



East Riding Association
of Governing Bodies



Every Child Matters
Change For Children



ARE WE DOING WHAT WE ARE SUPPOSED TO BE DOING TO PROMOTE THE WELL-BEING OF CHILDREN AND YOUNG PEOPLE?

EVERY CHILD MATTERS (ECM)-A RESOURCE PACK FOR GOVERNORS

Introduction

This 6-part resource pack presents some ideas for governing bodies to help them evaluate how far they are meeting their duty to promote the well-being of children as required by the Education and Inspections Act 2006. That duty requires the implementation by schools of the Every Child Matters Agenda

Every Child Matters (ECM)

The 2003 Green Paper 'Every Child Matters' was the first response of government to a number of tragic child deaths such as that of Victoria Climbié. The Children Act 2004 encapsulated the Green Paper in legal terms and provided the legal basis for a radical overhaul of children's services. The programme for that overhaul was called 'Every Child Matters: Change for Children'. Its purpose is to give all children and young people the best possible start to a happy and fulfilling life by promoting five aims through creating closer links between a range of services, in particular between education, health, and social services. These five aims define 'well-being' in law and are universal ambitions for every child and young person, whatever their background or circumstances.

The five key ECM aims with outcomes for children and young people are:

- **Be healthy**, so that they are physically healthy; mentally and emotionally healthy; sexually healthy; have healthy lifestyles; choose not to take illegal drugs.
- **Stay safe**, so that they are safe from maltreatment, neglect, violence and sexual exploitation; safe from accidental injury and death; safe from bullying and discrimination; safe from crime and anti-social behaviour in and out of school; have security and stability and are cared for.
- **Enjoy and achieve**, so that they are ready for school; attend and enjoy school; achieve stretching national educational standards at primary school; achieve personal and social development and enjoy recreation; achieve stretching national educational standards at secondary school.
- **Make a positive contribution**, so that they: engage in decision-making and support the community and environment; engage in law-abiding and positive behaviour in and out of school; develop positive relationships and choose not to bully and discriminate; develop self-confidence and successfully deal with significant life changes and challenges; develop enterprising behaviour.
- **Achieve economic well-being**, so that they: engage in further education, employment or training on leaving school; are ready for employment; live in decent homes and sustainable communities; have access to transport and material goods; live in households free from low income.

The Duties of the Local Authority

The Children Act (2004) and associated regulations required Local Authorities;

- To make arrangements for inter-agency cooperation with a view to improving the well being of children. Well-being is defined in the terms of the 5 ECM aims and outcomes listed above. (Section 10).
- To appoint a Director of Children's Services with responsibility, as a minimum, for education and children's social service functions. (Section 18)
- To designate one of their members as "their lead member for children's services". (Section 19)
- To produce a Children and Young People's Plan. (Section 17)
- To put in place Children's Trust arrangements which put improved outcomes for children and young people at the centre of all activity. (Guidance 2005)

The Duties of the Governing Body.

The Education and Inspections Act (2006) recognised the centrality of schools in the delivery of the ECM agenda somewhat belatedly when the duty to “promote the well-being of pupils at the school” was placed upon school governing bodies [Section 38]. That Section also defines ‘well-being’ in terms of the 5 ECM aims and outcomes. The concept of the ‘education of the whole child’ has been central to the education process for many years and all schools have developed a Personal Social and Health Education programme which forms part of their curriculum provision. However governors are now required to review that school provision in the light of their duty to ‘promote the well-being of the pupils’. This ERAGB resource should enable you to do that.

Working in Partnership At the heart of the Children Act 2004 is the concept of agencies working together to promote children’s wellbeing. Whilst the education service makes a key contribution to the achievement of the 5 aims and outcomes, it is not the only service which contributes to them. Other agencies such as the police, social services, health services, probation etc all make a contribution to the wellbeing of children and they are all now required to work collaboratively. The sharing of information is vital to such cooperation and a requirement of ‘The Children Act 2004 Information Database (England) Regulations 2007’ is that local authorities participate in the operation of ContactPoint, a database which is designed to enable practitioners across education, health, social care, youth justice and the voluntary sector to find out who else is working with a child or young person so that they can, where appropriate, work together to deliver better coordinated support. Thus schools are now obliged to have in place arrangements which foster cooperation and the sharing of information. This sharing of information and communication with the other interested agencies, as and when appropriate, should now form an essential element of the schools arrangements for the implementation of the ECM agenda.

A note on terminology.

The terms ‘pupils’, ‘young people’ and ‘children’ are often used in every day parlance without any intention to ascribe to them a specific meaning. Throughout this document we mean: (a) ‘children’ - are in EYFS (Early Years Foundation Stage), Key Stages 1, 2 or 3; (b) young people are in Key Stage 4 and above; (c) pupils are on the roll of a school or college or other educational institution.

Suggested use of the resource pack.

The pack is organised into 6 principal sections, one for each of the 5 ECM aims plus a summary grid. The way the ‘kit’ is used is, of course, a matter for decision by the governing body of each school with reference to its unique needs. However, it may be that many governing bodies will decide that:

- Initially the whole publication will be received by the entire governing body.
- In the interests of the efficient use of scarce governor time, one part on each aim will be given intensive scrutiny by a small group of governors, i.e. one group for each aim. When that scrutiny has been completed, it is likely that any one governor will have a detailed knowledge of how well the governing body is meeting its responsibility in respect of that particular aim. However, all governors need an overview.
- Finally, the findings of the 5 working groups are brought together in order that the governing body as a whole has an overview of the extent to which its responsibilities for all 5 ECM aims and outcomes are being achieved. The summary grid which forms part 6 of this pack is one way of recording the assessments which provide the overview. This will show you what you need to next.

Further information:

‘Framework for the inspection of schools in England from September 2005’ – 3rd edition 2008 OFSTED

(Paper copies from OFSTED publications department by telephone as follows:

Free publications: 0700 263 7833; Priced publications: 0870 600 5522)

‘Collecting and reporting evidence of ECM outcomes’ - OFSTED 2008 www.ofsted.gov.uk

‘The Children Act 2004’ is available online from the Office of Public Sector Information at [‘www.opsi.gov.uk’](http://www.opsi.gov.uk)

‘The Education and Inspections Act 2006’ is also available online at [‘www.opsi.gov.uk’](http://www.opsi.gov.uk)

‘Every child matters: change for children’ available from: <http://www.everychildmatters.gov.uk/publications-> no longer available in paper format.

‘Every Child Matters Outcomes Framework 2008’ available online from [‘onlinepublications@teachernet.gov.uk’](mailto:onlinepublications@teachernet.gov.uk) or by Telephone: 084506009506

‘The Children Act 2004 Information Database (England) Regulations 2007’ available from [‘www.opsi.gov.uk’](http://www.opsi.gov.uk)

‘Schools’ role in promoting pupil well-being – draft guidance for consultation – July 2008 from www.dcf.gov.uk

‘Children’s Trusts – Statutory Guidance – 2008 from www.dcf.gov.uk