



Cabinet Member (Education)

Time and Date

12.00 pm on Wednesday, 14th November, 2012

Place

Committee Room 6 - Council House

Public Business

1. **Apologies**
2. **Declarations of Interest**
3. **Minutes**
 - (a) To agree the minutes of the meeting held on 5th September 2012 (Pages 3 - 6)
 - (b) Matters arising
4. **Review of the New Coventry Strategy for Improving Attendance** (Pages 7 - 50)
Report of the Director of Children, Learning and Young People
5. **Pupil Behaviour in Coventry Schools and Educational Settings in 2011/12**
(Pages 51 - 60)
Report of the Director of Children, Learning and Young People
6. **Progress Update on the Implementation of the Local Strategy for Raising the Participation Age** (Pages 61 - 68)
Report of the Director of Children, Learning and Young People
7. **Appointments to the Coventry Standing Advisory Council for Religious Education** (Pages 69 - 72)
Report of the Director of Children, Learning and Young People
8. **Appointment of Local Authority Governors** (Pages 73 - 74)
Report of the Director of Children, Learning and Young People
9. **Outstanding Issues**
There are no outstanding issues for consideration.

10. **Any Other Items of Public Business**

Any other items of public business which the Cabinet Member decides to take as matters of urgency because of the special circumstances involved.

Private Business

Nil

Bev Messinger, Director of Customer and Workforce Services, Council House Coventry

Tuesday, 6 November 2012

Note: The person to contact about the agenda and documents for this meeting is Michelle Salmon, Governance Services Officer - Tel: 024 7683 3065 E-mail: michelle.salmon@coventry.gov.uk

Membership: Councillors D Kershaw (Cabinet Member)

Please note: a hearing loop is available in the committee rooms

If you require a British Sign Language interpreter for this meeting
OR if you would like this information in another format or
language please contact us.

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CABINET MEMBER (EDUCATION)

5th September 2012

Cabinet Member

Present: Councillor Kershaw

Employees Present: S. Brake (Community Services Directorate)
J. Newman (Finance & Legal Services Directorate)
M. Salmon (Customer & Workforce Services Directorate)
D. Wallis (Children, Learning & Young People's Directorate)

In Attendance: M. Cecile (Work Experience)

Apologies: Councillor Williams

Public Business

16. Declarations of Interest

There were no declarations of interest.

17. Minutes

(a) The minutes of the meetings held on 18th July and 9th August 2012 were signed as a true record.

(b) Matters Arising

Further to minute 9/12 headed 'Library Service Strategy and Facilities Strategy, the Cabinet Member received an update on the progress of the improvements to facilities at the Jubilee Crescent Library, Radford. He was informed that improvements had been agreed for updating the staff facilities, including redecoration works, and new staff toilet facilities were now in place. A further property services meeting had been arranged for 6th September 2012.

The Cabinet Member requested that Radford Ward Councillors be kept informed of progress on this matter and that a copy of the report be circulated to them for their information.

18. Adult Education Service Strategy

The Cabinet Member considered a report of the Director of Community Services that informed him that the Adult Education Service (AES) delivered accredited and non-accredited learning opportunities to adults in a wide range of venues across Coventry, with a particular focus on working in priority neighbourhoods and supporting learners who had not yet achieved a first level two qualification. The AES Strategy, a copy of which was attached as an appendix to the report, highlighted service delivery to date and included key actions for to be undertaken over a three year period to improve performance and delivery. The improvements were required to ensure AES continued to meet learner expectations, as well as the requirements of Ofsted, and to support it in meeting funding body targets and its on-going sustainability.

The Strategy detailed the service provided to communities and the positive impacts associated with educational improvements such as increasing employment opportunities and health and well-being benefits. It gave an overview of the service and detailed the funding, monitoring the quality of services, accommodation and future developments in Adult Learning. The document provided illustrative case studies with information provided by users of the service. The Three Year Strategic Development Plan identified the following key priority areas:

- Equality and Diversity
- Safeguarding
- Strategic Involvement of Learners
- Assessment of Learning
- Accommodation and Resources
- E-Learning
- Family Learning
- Staff Development

The Cabinet Member expressed his support for this valuable service provision to communities and referred to an Adult Education Celebration Event at the Muslim Resource Centre, Foleshill, he had recently attended and described as inspirational. The event had been attended by some 300 people and the positive impacts associated with educational improvements and the excellent Tutor-Student relationships were evident. The Cabinet Member outlined his concerns should the service be affected by any financial cuts and was given assurance that provision had been made to protect the service as much as possible in such circumstances.

RESOLVED that after due consideration of the report and matters raised at the meeting, Cabinet Member (Education) approved the Adult Education Service Strategy.

19. Appointment to the Standing Advisory Council for Religious Education

The Cabinet Member (Education) considered a report of the Director of Children, Learning and Young People that sought confirmation of the appointment of a representative of the Free Churches to the Coventry Standing Advisory Council for Religious Education (SACRE).

The Standing Advisory Council for Religious Education (SACRE) was established under the Education Reform Act 1988 and comprised four Groups which the City Council was responsible for appointing Members to:

A Church of England group (Group 1);

A group representing other Christian denominations and other Faiths which reflect the principal religious traditions in the area (Group 2);

A group representing teachers (Group 3); and,

A group representing the City Council (Group 4)

The purpose of the Standing Advisory Council for Religious Education was to advise the Local Authority on matters concerning religious education in community schools and the religious education provision to be made in accordance with an agreed Syllabus. These matters may include methods of teaching, training for teachers; and, choice of materials and resources.

The membership of Group 2 of SACRE was currently undersubscribed and as a member of the West Orchard United Reform Church, Ms. Pauline Luckett had been nominated to serve on this Group to represent Free Churches. Ms Luckett was previously a representative for NUT on Group 3 of SACRE.

RESOLVED that after due consideration of the report and matters raised at the meeting, Cabinet Member (Education) approved the appointment of Ms Pauline Luckett to the Group representing other Christian denominations and other Faiths which reflected the principal religious traditions in the area (Group 2) of the Coventry Standing Advisory Council for Religious Education for a period of four years as the representative of the Free Church.

20. Appointment of Authority Governors

RESOLVED that, having met the Local Authority criteria for the appointment of Local Authority school governors, Cabinet Member (Education) approved the appointment and re-appointment of the persons listed below for the schools and terms of office indicated:-

Authority Governor: New Appointments

Name	School	Term of Office
Mr Robert Griffiths	Allesley Primary	4 September 2016
Cllr P Townshend	Allesley Hall Primary	4 September 2016
Mrs P Burton	Bishop Ullathorne Catholic School	4 September 2016
Mr T Sharman	Gosford Park Primary	4 September 2016
Mrs M Cantillon	St John Fisher Catholic Primary	4 September 2016
Mr R Drew	Whitmore Park Primary	4 September 2016

Authority Governor: Re-Appointments

Name	School	Term of Office
Mrs Haley Short	Alderman's Green Primary	21 October 2016
Mrs Gill Browett	Charter Primary	21 October 2016
Mrs Pauline Davies	Ernesford Grange Community School	21 October 2016
Cllr J O'Boyle	Gosford Park Primary	21 October 2016
Mr Muneeb Mirza	St Augustine's Catholic Primary	21 October 2016
Dr M Chappell	Sowe Valley Primary	21 October 2016
Mr A Guymer	Woodfield School	21 October 2016
Mrs D Sherwood	Wyken Croft Primary	21 October 2016

21. **Any Other Items of Public Business**

There were no other items of public business.

(Meeting closed at 12.35pm)



14th November 2012

Name of Cabinet Member:

Cabinet Member (Education) - Councillor Kershaw

Director Approving Submission of the report:

Director of Children, Learning and Young People

Ward(s) affected:

All

Title:

Review of the new Coventry Strategy for improving attendance

Is this a key decision?

No - Although this issue affects all Wards in the City the impact is not expected to be significant

Executive Summary:

This report summarises the levels of attendance in the 2011/12 school year. Attendance has improved across all phases, however Persistent Absence appears to have increased as the Persistent Absence threshold has been raised from attendance of 80% and below to 85%. The report goes on to set out the enhancements to the LA support for attendance.

Recommendations:

The Cabinet Member is recommended to approve the enhancements to the strategy and action plan on school attendance.

List of Appendices included:

Coventry Local Authority Attendance strategy

Background Papers:

Nil

Other Useful Documents

(i) Improving attendance at school – available at

<http://media.education.gov.uk/assets/files/pdf/t/improving%20attendance%20at%20school.pdf>

(ii) Response letter from the Secretary of State for Education to Charlie Taylor on 16th April 2012 – available at

<http://media.education.gov.uk/assets/files/pdf/r/response%20letter%20from%20the%20secretary%20of%20state%20for%20education%20to%20charlie%20taylor%20on%2016%20april%202012.pdf>

(iii) Letter from Charlie Taylor setting out progress on 31st July 2012 – available at

<http://media.education.gov.uk/assets/files/pdf/l/charlie%20taylor%20to%20secretary%20of%20state%20attendance%20review%20implementation.pdf>

Has it or will it be considered by Scrutiny?

No

Has it, or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report title:

Review of the new Coventry Strategy for improving attendance

1. Context (or background)

- a. The LA has maintained close monitoring of attendance through the *Capita One* Attendance Module, to allow early warning of changes in the attendance patterns for all children and young people, including the more vulnerable sub-groups of children and young people (e.g. Looked After Children). The Capita One system updates school attendance data daily so the Local Authority has an accurate data set to inform our work and to monitor and challenge schools.
- b. Where the overall levels of attendance in a school have been causing concern then the LA has worked with key school staff to support their self review and improvement of strategies and actions to improve attendance. Education Improvement Advisers will support schools to achieve the National Average for both Overall Attendance and Persistent Absence measures.
- c. Following extensive consultation, the LA introduced on 1st September 2012, a new multi-disciplinary approach to tackling persistent absence which replaced the education welfare service. The work of the new Children and Family First Team (CFF) will reflect the recommendations made in the Charlie Taylor report for the need for early intervention, in age and onset of issues. It is widely accepted that supporting families through a multi-disciplinary approach is the most effective method to improve school attendance and reduce persistent absence, long term. This involves schools and other educational settings working with the Children and Family First Team (CFF), Social Care, workers from the Integrated Youth Support Service, Community Safety Team, the Police and other agencies. This multi-disciplinary approach addresses the issues that impact on a child or young person's ability to attend school regularly and make academic progress. This is particularly crucial for circumstances involving family bereavement and breakdown, financial difficulties leading to loss of the family home, unemployment, domestic violence, bullying, peer pressure, inability to access the curriculum, low self-esteem, poverty impacting on pupils' everyday requirements (eg footwear, school uniform, school bags, dinner money, bus fare).
- d. The Overcoming Barriers to Learning (OB2L) Programme continues to identify improving school attendance as a City wide priority for 2012/13. Many of the individual OB2L cross-phase multi-disciplinary groups have identified attendance and persistent absence as a priority. The Cross Phase groups are looking at ways that they can offer school to school support around early identification and intervention for attendance issues. This may include sharing an attendance officer to deliver traditional EWO type activities.
- e. This includes all state-funded (i.e. including academies in addition to LA maintained) primary and secondary schools. Data from 2010/11 from Coventry and its statistical neighbours, released by the DfE earlier this year, indicated that:
 - For primary schools Coventry's overall level of attendance (94.8%) was fractionally below the average for the statistical neighbours (94.88%), whilst the overall level of persistent absence (4.6%) was higher than the average for the statistical neighbours (4.3%). This the new measure of 15%, compared to 20%, Persistent Absence, introduced in September 2011.

- For secondary schools Coventry's overall levels of attendance (93.1%), was again, just below the average for the statistical neighbours (93.3%), whilst the overall level of persistent absence (9.70%) was slightly above the average for the statistical neighbours (8.96%).

- f. Data on outcomes for the 2011/12 school year follows. Table (i), below, shows primary attendance in 2011/12 shows an increase of 0.52% on the previous year to 95.32% which was above the 2010/11 national average. (The 2011/12 national averages are not yet available). Primary persistent absence was 4.6%) which was slightly higher than the National Average of 3.9%. It is not possible to compare Persistent Absence for this year, compared to the previous year due to the change in the PA threshold.

	2007/08	2008/09	2009/10	2010/11	2011/12
Coventry	94.37%	93.82%	94.48%	94.8%	95.32%
National	94.74%	94.70%	94.79%	95%	-

Table (i): Overall primary attendance (Source: Schools Census to 2010/11; Capita One for 2011/12)

Table (ii), below, shows the distribution of primary mainstream schools across bands of attendance.

	2007/08	2008/09	2009/10	2010/11	2011/12
< 90%	0	0	0	0	0
90.0 - 90.99	1	0	0	0	0
91.0 - 91.99	2	5	0	1	0
92.0 - 92.99	9	19	6	12	0
93.0 - 93.99	15	23	20	15	8
94.0 - 94.99	30	22	32	22	20
> 95.0%	28	16	27	35	56

Table (ii): Numbers of Primary Mainstream Schools within Attendance Level Bands (Source: Schools Census to 2010/11; Capita One for 2011/12)

In 2011/12 there were no primaries with attendance below 92.99% (13 in 2010/11, 6 in 2009/10, 24 in 2008/09 and 12 in 2007/08,)

The secondary school attendance levels in Coventry, and nationally, are shown in table (iii), below. All figures in tables (iii) and (iv) including academies (except one, where the data was unavailable to the LA). In 2011/12 the rising trend in secondary school attendance continues to be sustained.

	2007/08	2008/09	2009/10	2010/11	2011/12
Coventry	92.37%	92.43%	92.95%	93.10%	94.08%
National	92.66%	92.79%	93.12%	93.5%	-

Table (iii): Secondary School Attendance (Source: Schools Census to 2010/11; Capita One for 2011/12)

Table (iv), below, shows the distribution of secondary schools across seven attendance level bands. Again, the 2011/12 data does not include that from one of the academies.

	2007/08	2008/09	2009/10	2010/11	2011/12
< 90%	1	1	1	0	0
90.0 - 90.99	3	1	0	0	0
91.0 - 91.99	3	3	5	4	0
92.0 - 92.99	6	10	5	5	3
93.0 - 93.99	5	2	3	5	7
94.0 - 94.99	0	1	4	4	5
> 95.0%	1	0	0	0	3

Table (iv): Numbers of Secondary Mainstream Schools within Attendance Level Bands (Source: Schools Census to 2010/11; Capita One for 2011/12)

By the end of 2011/12 there were no secondary schools with attendance below 92% (14 in 2010/11, 12 in 2009/10, and 13 in 2008/09).

Secondary persistent absence had decreased to 3.9% of the pupils on roll in 2010/11. However, with the raising of the Persistent Absence threshold to 85% attendance, the persistent absence rate has increased to 9.7%. Reducing Secondary persistent absence continues to remain the key priority of the Children and Family First Team.

Special school attendance levels in Coventry, and nationally, are shown in table (v), below.

	2007/08	2008/09	2009/10	2010/11	2011/12
Coventry	91.84%	91.30%	84.53%	86.0%	87.02%
National	89.43%	89.28%	89.75%	90%	-

Table (v): Special School Attendance (Source: Schools Census to 2010/11; Capita One for 2011/12)

Each special school faces a different set of challenges in promoting attendance. For example, some have significant numbers of children and young people with high levels of absence due to physical health difficulties. In 2011/12 there were continuing challenges in relation to the attendance of young people in provision for those experiencing severe behaviour emotional and social difficulties. Much of this group of young people has previously been educated away from their families in out-City special schools. The Children and Family First Team have allocated a dedicated Children and Family Worker to schools, with detailed knowledge and experience of working with Special schools to deliver the family centred approach. The purpose is to further improve the outcomes for these vulnerable young people.

2. Options considered and recommended proposal

2.1 There are unusually high levels of authorised absence in some schools. Schools are expected to work closely with the School Nursing Service to determine whether there are reasonable medical grounds for the absence of individual pupils. Clearly where a pupil is absent and there are not acceptable medical grounds for absence then the absence will be classed as unauthorised and followed up accordingly. The new Attendance Strategy

has proposed that schools become more challenging to parents who wish to take their children out of school during term time for holidays. It is proposed that parents put in a written request to the school for exceptional leave of absence, which the head has the discretion to approve.

2.2 The Strategy clearly sets on the roles and responsibilities of Parents/Carers; schools and the Local Authority for improving the attendance of children and young people. This includes schools intervening at a much earlier stage when poor attendance patterns are forming. This may be through the school's own support systems or the Common Assessment Framework, to meet the needs of the pupil. An additional 6 CAF coordinators have been appointed to support schools in staff training; completion of assessments and to model the role of the Lead Professional. This brings the total number up to 9 for the city, where they have been allocated to each Overcoming Barrier to Learning Cluster.

If a positive outcome is not achieved this would then be escalated with a referral to the Children and Family Worker Schools, typically where attendance had dropped below 85%. Other agencies have also been highlighted within the strategy, which may be able to support the schools with interventions to improve school attendance such as the Integrated Youth Support Service.

2.3 All schools have been asked by the Children and Family First Team to identify targets for the reduction of persistent absence. In 2012/13 there continues to be a greater focus on primary schools and early identification and intervention. Over the 2012/13 school year the LA is continuing to collect half-termly updates from schools.

Using the data gathered, each school is being asked to:

- Identify which pupils make up their persistent absentees and, recognising that some pupils may have a chronic or serious illness or injury, take specific action as appropriate.
- Identify pupils meeting the persistent absentee criteria who have high levels of unauthorised absence or a mixture of unauthorised and authorised absence.
- Identify pupils who meet the persistent absentee criteria where there is a reason to doubt the justification for their authorised absence.
- Implement actions for those cases through school staff and external service support services/agencies
- Use a whole-school action plan for tackling persistent absence that commits all staff, the senior management team and governors to improving the attendance of persistent absentees and reducing their numbers. Schools are asked to track and monitor the attendance of Children and Young People and put in preventative measures and early intervention to prevent non attendance from escalating.
- Multi-disciplinary working will continue to be the key element in the drive to support families and reduce absence coordinated by the Children and family First Team.

2.4 The new Attendance strategy has been developed following wide consultation and has been disseminated to all schools and stakeholders within CLYP and each school that has bought into the CFF service has received an attendance toolkit, highlighting strategies and good practice to promote positive school attendance.

2.5 The Children and Family First Team retain responsibility for providing both Statutory and non-statutory duties for school attendance including Prosecutions; Fixed Penalty Notices; Performance Licences and Missing Children from education.

3. Results of consultation undertaken

3.1 A group of Head teachers from Primary, Secondary and Special schools took part in the consultation process of the new strategy, and all Heads were invited to briefing sessions during the Spring and Summer terms of 2011/12.

4. Timetable for implementing this decision

4.1 The changes to the strategy to the LA support for attendance came into effect on 1st September, with the full Children and Family First Team being launched in November. The strategy will be monitored through quarterly meetings of senior officers in Children and Family First and Education and Learning Services.

5. Comments from Director of Finance and Legal Services

5.1 Financial implications

As part of the FSR, the Education Welfare Service (previously within Education & Learning) has been reorganised and placed within the Children & Families First structure – school attendance issues will be supported by Children and Families Workers (schools). For 2012/13 this can be funded through current resources. Additional support will also be provided by CAF coordinators for a time limited 3 year period, resources through the Troubled Families programme.

The Children and Families Workers (schools) team is currently funded by core budget. Although there has been an academy recoupment for core funded services, it is currently being met corporately. This is clearly not sustainable, particularly as the number of academies increase; therefore it is likely that this element of the CFF budget will be reduced in future. Any shortfall would have to be met through an income target and/or service reductions.

5.2 Legal implications

None. Section 7 of the Education Act 1996 establishes that it is the responsibility of the parent(s) to ensure that a child of compulsory school age receives efficient full-time education suitable to the child's age, ability, aptitude, and any special educational need, by regular attendance at school or by educating the child otherwise (home education).

6. Other implications

6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / LAA (or Coventry SCS)?

This proposal is based on a commitment to further improve attendance at schools and other educational settings, which will help to ensure that children and young people are safe, achieve and make a positive contribution.

6.2 How is risk being managed?

The risk of further improvements in attendance being compromised by reductions in the capacity of some services will be managed through careful monitoring of progress and targeting the available staff resource in the highest priority areas.

6.3 What is the impact on the organisation?

None

6.4 Equalities / EIA

By improving the attendance of all children and young people, with a particular focus on the more vulnerable, this strategy helps to ensure that all children and young people are safe, achieve and make a positive contribution

6.5 Implications for (or impact on) the environment

None

6.6 Implications for partner organisations?

Potentially, a greater call for input from the School Nursing Service.

Report author(s):

Name and job title:

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Contributor/approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
Contributors:				
David Haley	Assistant Director (Education and Learning)	Children, Learning and Young People	12/10/12	16/10/12
Debbie Carter	Head of Service Social Care and Family Intervention	Children, Learning and Young People	12/10/12	15/10/12
Jason Brannigan	Data Analyst	Children, Learning and Young People	12/10/12	16/10/12
Michelle Salmon	Governance Services	Customer and Workforce Services	12/10/12	13/10/12
Names of officers and members approving submission:				
Finance: Rachael Sugars	Finance Manager	Children, Learning and Young People	12/10/12	06/11/12
Legal: Elaine Atkins	Solicitor	Children, Learning and Young People	12/10/12	15/10/12
Human Resources: Neelesh Sutaria	HR Manager	Children, Learning and Young People	12/10/12	12/10/12
Colin Green	Director	Children, Learning and Young People	12/10/12	14/10/12

This report is published on the council's website: www.coventry.gov.uk/meetings

Coventry Local Authority

Attendance Strategy

2012-2014

"Promoting positive school attendance
is everyone's responsibility"



Coventry City Council

Implementation of Coventry's attendance strategy

Executive Summary

Aim of strategy- In line with the recent report *"Improving attendance at school"* by Charlie Taylor, Government Adviser, Coventry's priorities are:

- ✚ Improving attendance and reducing absence, particularly, persistent absence.
- ✚ Focus on Early Intervention and Prevention
- ✚ Raising standards and narrowing the attainment gap.
- ✚ Safeguard all children

These priorities are especially pertinent for the vulnerable groups identified through the Overcoming Barriers to Learning Programme. The profile of tackling non-school attendance will be raised across all agencies and become a shared responsibility across Services in order to prevent neglect of Children and Young People.

Overview of key features of the Strategy

- Focus on Early Intervention and Prevention through enhanced support for Primary and other schools where attendance is raised as a concern.
Recommendations are for 'a greater focus on improving attendance of vulnerable pupils in Primary schools.'
- Partnership working with Early Years Foundation Stage; Children's Centres and PVI's to promote 'being ready' for school and offer support for targeted families.
Report recognises that 'many schools do not take measures to improve attendance until their pupils reach statutory age but for some children this is already too late.'
- Focussed work on Primary Schools with well below National Average (94.86% for 10/11), therefore, attendance below 93%. ***'Non- attendance in the early years is approved by parents. This will soon become a pattern and establishes poor attitudes towards school. Youngest children don't play truant from school, they are off because their parents allow it.' 'Evidence shows that children who miss significant amounts of their education in Primary school are more likely to truant later on.'***
- Reinforce parental; school and Local Authority responsibilities in promoting positive school attendance.
- Develop effective multi-agency working practices in order to facilitate early intervention and the delivery of a seamless service. ***'Poor attendance is often a sign that there are more serious issues going on in the child's home...'***
- Identification of families where poor attendance is systemic, for example, via engagement with the 'Troubled Families' programme to offer intensive support and intervention.
- Family approach working holistically to overcome barriers through more effective use of the CAF and flexible early intervention services with appropriate levels of intervention, including Parenting Programmes.

- Improve future economic wellbeing of Children and Young People through good attendance and academic achievement and reduce NEETS. ***'Clear link between poor attendance at school and lower academic achievement. Of pupils who miss more than 50% of school, only 3% manage to achieve five or more GCSE grades A*-C...73% who have 95% attendance achieve five or more A*-C grades.'***
- Use wider range of support and sanctions from CAF to criminal prosecution or Child Protection legislation. ***'The best schools work with their parents to improve attendance and they offer a wide range of support to help them get their children to school..'***
- Make the legal process more robust, streamlined and effective by:
 - Developing Magistrates' understanding of the supportive partnership work carried out by schools and Local Authority with families to improve school attendance prior to moving to prosecution.
 - Working with Magistrates to develop consistent sentencing policy and guidelines including the range of community sentence options.
 - Actively pursue prosecution for those parents who fail to carry out their legal responsibility of ensuring their children attend school regularly.
 - Actively pursue non payment for Fixed Term Penalties on behalf of the schools using Civil Debt Recovery.
 - Strengthening of Fixed Penalty Notice Warning for unauthorised holidays and extended holidays in term time incorporated into common school attendance policy or Parent/school agreement. ***'Changes are made to the pupil registration regulations to strengthen the rules on term time holidays. While head teachers should continue to have discretion, holidays in term time should be the exception rather than the rule.'***
- Greater use of publicity to demonstrate outcomes from legal proceedings to deter other families and promote positive school attendance.
- Greater impact of sanction on improving attendance not only for individual child but whole school. Improved communication and common system will allow sanction to have impact on all family members.

Debbie Carter

Head of Service

Sarah Newton

Service Manager (NW)
Strategic Lead for Schools

Sue Diamond

Advisor 5-18 Behaviour &
Attendance

Section 1

Overall Purpose of Strategy

Overall Purpose of the Strategy

Coventry is a vibrant and economically successful city. In order to benefit from the opportunities the city offers, it is important that children and young people are successful at school, leaving with the skills and qualifications that enable them to secure employment, continue with their education or access appropriate training courses. Ensuring that children go to school every day will help achieve this ambition by maximising their educational and social achievements and by developing self-discipline and organisation and preparedness for the work environment / culture.

Children's Services work in an integrated way with schools, other agency settings and partners to secure positive outcomes for children and young people in what were the five Every Child Matters outcome areas: Staying Safe, Being Healthy, Enjoying and Achieving, Making a Positive Contribution and Achieving Economic Wellbeing.

There is a strong correlation between good school attendance and achieving positive outcomes for children. It is recognised that attending school regularly can be a protective factor for children and young people. Poor school attendance is a recurrent theme in Serious Case Reviews. It is therefore important to ensure that schools and other settings offer a safe environment, positive relationships, high-quality teaching and learning, and opportunities to develop social and emotional skills. This will include Children's Centres and Nurseries, where education is non compulsory.

The Attendance Strategy has been developed to help the Local Authority, schools, settings and other services work in a more coherent way, making the best use of resources available, in order to ensure that:

- All children and young people can make the most of the opportunities provided by attending school. Standards continue to rise and improvements in attainment are sustained
- Overall attendance improves and levels of persistent absence reduce
- Children are safeguarded because they attend school regularly
- Parents understand the contribution they can make to their child's wellbeing, achievement and good attendance.

This Strategy document:

010912

- Describes the Coventry context
- Identifies the role of the Local Authority, schools, settings and partners in improving attendance
- Describes the key strands of the Strategy.

Related Strategies that have a direct impact on school attendance include:

- Overcoming barriers to learning
- The Social and Emotional Wellbeing Strategy
- The Parenting & Family Support Strategy
- The Community Cohesion Strategy
- The Crime and Disorder Strategy.

Improving attendance and reducing absence, especially persistent absence, is a priority for Coventry and critical to the city's ambitions to raise standards, narrow the attainment gap and safeguard all children, especially for the vulnerable groups identified through the Overcoming Barriers to Learning Programme and to create a future citizens with a positive attitude to work.

The key strands of the Strategy are described and developed in Section 3. They can be summarised as

Strand 1: parents and carers;

Strand 2: attendance and school improvement;

Strand 3: the integration of attendance within Children's Services – a family intervention approach;

Strand 4: data and the use of data;

Strand 5: developing the skills of the workforce;

Strand 6: legal sanctions.

Emotional health and wellbeing is a theme that underpins all strands within the Strategy.

Strand One: Parents and carers (not including Children Looked After by Local Authority)

For the purpose of this document, the term parent includes carers and all those with parental responsibility.

Parents have the responsibility and therefore a vital role to play in ensuring that their child attends school regularly, is on time and is ready to learn. Engaging positively with parents at all stages of their child's education is a key driver for the success of the Attendance Strategy.

Positive relationships between the school and parents will help to ensure good attendance.

Schools need to be accessible and develop a wide range of effective strategies to ensure that relationships are built with all parents. This can include the use of Family SEAL (Social Emotional Aspects of Learning), a family or parent support worker, training for school staff and regular consultation with parents.

Through a continued focus on developing positive and responsible parenting outlined in Coventry's Parenting Strategy parents will be provided with high-quality information through The Family Intervention Service, children's centres, libraries, health centres, early years settings and schools. This will include information about the importance of their child attending school. The Local Authority is working in partnership with schools to give clear messages to parents and is developing a range of guidance relating to school attendance.

Poor school attendance is a safeguarding matter and where parents are not able to ensure that their child attends school regularly, additional and targeted short-term support will be required; this might take the form of a parenting intervention such as involvement in a parenting programme. This level of support should be offered at the earliest opportunity when concerns first emerge. The Common Assessment Framework (CAF) should be used to assess and identify appropriate multi-agency support for the child and family. This will help to identify the underlying causes of poor school attendance and ensure that appropriate solutions are identified and parents and pupils are supported to effectively participate in this process. This may lead to a package of family support which can be tailored to the individual needs of the family.

The Education Act 1996 places a legal responsibility on parents to ensure their children receive a suitable education and attend school regularly if their child is a registered pupil. Where appropriate, schools and the Local Authority will move to more assertive intervention. Schools will be supported and training will be provided for schools deciding to use parenting contracts and penalty notices, and in preparing cases for prosecution.

Strand Two: Attendance and School Improvement

Schools

Schools are the key universal children's service that children and young people experience and that can positively influence their lives and emotional wellbeing. A positive ethos, the quality of the curriculum, the organisation and engaging delivery of teaching and learning all contribute to school being a safe and secure environment and a place, children want to be. Building strong relationships with parents and engaging them in their child's education will also help secure good attendance. Regular attendance at school makes a critical contribution to safeguarding children and securing good outcomes. We want our schools to promote a culture of good attendance and to work in partnership with children and young people, their families, Children's Services and other agencies to improve attendance.

Providing children with the opportunities to develop positive social and emotional skills and resilience is crucial in addressing individual needs. Research increasingly demonstrates that positive emotional health and wellbeing are key factors in affecting social development, school attendance and educational attainment. Embedding programmes such as SEAL (Social Emotional Aspects of Learning and Healthy Schools) will support school improvement.

Schools have a key role to play in the early identification of patterns of poor attendance and for taking action at an individual pupil, cohort, departmental and whole-school level. Systems and procedures for encouraging regular attendance should be clearly set out in each school's Attendance Policy and make clear links with the CAF windscreen, Curriculum, Behaviour, Health, Anti-bullying and Emotional Wellbeing Policies. The Attendance Policy should identify how individual cases are managed, how the school works proactively with parents and pupils to ensure that they understand why attendance is important, as well as include an escalation of interventions that will be used.

The Local Authority strongly recommends that all schools adopt a 'Distributed Leadership' model of managing attendance, with all staff having a clear role and responsibility for improving attendance and reducing persistent absence. Staff should be supported to implement this model through professional development opportunities, such as reflective practice, coaching and the shadowing of others. This approach also includes:

- Identifying a senior member of staff as the Attendance Leader
- Identifying specific groups of PA (persistently absent) pupils

- Identifying specific actions for each half-term
- Implementing a scale of escalating interventions that are understood by pupils, their families and staff
- Monitoring the impact of actions taken.
- Issue Fixed Penalty Notices where appropriate.

The Local Authority

Through the process of self-evaluation the school will identify priorities, supported by the Adviser for Behaviour and Attendance and the Education Improvement Advisers. These will include targets for reducing overall absence and persistent absence where attendance has been identified as a priority from attendance data. There is an expectation that in schools where attendance is identified as a priority, Local Authority support will be tailored accordingly.

The focus for the Local Authority will be on Early Intervention and Prevention, working in a more targeted way with Primary schools and families (where non attendance impacts on a number of siblings). Primary schools will be supported to identify children where there are early signs of poor attendance. The named Children and Families worker – Schools, will identify whether there are other siblings within the same family also with poor attendance and will work with the family through the CAF process to address the issues.

The Local Authority has a clear role, through the Education Improvement Advisers, to challenge and support Head teachers and senior leaders to ensure that the measures taken to improve attendance and reduce persistent absence are effective.

The Local Authority ensures that the Children and Family First Service and the Adviser for Behaviour & Attendance efficiently and effectively discharges the Local Authority statutory functions relating to attendance.

These include:

- Analysing data from schools, providing reports for the Director of Children's Services and others, reporting on the number of penalty notices issued, etc.
- Providing early intervention via family support interventions
- Prosecuting cases for non-attendance in line with legal and statutory requirements
- Executing post-prosecution interventions, parenting orders and monitoring conditional discharges
- Conducting register and attendance audits annually
- Providing training on legal and statutory requirements
- Monitor children missing from education
- Implementing Child Employment and Entertainment functions

- Developing and co-ordinating city-wide campaigns and initiatives
- Co-ordinating truancy sweeps and liaising with relevant agencies.

The Local Authority will support schools in taking a rigorous line in reducing absence. While the predominant focus is always to build strong positive relationships between parents, pupils and education providers, the Local Authority will prosecute parents/ carers where it is deemed appropriate. Parents and carers will be encouraged to participate in the CAF process, however, where there is non engagement and/or no improvement in attendance, the Local Authority will prepare a strong case for prosecution and pursue the case with vigour.

Support for schools for learning, behaviour and attendance is available through SLA; Partnership and Bespoke approaches. **Schools will be offered support based on priority and need.**

Examples of support may include:

- Consultancy and assessments
- Developing preventative early intervention strategies
- Support and advice on establishing and maintaining effective systems and interventions to improve school attendance and reduce persistent absence
- Support to develop processes involved in issuing penalty notices
- Guidance on standard procedures to ensure case management processes are robust, for example, how to record actions taken in individual cases to build up a pre-court file.

Schools can either prepare cases for court themselves or commission support from the family support service

Strand Three: Integration of Attendance Work Within Children's Services and Partner Agencies

Services and key partners that have the potential to impact on attendance outcomes include the following:

LACES (Looked After Children Education Service)

The Looked After Children Education Service works with schools, social workers, carers and other professionals to support the educational achievement of looked after children. The service also provides a range of material resources, both to young people and to schools. Liaison with schools and other professionals, together with monitoring systems, enables the service to respond to attendance issues at an early stage and provide advice, guidance and support to those working with young people to encourage attendance. In addition, close working relationships with services such as the LAC Mentoring Service and Work Related Learning, provide an effective means of promoting good attendance.

Children Centres and Nurseries

Engagement with young children and their families through a local Children centre or Nursery is a key opportunity to work with parents to ensure that they understand the importance of their role in ensuring good attendance at school. Staff working in these provisions are well placed to provide targeted support to parents and to emphasise the crucial role parents play in their child's learning and development. When children start school, children's centre staff can support the transition, working with the school staff to ensure a positive start, which includes good attendance.

MGSS

The Minority Group Support Services provide a range of services to schools and community groups to enhance the educational provision for Black & Minority Ethnic pupils and their families. The MGSS settlement team works closely with newly arrived families from overseas to ensure children and young people's smooth admission, induction and integration into allocated schools and to help inform parents & carers about educational systems & procedures. Multilingual educational assistants & outreach workers provide home language support to children & families and liaise between schools & families to improve communication and minimise potential cultural or linguistic barriers to learning for BME pupils.

Primary Care Trust Coventry

Health Services and Children's Services work closely together in the context of developing integrated approaches within districts. All health professionals, especially School Nursing Service, have an important role to play in supporting good attendance and challenging reasons for poor or non-attendance. Consideration should always be given to making routine medical appointments for children out of school hours. The Healthy Schools Team supports schools in achieving the National Healthy School Standard and curriculum development.

Integrated Youth Service

The Integrated Youth Support and Targeted Youth Support programmes support the development of enriching experiences, which will enable young people to develop better outcomes, including positive behaviours in relation to attendance.

Persistent non-attendance heightens the possibility of young people being involved in criminal activity. Closer liaison between YOS, Education Services and schools can ensure that each young person known to YOS is afforded the best opportunity to attend school or a suitable alternative provision.

Connexions

The Connexions/ CSWP Service support vulnerable young people to successfully engage in education, employment and training. The ' NEET indicator' can be used for early identification of young people who are most at risk of not achieving their potential.

The voluntary and community sector (including Work Related Learning Providers)

The voluntary and community sector works with many children and young people, including those who are not fully engaged with the education process. This resource is often not fully recognised and the Local Authority should seek opportunities to co-ordinate resources and interventions on a more targeted basis to meet identified district and locality needs.

Early intervention and prevention services

A range of preventative services are available to provide a holistic family intervention approach to assist schools in working with families to improve non This includes intensive intervention for 'Troubled Families' and includes Multi Systemic Therapy for 11- 17 year olds where there are complex needs.-school attendance and persistent absence.

Troubled Families Programme formerly Family Intervention Programme

Troubled Families Programme will work with families identified through the CAF process and is aimed at improved school attendance, preventing children becoming looked after / supporting the rehabilitation of children looked after to their families, reducing the risk of significant harm to children, reducing youth crime and curtailing anti-social behaviour. When fully developed, troubled families programmes will be a discrete service to families who present the greatest risks to children and/or their communities. Its mission will be to provide intensive, high quality, multi-disciplinary interventions offering effective individual/family support and/or therapeutic interventions where:

- children and young people within the household have, or are at risk of, suffering significant harm; and/or
- children and young people within the household are on the margins of entering public care, and/or
- children or young people are returning to the household from public care, and/or
- Significant levels of anti-social behaviour or youth crime are evident.

Troubled families programme is expected to contribute to:

- Improving the parenting and care of children within targeted families
- Improving school attendance of children within targeted families
- Reducing actual and perceived levels of anti-social behaviour and youth crime.

Social Care

Social Care are involved in child protection concerns and where non-school attendance is deemed to be a significant contributing risk factor social care will always take a lead role.

West Midlands Police

West Midlands Police is committed to making Coventry safer: respecting, reassuring and responding to local communities. The police work with partners to identify those young people failing to attend school and who are in danger of becoming involved in crime. The Safer Schools Partnership places officers in schools and has helped to build the relationships with young people and address some attendance issues.

Strand Four: Data and the Use of Data

The Local Authority will work with all schools to ensure that data returns are both timely and accurate.

Data is available to schools and the Local Authority at school, cohort and individual child level through the Watch tables and EMS system. Through improved analysis and better understanding of data by individual schools and by the Local Authority, patterns and trends will be identified and interventions planned. The data will be shared with all partners.

The main focus within this strategy is to ensure that schools understand and own their data, analyse it accurately, identify trends and compare it with the national picture, have a clear picture of the reasons for absence, understand their attendance profile, and have in place actions for improvement. The Local Authority will also analyse school data and work with schools and partners to address issues raised by the analysis.

The four year data trend for schools, will be used to determine the level and frequency of support from the Children and Families Worker (Schools) and strategic support from the Adviser for Behaviour & Attendance.

To improve the accuracy and quality of the data set, the Capita 'ONE' system has been implemented across the whole of Education Services as a major tool for capturing the support provided by the Local Authority for schools and for individual children .

Strand Five: Developing the Skills of the Workforce

We need to ensure that staff in schools, all educational settings and Children and Family First Teams have the knowledge, understanding and skills to meet the needs of our young people. They also need to have opportunities to problem solve, reflect on practice, coach and shadow others.

Training on communication with parents will be developed and made available for school staff, particularly in relation to behaviour and attendance issues. Other training to be developed and made available for staff will include learning from Serious Case Reviews linked to poor school attendance.

In schools, staff with lead responsibility for attendance may wish to obtain the qualification provided by the National Programme of Specialist Leaders – Behaviour and Attendance (NPSLBA). The Local Authority is committed to supporting the continued roll-out of this training programme.

Through Behaviour and Attendance networks, the Local Authority, working in partnership with schools, will provide information for School Attendance Leaders that will enable them to continue to develop their skills and understanding, as well as share effective practice between schools within and outside the Local Authority. Schools will be provided with further training to support them with the effective use and analysis of their data. A range of training courses for Learning, Behaviour and Attendance is also available for schools through Partnership and Bespoke approaches.

Training for Governors will be provided by the Learning and achievement service through governor support and individual governing bodies will be able to request bespoke training in relation to attendance.

Strand 6: Legal Sanctions

The strategy will articulate the full range of legal sanctions available to the school and Local Authority to be employed consistently to provide a deterrent and encourage parents to exercise their responsibilities in relation to ensuring their children attends school, including:

- Parenting Contracts
- Parenting Orders
- Education Supervision Orders
- School Attendance Orders
- Harbours notices
- Safeguarding escalation
- Penalty Notices
- Prosecution

Section 2

Coventry's Attendance Policy

Coventry Local Authority Attendance Policy

“ To eliminate poor school attendance across Coventry and help children and young people achieve the very best outcomes they can during their time at school. We do this by identifying, supporting and, where necessary, intervening in those families where children have a poor attendance record. As a council we work with schools to celebrate and promote excellent attendance.”

Coventry Local Authority recognises that punctual and regular school attendance is essential to effective learning and, for a significant number of children; poor school attendance is a direct cause of social exclusion and underachievement. It also recognises that children who are registered at a school and fail to attend regularly are placing themselves at greater risk of either offending or becoming the victims of offending by others. (The local authority acknowledges that some parents or carers may choose to home educate their children rather than send them to school) the local authority is committed to improving levels of school attendance and punctuality.

It aims to do this by:

- a) Promoting the value and importance of regular school attendance
- b) Reducing all forms of unjustified absenteeism, especially levels of persistent absenteeism. (a child is classified as being a persistent absentee if he/she has an absence rate of 15% or more).the local authority sets a range of attendance and absence targets, including statutory and non-statutory, and incorporates these into its key plans (including its Children and Young People's Plan) and supports schools to set their own individual targets. The local authority believes that success in obtaining these targets will be best achieved if principles of active and meaningful partnership (with schools, parents, pupils and other agencies and services) inform all local authority activities.

In order to improve levels of school attendance and punctuality the local authority will employ the following strategies:

- a) The provision of support and challenge to all schools, focusing resources on those schools with the most clearly identifiable needs

b) The provision of consistent and equitable support to parents, ensuring, through an appropriate balance of assistance and insistence that all parents are able to meet their legal responsibilities in relation to school attendance

c) The development of effective multi-agency working practices in order to facilitate early identification and intervention and the delivery of a seamless service

d) The development of a range of relevant performance indicators and the subsequent setting of realistic yet challenging targets.

e) Actively pursue prosecution for those parents who fail to carry out their legal responsibility of ensuring their children attend school regularly.

f) Actively pursue non payment for Fixed Term Penalties on behalf of the schools.

In developing its policy and practice for promoting school attendance, the local authority has endeavoured to ensure that the need to recognise the national context and central government priorities is balanced by the need to respond to the local context and particular priorities within Coventry.

Responsibilities of schools

Schools are responsible for supporting the attendance of their pupils and for responding to difficulties and issues which might lead to non-attendance.

Schools play a major role in improving levels of attendance and punctuality and in reducing absenteeism through adopting a positive and proactive approach towards attendance matters and encouraging parents/carers to take an active role in the schooling of their children.

It is a legal requirement that schools will:

a) Be open to all pupils for 380 sessions each school year

b) Maintain attendance registers (either manual or computerised) in accordance with the relevant regulations (see appendix 1); Schools are strongly advised by the local authority to maintain a separate Persistent Absence (PA) register and to monitor PA at 15%, as a discrete category of absenteeism

c) Accurately record and monitor all absenteeism and lateness

d) Clearly distinguish between absence which is authorised and absence which is unauthorised according to criteria laid down by the DFE

e) Set annual targets to reduce overall absence and to reduce levels of persistent absenteeism.

Ensure governors are fully engaged in monitoring and evaluating attendance and PA.

Schools should have a whole school policy on attendance (developed in discussion with staff, governors, parents and pupils) that reflects relevant guidance issued by the DFE and good practice identified locally and nationally.

This policy will be regularly monitored and reviewed in order to:

a) Give a high priority and value to attendance and punctuality

- b) Ensure compliance with all relevant statutory requirements (particularly with regard to the maintenance of attendance registers)
- c) Involve and identify a role for governors
- d) Identify a key senior member of staff with overall responsibility for attendance and governor.
- e) Help create an ethos and culture which encourages good attendance, addressing school-based causes of poor attendance such as bullying, racism, an inappropriate curriculum, etc.
- f) Ensure that clear attendance information is regularly communicated to parents through the school prospectus, newsletters and parents' evenings. Parents should be specifically reminded of their legal responsibilities for ensuring their children's regular and punctual attendance
- g) Collect and make effective use of attendance data to monitor progress/trends and set targets for improvement
- h) Provide clear guidance to staff on the practice of registration and the appropriate categorisation of absence
- i) Identify clear procedures to identify and follow up all absence and lateness (allocating individual staff roles and responsibilities)
- j) Identify pupils who are vulnerable to becoming persistent absentees and have individual action plans in place for each pupil
- k) Make provision for first-day of absence contact, particularly in relation to pupils who are known to be poor attenders or who might otherwise be considered to be at risk
- l) Monitor post-registration truancy through the taking of class registers and spot checks and ensure that the parents of any post-registration truants are promptly informed and where necessary actively involved
- m) Be alert to critical times (e.g. Key Stage transfers, exam and assessment periods)
- n) Stress to parents the importance of continuity of learning; particularly in relation to requests for leave during term-time (schools are encouraged to grant absence for exceptional leave during term-time sparingly, if at all)**
- o) Establish procedures for reintegrating long-term absentees and pupils who may, for specific reasons, have been on a reduced timetable
- p) Develop attendance incentive schemes which recognise pupils' attendance achievements
- q) Participate in effective networks with other involved agencies and services such as the Family Intervention Service.
- r) Schools should be particularly alert to Children Missing education (CMe) ie those children who appear to have left the school without confirmation. In these circumstances the school should use the CMe procedures and immediately inform the local authority who will undertake stringent checks to establish the missing child's whereabouts and welfare. (See separate Children Missing education Policy).
- s) Issue Fixed Penalty Notices following a period of unauthorised absence, e.g. Holiday during term time/ extended holiday or Persistent lateness. This will follow the blanket warning notice issued in the schools attendance policy, previously signed by parents.**

Responsibilities of Parents and Carers

Parents/carers are responsible in law for ensuring that their children attend the school at which they are registered; regularly, on time, properly dressed and in a fit condition to learn.

Parents/carers can support the regular and punctual attendance of their children:-

- a) Ensure that their child arrives at school on time each day;
- b) Ensure that their child only misses school for reasons which are unavoidable or justified, such as illness or days of religious observance;
- c) Always notify the school as soon as possible - preferably on the first morning - of any absence;
- d) Confirm this in writing when the child returns to school;
- e) Avoid booking family holidays during term-time;
- f) Take an active interest in their child's school life and work;
- g) Attend parents' evenings and other school events
- h) Ensure that their child completes his/her homework and goes to bed at an appropriate time;
- i) be aware of letters from school which their child brings home;
- j) Talk to the school if they are concerned that their child may be reluctant to attend

Attendance Audits

Attendance and register audits are available to all schools. Key features of these audits are:

- examining existing procedures
- inspecting attendance-related documentation
- assessing communication with parents
- interviewing staff and pupils
- analysing attendance data
- considering strategies used to promote attendance
- evaluating the effectiveness of EWO/MDT support

Training

The local authority will offer training to all schools via a programme of workshops or through the National Programme of Specialist Leaders in Behaviour and Attendance (NPSLBA) covering such issues as:

- good practice on the keeping of registers
- IT solutions to registration
- strategies for promoting regular attendance
- strategies for addressing persistent absenteeism

- communication with parents
- good practice in monitoring punctuality
- addressing post-registration truancy
- reintegrating long-term absentees
- developing a whole-school attendance policy
- rewards and incentives
- first-day of absence contact
- primary-secondary transfer.

Referrals to Children & Family First Service

Before accepting a referral from a school, the Children & Families First Service will expect the school to have first undertaken a number of escalating steps to address the pupil's non-attendance.

These would include:

- a) Action by the class teacher/form teacher/attendance lead/CAF coordinator
- b) Action by the Head of year (secondary) or Head or Deputy Head (primary)
- c) Contact with parents via phone call; letter; meeting.
- d) Attempted to identify needs and put in early intervention strategies.

Referrals may be made when:

- a) A pattern of irregular attendance has developed, including a decline in attendance from a child or young person with normally good attendance.
- b) A period of entrenched non-attendance has begun
- c) Communication by the school to the parents has met with little or no response
- d) There is evidence of a lack of parental co-operation in ensuring a child's regular attendance
- e) A pupil is withdrawn from school by the parents who are moving to another area and the school does not have a confirmed destination school/provider where the child will resume his or her education (such pupils will be treated as 'children missing education')
- h) A pattern of persistent lateness has developed

(See Referral Protocols on following pages)

Multi-agency contribution to improving attendance

Activity	Purpose	Detail	Who
Identification of attendance issues	To ensure attendance issues are identified as early as possible with the relevant amount of intervention to improve attendance	<ul style="list-style-type: none"> • Use of local Performance Data to identify highest need schools and allocation of CCC Resource (EWS etc) • Identify attendance issues and persistent absence • Speak with parents to review attendance – remind them of attendance legal responsibilities and possible actions • Regular face to face meetings with attendance lead of school, CAF Coordinator and Designated CFF Worker to identify and review actions/interventions where attendance is a concern – where initial school action has not improved attendance 	<p>SD – Advisor (5-18) Behaviour & Attendance Schools Schools</p> <p>School Attendance Lead CAF Coordinator Designated CFF Worker</p>
Formal Assessment of need	To identify whole family underlying issues and causes of attendance problems and inform appropriate intervention needed	<ul style="list-style-type: none"> • Where Early Concerns are identified, school will phone home, write to parents/carers (include “Access to Universal Triple P” leaflet), invite parents/carers in to the school to discuss concerns. • If attendance continues to deteriorate schools will seek to undertake a home visit and reinforce legalisation regarding school attendance and where appropriate initiate a CAF. Support could be sought from CAF Coordinator – or if complex the designated CFF Worker • Following initial School intervention and CAF initiation, a TAF will be called by the school and where CFF Key Worker becomes involved, they will update the CAF and update the plan – to include interventions to be offered and use of sanctions where appropriate 	<p>Schools</p> <p>Schools – drawing on CAF Coordinator support – and Designated CFF Worker if complex</p> <p>Schools CAF Coordinators Designated CFF Worker</p>
Clear Plan of intervention	To ensure all need is being responded to and all agencies involved are clear about their contributions	<ul style="list-style-type: none"> • Early concerns dealt solely by schools to have school attendance plan • CAF initiated, clear Family Support Plan to be created • Updated Plan with enforcement options following CFF Key 	<p>Schools</p> <p>Schools (with support from CAF Coordinator where appropriate) CFF Key Worker</p>

		<p>Worker involvement</p> <ul style="list-style-type: none"> • Complex cases plan = parenting contract 	
<p>Attendance Interventions at each level of need</p>	<p>To ensure all agencies are clear about their responsibilities and required contributions at each level, the outcomes that services are trying to achieve and the support available to improve attendance</p>	<ul style="list-style-type: none"> • Level 2 Attendance from 100 to 90% Initial Concerns identified by schools – telephone calls, school meetings and home visits offered – <ul style="list-style-type: none"> ○ referral to school nurse, ○ work with child – reward system, ○ initiate CAF, ○ appropriate wider referrals – e.g. Triple P, VIBES, MDT • Complex Level 2/3 Specify Attendance 95-85% + sibling groups, cross phase and cross school families to ensure whole family approach. <ul style="list-style-type: none"> ○ Practical support with routines/boundaries ○ Parenting (programmes or 1 to 1) ○ Direct work with children ○ Advice on housing and benefits ○ (See wider EIP Slide on windscreen services) • Level 3 Attendance below 85% Clear plan including sanctions, where appropriate with a range of interventions <ul style="list-style-type: none"> ○ Parenting Contracts including intervention and sanctions – at this stage confirmation with asb interventions to ensure single aligned contract ○ Task Centred and motivational interviewing ○ Intensive practical support ○ 1 to 1 parenting support ○ Direct work with children including three houses approach ○ Lower level substance misuse and dv work • Unsuccessful Level 3 cases following above interventions <ul style="list-style-type: none"> ○ CHECK Whether PO can be sought for non-schl attendance in isolation ○ Education Supervision Orders (process to be confirmed) ○ Penalty Notice ○ Prosecution ○ CHECK NOTTS FIP Guidance ○ Eviction from tenancy ○ Referral to social care for possible care proceedings 	<p>Schools Family assistants/volunteers (MDT's)</p> <p>CFF Workers (MDT's) Schools Other appropriate agencies (e.g. health, housing, adult services)</p> <p>CFF Worker (Schools) Schools CFF Worker (MDT's) where asb exists Other appropriate agencies e.g. health, housing, adult services</p> <p>CFF Worker (Schools) Schools CCC Legal Services Social Care</p>

Coventry Children and Families Worker (schools) contribution to attendance

Intervention	Purpose	Detail	Who
Identification of attendance issues	To ensure attendance issues are identified as early as possible with the relevant amount of intervention to improve attendance	<ul style="list-style-type: none"> • Analyse, understand and utilise strategic attendance data for their named schools • Attend half termly (minimum) face to face meetings with attendance lead of school and relevant CAF Coordinator to identify and review actions/interventions where attendance is a concern – where initial school action has not improved attendance or to clarify interventions <ul style="list-style-type: none"> ○ Seek to predict and identify children with additional needs – specifically attendance ○ Determine level of need and appropriateness of intervention. The result may be current intervention is sufficient, a CAF is required which the school will undertake with support from the CAF Coordinator or a case needs escalating. • Where a CFF Worker (Schools) is allocated to a priority schools these meetings may take place more regularly to ensure appropriate support, communication and focus between the school and local authority on children where attendance is raising concern. <ul style="list-style-type: none"> ○ This will involve CFF Worker re-enforcing the Attendance policy and reviewing appropriateness of interventions and progress. 	CFF Worker Schools
Formal Assessment of need	To identify whole family underlying issues and causes of attendance problems and inform appropriate intervention	<ul style="list-style-type: none"> • Where CFF Worker support is requested through a school, the worker should check that the following has been undertaken by the school in the majority of cases:- <ul style="list-style-type: none"> ○ Phoning home to discuss concerns with parents, ○ Formally writing to parents/carers including relevant information reminding parents of responsibilities and local support (such as “Access to Universal Triple P” leaflet) 	CFF Worker Schools to confirm

	<p>needed</p>	<ul style="list-style-type: none"> ○ Invite parents/carers in to the school to discuss and share concerns. ● In complex cases where schools are seeking to complete a CAF, CAF Coordinators will support schools to complete this – or where this has already been completed help to update the CAF with the school. ● CFF Workers to attend Team Around the Family (TAF) meetings to support completion of Family Support plan and interventions necessary to support attendance. Confirm Key Worker responsibilities where sibling groups, cross phase and cross school families to ensure whole family approach. 	
<p>Clear Plan of intervention</p>	<p>To ensure all need is being responded to and all agencies involved are clear about their contributions</p>	<ul style="list-style-type: none"> ● Where a CAF is initiated, the CFF worker (schools) should support the school in creating a Clear Family Support Plan with clear targets/outcomes, including specific targets around improved attendance, expectations of all parties with relevant interventions & date for review including next steps where attendance doesn't improve. This will be done through attendance at the TAF meeting. ● Where CFF Worker becomes the Key worker, they should update the Family Support Plan with clear targets/outcomes, including specific targets around improved attendance, expectations of all parties with relevant interventions & date for review including next steps where attendance doesn't improve ● Reviews should take place in line with the family, but at a minimum frequency of 6 weekly. At the first review meeting, if attendance has not improved then consideration should be given to the use of a Parenting Contract which will replace the existing plan. ● Where case is progressing to Parenting Contract, CFF Worker to lead coordination of contract and for the contract to become the specified support plan. At this stage CFF Worker to liaise with other agencies who may use parenting contracts to avoid duplication and where other contracts are being considered to ensure one single contract is created. Where this is the case, guidance should be sought from line manager as to which worker should hold the contract 	<p>CFF Worker</p>

Consideration should be given to safeguarding concerns and escalation to Social care for formal safeguarding processes

A range of enforcement options should be considered:-

1. **Safeguarding**
2. **Parenting Order**
3. **School Attendance Order**
4. **Education Supervision Order**
5. **Penalty Notice**
6. **Prosecution**

- Contribute to any prosecution or legal process (such as parenting order or Education Supervision Order)
 - Consultation with service manager, schools and legal services re-options for enforcement
 - Review evidence and agree enforcement option
 - If prosecution, arrange PACE interview and invite parents/carer and child where appropriate
 - Complete required PACE interview documentation – with sign off from Sr CFF Worker (Schools)
 - Where case progresses to court, CFF Worker to complete statement and evidence pack.
- Offering on-going support to family during process

Where a Parenting Order is granted:-

- CFF Worker (schools) to be named lead and hold the order
- Provide direct intervention to the family
- Monitor improvements and take any appropriate action where breach occurs
- Consult with Service Manager and Legal Services where breach occurs
- Where appropriate book breach court date and prepare relevant statement and evidence pack

Coventry schools contribution to improving attendance

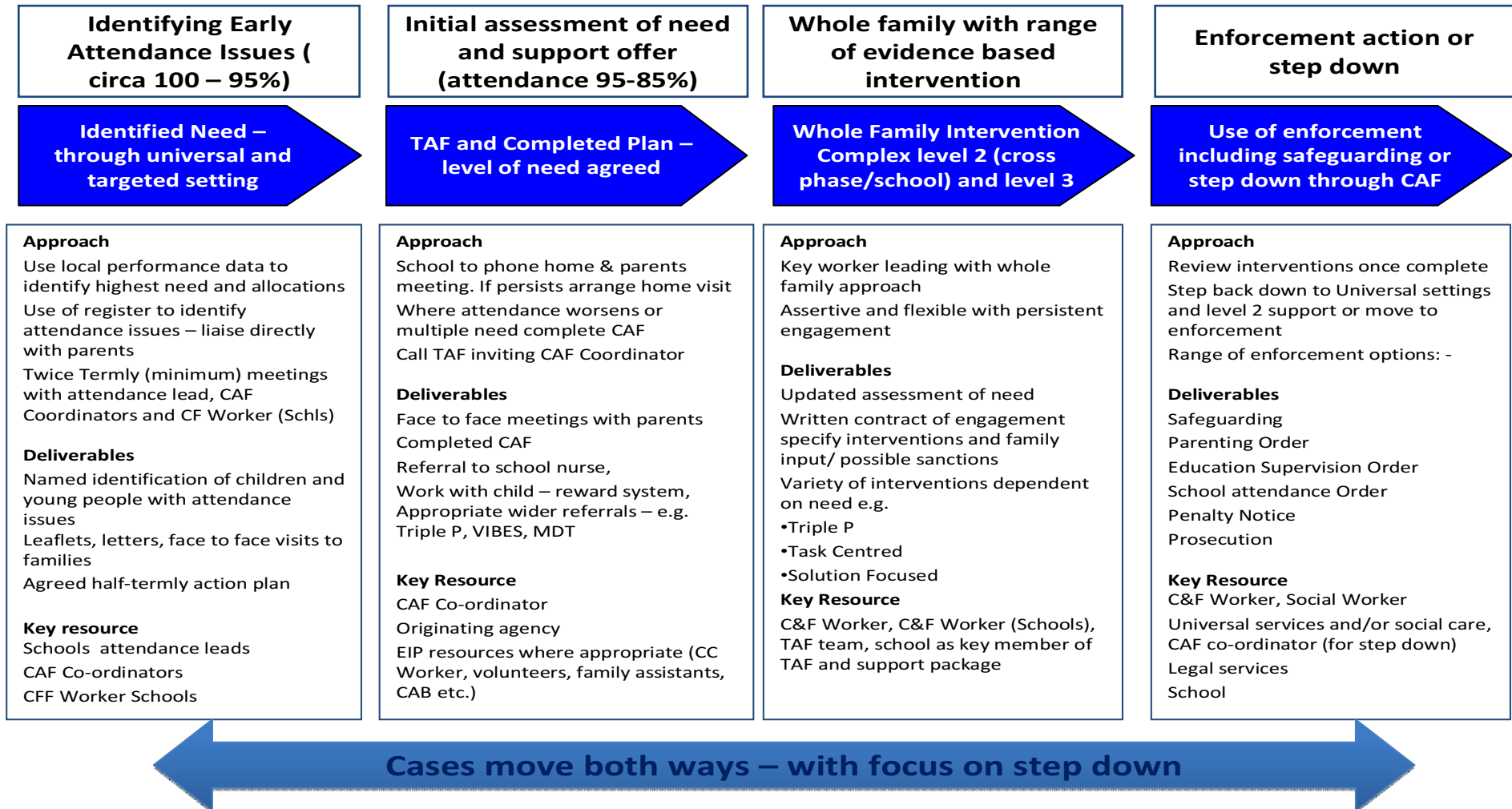
Intervention	Purpose	Detail	Who
Identification of attendance issues	To ensure attendance issues are identified as early as possible with the relevant amount of intervention to improve attendance	<ul style="list-style-type: none"> • Analyse, understand and utilise strategic attendance data <ul style="list-style-type: none"> ○ Clear Attendance Policy in place <ul style="list-style-type: none"> ○ Including clarity over exceptional leave of absence ○ Attendance Assemblies ○ Regular newsletters (including focus on attendance) ○ Rewards for positive attendance and punctuality • Identify attendance and persistent absence <ul style="list-style-type: none"> ○ Classroom Teacher to monitor class attendance and raise initial concerns with wider School personnel ○ Ensure accuracy of registers ○ Monitor sims data daily and weekly to pick out children/young people where attendance is a concern – using attendance codes to identify specific issues. Where this relates to unauthorised leave of absence, issue penalty notice at this point • Speak with parents to review attendance – remind them of attendance legal responsibilities and possible actions <ul style="list-style-type: none"> ○ Where concerns arise – invite parents in immediately ○ Ensure formal focus on attendance at Parents evenings and termly progress review • Half termly (minimum) face to face meetings with attendance lead of school, CAF Coordinator and Designated CFF Worker (Schools) to identify and review actions/interventions where attendance is a concern – where initial school action has not improved attendance or to clarify interventions • In priority schools these meetings may take place more regularly to ensure appropriate support, communication and focus between the school and local authority on children where attendance is raising concern 	<p>Attendance Lead (utilise support of EIA and Advisor 5-18 Behaviour and Attendance)</p> <p>Classroom/form teacher All relevant Teachers</p> <p>Attendance Lead Learning Mentor/School Attendance Lead</p> <p>Relevant School Personnel Class Teacher/Form Tutor</p> <p>School Attendance Leads (CAF Coordinator & Designated CFF Worker)</p>

<p>Formal assessment need</p>	<p>To identify whole family underlying issues and causes of attendance problems and inform appropriate intervention needed</p>	<ul style="list-style-type: none"> • Where Early Concerns are identified, school to take immediate action including: - <ul style="list-style-type: none"> ○ Phoning home to discuss concerns with parents, ○ Formally writing to parents/carers including relevant information reminding parents of responsibilities and local support (such as "Access to Universal Triple P" leaflet) ○ Invite parents/carers in to the school to discuss and share concerns. • If attendance continues to deteriorate or there is non-engagement/improvement, schools will seek to undertake a home visit and reinforce legalisation regarding school attendance. Set clear target with family for improved attendance and monitor weekly. At this point consideration should be given to any other children in the home with information shared with local CAF Coordinator. <ul style="list-style-type: none"> ○ Check Protocol e-CAF System to identify whether any CAF exists with any family member • Where level of need is 2 or above with additional needs apparent in the family with non-school attendance a symptom of wider issues, initiate a CAF. N.B. Support could be sought from CAF Coordinator – or if complex the designated CFF Worker • Call a Team Around the Family (TAF) meeting to confirm support plan and interventions necessary to support attendance 	<p>Relevant school personnel</p> <p>Relevant school personnel such as Learning Mentor, Pastoral Support staff etc</p> <p>Relevant school personnel such as Learning Mentor, Inclusion Coordinators, Pastoral Support staff etc (drawing on CAF Coordinator support and Designated CFF Worker if complex)</p> <p>School personnel leading the CAF with support from CAF Coordinators</p>
<p>Clear Plan of intervention</p>	<p>To ensure all need is being responded to and all agencies involved are</p>	<ul style="list-style-type: none"> • Where schools identify initial attendance concerns an attendance plan to be completed with targets, expectations of all parties and date for review including next steps where attendance doesn't improve • Where a CAF is initiated, Create a Clear Family Support Plan with clear 	<p>Attendance Lead/Learning Mentor from school</p> <p>Relevant School Personnel (with support from CAF Coordinator &</p>

	clear about their contributions	targets/outcomes, expectations of all parties with relevant interventions & date for review including next steps where attendance doesn't improve	where appropriate CFF Key Worker)
Attendance Interventions for schools	To ensure all agencies are clear about their responsibilities and required contributions at each level, the outcomes that services are trying to achieve and the support available to improve attendance	<ul style="list-style-type: none"> • Level 2 School Attendance from 100 to 90% Initial Concerns identified by schools – telephone calls, school meetings and home visits offered – Some suggested interventions to be offered by schools to improve attendance: - <ul style="list-style-type: none"> ○ Home visits to share concerns and bring children to school on a temporary short term basis ○ referral to school nurse to explore persistent or erratic illness ○ direct work with children/young people including incentives/reward systems, ○ Assemblies for improved attendance – inviting parents in to celebrate success ○ Offer parenting support (group programmes) ○ Signpost to other services either internally or externally ○ Appropriate wider referrals – e.g. Triple P, VIBES, Cruise, Relate (time for you), LABS ○ initiate CAF, • Complex Level 2/3 School Attendance 95% to 85% + sibling groups, cross phase and cross school families to ensure whole family approach. Led by CFF Worker (MDT's) with following school input (examples are non-exhaustive):- <ul style="list-style-type: none"> ○ Attend on-going Team Around the Family meetings ○ Contribute to Family Support Plan ○ Continue to engage and support family ○ Feedback to Key Worker ○ Be fully involved in any reviews • Level 3 School attendance below 85% Clear plan including sanctions, where appropriate with a range of interventions led by CFF Worker (Schools) with following input from schools (examples are non-exhaustive): - <ul style="list-style-type: none"> ○ Be signed up member of parenting contract providing support alongside Key Worker ○ Attend on-going Team Around the Family meetings ○ Contribute to Family Support Plan 	<p>Schools</p> <p>Schools</p> <p>Schools</p>

		<ul style="list-style-type: none">○ Continue to engage and support family○ Feedback to Key Worker○ Be fully involved in any reviews○● Unsuccessful Level 3 cases following above interventions<ul style="list-style-type: none">○ Contribute to any prosecution or legal process (such as parenting order or Education Supervision Order)○ Offering on-going support to family during process○ Attend on-going Team Around the Family meetings○ Contribute to Family Support Plan○ Continue to engage and support family○ Feedback to Key Worker○ Be fully involved in any reviews	
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Children & Families First Partnership Model and School Attendance



Components of Children and Families First Toolbox

Assessment

CAF
Enhanced Assessment Skills

Assertiveness

Empowerment
Enforcement
Anti-oppressive practices
Assertive interventions
FIP Intensive Intervention

Partners/Contracting

Referring on to other services
Brokering (P2,3,5)
Contracting with other services
Effective multi-agency approach

Managing (C4)

Whole Family

DV perpetrators
Recognising Issues
Whole Family Approach (C4)
Solution Empowerment
Solution focuses approach – consultation (P3)

Life-story

Life-story work – 3 hours – direct work with children

Crisis Intervention (C4)

Parenting

Triple P (P1,P3,P4,P5)

Practical Modelling

Modelling parental communicational (C4,P5)
Practical support – “can do” (C3,P5)
Motivational Interviews
Counselling Skills (C4)

Family links

Safety

Safe planning stay + safe (C4)
Safe at home
Protective behaviours – safety

Family learning

Knowing when to use what methodology

Task Centred

Knowing when to use what method

Portage

Other

Remember level 2, Impact Management, Clinical Tools, Infant Massage, Friends – anxiety and depression methodology, preparing for parenting (HV/UoW), Ante-natal (find out more) (P4), Books on prescription, Circle, Seal, MST, FNP, Youth Service Methodologies, OB2L (P5), Emotionally Healthy, Assessment/ Screening, Clinical Tools (Compass etc) , Strengthening families and communities (P1)



Workforce Development to deliver Children and Families First Model



EIP Tool Box and practitioner approach

Solution focused
Crisis Intervention

Triple P

Direct work with children

Task Centred

Practical Support

Range of direct

Assertive, whole family, persistent,
flexible, clear plan – reviewed
regularly, multi-agency approach

**Skilled Families First
Practitioners with above
characteristics**

Children Centres and Schools identifying need and
initiating CAF's – supported by Families First Teams
and CAF Co-ordinators. Significance of Health.
Enhanced assessment skills.

CAF As the Bedrock



Section 3

Attendance Action Plan

Coventry Local Authority

Attendance Team Strategic Plan 2012-2014

Strategic Priority	Improve student progress and raise standards of attainment				
Team Focus	Actions	Person responsible	Deadline	Progress	Measurable Impact
<p>% Overall attendance to meet target: National Average for all phases: Primary 94.86% Secondary 93.45% Special/PRU's 90% By end of term half term 5</p>	Produce draft outline for updated attendance strategy plan	SD	15/02/12	Completed and shared with CLYP SLT.	
	Share plan with key stakeholders e.g. EWO/MDT; CLYP SLT and Headteacher representatives for consideration.	SD/DC	01/04/12	Working group agreed in principal to proposed changes and fed back to Phase groups.	Staff are more aware of absence of their students and what actions to be taken.
	Policy adapted and implemented across all schools.	SD/DC	01/09/12	All heads informed of changes to nature and type of support for attendance.	Greater consistency on policies between Secondary and Primary feeders, particularly around Holiday in term time.
	Develop whole authority approach to Fixed Penalty notices warnings being incorporated into school attendance policies including use of civil recovery for non payment.	SD/DC/ Legal	01/09/12		Reduction in holidays and extended holidays being taken in term time. Increase in number of fixed penalties being paid.
	Identify 'Priority schools' for enhanced support using four year trend data for overall attendance.	SD/DC	01/06/12	Used data from Raise online; Capita 1 and CAF questionnaire. Schools notified of change in personnel (if any) and expected frequency from Children and Families Worker schools.	Sustained improvement for all schools around Persistent Absence and particularly Overall Attendance for schools receiving enhanced support.
	Practise standards for Children and Families Workers (schools) allied to Family Support keyworkers.	CFWS/MDT	06/09/12	Draft practise standards produced and shared with CFF workers (schools) and CAF coordinators.	Greater consistency of support for schools. Improved attendance for individual students as a result of targeted intervention.
	Identify and share good practice around improving attendance through OB2L clusters.	SD/OB2L area groups	Ongoing	Collated good practice from SW1 OB2L group and included as part of Appendices in strategy.	Schools develop network of support for attendance, leading to greater consistency of approach
	Identify families 'causing concern' over school attendance.	SD/OB2L area groups	10/02/12	SW1 and NE2 cluster schools completed and compiled results from Excel spreadsheet. SW1 results shared with EWO/MDT team. Work to commence/continue with targeted families.	
	Reasons for absence scrutinised, patterns of absence identified and followed up with for Priority Schools.	SD	Ongoing	Shared suggestions on reducing incidences of authorised absence on certain codes.	Reduction in authorised absence
	Scrutinise prior attendance data (10/11) and compare with this year's to identify patterns and "hotspots"	SD	01/04/10	Alert schools to trend in data. Refocus schools on attendance.	School's overall attendance improves.
Support schools to improve attendance for vulnerable groups.	SD/DC/Louison Ricketts / MGSS/LACES	Ongoing	<ul style="list-style-type: none"> ▪ Developing alternative intervention approach for young people who have been identified as a member of a Troubled Family. ▪ MGSS produced Case Study to outline additional support for improving 	Reduction in Persistent Absence for key vulnerable groups e.g. LAC/ Gypsy Roma and BESD.	

				<ul style="list-style-type: none"> attendance. ▪ Working with Jane Casey to support carers of LAC to improve their attendance. ▪ CFF worker schools appointed with a focus on LAC. ▪ Colleagues in Neighbourhood Social Care and YOS briefed on new Strategy and their service responsibilities in improving school attendance. 	
	Data & graphs updated on a weekly basis	Data team	Ongoing	Data accurate and up to date	Accurate data is available for analysis.
	Analysis by code done on a weekly basis	Data team	Ongoing	Data accurate and up to date	Accurate data is available for analysis.
	Promote Attendance rewards and explore LA reward scheme	SD/CFWS/Schools	Ongoing	Students rewards profile up to date	Students see a tangible benefit to regular attendance. Overall attendance increases.
	Training for key colleagues around issues that impact on attendance.	SD/CFWS/Schools	Ongoing	<ul style="list-style-type: none"> ▪ Deliver National programme for Specialist Leaders in Behaviour and Attendance. ▪ Learning Mentor and Attendance Leads networks to share good practice and data analysis tools. 	<ul style="list-style-type: none"> ▪ All schools/ settings have colleague who has participated in NPSLBA leading to improved attendance. ▪ Improved attendance following Learning Mentor training for students attending Cardinal Wiseman Catholic School and its feeder Primaries.
Persistent absence of 15% to be at National Average for each phase: Primary 5.2% Secondary 9.6% [Special Primary 10% Special Secondary 20%]	Students with attendance <85% to be placed on 6 week attendance plan. CAF completed and lead by EWO/MDT team. Support schools to implement sliding scale of intervention for 80%-95%.	CFWS/CFFT	01/09/2012	Developed referral protocols using the CAF.	Students on attendance CAF begin to improve attendance.
	Persistent absentees (<85%) identified and prosecution put in place for High Profile cases. Convictions publicised to deter future cases of Persistent Absence.	LA	01/09/012	Developing attendance panel with support from the LA Legal Team	Attendance for this group of students improves.
	Support schools to scrutinise Attendance registers s for students whose attendance is dropping towards 87%. Responsibility for action and monitoring allocated	SD/CFWS/Schools	Ongoing	Students likely to be PA identified earlier.	Parents of students with declining attendance made aware of the situation earlier. Support for improvement is made earlier providing greater chance of successful outcome
	Encourage rewards for improved attendance; incorporate into LA reward scheme.	Schools/SD	Ongoing		Students see a tangible benefit to regular attendance.



14th November 2012

Name of Cabinet Member:
Cabinet Member (Education) - Councillor David Kershaw

Director Approving Submission of the report:
Director of Children, Learning and Young People

Ward(s) affected:
All

Title:
Report on Pupil Behaviour in Coventry Schools and Educational Settings in 2011/12

Is this a key decision?

No – Although this issue affects all Wards in the City the impact is not expected to be significant

Executive Summary:

This report summarises the data on pupil behaviour in schools and other educational settings in Coventry. Judgements in recent Ofsted inspections indicate that behaviour is good or outstanding in 86% of primary schools, 95% of secondary settings and 88% of special schools. These figures match or exceed the data for England. National data for 2010/11, released July 2012, shows the incidence of fixed term and permanent exclusions in Coventry to be low in relation to statistical neighbours. Local data for 2011/12 shows the overall incidence of fixed term exclusions to be lower than in 2010/11, but there has been a rise in permanent exclusions.

Recommendations:

The Cabinet Member is recommended to accept the report and approve the further development of three existing strategies to further improve pupil behaviour.

List of Appendices included:

None

Background papers:

Nil

Has it or will it be considered by Scrutiny?

No

Has it, or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

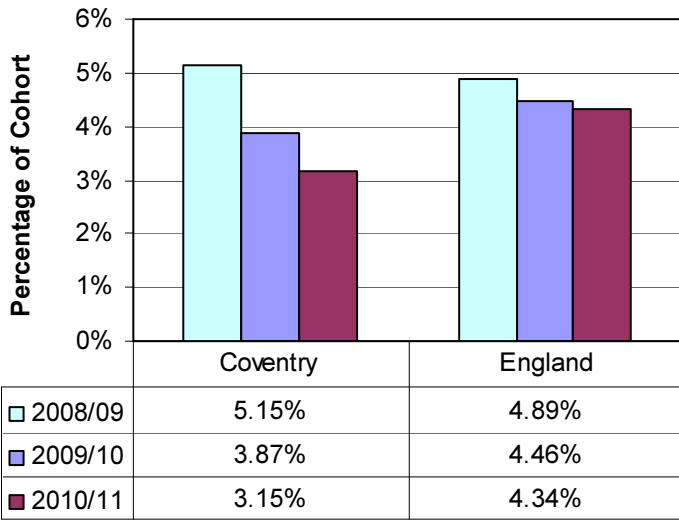
No

**Report title:
Report on Pupil Behaviour**

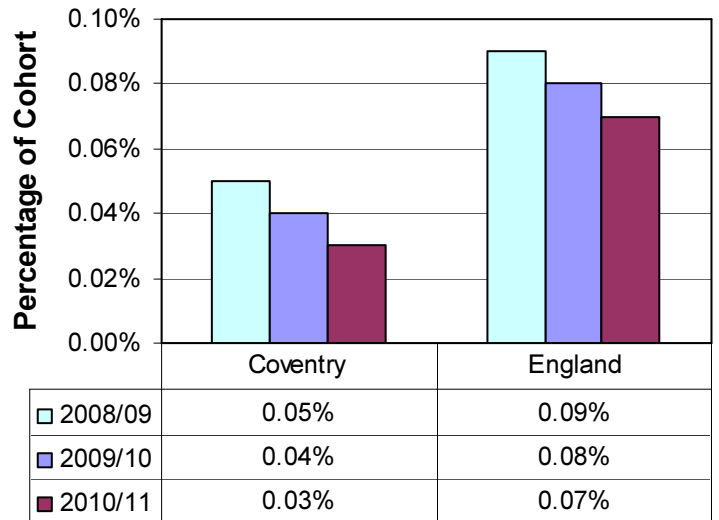
1. Context (or background)

- 1.1 Coventry City Council has a policy of working in strong partnership and collaboration with schools to avoid the use of permanent exclusion wherever possible and to reduce the use of exclusions more generally. In line with best practice nationally, the Local Authority has sought to develop a range of alternative strategies to achieve this. One of the key strategies has been the establishment and ongoing development of a Partnership Agreement with secondary schools that sets out the policy, principles and procedures for the prevention and management of exclusions and support for pupils who are considered Hard to Place. The policy is overseen through the work of the Social Inclusion Placement Panel, which includes Headteachers from the area behaviour partnerships as well as officers from the Local Authority. It also reports its work on a regular basis to the Local Authority School Admissions Forum.
- 1.2 At the start of the 2011/12 school year a further development of the strategy was the development of a more graduated response to challenging behaviour in KS3/4 through establishing Area Behaviour Partnerships so that more opportunities for support to young people with challenging behaviour are provided in mainstream school settings before alternative settings are considered. Headteachers working with the Local Authority have established two Area Behaviour Partnerships (East and West), providing school to school support for pupils presenting challenging behaviour. The Local Authority has supported each partnership in establishing its own protocols, devolving £30,000 p.a. to each.
- 1.3 As at 23.10.12 judgements in recent Ofsted inspections indicate that behaviour is good or outstanding in 86% of primary schools, 95% of secondary settings and 88% of special schools. These figures match or exceed the data for England.
- 1.4 Data from 2010/11 on Coventry and its statistical neighbours, released by the DfE in July 2012, indicated that:
- Coventry's rate of fixed term exclusions reduced from 3.87% of cohort in 2009/10 to 3.15% of cohort in 2010/11, which is below the national rate for 2010/11 (4.34%) and is ranked 1st (lowest fixed-term exclusion rate) in the statistical neighbours group.
 - Coventry's rate of permanent exclusions has reduced from 0.04% of cohort in 2009/10 to 0.03% of cohort in 2010/11 and is now less than half the national rate (0.07%). For permanent exclusions Coventry is ranked 3rd out of 11 in the statistical neighbours group (where 1st ranking has the lowest exclusion rate), up one from 4th in 2009/10.

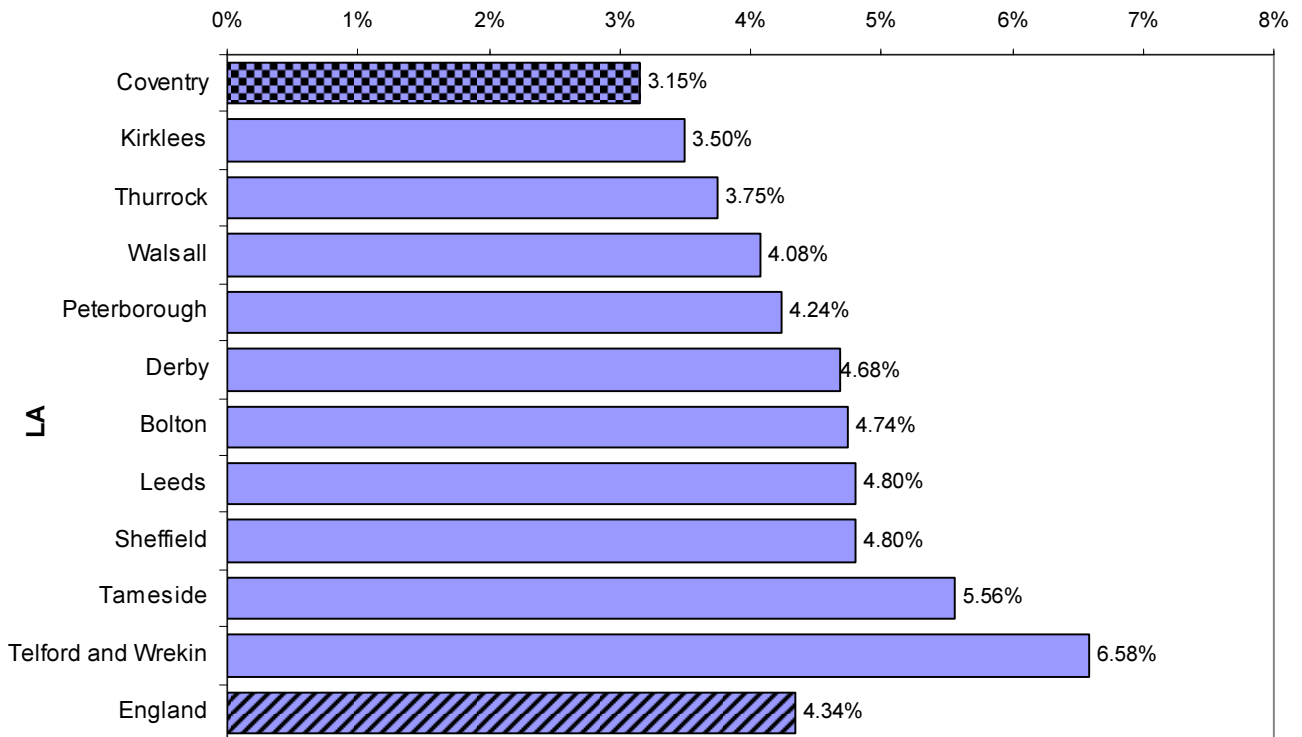
Fixed Term Exclusions



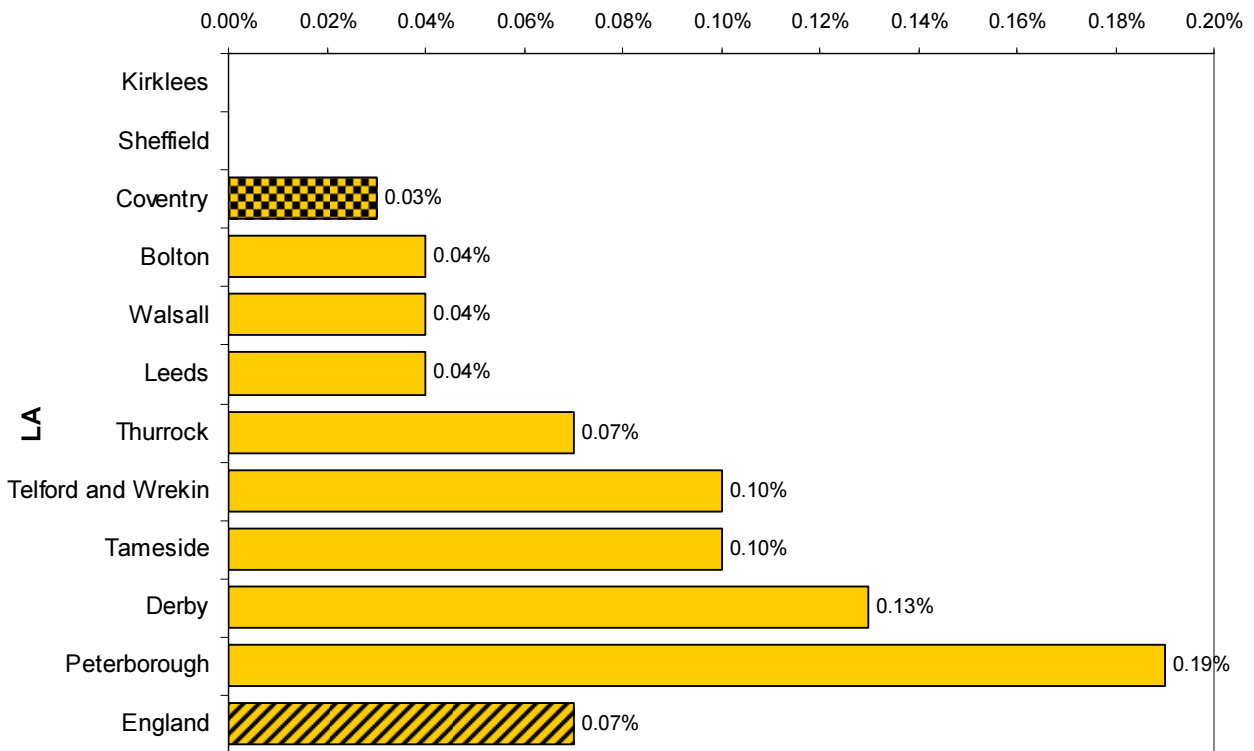
Permanent Exclusions



Coventry & Statistical Neighbours - Fixed Term Exclusions 2010/11



Coventry & Statistical Neighbours - Permanent Exclusions 2010/11



1.5 Data on fixed term and permanent exclusions for the last five years follows. Figure (i), below, shows the exclusion incidence trends between 2007/08 and 2011/12.

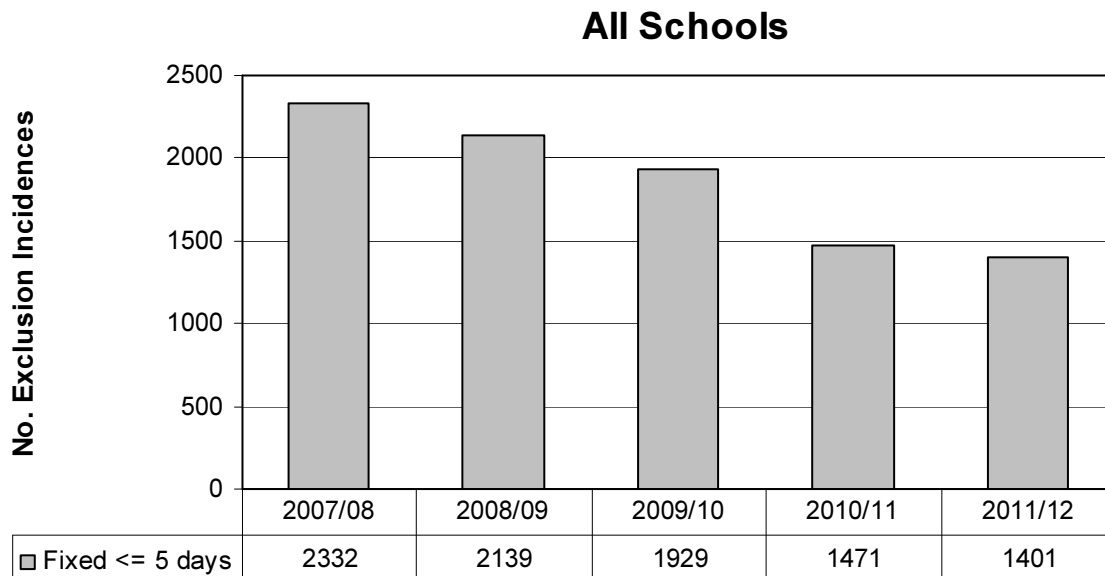


Figure (i): Fixed term exclusions of 5 days or more

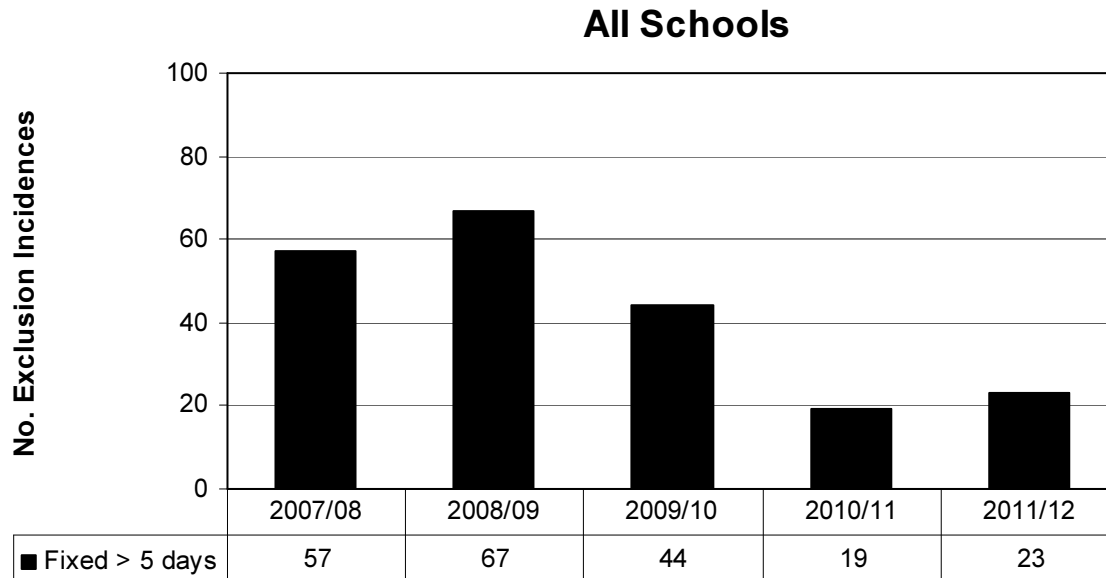


Figure (ii): Fixed term exclusions of more than 5 days

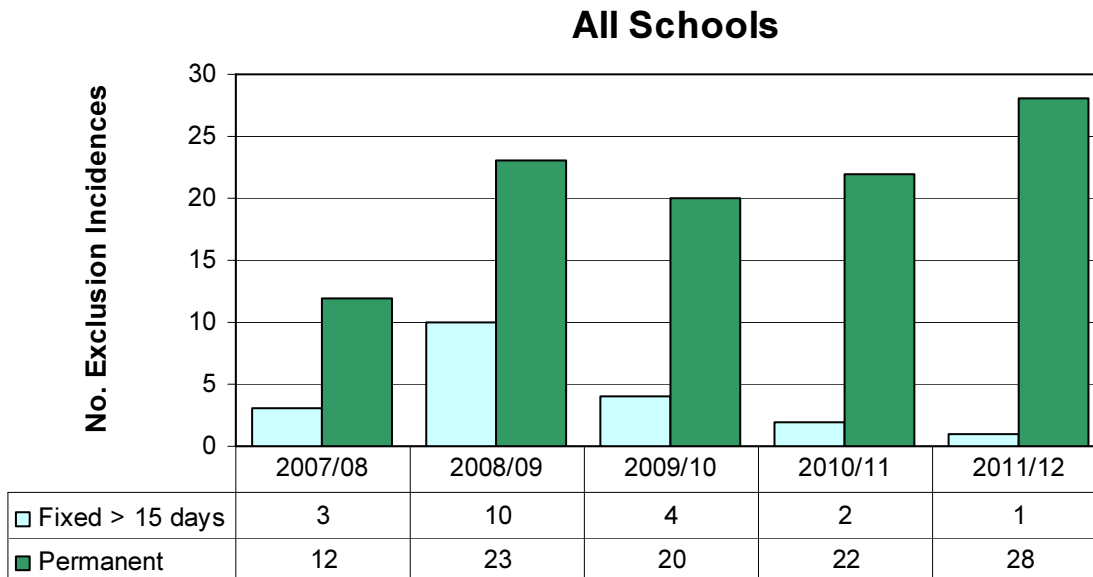


Figure (iii): Fixed term exclusions of more than 15 days, and permanent exclusions

Data on exclusions from primary, secondary and special follow:

- For primary schools the number of fixed term exclusions of 5 days or less in 2011/12 increased to 284 from 251 in 2010/11 (282 in 2009/10). The incidence of fixed term exclusions of more than 5 days decreased from 7 in 2010/11 to 5 in 2011/12 (3 in 2009/10). The incidence of permanent exclusions rose from 6 in 2010/11 to 8 in 2011/12 (2 in 2009/10).

- For secondary schools and academies the number of fixed term exclusions of 5 days or less in 2011/12 reduced to 979 from 1120 in 2010/11 (1487 in 2009/10). The incidence of fixed term exclusions of more than 5 days increased from 12 in 2010/11 to 18 in 2011/12. The number of permanent exclusions increased from 16 in 2010/11 to 20 in 2011/12 (18 in 2009/10).

- For special schools the number of fixed term exclusions of 5 days or less increased from 100 in 2010/11 to 138 in 2011/12 (160 in 2009/10). There were no incidences of fixed term exclusions of more than 5 days in either 2010/11 or 2011/12 (6 incidences in 2009/10). There have been no permanent exclusions from special schools in the last six years.

Analysis of the exclusion data for particular groups of children and young people has been undertaken:

- Analysis by gender for 2011/12 shows that in primary schools the proportion of girls or boys excluded remains little changed, with boys making up most or all of the exclusions. In secondary schools there has been a reduction in the number of permanent exclusions of girls (2 in 2007/08; 4 in 2008/09; 5 in 2009/10; 6 in 2010/11; 2 in 2011/12), whilst the number of boys permanently excluded rose after three successive years of reduction (2007/08 10; 2008/09 18; 2009/10 13; 2010/11 10; 2011/12 18).

- Analysis by ethnicity for 2011/12 shows that White British pupils still make up the vast majority of those excluded for a fixed term period from primary and secondary schools. In primary schools they make up 67% of the fixed term exclusions, but make up only 56% of the primary school population. In secondary schools they make up 65% of the fixed term exclusions, but make up 62% of the population. Mixed White / Black Caribbean are also over represented in the secondary exclusion data in that they make up 2% of the population, but make up 5% of the fixed term exclusions (but none of the permanent exclusions). This over representation in the fixed term exclusion data is not shown in the primary.

- Analysis by Special Educational Need (SEN) for 2011/12 shows that the proportion of secondary aged pupils who are excluded and have SEN, which includes pupils at all stages of the SEN Code of Practice, is still disproportionate to the proportion of the school population deemed to have SEN in both primary and secondary schools. This will, of course, be partly due to behavioural, emotional and social difficulties being regarded as a type of SEN.

- Analysis by age shows that exclusions are not spread uniformly across year groups. In 2011/12 the majority of secondary pupils having one or more fixed term exclusion were in Years 8, 9, 10 and 11 (making up 87% of all fixed term exclusions). Of the 8 primary permanent exclusions 2 were in KS1 (in 2010/11 all were in key stage 2).

- In 2011/12 the number of looked after children subject to one or more fixed term exclusions increased to 38 (28 in 2008/09, 29 in 2009/10, 26 in 2010/11). The rate of fixed term exclusion continues to be higher than that for children who are not looked after. In 2011/12 1 looked after child was permanently excluded (3 in 2008/09, 0 in 2009/10, 1 in 2010/11).

2. Options considered and recommended proposal

2.1 It is proposed that three existing developments are taken forward:

2.1.1 Given the rise in the permanent exclusion of KS2 pupils, and the profile of demand for primary BESD placements, the formation of a mainstream school based provision for pupils experiencing BESD. Funding was agreed by the Schools Forum in 2011/12. Staff recruitment and accommodation planning are underway.

2.1.2 In KS3/4, in order to maximise the number of pupils having access to the full range of curricular opportunities afforded by mainstream schools, to further develop school-based educational provision made by the two behaviour partnerships.

2.1.3 In KS3/4, due to the paucity of in-city BESD special school places for girls, the further development of BESD provision for girls via a partnership between Tile Hill Wood Academy and Woodfield School.

3. Results of consultation undertaken

Not applicable.

4. Timetable for implementing this decision

4.1 The three identified work streams commenced in the 2011/12 school year.

5. Comments from Director of Finance and Legal Services

5.1 Financial implications

Overall, the funding for behaviour provision is within the dedicated schools grant. The £30K for the Area Behaviour Partnerships was agreed in 2010/11. Further funding was agreed in 2012/13 for Key Stage 2 BESD provision of £148K. This represents a part year amount, and a further £71K will need to be agreed with the Schools Forum for 2013/14.

The education funding reforms, implemented from April 2013, restrict the Local Authority's ability to manage money centrally on behalf of schools. The funding for behaviour provision, however, is within the High Needs block, and therefore the Local Authority will be able to continue to manage this resource centrally.

5.2 Legal implications

The public sector equality duty under section 149 of the Equalities Act 2010 imposes on decision makers when carrying out any of its functions the requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations across all of the protected characteristics (which, for education, are disabilities, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation). "Due regard" requires more than just an awareness of the equality duty. It requires demonstration of a rigorous analysis by the public authority decision maker.

6. Other implications

6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / LAA (or Coventry SCS)?

The proposed developments will bring improved support for children and young people experiencing behaviour emotional and social difficulties and help these and other children and young people to achieve and make a positive contribution. It also supports the aim to reduce reliance on out of city placements.

6.2 How is risk being managed?

No risks identified.

6.3 What is the impact on the organisation?

None identified at this stage.

6.4 Equalities / EIA

Exclusions data is monitored on an ongoing basis.

6.5 Implications for (or impact on) the environment

None

6.6 Implications for partner organisations?

None identified at this stage.

Report author(s):**Name and job title:**

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Children, Learning and Young People

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Enquiries should be directed to the above person.

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Colin Green	Director		23.10.12	23.10.12

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Public report
Cabinet Member

14th November 2012

Name of Cabinet Member:

Cabinet Member (Education) – Councillor Kershaw

Director Approving Submission of the report:

Director Children, Learning and Young People

Ward(s) affected:

All

Title:

Progress Update on the Implementation of the Local Strategy for Raising the Participation Age

Is this a key decision?

No

Executive Summary:

As part of the spending review and The Importance of Teaching (The Schools White Paper 2010), the Government confirmed its commitment to raising the participation age to 18 by 2015. The Education and Skills Act 2008 increases the minimum age at which young people can leave learning, requiring them to continue in education or training until the end of the academic year in which they turn 17 from 2013 and until their 18th birthday from 2015.

Further information for local authorities was released in July 2012 via the Education Funding Agency. The paper – Guidance for local authorities: Funding 16-19 education and training – states 'when raising the participation age comes into effect from 2013, local authorities will have new duties to promote participation and to make arrangements to identify young people not participating. These complement the existing duty to encourage, enable and assist young people to participate'.

A position paper was produced that gave the background, the local context, current provision and the risks associated with Raising the Participation Age (RPA) for the City Council. A consultation event also took place in May 2012, involving schools, colleges, providers and other stakeholders to promote an increased understanding and awareness of RPA and to contribute to the strategic direction and implications that RPA will have in Coventry.

Work continued over the summer period to take this strategy forward, which resulted in a project brief being completed with a number of proposals.

Recommendations:

Cabinet Member is asked to endorse the actions taken to date, agree the strategy suggested for the implementation of the workstreams to take forward the work, for the project board to oversee the work in conjunction with the 11-25 Partnership and for the overall strategy for Raising the Participation Age to be taken to full Cabinet in July 2013.

List of Appendices included:

None

Other useful background papers:

None

Has it been or will it be considered by Scrutiny?

Scrutiny Board 2

Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report title: To provide a progress update on the implementation of our local strategy for Raising of the Participation Age (RPA)

1. Context (or background)

- 1.1 In order to implement the requirements of Raising the Participation Age, the local authority has appraised the current position with regard to participation and provision, and has identified potential risks associated with it. A number of actions have been put in place to take forward the work needed to ensure 100% of young people access education, employment or training on leaving statutory education within the context of RPA at 17 (2013) and 18 (2015).
- 1.2 The work to be taken forward will link to the Overcoming Barriers to Learning (OB2L) programme, including raising aspirations of the most vulnerable groups.
- 1.3 In addition the work will need to take account of new provision in the City, for example the University Technical College (UTC).
- 1.4 Changes to the delivery of careers guidance is at the heart of the Government's Education Act 2011. It places a new duty on schools to secure access to impartial and independent careers guidance for every pupil in years 9 to 11 from September 2012 and repeals the requirement for schools to provide a programme of careers education. It retains the Local Authority's duty to encourage, enable or assist young people's participation in education or training and to assist the most vulnerable young people and those at risk of becoming not engaged in education, employment or training (NEET).

2. Options considered and recommended proposal

- 2.1 The Education Funding Agency released a document in July 2012 (Guidance for local authorities: Funding 16-19 education and training) on behalf of the Secretary of State for Education, as guidance under the Education Act 1996 for the 2013/14 academic year.

It details key changes for local authorities for 2013/14. One of the statements made in the document is 'when raising the participation age (RPA) comes into effect from 2013, local authorities will have new duties to promote participation and to make arrangements to identify young people not participating. These complement the existing duty to encourage, enable and assist young people to participate'.

Further statements are made within the document with regard to local authorities fulfilling their statutory duties, and to champion the education and training needs of young people in their area by implementing the following:

- influencing and shaping the provision on offer and helping to develop and improve the education and training market;
- promoting any necessary structural change in the local education and training system;
- supporting the improvement of the quality of the education and training of young people aged 16-19;
- supporting employer needs, economic growth and community development working with Local Enterprise Partnerships (LEPs) as appropriate; and
- supporting the development of provider and stakeholder networks that help to deliver the RPA targets.

As part of the process local authorities, either individually or jointly, may develop with their partners a statement outlining their strategic overview to make information on the needs of young people and gaps in provision transparent and relevant to institutions.

Local authorities and their partners will identify these circumstances, which may arise from, for example:

- infrastructure changes such as new or closing institutions, including provision secured through competitions;
- re-distribution of provision that falls below national minimum performance standards and Ofsted (or other inspectorate) minimum standards and where insufficient improvement is in hand;
- re-distribution of provision where the local authority and all partners consider it best meets the needs of young people;
- the need for new provision that will help support young people who would otherwise not be in education, employment or training: or
- the need to support employer needs, economic growth and community development.

Where a local authority and institutions identify a gap in provision that cannot be met by changing existing provision and the Education Funding Agency (EFA) have agreed the gap can be funded, procurement of new education and training may be required. The local authority and EFA will work together to agree the specification for the gap and the EFA will then contract for and fund that provision.

2.2 A number of actions have already been undertaken in progressing the work required to fully implement the requirements of Raising the Participation Age. A position paper was produced that raised a number of considerations that the City Council will need to take into account. It focussed on vulnerable groups/specialist provision, mix and balance of provision, employers, attendance and behaviour and communications. A consultation launch event was held in May 2012 involving schools, colleges, providers and other stakeholders to help promote an increased understanding and awareness of RPA and to contribute to the strategic direction. Regular briefings have been taking place since the launch event, including presentations to Head Teachers, Heads of Post 16, College Principals, The Association of Training Providers and the 11-25 Coventry Partnership.

2.3 Therefore, to take forward the full range of work required for the implementation of Raising the Participation Age of 16 and 17 year olds from 2013, we have/will implement the following:-

1. A RPA working group is set up, the core purpose being to continue to raise awareness of what 'Raising of the Participation Age' means, agree future strategies, link in with the work on curriculum development (across all post 16 provision) and determine a way forward for the City. As well as internal staff, potential external members will be invited to join this group, with representatives from colleges, apprenticeship providers, foundation learning providers, schools and CSWP The Careers Guidance Company. This group will feed into what is described below.

2. Develop 4 workstreams that will take forward the work required to introduce a full strategy for the implementation of Raising the Participation Age. Each workstream/group will have the responsibility to work through the position paper and identify issues raised that directly links to their groups.

The workstreams and aims are as follows:

Communications

Aim – To develop a strategy that will ensure the main messages regarding Raising the Participation Age are communicated to parents, young people, schools, colleges, training providers, the voluntary sector and employers.

Sufficient and Adequate Provision

Aim – To ensure current provision is 'fit for purpose', identify gaps in provision and barriers to progression.

16-18 NEET

Aim – To develop a clear process for those young people at risk of becoming NEET and targeted interventions delivered.

Data & Tracking 16-18 and IAG

Aim – To develop a process to track the participation of all young people in the City and ensure all young people have access to appropriate Information Advice and Guidance (IAG).

The requirement will be for each workstream/group to produce a workplan to take forward actions in each area.

A local authority project board will be put in place to track the work of each group – membership of the project board will be: -

- Dave Lennox (14-19 Adviser)
- Kate Ireland (Strategic Lead: Learning and Achievement)
- John Dwyer (Senior Adviser: 14-19)
- Anne Brennan (Senior Adviser: 14-19)
- Roger Lickfold (Strategic Lead: SEN, Inclusion and Participation)

Each workstream/group will have a lead officer and membership from various areas of education and learning services within the City Council, along with a representative from CSWP: -

- Communication – Lead Officer Dave Lennox – additional membership Karen Horton and Nick Jones (City Council), Jessica Lewis-Bell (CSWP)
- Sufficient and Adequate Provision – Lead Officer John Dwyer – additional membership Sandra Durkin, Sharon Cassidy, Jill Cook, Marian Simpson, Christine Korczak and Dave Lennox (City Council), Sue Walmsley (CSWP)
- 16-18 NEET – Lead Officer Sandra Durkin – additional membership Anne Brennan, Dave Lennox, Michaela Randle, Karen Horton and Ruth Brunton (City Council), Sam Morris (CSWP)
- Data & Tracking 16-18 and IAG – Lead Officer Anne Brennan – additional membership John Dwyer, Jill Cook, Karen Horton and Kevin Coughlan (City Council), Tracey Southam/Ricki Lomas (CSWP)

2.4 The proposed timeline is as follows: -

Date	Action
September 2012	Project board meet and finalise the detail for each workstream
October 2012	Each workstream meets – led by the lead officer – and an action plan produced. Report on progress to 11-25 Partnership.
November 2012	Project board meet to discuss action plans from each workstream and finalise details.
December 2012	Each workstream meets – feed into next project board. Report on progress to 11-25 Partnership.
February 2012	Project board meets – identifies what still needs to be completed and feeds back into workstreams. Report on progress to 11-25 Partnership.
March 2013	Each workstream meets – feed into next project board.
April 2013	Project board meets.

May 2013	Each workstream meets – actions determined as a result of project board meeting implemented.
June 2013	Each workstream meets. Project board meets. Report on progress to 11-25 Partnership.
July 2013	Report on progress to Cabinet
September 2013	All year 11 summer 2013 leavers remain in education, employment or training.
October 2013	Project board evaluates analysis of 2013 year 11 leavers and which routes they have taken.
November 2013	Workstreams meet to analyse 2013 data and begin to work on implementation plan for 2014/15.
December 2013	Project board meets – ongoing analysis (then bi-monthly).
January 2014	Workstream groups meets – ongoing analysis (then bi-monthly).
February 2014 to December 2015	Work (analysis) continues.

3. Results of consultation undertaken

- 3.1 During the initial work to produce the position paper a number of colleagues have been involved in discussions to gain a greater understanding of the provision that was currently offered and to start to identify where the potential gaps are to meet the needs of specific groups of young people.
- 3.2 Updates of the work to date has been shared with internal staff, both individually and at team meetings, and also at external meetings with Head Teachers, Heads of Post 16, Association of Training Providers, College Principals and the 11-25 Partnership.

4. Timetable for implementing this decision

- 4.1 The Education and Skills Act 2008 increases the minimum age at which young people in England can leave learning, requiring them to continue in education or training until the end of the academic year in which they turn 17 from 2013 and until their 18th birthday from 2015.

5. Comments from Director of Finance and Legal Services

5.1 Financial implications

5.1 Post-16 education and training provision is funded by the Education Funding Agency (EFA). The cost of additional provision required as a result of raising the participation age will be met by funding from the Education Funding Agency (EFA). The cost of Local Authority services supporting this change will continue to be met by the Local Authority.

5.1.1 There are currently no additional costs identified and the project can be managed within existing resources. As the four work streams progress further work will be carried out to identify any potential financial implications, although there is no central government funding to support local authorities to deliver these new duties.

5.1.2 The expectation will be that services affected by this change will manage within existing funding levels.

5.2 Legal implications

When Raising the Participation Age (RPA) comes into effect from 2013, local authorities will have new duties to promote participation and to make arrangements to identify young people not participating. These complement the existing duty to encourage, enable and assist young people to participate.

The public sector equality duty under section 149 of the Equalities Act 2010 imposes on decision makers when carrying out any of its functions to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations across all of the protected characteristics (which as relates to education are disabilities, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation). "Due regard" requires more than just an awareness of the equality duty. It requires demonstration of a rigorous analysis by the public authority decision maker.

6. Other implications

6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / Local Area Agreement (or Coventry Sustainable Community Strategy)?

This work contributes to the Council's key objectives in a number of ways. Encouraging young people from vulnerable groups to access post-16 education and training will contribute towards objectives around 'Jobs and Growth', 'Support and celebrate our young people' and 'Protect our most vulnerable residents'.

6.2 How is risk being managed?

Potential for not meeting 100% participation and therefore an increase in the number of young people who are recorded as NEET. The mix and balance of provision will be kept under review. Schools and academies will be supported by the local authority to help them meet their new duty (from September 2012) to secure independent and impartial careers guidance for young people. For example all schools and academies are using an on-line area prospectus that shows the full range of post-16 options (6th Form, Colleges, Apprenticeships, Work Based Learning).

6.3 What is the impact on the organisation?

Corporate parenting responsibilities.

6.4 Equalities / EIA

Local authorities have a key role to champion the needs of young people in their area and work with local partners to achieve full participation. The Education and Skills Act 2008 places duties on local authorities to promote the effective participation or training of all 16 and 17 year olds resident in their area. Local authorities will make arrangements to identify young people resident in their area who are not participating.

There is potential to reduce barriers and inequalities that currently exist due to the increased raising of aspirations and opportunities.

Equality monitoring is already in place and demonstrates that young people from vulnerable groups are overrepresented amongst those who are not participating in education or training post-16. This strategy is designed to achieve 100% participation in high quality education or training which meets the needs of a diverse range of young

people. A workstream has been established to monitor progress and inform on areas for concern/any need for additional intervention.

Monitoring has not been undertaken in relation to sexual orientation or religion/belief. RPA is a government policy which defines the age group that is affected.

6.5 Implications for (or impact on) the environment

None

6.6 Implications for partner organisations?

The Raising of the Participation Age will have an impact on schools, colleges, training providers, CSWP The Careers Guidance Company, employers and voluntary organisations.

Report author(s):

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Contributor/approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
Contributors:				
John Dwyer	Senior Adviser 14-19 (25)	Children, Learning and Young People	18 th Oct 2012	26 th Oct 2012
Kate Ireland	Strategic Lead, Education and Learning	Children, Learning and Young People	18 th Oct 2012	26 th Oct 2012
Names of approvers for submission: (officers and members)				
Richard Adams	Lead Accountant	Finance and Legal Services	18 th Oct 2012	23 rd Oct 2012
Elaine Atkins/Julie Newman	Solicitor, Legal Services	Finance and Legal Services	18 th Oct 2012	19 th Oct 2012
Colin Green	Director	Children, Learning and Young People	18 th Oct 2012	21 st Oct 2012
Councillor Kershaw	Cabinet Member (Education)	-	18 th Oct 2012	21 st Oct 2012

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Cabinet Member (Education)

14 November 2012

Name of Cabinet Member:

Cabinet Member (Education) - Councillor Kershaw

Director approving the report:

Director Children, Learning and Young People

Title

Appointments to the Coventry Standing Advisory Council for Religious Education

Is this a key decision? No

1. Executive summary

The report asks the Cabinet Member to approve the appointments of representatives of the Hindu Temple Society (group 2) and ASCL (group 3) to the Coventry Standing Advisory Council for Religious Education (SACRE).

2. Recommendation

The Cabinet Member is recommended to approve the appointments of:

- a) Mr Ram Krishan to Group 2 of the Coventry Standing Advisory Council for Religious Education for a period of four years as the representative of the Hindu Temple Society.
- b) Mrs Carol Buchanan to Group 3 of Coventry Standing Advisory Council for Religious Education for a period of four years as the representative of the teaching union ASCL.

List of Appendices included:

None

Other useful background papers:

None

Has it or will it be considered by scrutiny?

No

Has it, or will it be considered by any other council committee, advisory panel or other body?

No

Will this report go to Council?

No

Report Title:

Appointments to the Coventry Standing Advisory Council for Religious Education

1. Context

1.1 The Standing Advisory Council for Religious Education (SACRE) was established under the Education Reform Act 1988 and comprises four Groups:

- A Church of England group (Group 1);
- A group representing other Christian denominations and other Faiths which reflect the principal religious traditions in the area (Group 2);
- A group representing teachers (Group 3); and,
- A group representing the City Council (Group 4)

1.2 The City Council is responsible for appointing members to the 4 statutory Groups which comprise SACRE.

1.3 The purpose of the Standing Advisory Council for Religious Education is to advise the Local Authority on matters concerning religious education in community schools and the religious education provision to be made in accordance with an Agreed Syllabus. These matters may include methods of teaching, training for teachers; and, choice of materials and resources.

2. Proposal

- a) The membership of Group 2 of SACRE is currently undersubscribed and as a member of the Hindu Temple Society Mr Ram Krishan has been nominated to serve on this Group to represent Other Faiths.
- b) Following the resignation of Mary Armstrong as a member of Group 3 Mrs Carol Buchanan has been nominated, as a member of ASCL, as a replacement teaching representative.

The Cabinet Member is recommended to approve these nominations.

3. Results of consultation undertaken

Not applicable

4. Timetable for implementing this decision

Appointment to be made to enable the nominated representative to attend meetings of SACRE as soon as possible.

5. Comments from Director of Finance and Legal Services**5.1 Financial implications**

There are no financial implications.

5.2 Legal implications

The City Council is responsible for establishing a SACRE and appointing its members.

6. Other implications

6.1 How will this contribute to achievement of the council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / LAA (or Coventry SCS)

Not applicable

6.2 How is risk being managed?

Not applicable

6.3 What is the impact on the organisation?

Not applicable

6.4 Equalities / EIA

Not applicable

6.5 Implications for (or impact on?) the environment

Not applicable

6.6 Implications for partner organisations?

Not applicable

Report author(s)**Name and job title:**

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Contributor/approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
Contributors:				
Michelle Salmon	Governance Services Officer	Customer and Workforce Services	8 October 2012	8 October 2012
David Haley	Assistant Director (Education and Learning Services)	Children, Learning and Young People	8 October 2012	8 October 2012
Names of officers and Members approving submission of report				
Teng Zhang	Finance Manager (CLYP)	Children, Learning and Young People	8 October 2012	8 October 2012
Elaine Atkins	Solicitor	Finance and Legal Services	8 October 2012	8 October 2012
Colin Green	Director	Children, Learning and Young People	8 October 2012	8 October 2012
Councillor Kershaw	Cabinet Member (Education)	-	8 October 2012	8 October 2012

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Coventry City Council

Cabinet Member (Education)

14 November 2012

Authority Governor: New Appointments

Name	School	Term of Office
Mr Paul Darbyshire	Keresley Grange Primary	13 November 2016
Mrs S Challis-Brown	Park Hill Primary	13 November 2016
Mr John Teago	Pearl Hyde Primary	13 November 2016
Mrs Lois Whitehouse	Walsgrave/ Clifford Bridge Federation	11 December 2016

Authority Governor: Re-Appointments

Name	School	Term of Office
Mr D Hooley	Coundon Primary	14 December 2016
Mr R Hughes	Federated Governing Body for Alice Stevens, Baginton Fields and Sherbourne Fields	21 January 2017
Mrs D Skinner	Federated Governing Body for Alice Stevens, Baginton Fields and Sherbourne Fields	21 January 2017
Mr R Lucas	Hollyfast Primary	14 December 2016
Mr E Dafikpaku	Moathouse Primary	13 January 2017
Mr G Yates	St Andrew's C of E Infant	18 November 2016

All the above meet the criteria for appointment as LA Governors set out below.

- Have a commitment to the provision of high quality education and the pursuit of excellence for all children
- Be supportive of the LA's policies, its aspirations for Coventry's children and the partnership between a publicly accountable LA and its schools
- Show a willingness to be a supportive and critical friend to the school
- Have the time to attend meetings of the governing body and to get to know the school
- Possess skills and/or experience relevant to the work of school governing bodies.

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