

Careers Information



Maintained secondary schools will need to update their websites as a result of The *School Information (England) (Amendment) Regulations 2018 (SI 2018/466)* as there is now an additional requirement on them to publish information relating to their careers programme online. The changes must be done by 1 September 2018.

Information to be published includes the name, email address and telephone number of the school's careers leader, a summary of the careers programme including details as to how pupils, parents, teachers and employers may gain access to information relating to the programme, and how the school measures the impact of the careers programme on pupils.

Free school meals



The DfE has provided guidance on free school meals (www.gov.uk) It gives guidance on eligibility, some useful templates and links. Schools need to bear in mind that it seems likely that the government is looking at ways of measuring data relating to this and are consulting with OFSTED and Regional School Commissioners on this.

School Workforce planning

The DfE has issued guidance on school workforce planning (www.gov.uk). It provides a list of options for school leaders to consider, questions for school leaders to consider when reviewing their options, an example time line and links to advice, case studies and tools.

Schools must review their staffing structures as part of their annual school improvement, curriculum and financial planning.

Schools need to plan for the next 3-5 years and should consider :

- maximising the most out of existing staff to improve outcomes,
- flexible working/part time structures,
- balancing short term and long term costs,
- reviewing existing assumptions (pupil numbers and budget costs),
- staff workload and morale,
- use of the apprenticeship levy to reinvest in high quality training.

LAC (Looked after Children)



The DfE has provided statutory guidance on the designated teacher for Looked after children and previously looked after children (www.gov.uk) which all schools must have regard to. It will be of use to Headteachers, SENCOS, governing bodies and for the designated teacher for LAC.

Governors must ensure that the designated teacher has undertaken appropriate training.

Not all functions of this role need to be carried out by one teacher and it can be split across the staffing structure. However, one person must retain overall responsibility.

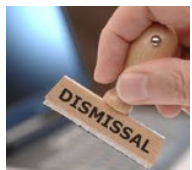
The guidance provides a list of questions that schools should consider when analysing this. These include looking at whether the designated teacher has appropriate seniority and experience, their training needs and opportunities, how they assist other staff teaching LAC, the level of resource given and the availability to call upon outside help. Schools must look at their monitoring arrangements for the designated teacher.

In terms of reviewing LAC, schools should look at whether there are any unintended barriers for them (e.g. transition), ask whether they are making expected progress over 12 months compared to their peers, look at attendance and exclusion records, consider safeguarding, mental health and SEN issues, review their management structure to see if it is sufficiently flexible and ensure that school policies factor in LAC interests.

There is a lot of detail on how schools should develop the Personal Education Plan (PEP). Designated Teachers will benefit from the assistance of the SENCO's advice on this.

There are also tips for Designated Teachers on how to listen to the voice of LAC.

Headteacher fairly dismissed for non-declaration of an association



In *Reilly v Sandwell MBC*, the Supreme Court upheld a decision that a Headteacher was not unfairly dismissed in a situation where she was associated with someone who had been convicted of possessing indecent images of children.

The Childcare Act 2006 (and the Childcare (Disqualification) Regulations 2009) require certain childcare providers and those who manage those providers (including headteachers) to be registered in order to provide childcare and expressly disqualify certain people from registration. A disqualified person includes someone who has committed sexual offences and offences against children, but also includes a person who lives in the same household as a disqualified person.

Ms Reilly was headteacher at a primary school but had failed to reveal to the school authorities that a man (S), with whom she had a close personal relationship, had been convicted of making indecent images of children. They were not in a sexual or romantic relationship and were not co-habiting, although they did jointly own a house. S was sentenced to a community order and a sexual offences prevention order forbidding him from having unsupervised access to children under 18. When the school learnt of his conviction it suspended Ms Reilly, summoned her to a disciplinary hearing and dismissed her.

Ms. Reilly argued that she had no duty to disclose this information. The Supreme Court stated that she was under a contractual duty to assist the Governing Body with safeguarding, that she had a reporting duty (which she had not complied with) and it was not unreasonable for the school to view her association with S as a potential risk.

Data Protection privacy notices



The DfE has updated privacy notices model documents and also provided an additional guidance document. (www.gov.uk) The guidance

contains model privacy notices for use by schools and local authorities to issue to staff, parents and pupils about the collection of data..

Data Protection Schools Toolkit

The DfE has published a data protection toolkit for schools (www.gov.uk) to help schools get ready for GDPR. Awareness is a key issue. Schools must raise GDPR compliance as an issue with their governors, staff, and parents, as part of their child protection compliance. Staff need to know what processing means, what the limits are on it, the risks related to

and their responsibilities if there is a breach. There should be a particular focus on staff who can influence how data is used, processed and secured which is likely to mean as a minimum all teaching staff. Senior leaders and those who operate at Executive level need to have sufficient knowledge so that they can assure the governors that they are GDPR compliant.

Schools will benefit from having discussions on their GDPR compliance and should consider testing how they would respond to data issues and in particular data breach.

There is guidance on how to create a high level data map - key topics should include:

- admissions
- core management information systems (MIS) and any related 'data integrator software'
- curriculum tools
- payment systems
- virtual learning environments
- catering management, including cashless catering
- safeguarding, potentially including CCTV
- trips and transport
- uniform, equipment and photographs
- identity management systems
- contract/communication systems
- social care and health interactions
- statutory returns
- references and education settings
- workforce systems – such as job applications, current staff and former employees
- paper records

Important issues that need to be addressed are :
How does the school process data, who controls its access and use, how long will data be kept/when will it be destroyed, how will a school communicate with its data subjects/inform them of their rights, how will data be kept secure, is any data being stored offshore and is any automatic profiling being undertaken?

The reason(s) for processing will be highly relevant to the issue of compliance - schools must look at the legal basis for processing. Think in particular about issues such as photographs, marketing initiatives and database records of former pupils.

GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Legal and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children. Appropriate organisational and technical safeguards should still be in place.

Contact details If you have any queries relating to this newsletter or wish to seek education advice or discuss training needs, please contact:
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