

**Date:** Wednesday 12 February 2025 at 5.00 pm

**Venue:** Jim Cooke Conference Suite, Stockton Central Library, Church Road,  
Stockton-on-Tees, TS18 1TU

**Cllr Carol Clark (Chair)**  
**Cllr Barbara Inman (Vice-Chair)**

Cllr Ray Godwin  
Cllr Stephen Richardson  
Cllr Emily Tate  
Cllr Katie Weston

Cllr David Reynard  
Cllr Paul Rowling  
Cllr Sally Ann Watson

## **AGENDA**

- 1 Evacuation Procedure** (Pages 7 - 8)
- 2 Apologies for Absence**
- 3 Declarations of Interest**
- 4 Minutes**  
To approve the minutes of the last meeting held on 11 December 2024. (Pages 9 - 12)
- 5 Monitoring of Recommendations - Scrutiny Review of Narrowing the Gap in Educational Attainment** (Pages 13 - 42)
- 6 Scrutiny Review of Holidays are Fun (HAF)**
  - To receive an update on Government funding (Pages 43 - 54)
  - To receive feedback from the provider survey (to follow)
  - To agree questions for consultation and engagement with Children and Young People during the half term HAF activities
- 7 Chair's Update and Select Committee Work Programme** (Pages 55 - 56)

**Members of the Public - Rights to Attend Meeting**

With the exception of any item identified above as containing exempt or confidential information under the Local Government Act 1972 Section 100A(4), members of the public are entitled to attend this meeting and/or have access to the agenda papers.

Persons wishing to obtain any further information on this meeting, including the opportunities available for any member of the public to speak at the meeting; or for details of access to the meeting for disabled people, please

Contact: Judy Trainer, Democratic Services Manager on email [judy.trainer@stockton.gov.uk](mailto:judy.trainer@stockton.gov.uk)

**KEY - Declarable interests are:-**

- Disclosable Pecuniary Interests (DPI's)
- Other Registerable Interests (ORI's)
- Non Registerable Interests (NRI's)

**Members – Declaration of Interest Guidance**



**Table 1 - Disclosable Pecuniary Interests**

<b>Subject</b>	<b>Description</b>
<b>Employment, office, trade, profession or vocation</b>	Any employment, office, trade, profession or vocation carried on for profit or gain
<b>Sponsorship</b>	Any payment or provision of any other financial benefit (other than from the council) made to the councillor during the previous 12-month period for expenses incurred by him/her in carrying out his/her duties as a councillor, or towards his/her election expenses. This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.
<b>Contracts</b>	Any contract made between the councillor or his/her spouse or civil partner or the person with whom the councillor is living as if they were spouses/civil partners (or a firm in which such person is a partner, or an incorporated body of which such person is a director* or a body that such person has a beneficial interest in the securities of*) and the council — (a) under which goods or services are to be provided or works are to be executed; and (b) which has not been fully discharged.
<b>Land and property</b>	Any beneficial interest in land which is within the area of the council. 'Land' excludes an easement, servitude, interest or right in or over land which does not give the councillor or his/her spouse or civil partner or the person with whom the councillor is living as if they were spouses/ civil partners (alone or jointly with another) a right to occupy or to receive income.
<b>Licences</b>	Any licence (alone or jointly with others) to occupy land in the area of the council for a month or longer.
<b>Corporate tenancies</b>	Any tenancy where (to the councillor's knowledge)— (a) the landlord is the council; and (b) the tenant is a body that the councillor, or his/her spouse or civil partner or the person with whom the councillor is living as if they were spouses/ civil partners is a partner of or a director* of or has a beneficial interest in the securities* of.
<b>Securities</b>	Any beneficial interest in securities* of a body where— (a) that body (to the councillor's knowledge) has a place of business or land in the area of the council; and (b) either— (i) the total nominal value of the securities* exceeds £25,000 or one hundredth of the total issued share capital of that body; or (ii) if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which the councillor, or his/ her spouse or civil partner or the person with whom the councillor is living as if they were spouses/civil partners have a beneficial interest exceeds one hundredth of the total issued share capital of that class.

\* 'director' includes a member of the committee of management of an industrial and provident society.

\* 'securities' means shares, debentures, debenture stock, loan stock, bonds, units of a collective investment scheme within the meaning of the Financial Services and Markets Act 2000 and other securities of any description, other than money deposited with a building society.

## Table 2 – Other Registerable Interest

You must register as an Other Registrable Interest:

- a) any unpaid directorships
- b) any body of which you are a member or are in a position of general control or management and to which you are nominated or appointed by your authority
- c) any body
  - (i) exercising functions of a public nature
  - (ii) directed to charitable purposes or
  - (iii) one of whose principal purposes includes the influence of public opinion or policy (including any political party or trade union) of which you are a member or in a position of general control or management

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## **Jim Cooke Conference Suite, Stockton Central Library** **Evacuation Procedure & Housekeeping**

If the fire or bomb alarm should sound please exit by the nearest emergency exit. The Fire alarm is a continuous ring and the Bomb alarm is the same as the fire alarm however it is an intermittent ring.

If the Fire Alarm rings exit through the nearest available emergency exit and form up in Municipal Buildings Car Park.

The assembly point for everyone if the Bomb alarm is sounded is the car park at the rear of Splash on Church Road.

The emergency exits are located via the doors between the 2 projector screens. The key coded emergency exit door will automatically disengage when the alarm sounds.

The Toilets are located on the Ground floor corridor of Municipal Buildings next to the emergency exit. Both the ladies and gents toilets are located on the right hand side.

### **Microphones**

During the meeting, members of the Committee, and officers in attendance, will have access to a microphone. Please use the microphones, when directed to speak by the Chair, to ensure you are heard by the Committee.

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## CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

A meeting of Children and Young People Select Committee was held on Wednesday 11 December 2024.

**Present:** Cllr Carol Clark (Chair), Cllr Barbara Inman (Vice-Chair), Cllr Paul Rowling, Cllr Emily Tate, Cllr Sally Ann Watson and Cllr Jack Miller (sub for Councillor Stephen Richardson).

**Officers:** Vanessa Housley, Sharon Stevens, Mandie Rowlands, Jane Williams, Katie Newton (Ch'S), Sophie Ward (PH). Judy Trainer (CS).

**Also in attendance:** Lucy Owens, Clare Besford (Catalyst).

**Apologies:** Cllr Ray Godwin, Cllr David Reynard, Cllr Stephen Richardson and Cllr Katie Weston.

### **CYP/27/24 Evacuation Procedure**

The evacuation procedure was noted.

### **CYP/28/24 Declarations of Interest**

There were no declarations of interest.

### **CYP/29/24 Minutes**

AGREED that the minutes of the meeting held on 13 November 2024 be confirmed as a correct and signed by the Chair.

### **CYP/30/24 Monitoring of Recommendations - Scrutiny Review of Narrowing the Gap in Educational Attainment**

The Select Committee received an action plan in respect of recommendation 1 – Improve Attendance.

A lead had been identified for each recommendation and the lead officer for this recommendation attended the meeting and outlined the proposed actions which included:

- Identify what attendance training is currently in place across teams in Education Inclusion and Achievement
- Identify where the gaps are for the Local Authority officers and school leaders
- Appraise overall, persistent and severe absence data to identify patterns and trends
- Split the Attendance Network Meetings into separate primary and secondary meetings
- Publish a dossier of successful strategies gained from the Attendance Networks for school leaders
- Refresh the Local Authority Attendance Strategy across all teams

- Attendance at team meetings across the wider children's services to raise awareness of the support first as everyone business theme from "Working Together to Improve Attendance" DfE Statutory Guidance August 2024
- Attendance Self Evaluation Toolkit promotion at Education Matters and Secondary Heads meetings
- Attendance Network promotion

AGREED that the actions for recommendation 1 be approved.

## **CYP/31/24 Scrutiny Review of Holidays are Fun (HAF)**

The Select Committee received a presentation from Children's Services, Public Health and Catalyst covering:

- The HAF Team
- The programmes and eligibility
- Who is participating and how can we maximise attendance?
- Target groups
- Barriers
- How the programme is promoted?
- Early years/ schools and education settings
- Impact and Feedback
- Booking system improvements
- Links with the Council Plan
- Creating opportunities for our future workforce
- Working with families outside the programme
- The reach of the programme

Key issues highlighted and discussed were as follows:

- There were eligible children in all wards
- Ingleby Town Council ran a summer holiday scheme and there was potential to link up with the HAF programme to expand provision in Ingleby Barwick
- With regard to some of the cooking provision, it was highlighted that Morrisons had previously offered slow cookers at reduced prices, and it might be worth approaching them again for support
- The team worked closely with schools, attending parents' evenings and schools were provided with electronic promotional packs as well as hard copy resources
- Catalyst had a three-year contract with the Council (ending on 28 February 2025). Their role was to manage providers of the programme. There were currently 31 active providers (43 had offered provision over the three year period). Only 10% of the grant could be spent on administration and the Select Committee requested a breakdown of how the administration element had been spent
- Catalyst visited every provider at least once a year for quality assurance purposes. However, feedback from the children and young people themselves was critical
- Youth United Stockton was working to build reach across partners and the programme was promoted through the Catalyst e-bulletin and the various forums and networks

- SEND was an area of low take up and was being addressed with bespoke sessions and training and awareness
- It was suggested that a comparison with other Council's HAF provision should be carried out as part of the review to understand if other Council areas had achieved a greater reach and what learning could be applied
- Promotional literature had to follow the Council's marketing guidelines which had proved to be restrictive. Having a dedicated social media channel would provide better profile but was also against the Council's guidelines
- Members commented that the orange text used on the promotional literature as difficult to read
- It was an aspiration for schools to be a primary delivery partner and innovative approaches were being developed to remove practical and logistical barriers such as employing key holders to take responsibility for premises and some staff might be interested in taking on extra hours
- Following feedback from parents regarding the booking system, added search features now included age, nature of activity, provider name, location and date
- The Council was looking to develop a work experience programme with the Careers Team to create opportunities for young people aged 13 plus to participate in paid employment
- Providers understood the importance of linking and referring families into other agencies for support outside of HAF where needed

The next meeting of the Select Committee would be an informal session and would provide an opportunity to:

- Provide an overview of the HAF programme and the opportunity to thank everyone involved over the last three years
- Premiere the HAF Film
- Hear from organisations who have delivered activity as part of the HAF programme - examples of best practice, successes, challenges and lessons learnt
- Hear from young people who have benefited from the programme
- Facilitated discussions and opportunities to network

AGREED that the presentation be noted and the request for additional information be actioned.

#### **CYP/32/24 Chair's Update and Select Committee Work Programme**

The Chair pointed out that the next meeting would be an informal session held at Billingham Forum.

AGREED that the work programme be noted.

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## Agenda Item

### Children and Young People Select Committee

12 February 2025

## **MONITORING OF RECOMMENDATIONS – SCRUTINY REVIEW OF NARROWING THE GAP IN EDUCATIONAL ATTAINMENT**

### **Summary**

Members are asked to consider action plans in relation to the Appreciative Inquiry into Narrowing the Gap in Educational Attainment.

### **Detail**

1. The Committee's final report of the Review of Narrowing the Gap in Educational Attainment was considered by Cabinet in October 2024 who accepted all the recommendations.
2. The benefit of the AI approach has been in the awareness raising of the issues. It has also brought all stakeholders together at events and secured support for agreed objectives and future action.
3. The review culminated in a report setting out 17 recommendations, as follows:

That Stockton-on-Tees Borough Council works collaboratively with partners and key stakeholders to deliver the following shared objectives:

#### **1. Improve attendance**

Support schools to improve attendance:

- Encourage school leaders' use of the Attendance Self Evaluation Toolkit to identify what is working well, and areas which could be developed
- Promote an inclusive and relevant curriculum - where a young person wants to attend
- Work with the Team Around the School Service.
- Ensure that schools are equipped to deal with health issues.
- Identify individual barriers to attendance to better target support and intervention with specific reference to young carers

#### **2. Forge positive relationships**

Ensure that school culture proactively forges positive relationships between pupils, staff and parent/ carers:

- Promote respectful behaviours from all partners including teachers.
- Involve parents in school life.
- Extend opportunities for enhanced transition.

#### **3. Improve communication**

Design, deliver and support parent/carer communication strategies:

- Use new technologies and apps.

- Implement communication strategies early ensuring that good communication is embedded across the school community.
- Consider single points of contact and how best to communicate (not relying on technology alone).
- Offer parent/ carer engagement training for all staff.

#### **4. Identify and support young carers**

- Raise awareness of young carer identification and support for pupils.
- Extend the range of opportunities for young carers to link with others socially.

#### **5. Managing emotions**

Strengthen environment and opportunities for pupils to manage emotions:

- Engage with the Healthy Schools Programme and Healthy Settings Programme
- Design and delivery of courses to meet pupil need and support parents, with specific reference to:
  - managing behaviour effectively.
  - supporting mental health and wellbeing – especially to de-escalate heightened behaviour or to reduce stress levels.
  - positive parenting skills.
- Strengthen the use of pupil voice to support development of school environments which better support them to manage their emotions.

#### **6. Refine teaching strategies**

Further refine teaching strategies to improve lesson enjoyment, encourage speaking and listening and strengthen understanding also ensuring that teaching is tailored to the needs of the individual child.

#### **7. Developing speaking and listening skills**

- Ensure the curriculum and school clubs provide opportunities to develop speaking and listening skills, for example through debating clubs.
- Raise awareness of regional and national opportunities to develop speaking and listening skills

#### **8. Extend enrichment offer**

Strengthen and extend curriculum enrichment offer which better matches pupils needs and interests:

- Extend enrichment to include kick-boxing; boxing; coding; cooking clubs; sports clubs and story.
- Extend and promote the Tees Active Offer to include First Aid, paddle boards (team building) and extend offer within school holidays.
- Engage with the Healthy Schools Programme and Healthy Settings Programme

#### **9. Celebrate achievement**

Extend the range of opportunities to celebrate achievement including recognition for out of school activities and engagement with local, regional and national awards and competitions.

#### **10. Enhance curriculum development**

Work with partners and labour markets, making more explicit links to future employment.

- Innovate a local curriculum.

### **11. Strengthen understanding of career pathways**

Clarify pathways to careers early in school life:

- Design and delivery of courses to clarify current career pathways for pupils and parents, including vocational careers and options other than traditional routes.
- Employment & Training Hub to link with schools to notify parents of apprenticeships events.
- Promote aspirational/motivational approaches.
- Strengthen links between schools/parents/careers advisor.
- Share best practice regarding "careers" evenings/ events in primary and secondary schools.
- Invite parents into school who have unusual careers.
- Educate parents on opportunities post 16.

### **12. Strengthen transition arrangements**

Ensure that transition arrangements better fits bespoke pupil needs, with specific reference to vulnerable pupils:

- Ensure plans are put in place well in advance of any transition.
- Consider transition to post-16 and post-18/19 as well as primary and secondary and school readiness.
- Consider transition between year groups as appropriate.

### **13. Enhance skills to respond to special needs**

Increase range of opportunities to enhance skills in mainstream schools to respond to Special Educational Needs (SEN), Child Protection Plans (CPP) and Emotionally Based School Avoidance (EBSA):

- Share best practice of integrating SEN pupils into mainstream schools.
- Promote vocational opportunities.

### **14. Review behaviour policies**

Review behaviour policies to ensure that they are appropriate and proportionate and that inclusion policies align with behaviour policies:

- What happens when a young person is removed from the classroom. Where do they go? What teaching takes place?

### **15. Embed and extend pastoral support**

Embed and extend pastoral support in schools targeted to need.

- Engage with the Healthy Schools Programme and Healthy Settings Programme.

### **16. Strengthen support for parent/carers to develop language and reading skills**

Design and deliver courses and activities to develop reading and language skills.

- Promote Functional English Courses.
- Invite parents/ carers to support reading groups at primary school.
- Promote reading through free Enrichment/after school clubs.
- Ensure parents understand the importance of reading.
- Use school social media to help parents/carers learn
- Ensure materials are easy read/jargon free to involve parent/carers.
- Key messages being shared from antenatal contact.
- Work with Read Easy Charity - helping people learn to read.

**17. Review cost of living responses to diminish impact**

Review Cost of Living responses to diminish its impact, with specific reference to period poverty, food poverty and school uniform:

- Work with Child Poverty Network.
  - Work with schools to better promote/communicate Cost of Living interventions.
  - Encourage all schools to 'Poverty Proof the School Day'.
4. Given the breadth of the work, a recommendation lead has been identified for each objective and it is the intention that progress updates will be provided at each future Select Committee meeting on particular recommendations with the relevant recommendation lead attending each meeting.
5. At the February meeting, an update will be provided in respect of recommendations 2, 5, 12 and 14 (Action Plans attached).

**Name of Contact Officer:** Judy Trainer

**Post Title:** Democratic Services Manager

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**Scrutiny Review Narrowing the Gap of Educational Attainment – Appreciative Inquiry Recommendations Action Plan**

***Recommendation Lead: Claire Tiffany***

***Recommendation Forge positive relationships***

Ensure that school culture proactively forges positive relationships between pupils, staff and parent/ carers:

Promote respectful behaviours from all partners including teachers.

Involve parents in school life.

Extend opportunities for enhanced transition.

***Accountability: CYP Committee Meeting dates 12<sup>th</sup> February 2025, 14<sup>th</sup> January 2026***

The following plan focuses on actions to be taken during the current academic year. It is anticipated that some of these actions will continue in 25-26 and that further actions may be identified/adapted, based on research.

**This plan is linked to Priority one in the Council's plan: The best start in life to achieve big ambitions.**

- **Giving children young people the best possible start, in an inclusive community where everyone can thrive**
- **Safe community for all children and young people**
- **Preventing children young people from the impact of poverty taking a targeted approach to reduce the number of children young people in poverty**
- **Support for children in our care**
- **A bright future and sense of belonging**

<b>Research</b>			
Proposed Actions / Progress	Success Measures	Responsibility	Date
1. Gather pupil and parent voice from a range/type of schools regarding what makes for positive relationships in schools (including reception, phone interface, physical meetings, letters and any events to promote relationships)	-Pupils and parent groups identified -Questions for discussion agreed - Dates set - Responses gathered - Prepare a report that identifies list of strategies pupils and parents find effective	C Tiffany and Positive relations group	March 2025 March 2025 March 2025 Summer term 2025 Autumn 2025
2. Gather school voice on their practice and strategies employed to build positive relationships with parents, pupils and community and involve in the life of the school	- Schools selected for survey - questions formulated and distributed - analysis of questions - report prepared that identify list of strategies that identify strong practice	C Tiffany and Positive relations group	May 2025 May 2025 August 2025 September 2025
3. Produce a reflective toolkit for schools which supports them to review current position and identify areas for further development	- Research published current materials for examples of best practice	C Tiffany SEMH team AP team	Autumn 2025
<b>Communication</b>			
Proposed Actions / Progress	Success Measures	Responsibility	Date
1. Share the outcomes of the CORE offer with all schools which will include expectations regarding the development of positive relationships and culture	- Have agreed CORE Offer finalised - Develop documents to share which detail CORE offer - Commission training to deliver	C Tiffany AP team AP team	Spring 25 Spring 25 By summer 25
2. Produce a showcase booklet to share the practice	- Showcase booklet draws on the examples used across Stockton schools and the reflective toolkit.	C Tiffany and AP team	Autumn 25
<b>Events</b>			
Proposed Actions / Progress	Success Measures	Responsibility	Date
1. Develop and deliver CPD for school staff focused on developing positive relationships	- Develop a training package focused on positive relationships - Deliver CPD to schools	SEMH / AP Team	Autumn 25
2. Link with the Transitions group to support the review of current enhanced Transition offers to determine whether it is effective or whether changes need to be made	- Capture the voice of Parents, pupils and schools on the current enhanced transition	C Tiffany	Spring 25 onwards

	<p>offer to identify strengths, areas not as effective and possible enhancements</p> <p>- Support the development of the enhanced transitions offer.</p>		
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**Scrutiny Review Narrowing the Gap of Educational Attainment – Appreciative Inquiry Recommendations Action Plan**

**Recommendation Lead: Claire Tiffany**

**Recommendation Managing emotions**

*Strengthen environment and opportunities for pupils to manage emotions:*

*Engage with the Healthy Schools Programme and Healthy Settings Programme*

*Design and delivery of courses to meet pupil need and support parents, with specific reference to:*

- *managing behaviour effectively.*
- *supporting mental health and wellbeing – especially to de-escalate heightened behaviour or to reduce stress levels.*
- *positive parenting skills.*

*Strengthen the use of pupil voice to support development of school environments which better support them to manage their emotions.*

**Accountability: CYP Committee Meeting dates 12<sup>th</sup> February 2025, 14<sup>th</sup> January 2026**

**The following plan focuses on actions to be taken during the current academic year. It is anticipated that some of these actions will continue in 25-26 and that further actions may be identified/adapted, based on research.**

**This plan is linked to Priority one in the Council’s plan: The best start in life to achieve big ambitions.**

- **Giving children young people the best possible start, in an inclusive community where everyone can thrive**
- **Safe community for all children and young people**
- **Preventing children young people from the impact of poverty taking a targeted approach to reduce the number of children young people in poverty**
- **Support for children in our care**
- **A bright future and sense of belonging**

<b>Research</b>			
Proposed Actions / Progress	Success Measures	Responsibility	Date
1 Capture the services that support pupils across Stockton to support them in managing emotions, well-being and behaviour. To collect and analyse data on the use of services that support pupils and associated impact data	-Prepare map of provision and data on use of service across primary and secondary aged pupils -Ask stakeholders where there are any gaps	C Tiffany and members of the managing emotions group	Summer 25
2. Research evidence-based school strategies that support pupils to manage emotions, improve their well-being and display positive behaviours	-Identify what strategies schools across the Borough are using to support pupils to manage their emotions and improve well being	C Tiffany and members of the managing emotions group	Summer 25
	-Prepare a report on evidence-based school-based strategies currently being used with data on effectiveness.	C Tiffany	Autumn 25
	-Ask schools to determine where there are gaps in their skills, knowledge and/or understanding	C Tiffany and members of the managing emotions group	Summer 25
3. Capture pupil voice who have experienced services in 1 and 2 to identify what they found effective and what would enhance	-Prepare a student voice report on the services they found effective, any areas they feel could be improvements and any gaps.  -Identify any barriers to accessing the right support in and out of school	C Tiffany and members of the managing emotions group	Summer 25

<p>4. Capture parent voice to identify what support they feel would be most beneficial to help them to support their children.</p>	<p>- Gather data to find out: What support is available? What have parents have accessed? What has been most helpful? What would be most helpful?</p>	<p>C Tiffany and members of the managing emotions group  Stockton Parent Carer Forum</p>	<p>Summer 25</p>
<b>Communication</b>			
<b>Proposed Actions / Progress</b>	<b>Success Measures</b>	<b>Responsibility</b>	<b>Date</b>
<p>1. Liaise with Healthy Schools team to further develop recommendations for schools regarding supporting pupils to manage emotions, improve their well being and display positive behaviours</p>	<ul style="list-style-type: none"> <li>- Review current advice and resources</li> <li>- Further develop advice resources as part of healthy schools curriculum and quality award</li> </ul>	<p>C Tiffany E Conner-McGill</p>	<p>August 2025</p>
<p>2. Develop pupil led communications to share with schools and other pupils to empower them to make any changes which will help to manage emotions and improve well being</p>	<ul style="list-style-type: none"> <li>- Develop creative ways to share information</li> <li>- Share information across all schools</li> </ul>	<p>C Tiffany and members of the managing emotions group  Pupils</p>	<p>September 25 onwards</p>
<b>Events</b>			
<b>Proposed Actions / Progress</b>	<b>Success Measures</b>	<b>Responsibility</b>	<b>Date</b>
<p>1. Further develop and deliver training packages to support staff and parents to support pupils to manage their emotions, improve their wellbeing and display positive behaviours</p>	<ul style="list-style-type: none"> <li>-Current training to be reviewed</li> <li>- New training to be updated</li> <li>-New training offered</li> </ul>	<p>Healthy Schools team SEMH team AP team Virtual School SEND team School Support</p>	<p>August 25  To be delivered 2025-26 school year</p>

2. Deliver focused activities / Share key information during key times of year to support pupils to manage their emotions. E.g. Exams/ mental health weeks/ Christmas/ New term etc	<ul style="list-style-type: none"><li>- Develop materials/resources to share</li><li>- Share with all schools and settings</li><li>- Include pupils voice</li></ul>	C Tiffany and members of the managing emotions group  Pupils	August 25  To be delivered 2025-26 school year
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**Scrutiny Review Narrowing the Gap of Educational Attainment – Appreciative Inquiry Recommendations Action Plan**

***Recommendation Lead: Amit Law***

***Recommendation: Strengthening Transition Arrangements.***

***Accountability: CYP Committee Meeting dates: 12.02.2025***

**This plan is linked to Priority one in the Council’s Plan: The best start in life to achieve big ambitions.**

- Giving children and young people the best possible start, in an inclusive community where everyone can thrive.
- A safe community for all children and young people.
- Preventing children and families from experiencing the impact of poverty and taking a targeted approach to reduce the number of children in poverty.
- Support children in our care.
- A bright future and sense of belonging.

**Overview:**

Four ‘stages’ of Transitions have been identified to track the process of a young person throughout the education system. The first is from Early Years to Primary School, the second from Primary to Secondary School. These focus in the first two stages is on the change in social setting for the young persons, how this change can be planned with care and clarity to ensure that the adjustment for students is as seamless as possible. The third stage targets the development of students into the assessment stage of their education as select qualifications towards the end of Year 9 and progress to examinations in Year 10 and 11. The fourth stage is the Transitions from Secondary School to Post-16 settings. Whilst the social aspect of these stages remains a focus, here an aspect of planning for future qualifications and employment is introduced, to ensure that a holistic attempt to prepare young people for adulthood is being undertaken.

General			
Proposed Action	Success Measures	Responsibility	Date
<p><b>Strategic plan internally – Powering our future:</b></p> <ol style="list-style-type: none"> <li>1. Review the current picture of Transitions at each identified stage, identifying both positives and negatives.</li> <li>2. Create an internal Transitions function that provides clarity in advance for young people and staff.</li> <li>3. Track Children from 14 years old applying a person-centred plan at key stages of the transitions process.</li> <li>4. Review health needs. A Young Person’s Care and Health Lead role has been created at SBC to track and respond to any potential health needs. The postholder will be a qualified Nurse identifying health needs early within education and social care.</li> <li>5. Develop independent travel training program. In line with the aim to promote independence for young</li> </ol>	<ol style="list-style-type: none"> <li>1 – Establish what is a successful and where there is weakness in our current Transitions procedures. Appraise the best examples of Transitions across the area.</li> <li>2- Approval by PoF Board, implementation of new process, ultimately improved service experience for users and financial savings.</li> <li>3- Clear Transitions plan for all children into adulthood.</li> <li>4- Staff feel confident in making referrals and challenging ICB decisions. Seamless transitions into new settings for children with health needs.</li> <li>5- Increase from current levels in independent travel.</li> <li>6- Holistic Transitions planning process that encompasses commissioning, housing, education, independence support etc. In addition, improved appreciation of when ICB / Health funding would be appropriate.</li> </ol>	<p>Amit Law, Luke McGurn, Angela Connors</p>	<p>Present to Powering our future Board April 2025</p>

<p>people at the earliest possible stages.</p> <p>6. Integration of Education and Social Care Planning with Commissioning decisions.</p>			
<p><b>Transition from Earlier Years to Primary (EY-1):</b></p> <ol style="list-style-type: none"> <li>1. Review current arrangement and identify good practice.</li> <li>2. Work with educational institutions to identify the causes of issues, and what can be done to cushion any difficulties.</li> </ol>	<p>1&amp;2 -Develop a framework and then work with schools to establish what the key gaps are in Transitions, and what may already be taking place that forms good practice.</p>	<p>Elizabeth James, Nicola Coverdale and Rachel Tait</p>	<p>May 2025</p>
<p><b>Transition from Primary to Secondary (Year 6-7):</b></p> <ol style="list-style-type: none"> <li>1. Identify good practice</li> <li>2. Develop a Stockton approach to primary to secondary Transition.</li> <li>3. Promote links between Primary and Secondary institutions, encourage pre-planning and cooperation.</li> </ol>	<p>3- Strengthen the working relationship between Primary and Secondary institutions.</p> <p>Enhance framework for transition with better information to support transition.</p>	<p>Amit Law – Claire Tiffney and Janet Wilson</p>	<p>May 2025</p>
<p><b>Transition from Development to Assessment Years (Year 9-10):</b></p> <ol style="list-style-type: none"> <li>1. Work with educational institutions and alumni networks to inform young people on the choices</li> </ol>	<p>1,2&amp;3- Evidence from Schools, Parents / Carers and Students that choices are being presented clearly and made with the best information available.</p>	<p>Post 16 Group</p>	<p>May 2025</p>

<p>available and what those choices may mean going forward.</p> <ol style="list-style-type: none"> <li>2. Engage with parents and carers to inform pupil decision making</li> <li>3. Partner with local employers to think creatively about presenting post-16 opportunities.</li> </ol>			
<p><b>Transition from Secondary to Post-16 (Year 11-12):</b></p> <ol style="list-style-type: none"> <li>1. Develop a Post 16 strategic plan, with emphasis on the flexibility of choice for young people into education, employment or further training.</li> <li>2. Develop a strategy to promote post 16 providers to all Stockton secondary schools and key stage 4 students</li> <li>3. Work with institutions to review and enhance Marketing plan for Stockton colleges to increase local retention.</li> <li>4. Review Transitions arrangements between secondary and post 16 options. Linking secondary and post-16 institutions with one another to cooperate on student plans pre-arrival.</li> </ol>	<p>1&amp;2 – Increased local retention of Stockton students in post-16 pathways.</p> <p>3&amp;4 – Feedback from Schools / Colleges / Parents &amp; Carers that students are making informed and conscious choices on post-16 opportunities.</p> <p>Success in improved communication of Stockton post 16 offer</p> <p>Success in sharing this in all secondary schools and engagement with Stockton post 16 providers</p>	<p>Post 16 Group</p>	<p>May 2025</p>

<p>5. Engage with parents and carers to impress on home networks the importance of decisions at this stage.</p> <p>6. Partner with local employers to think creatively about presenting post-16 opportunities.</p>			
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Communication				
Transition Stage	Proposed Actions	Success Measures	Responsibility	Date
Post -16	Review marketing plans / tools for Stockton post-16 institutions.	Increased local retention of Stockton students in post-16 pathways.	Post 16 Group	March 2025
Secondary to post-16	Review websites and promotional material for Stockton colleges.	Increased local retention of Stockton students in post-16 pathways.	Post 16 Group	March 2025
All	Create clear lines of communication between educational institutions and Health and Social Care officers. (this may involve training for frontline educational staff on continuing care procedures, focused on early intervention)	Staff involved in all aspects of a young person's journey are clearly sighted on each other's roles and responsibilities and can respond accordingly to any changes in need.	Amit Law, Joanna Green	February 2025
All	Co-work with educational institutions to produce a Stockton wide educational offer, embed this in an updated Local Offer page	A clear Local Offer, with clarity on the responsibilities of local institutions to support the aspirations of young people.	Amit Law, Ainsley Cole and Paul McCarthy	March 2025

	and online marketing materials.			
Post-16	Engage local employers to develop clarity on roads into employment, ensure this forms part of communication strategies for educational institutions.	To form part of the Local Offer.	Helen Crawford, Ainsley Cole	March 2025
All	Develop a clear and direct line of information for parents and carers to access. This should include clarity on routes into social care, further education, employment.	Clear communication materials made accessible.	Joanna Green, Ainsley Cole	March 2025
All	Direct engagement with Education and Social Work staff to communicate the underlying logic of new proposals / options awaiting approval before detailed engagement.	Support from those who will be operating whatever system is put in place.	Amit Law, Luke McGurn	April 2025
Primary to Secondary	Develop holistic information packs for parents and carers on local Secondary schools. (This should include details on geographical catchment areas, registration processes / deadlines, any specialised institutions available, notes on educational	Clear communication materials made accessible.	Claire Tiffney and Janet Wilson	May 2025

	attainment / student satisfaction)			
Development to Assessment & Post-16	Work with schools, parents and carers to ensure clarity on timelines for qualification selection. (GCSE / BTEC / A-Level / Apprenticeship)	Clear communication materials made accessible.	Post 16 Group	March 2025

Events				
Transitions Stage	Proposed Actions	Success Measures	Responsibility	Date
Post-16	Preparing for Adulthood Event – 06/02/25 @ Employment and Training Hub (40 Wellington Square TS18 1RG)	Event to be well attended by children, adults and parents and carers. Event to have wide range of stakeholder representation.	Helen Crawford	February 2025
Post-16	Host Stockton Post-16 engagement / transitions event in collaboration with parents and carers group.	Event to be well attended by children, adults and parents and carers. Event to have wide range of stakeholder representation.	Helen Crawford	March 2025
Primary to Secondary	Promote and help organise 'inset' days for new arrivals at secondary schools.	For Children to have an Enhanced Transition into Secondary school.	Ian Caley and Mandie Rowlands	March 2025
All	Forum meetings and partnership engagement.	For all stakeholders to have a consistent forum for engagement.	All	Ongoing throughout

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**Scrutiny Review Narrowing the Gap of Educational Attainment – Appreciative Inquiry Recommendations Action Plan**

***Recommendation Lead: Claire Tiffany***

***Recommendation Review behaviour policies***

Review behaviour policies to ensure that they are appropriate and proportionate and that inclusion policies align with behaviour policies:

What happens when a young person is removed from the classroom. Where do they go?

What teaching takes place?

***Accountability: CYP Committee Meeting dates February 12<sup>th</sup> 2025, January 14<sup>th</sup> 2026***

The following plan focuses on actions to be taken during the current academic year. It is anticipated that some of these actions will continue in 25-26 and that further actions may be identified/adapted, based on research.

**This plan is linked to Priority one in the Council’s plan: The best start in life to achieve big ambitions.**

- **Giving children young people the best possible start, in an inclusive community where everyone can thrive**
- **Safe community for all children and young people**
- **Preventing children young people from the impact of poverty taking a targeted approach to reduce the number of children young people in poverty**
- **Support for children in our care**
- **A bright future and sense of belonging**

<b>Research</b>			
Proposed Actions / Progress	Success Measures	Responsibility	Date
1. Audit the behaviour policies and inclusion policies for primary and secondary and special schools across the Borough to explore similarities and differences	- Template complete to record key features of policies	E McWilliams	Spring 25
	- Identify key similarities and differences across a) primary schools and b) secondary policies and c) special schools D) independent schools	CT to lead GB/CH/RFS/EMc/ Assistant EPS/ SEMH Caseworkers	Spring 25
2. Analyse suspension/exclusion data to see if there is any correlation between policies and attendance/suspensions/exclusions patterns	-Analysis of suspension/exclusion data completed to determine whether any key features of policies are linked to higher suspension rates	CTiffany	Summer 25
	- Data gathered to identify pupils who have had suspensions/ exclusions	Placements Team	July 25
3. Research the impact of different types of behaviour policy eg, relational	- Gather a selection of policies nationally	CTiffany/ SEMH team/EPS/VS	Spring 25
	-Prepare a report that maps the key features of the different types of behaviour / inclusion policies	C Tiffany	
	- Present a summary of the impact (using data) of different types of policies upon pupils and behaviour	EPS/SEMH team	Spring 25
		C Tiffany	Spring 25

	<ul style="list-style-type: none"> <li>- Share the reports and data with the OAP working group to identify most impactful policies</li> <li>- Share the reports and data with schools at key meetings</li> </ul>	EIS/ SEND/ SEMH team/AP team	Summer 25
<b>Communication</b>			
Proposed Actions / Progress	Success Measures	Responsibility	Date
1. Through the Pupil Inclusion Framework (PIF) develop an agreed set of principles best practice for all schools when reviewing/ writing behaviour policies and procedures	-Group discussions concluded regarding behaviour policies in schools at PIF to identify best policy and practice	RF-Standaloft	January 25
	-Best practice document drafted and shared with schools for feedback	RF-Standaloft	Summer 25
	-Document finalised and distributed to schools and services within Education Inclusion and Achievement	RF-Standaloft	Autumn 25
	- Share the document with Governors at network or training meetings	Governor support/ C Tiffany	
2. Gather pupil voice to identify impact of behaviour policies and inclusion policies	- Identify which pupil groups and logistics to gather voice from	SEMH team/ AP team/ Virtual School	Spring 25
	-Raw feedback gathered		Summer 25
	-Analysis of pupils feedback		August 25
	-Pupil voice finalised		September 25
3. Establish a working group to explore the legislation/ evidence-based practice and impact of behaviour policies	- Dates set for working group and core membership agreed	C. Tiffany	Spring 25

and how they correlate to inclusion policies. Develop guidance	<ul style="list-style-type: none"> <li>- Guidance drafted</li> <li>-Guidance finalised and shared with schools</li> </ul>	<p>C Tiffany</p> <p>EIS/ SEMH team/ SEND/ Virtual School</p>	<p>Summer 25</p> <p>Autumn 25</p>
<b>Events</b>			
Proposed Actions / Progress	Success Measures	Responsibility	Date
1. Discussions with staff across several schools to determine the reasons why a young person may be removed from the classroom and next steps	<ul style="list-style-type: none"> <li>- Complete a report that captures the procedures schools use when a child is removed from a class, for what duration, what location do they move to and what teaching takes place and how are they reintegrated back into class?</li> <li>- Identify patterns of successful reintegration strategies</li> <li>-Share the reports with OAP group and schools</li> </ul>	<p>RFS to draft proforma and send out to all PIF colleagues</p> <p>SEMh/AP team/ Virtual School</p>	<p>Spring 25</p> <p>Summer 25</p> <p>Autumn 25</p>

# Transitions

# Contents

1. Powering Our Future – Transitions
2. Children and Young People Health and Care Lead
3. Appreciative Enquiry – Strengthening Transitions Arrangements

# Powering our Future

## Transitions

Transitions from children to adult social care.

Planning Early/Multi Agency Approach

Data

Commissioning Future planning

Person Centered Planning/Co Production

Corporate Responsibility

# Children and Young People Health and Care Lead

Designated  
Social Care  
Officer (DSCO)

Children's  
Continuing  
Care (CCC)

Transition  
Planning to ICB

Stakeholder  
Relationships



## Strengthening Transitions Arrangements

Early years to Primary



Primary to Secondary



Secondary to Post 16

# Questions

Any Questions?



Stockton-on-Tees  
BOROUGH COUNCIL



## Holidays Are Fun – provider survey context

Provider Survey sent to 43 providers past and present, opened November 2024 to 31 January 2025

31 responses received, of which:

- 0 had delivered Holiday Enrichment Programme (HEP) (Public Health funded) only
- 14 had delivered Holiday Activities and Food Programme (HAF) (DfE funded) only
- 17 had delivered HAF and HEP

Of the 14 providers who had delivered HAF only, five had delivered 8 or more holiday provisions (from 2021)

Of the 17 providers who had delivered HAF and HEP, eleven had delivered 8 or more holiday provisions (from 2021)

8 providers have delivered 4 or less HAF and HEP holiday provisions

## Holidays Are Fun Programme – the questions

The survey questions included:

- ✓ Who did you liaise with regarding the Holidays Are Fun Programme?
- ✓ Rate your satisfaction for communication and relationship?
- ✓ What organisation type are you?
- ✓ Have you worked with other LA's?
- ✓ What worked well in other LA's?
- ✓ What works well in Stockton-on-Tees?
- ✓ Could we improve the service in Stockton-on-Tees – 18 options including other?
- ✓ Do you plan to apply for future funding?
- ✓ Provide additional feedback
- ✓ Can we contact you – if so, how?

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## Holidays Are Fun Programme – satisfaction

Of the 31 providers, 27 worked with Catalyst and further analysis shows:

### Relationship with Catalyst

22 – Very satisfied

2 – Fairly satisfied

1 – Neither satisfied or dissatisfied

1 – Fairly dissatisfied

1 – Very dissatisfied

### Communication with Catalyst

22 – Very satisfied

2 – Fairly satisfied

2 – Fairly dissatisfied

1 – Very dissatisfied

Of the 31 providers, 4 had worked with Stockton-on-Tees Borough Council and further analysis shows:

### Relationship with Stockton-on-Tees Borough Council

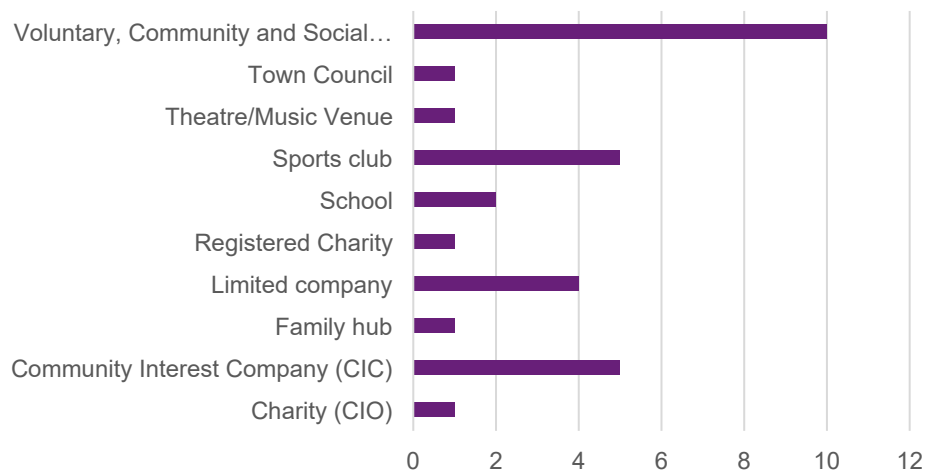
4 – Very satisfied

### Communication with Stockton-on-Tees Borough Council

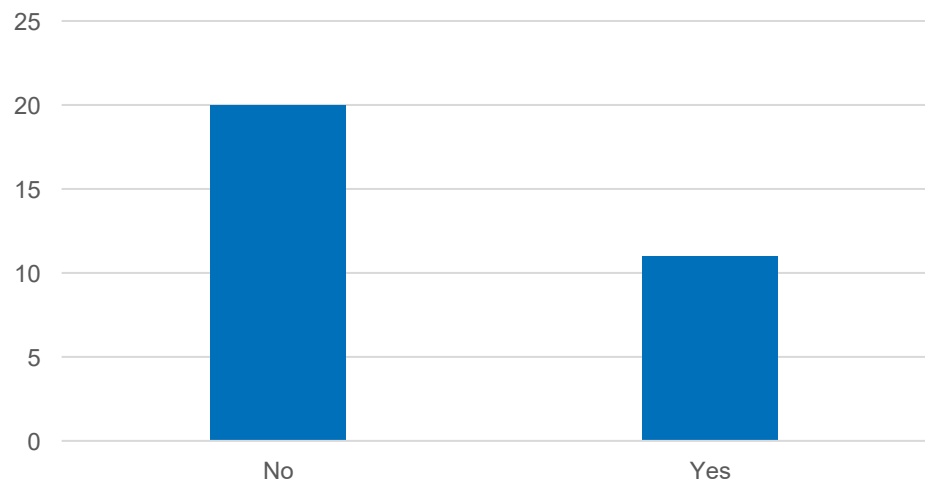
4 – Very satisfied

# Holidays Are Fun Programme – who are the providers

What type of organisation are you?



Worked with another Local Authority



11 providers work across the Tees Valley with 6 working across all 5 Local Authorities.

Feedback about what is working well in other LA's:

- ✓ Communication
- ✓ Booking system
- ✓ Grant allocations

## Holidays Are Fun Programme – What's working well

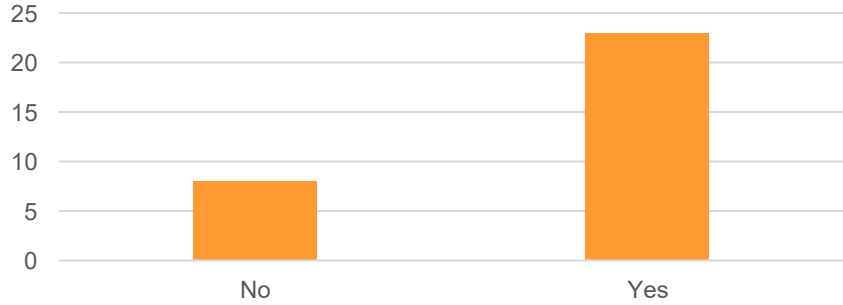
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- ✓ Making a difference to children and young people who need the provision
- ✓ Working in partnership with other providers
- ✓ Networking meetings to share ideas
- ✓ We have a great variety of providers – which we can build on
- ✓ Knowing I can pick the phone up and speak to a member of the HAF Team
- ✓ High quality providers
- ✓ Fantastic opportunities for families
- ✓ Warburtons donations
- ✓ Being able to move the provision to where the demand is
- ✓ Enriching activities that would not ordinarily be available to all children



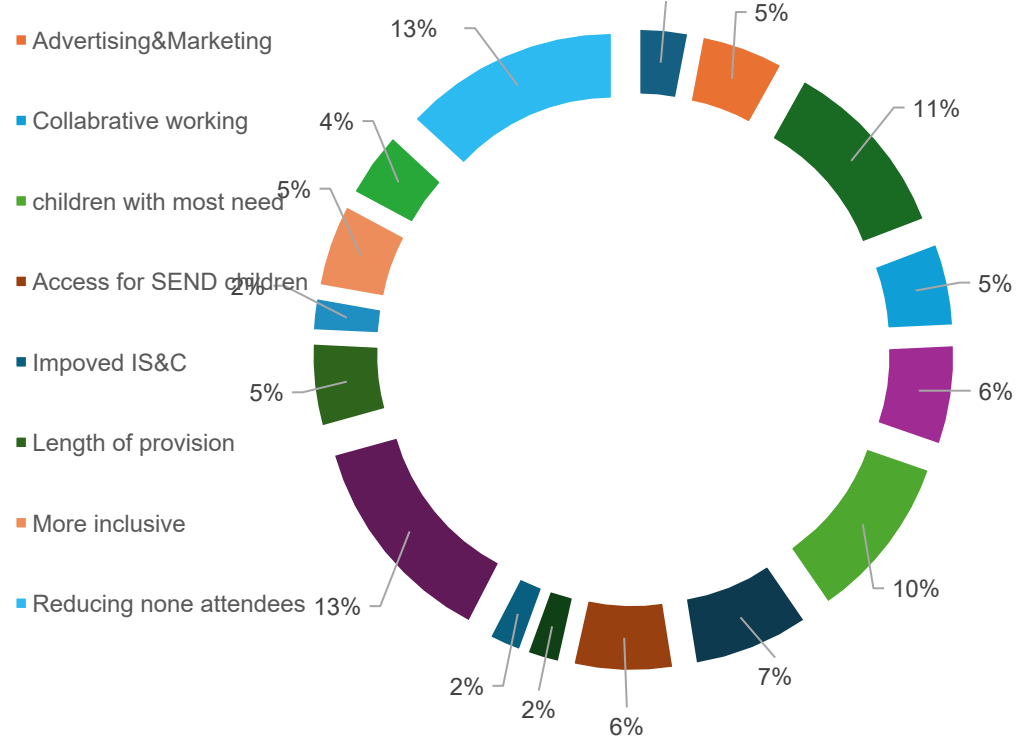
# Holidays Are Fun Programme – Improvements

### Could we improve the Holidays Are Fun Programme



- Support for Families
- Booking system
- Reach to rural
- Reach to 13-16yo
- Food options
- Costs per Head
- Match funding
- Based in Schools

### Improvement by category



## Page 50 Holidays Are Fun Programme – future providers

Other feedback included:

- Funding for children who are not eligible
- Opportunity to promote best practice
- One application form for all holiday periods
- Improved communication around SEND children
- How can we increase attendance

Of the 31 provider responses, 26 said they will apply for future funding for either HAF or Both programmes. We need to improve our provider reach taking into consideration the feedback.

We have also met with Stockton Parent Carer Forum who fed back additional comments to inform our approach to ensure children with complexities are included.

# Holidays Are Fun Programme – celebration event

## Evaluation of the event held on 15 January 2025 = 25 responses

Did you enjoy the event = 100% YES

Was the location and timing of event suitable = 100% YES

Would you be interested in attending another HAF event = 96% YES

### Suggestions for future events

- ✓ More about expectations of programme
- ✓ More input from the children
- ✓ Awards for the children
- ✓ More provider recognition
- ✓ Have a go provider demonstrations

Hi All,

I would like to thank you all for your dedication and support, making the HAF service run as smooth as possible. Last night's Celebration Event mirrors the commitment, dedication and support all providers offer to our young people which is amazing across Stockton Borough. To listen to the appreciation of some of the young people on how much they enjoyed the HAF service, identifies how much this service is needed to continue, which only time will tell on the decision and the future of HAF. Five Lamps would personally like to thank you for your appreciation and nominations of our awards which we are overwhelmed how much our work and delivery has been recognised. May we continue to improve and hopefully finger crossed take HAF to another level. Once again thank you to you all for your amazing support.

Thank you,

Darren

Darren Iveson

# Holidays Are Fun Programme – celebration event



# Holidays Are Fun Programme

# Any Questions?

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**Children and Young People Select Committee  
Work Programme – 2023-2024**

<b>Date</b>	<b>Item</b>	<b>Attending</b>
17 July 2024	Progress Update – Care Leavers EET  Progress Update – Contextual Safeguarding and Youth Relationships  Youth Justice Plan	Mandie Rowlands  Dave Willingham  Miriam Sigsworth
25 September 2024	Review of Narrowing the Gap in Educational Attainment – Final Report	Vanessa Housley Eddie Huntington
16 October 2024	CANCELLED	
13 November 2024	Review of Narrowing the Gap in Educational Attainment – Monitoring  Review of HAF – Scope and Project Plan	Vanessa Housley Gill McCleave  Mandie Rowlands
11 December 2024	Review of HAF – Evidence  Review of Narrowing the Gap in Educational Attainment – Monitoring	Mandie Rowlands  Vanessa Housley Sharon Stevens
15 January 2025 Informal Session	Review of HAF – Evidence/ Celebration Event	Mandie Rowlands
12 February 2025	Review of HAF – Evidence  Review of Narrowing the Gap in Educational Attainment – Monitoring	Mandie Rowlands  Vanessa Housley Claire Tiffany Amit Law
12 March 2025 Formal Meeting followed by Informal Session	Review of HAF – Summary of Evidence  Review of Narrowing the Gap in Educational Attainment – Monitoring	Mandie Rowlands  Vanessa Housley Haleem Ghafoor

**Items to be scheduled each year**

**Annual**

Overview of Children and Young People's Services and Annual Safeguarding Report

**Quarterly**

Children and Young People Performance Reports

**Progress Updates**

Contextual Safeguarding and Youth Relationships TBC  
Narrowing the Gap in Educational Attainment

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