

spectrum

news and publications of interest to schools

issue 86 June 2005



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Most documents can be ordered online at www.teachernet.gov.uk/publications unless otherwise indicated. All documents listed in this newsletter can also be ordered by calling DfES Publications on 08456 022 260 and quoting the publication's reference number, by emailing your order to dfes@prolog.uk.com, or by posting it to DfES Publications Centre, P.O. Box 5050, Sherwood Park, Annesley, Nottinghamshire, NG15 0DJ.

The published information is retrospective and covers the period of 19 March to 17 May 2005.

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news

New ministerial team at DfES

Following the general election, Ruth Kelly has been re-appointed secretary of state for the DfES.

Details of the Department's other ministerial appointments were also announced on 10 May:

- **Jacqui Smith** - minister of state for schools and 14-19 learners;
- **Beverley Hughes** - minister of state for children, young people and families;
- **Bill Rammell** - minister of state for higher education and skills;
- **Lord Andrew Adonis** - parliamentary under-secretary of state for schools;
- **Maria Eagle** - parliamentary under-secretary of state for children, young people and families;
- **Phil Hope** - parliamentary under-secretary of state for higher education and skills.

www.dfes.gov.uk/aboutus

Key Stage 3 ICT test

Ministers have announced that a new Key Stage 3 test in ICT will be introduced in 2008, subject to successful piloting.

The test, to be taken on-screen and marked electronically, will provide objective evidence of pupils' capabilities.

continued on page 2...



news

It will support teacher assessment at the end of KS3 and help teachers to teach ICT more effectively. It will also be a key step in the development of e-assessment.

The test is being developed by the QCA in partnership with Research Machines plc. Lessons learned from a first pilot in almost 100 schools in 2004 have been taken on board and an improved version of the test will be piloted by more than 400 schools in April and May.

www.teachernet.gov.uk/teachingandlearning/secondary/ks3/year9tests/ictpilot



Safeguarding everybody's business: a post-Bichard vetting scheme

Following the Bichard Inquiry into the circumstances surrounding the deaths of Holly Wells and Jessica Chapman in Soham, the DfES is developing proposals for a new vetting and barring scheme for people who work with children and vulnerable adults.

The proposed scheme, which should begin operation by 2007, will affect everyone working with children. It will be especially relevant to those responsible for recruitment and child protection practices in schools.

The scheme builds on the existing barring lists and Criminal Records Bureau services to provide a comprehensive, centralised, integrated and updated system - a scheme that exists to prevent unsuitable people from gaining access to vulnerable groups through their work.

The DfES is currently consulting on a number of key issues relating to how the scheme will operate and would welcome your views before 5 July 2005.

www.dfes.gov.uk/consultations



Inspection visits to secondary schools with unsatisfactory behaviour

Ofsted inspectors judge pupil behaviour to be unsatisfactory at just under 10% of secondary schools. Ruth Kelly has told local authorities that she expects them to give priority to helping these schools in deploying relevant specialist staff. She has also confirmed that every secondary school where behaviour has been judged unsatisfactory will receive an HMI-led monitoring inspection to check that improvement is under way, normally within a year.

For schools placed in the "causing concern" categories (special measures; serious weaknesses; underachieving) a monitoring inspection would in any case be automatic. The change is for schools outside these categories where behaviour has been judged unsatisfactory. The Department will write to these schools individually explaining the arrangements for their monitoring inspection.

www.teachernet.gov.uk/behaviour



consultations

DfES consultations

DfES consultations are now online.
www.dfes.gov.uk/consultations

Early years regulations

The Department is planning to introduce, in October 2005, six sets of regulations relating to the provision of nursery education and under 8s day care and childminding. Two of these sets of regulations deal with Ofsted inspection arrangements, replacing existing regulations. A further set of regulations will amend the existing national standards regulations, including new requirements on complaints handling, and enabling the publication of an addendum to the current national standards documents. A draft of this addendum is also available for comment.

Finally, three sets of regulations are about the suitability of people who wish to be involved in registered childcare, including who should be automatically disqualified from registration. The disqualification regulations will replace existing regulations. This consultation focuses on the inspection regulations. The other regulations were the subject of consultation last year, and subsequent changes reflect the results of that consultation and more recent legislation in the Children Act 2004. The DfES has prepared partial assessments of the impact of these regulations and these documents are also available for comment.

Launch Date: 01 Apr 2005
Closing Date: 24 Jun 2005

Building Bulletin 77: Designing for Pupils with Special Educational Needs and Disabilities in Schools

This proposed new building bulletin supersedes the previous edition of *Building Bulletin 77: Designing for Pupils with Special Educational Needs, Special Schools*. It sets out guidance on the planning, briefing and designing of school accommodation across all educational settings in England where there are likely to be pupils with special educational needs and disabilities.

It provides information for those involved in building new school accommodation, or adapting, modifying and/or extending existing premises. This information is written mainly for providers, education advisers, architects, engineers, and building contractors on school building projects. It may also be of assistance to headteachers and their staff. The guidance aims to provide a high quality of design in learning environments for all pupils, but especially for those with special educational needs and disabilities.

Launch Date: 01 Apr 2005
Closing Date: 24 Jun 2005

Making Safeguarding Everybody's Business: A Post-Bichard Vetting Scheme

Consultation on proposals to create a new centralised vetting and barring scheme for people working with children or vulnerable adults (paid or unpaid) in the light of vetting failures identified by the Bichard Inquiry.

Launch Date: 05 Apr 2005
Closing Date: 05 Jul 2005

Inclusion, Equality and Diversity: Data

This guidance for local authorities (LAs) advises on the collection and recording of data on pupils' ethnic background, first language, faith, Traveller status and disability for local purposes and for the Schools Census (formerly the Pupil Level Annual School Census - PLASC).

It confirms the role of LAs in providing leadership and support to their schools in the collection of data to inform inclusion and equality strategies at school, LA and national level, thereby helping to ensure that every child has the opportunity to fulfil his or her potential. Through the accompanying consultation questions we hope to elicit responses from a range of interested parties about the usefulness of the guidance and other help that might be needed in preparing to record these data. The consultation is taking place at this time in order to inform the commissioning process for the Schools Census 2007.

Launch Date: 17 May 2005
Closing Date: 09 Aug 2005

Draft Section 11 Statutory Guidance on Making Arrangements to Safeguard and Promote the Welfare of Children

This consultation covers statutory guidance on making arrangements under Section 11 of the Children Act 2004. This Section places a duty on local authorities, district councils, the police, British Transport Police, PCTs, strategic health authorities, NHS Trusts, probation boards, youth offending teams, prisons and Connexions to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the

welfare of children. This consultation on the statutory guidance accompanying the duty sets out these key arrangements for safeguarding and promoting the welfare of children that these people and bodies must have regard to.

Launch Date: 01 Apr 2005
Closing Date: 24 Jun 2005

Children's Workforce Strategy Consultation

Every Child Matters recognised the crucial importance of the children's workforce to improving outcomes for children and young people. The Children's Workforce Strategy sets out the Government's vision of a world-class children's workforce which is increasingly competent and confident, inspiring trust and respect from parents and carers as well as from children and young people themselves.

The document sets out four major strategic challenges: to recruit more high quality staff into the children's workforce; to retain people in the workforce including by offering better development and career progression; to strengthen inter-agency and multi-disciplinary working; and to promote stronger leadership and management. The strategy builds on work already in hand and on existing good practice. It puts forward proposals to tackle each of the strategic challenges, with action nationally and locally. It is consultative and seeks to launch a wide debate that will, along with emerging good practice, inform the further development of the strategy over time.

Launch Date: 01 Apr 2005
Closing Date: 22 Jul 2005

School Swimming Consultation

This consultation sets out the Department for Education and Skills' proposals to support a national top-up swimming programme for those school pupils who have difficulty reaching the Key Stage 2 standard. The consultation focuses on how best to deliver the scheme; how funding could best be used; and the support that schools and others working in school swimming will need to ensure that delivery is effective. The programme is part of the national strategy for PE, School Sport and Club Links.

Launch Date: 29 Mar 2005
Closing Date: 04 Jul 2005

Skills: Getting on in business, getting on at work

The Department would welcome your comments on the Skills Strategy, as updated and revised in the new White Paper Skills: Getting on in business, getting on at work.

Building on the progress made since the launch of the strategy in July 2003, this White Paper sets out the Government's next phase of reform, and how it intends to tackle the long-standing weaknesses in our national skills record.

Launch Date: 22 Mar 2005
Closing Date: 24 Jun 2005

DfES Update for Local Authorities

This newsletter summarises the latest news and developments from the DfES affecting children, young people and families.

It aims to bring together the different strands of the Every Child Matters: Change for Children reform agenda and update local authorities on the latest developments for the schools sector.

To see the newsletter, visit www.dfes.gov.uk/dfesupdate

You can also receive an email alert when the latest newsletter is available by contacting DfES.Update@dfes.gsi.gov.uk



www.need2know.co.uk is the award winning first-stop-shop for young people aged 13-19 with everything they need to know from health and relationships information to money, work and the environment.

www.need2know.co.uk



information

curriculum

Write Here, Write Now writing awards 2005: Teacher's pack

This writing competition is open to Year 4 and 5 pupils in England. Children taking part will complete a story by Gillian Cross, a poem



by Brian Patten or a piece of persuasive writing by Geraldine McCaughrean. Alternatively they can work in a group to write a news report following advice from Lizo Mzimba.

The teacher's pack includes activity sheets, a classroom poster and information on how to enter. The awards can be accommodated within work done in the Literacy Hour, offered as part of the wider curriculum or used in out-of-school clubs that provide a focus for writing activities. They also support the literacy element within the Primary National Strategy.

The competition also includes Improvement Awards for children who are working below the expected standard for their age, for example because they have special educational needs.

Winners will have their work published in a special book by Oxford University Press, in addition to receiving prizes from sponsors Adobe, Epson, Stabilo and The Independent.

The closing date for entries is Thursday 14 July 2005 and all entries must be submitted through schools. The teacher's pack can be downloaded, or ordered by phoning the helpline on 0870 609 1948 or by visiting www.writehere.org.uk

Audience: Teachers

Format: Pack

Date issued: March 2005

Function: Practice

Reference: DFES-1247-2005

Price: FREE

Foundation Stage Profile: Briefing for LEAs

There is a statutory requirement to assess children's progress towards the early learning goals and to report to LEAs a score for each



of the 13 scales at the end of the Foundation Stage. However, some LEAs may be placing unnecessary burdens on teachers by asking for additional assessments to be made.

This letter from Margaret Hodge makes clear the statutory requirements of the Foundation Stage Profile, as well as explaining which aspects of the assessment are optional. The letter was sent to LEAs on 3 February 2005 and is now available only as a download.

Audience: LEAs

Format: Document

Date issued: 03 February 2005

Function: Guidance

Reference: FSP-BFL

Price: FREE

Teachers magazine

May edition
out now!



Why school trips are essential ● The role of school governors ● How to involve parents ● News and resources

For a free copy of either the primary or secondary editions please email teachers@datadirectltd.co.uk with your name and address

www.teachernet.gov.uk/teachers

Foundation Stage Profile: Briefing for headteachers

The Foundation Stage Profile is a way of summing up a child's progress and learning across the six areas of learning at the end of the Foundation Stage. This two-page briefing for headteachers aims to ensure that the Profile is being used correctly.

The briefing summarises the way in which the Profile is built up, distinguishing statutory and optional aspects of the assessment. It deals with the relationship between the Profile and Key Stage 1, as well as listing the sources of support for headteachers and practitioners. This product is downloadable only.

Audience: Headteachers
Format: Document
Date issued: 01 April 2005
Function: Guidance
Reference: FSP-BFH
Price: FREE

Harnessing Technology: Implementing a unifying e-strategy for children and learners

This strategy is designed to harness technology to the needs of children, learners, parents, teachers, carers, employers and all our stakeholders. It sets out to achieve four overarching objectives:

- Transforming teaching, learning and child development, enabling children and learners of all ages to meet their highest expectations
- Connecting with hard to reach groups in new ways
- Opening up education to partnerships with other organisations



- Moving to a new level of efficiency and effectiveness in our delivery.

The document identifies the priorities for the strategy, which are underpinned by a number of system wide and sector specific actions applying to the schools, 14-19 and lifelong learning, HE and children's services sectors.

Note that this document is currently available as a download only.

Audience: Governors, Headteachers, LEAs

Format: Document

Date issued: 15 March 2005

Function: Information

Reference: DFES-1296-2005

Price: FREE

school in focus
celebrating success in schools



The School in Focus website showcases a wide range of innovative and exciting projects schools are carrying out to meet the needs of their students, staff, families and communities – making education engaging, effective and enjoyable for all.

Visit www.teachernet.gov.uk/schoolinfocus to view features on outstanding practice within schools and to nominate your own school for inclusion on the site.

Developing a global dimension in the school curriculum

The global dimension incorporates the key concepts of global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions. It explores the interconnections between the local and the global.



Schools already do a lot to promote the global dimension. For example schools which have established a strong programme of National Curriculum citizenship address many of the key concepts of the global dimension.

The aim of this booklet is to develop this further and place the school curriculum within a broader, global context, showing how all subjects can incorporate the global dimension.

This joint publication with DFID is available to download from this page. Alternatively a hard copy can be ordered from DFID via www.globaldimension.org.uk or by calling 0845 300 4100 and quoting reference number DfES 1409-2005DOC-EN.

Audience: Governors, Headteachers, LEAs, Teachers
Format: Document
Date issued: 18 March 2005
Function: Guidance
Reference: DfES 1409-2005DOC-EN
Price: FREE

Education Improvement Partnerships: Local collaboration for school improvement and better service delivery

Education Improvement Partnerships (formerly known as foundation partnerships) are one of the key eight reforms set out in the *DfES Five Year Strategy for Children and Learners*.



The Education Improvement Partnerships prospectus aims to raise awareness of the ways in which schools and other partners can work together to raise standards and improve services for children and young people. It sets out the purpose and principles behind Education Improvement Partnerships, as well as the practical issues around accountability and funding. Education Improvement Partnerships will support schools and local authorities to work together with the local authority taking a strategic role as a commissioner of services, delegating funding and functions to the schools.

The prospectus outlines a wide range of functions that are better delivered through a partnership and encourages recipient's views on the proposals. The prospectus also includes several case studies of existing models of partnership working.

Audience: Headteachers, LEAs
Format: Document
Date issued: 2005
Function: Information
Reference: DFES-1462-2005

Pilot of online version of the Key Stage 3 ARA

Many schools asked the National Assessment Agency (NAA) to provide assessment information in electronic format.

The NAA is currently piloting an interactive version of the 2005 KS3 Assessment and Reporting Arrangements booklet (ARA) known as 'eara'.

NAA hope to have produced the 'eara' for all Key Stages for 2006. As in previous years, printed copies of the ARA will still be distributed to schools.

Email Shola.Ajilore@naa.org.uk with any feedback.

For information on the benefits of 'eara' as well as further news relevant for KS3 schools, please visit the QCA website:

<http://test.qca.org.uk/ks3eara/>

Key Elements of Effective Practice (KEEP)

This document emphasises that effective learning in children is dependant on secure relationships, an appropriate learning environment and high-quality teaching. It shows how KEEP is drawn from the Principles for Early Education. The elements of KEEP reflect the key findings of recent research into what helps early-years-staff reflect on their work and what effective practice looks like.

The document states that good relationships between children and staff, parents and carers and among the staff themselves ensure children feel secure and valued and parents are respected as partners in supporting their children's learning.

This document is intended to be used as an evaluation tool for local authorities and as a development framework for childcare practitioners. It outlines what skills one must have to ensure that young children are provided with an ideal environment in which to learn and develop.

Stress is also laid upon the importance of forming close partnerships with parents and the community as well as working alongside a range of professional colleagues to deliver a truly integrated approach to services for young children and their families. This is at the heart of the Sure Start agenda and KEEP provides a framework to achieve it.

Audience: LEAs, People who work with children, Teachers
Format: Booklet
Date issued: February 2005
Function: Guidance
Reference: DfES 1201 2005 G



children & families

Government Response to Hidden Harm: the report of an Inquiry by the Advisory Council on the Misuse of Drugs

This document responds to the Hidden Harm inquiry into the effects of parental drug misuse on children. This is a group which is often in need of protection, but whose particular needs can be overlooked.

The document responds to each of the inquiry's 48 recommendations in turn, identifying the responsible government department, whether or not the Government accepts the recommendation, the current situation and any actions to be taken.



General themes in the response include ensuring that obstacles, such as parental problem drug use, do not stop children from achieving positive outcomes, with the aim of reducing levels of educational failure.

Although the responses in this document relate to England only, the document also offers a précis of the actions taken in Scotland, Wales and Northern Ireland.

Please note, this product is no longer available for ordering in hard copy.

Audience: Governors, Headteachers, LEAs, Public
Format: Document
Date issued: 2005
Function: Information
Reference: DfES 1208-2005DOC-EN
Price: FREE

Every Child Matters: Change for Children – Children's Workforce Strategy

The Every Child Matters Green Paper recognised the crucial importance of the children's workforce to improving outcomes for children and young people.

This document sets out the Government's vision of a world-class children's



The Stationery Office (TSO) – Priced Publications

For details of recent priced publications from the DfES and other sources of educational material, access the website below.

www.tso.co.uk/bookshop



The Standards Site

www.standards.dfes.gov.uk

The new Primary National Strategy area has arrived

The hugely successful Literacy and Numeracy areas of the Standards Site can now be found in the Primary Strategy area along with new areas for Inclusion, Foundation Stage, Primary Leadership Programme and much more.

www.standards.dfes.gov.uk/primary

workforce which is increasingly competent and confident, inspiring trust and respect from parents and carers as well as from children and young people themselves.

The document presents four major strategic challenges: to recruit more high quality staff into the children's workforce; to retain people in the workforce by offering better development and career progression; to strengthen inter-agency and multi-disciplinary working; and to promote stronger leadership and management.

The strategy builds on work already in hand and on existing good practice. It puts forward out proposals to tackle each of the strategic challenges, with action nationally and locally. It is consultative and seeks to launch a wide debate that will, along with emerging good practice, inform the further development of the strategy over time.

Audience: Carers, Governors, Headteachers, LEAs, People who work

with children, Public, Social workers, Teachers, Teaching assistants

Format: Booklet

Date issued: 01 April 2005

Function: Consultation

Reference: DfES/1117/2005

Price: FREE

Common Core of skills and knowledge for the children's workforce

This document provides a description of the basic skills and knowledge required by people (including volunteers) whose work brings them into regular contact with children, young people and families. The need for a statement of this common core was supported by the consultation following the Every Child Matters Green Paper.



The core skills and knowledge are set out under six headings in bullet-point form. The aim is to promote equality, respect diversity and challenge stereotypes, helping to improve the life chances of all children and young people and to provide more effective and integrated services. The document also acknowledges the rights of children and young people, and the role of parents, carers and families.

The document also includes a glossary of terms and a summary of relevant legislation. Another annex provides the Every Child Matters: Change for Children outcomes framework, which sets out the desired outcomes for children and young people.

Audience: People who work with children

Format: Document

Date issued: 2005

Function: Information

Reference: DfES 1189 2005

Price: FREE

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organisation & management

Managing Medicines in Schools and Early Years Settings

This document sets out a clear framework within which local authorities, local health trusts, schools and early years settings can

work together to develop policies to ensure that children requiring medicines receive appropriate support. It updates, and extends to early years settings, the 1996 DfEE/DH guidance on supporting pupils with medical needs in school.

It explains the roles and responsibilities of employers, parents and carers, governing bodies and management groups, headteachers and heads of settings, teachers and other staff, and of local health services. It considers staffing issues including employment of staff, insurance and training. Other issues covered include drawing up a health care plan for a pupil, confidentiality, record keeping, the storage, access and disposal of medicines, home to school transport, and on-site and off-site activities. The document also contains a set of forms which can be photocopied by users.

The document takes account of the recommendations from the National



Service Framework on Medicines for Children (2004) to ensure safe practice in the management of medicines for children, the new duties on local education authorities, schools and early years settings under the Disability Discrimination Act, and latest medical advice.

Audience: Employers, Governors, Headteachers, LEAs

Format: Document

Date issued: March 2005

Function: Guidance

Reference: 1448-2005DCL-EN

Guidance on the mandatory requirement for first-time headteachers to hold the NPQH

The National Professional Qualification for Headship (NPQH) is mandatory for all those applying for their first headship post at maintained and non-maintained schools in England.

This booklet explains the responsibilities for headteachers, aspiring headteachers, governing bodies, diocesan bodies, trustees of non-maintained special schools and Local Education Authorities (LEAs) when recruiting for headship posts.

Note that an amendment to the guidance was added in May 2005, in the form of a separate download. The amendment takes into account Article 39 of the Treaty of Rome, which provides for the free movement of workers between EU member states.

Audience: Headteachers

Format: Document

Date issued: January 2004

Function: Guidance

Reference: DfES/0087/2004



A to Z of School Leadership

From management and finance to curriculum and standards, the A to Z of School Leadership and Management is all you need to be kept up-to-date with school management issues.

New topics that are on A-Z are:

- Appointment of staff
- Background checks on staff
- Criminal Records Bureau

Recently updated topics are:

- Meals and milk
- Education Improvement Partnerships (EIPs)
- Foundation stage profile

www.teachernet.gov.uk/management/atoz

Absence Return: Spring term 2005

Thank you to those schools who have already sent in their absence returns to FORVUS, our contractor.

There are still a number of schools who have not submitted the absence data for the spring term.

This request affects the following categories of schools only: Academies; Community; Community special; Foundation; Foundation special; Voluntary aided; and Voluntary controlled schools.

The deadline for submitting the returns has now passed, and the website for schools allowing internet submission of data has now closed.

If you need further advice on how to complete the form please contact FORVUS on 0207 819 1040.

To view and download PDF versions of the the forms and the guidance notes, visit the Tackling it Together website:

www.dfes.gov.uk/schoolattendance/



home & community

London secondary school guide DVD

This DVD, produced by London Challenge, is 30 minutes long and has 5 language options: English, Turkish, Somali, Sylheti and Urdu.

The DVD is a community-generated guide for London parents whose children are entering secondary school, explaining why it's important to get involved with your child's education.

Particularly aimed at London parents from ethnic minorities which are underachieving, the DVD sets out to introduce the English school system and highlights common problems encountered by children in these groups, as well as what can be done to overcome them.

The DVD is divided into 10 chapters which include themes such as the importance of homework, how to participate during parents' evenings, when to contact the school if your child is experiencing problems and exploring issues of partnership between students, school and parents.

Facilitator guidelines, homework factsheets and other related items are available as download only items below.

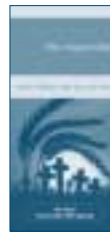
The contents of the DVD can also be viewed via streaming video at www.parentscentre.gov.uk

Please note this item is only available to order for schools in Greater London and cannot be ordered via the Online Publications site. If you would like to order this product please ring the Publications Order Line 0845 60 222 60.

Audience: Parents
Format: DVD
Date issued: January 2005
Function: Information
Reference: DfES 1068 2004
Price: FREE

Be responsible: Keep children safe on your farm

Forty-five children and young people have died and more than 400 have been seriously injured on farms in the last ten years.



These two leaflets aim to help prevent these accidents happening by providing advice for adults and children.

• *Be responsible - keep children safe on your farm* is aimed at all adults involved in agriculture. The leaflet is in the form of a checklist. By identifying areas which need improving they can help prevent accidents to children and young people.

It also gives details of other useful publications which are available in relation to the law and young people.

• *Farms are not playgrounds - 10 ways you can get hurt on the farm* is a leaflet aimed at Key Stage 2 children to help them understand what can hurt them when they are on a farm. It describes, simply and with the use of pictures, ten hazards which a child may come across. Guidance is given for each hazard to help prevent children getting hurt. The leaflet is designed for all children whether they live on a farm or if they are just visiting.

Both leaflets can be freely reproduced and distributed and are available in both English and Welsh.

Please note these leaflets are available on the Health and Safety Executive website for downloading: www.hse.gov.uk/pubns/index.htm

Audience: Headteachers, LEAs, Parents, People who work with children, Public, Pupils, Teachers, Young people
Format: Leaflet
Date issued: 2005
Function: Information
Reference: None
Price: FREE

DfES records and school details

EduBase is the Department's database of school details and is used for all official mailings and e-contacts with schools.

Schools can update their own details direct via the Schools Interface.

We would also ask that schools ensure that EduBase holds their website addresses correctly.

These details can be refreshed by ringing the Data Collection Helpdesk on 01325 392 626 or by emailing dsc.helpdesk@dfes.gsi.gov.uk

Schools must use their Data Collection Website username and password to gain entry to the interface.

<http://schools.edubase.gov.uk>

Online Publications

for schools

Did you know the way schools receive information has changed?

The DfES has stopped sending paper automatically to schools. Whatever your role, the DfES's new online service will enable easier access to essential information and publications, putting you in control.

How will schools receive information?

Schools have nominated their preferred email address and will receive a fortnightly email, 'Latest news and publications', containing must-have information.

www.teachernet.gov.uk/publications

Improved access for all

Part of this service will be an online version of *Spectrum*. This will highlight all key items from this month's issue and include a catalogue of past issues. There will also be a calendar showing upcoming events with links to relevant organisations.

www.teachernet.gov.uk/spectrum

Help and support

If you need help or would like to give feedback on the new service, please contact the assistance team.

Email: publications.online@dfes.gsi.gov.uk

Helpline: 0845 600 9506

A step-by-step guide is available to help you get started

To order a copy, register with Online Publications at www.teachernet.gov.uk/publications. Type '0298 2004' into the 'Find by search' box and select the quantity you require. Alternatively, contact the DfES order-line quoting reference number DfES 0298 2004.

Email: dfes@prolog.uk.com

Telephone: 0845 60 222 60

Chairs of governors – You will continue to receive a monthly mailing, including a copy of *Spectrum*, so look out for the envelope addressed to you.

The Online Publications for schools service can be accessed at: www.teachernet.gov.uk/publications

New on TeacherNet - June 2005

teachernet 

School in Focus

School in Focus celebrates innovative ways in which schools are responding to the unique needs of their pupils, staff, parents and communities. Do you know a school that could be a School in Focus? Can other schools learn from your school's ideas? Visit the site to find out more and nominate your school.

www.teachernet.gov.uk/schoolinfocus

Teachers' TV

Get Teachers' TV is the scheme that has been set up to give you cheaper access to digital television, so that you can watch the Teachers' TV channel.

Some suppliers have even extended their offer to give you discounts on their telephone and broadband internet services. Find out more by visiting the website, select the offer that best suits you and get your discount code.

www.get.teachers.tv

Community event 28 June 3.00pm

David James, Professional Standards Manager from the GTC, will be answering your questions on the code of conduct and practice for registered teachers. Join the event or send your questions in advance to the team.

teachernet.community@dfes.gsi.gov.uk

Global Gateway

The Global Gateway was developed by the British Council on behalf of the DfES, and is for everyone involved in education. It aims to ensure that education crosses national boundaries and that young people become truly global citizens. Find out more.

www.teachernet.gov.uk/educationoverview/international/globalgateway

TeacherNet's A to Z of Leadership

TeacherNet's A to Z area currently has over 220 topics listed, with more being constantly added. We add new subjects based on your feedback, so if there's an area you're keen to find information on let us know. Recent additions include: background checks on staff; Criminal Records Bureau and appointment of staff.

www.teachernet.gov.uk/atoz

TeacherNet makes job hunting simple

Looking for your next career move? Or perhaps you're after your first rung on the career ladder? Then visit TeacherNet's online recruitment area. As well as providing links to hundreds of online vacancies, this area also includes information on researching and applying for jobs.

www.teachernet.gov.uk/jobs

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