

SPECIAL
POINTS OF
INTEREST:

- Preventing & Tackling Bullying
- SEN Green Paper— progress to date!
- School Direct Programme
- New Ofsted Framework is out!

INSIDE THIS
ISSUE:

Preventing & Tackling Bullying— New DfE Guidance 1

Bright Green Training for practitioners & leaders 1

SEN Green Paper— what's happening? 2



Follow us on

Twitter for updates at [jloweatBGL](https://twitter.com/jloweatBGL)



Bright Green Learning

PUTTING LEARNERS FIRST

VOLUME 1, ISSUE 2

SUMMER 2012

DfE 'Preventing & Tackling Bullying'

DfE Launched '**Preventing and Tackling Bullying**' in May 2012. This document replaces previous advice – *Safe To Learn: embedding anti-bullying work in schools*. It outlines, in one place, the Government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

The document refers to the New Equality Duty which schools must deliver and also summarizes expectations around prevention, intervention and outlines what successful schools do;

involve pupils. All pupils understand the school's approach and are clear about the part they can play

regularly evaluate and update their approach to take account of developments in technology

implement disciplinary sanctions which reflect the seriousness of the incident

openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality

use specific organisations or resources for help with particular problems such as anti-bullying organisations with a proven track record

provide effective staff training so that all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support

work with the wider community such as the police and children's services where bullying is particularly serious or persistent

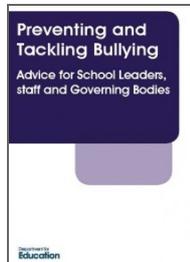
make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on

create an inclusive environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination

celebrate success to create a positive school ethos around the issue.

The guidance sits well with the Ofsted Framework and their expectations of policy and provision including data analysis around vulnerable groups.

Full guidance can be found at; <http://www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying>



Positive Behaviour = Positive Classrooms

Get classroom practitioners up to speed with Ofsted & DfE Expectations
12th September 2012
at
REACH Short Stay School
Delivered by Jayne Lowe
(£120 per place)

Effective Leadership of Behaviour & Safety

Understanding DfE and Ofsted expectations to make robust judgements & develop self evaluation
19th September 2012
at
REACH Short Stay School
Delivered by Jayne Lowe
(£150 per place)

There are discounts available for group bookings
TO BOOK YOUR PLACE YOU CAN
email— office@brightgreenlearning.co.uk or Call— 01782 417212
Find newsletters on our website at www.brightgreenlearning.co.uk



Bright Green Learning

Unit G2, Great Fenton Business Park,
Grove Road,
Stoke-on-Trent,
Staffordshire ST4 4LZ

Phone. 01782 417212

Mobile. 07702 870101

Web. www.brightgreenlearning.co.uk

Updated Ousted framework is out!

The framework was released this week and sets out the statutory basis for inspections conducted under section 5 of the Education Act 2005 (as amended), from September 2012. It summarises the main features of school inspections and describes how the general principles and processes of inspection are applied to maintained schools, academies and some other types of school in England. Find the Inspection Handbook on our website at <http://www.brightgreenlearning.co.uk/news/september-2012-ofsted-framework-out>

DfE Announce new school led teacher training scheme

Schools will soon get more of a say in how teachers are trained, including taking on new trainee teachers themselves.

The New School Direct programme, starting this September, will allow schools to train top graduates as teachers in the subjects and phases they need, in the way they want them trained. They will also be able to choose which accredited provider – such as top universities or Teaching School partnerships – they want to work with.

This will give schools greater control of how new teachers are recruited and trained, encourage more school-led partnerships for teacher training, and will help drive up the quality of teacher training. The plans include:

- Extra financial incentives for trainee primary maths teachers and trainee teachers who work in the most challenging schools.

- More collaborative school-led teacher training for top graduates.
- Weeding out poor-quality initial teacher training (ITT) providers while guaranteeing allocations for outstanding ones.

By the end of this Parliament well over half of all training places will be delivered by schools. From this September there will be more than 900 places on the new school-led School Direct programme. Follow the link

New dedicated training route for high-calibre career changers.

Starting in September 2013, around 5000 teacher training places will be made available for high-calibre career changers, through a new employment-based strand of School Direct. This scheme will replace the current Graduate Teacher Programme (GTP). Follow the link to be part of the programme.

<http://www.education.gov.uk/schools/careers/>

[traininganddevelopment/initial/b00205704/school-direct](http://www.education.gov.uk/schools/careers/traininganddevelopment/initial/b00205704/school-direct)

SEN Green Paper Support and aspiration: Progress and next steps....

The DfE are keeping everyone posted on SEN Green Paper developments.

Support and aspiration: A new approach to special educational needs and disability – progress and next steps sets out a summary of the key responses to the consultation questions in the green paper, current progress and our further plans for the vision, in which:

- children's special educational needs are picked up early and support is routinely put in place quickly
- staff have the knowledge, understanding and skills to provide the right support for children and young people who have SEN or are disabled, wherever they are
- parents know what they can reasonably expect their local school, local college, local authority and local services to provide, without them having to fight for it
- children who would currently have a statement of SEN and young people over 16 who would have a learning difficulty assessment have an integrated assessment and a single Education, Health and Care Plan which is completed in a shorter time and without families having the stress of searching to get the support they need
- parents have greater control over the services they and their family use, with:

- parents have greater control over the services they and their family use, with:
 1. every family with an Education, Health and Care plan having the right to a personal budget for their support
 2. parents whose children have an education, health and care plan having the right to seek a place at any state-funded school, whether that is a special or mainstream school, a maintained school, academy or Free School.

Check out the 'Next Steps' Document here....

[sites/default/files/DfE%20Support%20%26%20Aspiration-%20Progress%20%26%20Next%20Steps.pdf](http://www.education.gov.uk/sites/default/files/DfE%20Support%20%26%20Aspiration-%20Progress%20%26%20Next%20Steps.pdf)

Bright Green Learning have been contributing to the SEN Green Paper through their work as specialist support to LSIS in leading the NW Best Practice Cluster on post 16 Practice. Resources identified within the cluster are live on The Excellence Gateway and can be found here..

<http://www.excellencegateway.org.uk/node/20264?pg=12&sort=titleforsort+asc>

Support and aspiration:
A new approach to special educational needs and disability

A consultation

Department of Education