender Matters
Gender identity, gender equality and trans-inclusion for primary & secondary schools

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<tbody>
<tr>
<td>Primary training</td>
<td>Wed 14 Feb 2018</td>
<td>The Hub, Hazelwell 318 Vicarage Road</td>
<td><a href="https://www.eventbrite.co.uk/e/birmingham-primary-gender-identity-gender-">https://www.eventbrite.co.uk/e/birmingham-primary-gender-identity-gender-</a></td>
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More information is available at [www.stopbullyinginbrum.co.uk/news](http://www.stopbullyinginbrum.co.uk/news).

**Bishop Challoner Teaching School Alliance Training Courses**

**Teaching Science in EYFS and KS1**

**DATE:** 8 February 2018  
**VENUE:** Bishop Challoner Catholic College  
**TIME:** 9am – 3.30pm

EYFS and KS1 teachers looking to develop their practice will find this course invaluable. You will explore how to take play based learning to the next level. You will identify the next steps in children’s play as well as how to incorporate a range of ICT resources for children and practitioners. You will consider strategies and methods for smoothing transition into the next phase.

**Outcomes**

You will be able to:
- identify and plan opportunities for the progression of key skills in science in the EYFS and KS1  
- explore a range of ICT resources to capture development in science  
- ease transition to the next phase

To apply, please follow the web [link](http://bit.ly/2jnqhLX) or email our Science Partnership  
[Sciencepartnership@bishopchalloner.bham.sch.uk](mailto:Sciencepartnership@bishopchalloner.bham.sch.uk)

Original booking fee- £175, but use our 50% off discount code: NSLN1718FFT2 to book for only £87.50

**CONTACT:**  
[Sciencepartnership@bishopchalloner.bham.sch.uk](mailto:Sciencepartnership@bishopchalloner.bham.sch.uk)

**‘Leading and Managing’ – a new programme for new Primary Headteachers**

However good the intentions, there is only so much busy headteachers can do to fully prepare their deputy to make that all important ‘step up’ to headship.

This is where “Leading and Managing” comes in, providing a programme of comprehensive and practical professional development for senior leaders wishing to make a secure and successful start to primary headship.
The next programme will begin 15th February 2018. Sessions are delivered to minimize cover requirements, reducing time out during the school day and limiting the impact on budgets.

**A series of six sessions across three terms:**

- Expertly delivered by experienced leaders who fully understand real school issues
- Explores the key themes and fundamental aspects of leading and managing a primary school, using a pragmatic and accessible style, rooted in reality
- Provides opportunities to share experiences, tackle real-life situations and learn to manage challenges positively.
- Equips candidates with the key skills and approaches that make headship successful
- Builds positive networking with colleagues in similar contexts

All six sessions are provided at a total cost of just £480, which includes all course materials and refreshments and will take place at Bishop Challoner in Kings Heath.

Bookings: [http://www.bctsa.org/LeadershipDevelopment](http://www.bctsa.org/LeadershipDevelopment)

**CONTACT:** Catherine Haines  
**EMAIL:** teachingschool@bishopchalloner.bham.sch.uk

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**Free Link2ICT event: Garageband for the iPad**  
**27 February 2018**

As an authorised Apple Regional Training Centre, Link2ICT delivers a programme of free professional development events designed to build skills and confidence of educators to use Apple technology inside and outside the classroom.

Our next event is “GarageBand for the iPad”, taking place at Bells Farm Primary School on Tuesday 27 February 2018.

Because we love helping educators do what they love, our team has created this series of workshops and learning resources to introduce fresh ideas into the classroom and enable teachers to learn from each other across a range of Apple products and initiatives. These sessions have been developed to recognise pioneers in education and empower teachers to be the best they can be.

All Apple RTC training is delivered by certified Apple Teachers to help schools get the most out of their Apple technology. This unique professional development opportunity is FREE to attend, so register your place today.


**CONTACT:** Link2ICT  
**EMAIL:** info@link2ict.org  
**TEL:** 0121 303 5100
BAME Headteachers and Senior Leaders Forum - Stone King LLP Midlands Region

The BAME Headteachers and Senior Leaders Forum is our commitment to make a positive impact on all the communities in which we work.

Membership is open to BAME leaders as well as like-minded individuals and organisations with a positive interest in driving change and who recognise the value and impact of BAME representation and leadership in Education.

Working with strategic partners such as the Local Authorities, RSCs, DFE and teaching schools, the Forum members will develop, engage and influence key initiatives and strategy to address the shortfall and imbalance of BAME representation in education and at all levels.

The Forum will also work with mainstream organisations to support community cohesion with its school improvement offering where Forum BAME leaders support failing schools in areas where pupil diversity is reflective of its community.

Forum members will also have the opportunity to network with BAME leaders to explore mentoring opportunities.

To register as a member please contact: Ms Surinder Dhillon, Senior Associate at skd@stoneking.co.uk.

Meetings will be held termly and details of our launch date will follow in due course.
### Universal Needs

**Development needs of Child/Young Person**
- Enjoying and participating in learning activities
- Access to books, toys and age appropriate learning
- Good links between home and school
- Has experiences of success and achievement
- Planning for career and adult life

**Health Needs**
- Health needs being met
- No worries regarding diet and nutrition
- Good enough hygiene
- Developmental and health check / immunizations up to date
- Developmental milestones appropriate
- Safe and age appropriate sexual activity

**Emotional Health & Behaviour Needs**
- Good quality early attachments
- Able to adapt to change
- Able to understand others' feelings
- Takes responsibility for behaviour
- Responds appropriately to boundaries and constructive guidance
- Can differentiate between safe and unsafe contacts
- Age appropriate clothing and appearance
- Age appropriate self-care skills shown
- Demonstrates resilience
- Good emotional wellbeing

**Family & Parenting Needs**
- Shows warm regard, praise and encouragement
- Ensures stable relationships
- Ensures the child can develop a sense of right and wrong
- Good relationships within family, including when parents are separated
- Support provided by wider family
- Stable and affectionate relationships with family
- Is able to make and maintain friendships
- Provides for child's physical needs, e.g. food, drink, appropriate clothing, hygiene, medical and dental care
- Accommodation has basic amenities and appropriate facilities and can meet family needs
- Budget adequate to meet needs
- Protected from danger or significant harm
- The family feels part of the community and are involved in decision making

### Universal Plus Needs

**Development needs of Child/Young Person**
- Has some identified learning needs or disability or receives Special Educational Needs (SEN)
- Support in nursery/school, and the barriers to the child/young person engaging fully in the education setting require a family approach
- Language and communication difficulties
- Patterns of regular school absences
- Low motivation to engage in learning
- Not reaching educational development potential
- Physical disability needs requiring targeted support
- Some fixed term exclusions
- Not in education, employment or training post 16

**Health Needs**
- Emerging worries regarding diet/hygiene/clothing
- Defaulting on immunisations/development checks/health/dental appointments
- Slow in reaching developmental milestones
- Emerging worries regarding substance misuse

**Emotional Health & Behaviour Needs**
- Some difficulties with family or peer group relationships
- Some insecurities around identity expressed
- Finds managing change difficult
- Can behave in an anti-social way e.g. minor offending
- Can be over friendly or withdrawn or not aware of risk
- Change in communication leading to a more guarded/solicitous self
- May be engaged in bullying behaviour
- Victim of crime or bullying
- Not always adequate self-care e.g. poor hygiene
- Slow to develop age appropriate self-care skills
- Age inappropriate clothing and appearance
- Disability limits amount of self-care possible
- Experienced loss of significant adult or family member
- Low self-esteem
- Moderate depression, anxiety, self-esteem or confidence issues
- Moderate stress
- Moderate health anxiety
- Moderate Post-traumatic stress disorder and/or obsessive compulsive disorder

### Additional Needs

**Development needs of Child/Young Person**
- Consistently poor nursery/school attendance and punctuality
- Not in Education (Under 16)
- Has identified Special Educational Needs and Disability (SEND) requiring both additional support and the involvement of outside agencies, and the barriers to the child/young person engaging fully in the education setting require a family approach
- Young person aged 14 and over with identified SEND who require both additional support and the involvement of outside agencies, where planning for independence in adulthood has not started
- Not achieving Key Stage benchmarks due to parental care
- School attendance below 90%
- Greater or equal to 3 fixed term exclusions or greater than 10 days excluded in any year
- Permanently excluded from school

**Health Needs**
- Health/dental women not accepted or addressed
  - Treatment not being sought/advertised to
  - Multiple health problems/disability
  - Consistently missing required health appointments
  - Overweight/underweight where no organic cause
  - Regular substance misuse including drugs/alcohol
  - Developmental milestones not being met
  - Self-harming behaviours

**Emotional Health & Behaviour Needs**
- Persistent disruptive/challenging/criminal behaviour
- Exhibiting extremist language/behaviour/aligned to a gang
- Risky sexual behaviour
- May be at risk of being groomed for sexual exploitation
- Missing from home or change in behaviour routine suggesting development of inappropriate relationships
- Child lacks sense of safety and often puts him/herself in danger
- Unable to demonstrate empathy

### Complex / Significant Needs

**Development needs of Child/Young Person**
- Where Education, Health and Care (EHC) Assessment requires social care involvement and where reviews of EHC Plans should be synchronised with social care plans
- Persistent school refusal if in conjunction with other complex and significant needs

**Health Needs**
- Severe/chronic health problems, developmental delay or disability where treatment not being sought or adhered to
- Persistent and high risk substance misuse
- Pregnancy or Sexually Transmitted Infection (STI) of a child under 13
- Repeat dental extraction under general anaesthetic (or multiple dental extractions) due to neglect
- Child significantly under/over weight

**$47 strategy discussion required**

**Emotional Health & Behaviour Needs**
- Challenging/disruptive behaviour putting self or others in danger
- At significant risk or already being sexually exploited
- Child at risk of trafficking
- Child at significant risk of gang affiliation and/or criminal exploitation
- Harmful sexual behaviour
- Sexual activity child under 13
- Inappropriate relationship with an adult
- Abusing other children
- Chronically socially isolated
- Frequently missing from home/placement
- Young person persistently running away or absconding
- Participates in extremist actions in language and behaviour
- Serious or persistent offending behaviour
- Persistent poor and inappropriate self-presentation
- Significant impact of traumatic event
- Acute mental health problems e.g. severe depression/threat of suicide/psychotic episode
- Risk admission to psychiatric hospital
- Deterioration of mental health leading to risk to self and/or others

* $47 strategy discussion required
THE STRATEGY FOR SEND AND INCLUSION
Sufficiency Programme 2018-20

Expression of Interest Form
for
Secondary (Post 14)
Social, Emotional and Mental Health provision
(SEMH)

We are inviting Expressions of Interest from Birmingham schools to facilitate a Post 14 SEMH vocational centre.

Our vision is for every child and young person aged 0-25 with a special educational need and/or disability (SEND) in Birmingham to have the opportunity to be happy, healthy and achieve their fullest potential, enabling them to participate in, and contribute to all aspects of life.

Our mission is to implement an efficient and inclusive system where practitioners work with families, children and young people aged 0-25, to develop trust and confidence in order to build genuine and good quality partnerships. This will be achieved by practitioners from all sectors working together collaboratively to deliver the most appropriate local provision and support.

Our Objectives:

- To develop joint commissioning to ensure resources are used fairly and effectively to provide maximum impact on outcomes.
- To provide services that ensure the needs of children and young people who have special educational needs and disabilities and their families are at the heart of all that we do. We aim to offer this as locally as possible.
- To develop flexible pathways to enable children and young people to access the right provision and services to meet their individual needs at different stages. This will deliver the best possible outcomes, including education, employment and training, as young people move into adulthood.
Guidance

Birmingham City Council’s key strategic intention is for pupils with a statement of SEN/EHCP with a primary need of SEMH to attend good quality local specialist provision where this has been deemed necessary following assessment. Whilst there are examples of good quality, specialist, local provision this is currently insufficient in light of current demand. In addition some pupils are currently attending local specialist provision (maintained and independent) that requires support to improve its quality and as a result place numbers at those settings have been reduced. The use of independent providers is growing (both in and out of the city) in order to meet both the increasingly complexity of SEMH need and as a result of place reduction enforced on some providers to support immediate improvements to their quality where necessary.

We are seeking expressions of interest from all Birmingham Schools for a Post 14 vocational centre for pupils with SEMH needs. It is our intention to utilise an existing building which will accommodate up to 85 learners (viewings can be arranged by prior notice). Although the building will be made available in a fit for purpose state from the onset, the provider will remain responsible for all aspects of running the building. This will include an annual lease charge, all utilities and full repairs and maintenance (running costs and lease charges will be made available at the second stage of the application).

Our objectives are:

- To maximise the placement of pupils with complex SEMH in localised school placements accepting that there will always be exceptions to the rule.
- To work with existing providers to increase their capacity where it is deemed good or outstanding and to encourage Birmingham special schools to create specialist capacity.
- To explore external partnerships, if required, to create additional SEMH specialist provision locally.

The specific outcomes this specialist provision is intended to achieve are:

- Pupils would be motivated to attend, experiencing learning opportunities that are meaningful, stimulating and relevant.
- Accelerated progress in literacy and numeracy, alongside a building knowledge and skills across a broad and relevant curriculum.
- Improved achievement overall, narrowing the gap with age peers.
- Strong relationships and a collaborative approach that results in effective multi-professions support including employers and the world of work.
- Pathways in to employment and training including Careers Education, Information, Advice and Guidance.
- Self-awareness, identity, independence and positive destinations for pupils.
- Engaging parent/carer from the outset – this is integral to planning and reviews.
- Access to the most appropriate placement, informed by on-going and accurate assessment.

Expressions of Interest will be evaluated against the following criteria:

i) **Location**: How well the provision is located to match projected need
ii) **Social Emotional and Mental Health Needs (SEMH) provision**: How well the school is able to meet the needs of the intended cohort
iii) **Standards**: Expanding schools should be Outstanding or Good*
iv) **Capacity**: Viability of providing sufficient resources to meet the current demand
v) **Balance**: Potential of any expansion to create overprovision or inequality in an area.
**Timeline**

Successful EoIs will be invited to a meeting with BCC officers to assess financial viability and school capacity to accommodate the proposed provision. Details of what is required will be provided by 26\textsuperscript{th} February 2018 at the very latest.

<table>
<thead>
<tr>
<th>Places required</th>
<th>EoI Submission deadline</th>
<th>Meeting date</th>
<th>Schools informed</th>
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<tbody>
<tr>
<td>September 2018</td>
<td>Thursday 22\textsuperscript{nd} February 2018</td>
<td>15\textsuperscript{th} and 16\textsuperscript{th} March 2018</td>
<td>Tuesday 20\textsuperscript{th} March 2018</td>
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Commitments of the Governing Body and Head Teacher

In submitting this Expression of Interest, we the Governing Body and Head Teacher undertake the following commitments:

i) To work in partnership with the Local Authority to develop the best possible solution within available resources

ii) To accept full responsibility for ongoing running costs, planned, preventative maintenance of any additional spaces through appropriate utilisation of premises related budgets and facilities maintenance advice

iii) To implement a programme of stakeholder engagement if selected for expansion, in order to ensure that students, parents and the wider community are appropriately engaged in developing the expansion project.

Name of Headteacher (please print): ____________________________________________

Signature of Headteacher: ___________________________________________________

Date: __________________________

Name of Chair of Governors (please print): ______________________________________

Signature of Chair of Governors: ______________________________________________

Name of Chair of Trust (Academy/Free School): _________________________________

Signature of Chair of Trust (Academy/Free School): _______________________________

Date: __________________________

Please note: There is an expectation that VA schools expressing an interest will have the approval of the Diocese/Archdiocese.
<table>
<thead>
<tr>
<th>Area</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>Age Group – Post 14:</strong></td>
<td>Please describe how you will meet the SEN, including social and emotional, needs of all young people at the provision</td>
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<tr>
<td><strong>Number of places offered - 85:</strong></td>
<td>Provide a guidance number for each age range and target group</td>
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<td>Please state your intended Start date for provision and timeline for development to capacity</td>
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<td>Please outline your proposed admission arrangements</td>
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<td>Please provide an overview of curriculum/learning offer</td>
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<td>Please describe the Careers Education, Information, Advice and Guidance to be available to all learners. Include work experience, pathways into traineeships and apprenticeships</td>
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<td>Please describe the learning pathways into further/higher education and the planned and/or current partnerships with Post 16 and other training providers</td>
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<tr>
<td></td>
<td>Please describe the partnerships you have with employers and how this will support the young people</td>
</tr>
<tr>
<td></td>
<td>Please describe how you will work in partnership with schools</td>
</tr>
</tbody>
</table>

**Please return to:**

**Education and Skills Infrastructure, Children and Young People, Birmingham City Council**

Email: edsi.enquiries@birmingham.gov.uk  
Telephone: 0121 303 8847  
Post: Education and Skills Infrastructure, PO Box 15843, 1 Lancaster Circus, Birmingham, B2 2RT
Unpacking the Holocaust is UCL’s Centre for Holocaust Education’s principal introduction to the key issues in teaching about the Holocaust and is relevant to all teachers.

Free of charge

This teacher training is free of charge, thanks to funding from the Department for Education and Pears Foundation.
Unpacking the Holocaust
008:30 - 16:30
Bordesley Green Girls’ School and Sixth Form’s full day CPD session introduces the key issues in Holocaust education.
Relevant to all teachers!

Who were the 6 million?
How is it possible to understand the significance of genocide if we do not appreciate what was lost?
This workshop reveals the vibrancy and diversity of European Jewish communities on the eve of the Holocaust.

What was the Holocaust? An interactive timeline
This practical classroom activity uses an interactive timeline to provide a clear ‘big picture’ of this complex history, skilfully combining depth and overview in a profound and meaningful learning experience.

Being human?
Through a range of detailed case studies, uncover how and why ordinary people became complicit in mass murder and address searching questions about what it is to be a citizen in the modern world.

Surviving survival
- What is the continuing significance of the Holocaust in the modern world?
- How did survivors rebuild their lives?
- What impact did the genocide have on European society?

https://bggs18.eventbrite.co.uk?discount=holocaust

NB: Whilst this 4 session, whole-day strand is free, the other conference strands and sessions are chargeable.
Unpacking the Holocaust

A free of charge, whole day teacher CPD session running as part of our

Education Conference

Friday 2nd March 2018

Information  Guidance on teaching the new A Level specifications given by experienced/exam board approved speakers, combined with a chance to meet education publishers with the latest resources

Innovation  CLIL pedagogy, Maths Mastery, Language Based Pedagogy

Application  Applying techniques to raise achievement at KS3, KS4 and KS5

Organisation  Safeguarding, Inclusion and Business Management, Support Staff in the Classroom

https://bggs18.eventbrite.co.uk?discount=holocaust