

SPRING 2023

PASTORAL & WELLBEING



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Code	Title	Page
COURSES		
9336 NEW	Aiming for Excellence in Pastoral Leadership	3
9359 NEW	Behaviours of an Outstanding Senior Pastoral Leader	4
9360 NEW	New to Pastoral Leadership	5
9274	Strategic Safeguarding – A Model for Leading Safeguarding across Multi Academy Trusts	6
9275	Excellence in the Role of Designated Safeguarding Lead	7
9338 NEW	Tackling the latest issues in Harmful Sexual Behaviours in Schools	8
9340 NEW	The Desire to Learn: Making Interventions work and Re-Engaging Students	9
9341 NEW	Positive Parental Engagement for Academic Success	10
CONFERENCES		
9276 NEW	Outstanding Pastoral Leadership Conference	11
9273 NEW	Developing a Culture of Safeguarding Excellence Conference	15
	Biographies	19

NEW: AIMING FOR EXCELLENCE IN PASTORAL LEADERSHIP

CODE 9336

ABOUT THIS COURSE

This course will explore the challenges and opportunities of senior pastoral leadership. This will be an interactive and practical course, covering the day-to-day challenges of pastoral leadership for senior leaders, and looking at how to prepare for inspection.

The day will cover a wide range of different elements of pastoral leadership with particular focus on safeguarding, behaviour management and supporting diversity and inclusion. Delegates will learn a wide range of practical tools and strategies for leading and supporting colleagues in pastoral teams and across the whole school in these areas. Leaders will also get detailed advice about how to prepare schools for excellence in inspection that is applicable for both Ofsted and ISI.

PROGRAMME

The Central Importance of Outstanding Pastoral Leadership on School Life 10.00 – 10.45am

- Exploring and understanding the link between pastoral, academic and co-curricular
- Creating and developing a clear pastoral strategy for your school
- How to support and lead teachers and convey to them the importance of pastoral care
- Understanding and responding to recent developments in pastoral care

Strategies to Lead and Implement an Excellent Safeguarding Culture 10.45 – 11.30am

- Creating a culture of safeguarding in all your staff
- Using technology to develop a proactive (rather than reactive) safeguarding strategy
- Working with students and parents as active participants in safeguarding
- Ensuring the best results when engaging with external agencies.

Discussion: coffee break 11.30 – 11.50am

Leading Behaviour – Turning Policy in to Culture 11.50 – 12.45pm

- Examples of different models on how to lead and manage behaviour depending on your context
- Understanding your own school context and what you want your behaviour policy to achieve
- Developing an effective behaviour policy
- Leading staff to embed behaviour policy as a behaviour culture
- Working with students and their parents to ensure they support, and are engaged with, the behaviour policy

Lunch and informal discussion 12.45 – 1.45pm

Understanding and Implementing Diversity and Inclusion 1.45 – 2.30pm

- The wider context of why Diversity and Inclusion is of huge importance for schools
- Leading staff to embed an understanding of diversity and inclusion in their own classes and activities
- Working with students and parents to ensure they understand, and are engaged with, diversity and inclusion
- A focus on Neurodiversity and classroom best practice

Discussion : afternoon tea 2.30 – 2.45pm

The Pastoral Contribution to an Excellent Inspection Outcome 2.45 – 3.45pm

- Eliciting supportive student voice as an increasingly important part of inspection
- Understanding the pastoral paperwork needed for inspection (a regular cause of inspection failure)
- A focus on your school's response to Everyone's Invited
- How to demonstrate, and quantify, wellbeing for inspectors

LOCATION/DATE

London

Tuesday 17 April 2023

Tuesday 10 July 2023

COURSE LEADER

Luke Ramsden is an award-winning senior deputy headmaster. In his time at St Benedict's it has become a flagship school for safeguarding and pastoral care, with the happiness of every student at the heart of school life. Outside school he is an ISI inspector and also regularly talks at educational conferences. He is also Chair of the Independent Safeguarding Panel that advises The Safeguarding Company and Chair of Trustees for the School's Consent Project. It is because of this work with a number of different organisations that he was awarded the NAPCE 2023 award for 'Raising Awareness About Pastoral Care.'

WHO SHOULD ATTEND?

- Senior Leaders with responsibility for Pastoral Care
- Aspiring Pastoral Senior Leaders
- Designated Safeguarding Leads

BENEFITS OF ATTENDING

- Understanding the central importance that outstanding pastoral leadership and pastoral care has on all elements of school life
- Learn strategies to lead and implement an excellent safeguarding culture in your school
- Take away different models on how to lead and manage behaviour depending on your context
- Gain a clearer understanding of how to implement ideas of diversity and inclusion into your school's culture
- A detailed understanding of the key elements that a senior pastoral leader can contribute to an excellent inspection outcome

NEW: BEHAVIOURS OF AN OUTSTANDING SENIOR PASTORAL LEADER

CODE 9359

ABOUT THIS COURSE

This course, new for Spring 2023, is designed to support experienced senior pastoral leaders and middle leaders looking to step up into senior pastoral leadership positions. The course will be made up from practical discussions, theories and techniques to help you start to think more widely.

We'll look at how you can set an outstanding pastoral culture across the school and your role in leading this. This will range from creating feedback cultures to those that celebrate success. We'll also take some time to discuss how you can use a pastoral vision to both engage your team and align their purpose towards a whole school vision.

You'll leave with a range of models and techniques to support you stepping up to being an inspirational leader, but also having had plenty of time to discuss best practice and glean ideas from those around you.

PROGRAMME

	TIME
The behaviours of an outstanding pastoral leader	10.00 – 10.40am
<ul style="list-style-type: none"> Explore the different skills needed to be effective as a manager and inspirational as a leader Explore the behaviours of successful leaders Understand your natural style of leadership Explore different styles of leadership and understanding when each style is effective and what the pitfalls might be Hone your leadership style and creating impact Role Modelling – Inspiring and supporting others to step up 	
Managing and leading people effectively	10.40 – 11.20am
<ul style="list-style-type: none"> Stepping up from a Middle Leadership role Distinguish between leadership and management techniques Understand the essential qualities of a good leader Apply leadership models to lead people more confidently and effectively Appreciate your own and others behavioural styles to build rapport with people 	
Discussion: coffee break	11.20 – 11.40am
The role of coaching for senior leaders in a pastoral setting	11.40 – 12.10pm
<ul style="list-style-type: none"> Explore coaching in the context of senior leadership Use coaching formally and informally to support those around you and those you lead Support yourself with coaching Use coaching as a strategy to make complex decisions Understand coaching in a wider context to explore how it fits in to the role of a Senior Leader 	
Capturing imagination with your pastoral vision	12.10 – 12.50pm
<ul style="list-style-type: none"> Creating and sustain a pastoral vision with the whole school Use your vision to drive and motivate others Explore how you, as a senior leader, can ensure each area of the school is supporting the wider vision in an engaged and innovative way. 	
Lunch and informal discussion	12.50 – 1.50pm
Inspiring and motivating staff	1.50 – 2.40pm
<ul style="list-style-type: none"> Explore how to give effective developmental feedback to inspire change in the behaviour of others Learn how to be assertive to influence and persuade Understand how to motivate your team to aspire to greater efforts Embed your whole school pastoral vision 	
Discussion : afternoon tea	2.40 – 2.50pm
Senior Leadership: High Expectations, High Challenge, High Reward	2.50 – 3.30pm
<ul style="list-style-type: none"> Contribute to the whole school strategic direction Tackling school improvement priorities Roll out your current leadership experience into the whole school Ensure you support a culture of celebration and success 	

LOCATION/DATE

London

Tuesday 25 April 2023

COURSE LEADER

Tim Hudson is a leadership and development expert with particular interest in the education sector. Backed by a degree in management, he has worked with a wide variety of people, from aspiring student leaders to senior managers. In the past two years he has run in-house programmes developing leadership in teachers and pupils in HMC schools, including a pioneering year-long leadership course accredited by the ILM.

WHO SHOULD ATTEND?

- Experienced Senior Pastoral Leaders
- Middle Leaders aspiring to be senior leaders with responsibility for pastoral care
- Those in pastoral leadership positions looking for new ideas to improve their management and leadership

BENEFITS OF ATTENDING

- Take time to explore the skills you need as a senior pastoral leader
- Distinguish between leadership and management techniques
- Explore your role in creating an outstanding culture of pastoral care in school
- Understand how you can capture imagination with your vision and use them to align people to a whole school vision
- Reflect on how a senior leaders time is pulled in different directions and have the tools to ensure you are both reactive and proactive
- Take away some easy-to-use tools to help manage the stress of senior leadership positions

NEW: NEW TO PASTORAL LEADERSHIP

CODE 9360

ABOUT THIS COURSE

This new practical course for Spring 2023 is designed to help kick-start your pastoral leadership career. It is designed for people who are new into or are aspiring to pastoral leadership positions and aims to give you the confidence to manage and lead effectively.

We'll take some best practices, theories and experiences from within the pastoral teaching world and from further afield to create a discursive, thought-provoking day. We'll take time to understand the new skills needed to engage those around you, both managing practicalities of getting the job done, and inspiring your team to work with you to achieve goals.

We'll look at some different styles of management and where each is effective and the potential pitfalls and how you can develop resilience to protect yourself and thrive under pressure. This course can also be brought into your school, and tailored accordingly, if required.

PROGRAMME

TIME

Exploring the behaviours of an outstanding and inspiring pastoral leader 10.00 – 11.00am

- Exploring the different skills needed to be personally excellent as a teacher, effective as a manager and inspirational as a leader
- Exploring the behaviours of successful leaders
- Understanding your natural style of leadership
- Exploring different styles of leadership and understanding when each style is effective and what the pitfalls might be

Discussion: coffee break

11.00 – 11.15am

Managing people with confidence

11.15 – 12.30pm

- Understanding when to manage and when to lead to get the best out of your team
- Managing the way we communicate with our team
- Exploring different styles of leadership – from being brave enough to delegate or have the conviction to simply tell people what to do, and what the middle ground looks like
- Running effective, engaging meetings
- Strategies to build relationships with all those around you to ensure you have support from all levels
- Getting everyone on board with your vision

Lunch and informal discussion

12.30 – 1.30pm

Managing challenging conversations

1.30 – 2.30pm

- Getting the basics right – picking the right medium to communicate certain messages,
- Understanding how different people can see the same situation from different perspectives
- How to view all feedback as positive, whether it is an opportunity to learn, or a reminder of a job well done
- Strategies to give challenging feedback to your team in a positive way
- Getting the balance right between support and challenge to create a happy, hardworking culture

Discussion : afternoon tea

2.30 – 2.40pm

The day-to-day: managing your team and avoiding being task orientated 2.40 – 3.15pm

- Exploring the new responsibilities you have as a pastoral leader and how you might balance your time
- Understanding the dangers of becoming over-focussed in one area and how that might affect the performance of your team

Leading with resilience

3.15 – 3.45pm

- Understanding how pressure affects you, and how your response affects your team
- Learning to 'control controllables' so we focus our energy in the most effective way
- Triaging workload to allow you to prioritise your time
- The importance of celebrating success to support your self-belief and the belief of your team

LOCATION/DATE

London

Tuesday 20 June 2023

COURSE LEADER

Tim Hudson is a leadership and development expert with particular interest in the education sector. Backed by a degree in management, he has worked with a wide variety of people, from aspiring student leaders to senior managers. In the past two years he has run in-house programmes developing leadership in teachers and pupils in HMC schools, including a pioneering year-long leadership course accredited by the ILM.

WHO SHOULD ATTEND?

- New Senior Pastoral Leaders
- Heads of Years
- Year Managers
- Those in pastoral leadership positions looking for new ideas to improve their management and leadership

BENEFITS OF ATTENDING

- Exploring the behaviours of an outstanding and inspiring leader
- Managing people effectively and with confidence
- Understanding different styles of management and their effectiveness in different situations
- Understanding the new responsibilities you have as a pastoral leader and the dangers of becoming over-focussed in one area
- Strategies to build relationships with all those around you to get high levels of buy-in
- Leading with resilience
- Managing challenging conversations
- The importance of celebrating success to maintain engagement

STRATEGIC SAFEGUARDING – A MODEL FOR LEADING SAFEGUARDING ACROSS MULTI ACADEMY TRUSTS

CODE 9274

ABOUT THIS COURSE

This new course will examine how it is possible to lead safeguarding, ensuring individual context in each location whilst achieving consistency across the multi-site Trust. Emerging themes in Student welfare have led to an increased need for proactive management in safeguarding and there is now a need, more than ever before, to be ahead of the curve. Careful analysis and strategic thinking are crucial in creating a culture of safeguarding where it lies in the hearts of minds of all key stakeholder groups. Particular emphasis will be made in this courses on adopting practical approaches to ensuring consistency and attention to detail. This is a course that will focus on building the culture from the very top of the organisation, limiting risk and providing exceptional environments within which, learners can thrive.

PROGRAMME

	TIME
The key challenges of safeguarding across a MAT	10.00 – 10.45am
<ul style="list-style-type: none"> Understand the requirements to preserve context in each location Develop strategies to engage and empower your Governors Maximise the potential of your DSLs Develop ways to assess safeguarding risks and mitigate against them Understand the importance of the single central record Top tips in achieving preparing for an audit 	
Proactive Safeguarding – the journey from transition to postvention	10.45 – 11.15am
<ul style="list-style-type: none"> Understand what outstanding transition management is and learn how to achieve it Top tips to understand your student cohort needs How to use data analysis to inform your strategy Practical ways to engage with local agencies to drive cross site programmes Continuity of care – postvention safeguarding 	
Discussion: coffee break	11.15 – 11.35am
Going beyond compliance and establishing a <i>safeguarding culture</i> across your Trust	11.35 – 12.45pm
<ul style="list-style-type: none"> How do you ensure that big topics 'land' with students e.g. sexual harassment recommendations from Ofsted How to bring key stakeholders together Develop practical methods of ensuring consistent messaging across the MAT Understand the important of CPD for all staff Learn how to use 'learner voice' to inform your strategy 	
Lunch and informal discussion	12.45 – 1.45pm
Tackling/dealing with consistency – problems and issues	1.45 – 2.45pm
<ul style="list-style-type: none"> Developing 'future voice' strategies to understand your student intake Moving to digital recording platforms for safeguarding and understanding the benefits for all Making sure that your strategies align with the current climate e.g. Cost of living increases Understand the importance of effective recording How to use 'lessons learned' to inform practice 	
Discussion : afternoon tea	2.45 – 3.00pm
Current safeguarding priorities for 2023	3.00 – 3.45pm
<ul style="list-style-type: none"> British Values and Prevent – how to make it 'land' with students Learn how to address bullying and sexual harassment so it matters Top tips for coping with declining Mental health in young people Cost of living – how do you teach staff to spot the signs Understand your how to reflect the concerns in your MAT strategy Develop ways of preventing safeguarding cases 	

LOCATION/DATE

London

Monday 27 February 2023

Wednesday 07 June 2023

COURSE LEADER

Georgina Chittock-Nash is Group Vice Principal for Students across the Eastern Colleges Group and has overall responsibility for pastoral care and safeguarding. With vast curriculum leadership experience as well as wrap around care, she is well placed to be able to see the whole picture and how it is imperative for a safeguarding culture to be led from the very top. She has very recent Ofsted experience and has worked at Outstanding sixth form colleges for 20 years, 16 of which have been in a leadership post.

WHO SHOULD ATTEND?

- CEO's
- Principals & head teachers
- Governors with responsibility for safeguarding
- Senior leaders with responsibility for safeguarding

BENEFITS OF ATTENDING

- Understanding the current safeguarding priorities
- Explore ways of retaining context for individual locations
- Explore ways of creating efficiencies whilst not losing the integrity of the strategy
- Find out how to make sure that your DSL's are managing this risk effectively
- Practical exploration of new and innovative approaches to safeguarding young people
- Understand lessons learned across the UK and look at serious case reviews for MATs

EXCELLENCE IN THE ROLE OF DESIGNATED SAFEGUARDING LEAD

CODE 9275

ABOUT THIS COURSE

This new course is essential for any DSL who wants to be not merely compliant but wants to establish a culture of safeguarding, within their setting. This role has grown in recent years and there is now an urgent need to meet the welfare needs of learners in these challenging times. There is also a requirement to ensure that your practice is contextualised and that it reflects the local situation. You will leave this course with many practical strategies to develop safeguarding within your school or college. We you will also spend time looking at the most common pitfalls and learn how to overcome these, using lessons learned as powerful drivers for change. This course will empower you to be proactive in your management of safeguarding and to anticipate need in order to alleviate risk.

PROGRAMME

TIME

What makes an outstanding and effective DSL?

10.00 – 10.45am

- Understand the history of safeguarding and why key legislation was introduced
- Learn about KCSIE guidance and how you can ensure you are wholly compliant
- Top tips for how to effectively manage referrals and avoid common pitfalls
- Develop ways to assess safeguarding risks and mitigate against them
- Understand the importance of the single central record
- Understand what outstanding transition management is and learn how to achieve it

Creating a successful culture of Safeguarding in your school

10.45 – 11.30am

- Learn how to use safeguarding data analysis to inform your work
- How to use whole college CDP to build an understanding and appreciation for safeguarding
- Practical ways to engage with local agencies to further protect learners
- Develop practical ways of raising awareness with parents and carers
- Using effective learner voice tools to inform safeguarding practice
- Learn how to involve Governors and key agencies in your planning

Discussion: coffee break

11.30 – 11.50am

Dealing with different types of abuse

11.50 – 12.45pm

- How do you ensure that big topics 'land' with students e.g. sexual harassment recommendations from Ofsted
- Learn what you should be doing as a result of the Government commissioned report from Ofsted
- How to use print and digital media to support students with disclosure
- Making sure that parents and carers are up to date and aware
- Understanding the prevent duty and knowing how to implement the guidance

Lunch and informal discussion

12.45 – 1.45pm

Working with external agencies

1.45 – 2.30pm

- Developing effective DSL hubs to further protect learners
- Moving to digital recording platforms for safeguarding and understanding the benefits for all
- Working with SLT to make sure that your whole school and college strategy aligns with your learner needs
- Understand the importance of effective recording
- How to use 'lessons learned' to inform practice

Discussion : afternoon tea

2.30 – 2.45pm

How to deal with the impact and stresses of having to make hard, sometimes momentous/life changing decisions on the DSL

2.45 – 3.45pm

- Develop practical ways of dealing with the emotional burden that can accompany this role
- Learn about supervision services and how this can support you and your team
- Working collaboratively with Senior leaders and Governors to reduce stress
- Understand how to involve all staff in the culture of safeguarding – "it takes a village...."
- Top tips for providing evidence that demonstrates staff are aware of all safeguarding needs and measures employed to mitigate them

Current safeguarding priorities for 2023

1.45 – 2.30pm

Develop practical ways of educating and supporting learners with:

- British Values
- Prevent strategy
- Bullying and coercive control in relationships
- sexual harassment, sexual violence and harmful sexual behaviour
- Declining Mental health
- Cost of living crisis

LOCATION/DATE

London

Wednesday 29 March 2023

Monday 03 July 2023

COURSE LEADER

Georgina Chittock-Nash

is Group Vice Principal for Students across the Eastern Colleges Group and has overall responsibility for pastoral care and safeguarding. With vast curriculum leadership experience as well as wrap around care, she is well placed to be able to see the whole picture and how it is imperative for a safeguarding culture to be led from the very top. She has very recent Ofsted experience and has worked at Outstanding sixth form colleges for 20 years, 16 of which have been in a leadership post.

WHO SHOULD ATTEND?

- DSL's – Seniors and deputies
- Aspiring DSL's
- Principals & head teachers
- Governors with responsibility for safeguarding

BENEFITS OF ATTENDING

- Understanding the current safeguarding priorities
- Developing how contextual safeguarding can inform your practice
- Learn how to train your staff to ensure that they see safeguarding as their duty
- How to educate learners to understand safeguarding and their role within it
- Walk away with practical strategies to implement in your setting
- Understand what systems are the most effective to protect learners

NEW: TACKLING THE LATEST ISSUES IN HARMFUL SEXUAL BEHAVIOURS IN SCHOOLS

CODE 9338

ABOUT THIS COURSE

This new course aims to address and highlight the very latest issues in harmful sexual behaviours in schools and how leaders can respond effectively to incidents and prioritise their actions going forward.

Aimed at senior leaders with responsibility for safeguarding and pastoral care, the course will cover a wide range of topics to ensure delegates are up to date on the latest issues on harmful sexual behaviours.

Topics covered include the impact of the normalisation of sexual behaviours, the attitudes of both boys and girls to sex, protective strategies to reduce incidents of harmful sexual behaviours and what Ofsted will be looking for to ensure safeguarding is effective.

PROGRAMME

TIME

The latest on harmful sexual behaviours in schools

10.00 – 10.50am

- Defining Harmful Sexual Behaviours
- The current picture for young people
- Latest updates to KCSIE
- Statutory guidance and frameworks to support your setting
- How your RSHE curriculum can address harmful sexualised behaviours
- Managing sensitive conversations with parents, pupils and staff

The impact of the normalisation of sexual behaviours

10.50 – 11.40am

- The law around harmful sexual behaviours and how to keep young people safe
- The impact for young people
- Sexual behaviours which are typically normal for a young person in relation to their age and ability
- Defining the behaviours which are developmentally typical and those which are not

Discussion: coffee break

11.40 – 12.00pm

Examining the attitudes of both Boys and Girls to sex

12.00 – 1.00pm

- The latest media messages and how to address these in the classroom
- The voice of young people when talking about Harmful sexual behaviours
- How to facilitate a much-needed conversation around attitudes to sex
- Gender based sexualised behaviour

Lunch and informal discussion

1.00 – 2.00pm

Protective strategies to reduce incidents of harmful sexual behaviour

2.00 – 2.50pm

- A trauma informed approach to supporting pupils
- Understand the additional vulnerabilities of pupils with SEND when it comes to harmful sexual behaviours
- Be clear on the role of the safeguarding lead when tackling harmful sexual behaviours and how to lead a response to incidents once they are identified
- Responding to everyone involved and supporting all pupils, staff and parents
- Recording methods

Discussion : afternoon tea

2.30 – 2.45pm

What Ofsted expect to see

3.00 – 3.30pm

- How to approach RSHE as part of a whole school approach
- Current context around deep dive inspections of PSHE
- Key information for staff ahead of an inspection
- The questions Ofsted will ask pupils around safeguarding
- Top tips

LOCATION/DATE

London

Tuesday 14 March 2023

Wednesday 07 June 2023

COURSE LEADER

Rebecca Jennings is Author of 'Sex & Relationship Education in Schools' and Subject Matter Expert working with the Department of Education to design the 2020 RSHE staff training, she has worked in the field of Relationships and Sex Education for over 19 years. She works with young people across the UK and ensures pupils voice is a key part of how she creates training or professionals and further workshops for pupils.

WHO SHOULD ATTEND?

- Senior Leaders
- Designated Safeguarding Leads
- Deputy DSL's
- Pastoral and PSHE/RSHE leads
- Senior Mental Health Leads

BENEFITS OF ATTENDING

- Gain an understanding of the very latest issues in relation to HSB in schools
- Understanding how to best support young people around issues of HSB
- Responding correctly to HSB and ensuring everyone feels supported and safe
- Identifying which sexualised behaviours are typically normal for age and stage of development
- Ensuring your RSHE curriculum is part of a whole school approach and the rationale behind this theme.
- How to approach and prepare for an inspection to ensure effective safeguarding

NEW: THE DESIRE TO LEARN: MAKING INTERVENTIONS WORK AND RE-ENGAGING STUDENTS

CODE 9340

ABOUT THIS COURSE

Following a period of absence, including suspension or exclusion, the ways that schools re-integrate and re-engage students in learning is vital for their future success. This new course will give senior pastoral leaders an understanding of the growing challenges around attendance that schools up and down the country are facing and how they can look to support students to thrive on their return.

The day will cover all elements of attendance, from missing out due to poor behaviour, spotting concerning patterns early, to supporting students who are 'school refusers', helping students with a successful return to school. Delegates will take away a wide range of practical tools and strategies, ideas for early interventions and interventions on their return to deal with these issues and to lead and support colleagues in each of these areas.

Much of the day will revolve around case studies taken from real life so that attendees end the day more confident in dealing with these, often difficult, cases. In the final session we will look at how to ensure that your attendance policy effectively supports what you are doing in practice.

PROGRAMME

	TIME
The complex reasons why attendance can become an issue for students Discussion based around case studies looking at: <ul style="list-style-type: none"> • Poor behaviour in school and resulting sanctions • Understanding school anxiety and other mental health concerns • Physical reasons for non-attendance • The role of neurodiversity in attendance concerns • Home issues – family breakup, family illness and other ACEs (Adverse Childhood Experiences) 	10.00 – 10.45am
Spotting early-warning signs of poor attendance <ul style="list-style-type: none"> • Using the data from your registers • Creating a strong safeguarding culture around attendance • How to communicate with students and parents to address growing concerns effectively 	10.45 – 11.30am
Discussion: coffee break	11.30 – 11.50am
How to deal with School Refusers <ul style="list-style-type: none"> • Case studies that deal with school refusal • Identification of key tools and techniques that school leaders can use to support school refusers and their families • Keeping lines of communication open with students and their families while not attending • Liaising with social services and/or CAMHS to support families • Supporting students with distance learning • How do you get students back in the building after a prolonged absence? 	11.50 – 12.45pm
Lunch and informal discussion	12.45 – 1.45pm
Interventions: Re-engaging students after a long absence/behaviour sanction <ul style="list-style-type: none"> • Case studies looking at returning to school after long absence/attendance issues • Identification of key tools and techniques that school leaders can use to help students and their families • Interventions that work when students return from a behaviour sanction – Is there a different approach? • How we can re-engage disaffected students to have a desire to learn • Looking at models of 'mixed schooling' and possible solutions of part-time timetables/days online etc • Supporting teaching staff with creating an inclusive environment for returning students • Working with social services and/or CAMHS to support families 	1.45 – 2.45pm
Discussion : afternoon tea	2.45 – 2.55pm
How to write a really effective attendance policy <ul style="list-style-type: none"> • A summary of key government guidance and legislation • How to translate government guidance into your own context and policy • Balancing pastoral care with improving attendance figures 	2.55 – 3.45pm

LOCATION/DATE

London

Wednesday 18 April 2023

Wednesday 11 July 2023

COURSE LEADER

Luke Ramsden is an award-winning senior deputy headmaster. In his time at St Benedict's it has become a flagship school for safeguarding and pastoral care, with the happiness of every student at the heart of school life. Outside school he is an ISI inspector and also regularly talks at educational conferences. He is also Chair of the Independent Safeguarding Panel that advises The Safeguarding Company and Chair of Trustees for the School's Consent Project. It is because of this work with a number of different organisations that he was awarded the NAPCE 2023 award for 'Raising Awareness About Pastoral Care.'

WHO SHOULD ATTEND?

- Senior Leaders with responsibility for Pastoral Care
- Aspiring Pastoral Senior Leaders
- Designated Safeguarding Leads

BENEFITS OF ATTENDING

- Gain knowledge on the complex reasons for poor attendance and school refusal
- Practical interventions that work following a behaviour sanction
- Learn how to effectively support students returning from a behaviour sanction
- Take away strategies to re-engage students in their learning
- Understand the vital role families have in developing a desire to learn in their child
- Practical tools on how to spot poor patterns of attendance early and try and pre-empt concerns.
- Identify key tools and techniques to support school refusers and their families
- Discuss case studies of students returning to school after long absence/attendance issues
- Discover how to write a really effective attendance policy and make it work in your context

NEW: POSITIVE PARENTAL ENGAGEMENT FOR ACADEMIC SUCCESS

CODE 9341

ABOUT THIS COURSE

Parental support is considered to be one of the strongest factors in student academic success. This new course, 'Positive Parental Engagement for Academic Success', will highlight the impact of parental support on the academic performance of students. It is aimed at all school staff who communicate with parents as part of their role.

The course explores ways of positively and proactively building relationships with and engaging parents. The focus of the course is that, by cultivating positive school-parent relationships, students can flourish, avoid conflict and reach their academic potential.

The course will cover:

- Why proactively building communication with parents is important for the academic success of their child.
- The negative consequences of keeping parents at arm's length.
- Examples of effective school-parent engagement strategies.
- The purposes of involving parents in their children's education and different ways to engage them.
- Communicating with parents on difficult topics related to their child.
- Managing conflict with parents.
- Parent Communication Policy: A working document.

PROGRAMME

	TIME
How Positive Parental Engagement is vital for Students' Academic Success	10.00 – 10.30am
<ul style="list-style-type: none"> ● What the research tells us ● Introducing the teacher-parent-child communication triangle ● How to manage students' rejection of teacher/parental help 	
Proactive v Reactive Parental Engagement	10.30 – 11.10am
<ul style="list-style-type: none"> ● Why proactively building relationships with parents is important for academic success ● The negative consequences of keeping parents at arm's length ● Examples of effective school-parent communication strategies 	
Discussion: coffee break	11.10 – 11.30am
Effective strategies to engage with parents	11.30 – 12.15pm
<ul style="list-style-type: none"> ● Effective strategies to communicate effectively with parents ● Explore the impact of how the school communicates with parents on their child's academic performance ● The most effective ways to get parents onside to support their child's education 	
Lunch and informal discussion	12.15 – 1.15pm
The parent, the child and the teacher: The communication triangle	1.15 – 2.00pm
<ul style="list-style-type: none"> ● The child as the centre of communication: academic and pastoral impact ● How do parents initiate contact with the school if they have concerns? ● The school website and parental communication – how effective is this? ● Parents' evenings: Do they work? The impact on academic performance 	
Managing conflict with parents	2.00 – 2.45pm
<ul style="list-style-type: none"> ● Understand the reasons for potential conflict with parents and how to manage them ● Communicating with parents on difficult topics related to their child ● Why conflicts with parents occur: What is within the school's control? ● Managing conflict: Formal strategies & Interpersonal strategies ● How to re-engage students after conflict – rebuilding trust 	
Discussion : afternoon tea	2.45 – 2.55pm
Developing a whole-school working parental communication policy	2.55 – 3.30pm
<ul style="list-style-type: none"> ● Examples of effective whole-school policies ● A parental communication policy template ● Creating the foundations of your school policy ● Take away a blueprint for developing a whole-school working parental communication policy 	

LOCATION/DATE

London

Wednesday 29 March 2023

Friday 23 June 2023

COURSE LEADER

Steve Waters taught in secondary schools for 30 years before he left while an Assistant Principal to work for 6 years with school improvement teams in two local authorities. He is now joint founder and director of Teach Well Toolkit (www.teachwelltoolkit.com), which supports the wellbeing and mental health of staff through a school membership programme. He has an MA in Education, an Advanced Diploma in Educational Management and holds the NPQH.

WHO SHOULD ATTEND?

- Headteachers and members of senior leadership teams.
- Heads of Year, Phase Leaders and Pastoral staff.
- Mental health staff who liaise with parents, e.g., school counsellors and wellbeing leads.
- Parent governors.
- Designated Safeguarding Leads (DSL).
- All school staff, including support staff, who communicate with parents.

BENEFITS OF ATTENDING

- Gain an understanding of the benefits of a proactive school approach to parental communication.
- Appreciate the different strategies needed to effectively engage parents in their child's education.
- Explore the impact of how the school communicates with parents on their children.
- Understand the reasons for potential conflict with parents and how to manage it if it occurs.
- Take away a blueprint for developing a whole-school working parental communication policy.

OUTSTANDING PASTORAL LEADERSHIP CONFERENCE

Keynote Speakers include:

David Walker

Deputy Head Pastoral and Wellbeing, Wellington College

Kate Richardson

*Deputy Headteacher Pastoral and Safeguarding,
Noel-Baker Academy*

Luke Ramsden

Award winning Senior Deputy Head, St Benedict's School

Evelyn Forde MBE

Headteacher, Copthall School, President of ASCL

Georgina Chittock-Nash

*Group Vice Principal Safeguarding and Pastoral Care,
Eastern Colleges Group*

Steve Waters

Director of Teach Well Toolkit, Speaker and Author



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CONFERENCE AIMS

Educational research and studies show that outstanding pastoral leadership and pastoral care has a direct impact on the academic success of students. To engage, thrive and flourish, students need to feel safe and supported and this rests on pastoral leaders doing their jobs successfully so schools can effectively educate their students.

This vibrant, exciting and pioneering conference will address and explore the key challenges and opportunities pastoral leaders face, providing strategies and approaches to ensure pastoral foundations are laid for academic success. Keynote speakers include **David Walker**, *Deputy Head Pastoral & Wellbeing, Wellington College*, leading on The Profound Impact Outstanding Pastoral Leadership has on Academic Success, **Kate Richardson**, *Deputy Head Provision, Noel Baker Academy* focussing on Developing an Outstanding Pastoral Team to Support Outstanding Learning and **Luke Ramsden**, *Senior Deputy Head, St Benedict's School* discussing how you can Translate an Ethos of Wellbeing into Good Practice

The conference also includes sessions on the significance of positive parental engagement on academic success, the behaviours of an outstanding pastoral leader, outstanding pastoral care in a post-16 environment and what Ofsted are looking for in an excellent pastoral system.

WHO SHOULD ATTEND?

- Headteachers and Principals
- Deputy and Assistant Heads
- School Governors
- Senior Leaders – Behaviours and Attitude
- Directors of Pastoral
- Directors of Safeguarding
- Designated Safeguarding Leads
- Deputy DSL's
- Heads of Year
- Pastoral Managers
- Whole Pastoral Teams
- Behaviour Leads

BENEFITS OF ATTENDING

- Hear from leading experts and practitioners who are driving improvements in pastoral leadership and impacting on academic success.
- Find out more about the impact a vibrant pastoral team can have on the performance of academic staff and students
- Learn about the deeper impact of constant low-level disruption on the teenage brain and how this can effect academic performance
- Take away an understanding of how neuroscience can help support wellbeing, behaviour and progress
- Addressing the hot topics which pastoral leaders face
- Find out more about what Ofsted are focusing on when inspecting pastoral provision
- Gain approaches to build an inclusive mental health culture in your school to positively impact academic outcomes

PROGRAMME

TIME

Introduction & Welcome Steve Smith, <i>Keynote Educational</i>	10.00am – 10.10am
The Profound Impact Outstanding Pastoral Leadership has on Academic Success <ul style="list-style-type: none"> • How can a school's pastoral culture build the foundations for outstanding academic success? • Strategies to embed an aspirational culture of high expectations, high respect and high reward • Do your pastoral policies and procedures go further than just making your school a safe place? • New and refreshed approaches to developing and sustaining a positive pastoral culture and fusing with academic success David Walker, Deputy Head Pastoral and Wellbeing, Wellington College	10.10am – 10.50am
BREAK	10.50am – 11.10am
Developing an Outstanding Pastoral Team to Support Outstanding Learning <ul style="list-style-type: none"> • Why a pastoral team is more than just dealing with issues • The impact a strong and vibrant pastoral team can have on the performance of academic staff and students • Equipping and training pastoral staff to feel confident and empowered • Accountability of staff, looking after your team, supporting staff wellbeing Kate Richardson, Deputy Headteacher Pastoral and Safeguarding, Noel-Baker Academy	11.10am – 11.50am
Translating an Ethos of Wellbeing into Good Practice <ul style="list-style-type: none"> • The deeper impact of constant low-level disruption on the teenage brain • How does neuroscience help support wellbeing and behaviour? • Working with parents to challenge low-level behaviour issues • The effect of constant low-level disruption on students' learning and interactions with peers and teachers Luke Ramsden, Senior Deputy Head, St Benedict's School	11.50am – 12.30pm
LUNCH	12.30pm – 1.30pm

PROGRAMME continued

TIME

BREAKOUT STRAND 1

1.30pm - 2.10pm

1A How the Pastoral System fuses with Academic Success

- Methods, approaches, strategies, strategic thinking/ leadership.
- How do your pastoral systems fuse with academic success – what does this look like?
- How effective systems can remove barriers to learning for students
- How will you measure success?

David Walker

1B Making Hard Decisions – Getting it Right and Dealing with Impact and Stress

- What makes a decision a hard decision?
- Understanding the process of making hard decisions
- Developing practical ways of dealing with the emotional burden that can accompany pastoral leadership roles
- Understand how to involve all staff in the pastoral culture – “it takes a village....”

Georgina Chittock-Nash

1C Strong Pastoral Care, EDI, Mental Health and Academic Excellence

- Identifying the barriers to wellness in our young people
- Acknowledging you can't pour from an empty cup
- Shining a lens on ED&I in pastoral programmes
- Building an inclusive mental health culture – bake it in, don't bolt it on!

Evelyn Forde MBE

1D How Positive Parental Engagement is vital for Students Academic Success

- Parent, child and teacher: the communication triangle.
- Proactive v Reactive Communication – don't wait until things go wrong
- Building Trust – developing a whole school parental communication policy

Steve Waters

BREAKOUT STRAND 2

2.10pm - 2.50pm

2A What Ofsted are looking for in an Excellent Pastoral System

- A culture of 'high ambition' and 'personal development'
- High expectations of student behaviour
- The breadth of the curriculum – a wealth of experiences
- Preparing students for their futures and the common pitfalls

2B Re-engaging Students – The Desire to Learn

- Recognising and analysing why students reinstate barriers to learning following being out of education
- How do we re-engage, motivate and secure a desire to learn in re-integrated students
- The impact of re-integration on those affected by poor behaviour
- Are procedures in place to support students and staff?

2C The Behaviours of an Outstanding Pastoral Leader

- Understanding the growing complexity of 'pastoral'
- Being a leader for other members of staff – a 'mission command' approach
- Eliciting student voice. At the heart of pastoral understanding and central to school inspections
- Looking after yourself – supervision and delegation

Luke Ramsden

2D Outstanding Pastoral Care in a Post 16 Environment

- The key pastoral challenges in a post 16 setting
- Age-appropriate tutoring ideas that have demonstrable impact
- Contextualised strategies for protecting students
- Thinking ahead – how to create an effective 'postvention' support plan for students

Georgina Chittock-Nash

BREAK

2.50pm - 3.00pm

BREAKOUT STRAND 3

3.00pm - 3.40pm

3A How to Flex as a Pastoral Lead and still get the job done

- Managing time and workload – the work life balance
- Empowering your pastoral teams to take some of the heavy lifting off you
- Driving up improvements to enhance performance, maintaining freshness and enthusiasm
- Planning ahead and finding time to do so, pastoral priorities – dealing with challenging issues

Evelyn Forde MBE

3B Making sure staff are well looked after

- Staff mental health and pupil mental health: two sides of the same coin
- The link between staff wellbeing and student progress/achievement?
- How to create a culture of staff wellbeing
- First steps: Identifying the issues and creating an action plan

Steve Waters

3C Turning around an underperforming pastoral department

- Evaluating the crisis areas
- Short term fixes and long term strategy
- Building pastoral foundations for academic success
- Effective strategies, policies and procedures

Kate Richardson

3D Leading Pastoral Care across MATs

- Ensuring consistency – problems and issues
- The key challenges and opportunities of leading pastoral care across a MAT
- Proactive pastoral care – the journey from transition to 'postvention'
- Establishing and sustaining a pastoral culture across your MAT

Georgina Chittock-Nash

Keynote Speakers

David Walker is Deputy Head for Pastoral and Wellbeing at Wellington College in Berkshire where he has previously been a Housemaster and Head of Department. David began his career at Clifton College in Bristol and has also worked at Whitgift School, as Head of Senior School at the Stephen Perse Foundation in Cambridge, and as a VSO volunteer teacher in Cameroon.

Kate Richardson is Deputy Headteacher in charge of pastoral and safeguarding at Noel-Baker Academy in Derby. She has taught for twenty years, exclusively in areas of high deprivation across Nottinghamshire, Leicester and Derby. The last 15 years in pastoral and academic leadership roles in 'turnaround' schools.

Luke Ramsden is an award-winning senior deputy headmaster and director of safeguarding for the St Benedict's family of schools. In his time at St Benedict's it has become a flagship school for safeguarding and pastoral care, with the happiness of every student placed firmly at the heart of the school. He was awarded Pastoral Leader of the Year 2021-22 by the NAPCE. Outside school he is a school inspector, regularly talks at educational conferences and is Chair of the Independent Safeguarding Panel that advises The Safeguarding Company, the company behind MyConcern. In addition he is Chair of Trustees for the School's Consent Project charity and an advisor to the Global Equality Collective. It is because of this work with a number of different organisations that he was awarded the NAPCE 2023 award for 'Raising Awareness About Pastoral Care.'

Evelyn Forde MBE is Headteacher of Copthall School, a successful single sex, girls 11-18 Academy with a comprehensive and culturally diverse intake in North West London. She is a member of the Association of School and College Leaders (ASCL) and became ASCL's first black female President in September 2022. Her commitment to improving diversity and inclusion in the sector is unwavering which is evident by the role she had in overseeing ASCL's Ethnic Diversity, Women's & LGBTQ Networks as part of ASCL's ED&I strategy. Evelyn delivers keynote speeches on a range of subjects but also represents the sector on the political landscape having spoken at both Labour and Conservative party conferences as well as round table discussions at The House of Lords. Her contributions to the Times Education Commission were significant and she has just taken up the role of Chair of Public First's Commission on Recruitment and Retention.

Georgina Chittock-Nash is Group Vice Principal for Students across the Eastern Colleges Group and has overall responsibility for pastoral care and safeguarding. With vast curriculum leadership experience as well as *wrap around care*, she is well placed to be able to see the whole picture and how it is imperative for a safeguarding culture to be led from the very top. She has very recent Ofsted experience and has worked at Outstanding sixth form colleges for 20 years, 16 of which have been in a leadership post.

Steve Waters taught in secondary schools for 30 years before he left while an Assistant Principal to work for 6 years with school improvement teams in two local authorities. He is now joint founder and director of Teach Well Toolkit, which supports the wellbeing and mental health of staff through a school membership programme. He has an MA in Education and an Advanced Diploma in Educational Management, both from the Open University, and holds the NPQH. He is also a qualified BAC Counsellor and a Founding Fellow of the Chartered College of Teaching. Steve is the joint author of Bell, J & Waters, S. (2018) *Doing Your Research Project* Open University Press which has sold over 350,000 copies, and 'Waters, S. (Ed) (2021) *Cultures of Staff Wellbeing and Mental Health in Schools* Open University Press.



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The Lays School, November 2022

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King's School, November 2022

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DEVELOPING A CULTURE OF SAFEGUARDING EXCELLENCE CONFERENCE

Keynote Speakers include:

Ann Marie Christian

Education Safeguarding Consultant, Author and Speaker

Delyth Lynch

Deputy Head Safeguarding, Wellington College, Speaker and Author

Dr Lewys Brace

Senior Lecturer, University of Exeter, Government Advisor on Extremism

Emma Rothwell

Assistant Head: Inclusion, Equality and Diversity, Deputy DSL & Chaplain. The Perse School, Cambridge

Georgina Chittock-Nash

Group Vice Principal Safeguarding and Pastoral Care, Eastern Colleges Group

Robin Watts

International safeguarding expert, former child abuse investigator for the Metropolitan Police.

David Walker

Deputy Head Pastoral and Wellbeing, Wellington College, former Housemaster and Head of Department



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CONFERENCE AIMS

Students are continuously affected by new and changing risks that can emerge at any time. Designed for 2023, this significant and valuable conference will analyse actions that safeguarding leaders must take across a range of current safeguarding issues.

There has never been a more important time for leaders to create a culture of safeguarding excellence in their schools.

Keynote Educational is proud to offer this conference, which brings together leading experts and practitioners in the field of safeguarding and will explore the specific challenges faced by leaders in 2023. Keynote speakers include **Ann Marie Christian**, *Education Safeguarding Consultant*, focussing on the Emerging Trends and Latest Learning in Safeguarding, **Delyth Lynch**, *Deputy Head Safeguarding, Wellington College*, leading on creating and sustaining a Safeguarding Culture, and **Dr Lewys Brace**, *Senior Lecturer, University of Exeter*, discussing the Threat Posed by Online Extremism and the Incels.

The conference also includes sessions on Tackling Sexual Harassment in Schools, Leading Outstanding DSL Practice, A Whole-School Response to Managing Sexual Misconduct and What Ofsted are looking for in Effective Safeguarding.

WHO SHOULD ATTEND?

- Directors of Safeguarding
- Headteachers and Principals
- Deputy and Assistant Heads
- School Governors
- Directors of Pastoral
- Designated Safeguarding Leads
- Deputy DSLs
- Whole Safeguarding Teams

BENEFITS OF ATTENDING

- Hear from leading experts and practitioners who are driving improvements in safeguarding practice
- Find out more about Extremism, the INCELS and the threat posed by mainstream ideologies
- Take away the latest strategies to tackle sexual harassment in schools
- Addressing the hot topics which current DSL's face
- Ways to deal with allegations against staff
- Find out more about sustaining an outstanding safeguarding culture in your schools
- Find out more about what Ofsted are focusing on
- Take away approaches to deal with allegations against staff

PROGRAMME

TIME

Introduction & Welcome

10.00am – 10.10am

KEYNOTE 1: Emerging Trends and Latest Learning in Safeguarding

- An overview of the very latest trends, the cutting edge and hot topics that effect safeguarding in schools
- KCSIE and statutory guidance
- Adultification, Sexual Violence and Child on Child Abuse

Ann Marie Christian

10.10am – 10.50am

BREAK

10.50am – 11.10am

KEYNOTE 2: Sustaining an Outstanding Safeguarding Culture

- How Leaders and DSLs can create a culture of high-quality, expectations, consistency and standards in safeguarding
- Practical approaches to overcoming the barriers and obstacles to sustaining this culture
- The crucial role of a preventative curriculum

Delyth Lynch

11.10am – 11.50am

KEYNOTE 3: Extremism and the Incels: The Threat Posed by the Mainstreaming of Ideologies

- The threat posed by the mainstreaming of ideologies and youth engagement with the internet
- Details around the increasing number of young people being radicalised by online content.
- How the dynamics of engagement with extremist content has changed
- Ways in which certain young people use the internet; i.e. gaming platforms and mainstreaming of ideas.
- How this is likely to translate to changes in the extremist threat landscape in future years.

Dr Lewys Brace

11.50am – 12.40pm

PROGRAMME *continued*

TIME

LUNCH

12.40pm – 1.40pm

BREAKOUT STRAND 1

1.40pm – 2.35pm

1A Tackling Sexual Harassment in Schools

- The latest on sexual harassment in schools
- Ways in which schools address concerns – preventative measures, respect, education, morals
- The ground-breaking work at Wellington College
- How schools can educate students to have a positive impact on their future communities

**Delyth Lynch
& David Walker**

1B Leading Outstanding DSL Practice

- What makes an outstanding and effective DSL?
- Addressing the hot topics, trends with staff, keeping them up to date throughout the year
- Creating a successful culture of Safeguarding in your school
- Dealing with staff that don't follow policy: how to be exceptional and not merely compliant

Georgina Chittock-Nash

1C Challenging Barriers to Reporting Safeguarding Issues

- Exploring the barriers to reporting safeguarding issues
- A focus on sexual misconduct
- Dealing with shame, developing trauma-informed approaches, supporting reporting and reported pupils, recognising permissive cultures and how to challenge them

Emma Rothwell

1D Online Safety: Protecting Students from Extremism and Misinformation

- What are the main issues/problems for students online?
- Looking at the big picture – educating students on areas such as sexting, nudes, pornography and preparing them for the future
- The evolving landscape what schools can do to mitigate the risks and the impact of students previous viewing
- How to spot disinformation and verify sources

Dr Lewys Brace

BREAK

2.35pm – 2.40pm

BREAKOUT STRAND 1

2.40pm – 3.40pm

2A What Ofsted are looking for in Effective Safeguarding

- How can we secure an outstanding grade for Ofsted?
- The effectiveness of schools in dealing with child on child abuse
- How schools handle allegations of sexual abuse and violence
- How schools ensure strong DSL leadership

Robin Watts

2B A Whole-School Response to Managing Sexual Misconduct

- A whole-school distributive model of managing sexual misconduct
- How schools meet their legislative duties and implement a person-centred response to sexually harmful behaviours
- How schools can manage institutional risk and support staff
- How to mitigate issues of vicarious trauma

Emma Rothwell

2C The Challenges of Dealing with Allegations against Staff

- Ensuring clarity between low level concerns and more serious allegations
- Effective approaches to managing investigations and allegations against staff
- Creating a culture of vigilance in schools: personal values and how these can have an impact

Ann Marie Christian

2D Ensuring Consistency of Safeguarding Practice Across the Whole School

- Ensuring your single central record is in good order in preparation for inspection
- Action planning and thematic calendars – are staff and students up to date?
- Stakeholder mapping – effectively communicating and applying your safeguarding strategy

Georgina Chittock-Nash

Keynote Speakers

Ann Marie Christian is a safeguarding practitioner and a qualified social worker since 1996. She has worked for various local authorities on the front line, management, Local Safeguarding Children Board Trainer, LADO, Safeguarding advisor to schools, school improvement advisor, Designated Safeguarding Lead trainer and Designated Safeguarding Lead coordinator. She is well known amongst her peers and is very passionate about keeping children safe, she has specialised within education and childcare settings since being a school based social worker in 1999. She has managed a Child Protection Team for a Local Authority and supported 75 local schools with child protection advice, training and consultancy.

Delyth Lynch is Deputy Head for Safeguarding at Wellington College in Berkshire, having over 22 years' experience of teaching and senior leadership in independent schools. Passionate about the area of safeguarding, she was awarded the Boarding Schools Research Fellowship in 2018. Her work has been cited by IICSA and she speaks regularly around the issue of culture within schools and the work that she has pioneered at Wellington around Values, Behaviours and Attitudes interviewing and low-level concerns. This work was recently recognised on the national stage by being awarded the Safeguarding and Child Protection Association's 'Outstanding initiative award'. A co-author of the Farrer & Co guides, "Developing and implementing a low-level concerns policy: A guide for organisations which work with children" and "Addressing child-on-child abuse: a resource for schools and colleges".

Dr Lewys Brace advises the government on extremism and a Senior Lecturer in Computational Social Science at the University of Exeter, where he specialises in extremism and terrorism, cybercrime, open-source intelligence, and computational research methods. His work currently focuses on online radicalisation and has involved projects that have looked at the far-right and the incel movements. His research currently focuses on online extremist radicalisation and his work has appeared in journals such as Terrorism and Political Violence, Behavioral Sciences of Terrorism and Political Aggression, Studies in Conflict & Terrorism, and Perspectives on Terrorism.

Emma Rothwell is Assistant Head - Inclusion, Equality & Diversity, Chaplain and a Safeguarding Lead for the Perse school. Her current work involves driving a whole-school inductive strategy for inclusion and innovating best practice in safeguarding and managing sexual misconduct at school, local and national level. She has developed educational programmes for national use, overseen significant institutional change and worked on compliance. Emma has over 20 years of experience in education, as a teacher, pastoral leader, in school management and developing national strategy.

Georgina Chittock-Nash is Group Vice Principal for Students across the Eastern Colleges Group and has overall responsibility for pastoral care and safeguarding. With vast curriculum leadership experience as well as wrap around care, she is well placed to be able to see the whole picture and how it is imperative for a safeguarding culture to be led from the very top. She has very recent Ofsted experience and has worked at Outstanding sixth form colleges for 20 years, 16 of which have been in a leadership post.

Robin Watts is an international safeguarding expert and independent trainer specialising in delivering child protection training to schools. He has delivered safeguarding training to over 280 international schools in over 70 countries worldwide. He has delivered safeguarding training, and assisted in the child protection procedures, policies, and practices. He also supports schools to get ready for the Ofsted inspection process and, to date, all schools he has worked with have achieved 'Outstanding' in the safeguarding arena. He is a former murder detective for the Metropolitan Police and during the latter part of his career worked predominantly in the child abuse arena, spending 5 years as a child abuse investigator before becoming a trainer/instructor/consultant.

David Walker is Deputy Head for Pastoral and Wellbeing at Wellington College in Berkshire where he has previously been a Housemaster and Head of Department. David began his career at Clifton College in Bristol and has also worked at Whitgift School, as Head of Senior School at the Stephen Perse Foundation in Cambridge, and as a VSO volunteer teacher in Cameroon.



“ Superb. A supreme amount of experience and knowledge shared in such a generous and sensitive way. I was really impressed and it gave me so much to focus on and implement within the school. ”

Mayville High School, March 2022

“ Fantastic Day – great to network and delve into Ofsted framework to highlight areas to focus on. Good pace and very informative. ”

Assistant Principal, Worcester Academy, March 2022

“ All speakers were excellent, engaging, approachable, thought provoking! ”

Northwest Technology College, January 2022

COSTS

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BIOGRAPHIES

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Tim Hudson is a leadership and development expert with particular interest in the education sector. Backed by a degree in management, he has worked with a wide variety of people, from aspiring student leaders to senior managers. In the past two years he has run in-house programmes developing leadership in teachers and pupils in HMC schools, including a pioneering year-long leadership course accredited by the ILM

Rebecca Jennings is Author of 'Sex & Relationship Education in Schools' and Subject Matter Expert working with the Department of Education to design the 2020 RSHE staff training, she has worked in the field of Relationships and Sex Education for over 19 years. She works with young people across the UK and ensures pupils voice is a key part of how she creates training or professionals and further workshops for pupils. As a qualified CIPD trainer, with qualifications in counselling and a RCN certificate in sexual health, her academic knowledge teamed with experience and publications ensure she is both knowledgeable and confident to teach, train and advise in the field of sex and relationships education.

Luke Ramsden is an award-winning senior deputy headmaster. In his time at St Benedict's it has become a flagship school for safeguarding and pastoral care, with the happiness of every student at the heart of school life. Outside school he is an ISI inspector and also regularly talks at educational conferences. He is also Chair of the Independent Safeguarding Panel that advises The Safeguarding Company and Chair of Trustees for the School's Consent Project. It is because of this work with a number of different organisations that he was awarded the NAPCE 2023 award for 'Raising Awareness About Pastoral Care.'

Steve Waters has over 45 years' combined experience in secondary education and as a local authority school improvement consultant, including 30 years as a teacher. He is a First Aid Mental Health Instructor with the Ofqual regulated provider NUCO/First Aid Awards. He is an online tutor and project assessor for the NPQML and NPQSL, a Founding Fellow of the Chartered College of Teaching and an elected member of council. He has an Advanced Diploma in Educational Management and an MA in Education, both with the Open University, and holds the NPQH. While teaching, he served as a staff governor and was a union representative for five years. Steve is founder and CEO of Teach Well Alliance Ltd which supports schools to develop a culture of staff wellbeing and mental health. Steve has recently had a book published by Open University Press/McGraw-Hill (May 2021): 'Cultures of Staff Wellbeing and Mental Health in Schools' which contains 32 case-study chapters written by wellbeing leads/headteachers on how they developed staff wellbeing and mental health and its impact on pupils. Steve is also a BAC approved Counsellor.

NATIONAL CONFERENCES

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ASPIRING TO SENIOR LEADERSHIP CONFERENCE



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DEVELOPING A CULTURE OF SAFEGUARDING EXCELLENCE CONFERENCE



"I loved this session and found it so enlightening. I will bring a lot of this practice back to my school for discussion."

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King's School, November 2022

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OUTSTANDING PASTORAL LEADERSHIP CONFERENCE



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