



**COUNTY CONSULTATIVE COMMITTEE (COUNTY FORUM)**

**THURSDAY, 1 FEBRUARY 2018**

**6.30 pm CUCKMERE 2, ST MARY'S HOUSE - , EASTBOURNE**

MEMBERSHIP - Councillor Bob Standley (Chair)  
Councillors Colin Belsey, Roy Galley, Alan Shuttleworth and Trevor Webb

**A G E N D A**

- 1 Minutes of the previous meeting (*Pages 3 - 6*)
- 2 Apologies for absence
- 3 Disclosure of Interests  
Disclosure by all Members present of personal interests in matters on the agenda, the nature of any interest and whether the Members regard the interest as prejudicial under the terms of the Code of Conduct.
- 4 Urgent items  
Notification of any items which the Chair considers urgent and proposes to take at the appropriate part of the agenda. Any members who wish to raise urgent items are asked, wherever possible, to notify the Chair before the start of the meeting. In so doing, they must state the special circumstances which they consider justify the matter being considered urgent.
- 5 Academies Update (standing item)  
– Fiona Wright, Assistant Director – Education and ISEND
- 6 Safeguarding (*Pages 7 - 10*)  
– Catherine Dooley, Senior Manager- Safeguarding and Assessment
- 7 Teaching Schools (*Pages 11 - 16*)  
– Danielle Casselle – Senior Manager – System Leadership
- 8 Local Authority Governor Update Report for Councillors (*Pages 17 - 20*)
- 9 Governor Local Area Forums (*Pages 21 - 28*)
- 10 Any other items previously notified under agenda item 4

PHILIP BAKER  
Assistant Chief Executive  
County Hall, St Anne's Crescent  
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24 January 2018

Contact Clare Cornford (Project Assistant – Governor and Clerking Service), 01323 466887,

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## COUNTY FORUM: Autumn Term 2017

### SUMMARY REPORT

Meeting: **County Forum Meeting** comprising of the County Consultative Committee and East Sussex Governors' Forum (ESGF)

Date: 19<sup>th</sup> October 2017

Venue: Cooden Beach Hotel, Bexhill

Present: Cllr Bob Standley, Cllr Trevor Webb, Cllr Alan Shuttleworth, Denise Kong, Monica Whitehead, Karen Marr, Jane McCarthy-Penman, Matthew Jones, Jessica Stubbings, Clare Cornford, Victoria Spencer-Hughes, Beth Armstrong.

Apologies: Cllr Galley, Stuart Ford, Richard Sage, Geoff Lucas, Fiona Wright.

| Item             | Decisions and Outcomes  | Action      |                                     |             |                                     |  |             |             |             |             |            |    |    |    |    |                  |    |    |    |    |       |    |    |    |    |          |    |    |    |    |        |    |    |    |    |  |
|------------------|---|-------------|-------------------------------------|-------------|-------------------------------------|--|-------------|-------------|-------------|-------------|------------|----|----|----|----|------------------|----|----|----|----|-------|----|----|----|----|----------|----|----|----|----|--------|----|----|----|----|--|
| 1.               | <b>Election of Chair</b><br>Cllr Standley was elected as chair of the County Consultative Forum. Proposed by Cllr Webb.   |             |                                     |             |                                     |  |             |             |             |             |            |    |    |    |    |                  |    |    |    |    |       |    |    |    |    |          |    |    |    |    |        |    |    |    |    |  |
| 2.               | <b>Minutes of previous County Forum Meeting – 25<sup>th</sup> April 2017</b><br>The minutes were noted as a true record.  |             |                                     |             |                                     |  |             |             |             |             |            |    |    |    |    |                  |    |    |    |    |       |    |    |    |    |          |    |    |    |    |        |    |    |    |    |  |
| 3.               | <b>Apologies for Absence</b><br>Apologies were received and noted as above.   |             |                                     |             |                                     |  |             |             |             |             |            |    |    |    |    |                  |    |    |    |    |       |    |    |    |    |          |    |    |    |    |        |    |    |    |    |  |
| 4.               | <b>Declaration of Interest</b><br>Disclosures by all members present of personal interests in matters on the agenda, the nature of any interest and whether the member regards the interest as prejudicial under the terms of the Code of Conduct.<br><br>No interests declared.  |             |                                     |             |                                     |  |             |             |             |             |            |    |    |    |    |                  |    |    |    |    |       |    |    |    |    |          |    |    |    |    |        |    |    |    |    |  |
| 5.               | Urgent Items<br>No urgent items were raised   |             |                                     |             |                                     |  |             |             |             |             |            |    |    |    |    |                  |    |    |    |    |       |    |    |    |    |          |    |    |    |    |        |    |    |    |    |  |
| 6.               | <p>The Spring and Summer Local Area Forum Meeting attendance figures were noted as below:</p> <table><tr><th rowspan="2">Area</th><th colspan="2">Total number of governors attending</th><th colspan="2">Total number of schools represented</th></tr><tr><th>Spring 2017</th><th>Summer 2017</th><th>Spring 2017</th><th>Summer 2017</th></tr><tr><td>Eastbourne</td><td>21</td><td>18</td><td>15</td><td>15</td></tr><tr><td>Hastings/Bexhill</td><td>22</td><td>16</td><td>19</td><td>11</td></tr><tr><td>Lewes</td><td>20</td><td>15</td><td>15</td><td>14</td></tr><tr><td>Uckfield</td><td>20</td><td>27</td><td>14</td><td>21</td></tr><tr><td>TOTALS</td><td>83</td><td>76</td><td>63</td><td>61</td></tr></table> | Area        | Total number of governors attending |             | Total number of schools represented |  | Spring 2017 | Summer 2017 | Spring 2017 | Summer 2017 | Eastbourne | 21 | 18 | 15 | 15 | Hastings/Bexhill | 22 | 16 | 19 | 11 | Lewes | 20 | 15 | 15 | 14 | Uckfield | 20 | 27 | 14 | 21 | TOTALS | 83 | 76 | 63 | 61 |  |
| Area             | Total number of governors attending   |             | Total number of schools represented |             |                                     |  |             |             |             |             |            |    |    |    |    |                  |    |    |    |    |       |    |    |    |    |          |    |    |    |    |        |    |    |    |    |  |
|                  | Spring 2017   | Summer 2017 | Spring 2017                         | Summer 2017 |                                     |  |             |             |             |             |            |    |    |    |    |                  |    |    |    |    |       |    |    |    |    |          |    |    |    |    |        |    |    |    |    |  |
| Eastbourne       | 21  | 18          | 15                                  | 15          |                                     |  |             |             |             |             |            |    |    |    |    |                  |    |    |    |    |       |    |    |    |    |          |    |    |    |    |        |    |    |    |    |  |
| Hastings/Bexhill | 22  | 16          | 19                                  | 11          |                                     |  |             |             |             |             |            |    |    |    |    |                  |    |    |    |    |       |    |    |    |    |          |    |    |    |    |        |    |    |    |    |  |
| Lewes            | 20  | 15          | 15                                  | 14          |                                     |  |             |             |             |             |            |    |    |    |    |                  |    |    |    |    |       |    |    |    |    |          |    |    |    |    |        |    |    |    |    |  |
| Uckfield         | 20  | 27          | 14                                  | 21          |                                     |  |             |             |             |             |            |    |    |    |    |                  |    |    |    |    |       |    |    |    |    |          |    |    |    |    |        |    |    |    |    |  |
| TOTALS           | 83  | 76          | 63                                  | 61          |                                     |  |             |             |             |             |            |    |    |    |    |                  |    |    |    |    |       |    |    |    |    |          |    |    |    |    |        |    |    |    |    |  |

|     |   |    |
|-----|---|----|
| 7.  | <b>Academies Update – Jessica Stubbings</b><br>JS updated members of the group that Parkland Infant and Junior schools and Shinewater School had converted to academy under SWALE and Castledown Primary School has converted under the ARK academy chain. JS advised of forthcoming academy conversions that are out to consultation. JS advised that the policy context has changed again and that there is now no pressure on schools to convert to academy status.  |    |
| 8.  | <b>Exclusions and Attendance – Beth Armstrong.</b><br>Members of the County Forum received a presentation on Attendance and Exclusions in East Sussex. Members of the Forum agreed that the subject should go to the Local Area Forums with the presentation focussing mainly on exclusions. Governors need to be aware of the different options that are available. The presentation needs to have examples of good practice and exemplary models, case studies and solutions they can take back to their school. Look at areas/schools where exclusions are successfully managed. Agreed that the message from pupils about why they say they are off school is very powerful. BA was thanked for her presentation.   |    |
| 9.  | <b>Mental Health and Emotional Wellbeing in Schools.</b><br>Members of the Forum received a presentation on Mental Health and Emotional Wellbeing in East Sussex. Mental Health and Emotional Wellbeing in schools is becoming an increasing problem. 1 in 10 pupils have a mental health problem. This is a national issue and the system is not working. Schools have been identified as having a key role and in improving resilience in pupils. There should be a whole school approach to mental health and wellbeing. Staff development is important and having mental health ambassadors and mental health first aid. Governors can champion mental health and access training. Governors should have the confidence to focus on issues outside of progress. Schools can apply for a school health grant. Personal Social Health Education (PSHE) hubs can share best practice. Members of the Forum agreed that the subject should go to the Local Area Forums with the presentation. Governors should be encouraged to examine the questions they need to ask and what they should be checking to ensure the right things are happening in school. VSH was thanked for her presentation. |    |
| 10. | <b>Educational Attainment in Schools 2016-2017</b><br>Members of the Forum received an overview of the key outcomes for the academic year 2016-17. Some governors had already received this briefing at the Headteacher Breakfast Briefings. Maths is an issue at all Key Stages, partly due to a lack of maths teachers. The impact of teaching maths in different ways will not be seen for a few years. The Key Stage 4 data is hard to compare to previous years due to changes in the grading system that were introduced this year.<br><br>It was decided not to take this item through to the Local Area Forums, but to circulate the report and data to all governors electronically along with a reminder that governors should refer to the Governor Datapacks, and log into ASP (Analyse School Performance) and Fisher Family Trust for more information about their school's data. It was also agreed to ask governors for feedback on the Headteacher Breakfast Briefings.  | CC |
| 11. | <b>Governor Local Area Forums</b> <ol style="list-style-type: none"> <li>County Forum Members received the Summer Term Local Area Forums 2017 Summary Report.</li> <li>County Forum Members were happy with the topics discussed at the Summer Local Area Forums.</li> </ol> <b>Agreed items for the Autumn rounds of Local Area Forums</b> <ul style="list-style-type: none"> <li>Exclusions and Attendance</li> <li>Mental Health and Emotional Wellbeing in Schools</li> </ul>   |    |

|     |  |  |
|-----|--|--|
|     | <b>Hot Topic Question:</b> From the presentations: What will governors take back to their Governing Boards; do governors have all the information they need? |  |
| 12. | <b>Any other Business</b>  |  |
| 13. | <b>Dates of Future Meetings</b><br>1 <sup>st</sup> February 2017 at St Mary's House, Eastbourne  |  |

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**Report to:** County Consultative Committee

**Date of meeting:** 1 February 2018

**By:** Director of Children's Services

**Title:** Safeguarding

**Purpose:** For members of the Committee to receive a briefing about Safeguarding. To decide whether this subject should be taken forward to the next round of Local Area Forums and what in what format it will be delivered.

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## ***RECOMMENDATION***

To decide whether this subject should be taken forward to the next round of Local Area Forums.

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### **1 Background**

- 1.1 To look at the briefing for safeguarding

### **2 Supporting information**

- 2.1 Appendix 1 – Safeguarding briefing

## **Conclusion and reasons for recommendations**

- 3.1 To decide whether this subject should be taken forward to the next round of Local Area Forums and what in what format it will be delivered.

**Stuart Gallimore**  
**Director of Children's Services**

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## **BACKGROUND DOCUMENTS**

None

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## **Proposal to the East Sussex Governor Forum (ESGF)**

The Standards and Learning Effectiveness Service (SLES) Safeguarding team would like to facilitate a session at the Local Area Forum meetings due to take place in March 2018, to provide an update for governors on safeguarding in schools. This will include:

### **1. Detailed feedback on the 2017-2018 East Sussex 175 safeguarding audits, including strengths and weaknesses and SLES/LSCB response to this.**

85% of East Sussex Schools have returned the 2017-18 safeguarding audit to date and SLES are undertaking a detailed analysis of these audits in order to understand strengths and weaknesses in our schools, and plan to support schools through intervention and training as required. Early analysis demonstrates that schools have identified 2 main areas for development – in relation to particular policies and also in relation to training for the whole staff. The audit's judgements are based on school self-evaluation and key questions/considerations for the Forum will include:

- a) The involvement of governors in moderating these judgements
- b) How the audit returns record strengths in areas which SLES feel are actually often areas for development
- c) The on-going role of governors in monitoring safeguarding
- d) What further training and development governors would like to see offered for DSLs and Governors in relation to safeguarding.

### **2. Summary information on safeguarding complaints and concerns sent to SLES 2016-2017 and lessons learnt from these.**

SLES received 115 safeguarding concerns and complaints in the academic year 2016-17, many of which were sent to OFSTED. SLES would like to present a summary of the type of issues involved and some best practice tips in reducing the likelihood of complaints, as well as dealing with safeguarding complaints as and when they do arise. Key questions/discussion points for the forum –

- a) What should governors be aware of in relation to safeguarding complaints?
- b) How familiar are governors with their school's complaints policy?
- c) What can good schools do to reduce the risks of complaints to OFSTED?

Catherine Dooley

Senior Manager, Safeguarding and Assessment

Standards and Learning Effectiveness Service

January 2018

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**Report to:** County Consultative Committee

**Date of meeting:** 1 February 2018

**By:** Director of Children's Services

**Title:** Teaching Schools

**Purpose:** For members of the County Consultative Committee to receive a briefing on and discuss Teaching Schools

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## ***RECOMMENDATIONS***

- 1) For members of the committee to discuss the presentation.
  - 2) For members of ESGF to decide whether to take this topic to the Local Area Forums for Governors.
- 

### **1 Background**

- 1.1 To look at Teaching Schools.

### **2 Supporting information**

- 2.1 Appendix 1 – Teaching Schools Briefing.

### **3. Conclusion and reasons for recommendations**

- 3.1 To decide whether this subject should be taken forward to the next round of Local Area Forums and what in what format it will be delivered.

**Stuart Gallimore**  
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**Teaching schools- suggested briefing for the Governor's Local Area Forum      January 2018**

**1. Outline the rationale and role of teaching schools within the current and changing educational landscape.**

- The government is driving a vision of a school-based, self- improving school system.
- The role of the LA is changing- moving towards facilitating and procuring rather than delivering
- Funding is moving away from the LA to schools, overseen by the Regional Schools Commissioner. Teaching school funding takes the form of annual grant funding paid directly to the school.
- Teaching schools are a critical part of this landscape.

**2. Provide an overview of the role and work of teaching schools in East Sussex**

**'Teaching schools are strong schools led by strong leaders that work with others to provide high-quality training, development and support to new and experienced staff' (DfE 12/17).**

Core activities:

- Initial teacher training
- Continuing professional development and leadership development
- School to school support

This might include:

- Co-ordinating and delivering in-service training for serving teachers
- Initial school-based initial teacher training (ITT)
- Providing early career teacher training (NQT/RQT)
- Providing evidence-based professional and leadership development for teachers and leaders across their network
- Leadership training including accredited training (NPQs)
- Developing system leaders (SLE)
- Co-ordinating the supply and activity of national leaders of education (NLEs), national leaders of governance (NLGs) and specialist leaders of education (SLEs).
- Providing high quality school-to-school support to spread excellent practice, particularly to schools that need it most.
- Helping to prevent underperformance by supporting vulnerable schools, and where needed, help tackle underperformance in coasting schools and lead improvement in good schools

**How to become a teaching school:**

- Outline of the criteria and process

**Teaching Schools in East Sussex**

Teaching schools help build the capacity and effectiveness of Education Improvement Partnerships (EIP)

| EIP             | Teaching school  |
|-----------------|--|
| Ashdown         | Newick Primary   |
| Eastbourne      | One primary school has submitted an application                |
| Hastings        | Robsack Wood Primary (ARK)<br>Blacklands Research School (ARK) |
| Lewes           | Priory School (Secondary)                                      |
| Rother          | St Richards Catholic College (Secondary)                       |
| Wealdon         | St Marks Primary   |
| Post 16         | Beacon Academy (Secondary and 6 <sup>th</sup> form)            |
| Special Schools | Cuckmere House   |
|                 |  |

Detail here the work of TS within EIPs

### 3. Benefits to becoming a teaching school or being part of a teaching school strategic alliance

- More experienced staff have the opportunity to work collaboratively with other schools and colleagues, developing skills sets and bringing ideas back into school.
- Reputation. The school is regarded as a centre for excellence in professional practice.
- Access to additional funding, can help develop capacity and help support key priorities to improve outcomes at their own school.

### 4. Implications for schools that become teaching schools

- Additional staffing/overstaffing is a requirement so that the impact on the school of additional work commitments for the Headteacher, Deputy Headteacher are lessened
- Large increase in workload for school administrative staff - additional support required in the office to support the School Business Manager
- Governor commitment and support is essential.

### 5. For each Local Area Forum a local teaching schools will showcase their work

- o **Hastings** meeting – Joanne-Calladine Evans from the St Richards teaching school
- o **Wealden and Lewes** meetings - Claire Rivers from St Marks teaching school and Sophie Thomas from Newick teaching school
- o **Eastbourne** meeting - ask Cuckmere House teaching school, and suggestion that we also ask the Eastbourne EIP to present on the work that they have been doing

### 6. Consideration for governors

#### General

- How is our school involved in teaching school strategic alliances
- Are we receiving any support from a teaching school
- How does our involvement link to our school development plan
- What impact is our involvement having on pupil outcomes?

#### Management

- Need to consider and ask questions around building capacity in the leadership team

- What impact does this have on the staffing structure?
- Understand that this may mean the deployment of strongest teachers outside of the school
- Ensure the benefits are communicated to the wider school community to gain their support.

#### **Commitment**

- Requires a standing agenda item on the school's governing body meetings.
- Identification of a link Governor for the teaching school on the Governing body.
- Additional time and commitment for one governor to attend the Teaching School Strategic Board meetings.
- Governors must incorporate teaching school finance in their finance meetings to ensure an overview of what is being spent and how much the teaching schools is costing to run and so help with final reporting.
- Annual external audit must be undertaken of teaching schools funds.
- Additional staffing costs and possibly a more complex staffing structure.

#### **7. Discussion and questions**

*To create a self-improving school system that is able to drive school improvement and raise standards requires a system founded on true moral purpose. To be effective it must be truly collaborative and inclusive, collectively accountable and committed to ensuring no child is left behind.*

Do good schools have a duty to support improvement in other schools and build capacity within the system?

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**Report to:** County Consultative Committee

**Date of meeting:** 1 February 2018

**By:** Director of Children's Services

**Title:** Local Authority Governor Update for Councillors

**Purpose:** To update Councillors on the nomination for appointment of Local Authority Governors

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## **RECOMMENDATIONS**

**The Committee is recommended to note the report**

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### **1 Background**

1.1 It was agreed by Full Council on 17 October that:

- the Governor's Panel would be 'discontinued'; and instead
- the power to nominate Local Authority Governors be delegated to the Director of Children's Services

The report to Council also stated that the Lead Member for Education and Inclusion, Special Educational Needs and Disability would be provided with regular summary reports concerning vacancies, applications approved for nomination and the take up of training by Local Authority Governors. It was agreed that Scrutiny committee Members would be given access to these reports and that they would have the ability to scrutinise issues if they so wanted.

1.2 So as to meet these requirements it was agreed that a report is provided to the County Consultative Committee (County Forum) each time it meets providing the required information.

### **2 Supporting information**

2.1 Since the 1<sup>st</sup> September 2017 the following Local Authority Governors were nominated for appointment, all were current local authority governors and all were approved for reappointment for a further 4 year term of office.

|                        |                              |               |
|------------------------|------------------------------|---------------|
| Ian Stewart            | Ashdown Primary School       | Reappointment |
| Matthew Jones          | Harlands Priamry School      | Reappointment |
| Pauline Burnaby-Davies | Rodmell Primary School       | Reappointment |
| Emma Creffield         | Cross in Hand Primary School | Reappointment |

2.2 Of the 114 Authority Governor places in East Sussex maintained schools, there are currently 13 vacancies. This is a vacancy rate of 10.8%. The overall vacancy rate for all types of governors in East Sussex is 16.8%.

2.3 Further information on the governor vacancies across East Sussex, by type of governor is shown in Appendix 1.

2.4 Information on governing bodies and governors is accessed through the Governors Online database. This is a database maintained by the local authority, since January 2016 clerks to governing bodies for local authority maintained schools are now responsible for updating the information on their governors and governing bodies. The Governor and Clerking Team do regular checks of the data to highlight inaccuracies and missing data. Clerks have dedicated training through the clerk network meetings and trainings on using and updating the database. We do not hold governor information for academy schools.

2.4 The East Sussex Governor and Clerking Service supports governing boards in a number of ways to recruit governors. This includes working with Inspiring Governance <https://www.inspiringgovernance.org/> and SGOSS Governors for Schools <https://www.sgoss.org.uk/> to help advertise governor vacancies and identify potential governors.

2.5 The team also supports governing boards that have a large number of vacancies, or have a need for experienced governors to strengthen their board to recruit experienced governors from existing East Sussex governors. Since September 2017 we have identified and placed 50 governors at 3 schools.

2.6 The team have just commenced a recruitment campaign for governors in East Sussex, this will include a digital campaign on social media, local radio and publicity across East Sussex. The campaign will be two fold, aimed at employers to consider releasing their staff to be governors to help develop their skills in the workplace, and also at individuals. This campaign should have a positive impact of the number of governor vacancies in East Sussex.

### **Governor Training**

2.6 The Governor Online database that is used for governors to sign up for training does not currently have the facility to report on governor training by governor type. We are in discussion with the company to develop a report to show this information so that it can be shared with you at future meetings. Since September 2017, we have run 26 training courses for governors with 230 attendees.

## **3. Conclusion and reasons for recommendations**

For information only.

**Stuart Gallimore**

**Director of Children's Services**

**Jessica Stubbings**

**Senior Manager, Partnerships and Governance**

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## **BACKGROUND DOCUMENTS**

None

# **Governor Places and Vacancies in East Sussex local authority maintained schools Monitoring Report 2017/2018**

|  | <b>2017/8<br/>February</b> | <b>2017/8<br/>June</b> |
|--|----------------------------|------------------------|
| Governor Places at LA Maintained schools | 1395                       |                        |
| Vacancies (not including non gov HT)     | 226 (16.2%)                |                        |
| Schools with 25%+ vacancies              | 1                          |                        |
| Head teachers who are not governors      | 0                          |                        |
| Head teachers who are governors          | 116                        |                        |
| LA governor Places                       | 114                        |                        |
| LA governor vacancies                    | 13 (10.8%)                 |                        |
| Parent governor Places                   | 274                        |                        |
| Parent governor vacancies                | 35 (12.7%)                 |                        |
| Staff governor Places                    | 114                        |                        |
| Staff governor vacancies                 | 17 (14.9%)                 |                        |
| Co-opted governor Places                 | 502                        |                        |
| Co-opted governor vacancies              | 109 (21.7%)                |                        |
| Foundation governor Places               | 269                        |                        |
| Foundation governors vacancies           | 52 (19.3%)                 |                        |
| Membership changes                       |                            |                        |
| New governors                            | 183 (since<br>01/09/17)    |                        |

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**Report to:** County Consultative Committee

**Date of meeting:** 1 February 2018

**By:** Director of Children's Services

**Title:** Governor Local Area Forums

**Purpose:** For members of the Committee to look at minutes, attendance and feedback from the last round of Local Area Forums. For Members of the Committee to decide the agenda items for the next round of Local Area Forums.

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## **RECOMMENDATIONS**

- 1) To note the minutes, attendance and feedback from the last round of meetings
  - 2) To agree on the agenda for the next round of Local Area Forums.
- 

## **1 Background**

1.1 For members of the Committee to look at minutes, attendance and feedback from the last round of Local Area Forums. For Members of the Committee to decide the agenda items for the next round of Local Area Forums.

## **2 Supporting information**

- 2.1 Appendix 1 – minutes of the last round of Local Area Forums
- 2.2 Appendix 2 – Attendance at the Autumn Round of Area Forums

## **3. Conclusion and reasons for recommendations**

- 3.1 To note any feedback from the last round of Local Area Forums.
- 3.2 To decide the agenda for the next round of Local Area Forums.

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## **BACKGROUND DOCUMENTS**

None

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Autumn Local Area Forum

**GOVERNORS' Local Area Forum Autumn 2017**

**SUMMARY REPORT**

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The Local Area Forums for Governors took place as follows:-

|        |                  |                                |             |
|--------|------------------|--------------------------------|-------------|
| GAM070 | 02 November 2017 | The Sussex Exchange , Hastings | 19.00-21:00 |
| GAM067 | 08 November 2017 | St Mary's House , Eastbourne   | 19.00-21:00 |
| GAM064 | 15 November 2017 | County Hall, Lewes             | 18:30-20:30 |
| GAM061 | 23 November 2017 | Uckfield Civic Centre          | 19.00-21:00 |

The following officers were in attendance:

Victoria Spencer-Hughes – Consultant in Public Health

Beth Armstrong – Intervention and Support manager - ISEND

The meetings were chaired as follows:

Uckfield Area: Denise Kong

Hastings Area: Karen Marr

Eastbourne Area: Jane McCarthy-Penman

Lewes Area: Denise Kong

## Agenda

| Agenda Item | Discussion and Decisions   | Action |
|-------------|--|--------|
| 1.          | <b>Welcome</b>   |        |
| 2.          | <p><b>To receive the minutes of the Summer Term County Forum and Summer Local Area Forum</b><br/> <i>This item is included on the agenda each term for information only.</i></p> <p>The minutes of the Summer Term County Forum and Local Area Forum were received and noted.</p>  |        |
| 3.          | <p><b>Mental Health and Emotional Wellbeing in Schools</b><br/> <a href="#">All papers supporting this presentation can be found on the Governor and Clerking Service website.</a></p> <p>Schools have an important role in supporting the emotional wellbeing and resilience of pupils and providing intervention for emerging mental health problems. Early intervention with mental health prevents problems from developing later on in life and also leads to better attendance and performance. There needs to be a whole school approach to mental health, including staff wellbeing, with an open door policy where children feel that they can talk about any problems and issues. Children need to have good and embedded communication skills to be able to talk about their social and emotional needs. Student voice is important in shaping the needs of the pupils and the school. Staff development is also important and the wellbeing of the staff should be considered. Capacity is being built in East Sussex for intermediate services. It was recognised that an 18 week wait for CAMHs is too long.</p> <p>There are various types of mental health provision in schools such as Thrive, Mind Up, Opal. Some schools have spaces set aside for children to go to and for reflection. Other support networks include the School Health Grant Programme, PHSE Hubs, Traded Offers, Early help, DSL networks. The Health Grant can be used to pay for Thrive and other mental health and emotional wellbeing interventions.</p> <p>Governors watched a video made by West Rise Infant School and Mind Up<br/> <a href="http://www.westriseinf.co.uk/what-makes-us-special/mindup">http://www.westriseinf.co.uk/what-makes-us-special/mindup</a> This is an example of evidence based practice.</p> <p>Governors were informed that schools have access to a mental health advisor through the EIPS. Governor training for a mental health champion governor is currently being developed. Schools can currently buy into education psychologists and can commission other services. There is a wealth of good information on Czone.</p> <p>Governors need to check that the right things are happening in the school. This can be done by:</p> <ul style="list-style-type: none"> <li>• Check appropriate policies exist, are applied, and impact evaluated</li> <li>• Ask children, teachers and other staff if they are happy and enjoy being at school</li> <li>• Ask about assessment and evaluation of wellbeing and or mental health concerns</li> </ul> |        |



| Agenda Item | Discussion and Decisions  | Action |
|-------------|---|--------|
|             | <p>Staff need to be well supported in schools as well. Is the well being of the Safeguarding Lead being considered? Are primary heads given strategies to deploy stress levels? Good practice around this can be shared within EIPs. There is now governance representation on the EIP Executive Committee. This would be a good place to share strategies around managing stress levels and having difficult conversations. Teachers helplines are available.</p> <p>It was proposed to advocate a governor to be champion for mental health on the governing board. Training is being developed to support this along with the information governors need to challenge senior leaders.</p>  |        |
| 4.          | <p><b><u>Behaviour and Attendance</u></b></p> <p><a href="#">All papers supporting this presentation can be found on the Governor and Clerking Service website.</a></p> <p><b><u>Attendance</u></b></p> <p>Governors heard a brief overview of the “Get a Grip” campaign and the rationale behind it. Child led non attendance is where the child does not want to go to school and the parent allows it. This becomes a cycle. Parent led non attendance is where parents let the child be off school and it is allowed to happen. Non attendance at school has a massive impact on children’s learning. All attendance should be challenged. 95% is not enough – this is 2 weeks of school missed. Schools need to follow through with penalty notices. The school should have an ethos of attendance and be consistent with policy. Good attendance should be rewarded. Non attendance also needs to be looked at for any underlying issues. Governors need to challenge the school where the policy falls short. Medical evidence can be asked for. There should be an element of professional curiosity. The safeguarding lead should link in with attendance. There may be underlying reasons why a child is not attending school.</p> <p><b><u>Exclusion</u></b></p> <p>Talk around exclusion should focus on inclusion. Quality first teaching and early intervention all contribute to a strong inclusive ethos. Early intervention is important. Tier 3 agencies should be engaged. Individual needs plans should be in place. College Central can be used before a permanent decision to exclude. Exclusion has a negative impact on the child. Academic potential is limited. Exclusion breaks down LAC placements. There is a link between exclusions and criminality.</p> <p>Schools are either importers or exporters of pupils. College Central is often blocked. There are spaces for 96 dual registration pupils. A permanent exclusion blocks these places, meaning the dual registered child is sent home. This is a challenging situation to manage.</p> <p>Schools are beginning to work together to create an ethos of trust. Schools in Hastings have created a shared threshold of what is considered to be a reasonable exclusion by setting up a panel of headteachers. The panel discusses children at risk of permanent exclusion and has agreed on a Fair Access Protocol (FAP). Best practice is shared. Headteachers can consider all alternatives as part of a planned response to behaviours, rather than an emotional response to a perceived crisis. Process of setting up the panel allowed HTs to see shared challenges/position for schools as ‘these are our children’, and</p> |        |

| Agenda Item | Discussion and Decisions   | Action        |                               |               |                       |        |           |               |                            |        |          |               |                            |        |           |               |                               |  |
|-------------|--|---------------|-------------------------------|---------------|-----------------------|--------|-----------|---------------|----------------------------|--------|----------|---------------|----------------------------|--------|-----------|---------------|-------------------------------|--|
|             | <p>have a greater understanding of the impact of their decision on other schools</p> <p>Governors looked at strategies around managing challenging behaviour and exclusions. Any strategies that governors were unaware of were identified so Beth could follow up with further information.</p>   |               |                               |               |                       |        |           |               |                            |        |          |               |                            |        |           |               |                               |  |
| 5.          | <p><b>Dates of the next meetings:</b></p> <table><tr><td>GAM062</td><td>Wednesday</td><td>07 March 2018</td><td>Uckfield Civic Centre</td></tr><tr><td>GAM065</td><td>Wednesday</td><td>14 March 2018</td><td>County Hall Committee Room</td></tr><tr><td>GAM068</td><td>Thursday</td><td>22 March 2018</td><td>St Mary's House Cuckmere 2</td></tr><tr><td>GAM071</td><td>Wednesday</td><td>28 March 2018</td><td>The Sussex Exchange, Hastings</td></tr></table> | GAM062        | Wednesday                     | 07 March 2018 | Uckfield Civic Centre | GAM065 | Wednesday | 14 March 2018 | County Hall Committee Room | GAM068 | Thursday | 22 March 2018 | St Mary's House Cuckmere 2 | GAM071 | Wednesday | 28 March 2018 | The Sussex Exchange, Hastings |  |
| GAM062      | Wednesday  | 07 March 2018 | Uckfield Civic Centre         |               |                       |        |           |               |                            |        |          |               |                            |        |           |               |                               |  |
| GAM065      | Wednesday  | 14 March 2018 | County Hall Committee Room    |               |                       |        |           |               |                            |        |          |               |                            |        |           |               |                               |  |
| GAM068      | Thursday   | 22 March 2018 | St Mary's House Cuckmere 2    |               |                       |        |           |               |                            |        |          |               |                            |        |           |               |                               |  |
| GAM071      | Wednesday  | 28 March 2018 | The Sussex Exchange, Hastings |               |                       |        |           |               |                            |        |          |               |                            |        |           |               |                               |  |
| 6.          | <p><b>ESGF Forum</b></p> <p>Representatives from the Local Authority left the meeting so Governors could meet with representatives from the ESGF.</p>  |               |                               |               |                       |        |           |               |                            |        |          |               |                            |        |           |               |                               |  |

**SUMMARY OF ATTENDANCE AT AREA Forums****Area Meetings for Governors Summer and Autumn 2017 terms.**

| Area             | Total number of governors attending |             | Total number of schools represented |             |
|------------------|-------------------------------------|-------------|-------------------------------------|-------------|
|                  | Summer 2017                         | Autumn 2017 | Summer 2017                         | Autumn 2017 |
| Eastbourne       | 18                                  | 18          | 15                                  | 16          |
| Hastings/Bexhill | 16                                  | 15          | 11                                  | 13          |
| Lewes            | 15                                  | 19          | 14                                  | 15          |
| Uckfield         | 27                                  | 30          | 21                                  | 19          |
| TOTALS           | 76                                  | 82          | 61                                  | 63          |

**List of schools attending Local Area Forums****Uckfield**

|  |
|--|
| Cross in Hand CE Primary School - Governing Body           |
| Groombridge St Thomas' CE Primary School - Governing Body  |
| Hailsham Community College Academy Trust - Governing Body  |
| Holy Cross CE Primary School - Governing Body              |
| Manor Primary School - Governing Body                      |
| Meridian Primary School - Governing Body                   |
| Nutley CE Primary School - Governing Body                  |
| Rocks Park Primary School - Governing Body                 |
| South Ashdown Schools Federation                           |
| St Mark's CE Primary School (Hadlow Down) - Governing Body |
| St Mary the Virgin CE Primary School - Governing Body      |
| St Philip's Catholic Primary School - Governing Body       |
| STEP - Breakwater and High Cliff Academy                   |
| STEP Phoenix and Whitehouse Academies - Governing Body     |
| Stonegate CE Primary School - Governing Body               |
| The Aspire Federation - Mayfield and Five Ashes            |
| The Pioneer Federation                                     |
| The Quercus Federation - Northiam and Hurst Green          |
| Uckfield Community Technology College - Governing Body     |

**Lewes**

|   |
|---|
| All Saints' and St Richard's CE Primary School - Governing Body |
| Chailey St Peter's CE Primary School - Governing Body           |
| Harbour Primary School - Governing Body                         |
| Laughton Community Primary School - Governing Body              |
| Meridian Primary School - Governing Body                        |

|  |
|--|
| Newick CE Primary School - Governing Body                |
| Priory School - Governing Body                           |
| Rocks Park Primary School - Governing Body               |
| Seaford Head School (Academy) - Governing Body           |
| Southover CE Primary School - Governing Body             |
| STEP Hawkes Farm and Burfield Academies - Governing Body |
| The Skylark Federation - Barcombe, Hamsey and Plumpton   |
| Wallands Community Primary School - Governing Body       |
| Western Road Community Primary School - Governing Body   |
| Wivelsfield Primary School - Governing Body              |

### **Eastbourne**

|  |
|--|
| Alfriston Primary School - Governing Body          |
| Chyngton School - Governing Body                   |
| Hankham Primary - Governing Body                   |
| Hazel Court School (Secondary) - Governing Body    |
| Pashley Down Infant School - Governing Body        |
| Peacehaven Heights Primary School - Governing Body |
| Ratton School Academy Trust - Governing Body       |
| Seaford Primary School - Governing Body            |
| Seahaven Academy - Governing Body                  |
| St Andrew's CE Infant School - Governing Body      |
| St Catherine's College - Governing Body            |
| St John's Meads CE Primary School - Governing Body |
| The Riverside Federation - Bodiam and Etchingham   |
| West Rise Community Infant School - Governing Body |
| West Rise Junior School - Governing Body           |
| Woodlands Federation                               |

### **Hastings**

|   |
|---|
| Catsfield Primary School - Governing Body             |
| Icklesham CE Primary School - Governing Body          |
| Netherfield CE Primary School - Governing Body        |
| Ore Village Primary Academy                           |
| Robertsbridge Community College - Governing Body      |
| Sacred Heart Catholic Primary School - Governing Body |
| Sandown Primary School - Governing Body               |
| St Mary Star Of The Sea Catholic Primary School - IEB |
| St Richards Catholic College - Governing Body         |
| Staplecross Methodist Primary School - Governing Body |
| The Beckley Peasmarsh Schools Federation              |
| Westfield School                                      |
| Willingdon Primary School - Governing Body            |