

Safeguarding Children Information Update

Live Consultations

Updated 12th April 2018

Exclusions review: call for evidence (16/03/18)

The Ethnicity Facts and Figures website, which collates data on how different ethnic groups interact with public services, highlighted that pupils from some ethnic backgrounds are disproportionately more likely to be excluded from school. This review will explore how head teachers use exclusion in practice, and why some groups of pupils are more likely to be excluded.

All state funded schools in England operate under the same exclusions framework, as set out in legislation and statutory guidance. Despite this, there are differences in exclusion rates between schools, areas of the country, and pupils with different characteristics. This review will examine the factors that drive those differences. It will also explore and evaluate best practice for those areas where the disparities are less significant.

The review will consider the exclusion of groups of pupils identified in the national data as more likely to be excluded. For example, those ethnic groups highlighted in the Ethnicity Facts and Figures website; pupils who are eligible for FSMs or have been eligible for FSMs in the last 6 years; pupils with SEN; looked after children; and children in need.

Closing date: 6th May 2018

<https://consult.education.gov.uk/school-absence-and-exclusions-team/exclusions-review-call-for-evidence/>

Surveys on childcare and early years in England (29/03/18)

This consultation seeks user perspectives on:

- The Childcare and Early Years Survey of Parents, which provides information on parents with children aged 0-14 in England. It covers parents' and their children's use of childcare and early years provision, and their views and experiences.
- The Survey of Childcare and Early Years Providers, which collects information on the main characteristics of childcare and early years providers in England.

We are consulting on the following aspects of each survey:

- Frequency;
- Sampling;
- Mode(s);
- Topic coverage; and
- Outputs and approaches to dissemination

Closing date: 18th May 2018

<https://consult.education.gov.uk/early-years-analysis-and-research/surveys-on-childcare-and-early-years-in-england/>

Domestic Abuse Bill (08/03/18)

The consultation sets out the government's approach to dealing with domestic abuse. It seeks to address it at every stage from prevention through to rehabilitation.

Since 2010, the government has made dealing with domestic abuse an absolute priority. We have worked closely with partners to introduce measures which deal with the fundamental drivers of domestic abuse, address the needs of survivors and victims, and ensure perpetrators are brought to justice.

The consultation sets out the government's approach to dealing with domestic abuse. It seeks to address it at every stage from prevention through to rehabilitation and reinforces the government's aim to make domestic abuse everyone's business. The consultation is wide-ranging and we are seeking views on both legislative proposals for a landmark draft Domestic Abuse Bill and a package of practical action.

Our main aim through this work is to prevent domestic abuse by challenging the acceptability of abuse and addressing the underlying attitudes and norms that perpetuate it.

This consultation asks questions under four main themes with the central aim of prevention running through each:

- promote awareness – to put domestic abuse at the top of everyone's agenda, and raise public and professionals' awareness
- protect and support – to enhance the safety of victims and the support that they receive
- pursue and deter – to provide an effective response to perpetrators from initial agency response through to conviction and management of offenders, including rehabilitation
- improve performance – to drive consistency and better performance in the response to domestic abuse across all local areas, agencies and sector.

Closing date: 31st May 2018

<https://www.gov.uk/government/consultations/domestic-abuse-bill-consultation>

Children in need of help and protection: call for evidence (16/03/18)

We want to understand what it is that makes the difference to the educational outcomes of Children in Need in practice, how some Children in Need can achieve better educational outcomes than others, and what works in enabling Children in Need to achieve their potential.

We need to develop a stronger evidence base, going beyond the data to look at what is happening in practice. At different stages in a child's life, or when requiring different levels of statutory social care support, children's needs will require a different response. At each of these stages, a child may work with a variety of professionals who offer support to a child and to their family, to improve a child's circumstances.

Through the call for evidence, we want to understand how the work of professionals supporting Children in Need can make a difference to a child's educational outcomes. Specifically, we are interested in:

- how support is delivered or commissioned to help children
- how this support is measured and evaluated
- how this support influences educational outcomes

Children in Need are a legally defined group of children, assessed as needing help and protection as a result of risks to their development or health. This group includes children subject to Child in Need Plans, Child Protection plans, Looked After Children, young carers; and disabled children.

Closing date: 1st June 2018

<https://consult.education.gov.uk/child-protection-safeguarding-and-family-law/children-in-need-of-help-and-protection-call-for-e/>

Operating the Independent School Regulatory System (14/03/18)

This consultation seeks comments on drafts versions of two documents which the DfE proposes to publish:

- a) advice for schools on the independent school standards; and
- b) a policy statement on regulatory and enforcement action taken by the department for independent schools not meeting those standards.

It also seeks comments on draft revised regulations governing information required of independent schools, and those wishing to register such schools.

Closing date: 5th June 2018

<https://consult.education.gov.uk/school-frameworks/operating-the-independent-school-regulatory-system/>

Draft framework for nursing in special schools (13/03/18)

We are consulting on our vision for nursing in special schools in Wales, which includes:

- introducing a framework to support delivery of nursing services for children in special schools
- setting out expectations of the role of the wider multi-disciplinary team
- specifying the standards expected of nurses working in special schools

Closing date: 5th June 2018

<https://beta.gov.wales/draft-framework-nursing-special-schools>