

CHILDREN'S SERVICES COMMITTEE AGENDA



Tuesday 14 July 2015

at 4.00 pm

**in the Council Chamber,
Civic Centre, Hartlepool**

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Fleet, Griffin, Hall, Lauderdale, Lawton, Loynes, Simmons.

Co-opted Members: Julie Cordiner and Michael Lee.

Six Young People's Representatives.

Observer: Councillor Richardson, Chair of Adult Services Committee.

1. APOLOGIES FOR ABSENCE

2. TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS

3. MINUTES

- 3.1 Minutes of the meeting held on date 16 June, 2015 (*previously circulated and published*).

4. BUDGET AND POLICY FRAMEWORK ITEMS

None.

5. KEY DECISIONS

None.



6. OTHER ITEMS REQUIRING DECISION

- 6.1 Review of Provision for Pupils with Behavioural Difficulties - *Director of Child and Adult Services*
- 6.2 Arrangements for the Nomination of Local Authority Governors to Serve on Maintained Schools and Federated Governing Bodies – September 2015 - *Director of Child and Adult Services*
- 6.3 School Term and Holiday Dates 2016/2017 - *Director of Child and Adult Services*

7. ITEMS FOR INFORMATION

None.

8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT

FOR INFORMATION

Date of next meeting – 4 August, 2015 at 4.00 pm in the Civic Centre, Hartlepool.

The diaried meeting scheduled for 18 August, 2015 at 4.00 pm is no longer required and therefore the Chair has agreed that the meeting be cancelled.



CHILDREN'S SERVICES COMMITTEE

MINUTES AND DECISION RECORD

16 JUNE 2015

The meeting commenced at 4.00 pm in the Civic Centre, Hartlepool

Present:

Councillor: Chris Simmons (In the Chair)

Councillors: Mary Fleet, Sheila Griffin, Ged Hall, John Lauderdale, and Trisha Lawton.

Co-opted member: Julie Cordiner.

Young people's representatives:

Ben Marshall, Josh Scott, Rebekah Kadhim, Lewis Gledhill, Hannah Wood, Lauren Howells and Shay Miah.

Officers: Sally Robinson, Director of Child and Adult Services
Mark Patton, Assistant Director, Education, Learning and Skills (0-19)
Mark Smith, Head of Integrated Youth Support Services
Danielle Swainston, Head of Service, North Locality
Jane Young, Head of Service, South Locality
Helen White, Participation Manager
Helen Hadfield, Participation Worker
David Cosgrove, Democratic Services Officer

1. Apologies for Absence

Councillor Loynes, Co-opted member Michael Lee and Committee Observer Councillor Richardson.

2. Declarations of Interest

Councillor Simmons, Hall and Griffin declared personal interests in Minute No. 9 "Commissioning of Activities Service and Mentoring Service for Children and Young People".

3. Minutes of the meeting held on 17 March, 2015

Confirmed.

4. Youth Justice Strategic Plan *(Director of Child and Adult Services)*

Type of decision

Budget and Policy Framework.

Purpose of report

The purpose of the report was to present the Committee with the Youth Justice Strategic Plan for 2015-2016 and to seek final comments from the Committee prior to the Plan being submitted to the Finance and Policy Committee and Full Council.

Issue(s) for consideration

The Head of Integrated Youth Support Services gave a presentation to the committee outlining the performance against the Hartlepool Youth Justice Plan targets for 2014/15 and outlining the priorities for the plan for 2015/16.

The Head of Integrated Youth Support Services highlighted that the number of first time entrants into the Youth Justice System reduced from 52 in 2013 -2014 to 38 in 2014 - 2015 which represented significant progress. The way the re-offending performance indicator was measured had been changed nationally which had made direct comparisons with historical performance difficult. The number of remand episodes had decreased from 10 in 2013-2014 to 5 in 2014-2015. The number of custodial sentences had increased from 1 in 2013-2014 to 4 in 2014-2015. The number of breaches of bail conditions and community based orders had decreased from 70 in 2013-2014 to 45 in 2014-2015. Data suggested that the number of young people going on to re-offend was reducing quarter by quarter but that the rate of re-offending in terms of the number of offences per re-offender had increased.

Alongside the performance for 2014/15 and the priorities for 2015/16 the Head of Integrated Youth Support Services reported that funding from the national Youth Justice Board for 2015-2016 Good Practice Grant had reduced by 7.6%, Restorative Development by over 81% and Unpaid Work Order Grant funding by 6%. Alongside this funding from partner organisations had now ceased and the Police and Crime Commissioners contribution had reduced by 22.5%. As a consequence the overall budget for the Youth Offending Service would be 5.7% less than 2014-2015 which would be managed in year through the use of reserves whilst options to bring service delivery in line with the reduced overall budget were considered in preparation for 2016-2017.

The draft plan was submitted for final comments by the Committee before being referred to the Finance and Policy Committee and then Council for adoption.

The following questions / comments were raised by Members and young people's representatives: -

- Restorative Justice - 63% of contactable victims in 2014-2015 chose to engage in a restorative process in comparison to 76% in 2013-2014; what steps had been put in place to engage with young people who were the victims of crime. The Head of Integrated Youth Support Services indicated that the restorative justice element of the service was provided by a partner agency. This was to ensure that the rights of victims were independently promoted though it was clear that improvements did need to be made and this was being addressed.
- The Chair requested that an update report be brought to the Committee around Christmas time to update Members on restorative justice. The Chair also commented on the appointment of a young person on the local Youth Offending Service Strategic Management Board and the potential for a meeting of the Board to be held at a young person's custodial centre.
- The effects of the reducing budget on the service were questioned. The Head of Integrated Youth Support Services indicated that there had been a minor restructuring of staff, though no posts had been lost, which had freed some additional monies. The service had also over the past few years built a reserve in anticipation of the budget cuts and this would be utilised to maintain the service at the current level in 2015/16.
- The Chair commented that the levels of reoffending were now back at 2011/12 levels; was this reflective of the system not working with those young offenders. The Head of Integrated Youth Support Services stated that the numbers of young people coming through the system had reduced significantly. There was, however, a higher level of reoffending within the small group of offenders in the system. The service was having a significant impact on diverting young people away from crime but it was finding that those who are entering the system are contending with multiple difficulties, often as result of their domestic arrangements and broader lifestyle choices.
- It was questioned whether there should be a trigger point in reoffending when a greater level of intervention was introduced and a what point did these young offenders end up in a custodial institution. The Head of Integrated Youth Support Services referred to the action plan and statistics on reoffending and indicated that an offender having some 26 reoffending offences would not have had 26 separate crime incidents; crimes were often grouped and one incident could involve 6 or more individual crimes. Offenders could be given community supervision orders initially when they appeared at the Magistrates Court through which they would receive supervision, work to address any substance misuse issues, monitoring by neighbourhood policing including increased stop and search and in some cases 25 hours a week of supervision which was aimed at diverting them from criminal activity. These community orders were successful in the majority of cases, though there was some where a custodial sentences was the only

option left to the Magistrates Court and in the last year this had increased to four individuals from only one in the previous year.

- The proportion of offences that related to hate crime were questioned and what specific actions were done on hate crime issues. The Head of Integrated Youth Support Services indicated that he did not have those statistics to hand and at the request of the Chair undertook to provide those statistics to the Youth Council.
- The wider effects of youth crime and the operation of the Youth offending service on young people in the town was questioned. The Head of Integrated Youth Support Services commented that the image of elderly residents being terrorised by young people was incorrect; more often than not, the victims of youth crime were other young people and often crime was related to the night-time economy. Offenders were encouraged to become involved in restorative activities to help them understand the impact their offending had had.
- The embedding of the Think Family approach within the Youth Justice Service was questioned. The Head of Integrated Youth Support Services indicated that the Think Family approach was being embedded in all services across the department. The service did work with families as often a young offender's family background may be a significant issue. For example young people whose parents had been or were still involved in offending could be an issue. Looking to younger siblings to ensure they were also not drawn into offending was also a key activity. The whole family situation was one that may need to be tackled to ensure improved outcomes. Issues such as the suitability of the housing and children attending school were among a wide range of factors that were addressed through a more holistic approach and while this could bring forward some big issues, making positive inroads to the whole family's situation was the way forward. The Director of Child and Adult Services commented that the model of interventions was developing and evolving as the approach became embedded through the department.
- It was noted that many of these offenders lived in the most deprived areas of the town and it was questioned whether moving them out of these situations was considered as one way of improving the whole family's situation. The Head of Integrated Youth Support Services commented that in some circumstances accommodation could be looked at but the aim was to get the whole family on-board with the programme.

At the conclusion of the debate, the Chair thanked all present for their contribution to an interesting debate on the Youth Justice Strategic Plan for 2015-2016.

Decision

1. That the progress made against the local Youth Justice Plan (2014-2015) be noted the 2015-2016 plan be endorsed for submission to the Finance and Policy and Committee and Full Council.
2. That an update report be brought to the Committee in six months

time to update Members on restorative justice.

5. Annual Review of the Children Looked After Strategy 2014/17 *(Director of Child and Adult Services)*

Type of decision

Non-key Decision.

Purpose of report

The purpose of the report was to update Children Services Committee on the progress of the implementation of the Children Looked After Strategy 2014/17.

Issue(s) for consideration

The Head of Service, South Locality reported that the strategy for 2014 – 2017 built upon the delivery and achievements of the 2010 – 2013 Strategy. The strategy provided a framework for the continuous development and improvement of services for children looked after provision. The authority's performance in relation to outcomes for children looked after is good and the strategy aimed to embed and improve on this performance.

The Head of Service, South Locality indicated that the strategy was set out under the seven themes; Children in Need and Family Support, Corporate Parenting, Sufficiency, Care Planning for Children and Young People in Care, A First Class Education, Promoting Health and Wellbeing and Care Leavers. The Head of Service, South Locality outlined the priorities under each of the themes for 2015/16.

In terms of increasing the number of adopters it was questioned if this included same sex couples and was the process of approval being sped up. The Head of Service, South Locality stated that the authority had approved same sex couples as both adopters and foster carers; the question was only about whether they would make good parents, nothing else. In the last three years timescales for approving adopters had shortened though Hartlepool had always been a relatively good performer on approval timescales in any event. The authority did meet the current national guidelines and it was acknowledged that these processes shouldn't be too long but these were important decisions so they did need to be right which inevitably meant some time had to be taken.

The issue of foster children staying with foster carers after the age of 18 was discussed. The Head of Service, South Locality stated that the authority did encourage foster children to remain with their foster families after the age of 18, particularly if they were in full time education as was required under regulations. Foster parents also continued to receive payment if they did remain. For example, there had been one young

person who had gone onto university at Newcastle and a 'Hartlepool' home had been maintained for them with their foster carers.

It was commented that children gained better results when they had stability in their placement and it was questioned as to how the authority raised expectations and aspirations for young people in the care system. The Head of Service, South Locality stated that Hartlepool had very good placement stability with an exceptionally low disruption rate when compared with other areas. A lot of work was undertaken with those in the care system on their education and raising their own expectations. Some work had also been undertaken with children in the care system in helping raise awareness of their situation with teachers and understanding that the barriers they faced were not always of their own making.

One of the Young People's representatives indicated that the Sutton Trust had a scheme in conjunction with the Russell Group of Universities that aimed to lift the aspirations of young people that could be helpful in assisting young people in the care system.

The Chair welcomed the report and indicated that Hartlepool had considered looked after children as a priority for a number of years.

Decision

That the First Annual Review of the Children Looked After Strategy 2014 – 2017 be noted and the priorities for 2015/16 contained within the report be approved.

6. Childcare Sufficiency Assessment 2014-2015 (*Director of Child and Adult Services*)

Type of decision

Non-key Decision.

Purpose of report

Section 11 of the Childcare Act 2006 placed a duty on local authorities to publish a childcare sufficiency assessment on a three yearly cycle. The Childcare Act 2006 also set out a requirement for local authorities to publish an update of the childcare sufficiency assessment annually.

Issue(s) for consideration

The Head of Service, North Locality reported that the Children and Families Act 2014 recently repealed Section 11 of the Childcare Act which meant that there was no longer a requirement on the local authority to publish a Childcare Sufficiency Assessment. However, it was felt that it would be useful to present to members an updated assessment for members to then decide if they wish information to be presented to them in

the future.

Hartlepool's Childcare Sufficiency Assessment provided an overall picture of the supply and need of childcare in the town which informed the council of any gaps in provision. It was key to note that there was, however, no definition of 'sufficiency'.

Overall, the total number of registered/approved childcare places in the town had reduced by 167. Staff within the First Contact and Support Hub noted that this was not presently causing any significant issues, though there was a growing number of parents that used the online directory rather than contacting FCSH direct.

In relation to performance, it was indicated that 76% of all eligible two year olds which made Hartlepool one of the top performing areas in the North East. Government had recently announced their aim to provide all three and four year olds with 30 hours free childcare against the current provision of 15 hours. This was a significant rise and while it was anticipated that most private providers would be able to meet this target, it could be a major issue for many schools. There would be a further report to Members once more details on the government announcement were known.

In relation to the continuation of the preparation of the annual sufficiency report, the Chair suggested that unless it placed an additional burden on officers, it should be continued as a valuable monitoring report.

Decision

1. That the publication of the childcare sufficiency update 2014 -2015 be approved.
2. That childcare sufficiency reports continue to be presented to Members annually.

7. Hartlepool Engineering Masterclasses (*Director of Child and Adult Services*)

Type of decision

Non-key Decision.

Purpose of report

To provide elected members with information about the inaugural series of Engineering Masterclasses being hosted in Hartlepool in June 2015.

Issue(s) for consideration

The Assistant Director, Education, Learning and Skills (0-19) reported that the Royal Institution (Ri) had been organising Masterclasses in the areas

of applied engineering and mathematics for some years. These happen all over the country, the nearest to Hartlepool being Newcastle. The purpose of Ri Masterclasses was to enthuse high-performing Year 9 students (13-14 year-olds) by providing opportunities for them to engage in hands-on problem-solving activities led by trained, enthusiastic professionals from the relevant fields. The activities were carefully chosen to stimulate and engage young people, and to provide an insight into the kinds of job opportunities available in STEM (science, technology, engineering and mathematics), and thus to improve recruitment in STEM related subject areas at GCSE, post-16 and post-18. Masterclasses are held on Saturday mornings so as not to disrupt students' school routines.

All Hartlepool secondary schools have been contacted to nominate suitable Year 9 students for the programme. There were 30 places available and 27 of those places had been taken up. The first Hartlepool Engineering Masterclass was held on Saturday 6 June 2015 at the EDF Power Station in Hartlepool. The final Masterclass is a regional celebration event, hosted at Northumbria University on Saturday 11th July 2015, where Hartlepool students will share their experiences with other Year 9 students from across the north-east who had attended other Masterclass series.

One of the Young People's representatives commented that while these masterclasses were an excellent opportunity, young people were not always being advised appropriately about the subjects they needed to study in order to gain jobs in the engineering sector. The Chair commented that this supported some of the feedback Members had received on careers advice. The Assistant Director indicated that the presenters involved in the masterclasses did talk about their pathways into engineering and it was hoped to share this information with teachers and parents. It was indicated by Mrs Cordiner that Middlesbrough College had a free website tool that showed the qualifications and courses required to access particular careers and the number of jobs in those sectors in the Tees Valley.

Decision

That the report be noted and that an evaluation of the masterclass series be reported early in the next academic year.

8. Reconstitution of School Governing Bodies of Maintained Schools *(Director of Child and Adult Services)*

Type of decision

Non-key Decision.

Purpose of report

To seek the Committee's approval to the reconstitution of the Governing

Bodies and the Instruments of Government of Maintained Schools in accordance with the School Governance (Constitution) (England) Regulations 2012 as amended by the School Governance (Constitution and Federation) (England) (Amendment) Regulations 2014.

Issue(s) for consideration

The Assistant Director, Education, Learning and Skills (0-19) submitted revised constitutions for the following schools which had been received following approval by their respective Governing Bodies and, where appropriate, Diocese and Parish Councils. Copies of the respective Instruments of Government were submitted as appendices to the report.

- Barnard Grove Primary School
- Clavering Primary School
- Golden Flatts Primary School
- Grange Primary School
- Greatham CE Voluntary Controlled Primary School
- Holy Trinity CE Voluntary Aided Primary School
- Jesmond Gardens Primary School
- Kingsley Primary School
- Lynnfield Primary School
- Rift House Primary School
- Sacred Heart RC Primary School
- Springwell Primary School
- St Aidan's CE Voluntary Aided Memorial Primary School
- St Bega's RC Primary School
- St Cuthbert's RC Primary School
- St Helen's Primary School
- St John Vianney RC Primary School
- St Joseph's RC Primary School
- St Teresa's RC Primary School
- Ward Jackson CE Voluntary Aided Primary School

Decision

That the reconstitution of the Governing Bodies of the above Primary Schools under the School Governance (Constitution and Federation) (England) (Amendment) Regulations and the revised Instruments of Government as reported be approved.

9. Commissioning of Activities Service and Mentoring Service for Children and Young People *(Director of Child and Adult Services)*

Type of decision

For information only.

Purpose of report

To update members on the commissioning process for children and young people services.

Issue(s) for consideration

The Head of Service, North Locality reported that in September 2014 members approved a procurement exercise through tender submissions for the Activities Service for Children and Young People aged 5-19 years old and the Mentoring Service for Children and Young People. The tender process commenced in December 2014 and was led by the Council's Corporate Procurement Team. Officers from Children's Services were part of the evaluation team alongside Children's Commissioning team. The successful providers were:

Activities Service - West View Project with a consortium of local providers;
Mentoring Service – Changing Future North East.

The total cost for the provision of the activities service was £750,000 which was for two years (from 1st April 2015 to 31st March 2017). The total cost for the provision of the mentoring service was £124,000 which was for 2 years (from 1st April 2015 to 31st March 2017).

Decision

That the report be noted.

10. Grant Givers Annual Report (*Director of Child and Adult Services*)

Type of decision

For information only.

Purpose of report

To give an overview of the scope and reach of the Youth Opportunity Fund grants given to children and young people's groups in Hartlepool in 2014/15.

Issue(s) for consideration

The overarching purpose of the Youth Opportunity Fund, when it began as a national Government initiative in 2006, was to involve young people, especially those who are hard to reach, in identifying positive activities and things to do, and to support their role as decision makers, grant givers and project leaders.

The Youth Opportunity Fund was still going strong in Hartlepool. Funding was now provided solely by the Local Authority but the project remained

true to its original ethos and values to support those under-represented groups and individuals. The fund had supported hundreds of community organisations since its inception and thousands of children and young people had benefited in activities and materials and resources over the last nine years, some of which are still in existence today; such as The Wharton Annex re-build.

The fund itself has reduced substantially and in 2014/15 the grant allocation was £19,577. Grants totalling just over £19,000 were distributed with the remaining amount supporting the grant giving programme itself; i.e. marketing, training and accreditation of young people, room hire, transport for young people, subsistence and incentives. The application process now took into account the reduction, and the amount groups and individuals could apply for had been reduced accordingly; up to £500 in any one application.

The young people's representatives gave a presentation to the committee outlining the process undertaken this year and setting out details of the grants awarded. The Chair welcomed the report and commented that as an observer at the 'Dragon's Den' element of the process, he had been very impressed by the rigour and detailed consideration put into the awarding process by all involved. The Chair assured Members that this was Council funding that was very well spent and he congratulated all the young people involved.

The young people were questioned on how many, if any, applications to the fund did not receive funding and why some had been preferred for greater funding over others. The young people commented that there were only a few applications that had not been supported and greater amounts were awarded to those schemes that had the widest community impact. The application from Red Dreams, for example, involved them visiting 29 local schools with 140 primary and 16 special needs school children already being involved with an aim to eventually involve over 300 children.

Decision

That the report be noted and that the young people involved in the process be congratulated on their approach and dedication to the Youth Opportunity Fund and that the Committee supports the continuation of this grant to meet the needs of those small community organisations and individuals seeking to make a difference for children and young people in the communities in which they live.

11. Any Other Items which the Chairman Considers are Urgent

The Chairman ruled that the following item of business should be considered by the Committee as a matter of urgency in accordance with the provisions of Section 100(B) (4)(b) of the Local Government Act 1972

in order that the matter could be dealt with without delay.

Petition – Primary School Places in Hartlepool

The Assistant Director, Education, Learning and Skills (0-19) reported that a petition had been received signed by 367 people seeking a review of the policy on the allocation of primary school places. This was following some difficulties experienced with a small number of schools that had been oversubscribed for primary admissions in September 2015. The petition stated:-

“Petition for local schools for local children in Hartlepool

Many children have been turned down for school places within their local neighbourhood and have been sent out of their catchment area, we the undersigned request that the school admissions policy is reviewed and amended to give children in the catchment area more of an equally opportunity to attend the school where they have attended the Nursery and gained confidence, trust, made new friends and most of all settled into the school setting.”

The Chair commented that the admissions policy was reviewed on an annual basis, though it had a very long lead in period. The policy for admissions in September 2016 had already been reviewed and adopted by the authority and schools. The Chair suggested that the terms of the petition be shared with schools so that they may take account of it for their future admission considerations. Officers in discussion with schools had been able to resolve some of the pressure this year, though there were likely to be a few disappointed parents. Parents also needed to be reminded, as they were when they took up nursery places at school nurseries, that a place in a school nursery did not guarantee a school place.

Decision

That the report be noted.

The meeting concluded at 5.50 pm.

P J DEVLIN

CHIEF SOLICITOR

PUBLICATION DATE: 24 JUNE 2015

CHILDREN'S SERVICES COMMITTEE

14th July 2015



Report of: Director of Child and Adult Services

Subject: REVIEW OF PROVISION FOR PUPILS WITH
BEHAVIOURAL DIFFICULTIES

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non-key.

2. PURPOSE OF REPORT

2.1 The purpose of this report is to:

- summarise the outcome of the review of provision for pupils with behavioural difficulties and the identified model for Hartlepool;
- identify the actions needed to implement the model;
- seek the approval of the committee to begin to implement the model from September 2015.

3. BACKGROUND

- 3.1 Supporting and championing the needs of vulnerable children and young people underpins the ambitions of the Hartlepool Education Strategy. Ensuring that all children and young people have access to high quality provision includes providing for pupils who are engaged in alternative timetabled educational activities away from their host school, for example, through attending the Pupil Referral Unit or participating in commissioned courses or activities.
- 3.2 Young people who access education through alternative provision include children and young people with a range of additional needs, such as behavioural, emotional and mental health issues. To meet each young person's individual needs, a high quality and responsive range of provision that offers the full spectrum of support needs to be in place in Hartlepool.
- 3.3 Consultation with headteachers from all sectors and with members of the Hartlepool Behaviour and Attendance Partnership has established that:

- there is an increasing number of Key Stage 1 and Key Stage 2 pupils in Hartlepool exhibiting more complex behavioural needs and that there are gaps in the current provision for these children;
- the current overall provision for Key Stage 3 and Key Stage 4 pupils and, in particular, the Pupil Referral Unit, is seen to be in need of strengthening in order to meet the growing number and needs of the young people with behavioural difficulties;
- all secondary schools are further developing their own offsite provision.

3.4 The OFSTED report 'Alternative Provision' (July 2014) suggests that in the best alternative educational provision, children and young people, according to their needs, should be able to:

- attend schools and settings with skilled staff able to provide high quality teaching and a personalised curriculum, differentiated according to their needs, which enables them to progress with their learning;
- have access to specialist help, support and guidance from a skilled member of staff in their school or setting or from an external specialist where appropriate;
- benefit from integrated family support services and interventions where there are underlying difficulties related to home circumstances impacting on their learning.

3.5 To be effective, the future model in Hartlepool must promote effective learning environments that meet the full range of moderate to complex and challenging behavioural, social and emotional needs of young people, with a focus on preventative approaches and high quality interventions.

4. PROPOSALS

Following extensive research, consultation and visits to various provisions across the North East it has been identified that the model should include:

- early intervention and cross-disciplinary support as a critical part of the approach;
- dual registration/alternative provision and outreach support for children and young people without a statement of SEN. This will be separate 10-place KS2, 10-place KS3 and 20-place KS4 provisions linked through the PRU. This would increase the capacity that would be available from the current capacity of 24 places to a total of 40 places;
- access to a range of appropriate intensive specialist support including Child & Adolescent Mental Health Services (CAMHS), Speech & Language Therapy, Art and/or Play Therapy, Family Therapy and Parenting Programmes, Educational Psychology etc;

- specialist social, emotional and mental health (SEMH) provision for KS2 and separately at KS3 & 4 pupils with an Education, Health and Care Plan (EHC) which also offers outreach support to mainstream schools;
- an extensive multi-agency training (CPD) programme to underpin all of the above to ensure the availability of a range of professionals with the expertise to support pupils with significant behavioral difficulties.

This approach has been outlined in **Appendix 1** and is known as the Hartlepool Inclusive Continuum of Provision for Pupils with Behavioral Difficulties.

5. FINANCIAL CONSIDERATIONS

5.1 There are three aspects to consider –

- Places in the provisions outside mainstream schools will need to be funded partly by schools and partly from the High Needs block funding. This will require a change in the submission to the Education Funding Agency to reflect the 16 additional places which will be required. If the bid to the EFA is successful, the additional funding will be available from the financial year 2016/17.
- The separately located KS2, KS3 and KS4 PRU provisions will require the identification of appropriate facilities and may therefore have capital funding requirements. If required, these funding requirements will be brought to Committee in a future report.
- Implementing the strategy will require a temporary (one-year) appointment to co-ordinate the various aspects throughout the academic year 2015-16. This will be funded from existing resources.

6. RECOMMENDATIONS

6.1 It is recommended that members:

- agree to adopt the Hartlepool Inclusive Continuum of Provision for Pupils with Behavioral Difficulties with implementation beginning from September 2015;
- recognise the funding implications and agree to the additional temporary staffing capacity required for the academic year 2015-16.

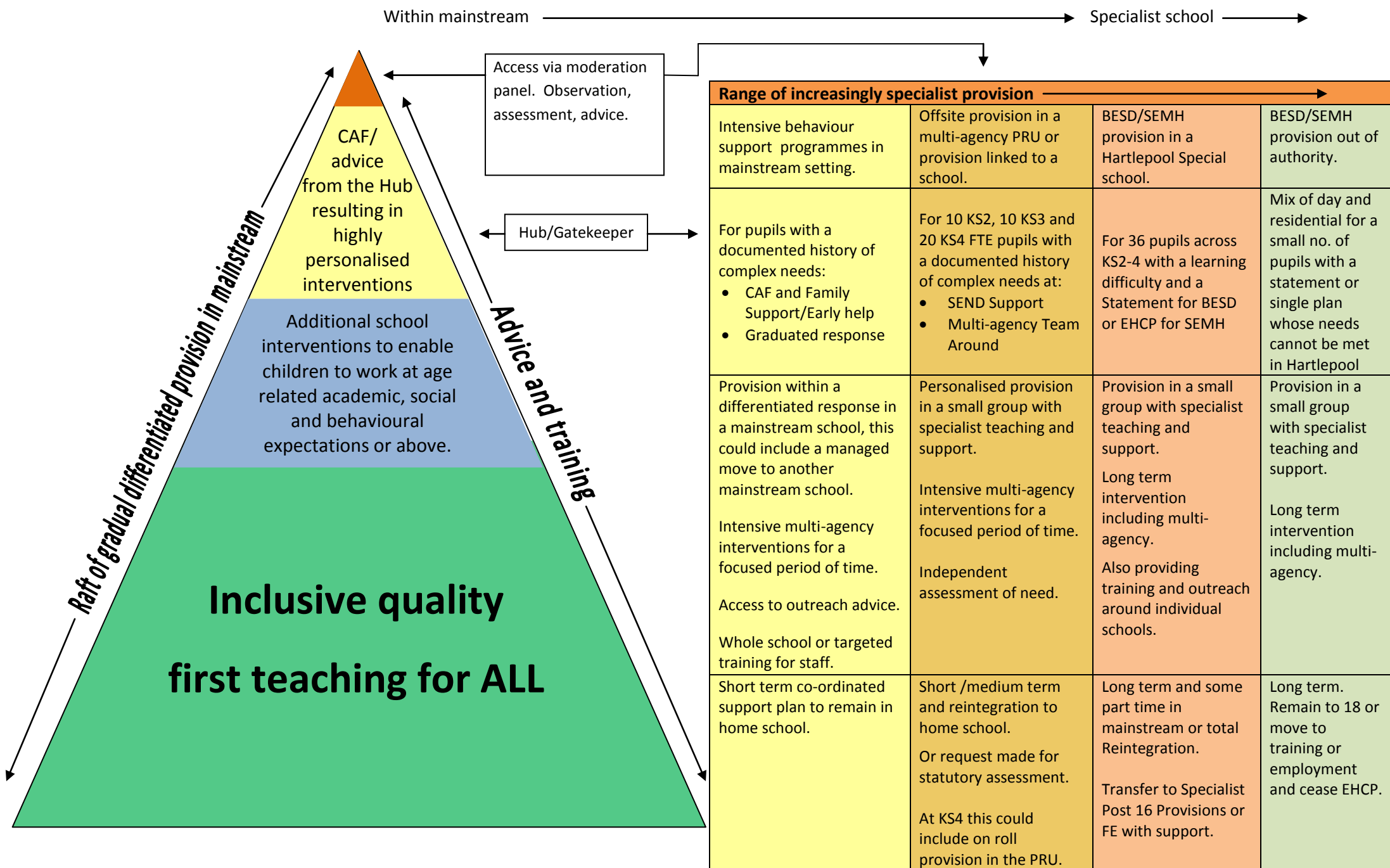
7. CONTACT OFFICER

Zoe Westley
Head of Social & Education Inclusion

Tel: 01429 284370

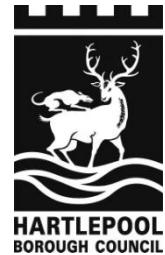
Email: zoe.westley@hartlepool.gov.uk

Hartlepool Inclusive Continuum of Provision for Pupils with Behavioural Difficulties in Schools



CHILDREN'S SERVICES COMMITTEE

14th July 2015



Report of: Director of Child and Adult Services

Subject: ARRANGEMENTS FOR THE NOMINATION OF
LOCAL AUTHORITY GOVERNORS TO SERVE ON
MAINTAINED SCHOOLS AND FEDERATED
GOVERNING BODIES – SEPTEMBER 2015

1. TYPE OF DECISION

Non key

2. PURPOSE OF REPORT

To request Members' consideration on the process in which to nominate local authority governors for consideration by governing bodies of maintained schools and federations.

3. BACKGROUND

3.1 Reports have previously been presented to the Children's Services Committee in February and July 2014 alerting Members to the requirement for all governing bodies of maintained schools and federations to be reconstituted in line with the School Governance (Constitution) (England) Regulations 2012 by 1st September 2015 and this process is nearing completion. This was also mentioned in a report to Council as recently as 26 May 2015 with an indication that a report would be submitted to the Children's services Committee. The regulations introduced a number of changes to the make- up of governing bodies and the processes of appointing governors.

These include:

- (i) A requirement that governing bodies have the skills necessary to conduct their business effectively. Governing bodies are required to undertake regular skills audits in order to identify strengths and weaknesses and to use these as a means of identifying training requirements. New governor appointments should reflect the skills

requirements of the governing body and new governors should demonstrate a commitment to undertake training in order to develop their skills.

- (ii) A change in the minimum number of governors on governing bodies and restriction on the number of governors in some categories, including a reduction in the number of local authority governors to one position.
 - (iii) Amendments to method of appointing local authority governors to the effect that they are now nominated by the local authority but appointed by the governing body on the basis that the nominee has the skills to contribute to the effective governance and success of the school and meets any other eligibility criteria they have set. At present there are fifty eight local authority governor positions twelve of which are occupied by elected members. The number of local authority governor positions will reduce to twenty nine from September 2015 and any remaining local authority governors are able to serve out their present terms of office, the majority of which will end in 2017, subject to any vacancies that might occur before this time.
- 3.2 Over the past year governing bodies, being mindful of the need to reduce the number of governors in certain positions, have tended not to fill vacancies that have arisen in order to avoid the situation of voting off any governors and, wherever possible, have taken steps to place any displaced governors under other categories of governors.

4. PROPOSALS

- 4.1 The present constitution of the Council refers to the 'appointment' of governors under the responsibility of the Children's Services Committee stating that the Committee can make appointments of local authority school governors. This will need to be amended to reflect the Regulations and the wording changed to reflect the Council's changed role in nominating people to be appointed by schools as LA governors. This was reported to a meeting of the full Council on 28th May 2015.
- 4.2 Following consultation with colleagues in other authorities regarding examples of criteria being applied in the relation to the nomination of governors, it is understood that governing bodies are concentrating on the skills needed, as opposed to setting out the criteria for appointments. Colleagues have also been looking at ways of possibly streamlining the appointment process for Members, saving their valuable time in meetings and securing appointments as soon as possible. Possible options which the Committee might wish to consider are:
- (i) That the responsibility of nominating governors remains with the Children's Services Committee.

- (ii) That the responsibility of nominating governors is delegated to the Director of Child and Adult Services in consultation with the Chair of the Children's Services Committee.

- 4.3 The Council agreed that applications for school governors continue to be reported to the Children's Services Committee in order to consider the suitability of applications. The Council also requested that the Committee be informed of any future government policy on schools under local education control.
- 4.4 The application process would still require applicants to complete an application form and it is proposed that this be modified to require the provision of information (possibly in the form of a skills audit) to demonstrate that the applicant has the specific skills needed by individual schools. Copies of a draft application form and skills audit are attached see **Appendices A and B**.

5. RECOMMENDATIONS

- 5.1 The Committee considers the most appropriate option in order to fulfil its statutory duty to nominate local authority governors.
- 5.2 A report be presented to the Committee should any future government policy on schools under local education authority control is published

6. REASONS FOR RECOMMENDATIONS

To ensure that the nomination of a local authority governors contributes to the effectiveness of governing bodies.

7. ACTIONS REQUIRED

The Committee is required to confirm future arrangements in respect of the nomination of local authority governors.

8. LOCAL AUTHORITY CONTACT OFFICER

Ann Turner
Governors Services Manager
Child and Adult Services
Telephone 523766
Email: ann.turner@hartlepool.gov.uk



Before completing this form please read carefully the enclosed leaflet 'Being a School Governor in Hartlepool' and the Governors Code of Conduct.

Applicants will also be required to complete the attached skills audit to help ensure that their skills meet the needs requirements of the school and to ensure and they are able to contribute to the effective governance of the school to which they are applying to become a governor

Applications will be considered by the Council's Children's Services Committee and their recommendations will be forwarded to the governing body of the relevant school for a final decision.

SURNAME:

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TITLE:

DATE OF BIRTH:

HOME ADDRESS:

POSTCODE:

POSTCODE:**TELEPHONE NUMBER:**

--

MOBILE NUMBER:

--

E-MAIL:

--

OCCUPATION:

--

EMPLOYER:

--

DAYTIME TEL. NUMBER:

--

SECTION 3: INTEREST (please tick appropriate boxes)

Are you interested in....?

Primary

☐

Secondary

☐

Academy

☐A school with specific special educational
needs facilities☐

Are you interested in any particular location/school? Yes

☐

No

☐If yes, please state the name of the
school and complete Section 4.**SECTION 4: SCHOOL LINKS**

If you have expressed an interest in a particular school have you as a parent/member of the public/elected member ever had any involvement with the school other than as serving as a governor?

Yes

☐

No

☐

If yes, then please state in what capacity

SECTION 5: CURRENT/PREVIOUS SERVICE AS A SCHOOL GOVERNORAre you currently serving on or have you in the past
served on a governing body? Yes☐

No

☐

If yes, please provide details below:

Governing Body	From/To	Positions

SECTION 6: FURTHER INFORMATION

Please provide below any additional information that will help to support your application. For instance, please explain why you are interested in becoming a school governor and give details of any particular skills, experience and/or links to, or involvement with, the local community. This information will be used alongside your completed skills audit and any particular needs identified by individual schools to help ensure that appointments achieve a suitable match and help strengthen governance of the school.

SECTION 7: ELIGIBILITY

Please read carefully the following statements and sign the declaration at Section 8 to confirm that you are not disqualified from becoming a school governor for any of the reasons set out below.

Circumstances in which a person is not eligible to be a governor are outlined below.

The Education School Government (Constitution) (England) Regulations 2012 and the School Governance (Federations) (England) Regulations as amended by the School Governance (Constitution and Federations) (England) (Amendment) Regulations 2014 set out in full the circumstances in which a person shall be disqualified from appointment, election or holding office as a governor.

DISQUALIFICATIONS

When someone is appointed as a Governor they will be required to sign a declaration as follows; The School Governance (Constitution) (England) Regulations 2007 sets out details by which someone is disqualified from holding or continuing to hold office as a Governor as set out below:

A) I declare that I am not disqualified from serving as a school governor and that

- ***I am** not a registered pupil at the school.
- ***I am** aged 18 or over at the date of this election or appointment;

**These do not apply to Associate Members.*

- **I do not** already hold a governorship of the same school;

** This means you cannot serve as a governor in more than one category at any given time.*

- **I am not**

- (i) the subject of a bankruptcy restrictions order or an interim order . An interim Bankruptcy Restrictions Order, a Debt Relief Restrictions Order or an Interim Debt Relief Restrictions Order.
- (ii) My estate has not been sequestrated (temporarily repossessed) and the sequestration has not been discharged, annulled or reduced

Or

- **I am not under a**

- (i) disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986
- (ii) disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989,
- (iii) disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002, or
- (iv) an order made under section 429 (b) of the Insolvency Act 1986 (failure to pay under county court administration order).

6.2 Appendix A

- **I have not** been removed from the office of a charity trustee or trustee for a charity by an order made by the Charity Commissioners or the High Court on the grounds of any misconduct or mismanagement in the administration of the Charity for which he was responsible or to which I was responsible or to which I was privy or to which I contributed or which I facilitated by my conduct;
- **I have not been** removed under Section 34 of the Trustees (Investment)(Scotland) Act 2005(a) (powers of court of session) from being concerned in the management or control of any body;
- **I am not** included on a list of teachers and workers considered by the Secretary of State as unsuitable to work with children or young persons whose employment is prohibited or restricted;
- **I am not** disqualified from working with children under Sections 28, 29 and 29A of the Criminal Justice and Court Services Act 2000 which subject to a right to a review, bans individuals from working with children for life.
- **I am not** subject to a direction of the Secretary of State under Section 142 of EA 2002 (or any other disqualification prohibition or restriction which takes effect as if contained in such a direction);
- **I am not** disqualified from registration under Part 10A of the Children's Act 1989(d) for childminding or providing day care;
- **I am not** disqualified for registration under Part 3 of the Child Care Act 2006(e);
- **I am not** disqualified from being an independent school proprietor, teacher or employee by the Secretary of State;
- **I have not**, in the five years prior to becoming a governor, received a sentence of imprisonment, suspended or otherwise, for a period of not less than three months without the option of a fine;
- **I have not**, in the twenty years prior to becoming a governor, been convicted as aforesaid of any offence and has had passed on me a sentence of imprisonment for a period of not less than two years;
- **I have not**, at any time, had passed on me a sentence of imprisonment for a period of not less than five years;
- **I have not** been fined, in the five years prior to becoming a governor, for causing a nuisance or disturbance on education premises; under Section 547 of the EA Act 1996(A) or under Section 85(A) of the FE Act 1992/(b) of an offence and has been sentenced to a fine;
- **I note** that I will be removed from the Governing Body if I fail to attend governing body meetings for a period of 6 months without the consent of the governing body beginning with the date of the first meeting missed (not applicable to ex-officio governors) and will not be qualified for election, nomination or appointment as a governor of any category at the school during the twelve months immediately following disqualification.

A) **I am not** disqualified from serving as a Governor for any of the reasons stated above.

B) **I agree to** have an enhanced Disclosure Barring Check where necessary (undertaken by the Local Authority).

Checks will be administered by the Local Authority and all information will be treated in strictest confidence.

TERM OF OFFICE

The term of office is up to a period of four years.

SECTION 8: DECLARATION

- (i) I confirm that I am eligible to be a school governor and am not disqualified from serving as a school governor and am happy for a copy of my form being forwarded to the Headteacher of a school to which I am appointed.
- (ii) I agree to a Disclosure Barring Service check if required.

Signed:.....

Date:

THANK YOU FOR THE INFORMATION YOU HAVE PROVIDED ON THIS FORM. ONCE THE FORM IS COMPLETED PLEASE RETURN IT TO:

**Ann Turner
Governor Support Manager
Child and Adult Services Department
Centre for Excellence in Teaching and Learning (CETL)
Brierton Lane
Hartlepool
TS25 4BY**

Child and Adult Services Department

APPENDIX B—DRAFT

LOCAL AUTHORITY GOVERNOR SKILLS AUDIT

Name.....

Governing Body To Which You Are Applying (If Known).

.....

Please provide as much information as you can. No applicant is expected to have all of the skills included on the list but the details provided will help in matching prospective governors to the requirements of the

governing bodies. It will also help to identify future training needs.

Area of Expertise	Level of Experience: None/basic/moderate/ extensive	Evidence: provide information to support your assessment including any training undertaken
Generic Skills, knowledge and experience		
Experience of governance (including in other sectors)		
Strategic Planning		
Data analysis		
Experience of staff recruitment		
Performance management		
i) Staff		
ii) Organisation		
Knowledge of Community		
Chairing meetings		
Leadership		
Coaching/mentoring or CPD		
Negotiation skills		
Communication skills including listening		
Problem solving &/or creativity		
Negotiation		
Communication skills, including listening		
Problem solving, grievances or appeals		

Child and Adult Services Department

APPENDIX B—DRAFT

LOCAL AUTHORITY GOVERNOR SKILLS AUDIT

Areas of Experience	Level of Experience: None/basic/moderate/extensive	Evidence: Provide information to support your assessment including any training undertaken
Generic Skills, knowledge and experience		
Handling complaints, grievances or appeals		
Risk assessment		
Knowledge of the school		
Specialist knowledge or experience		
Essential for GB as a whole:		
Financial management/accountancy		
The following are useful or in some case desirable, but no necessarily essential for a GB to contain. These are useful in order to be able to change, monitor and scrutinise effectively. They are <u>not</u> required in order to carry out operational tasks or to take the place of external expertise.		
Premises & facilities management		
Human resources expertise		
Procurement/purchasing		
Legal		
ICT &/or management information system		
PR & marketing		
Work placements/career planning		
Teaching		
Special educational needs		
Children's & young people's services or activities (in any sector)		
Safeguarding		
Primary schools—Nursery sector		
Secondary—FE and HE		
Health & safety		
Quality assurance		
Other: please specify		

CHILDREN'S SERVICES COMMITTEE

14th July 2015



Report of: Director of Child and Adult Services

Subject: SCHOOL TERM AND HOLIDAY DATES 2016/2017

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non-key.

2. PURPOSE OF REPORT

- 2.1 To seek agreement of the Children's Services Committee to the pattern of school term and holiday dates for the school year 2016/17.
- 2.2 To seek agreement of the Children's Services Committee in recommending these dates to governing bodies of Aided and Foundation schools and Academies in Hartlepool.

3. BACKGROUND

- 3.1 As the Local Authority (LA), the Council has previously had the responsibility for setting the school term and holiday dates for Community and Controlled schools in Hartlepool. Voluntary Aided and Foundation schools' governing bodies and Academies are responsible for setting their own school holiday pattern within the agreed national framework of working days. Under Section 16 of the Deregulations Act 2015 the responsibility for setting school term dates will be removed from the LA and their responsibility will be transferred to the governing bodies of Community and Controlled schools for setting their own school holiday pattern. Traditionally the LA and the governing bodies of all the Voluntary Aided and Foundation schools work together to ensure a consistent pattern across the town in respect of school term and holiday dates, though in the case of Roman Catholic schools in particular, some variation does occur in some years.
- 3.2 The pattern proposed for 2016/2017 provides for an "envelope" of 195 days of which five days are designated by the school as Professional Development (PD) days. Five PD days are provided for in the Conditions of

Service and can be taken in combinations of part-day “twilight” sessions at the direction of individual schools.

- 3.3 Local Authorities for a number of years have tried to agree a unified calendar of term dates across the northern region from Yorkshire to Northumberland with some success. There is the general feeling amongst regional colleagues that following the enactment of the Deregulations Act 2015 schools will want the Local Authority to continue the present consultation arrangements in respect of regional dates.
- 3.4 In 2012/ 2013 the regional group met and agreed draft guiding principles for consideration to establish as far as possible school term dates for each year, and to take account of changing times and the decision of the Local Government Association (LGA) to no longer recommend school term dates.
- 3.5 North East representatives have in the main consulted on the school year pattern for 2016-2017 based on the guiding principles within their own authorities.
- 3.6 Following consultation between North East representatives, arrangements were made to consult all headteachers in Hartlepool and also the relevant professional associations on the school year pattern for 2016/2017.
- 3.7 In respect of the local consultation, responses were received from the majority of Hartlepool central cluster of schools who have expressed a desire to work until 21st December 2016 and return to school on 4th January 2017.

4. PROPOSALS

- 4.1 It is proposed that Hartlepool Borough Council continues to follow the current practice of publishing an annual calendar of recommended term dates for schools that is harmonious with neighbouring local authorities.

5. RECOMMENDATIONS

- 5.1 To approve the schedule of term dates and holiday dates for 2016/2017 for Community and Controlled Schools as shown in **Appendix 1**.
- 5.2 To recommend the schedule of term and holiday dates for 2016/2017 to governing bodies of all Voluntary Aided, Foundation Schools and Academies in Hartlepool as shown in **Appendix 1**.
- 5.3 To continue consultations with regional representatives following the removal from the LA of the responsibility of setting school holiday dates.

6. REASONS FOR RECOMMENDATIONS

- 6.1 The proposals seek to achieve common term dates across Yorkshire and the North East based on guiding principles enabling continuity for parents, carers, other schools, local authority staff and other agencies.

7. CONTACT OFFICER

Ann Turner
Governor Services Manager

Telephone 523766
Email ann.turner@hartlepool.gov.uk

HARTLEPOOL CALENDAR 2016/2017

2016	August	September	October	November	December
Monday	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26
Tuesday	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27
Wednesday	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28
Thursday	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29
Friday	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30
Saturday	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26	3 10 17 24 31
Sunday	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25

2017	January	February	March	April	May	June
Monday	2 9 16 23 30	6 13 20 27	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26
Tuesday	3 10 17 24 31	7 14 21 28	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27
Wednesday	4 11 18 25	1 8 15 22	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28
Thursday	5 12 19 26	2 9 16 23	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29
Friday	6 13 20 27	3 10 17 24	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30
Saturday	7 14 21 29	4 11 18 25	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24
Sunday	1 8 15 22 29	5 12 19 26	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25

2017	July
Monday	3 10 17 24 31
Tuesday	4 11 18 25
Wednesday	5 12 19 26
Thursday	6 13 20 27
Friday	7 14 21 28
Saturday	1 8 15 22 29
Sunday	2 9 16 23 30

195 DAY ENVELOPE

Bank Holiday
 Holiday

The number of term days shown is 195. Up to five of these days will be used as professional development days for teaching staff; pupils will not attend these days. Each school determines when these will take place and will inform parents.

CHILD AND ADULT SERVICES DEPARTMENT

