



**Date:**

Wednesday 11 March 2026 at 5.00 pm

**Venue:**

Council Chamber, Dunedin House, Columbia Drive, Thornaby, Stockton-on-Tees TS17 6BJ

**Cllr Carol Clark (Chair)**

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

Cllr Robert Cook, Cllr Ray Godwin, Cllr Jack Miller, Cllr Sufi Mubeen, Cllr Emily Tate, Cllr Sally Ann Watson and Cllr Katie Weston

**Agenda**

1. **Evacuation Procedure** (Pages 7 - 10)
2. **Apologies for Absence**
3. **Declarations of Interest**
4. **Minutes** (Pages 11 - 16)

To approve the minutes of the last meeting held on 14 January 2026.

5. **Monitoring - Scrutiny Review of Narrowing the Gap in Educational Attainment** (Pages 17 - 34)

6. **Scrutiny Review of Children Not in School**

To receive feedback from Member visits to electively home educated and home and hospital pupils.

7. **Chair's Update and Select Committee Work Programme** (Pages 35 - 36)



**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.

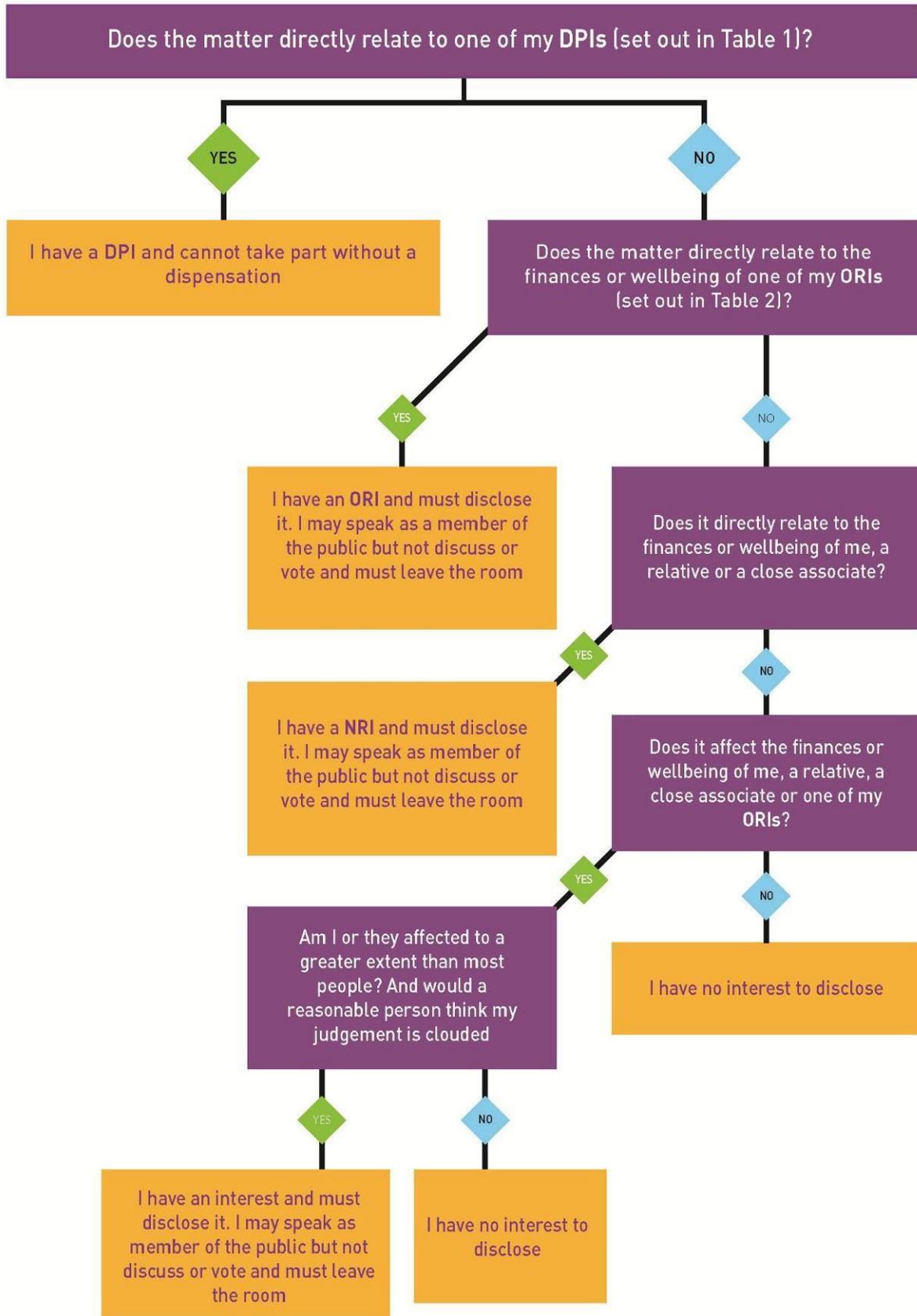
Persons wishing to obtain any further information on this meeting, including the opportunities available for any member of the public to speak at the meeting; or for details of access to the meeting for disabled people, please.

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

This page is intentionally left blank

## Council Chamber, Dunedin House Evacuation Procedure & Housekeeping

### Entry

Entry to the Council Chamber is via the Council Chamber Entrance, indicated on the map below.



In the event of an emergency alarm activation, everyone should immediately start to leave their workspace by the nearest available signed Exit route.

The emergency exits are located via the doors on either side of the raised seating area at the front of the Council Chamber.

Fires, explosions, and bomb threats are among the occurrences that may require the emergency evacuation of Dunedin House. Continuous sounding and flashing of the Fire Alarm is the signal to evacuate the building or upon instruction from a Fire Warden or a Manager.

The Emergency Evacuation Assembly Point is in the overflow car park located across the road from Dunedin House.

**The allocated assembly point for the Council Chamber is: D2**

Map of the Emergency Evacuation Assembly Point - the overflow car park:



All occupants must respond to the alarm signal by immediately initiating the evacuation procedure.

When the Alarm sounds:

1. **stop all activities immediately.** Even if you believe it is a false alarm or practice drill, you **MUST** follow procedures to evacuate the building fully.
2. **follow directional EXIT signs** to evacuate via the nearest safe exit in a calm and orderly manner.
  - do not stop to collect your belongings
  - close all doors as you leave
3. **steer clear of hazards.** If evacuation becomes difficult via a chosen route because of smoke, flames or a blockage, re-enter the Chamber (if safe to do so). Continue the evacuation via the nearest safe exit route.
4. **proceed to the Evacuation Assembly Point.** Move away from the building. Once you have exited the building, proceed to the main Evacuation Assembly Point **immediately** - located in the **East Overflow Car Park**.
  - do not assemble directly outside the building or on any main roadway, to ensure access for Emergency Services.

**5. await further instructions.**

- **do not re-enter the building under any circumstances without an “all clear”** which should only be given by the Incident Control Officer/Chief Fire Warden, Fire Warden or Manager.
- do not leave the area without permission.
- ensure all colleagues and visitors are accounted for. Notify a Fire Warden or Manager immediately if you have any concerns

**Toilets**

Toilets are located immediately outside the Council Chamber, accessed via the door at the back of the Chamber.

**Water Cooler**

A water cooler is available at the rear of the Council Chamber.

**Microphones**

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

This page is intentionally left blank

## Children and Young People Select Committee

A meeting of Children and Young People Select Committee was held on Wednesday 14th January 2026.

**Present:** Cllr Carol Clark (Chair), Cllr John Coulson, Cllr Robert Cook, Cllr Ray Godwin, Cllr Lynn Hall (sub for Cllr David Reynard), Cllr Barbara Inman (Vice-Chair), Cllr Jack Miller, Cllr Emily Tate and Cllr Katie Weston

**Officers:** Vanessa Housley, Elisha Dyball, Sharon Stevens, Claire Tiffany, Amit Law and Judy Trainer

**Also in attendance:** None

**Apologies:** Cllr David Reynard and Cllr Sally Ann Watson

### **CYP/38/25 Evacuation Procedure**

The evacuation procedure was noted.

### **CYP/39/25 Declarations of Interest**

There were no declarations of interests recorded.

### **CYP/40/25 Minutes**

AGREED that the minutes of the meeting held on 17 December 2025 be confirmed as a correct record and signed by the Chair.

### **CYP/41/25 Monitoring - Scrutiny Review of Narrowing the Gap in Educational Attainment**

The Select Committee received progress updates in relation to its previous review of Narrowing the Gap in Educational Attainment.

The review had been carried out using an Appreciative Inquiry Approach. The benefit of the approach had been in the awareness raising of the issues. It had also brought all stakeholders together at events and secured support for agreed objectives and future action.

The Select Committee received progress updates in relation to the following recommendations:

#### **Recommendation 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

Key issues highlighted and discussed were as follows:

- A range of actions were being introduced which sought to ensure greater consistency in attendance management practice
- Attendance was improving across all schools and phases. Further details would be included in the forthcoming Cabinet report on vulnerable groups
- A strengthened careers offer sought to drive forward aspirations and engagement

## **Recommendation 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.

Key issues highlighted and discussed were as follows:

- Recruitment to Transitions Team was now complete and Health and Care Lead had been appointed
- To support continuous professional development, a training programme and transitions workshops were scheduled

## **Recommendation 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.

Key issues highlighted and discussed were as follows:

- A school support booklet had been drafted and included with the agenda pack for the meeting
- Work going forward would examine learning from best practice and support with mental health

## **Recommendation 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?

Key issues highlighted and discussed were as follows:

- An extensive audit of every behaviour policy and its impact on pupils had been carried out. The research was generating interest nationally and revealed that certain factors were critical to have in a policy, including clear pupil expectations and support with emotional, social and mental health wellbeing
- The outcome of the research had been shared with senior leaders and would be shared with all schools
- It was acknowledged that practice as well as policy needed to be considered
- Some schools had higher exclusion rates but there wasn't a geographical pattern
- Pupil voice from the Appreciative Inquiry had emphasised the importance of the quality of relationships and the need for pupils to feel respected

AGREED that the updates be noted and assessments of progress be confirmed.

## **CYP/42/25 Scrutiny Review of Children Not in School**

As part of their review of Children Not in School, the Select Committee received further evidence in respect of children falling under the categories of Educated Other Than At School (EOTAS) and Alternative Provision (AP).

The Education Other Than at School Process booklet had been circulated to the Select Committee with the agenda for the meeting.

The Select Committee received a presentation which outlined:

### Educated Other Than at School

Definition - Education other than at school (EOTAS) means the education or special educational provision of children or young people outside of a formal educational setting

- EOTAS is not Elective Home Education
- EOTAS is provided for under Section 61 of the Children and Families Act 2014, which gives local authorities the power to arrange special educational provision outside of a school if they are satisfied that it would be "inappropriate" for the provision to be made in a school or college setting.
- Responsibility and Funding: If EOTAS is agreed upon, the local authority remains legally responsible for securing and funding the provision.

### Who Accesses EOTAS?

- Children with special educational needs who cannot access any educational setting owing to their needs
- Small minority of children with the most complex needs
- Agreed by SENDMAP based on evidence
- Monitored by both SEND and Vulnerable Learners Teams – November 2025 process

### Numbers of EOTAS

- 7 children currently in Stockton who are registered as EOTAS
- 4 ordered by or as a result of the SEND Tribunal Service
- 3 agreed by the service via its SENDMAP, decision making panel
- Short term intervention

## Alternative Provision

### What is Alternative Provision?

- Alternative Provision (AP) refers to education arranged for pupils who cannot attend mainstream school for reasons such as exclusion, illness, or other circumstances
- It provides tailored learning in settings like pupil referral units, specialist schools, or independent providers, ensuring students continue to receive education suited to their needs

### Non School Alternative Provision

- There are many Non School Alternative Provisions (NSAP's) that schools and the Local Authority can access to support Stockton children. They are able to support pupils from KS1 to post 16. They can provide this in different ways including:
  - Face to face education in a venue
  - Tuition in different venues that are appropriate to the pupil including their home on occasion
  - Online education both live and recorded
  - Therapeutic support for neurodiverse pupils
  - Outdoor and physical activities

### Data snapshot Autumn 2025:

- There were 20 requests for AP advice from schools (60% primary and 40% secondary)
- Of the notifications we received in the Autumn term from schools:
  - There were more requests for advice about AP for boys than girls ( 75% boys and 25% girls)
  - There were 43 pupils who accessed AP from Stockton framework during the Autumn term ( 86% secondary and 14% primary) and 4 of them returned back to school
  - 14 children who have been permanently excluded this academic year are accessing LA organised AP

### Stockton on Tees AP Framework:

- 2021-2023 – First Framework published with a number of providers on. This was used as a school directory for schools to commission providers from an agreed framework. This Framework lasted for 2 years and had 29 providers on the framework at the start
- 2023-2033- A new framework was agreed. It is open for 10 years and has the ability to add new providers if they meet the criteria at regular intervals. Between 2023 and 2025 there were 12 providers on the framework. Following successful applications in summer 2025 there are now 29 providers on the framework
- To be approved on the framework providers must meet a set of criteria and go through a moderation process completed by a number of LA Officers. Once approved all providers will have an annual quality assurance visit. Providers may request to leave the framework or Stockton council can end the agreement if they feel the provider no longer meets the criteria set.

### Pathway Development Centres – LA Commissioned AP:

- Short Term provision for children who have been permanently excluded in Key Stage 1-4

- 12 week placements in either a mainstream primary or secondary school or an SEMH special school
- 6 places in total in mainstream primary school
- 10 places in secondary school (from January 2026)
- 80 place Pupil Referral Unit – Bishopton PRU
- 10 places in specialist provision for children with ongoing EHC Needs Assessment

Quality Assurance of AP including Non School AP:

- An annual visit takes place to quality assure alternative provision.
- LA officers who also have qualified teacher status complete the quality assurance of provisions
- Quality assurance involves a visit either face to face or online (if an online provider)
- Providers must also provide documents and a range of up to date policies, e.g. safeguarding certificates, insurance, policies, first aid etc.
- Until recently the QA visit focused on 64 different measures
- Following the publication of the new DFE voluntary standards guidance we have reviewed the QA document. It is now organised into the 4 recommended areas for assurance: Health and Safety, Quality of education, Safeguarding and welfare and Admissions, Guidance and Support
- Whilst some providers have been given further advice to add even further improvements to their provision, only 1 provider (not on the framework) has not achieved a satisfactory quality assurance judgement within the last year

AP Networks:

- Networks happen each half term and attendees include schools, Local Authority Officers, AP providers, parents, health and 3rd sector representatives
- Networks provide national updates and legislation , share good practice and facilitate co production of guidance for stakeholders in Stockton
- A recent network marketplace event saw 14 AP providers attend for a day to meet with schools and talk about what they can offer schools. Feedback was positive from the event from both AP providers and school staff and LA officers
- Feedback from the event praised:
  - Face-to-face conversations and networking.
  - Variety and breadth of providers in one space.
  - High-quality information and clear overviews.
  - Professional, well-organised setup.
  - Bespoke offers tailored to learner needs

AGREED that the information be noted.

**CYP/43/25 Chair's Update and Select Committee Work Programme**

AGREED that the work programme be noted.

Chair: .....

This page is intentionally left blank

**REPORT TO CHILDREN AND  
YOUNG PEOPLE SELECT  
COMMITTEE**

**11 MARCH 2026**

## **Monitoring of Recommendations – Scrutiny Review of Narrowing the Gap in Educational Attainment**

### **Summary**

Members are asked to consider progress updates 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. Now that action plans have been submitted in respect of each recommendation, progress updates will be presented focusing on progress and impact.
5. At the March 2026 meeting, progress updates will be presented in respect of recommendations 3, 8, 9 and 17.

### **Background Papers**

None

Name of Contact Officer: Judy Trainer

Post Title: Democratic Services Manager

Telephone number: 01642 528158

Email Address: [judy.trainer@stockton.gov.uk](mailto:judy.trainer@stockton.gov.uk)

## APPENDIX 1

### PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

<b>SCRUTINY MONITORING – PROGRESS UPDATE</b>	
<b>Review:</b>	<b>Scrutiny Review of Narrowing the Gap in Educational Attainment</b>
<b>Recommendation Lead:</b>	<b>Mandie Rowlands</b>

Updates on the progress of actions in relation to agreed recommendations from previous scrutiny reviews are required approximately 12 months after the relevant Select Committee has agreed the Action Plan. Progress updates must be detailed, evidencing what has taken place regarding each recommendation – a grade assessing progress should then be given (see end of document for grading explanation). Any evidence on the impact of the actions undertaken should also be recorded for each recommendation.

<b>Recommendation 3:</b>	Improve Communication – design, deliver and support better communication with parents/carers
Responsibility	Mandie Rowlands
Date:	Autumn 2025
Agreed Action:	<p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• To understand the effectiveness of communication between education establishments and parents/carers and pupils if applicable                             <ul style="list-style-type: none"> <li>○ Choose a range of primary, secondary and special to determine the communication strategies, frequency and content (one month)</li> <li>○ To gather feedback from schools and/or parents to look for the best methods</li> </ul> </li> <li>• To prepare an overview document to share the best strategies and practice</li> <li>• To meet with a group of Headteachers to determine the feasibility of sending key messages through one portal and to look at what the common messages, notices, opportunities for parents/carers in Stockton-on-Tees could be</li> <li>• To undertake an options appraisal to identify if systems can ‘communicate’ with each other</li> <li>• Gather feedback from a range of stakeholders, schools, frontline services in SBC regarding types of communication with parents/carers</li> <li>• Determine what training, support and guidance is needed and develop a customer service training package to be offer to a range of stakeholders</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Parent/carer survey – through various methods</li> <li>• School survey through TASS</li> <li>• Use various forums including PDN’s, PIF, Attendance Network meetings to raise awareness of good communication</li> </ul> <p><b>Events:</b></p>

## APPENDIX 1

### PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

	<ul style="list-style-type: none"> <li>• Host a 'who can help' event for schools to attend and understand which services can support education establishments</li> <li>• Attend other events to ensure communication remains on the agenda for improving relationships with parents/carers</li> </ul>
Agreed Success Measure:	<p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• Schools' communication with parents/carers is effective</li> <li>• Parents/carers will communicate with schools effectively through preferred method</li> <li>• Agreed strategy to look at effective portal use</li> <li>• Parents/carers will receive key messages, hints and tips through one platform</li> <li>• Preferred method of communication will be identified and implemented</li> <li>• Refreshed customer service training with clear pathway on who should complete the differing levels of training</li> </ul> <p><b>Events:</b></p> <ul style="list-style-type: none"> <li>• Professionals will feel informed about who can support school</li> <li>• Parent/carers will see communication with school improved</li> </ul>
Evidence of Progress: (March 2026)	<p>2 primary and 1 secondary have been identified to participate in a test and learn phase</p> <p>Meeting held with internal colleagues to produce a survey</p> <p>Discussions held with HDFT colleagues to look at how the Childrens Health Service App – Growing Healthy can be utilised for key parenting messages</p> <p>Starting Reception Booklet distributed with 'Application for primary school' email</p> <p>Supporting Schools Booklet produced and distributed</p>
Assessment of Progress: (include explanation if required) (March 2026)	<p>2 – On track</p> <p>Mapping exercise to establish all methods of communication</p> <p>Survey to parents/carers</p> <p>Survey to children/young people</p> <p>Meetings held</p>
Evidence of Impact: (March 2026)	<p>Work is in early stages but as part of the ongoing Team Around the School Service (TASS) work, work is ongoing to improve communication with parents/carers and communities.</p> <p>How do we know good communication works – Pop up Prom events – information is shared via schools and we have distributed over 60 outfits to date.</p>

## APPENDIX 1

### PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

<b>Recommendation 8:</b>	Strengthen and extend the enrichment offer that matches pupils' needs and interests
Responsibility	Mandie Rowlands
Date:	January 2026
Agreed Action:	<p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• Complete mapping exercise on existing curriculum enrichment opportunities that are offered within and beyond the school day, gathering information through existing meeting, networks and events.</li> <li>• Mapping exercise on what 'extended' activities education settings offer before and after school and within the school holidays</li> <li>• From activities 1 and 2 generate an overview of the enrichment activities gathered from the research to determine             <ol style="list-style-type: none"> <li>1. Gaps against student needs</li> <li>2. Opportunities missed from local employers</li> </ol> </li> <li>• Opportunities from health care sector, leisure and childcare etc</li> <li>• Determine next steps to develop further opportunities with local industries, with a particular focus on – health care sector, leisure and childcare</li> <li>• Complete a baseline for the minimum standards of healthy schools, across SBC and potential next steps</li> <li>• Complete a baseline for the minimum standards of HAF Programme, across SBC and potential next steps</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Refresh pupil survey to establish 'wants', 'interests' and 'needs' within the curriculum</li> <li>• Refresh parent/carer survey to understand what would interest their children /young people</li> <li>• Invite to tender for potential providers to become part of an activity framework for education establishments to purchase additional activities</li> </ul> <p><b>Events:</b></p> <ul style="list-style-type: none"> <li>• Provider taster event to create activity framework</li> <li>• Competition</li> <li>• Work experience taster event to introduce young people into sectors with most demand</li> </ul>
Agreed Success Measure:	<p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• Children and young people will shape the extended offer within the school day, before and after school and within the school holidays.</li> <li>• Children and young people will feel they have made the necessary changes, and this will be evident through the healthy school programme</li> </ul>
Evidence of Progress: (March 2026)	<p>3 of 13 websites have been reviewed and mapping has started            Youth Guarantee Trailblazer has offered insights            Wraparound funding has provided schools with capital funding that improves school facilities for wraparound care</p>

**APPENDIX 1**  
**PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment**

	<p>Excellence for all working group within the post-16 partnership                  Something new for Youth event held 25<sup>th</sup> February 2026                  Meeting held to discuss youth worker qualification for post 16 workforce                  Healthy School Programme is currently under review, will align with new Ofsted framework and Y6, Y8 and Y10 surveys                  Be Kind to Your Mind Programme has been refreshed for Summer 26</p>
<p>Assessment of Progress:                  (include explanation if required)                  (March 2026)</p>	<p>2 - On track</p> <p>Ongoing Conversations                  Post-16 partnership meetings                  HAF Steering Group                  Wraparound Conference planned (March 26)</p>
<p>Evidence of Impact:                  (March 2026)</p>	<p>Impact progress is limited as this area is continuously evolving.                  Recruitment is underway for a Transitions Lead who will work across the education system, capturing pupil voice, working with schools around Work Experience and all aspects of transitions</p>

## APPENDIX 1

### PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

<b>Recommendation 9:</b>	Celebrating achievement and recognition of children who participate through local and national awards
Responsibility	Mandie Rowlands
Date:	March 2026
Agreed Action:	<p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• Complete mapping exercise of all SBC achievement events for children and young people that are offered within and beyond the school day, gathering information through existing meeting, networks and events</li> <li>• Complete a mapping exercise of all partner agencies achievement events for young people that take place outside of the school day and through the holiday periods</li> <li>• Obtain an overview of a sample of schools/trusts of achievement events for young people that are offered within and beyond the school day, gathering information through existing meeting, networks and events.</li> <li>• Following an analysis of activities 1 2 and 3, engage with a range of stakeholders to identify further strategies and events that will recognise and celebrate the achievement of our young people</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Create pupil survey to establish ‘wants’, ‘interests’ and ‘needs’ around achievements and future events</li> <li>• Create parent/carer survey to understand what would interest their children /young people when looking at achievement and recognition</li> </ul> <p><b>Events:</b></p> <ul style="list-style-type: none"> <li>• Holidays Are Fun Programme achievement event for providers and participants</li> <li>• Scope out the local, regional and national competitions that would be available to children and young people in various settings</li> <li>• Pride of Stockton-on-Tees Awards event to bring together a range of children that are champions for local charities, organisations and services within the communities</li> </ul>
Agreed Success Measure:	<p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• To create a document that evidences a comprehensive understanding of all the celebration events available to all, that is inclusive and diverse.</li> <li>• To create a timetable of all events to understand clashes, key times of the year and gaps</li> <li>• Create document with proposals for additional events to celebrate Stockton-on-Tees children and young people</li> </ul> <p><b>Events:</b></p> <ul style="list-style-type: none"> <li>• Children would co-construct the event and be the hosts and presenters.</li> </ul>

## APPENDIX 1

### PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

Evidence of Progress: (March 2026)	<p>Paper presented to SMT December 2025</p> <p><b>Purpose</b></p> <p>To seek approval for a phased approach to strengthen recognition of children and young people (CYP) across Stockton-on-Tees through new award categories, increased regional/national nominations, a dedicated award ceremony or section within the established local award ceremony, and opportunities for engagement such as the re-introduction of BMBF Takeover Day.</p>
Assessment of Progress: (include explanation if required) (March 2026)	<p>2 - On track</p> <p>SMT was asked to:</p> <ul style="list-style-type: none"> <li>• Approve the phased approach, beginning with the introduction of a Mayor’s Certificate of Achievement as the initial step</li> <li>• Deliberate a dedicated annual ‘Pride of Stockton-on-Tees’ ceremony for children and young people, considering the established award events</li> <li>• Alternatively support the development of new CYP categories within the established award events, including Community Stars, Mayor’s Civic Awards and Catalyst Conference and Awards</li> <li>• Endorse plans to increase nominations for regional and national awards</li> <li>• Agree to explore the reintroduction of the BMBF Takeover Day in the next academic year</li> </ul> <p>Actions / next steps:</p> <ul style="list-style-type: none"> <li>• Map existing activity across the council (events, awards etc) <a href="#">@Mandie Rowlands</a></li> <li>• Civic Award – Mandie to explore options with <a href="#">@Jonathan Nertney</a></li> <li>• Links with Star / Local Pride Awards – to develop with <a href="#">@Jane Edmends</a> team</li> <li>• Support applications for more Regional / National Awards (all to be co-ordinated via <a href="#">@Mandie Rowlands</a>)</li> <li>• Explore options for BMBF takeover day with HR <a href="#">@Leanne Dudhill</a></li> </ul>
Evidence of Impact: (March 2026)	<p>Work is ongoing with colleagues to progress next steps</p> <p>Further work is to include Youth United Stockton Alliance</p> <p>HAF funding has been confirmed for 3 years</p> <p>Work on portal has been progress – although paused whilst the IFD is established</p>

**APPENDIX 1**  
**PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment**

<b>Assessment of Progress Gradings:</b>	<b>1</b> Fully Achieved	<b>2</b> On-Track	<b>3</b> Slipped	<b>4</b> Not Achieved
---	----------------------------	----------------------	---------------------	--------------------------

This page is intentionally left blank

## APPENDIX 1

### PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

SCRUTINY MONITORING – PROGRESS UPDATE	
<b>Review:</b>	<b>Scrutiny Review of Narrowing the Gap in Educational Attainment</b>
<b>Recommendation Lead:</b>	<b>Haleem Ghafoor</b>

Updates on the progress of actions in relation to agreed recommendations from previous scrutiny reviews are required approximately 12 months after the relevant Select Committee has agreed the Action Plan. Progress updates must be detailed, evidencing what has taken place regarding each recommendation – a grade assessing progress should then be given (see end of document for grading explanation). Any evidence on the impact of the actions undertaken should also be recorded for each recommendation.

<b>Recommendation 17:</b>	Review cost of living responses to diminish impact
Responsibility	Haleem Ghafoor
Date:	September 2025
Agreed Action:	<p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>Review Cost of Living responses to diminish its impact, with specific reference to period poverty, food poverty and school uniform</li> <li>Work with Child Poverty Network</li> <li>Work with schools to better promote/communicate Cost of Living interventions</li> <li>Encourage all schools to ‘Poverty Proof the School Day’</li> </ul>
Agreed Success Measure:	<p><b>Strategy:</b></p> <p>Strategy A</p> <ul style="list-style-type: none"> <li>The Anti-Poverty Strategy and Action Plan were approved by Cabinet in July 2024 and are a key component of the Council’s Powering Our Futures Communities Mission, which supports the Cost of Living responses.</li> <li>A two-page ‘easy read’ version of the strategy has also been developed</li> <li>A list of measurements outlining what will be achieved can be seen in the action plan.</li> <li>A cost of living <a href="#">booklet</a> has also been updated and over 15k copies distributed. The online <a href="#">hub</a> is also regularly updated.</li> </ul> <p>Strategy B</p> <ul style="list-style-type: none"> <li>The Food &amp; Hygiene Winter Fund 2024/25 is a Stockton-on-Tees Borough Council grant that offers financial help to projects that provide food, household and personal hygiene products to Stockton-on-Tees residents</li> <li>The Bread-and-Butter Thing offers high-quality, low-cost food to residents in Stockton-on-Tees. For £8.50, you can pick up 3 bags of food worth roughly £35 including fresh fruit and veg, chilled food for the</li> </ul>

## APPENDIX 1

### PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

	<p>fridge, and cupboard staples like cereal. You can also pay just £5 for an individual bag or £17 for a six bag 'family' deal.</p> <ul style="list-style-type: none"> <li>• All SFPN <a href="#">leaflets</a> have also been shared with the Education &amp; Inclusion Team to share with schools to help support them with food and hygiene products and the COL booklet.</li> <li>• A new cost of living of living <a href="#">booklet</a> has been developed and circulated. This year a further 10k copies have been distributed. The online cost of living <a href="#">hub</a> also continues to be updated and developed.</li> <li>• As a result we have seen a reduction in foodbank usage.</li> </ul> <p><b>Strategy C</b></p> <ul style="list-style-type: none"> <li>• The Fairer Stockton-on-Tees &amp; Community Engagement (FSOT &amp; CE) team continue to attend a range of events, webinars and training relating to poverty and the cost of living.</li> <li>• The FSOT Team coordinate the Stockton Child Poverty Network, which brings together key Council Officer and external partners to address the main issues affecting the borough's children and families.</li> <li>• A member of the FSOT Team is also the Stockton-on-Tees Borough Council representative on the North East Child Poverty Commission and sits on the Executive Group. This has provided an opportunity to feed into regional and national discussions on child poverty issues, including the development of a national child poverty strategy.</li> <li>• The FSOT &amp; CE Team continue to work with other Local Authorities and relevant external partners on projects, e.g. Free School Meals Auto-enrolment project. (Over 300 new children will be benefiting from FSM as a result and schools across the borough will benefit from an annual increase in pupil premium of over £400,000). This also means that more children can access the Holidays are Fun (HAF) programme.</li> <li>• As part of the Christmas Gift nearly 700 parcels were given to families in need.</li> <li>• We are also supporting the work of the <a href="#">Multibank</a> which allows professionals to access free goods for families who they may need to support.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Added value – Regular Cost of Living quarterly newsletters are shared with the Education &amp; Inclusion team to be shared with schools</li> </ul> <p><b>Events:</b></p> <ul style="list-style-type: none"> <li>• We will continue to review / evaluate and put on new events according to need. The next Summer event will be held in the High Street on the 19 July 2025, targeting children and young people through arrange of stalls, arts and creative activities etc.</li> <li>• Ongoing work to help bring communities together through activity such the Community Spaces and Warm Welcomes (as below) where services support our communities, as well as addressing Social Isolation and Loneliness.</li> </ul>
Evidence of Progress: (March 2026)	The Council's <a href="#">Anti-Poverty Strategy 2024-2027</a> confirms the Council's commitment to reducing inequality and poverty, including child poverty, as previously set out in the <a href="#">Fairer Stockton-on-Tees (FSOT) Strategic Framework</a> .

## APPENDIX 1

### PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

The FSOT framework is also integral to the aims of the [Stockton-on Tees Plan](#), and specifically, the priority to create 'Healthy and resilient communities.'

To support co-ordination of the strategy, the Anti-Poverty Strategy Delivery Group continues to meet regularly to discuss and provide updates on the progress of the strategy's action plan. In addition, the Positive Living Forum continues to feed their views via regular meetings. The Forum is the Council's Anti-Poverty Lived Experience Group, which was first set up to gather residents' voice on poverty related issues and co-produced the strategy and action plan in 2024.

The Stockton-on-Tees Child Poverty Network continues to meet quarterly, bringing together Council staff and external partners to discuss the key issues children and families living in poverty are experiencing across our Borough. A member of the Fairer Stockton-on-Tees team also represents SBC at the North East Child Poverty Commission and sits on the Commission's Executive Group.

**The Bread-and-Butter Thing (TBBT):** Established in 2024, supports residents at five hubs across the Borough. During 2025, residents bought 13,590 sets of shopping at TBBT, saving over £339,738. The scheme has contributed to a significant reduction in the number of emergency food parcels in the Borough with numbers having fallen by around 50% since 2023. The service is available to all, helping reduce stigma and positively impacting levels of unnecessary food waste.

**Staff Information on Food Support:** The FSOT and Community Engagement teams created an information video explaining the different levels of food provision available in the Borough. From foodbanks to pantries, The Bread-and-Butter Thing to hot community food, this video helps support staff better understand the services available to help residents. (Can send video if needed)

**Here to Help Summer Family Fun Day Event:** In July 2025, around 750 residents attended the second Summer Family Fun Day. Over 200 new and around 750 preloved uniform items were collected and distributed. 200 new and 300 preloved books, 100 filled back to school backpacks and around 1000 hygiene products and accessories were also distributed.

One resident praised the council for offering free transport to bring families in from the Clarences and for the items they all received to help reduce the cost of preparing children for the new academic year.

Organisations attending praised this event saying, 'It was ... perfect for promoting valuable services in the community.' Salvation Army added, 'About 40 people spoken to on Saturday attended our Messy Church on Sunday.'

**School Uniform Support:** Pre-loved school uniform is now available to collect from any of the 4 Family Hubs. This provides a year-round offer that families and professionals can access when needed. In response to the Government's introduction of a limit of three branded school uniform items (through the Children's Wellbeing and Schools Bill), guidance will be regularly communicated to Stockton governors, trustees and senior leaders of maintained, academy and free schools across primary and secondary phases via Governor Pupil Premium Training, Education Matters, Governor Briefings. Pre-loved uniform will continue

## APPENDIX 1

### PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

to be available in all Family Hubs all- year round and at the Summer 2026 Here to Help event.

**Back to School Campaign:** During Summer 2025, the Council worked in partnership with the Junction Multibank to provide 600 backpacks to children and families across the Borough. The backpacks ranged in design so that they could not be identified as ‘free backpacks’ and to avoid stigma.

**Kit Out Campaign**

In partnership with the Multibank, sports equipment and clothing was provided to 40 families from schools in central Stockton with the aim of getting families to be more active together. The families invited were identified by our School Support team as being the most in need of this support. The event was also used to provide broader support and information to the families attending and

**Free School Meals Auto-Enrolment Project:** This cross-directorate project, resulted in almost 400 pupils being auto-enrolled for free school meals in 2025, with an increase in almost £500,000 in pupil premium for schools across the Borough.

**A Second Dance Prom Project:** A member of our Positive Living Forum raised the issue of the impact of school proms on family budgets with young people often being excluded due to poverty. This led to the ‘[A Second Dance Project](#)’. This is a partnership between SBC and Wellington Square and provides an alternative way to prepare for prom. All items are donated by residents and local businesses and to date we have provided 72 young people with their dream prom outfit. Residents have spoken to us about how welcoming and inclusive our A Second Dance events have been. People praised the quality of the outfits, the choice available and how helpful the Prom Project team were in helping people find their perfect outfit. One parent said, ‘Amazing event! A lovely idea for families on low incomes especially.’ Another said, ‘Absolutely brilliant idea – recycle/reuse and making prom affordable and accessible for all.’

**Family Action Supporting Families Fund:** In April, through support provided by the FSOT team, Stockton Family Action and Outreach Service received £2000 from the Banks Group to provide to children and families who are engaging with their services which has made a made a meaningful difference to children and families providing essential items, reduce financial pressure on households, and create opportunities for positive family activities.

As part of the Early Intervention and Prevention work in North Thornaby, community engagement activity continues with residents and Mandale Mill Primary School with activities such as cooking sessions and craft sessions. Funding secured from Northern Powergrid for a ‘Growing Together in Thornaby’ project will link the work being undertaken by Community Engagement Officers in North Thornaby with local schools and the Thornaby Warm Welcomes.

**Community Gift 2025 –** Over 600 festive hampers were created to give to families and individuals across Stockton-on-Tees.

**APPENDIX 1**  
**PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment**

	<b>Christmas Toy Appeal</b> - 337 toys were received from the Junction Multibank via the Community Gift and in partnership with VCSE organisations working with vulnerable families.
Assessment of Progress: (include explanation if required) (March 2026)	<b>2 On Track</b>
Evidence of Impact: (March 2026)	See above

<b>Assessment of Progress Gradings:</b>	<b>1</b> Fully Achieved	<b>2</b> On-Track	<b>3</b> Slipped	<b>4</b> Not Achieved
---	----------------------------	----------------------	---------------------	--------------------------

This page is intentionally left blank

**Children and Young People Select Committee  
Work Programme – 2025-2026**

<b>Date</b>	<b>Item</b>	<b>Attending</b>
16 April 2025	Review of Narrowing the Gap in Educational Attainment – Monitoring  Scrutiny Review of HAF Final Report	Haleem Ghafoor Vanessa Housley  Mandie Rowlands
11 June 2025	Scrutiny Review of HAF – Action Plan  Review of Narrowing the Gap in Educational Attainment – Monitoring  Additionally Resourced SEND Provision – Scope and Project Plan	Mandie Rowlands Councillor Clare Besford  Mandie Rowlands Kellie Wigley Vanessa Housley  Elisha Dyball
16 July 2025	Additionally Resourced SEND Provision – Evidence	Elisha Dyball Stockton Parent Carer Forum North East and Cumbria ICB
17 September 2025	Review of Narrowing the Gap in Educational Attainment – Monitoring  Scrutiny Review of HAF – Action Plan Update  Additionally Resourced SEND Provision – Evidence	Mandie Rowlands Craig Taylor Vanessa Housley  Mandie Rowlands  Elisha Dyball Schools
15 October 2025	Cancelled	
12 November 2025	Additionally Resourced SEND Provision – Feedback from School Visits  Review of Children Not in School – Scope and Project Plan and introductory presentations	Elisha Dyball  Vanessa Housley Elisha Dyball Sharon Stevens Claire Tiffany
17 December 2025	Review of Narrowing the Gap in Educational Attainment – Monitoring  Review of Children Not in School – Evidence	Gill McCleave Vanessa Housley  Vanessa Housley Sharon Stevens
14 January 2026	Review of Narrowing the Gap in Educational Attainment – Monitoring	Claire Tiffany Sharon Stevens Amit Law Vanessa Housley

	Review of Children Not in School – Evidence	Elisha Dyball Claire Tiffany
11 February 2026	Cancelled	
11 March 2026	Review of Narrowing the Gap in Educational Attainment – Monitoring  Review of Children Not in School – Evidence – Feedback from Visits	Haleem Ghafoor Vanessa Housley  Elisha Dyball Claire Tiffany
15 April 2026 Formal Session	Overview and Performance Meeting	Cllr Clare Besford Louise Hollick Lynn Stoneley Jane Smith
Informal Session	Review of Children Not in School – Evidence – Summary of Evidence	Elisha Dyball Claire Tiffany

**Items to be scheduled each year**

Children and Young People Performance Reports  
Overview of Children and Young People’s Services and Annual Safeguarding Report

**Progress Updates**

Contextual Safeguarding and Youth Relationships TBC  
Narrowing the Gap in Educational Attainment – Ongoing  
HAF – September 2026