

# Public Document Pack



**Meeting:** Executive Advisory Panel - Future Communities

**Date:** Thursday 7<sup>th</sup> September 2023

**Time:** 5:00 pm

**-Venue:** Virtual Meeting, via Zoom

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## To Members of the EAP Future Communities

Councillor Scott Edwards (Co-Chair), Wendy Brackenbury, Phillip Irwin, Macaulay Nichol, Joseph Smyth, Lee Wilkes and Jean Addison

Substitutes:

Councillors Richard Levell and Leanne Buckingham

<b>Agenda</b>			
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<b>Urgent Items</b>			
	To consider any items of business of which notice has been given to the Proper Officer and the Chair considers to be urgent, pursuant to the Local Government Act 1972.		
09	Close of Meeting		
	Adele Wylie, Monitoring Officer North Northamptonshire Council    <b>Proper Officer</b> <b>30<sup>th</sup> August 2023</b>		

This agenda has been published by Democratic Services.

**Committee Officer:** Callum Galluzzo

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## **Minutes of a meeting of the EAP Future Communities**

At 5.00 pm on Thursday 13th July, 2023

Virtual meeting, via Zoom

### **Present:-**

#### Members

Councillor Scott Edwards (Chair)

Councillor Jean Addison

Councillor Wendy Brackenbury

Councillor Philip Irwin

Councillor Macaulay Nichol

Councillor Lee Wilkes

#### Officers

Jo Hutchinson            Head of School Effectiveness North

Morcea Walker            SACRE

Judy Matthews            Early Years Strategic Advisor

Susan Tanner            Assistant Director, Commissioning & Partnerships

Callum Galluzzo            Democratic Services

### **12 Apologies for absence**

Apologies for absence were received from Councillor Joseph Smyth

### **13 Members declarations of interest**

The chair asked members to declare any interests on items present on the agenda.

No declarations were registered.

### **14 Minutes of the meeting held on 3rd April 2023**

#### **RESOLVED that:-**

The minutes of the meeting held on 3<sup>rd</sup> April 2023 be approved as a correct record and signed by the Chair.

### **15 Youth Justice Plan**

The Assistant Director, Commissioning & Partnerships attended the meeting and presented a report to members of the Advisory Panel which sought to update members on the content of the Youth Justice Plan 2023 and also to update members on the Northamptonshire's Youth Offending Service priorities for 2023/24 as set out in the plan.

Members heard that under the Crime and Disorder Act 1998 there was a statutory requirement to publish an annual Youth Justice Plan which must provide specified information about the local provision of youth justice services. The Youth Justice

Board provided guidance about what must be included in the plan and recommended a structure for the plan. The Youth Justice Plan for the Northamptonshire Youth Justice Service 2023 was provided to members.

It was noted that the current plan covered performance for the period 2022/23 and provided service budgets, operational and strategic developments within the service and partnership, service structure and the Service Improvement Plan for 2023 – 2024. The Youth Justice Plan must be submitted to the Youth Justice Board for England and Wales (YJB) and published in accordance with the directions of the Secretary of State. After submission to the YJB, Youth Justice Plans are sent to Her Majesty's Inspectorate of Probation (HMIP - lead for Youth Offending Service inspections) and are placed in the House of Commons library.

Members heard that The Northamptonshire Youth Justice Plan has identified the following priorities:

- Strategic Priority 1 –Early Help & Prevention
- Strategic Priority 2- Recognising and responding to child exploitation and serious youth violence
- Strategic Priority 3 – Tackling disproportionality in the criminal justice system

It was noted that the Youth Justice Plan should set out the direction and strategy of youth justice services, describing how quality services will be provided to ensure positive outcomes for children and improvements in performance indicators, in particular:

- reducing first time entrants to the youth justice system
- reducing the use of custody
- reducing reoffending rates
- locally agreed performance indicators that evidence positive outcomes for children

Following debate it was

**RESOLVED** That the Executive Advisory Panel Noted the content of the Youth Justice Plan 2023 and noted the Northamptonshire's Youth Offending Service priorities for 2023/24 as set out in Appendix A

## **16 Family Hubs & Start for Life Update**

Members were provided with an update to the ongoing project work for Family Hubs and Start for Life.

It was noted that Start for Life had been published on 30th March 2023, with asset and posters having been circulated, and hard copies made available on request or from libraries and Children's Centres. Members also heard that the Family Hubs Brand had

been successfully co-designed and made live with The Family Hub & Start for Life Board being successfully set up with terms of reference agreed.

It was also noted that the procurement/tendering exercise complete mobilisation began in June 2023 and all subsequent monitoring forms had been completed and submitted on time. Data Work stream had been set up to look at future collection and development of Family Hub Dashboard.

Stakeholder engagement was under way with baseline information being collected and engagement in Wellingborough by University of Northampton.

Parent Carer Forums had also been set up in Wellingborough and Corby.

Members of the committee were presented with the co-designed logo and branding for the Family Hub Network. It was noted that first new Family Hub Network prototype would be developed in the Wellingborough locality, with the town selected based on intelligence and data gathered regarding the level of need and lack of historic development in services to support families. Simultaneously, a hub would also be developed in the

Corby locality offering a 5-19 years Family Hub Network. Further hubs in Kettering and the former East Northamptonshire area would be developed in due course.

Members then heard that officers had published the Start for Life offer in March 2023 which provided parents, carers and families with easy to access information on local services. Work was being undertaken to expand the Start for Life offer to include 5-19 (25) services and link this with the new FIS (Family Information Service) and Local Offer Work was also being carried out to make the website more accessible for families, including the procurement and development of micro sites. Officers were actively engaged with service providers to check and validate information and to share new and (or) updated information that will promote their services.

## **17 Standing Advisory Council for Religious Education (SACRE) Annual Report 2021-2021**

Members received a report which sought to update members on the Standing Advisory Council for Religious Education (SACRE) Annual Report 2021-2022.

It was noted by members that Local Authorities had a duty to establish a permanent body known as the Standing Advisory Council for Religious Education (SACRE) in accordance with the Education Act 1996. The broad role of the SACRE was to support the effective provision of Religious Education (RE) and collective worship in schools and to enrich the experience of RE and collective worship for all pupils.

It was heard that North and West Northamptonshire Councils established their SACRE in February 2021. The SACRE's terms of reference required that an annual report on the work of SACRE was produced annually. It was considered best practice for the report to be received by the Executive.

The Annual Report covered the period 2021/2022. During the said period SACRE was still without an Adviser. No RE data was collected or subsequently monitored from schools however, the Committee met three times this year and were available to respond to any requests/complaints (none received).

It was noted that there had been limited opportunities for training but Councillors had responded when possible. Relationships with community organisations remains a strength.

Following debate it was

**RESOLVED** That the Executive Advisory Panel received and noted the SACRE annual report for 2021-2022

**18 Forward List of Items for the EAP**

The following items were agreed for the September meeting:

- Early Years Update
- Education Health Care Plans

**RESOLVED that:** the Executive Advisory Panel Future Communities agreed Future items for its meetings.

**19 Close of Meeting**

There being no further business, the Chair thanked Members and Officers for their attendance and closed the meeting.

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Chair

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Date

The meeting closed at 6.00 pm





## Executive Advisory Panel – Future Communities 7<sup>th</sup> September 2023

<b>Report Title</b>	Sustainable Modes of Travel to School Strategy (SMOTS)
<b>Report Author</b>	Sally Crew - Interim Transport Strategy Manager
<b>Lead Member</b>	Cllr Scott Edwards – Executive Member for Children, Families, Education and Skills

<b>Key Decision</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Is the decision eligible for call-in by Scrutiny?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Are there public sector equality duty implications?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Does the report contain confidential or exempt information (whether in appendices or not)?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Applicable paragraph number/s for exemption from publication under Schedule 12A Local Government Act 1972</b>	

### List of Appendices

**Appendix A** – Sustainable Travel to Education Strategy

**Appendix B** – Equality Screening Assessment

#### 1. Purpose of Report

- 1.1. The purpose of this report is to provide members of the Executive Advisory Panel with an update on the progress of the Sustainable Travel to Education Strategy.

#### 2. Executive Summary

- 2.1 The Education and Inspections Act (2006) placed a range of duties upon local authorities to promote the use of sustainable travel and transport, intending to support the choices and flexibility of educational provision across the country.

- 2.2 The Act outlines four main elements to promoting sustainable modes of travel, including the assessment and audit of sustainable travel options within the local authority, the development of a strategy for the promotion of sustainable travel to schools and other educational or training facilities. As such, North Northamptonshire Council is required to produce and publish its Sustainable Modes of Travel to School Strategy (SMoTS) annually.
- 2.3 In developing a strategy, the Council has a statutory duty to follow guidance issued by Government. The latest guidance was published in June 2023 and in which states, Local Authorities must publish a SMoTS for each academic year by 19<sup>th</sup> September.
- 2.4 The current strategy for North Northamptonshire is the Northamptonshire SMoTS, adopted by the former County Council in 2014/15.
- 2.5 The Sustainable Travel to Education Strategy has been produced in line with the requirements of the SMoTS to reflect the needs of the community, priorities and investment plans. The draft strategy has been developed in line with other strategic policies such as the Corporate Plan, Local Development Framework whilst being coordinated with emerging policies for example the Greenway Strategy and Local Walking and Cycling Investment Plans.
- 2.6 It is proposed that the Sustainable Travel to Education Strategy be consulted on for six weeks from 14<sup>th</sup> September until 26<sup>th</sup> October 2023 to allow the community and in particularly the school community to comment on the strategy.

### **3. Recommendations**

- 3.1. It is recommended that Executive Advisory Panel (EAP) is asked to note and provide any comments on the proposals to be submitted to Executive requesting the approval of the Sustainable Modes of Transport Strategy.
- 3.2. Reason for Recommendations: The consultation of the Strategy allows for the community and in particularly the school community to comment on the strategy whilst complying with the requirements to have an updated strategy by the required deadline of 19<sup>th</sup> September.
- 3.3. Alternative Options Considered:
  - To adopt the Sustainable Modes of Travel Strategy and engage with the community through its delivery.
  - Not update the Northamptonshire Sustainable Modes of Travel Strategy.

None of these options are recommended.

## 4. Report Background

- 4.1 North Northamptonshire Council are required to arrange free, suitable, home to school transport for children of compulsory school age, who are eligible, to their nearest suitable qualifying school in line with section 508B of the Education Act 1996 and the Government's statutory guidance 'Home to School Travel and Transport Guidance 2014'.
- 4.2 The Education and Inspections Act (2006) also places a duty on local authorities to promote the use of active and sustainable travel to education and further support the choices and flexibility of educational provision.
- 4.3 The Act outlined four main elements to promoting sustainable modes of travel, including the assessment and audit of sustainable travel options within the local authority, the development of a strategy for the promotion of sustainable travel to schools and other educational or training facilities. As such, North Northamptonshire Council is required to produce and publish its annually a Sustainable Modes of Travel to School Strategy (SMoTS).
- 4.4 The Northamptonshire County Council (NCC) Home to School Transport Policy (April 2020) has been consulted to inform the acceptable walking and cycling distances for journeys to schools in the county. The Policy defines the appropriate walking distances for pupils under the Education Act 1996, stating:
- "Section 444(5) defines walking distance as 2 miles for pupils under 8, and 3 miles for older pupils, in both cases measured by the nearest available route."*
- 4.5 Post-16 students may be eligible for other sources of financial help, depending on household income, to help with education costs including travel. There is no legal obligation to provide free home to school or college transport to students over the age of 16 or for those who do not meet the statutory requirements through the Education Act. However, there is a requirement for the local authority to consider unmet demand through the Transport Act 1985.
- 4.6 Section 63(1)(a), explains that local transport authorities must: "secure the provision of such public passenger transport services as the Council consider it appropriate to secure to meet any public transport requirements within the county which would not in their view be met apart from any action taken by them for that purpose."
- 4.7 In developing a strategy, the Council has a statutory duty to follow guidance issued by Government. The latest guidance was published in June 2023 and in which states, Local Authorities must publish a sustainable modes of travel strategy for each academic year by 19<sup>th</sup> September.
- 4.8 In early 2023, the Council consulted on the Home to School Policy. As part of this consultation, the community provided views of possible travel options for

the journey to school. This has been considered in developing the Sustainable Travel to Education Strategy.

- 4.9 The North Northamptonshire Sustainable Travel to Education Strategy replaces the Northamptonshire SMoTS, (2014/15).

## **5. Issues and Choices**

- 5.1 Given the age of the current SMoTs, it has been evident since before the Council's formation that it needed to be updated. The publication of the new Government guidance it is timely to prepare an updated Sustainable Travel to Education Strategy.
- 5.2 Public consultation is a necessary component of the plan's development. The plan will also be subject to an Equalities Screening Assessment.

## **6. Next Steps**

- 6.1 Assuming the approval of this report, the Sustainable Travel to Education Strategy will be consulted for six weeks from 14<sup>th</sup> September to 26<sup>th</sup> October 2023.
- 6.2 The strategy will be reviewed and updated following the consultation and be brought back to Executive for adoption.

## **7. Implications (including financial implications)**

### **7.1 Resources and Financial**

- 7.1.1 The Sustainable Travel to Education Strategy has been developed from using staff funded from existing budgets with its consultation funded similarly.

### **7.2 Legal and Governance**

- 7.2.1 As explained in section 4 above, the Council has a statutory duty to have a Sustainable Modes of Travel to School Strategy (SMoTS). The proposals in this report provide for implementing that duty.

### **7.3 Relevant Policies and Plans**

7.3.1 The proposal will assist the Council in meeting the priorities in the Corporate Plan around:

- Better, Brighter Futures
- Support schools to provide physical activity programmes through our Healthier Schools Programme.
- Support schools to provide physical activity programmes through our Healthier Schools Programme.

**Safe and Thriving Places**

- Enable people to travel across North Northamptonshire and beyond

**Green, sustainable Environment**

- Promote sustainable, active travel
- Embed low carbon technology, sustained and improved green infrastructure, and sustainable forms of transport fit for the future.

7.3.2 The proposal will assist the Council in developing and delivering Council’s Local Transport Plan, which the Council has a statutory duty to deliver. As well as the Carbon Management Plan in reducing the carbon impact of travel to education.

**7.4 Risk**

7.4.1 A risk register will be developed as part of the deliver and implementation of the strategy and will ensure risks are identified, recorded and monitored.

**7.5 Consultation**

7.5.1 Public engagement and consultation are a necessary component of the plan’s development and will involve comprehensive engagement, including four rounds of public consultation, capturing the views of our partners, stakeholders, interest groups, businesses and residents.

7.5.2 The engagement builds and facilitates a conversation about current and future journeys to education in the authority. It also ensures the more effective development, adoption, and delivery of the plan.

7.5.3 In early 2023, the Council conducted a consultation exercise seeking views on the Council’s proposed Home to School policy changes and options affecting the discretionary transport. As part of this consultation, we asked the community for their view of possible travel options for the journey to school. The views provided have informed the Sustainable Travel to Education Strategy.

7.5.4 Assuming the approval of this report, the formal consultation of the Sustainable Travel to Education Strategy will be undertaken for six weeks.

7.5.5 Engagement will be in line with the Council's engagement principles, as set out below and best practice. We will deliver meaningful engagement through being:

- Simple and accessible
- Clear, positive, and informative
- Responsive
- Identifying relationships to other initiatives

7.5.6 To ensure people know how their involvement will shape the plans and development after the public consultation a 'we asked, you said, we did' report will be prepared and published. This report will collate and summarise the main issues raised and recommend how these should be addressed. This will include identifying if and how the emerging plan should be amended. Additionally, a log of engagement activities to demonstrate how stakeholders have been involved and informed.

## **7.6 Consideration by Executive Advisory Panel**

7.6.1 Any comments from the Executive Advisory Panel (EAP) meeting scheduled for Thursday 7<sup>th</sup> September will be provided to the Executive for its consideration.

## **7.7 Consideration by Scrutiny**

7.7.1 This report has not been considered by the Council's scrutiny function.

## **7.8 Equality Implications**

7.8.1 The Equality Screening Assessment has not identified any adverse impact on individuals with protected characteristics.

## **7.9 Climate and Environment Impact**

7.9.1 The Government's Transport Decarbonisation Plan, Levelling Up White Paper and Bus Back Better all lay the groundwork for strengthening the role that transport can play in reducing environmental harm.

7.9.2 This strategy encourages people to the take up of active and sustainable travel to education and introduces measures to support their usage.

## **7.10 Community Impact**

7.10.1 The consultation proposed will support effective policy and decision-making, and scrutiny, making a significant difference to the delivery of sustainable

travel, transport infrastructure and services and therefore have an equally significant impact on the local communities.

## **7.11 Crime and Disorder Impact**

7.11.1 There are no specific impacts relating to the recommendations in this report.

### **1. Background Papers**

8.1 None

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# Sustainable Travel to Education Strategy

Sustainable Modes of Travel to School Strategy 2023

**Working version.**

[www.northnorthants.gov.uk](http://www.northnorthants.gov.uk)

## Document Version Control

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## Change History

Issue	Date	Comments

NB: Draft versions 0.1 - final published versions 1.0

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**\*\*Make any additional comments as might be relevant here\*\***

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# Foreword

1.1 Sets out the purpose of the document.

1.2 Some 'public facing' documents may benefit from a foreword written by the Leader / Lead Member, Chief Executive, Chair or Head of Service. This tends to be appropriate for key documents (such as the Sustainable Communities Strategy, Corporate Plan etc) and where a particular commitment is being made.

DRAFT

# Executive summary

*“Children are one third of our population and all of our future.” —1981 Select Panel for the Promotion of Child Health*

This strategy supports schools, pupils and parents/carers to travel more sustainably for all journeys to school. It supports healthier and more active lifestyles for staff, pupils and parents/carers improving their health and emotional wellbeing whilst bringing the whole community the wider benefits of higher footfall for local businesses, tackling school parking issues and reducing traffic congestion and carbon emissions.

North Northamptonshire Council has developed the Sustainable Travel to Education in line with the requirements outlined in the Education and Inspections Act 2006. Developed in partnership across the authority between our children’s services and transport teams this strategy underscores the need for a co-ordinated approach across the council and beyond if we are to achieve the targets and objectives we have set ourselves. The strategy will be reviewed regularly and update as required.

The strategy sets four targets which are:

1. Children and young people aged 5 to 18 should average at least 60 minutes of moderate or vigorous intensity physical activity everyday
2. Every school should have a school travel plan by 2033
3. All schools should have AQ below WHO air pollution limits
4. 55% of primary school-aged children walk to school by 2025

The delivery plan sets three principles to deliver the strategy, to be collaborative in a child led manner and to follow the avoid, shift, improve approach and follow the safe systems principles. This supports a programme of travel planning, education, road safety, training and infrastructure improvements. By working together with schools and colleges, parents and guardians and with children and young people themselves we will encourage more journeys to be undertaken actively or sustainably.

# Introduction

Everyday children, young people and their families pack bags, walk, wheel, cycle, get the bus, train or car to nursery, school or college. A ritual that bookends the school day.

Travelling to nursery, school or college by walking, wheeling, bus or train is good for children's health, wellbeing and the environment.

Walking, wheeling or cycling to school wakes up the mind and body<sup>1</sup>. It allows children to chat to family or friends and arrive healthy, refreshed and ready to learn. The walk to school with parents and carers also provides an opportunity for children to learn road safety skills in an interactive and safe environment. For most children it is the preferred way to get to school.

The whole community benefits when more children walk to school from higher footfall for local businesses, to tackling school parking issues, reducing traffic congestion and carbon emissions.

Making a change to active and sustainable journeys is not possible for many people and requires all parts of the school community to support this type of travel. It requires local understanding and knowledge, considered measures and ongoing support to change to active and sustainable transport.

This strategy sets out how we will work with others to encourage to travel to school or college in a healthy, sustainable and safe way.

This strategy is a living document and should be considered alongside the education, land use, travel and transport policies and strategies emerging or adopted by the Council.

In this strategy we use the general term school to encompass all the different learning establishments.

We know that children travel to school with a variety of different guardians, including parents, grandparents, childminders and friends. In this strategy, we will use the term 'parents and carers' to refer to any adult accompanying a child to school.

## Why do we need a Sustainable Travel to Education strategy?

Nationally we can see that even with the benefits, the number of children walking to school has remained relatively static despite the government's target of 55% of primary school-aged children to walk to school by 2025.<sup>2</sup>

In North Northamptonshire most children and young people already use active (walking, wheeling and cycling) and sustainable (public transport) travel options to get to school. The 2011 school census from NNC schools shows that 61% of pupils walk to primary school and 46% walk to secondary school.

We have seen an increase in children entitled to free travel arrangements on grounds of distance and/or income, or if they have individual needs due to special educational needs, disability or mobility problems. With busy lifestyles, changes in travel habits and the fact that children no longer necessarily go to the nearest school means that many are dependent upon free travel arrangements or on parents driving them every day.

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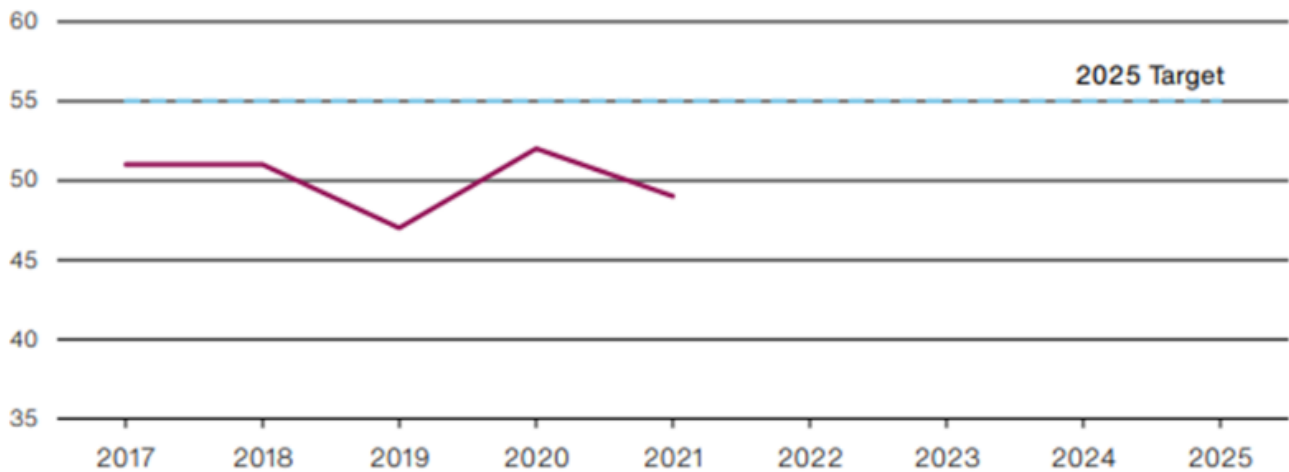
<sup>1</sup> [Children who walk to school concentrate better \(sciencenordic.com\)](https://www.sciencenordic.com)

<sup>2</sup> Cycling and Walking Investment Plan (2017)

Figure 1

Progress against DfT's objective to increase the percentage of children aged 5 to 10 walking to school

Children aged 5 to 10 walking to school (%)



## Our Responsibilities

As a local authority with educational responsibilities, we support children and their families to access education in North Northamptonshire.

The Education and Inspections Act (2006) placed a range of duties upon local authorities to promote the use of sustainable travel and transport, intending to support the choices and flexibility of educational provision across the country.

The Act outlined four main elements to promoting sustainable modes of travel, including the assessment and audit of sustainable travel options within the local authority, the development of a strategy for the promotion of sustainable travel to schools and other educational or training facilities. As such, North Northamptonshire Council is required to produce, publish and maintain its Sustainable Modes of Travel to School Strategy (SMoTS).

North Northamptonshire Council are required to arrange free, suitable, home to school

transport for children of compulsory school age, who are eligible, to their nearest suitable qualifying school in line with section 508B of the Education Act 1996 and the Government's statutory guidance 'Travel to school for children of compulsory school age' (June 2023).

Additionally, to support all children and young people (aged 0 to 25) with special educational needs and disabilities we are required to have a Local Offer according to the following legislation:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 2014 (0 to 25 years)
- Department for Education Regulations

The Northamptonshire County Council (NCC) Home to School Transport Policy (April 2020) has been consulted to inform the acceptable walking and cycling distances for journeys to schools in the county. The Policy defines the appropriate walking distances for pupils under the Education Act 1996, stating:

*“Section 444(5) defines walking distance as 2 miles for pupils under 8, and 3 miles for older pupils, in both cases measured by the nearest available route.”*

Post-16 pupils may be eligible for other sources of financial help, depending on household income, to help with education costs including travel. There is no legal obligation to provide free home to school or college transport to students over the age of 16 or for those who do not meet the statutory requirements through the Education Act. However, there is a requirement for the local authority to consider unmet demand through the Transport Act 1985.

*Section 63(1)(a), explains that local transport authorities must: “... secure the provision of such public passenger transport services as the Council consider it appropriate to secure to meet any public transport requirements within the county which would not in their view be met apart from any action taken by them for that purpose.”*

This is considered as part of the North Northants Bus Service Improvement Plan (BSIP) which outlines the authority’s approach to facilitating commercial bus operators to meet the current and unmet demand. The current provision sees that the non-statutory travel to school plays a substantial part in terms of funding of the commercial services and some tendered services within the local authority area. This is facilitated through commercial bus ticketing arrangements.

## How did we develop the school travel strategy?

To develop this strategy, we looked at current evidence, policies, local travel trends and behaviours.

We focused on how children and young people’s journey to and from nursery, school and college. Starting with where they go to school, the distance travelled, how they travelled to school, the current infrastructure to support this and the infrastructure within the school when they get there.

We also reviewed recent surveys of how children travel to school and a sample of school travel plans prepared by local schools.

We listened to local concerns from the school community from previous engagement.

We identified opportunities and initiatives to further increase the number of children using active and sustainable modes to travel to school.





# Introduction to the strategy

‘Children and young people improve their health and emotional wellbeing through sustainable travel.’

This is our vision, an aspiration. It is our long-term ambition. It is something that we have set our sights on, a vision that we will strive to achieve.

## Our Values

Our vision sets out, at the highest level, what we are aiming to achieve. Our values on the other hand, are like a set of guiding principles. They help guide us in the way we provide services and how we will achieve our vision and deliver our priorities for the future.

North Northamptonshire Council’s values, as chosen by its staff, state that the Council and its staff will be:

- Customer-focused
- Respectful
- Efficient
- Supportive
- Trustworthy

## Our Objectives

1. Promote and encourage healthier lifestyles for children and young people and create active and sustainable journeys to education
2. Develop and embed lifelong road safety skills in children and young people
3. Contribute to creating safer environments and improve active and sustainable travel options
4. Work with children, young people, parents/carers, educational establishments and the school community to understand travel challenges and promote the options available
5. Support and encourage educational establishments to develop and maintain travel plans
6. Build and strengthen relationships with stakeholders by collaborating with everyone to deliver the sustainable travel to education strategy

*Our values make us who we are:*



North  
Northamptonshire  
Council



Customer-focused



Respectful



Efficient



Supportive



Trustworthy

# Travel to Education in North Northamptonshire

## Learning in North Northamptonshire

North Northamptonshire has 4 maintained nursery schools and many private nurseries, 113 primary schools, 20 secondary schools and 8 special schools. There are currently approximately 117,000 children attending primary and secondary schools.

According to the latest performance data, 73% of primary schools in the area are rated as good or above, below the government target of 85%. (In contrast the secondary schools are performing above the Government target, with 78% being rated as good or above, 7% over the national aim).

There are just over 70,000 young people aged 15 years or under living in North Northamptonshire. This is set to increase with our growing and changing community. The latest Local Housing Need for North Northamptonshire is 1,784 net additional dwellings per annum which would equate to 35,680 dwellings over the period 2021-2041. We need to make sure that we have the right infrastructure in place for this new population, and to support future growth including transport links, schools and health facilities, as well as activities for residents.

In addition, with 21% of the authority's population being under 16, access to education, employment and training will increase in importance over the coming years.

There are plans for additional schools across North Northamptonshire, especially places for those pupils with special educational needs and disabilities.

## Journey to/from school

With over 115,000 children and young people attending education every day, the journey to and from pre-school, school and college has a significant impact on the community.

Most children walk to school, the 2011 school census from NNC schools shows that 61% of pupils walk to primary school. Walking to school benefits children's health, as 3 in 10 children in North Northamptonshire do not achieve their minimum recommended physical activity level of one hour per day.<sup>3</sup> The next most common way to travel to primary school was being driven, with a small percentage (3%) taking public transport and/or accessing school transport.

For secondary schools, walking to school falls to 46%, with greater levels of public transport and or school transport followed by being driven to school. Cycling to school rises from 0% to 2% as pupils move through the education system.

**Table 1, North Northamptonshire Travel to School, School Census 2011**

	Walk %	Bicycle %	Car %	PT/ school transport/other %
<b>Secondary Schools</b>	46	2	18	19
<b>Middle Deemed Secondary</b>	51	0	12	4
<b>Primary Schools</b>	61	0	34	3
<b>Other</b>	44	2	14	36

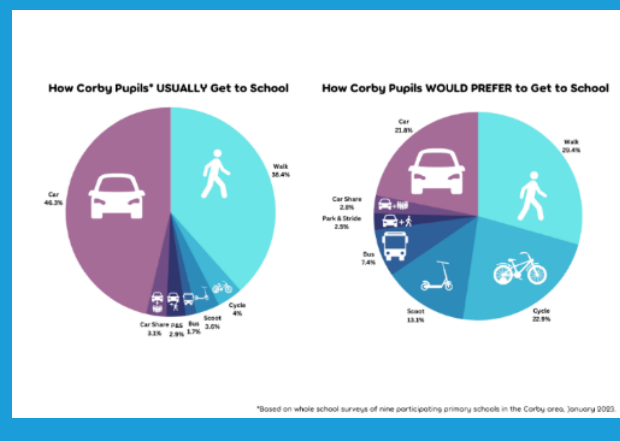
<sup>3</sup> [Physical activity guidelines for children and young people - NHS \(www.nhs.uk\)](http://www.nhs.uk)

Total	54	1	26	13
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### School Travel Survey 2021 - Corby

Over 2,000 pupils from nine schools across the Corby area took part in our School Travel Survey in 2021. To better understand how pupils currently travel to school - and find out how they would like to.

Overall, rates of walking to school are lower in the Corby area than the UK average of around 50%. The results show that pupils have a strong preference to cycle or scoot and not be driven to school.



Most children and young people in North Northamptonshire live close to their school. With consideration to all primary schools in North Northamptonshire, around 75% of pupils lived within 1 mile of school, except in mainly rural areas where this reduced to 66%, still a significant proportion.

The main rural primary schools have around double the pupils living beyond 2 miles than all other areas at 23<sup>4</sup>%.

**Table 2, Distance to Primary School in North Northants**

		< 0.5 mile	< 1 mile	< 2 miles	>2 miles
Total number pupils travel distance	Urban	20,197	8,029	4,860	7,141
	Rural	5,797	1,814	1,245	2,298

For secondary's, again schools within mainly rural areas were again lower at just 36% of pupils living within in 1 mile of their school compared to 43% in urban areas, 51% areas with significant rural areas, and 47% in largely rural areas.

Mainly rural areas at secondary level had around 50% of pupils living beyond 2 miles, approximately 20% more than the other areas.

Nationally, the average distance between home and school for primary school aged children has steadily increased: in 2002/3, the average distance travelled to school by primary school children was 1.5 miles, compared to 1.7 miles in 2018 (NTS0615, National Travel Survey, 2018).

Time and distance are strongly related as factors contributing to falling rates of walking to school. Not only have schools, on average, moved further away from where people live, but parents report having insufficient time to walk their child to school.

Many pupils who can walk to school are doing so and only a very small proportion of those within a reasonable walking distance from school are being driven to school or are taking public transport or school buses.

With over 115,000 children and young people travelling to school and college, despite the majority walking and wheeling to school,

<sup>4</sup> TDM report

there is a significant number of pupils taking sustainable travel, primarily buses to school.

Every day NNC provides transport for 4,133 mainstream students to and from 54 schools. Ten schools alone account for 3,614 of those pupils. In addition, there are a further 173 students using the Home to School Service under the Post 16 Policy. The local bus network in North Northamptonshire has 80 buses providing 2,800 seats as part of the journey to school as part of the commercial bus network.

In 2021, 16% of households in North Northamptonshire have no access to a car or van, 40.4% have one car or van, 32% have two and 11.6% of households have access to 3 or more cars or vans. It is important to ensure that individuals can access key services and facilities through ensuring that passenger transport alternatives are available to serve areas where car ownership levels are low.

Traffic speeds have a direct relationship with the actual and perceived safety of a street. In North Northamptonshire, we have 51 schools that have 20mph limits in the immediate vicinity, 43% of all schools. Achieving slower speeds, through a mix of slower speed limits, engineering and enforcement is an important part of making the streets around our schools safer and more attractive places to walk.

The infrastructure to support active travel such as shelters, cycle and scooter parking can impact on how people travel and prefer to travel to school. It is important that this infrastructure is provided to support active travel to education.

## You said, Home to School Policy

In early 2023, the Council consulted on the Home to School Policy. As part of this consultation, we asked the community for their view of possible travel options for the journey to school.

Suggestions included park and ride, car share schemes, offering a discount for bicycles and cycling proficiency courses. There was also an indication that better cycle and walking routes were required too, with meeting points for children to ride to school together.

Regarding bus use, further suggestions were a free pass or reduced cost for public transport and a percentage contribution towards driving lessons for Post-16 to be able to transport themselves.

Some options centered around changes to admissions with children only being offered a place at their nearest school and withdrawing an option of attending a school more than three miles away.

It was also suggested that bus routes could be combined and/or the size of buses used altered, to be more cost effective, supported by more bus stops and logistical support for children, for example at zebra crossings.

For those using home to school transport and not at their nearest school, it was suggested there could be a charge per mile for the difference between the nearest and chosen school so that costs could be recouped.

# Delivering Change

This section provides a range of interventions to ensure that children and young people across North Northamptonshire can fully benefit from travelling to school actively and sustainably. It includes initiatives and interventions supported by a monitoring framework.

The strategy follows children and young people through the following stages:

- 0 to 5
- 5 to 11
- 11 to 16
- 16 to 18
- Post 18

The main school-related transitions, when children and young people move into, between and from schools are the:

- home to school transition, which is the move from home or early years settings into primary school
- move from primary to secondary school
- moves between schools, particularly in-year transfers

This strategy hopes to deliver change for children and young people. Interventions are intended as being engaging, collaborative and transformational with a children and young people first approach.

We follow the Avoid, Shift, Improve Model; we will look at actions that can help us avoid travelling. Then actions that can shift journeys onto public transport and active travel, and finally actions that can help us improve the technology we are using to emit less carbon.

When delivering change, we will embed a Safe Systems Approach with a particular focus on reducing risk and managing speeds to reduce collision.

## Getting the basics right

It is important that we have the right support, understanding and infrastructure to deliver change. By establishing strong connections with partners, working with schools to develop school travel plans, to design in active travel in our new schools it is imperative that we get the basics right.

### Supporting Healthy Schools

The Northamptonshire Healthy Schools Award is a set of evidence-based standards designed to improve the health and wellbeing of whole school communities. It promotes a whole school approach to the following areas:

- mental health and wellbeing
- healthy eating
- physical activity
- personal, social, health and economic education

Teaching about the importance of physical activity, ensuring a supportive school culture and physical environment and engagement of the wider community is key to the healthy school's programme.

Target one - Children and young people aged 5 to 18 should average at least 60 minutes of moderate or vigorous intensity physical activity everyday

Schools should mainstream active travel into the school day looking for opportunities for children and young people to experience their local area on foot, to normalise walking for

short trips and learn road safety skills interactively within the school day, for example as part of geography lessons.

This benefits the children whilst contributing to the outcomes of the Healthy Schools Framework whilst supporting the delivery of the School Travel Plan process which is set out below.

### Delivering School Travel Plans

A School Travel Plan (STP) is a document which is led by the school that sets out how a school will promote safer, active and sustainable travel, with the main emphasis on reducing the number of journeys made by private vehicles.

It is vital that any school seeking to embed active travel and the walk to school into their culture brings children and families along on the journey, so that the whole school community has had the opportunity to be involved.

Children will have unique insights and should be actively sought. Schools must also ensure they engage with pupils with additional and/or access needs, so that any initiatives undertaken meet the needs of the whole school community.

With school budgets under pressure, it can be hard to find the resource to support active travel schemes. In the current climate of high demands on teacher time, investing in the walk to school allows schools to reap the rewards of physical activity without impacting on lesson time whilst contributing to the health and wellbeing of pupils.

### Transport needs of schools

From pupils, to staff, to visitors, deliveries, servicing and waste collection many people are accessing schools every day and supporting its operation. It is important to consider all the travel needs of a school and this is an important part of the school travel plan process.

We will support schools to manage school deliveries and servicing.

A key part of a STP is the School Route Audit. This assesses streets from the perspective of school children, parents with buggies and people with limited mobility. This helps to build evidence about the condition of pathways and the roads, safety issues and convenience, which can be used to propose ways to improve the walking environment and make walking a more attractive option.

By improving the physical environment in and around education settings, we can impact positively on both the physical and mental wellbeing of children and young people.<sup>5</sup>

Target two - Every school should have a school travel plan by 2033

All schools will be encouraged to develop or update their travel plan. This will become a key requirement before any consideration of highway investment can be considered by the authority. The STP is supported by the authority providing a travel advisor to work directly with schools. As schools undertake STPs this will create a more comprehensive

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<sup>5</sup> Each intervention would require an evidence based business case to demonstrate value for money their would be the need to secure approvals from local

stakeholders, statutory consultees, politicians and senior leadership team of the authority.

data set to inform future investment and interventions.

Modeshifts Stars (Sustainable Travel Accreditation and Recognition for Schools Programme) is a national school awards scheme to recognise schools demonstrating excellence in supporting cycling, walking and other forms of sustainable travel. Schools can be awarded with a Bronze, Silver or Gold star if they choose to participate in the scheme.

As part of the STP process schools will be encouraged to complete the Modeshift STARs mode of travel survey annually to provide information on how pupils travel to school, what active travel infrastructure is in and around the school and to record their progress towards achieving the national Modeshift STARs Award and to inform resource decisions.

Forming a relationship between the two accreditations systems, Modeshift STARs and Healthy Schools supports a wholistic approach to supporting active travel and its outcomes.

### **New schools**

As a local authority with education responsibilities, we understand the education need and plan accordingly, particularly with the planned growth in North Northamptonshire.

Designing new schools sustainably, focusing on low carbon design, is crucial for future-proofing, given the long lifespan of schools and education buildings typically have. Supporting these new schools should encourage active and sustainable travel to improve the health and wellbeing of young people.

When designing new schools, it is essential that the integration of a new school into the surrounding area is considered. This is the first step towards encouraging active and sustainable travel to school.

When designing facilities children and young people and staff needs should be engaged as the ultimate users of the school. There are many ways to do this from surveying what already exists and how people feel about it,

through the development and implementation of the strategic (or master) plan, to the ongoing development, management and use of the space.

A zonal approach to school entrances can assist in encouraging active travel; providing a quality entrance to the school, then a traffic-free zone closest to the school, followed by a drop off or public transport zone.

High quality facilities such as secure cycle sheds, scooter parking, parent shelters and well-designed access routes should be provided. These can all contribute to promoting sustainable transport. These should be supported and maintained through a School Travel Plan.

### **Developer contributions**

Where a new school is required because of development, the full cost of its design, construction and fit out will be sought, in addition to which land will be required to be provided to the Council at nil cost.

The anticipated cost of the school will be provided at the time of planning application and secured through a S106 agreement.

Developments may also be required to contribute towards school transport or the provision of safe routes to schools.

### **Working together**

The wider community through local community groups and social enterprises play a vital role in supporting active lives and encouraging and supporting active travel. It is vital to build on existing knowledge and collaborations to bring the most benefit.

Sharing knowledge and best practice through accreditation schemes such as Healthy Schools is one of the best ways to ensure that schools can learn from outstanding examples.

Government initiatives to increase active and safe travel to school such as Bikeability for children, their families and carers, Walk to

School Outreach and School Streets are central to improving the take up of active and sustainable travel.

Developing an integrated approach to how we engage with schools and encompass work streams such as the Daily Mile, air quality monitoring, playable streets and spaces is the foundation of clear communication.

Target three – All schools should have AQ below WHO air pollution limits

Tested during the pandemic, staggering school starts can improve air quality, reduce carbon emissions and costs for the local authority, schools and parents.

Working with the North Northamptonshire Enhanced Partnership we can explore how to make bus services accessible, reviewing routes, capacity and timetables. Additionally, information from bus ticketing technology can be used to determine usage for school travel, i.e. smart ticket logging or similar informing decision making. Moving travel onto local bus services away from discreet transport provision could make attendance at after school activities more inclusive.

Explore the potential for switching journeys from car travel and “closed” bus provision to the local bus network to give students and parents more choice within the current economic expenditure through the Enhanced Partnership.



# Early Years

## What we will do

Adopt a whole family approach and work with established programmes such as Strong Start, social and community groups to encourage active and safe travel, introducing healthy habits early and contributing to children's wider learning journey.

## Why

The transition to parenthood, from conception to age 2, is widely recognised as a crucial period in the life course of a developing child. It is also a critical time for families a study by the British Red Cross found that more than 8 in 10 mothers (83%) under the age of 30 had feelings of loneliness some of the time, while 43% said they felt lonely all the time.

Integrated services such as Strong Start offer the opportunity to access a broad range of support and services. Strong Start is a local service, staffed by skilled professionals, who give advice and support to families with babies and young children in key areas of development. The team works closely with health and children's services and supports any parent who contacts them.

As children grow in early years, they are beginning to learn by doing things for themselves, by exploring and investigating, watching and listening, talking and discussing, creating, and communicating.

It is important that all families are offered the opportunity to consider what will meet their needs. From baby carriers, buggies with ride along boards, bike child seats or adapted bikes there are many tools to support active travel as children grow.

Teaching young children the rules of the road is essential. It's important they're able to make their own decisions and understand what keeps them safe.

By law, children under 3 must be in a child car seat and it is important that they are installed correctly.

## How

- Work with existing programs such as Strong Start
- Support active travel within the community through locally focused events and activities such as walking group for toddlers
- Support learning to wheel (scooter, balance bikes) working with local partners
- Support programmes to provide adapted bikes, cargo bikes to support families to cycle together
- Promote road safety through working with the Northamptonshire Road Safety Alliance to promote and support Car seat fitting
- Facilitate early years settings to develop and deliver travel plans

## Support the transition to Primary School

As a local authority with education responsibilities, we support children and their families to access education in North Northamptonshire. Through this process we encourage families to consider active travel when choosing their preferred school in the registration process.

In April 2022, 3,857 reception places were allocated for pupils to start in September 2022 in North Northamptonshire. We recognise that transition to primary school can evoke emotions in children which places more emphasis on a well-prepared transition to school.

Aspects of the transition will be about the school run and the new morning routine,

which may include walking, scooting or driving in the car to school.

## 5 to 11 year olds

### What we will do

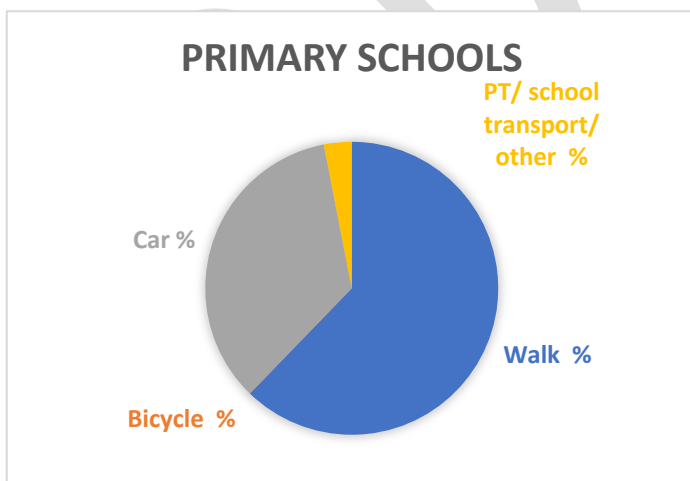
We will build on the skills learnt in early years, building skills and independence when travelling, whilst focusing on walking and wheeling to school.

As part of the Healthy Schools system, we will support schools to develop school travel plans.

### Why

In North Northamptonshire there are 113 schools which include infants, primary and junior schools. On average pupils in NNC live within xx miles of school and 61% of pupils walk to school<sup>6</sup>. Whilst cycling to school represents 1% of primary school children.

**Figure 2, North Northamptonshire Travel to School, Primary Schools, School Census 2011**



The statutory walking distances for a child under the age of 8 is eligible for free travel to their nearest suitable<sup>7</sup> school if it is more than 2 miles from their home. This rises to more than 3 miles from their home when the child turns 8.

Target four - 55% of primary school-aged children walk to school by 2025

There can be local factors and perceptions that will influence the decision on how a child travels to primary school. Road safety is often cited as a significant barrier, 24% of respondents as to why they do not cycle more and too much traffic was also cited by 16% of respondents<sup>8</sup> just 14% of parents feeling very confident to use the Highway Code to teach their children to cycle on the road.

It is important to increase the activity levels in children as just under 1 in 4 (24%) of children in reception class were overweight or obese in 2019/20 rising to just over a third (34%) of children in Year 6.<sup>9</sup>

### How

- Support the development of school travel plans and through STPs to work with schools on School Route Audits and their implementation.

<sup>6</sup> School Census, 2011

<sup>7</sup> Suitable as defined in the 'Travel to school for children of compulsory school age' (publishing.service.gov.uk)

<sup>8</sup> Department for Transport: Walking and Cycling Statistics, England: 2019

<sup>9</sup> [Director of Public Health Annual Report 2020-22 \(1\).pdf](#)

- Support high quality active travel infrastructure in schools such as shelters, scooters and cycle parking.
- Investigate Park and Stride involves parents parking at a designated location away from the school and members of staff walking the children, in a walking bus to the school.
- Support active travel within the community through supporting active travel events, led cycles recognising the role of the community in supporting active travel to education.
- Cycle Training
  - Year 3 -This course is for children who are still learning to start, stop and balance. We prioritise children aged 8 (school year 3) and above. Training is held in the safe playground area.
  - Year 6 and 7 students identified as those who would most benefit from the Level 3 Bikeability training and who would therefore be encouraged to cycle to school and facilitated to cycle to secondary school at the transition point.
- Promote road safety issues to school pupils and the wider community through programmes through;
  - The road safety heroes programme and/or
  - The Junior Travel Ambassador (JTA) scheme invites primary schools to recruit a small group of children from years 5 and 6 (Key Stage 2). These children will lead an annual programme of road safety, including assemblies and competitions.
- Take an integrated approach to engaging with schools and encompass work streams such as the Daily Mile, air quality monitoring, playable streets and spaces.

### Collaboration with school programmes

School budgets are under pressure, and it can be hard to find the resources to support active travel schemes. **PE Pupil Premium** may provide opportunities to look at ways active travel can contribute to the school curriculum.

The **Daily Mile** is a fully inclusive, free and simple initiative which improves the physical and mental health of children. It's a social activity where the children run or jog, at their own pace, for 15 minutes every day and it improves focus in the classroom.

The **Eco-Schools** Programme is designed to be pupil-led, every day the Eco-Schools team have the privilege to learn about impactful environmental actions that have been completed by forward-thinking and innovative young people.

**SAMHE** is a collaboration between five UK universities and the UK Health Security Agency (UKHSA). The SAMHE research team aims to establish a school-based network of air quality monitors which is representative of the UK's schools

### Supporting the transition to Secondary School

It is important that children and their carers plan out their journey to Secondary school. It may be their first time traveling to school alone and so practicing the journey can be an important part of preparing them.

In addition to taking steps towards independence to build up their confidence and independence in preparation for this new and exciting phase of their life.

We will work with schools to support school transitions.

## 11 to 16 year olds

### What we will do

We will support independence and travel choice when travelling to school.

For secondary schools in urban areas, we will focus on active travel and journeys less than 2miles. For rural secondary schools we will focus on bus services.

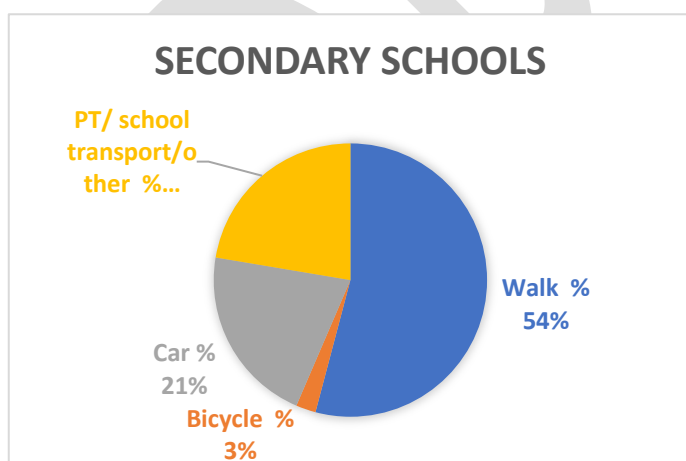
As part of the Healthy Schools programme, we will support schools to develop school travel plans.

### Why

There are 21 secondary schools in North Northants with xxx,xxxx pupils.

They are in Corby, East Northants, Kettering and Wellingborough

**Figure 3, North Northamptonshire Travel to School, Secondary Schools, School Census 2011**



Schools within mainly rural areas were again lower at just 36% of pupils living within 1 mile of their school, and around 50% of pupils living beyond 2 miles.

Secondary school students have more flexibility to travel longer distances than primary pupils, with many confident travelling on a variety of modes of travel and enjoying greater

independence in all aspects of their personal lives.

Independence is an important part of preparing for adulthood and will help them lead fulfilling adult lives.

With their school day becoming less uniform, the benefits of facilitating this independent travel extend not only to parents/guardians but also to school transport services which could reduce the numbers of students having to be transported.

The demand for transport (both entitled and discretionary and including Post-16) is in some geographical areas, bordering on commercial service levels and there is therefore potential to work with operators and other stakeholders to move responsibility for provision of this service to the commercial market rather than relying on the Council. This would also benefit other residents in the same areas by providing an increased public service for other users.

### Independent travel training

Independent travel training is a tailored programme to help children with special educational needs or disabilities travel independently, for example by public transport or walking.

Independent travel training will be tailored to children with special educational needs or disabilities who are eligible for free travel to school and who are able to complete the programme.

### How

- Support the development of school travel plans and through STPs work with schools on an implementation measure such as:

- Route Audits
- School Streets
- Park and Stride involves parents parking at a designated location away from the school.
- Cycle training
  - Year 7 students identified as those who would most benefit from the Level 3 Bikeability training and who would therefore be encouraged to cycle to school.
- Cycle maintenance skills – how to maintain your bike – make it fun, etc.
- Teaching public transport skills – working with the public transport operators to provide an introduction to public transport, etc.
- Bus service review - review local bus service operation, work with the schools and operators to improve bus travel to school
- Develop and deliver independent travel training initially to children with special educational needs or disabilities to travel independently.
- Support the First Gear Programme - The First Gear Pre-Driver Training Day gives trainees their first experience behind the wheel of a car, in a safe, controlled environment, with fully qualified driving instructors. The pre-driver training days are available for young people aged 15 to 17
- Take an integrated approach to how we engage with schools and encompass work streams such as the Daily Mile, air quality monitoring, playable streets and spaces.

# 16 to 18 year olds

## What we will do

We will support independence and travel choice when travelling to education.

For secondary schools in urban areas, we will focus on active travel and journeys less than 2 miles. For rural secondary schools we will focus on bus services.

As part of the Healthy Schools Programme, we will support schools to develop school travel plans.

## Why

Independence is an important part of preparing for adulthood and will help them lead fulfilling adult lives.

The local bus network, as facilitated through the Enhanced Partnership, provides more flexible accessibility to Post 16 Education establishments. This allows students to travel more appropriately as timetables do not necessarily align to session times and to other locations for work experience.

There is no provision for reduced fares for 16 to 18 year olds as there is neither a commercial arrangement nor a concessionary pass arrangement in North Northamptonshire. However, from September 2023 the predominant local bus operator has introduced a local bus pass for under 18 years olds called "Study Rider". This allows for unlimited travel

within the former county of Northamptonshire, Wellingborough and Kettering & Corby areas.

There are currently 173 students using the Home to School Service under the Post 16 Policy which will need to be subject to a separate review later in the year.

## How

- Support the development of school travel plans and through STPs work with schools on their implementation measure.
- Promote safer use of roads through:
  - Delivering the CarKraft programme. This programme features lifesaving practical driving skills/workshops and is held at the Porsche Experience Centre, Silverstone.
  - Delivering My Pink Trainers (aimed at year 12's) - A road safety educational film called My Pink Trainers to raise awareness of the causes of collisions and the serious consequences these collisions could have.

# Post 18

## What we will do

We will support independence and travel choice when travelling to education.

## Why

Whilst many young people have established travel skills and are able to travel independently there may be some cases where young people particularly those with an Education Health and Care Plan (EHCP) may be entitled to free transport through the authority.

An EHCP is for children and young people aged up to 25 who need more support than is available through special educational needs support. The plans identify educational, health and social needs and set out the additional support to meet those needs.

## How

- Work collaboratively with the Local Offer to ensure active travel and road safety information is accessible.
- Develop and deliver independent travel training initially to children with special educational needs or disabilities to travel independently.

# Bringing it all together

## What we will do

All	School travel planning	Community active travel events	Cycle security training	Cycle loan and hire scheme	School streets
<b>0 to 5</b>	Car seat fitting	Strong start	Early years road safety information		
<b>5 to 11</b>	Junior Travel Ambassador	Cycle training	Cycle proficiency holiday camps	Park and Stride	Road safety heroes
<b>11 to 15</b>	First gear	Cycle maintenance training	Independent Living and Transport Skills	Teaching transport skills (bus)	Review bus routes and services
<b>16 to 18</b>	My pink trainers	CarKraft	Independent Living and Transport Skills		Review bus routes and services
<b>Young people</b>					



# Monitoring framework

Gathering evidence requires that the views of parents and children are listened to and acted on.

<b>Our targets</b>	Every school should have a School Travel Plan by 2033	All schools should have AQ below WHO air pollution limits	55% of primary school-aged children to walk to school by 2025	Children and young people aged 5 to 18 should average at least 60 minutes of moderate or vigorous intensity physical activity everyday
<b>By measuring</b>	No. of current School Travel Plans	Air quality thresholds near schools	Mode of travel through hands up surveys	National Child Measurement Programme – Reception and Yr 6 obesity levels
	No. of healthy schools	No of school route audits undertaken	Participation in cycle training	

We will publish annual updates including a yearly review, including progress towards targets and status of key actions in this strategy.

## Glossary of terms

<b>Term</b>	<b>Definition</b>
AQ	Air Quality
BSIP	North Northants Bus Service Improvement Plan
Council	North Northamptonshire Council
Early Years	Children under the age of 3 years
EHCP	Education Health Care Plan
JTA	Junior Travel Ambassador
Key Stage 1 (KS1)	Children in education who are aged 5 to 7 years old
Key Stage 2 (KS2)	Children in education who are aged 7 to 11 years old
Key Stage 3 (KS3)	Children in education who are aged 11 to 14 years old
Key Stage 4 (KS4)	Children in education who are aged 14 to 16 years old
NNC	North Northamptonshire Council
Post 16	Young people in education who are 16 years and over
Post 18	Young people in education who are 18 years and over
SMOTS	Sustainable Modes of Transport Strategy
STP	School Travel Plan

# Appendix one - Policy context

## The national context

**The Education and Inspections Act (2006)** placed a range of new duties upon local authorities to promote the use of sustainable travel and transport, intending to support the choices and flexibility of educational provision across the country.

The Act defines sustainable modes of travel as: “those that may improve the physical wellbeing of the individuals who use them, improve the environmental well-being of the local authority’s area, or a combination of both”. The sustainable modes referred to include walking, cycling, the use of public transport (bus and rail), and car-sharing.

The Act outlined four main elements to promoting sustainable modes of travel, including the assessment and audit of sustainable travel options within the local authority, the development of a strategy for the promotion of sustainable travel to schools and other educational or training facilities.

In line with the requirements of the Education and Inspections Act (2006), North Northamptonshire Council is required to produce and publish its Sustainable Modes of Travel to School Strategy (SMoTS) annually by 31<sup>st</sup> August.

### **Gear Change (2020)**

The Gear Change plan describes the vision to make England a great walking and cycling nation. It sets out the actions required at all levels of government to deliver this vision, grouped under four themes. The plan highlights that the UK needs to see a step-change in cycling and walking in the coming years.

### **Cycle Infrastructure Design, Local Transport Note 1/20 (LTN 1/20) (2020)**

LTN 1/20 provides guidance and good practice for the design of cycle infrastructure, in support of the Cycling and Walking Investment Strategy. The scope of the document is limited to design matters. The guidance contains tools that give local authorities flexibility on infrastructure design and sets a measurable quality threshold to achieve when designing cycling schemes.

### **Transport Decarbonisation Plan (2021)**

The Transport Decarbonisation Plan sets out the government’s commitments and the actions needed to decarbonise the entire transport system in the UK. This includes the pathway to net zero transport in the UK, the wider benefits net zero transport can deliver and the principles that underpin the government’s approach to delivering net zero transport.

The document identified six strategic priorities to deliver a vision of a net zero transport system:

- Accelerating modal shift to public and active transport (this reinforces the commitment to walking and cycling targets as set out in Gear Change);
- Decarbonisation of road vehicles;
- Decarbonising how we get our goods;
- Place-based solutions;
- UK as a hub for green transport technology and innovation; and

- Reducing carbon in a global economy.

## **Great British Railways and the Integrated Rail Plan (2021)**

The Department for Transport (DfT) is the franchising authority for the rail network and is responsible for designing and procuring new and replacement rail franchise services on the national rail network.

In 2013, an independent review of the rail franchising programme was published by Richard Brown<sup>10</sup>. In 2022 the Government passed legislation “to modernise rail services and improve reliability for passengers” following the publication of the Williams-Shapps Plan for Rail in 2021.<sup>11</sup>

Great British Railways (GBR) was set up in response to the Williams-Shapps report, to make the railways simpler for passengers and operators. GBR will own most, if not all national railway stations and infrastructure, currently owned by Network Rail.<sup>12</sup>

The franchise process, along with the rail industry, is currently undergoing a review and reform as part of the Governments reforms, in addition to the setting up of GBR.

The Integrated Rail Plan (2021) outlines proposals to bring the rail network under single national leadership, a new public body called Great British Railways. It has also published plans for rail projects in the midlands, which have some links to our rail aspirations.

## **National Disability Strategy (2021)**

This strategy sets out the actions the government will take to improve the everyday lives of all disabled people.

## **Bus Back Better: national bus strategy for England (2022)**

The National Bus Strategy sets out the vision and opportunity to deliver better bus services for passengers across England.

## **Highway Code updated (2022)**

The aim of the Highway Code is to promote safety on the road for all road users. The update in 2022 included key changes:

- Introduced a ‘Hierarchy of road users’ – ‘those who can cause the greatest harm to have the greatest responsibility to reduce the danger or threat they pose to others’;
- Change in priority for those crossing at junctions – pedestrians have priority.
- Walking, cycling or riding guidance for those using shared spaces such as shared cycle/pedestrian paths;
- Cyclist guidance on positioning on roads, at junctions and on roundabouts;
- Horse riding guidance on positioning;

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<sup>10</sup> [The Brown review of the rail franchising programme - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/reviews/the-brown-review-of-the-rail-franchising-programme)

<sup>11</sup> [Great British Railways: Williams-Shapps plan for rail - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/great-british-railways-williams-shapps-plan-for-rail)

<sup>12</sup> more details about the GBRs powers are due to be published in Summer 2023

- Updated guidance on safe passing distances and speeds;
- Leaving vehicles – guidance on exiting vehicles by using the hand opposite side to the door being opened (being described as the Dutch reach method).

## **Active Travel England (2022)**

Active Travel England is the Government’s executive agency responsible for making walking, wheeling and cycling the preferred choice for everyone to get around in England.

## **The regional background**

### **England’s Economic Heartland Transport Strategy (2021)**

North Northamptonshire Council is a part of England’s Economic Heartland (EEH) sub-national transport body. EEH covers 11 Local authorities, including all of the Oxford to Cambridge arc. EEH published a transport strategy for the region in February 2021. The strategy sets out that a step-change in approach is required to address the challenges our transport system already faces and to realise the region’s economic potential and deliver sustainable growth. The transport strategy sets out how the region will deliver this step change.

Sets out how the region can reduce its reliance on the private car by investing in strategic public transport infrastructure, alongside investment in digital infrastructure to better connect our communities, and how that needs to be complemented by investment in active travel measures locally.

The five-point plan of action includes the following:

1. Focus on decarbonisation of the transport system by harnessing innovation and supporting solutions that create green economic opportunities
2. Promote investment in digital infrastructure as a means of improving connectivity
3. Use delivery of East West Rail and mass rapid transit systems as the catalyst for the transformation of our strategic public transport networks
4. Champion increased investment in active travel and shared transport solutions to improve local connectivity to ensure that everyone has the opportunity to realise their potential
5. Ensure that our freight and logistics needs continue to be met whilst lowering the environmental impact of their delivery

### **England’s Economic Heartland Regional Bus Strategy (2022)**

Build upon regional cross-boundary collaboration the strategy supports the development of the bus network and strengthens key links across the region.

The strategy presents six ambitions to:

- More frequent and reliable services
- Improvements to planning and integration with other modes
- Improvements to fares and ticketing
- Higher specification buses
- Decarbonisation
- Improvements to passenger engagement

## **Northamptonshire Road Safety Alliance (NRSA), Strategic Road Safety Plan (2021)**

This plan sets out the priorities and key actions of the NSRA for the next two years to improve road safety in the County and explains how the work of the NSRA will help road users stay safe and reduce the number of people killed or seriously injured on the County's roads.

### **The local background**

#### **North Northamptonshire Strategic Plan (2021)**

The current Local Plan for North Northamptonshire includes the Joint Core Strategy and supporting area-based plans. The Joint Core Strategy adopted in July 2016 provides the strategic planning policies for the future development of the area from 2016 to 2031.

#### **Local Plans**

These strategies guide future growth and outline future sites that are permitted for housing and employment development.

#### **North Northamptonshire Corporate Plan (2021)**

The Corporate Plan sets out the Vision for North Northamptonshire: "A place where everyone has the best opportunities and quality of life" In addition to its Vision, the Corporate Plan sets out the six key commitments (priorities) the Council is making to North Northamptonshire residents.

#### **North Northamptonshire Equality Strategy (2021)**

The Equality Strategy sets four objectives for delivering greater equality these are:

- To lead by example within the community
- Ensure that our services are accessible and inclusive
- Create a fair and inclusive workplace culture
- Reduce inequality in our community

#### **Joint Health and Wellbeing Strategy (2022)**

The Joint Health and Wellbeing Strategy sets out how the NHS, Local Government and Healthwatch will work together to improve residents' health and wellbeing.

#### **Community Safety Plan (2022)**

North Northamptonshire Community Safety Partnership (CSP) bringing together the local council, emergency services, NHS providers, probation service, voluntary and community-based organisations, businesses and local and parish councils to work together to help create safer places and works to protect vulnerable people from crime. The community safety plan helps support this by:

- identifying and understanding the kind of community safety issues that North Northamptonshire is experiencing now, and is likely to, in the future
- setting out specific outcomes that will make a difference to people's safety, lives and wellbeing

- deciding what actions it can take collectively, using shared resources to achieve those outcomes

### **Carbon Management Plan (2023)**

The Carbon Management Plan is the first step on the Council's journey to being carbon neutral by 2030 and focusses on the carbon emissions produced directly as a result of the Council's actions.

### **North Northamptonshire Vision (2023)**

The proposed vision for the best life in North Northamptonshire in 2050 has been based around three key priorities under which sit the suggested goals for our vision.

The proposed priorities to achieve our vision are:

- **A Proud Place:** A place with clear goals and a plan of how to get there, where people feel inspired and safe.
- **A Prosperous Place:** A place full of thriving businesses and a skilled population who can achieve their ambitions.
- **A Proactive Place:** A place which understands the issues its people face and how to address them early, so everyone can live the best life.

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## Equality Screening Assessment

The Equality Screening Assessment form must be completed to evidence what impact the proposal may have on equality groups within our community or workforce. Any proposal that identifies a negative impact must have a full Equality Impact Assessment completed before the proposal progresses further.

### Page 49 1: Proposal

Requirement	Detail
Title of proposal	Sustainable Travel to Education Strategy
Type of proposal: new policy / change to policy / new service / change to service / removal of service / project / event/ budget	As required by the Education and Inspections Act (2006), the Council is required to promote the use of sustainable travel and transport of educational provision. The authority is required to produce and publish its Sustainable Modes of Travel to School Strategy (SMoTS) with the Sustainable Travel to Education Strategy meeting this requirement.
What is the objective of this proposal?	To support and promote the use of active and sustainable travel to education within North Northamptonshire.
Has there been/when will there be consultation on this proposal? (List all the groups / communities, including dates)	In 2023, the Council conducted a consultation exercise seeking views on the Council's proposed Home to School policy changes and options affecting the discretionary transport. As part of this consultation, we asked the community for their view of possible travel options for the journey to school. The views provided have informed the Sustainable Travel to Education Strategy.  Furthermore, the consultation of the Sustainable Travel to Education Strategy will be undertaken for six weeks commencing mid-September and running to mid-October.

Requirement	Detail
Did the consultation on this proposal highlight any positive or negative impact on protected groups? (If yes, give details)	N/A
What processes are in place to monitor and review the impact of this proposal?	The plan is required to be maintained and updated annually corresponding to the school year. This provides the opportunity to update the plan.
Who will approve this proposal? (Committee, CLT)	Executive

## 2: Equality Consideration

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In turn, consider each protected group to ensure we meet our legal obligations of the Equality Act (2010).

Protected Groups	General Equality Duty Considerations	Changes	Impact
	<ul style="list-style-type: none"> <li>• Include factual evidence of how people in this group may be affected.</li> <li>• Consider the outcomes and processes.</li> <li>• Does this seek to <b>eliminate discrimination</b>?</li> <li>• Does this promote <b>fostering good relations</b>?</li> </ul>	<ul style="list-style-type: none"> <li>• What changes can be made to mitigate any negative impact?</li> <li>• Are there opportunities to <b>remove possible barriers or disadvantages</b> that a group may face?</li> </ul>	Delete as appropriate. There can be more than one answer per protected group.
<b>Age</b> Different age groups that may be affected by the proposal in different ways.	<p>In North Northamptonshire according to the 2021 census year, there are just over 70,000 people 15 years or under living in North Northamptonshire.</p> <p>Travel and journey patterns change throughout people's lives and journey to schools is one of the earliest and most common journeys that a child or young person makes.</p> <p>The 2011 school census from NNC schools shows that 61% of pupils walk to primary school and 46% walk to secondary school.</p>	No barriers identified.	Positive

Protected Groups	General Equality Duty Considerations	Changes	Impact
	<ul style="list-style-type: none"> <li>• Include factual evidence of how people in this group may be affected.</li> <li>• Consider the outcomes and processes.</li> <li>• Does this seek to <b>eliminate discrimination</b>?</li> <li>• Does this promote <b>fostering good relations</b>?</li> </ul> <p>The Northamptonshire County Council (NCC) Home to School Transport Policy (April 2020) has been consulted to inform the acceptable walking and cycling distances for journeys to schools in the county. The Policy defines the appropriate walking distances for pupils under the Education Act 1996, stating:</p> <p>“Section 444(5) defines walking distance as 2 miles for pupils under 8, and 3 miles for older pupils, in both cases measured by the nearest available route.”</p> <p>Travelling to nursery, school or college by walking, wheeling, bus or train is good for children’s health, wellbeing and the environment. From arriving refreshed, supporting socialising whilst providing an opportunity for children to learn road safety skills in an interactive and safe environment.</p>	<ul style="list-style-type: none"> <li>• What changes can be made to mitigate any negative impact?</li> <li>• Are there opportunities to <b>remove possible barriers or disadvantages</b> that a group may face?</li> </ul>	Delete as appropriate. There can be more than one answer per protected group.
<p><b>Sex</b></p> <p>Is one sex affected more than another or are they affected the same?</p>	<p>Global research by organisations such as the UN show that women tend to have more complex patterns of mobility characterised by trip chaining (making numerous small trips as part of a larger journey such as running errands and buying groceries on the way to work) and caregiving duties (known as the ‘mobility of care’). Therefore, improving active travel for the journey to school will support active travel for all and particularly women with their caregiving duties.</p>	<p>All strategies, policies, interventions should be subject to an equality assessment.</p>	<p>Positive Neutral</p>
<p><b>Disability</b></p> <p>It is likely to have an effect on a particular type of disability? Why?</p>	<p>Every day NNC provides transport for 4,133 mainstream students to and from 54 schools. Ten schools alone account for 3,614 of those pupils. In addition, there are a further 173 students using the Home to School service under the Post 16 policy.</p>	<p>No barriers identified.</p>	<p>Neutral</p>

Protected Groups	General Equality Duty Considerations	Changes	Impact
	<ul style="list-style-type: none"> <li>• Include factual evidence of how people in this group may be affected.</li> <li>• Consider the outcomes and processes.</li> <li>• Does this seek to <b>eliminate discrimination</b>?</li> <li>• Does this promote <b>fostering good relations</b>?</li> </ul> <p>Children and young people with Special Education Needs and Disability (SEND) are also potentially entitled to free transport where it is deemed unreasonable to expect them to be able to walk to school, even if accompanied by an adult, due to their SEND or disabilities. In the case of young people with SEND, their nearest suitable school will be the one named in their Education Health and Care Plan (EHCP).</p> <p>The Sustainable Travel to Education Strategy proposes the establishment of an Independent Travel Training programme which supports children and young people with SEND to travel independently if considered appropriate.</p>	<ul style="list-style-type: none"> <li>• What changes can be made to mitigate any negative impact?</li> <li>• Are there opportunities to <b>remove possible barriers or disadvantages</b> that a group may face?</li> </ul>	Delete as appropriate. There can be more than one answer per protected group.
<b>Gender Reassignment</b> Will there be an impact on trans males and/or trans females?	No identified impact or factors to consider.	N/A	Neutral
<b>Race</b> Are people from one ethnic group affected more than people from another ethnic group?	No identified impact or factors to consider.		Neutral
<b>Sexual Orientation</b> Are people of one sexual orientation affected differently to people of another sexual orientation?	Sexual orientation can impact on personal safety risk and sense of feeling safe. No identified impact or factors to consider.	N/A	Neutral

Protected Groups	General Equality Duty Considerations	Changes	Impact
<b>Marriage &amp; Civil Partnership</b> Are people in a Marriage or Civil Partnership treated less favourably?	No identified impact or factors to consider.	N/A	Neutral
<b>Pregnancy &amp; Maternity</b> Are people who are pregnant, or have a baby of 6 months old or younger, effected by this proposal?	There can be changes to how people choose to travel during pregnancy and maternity, tending to decrease active travel during pregnancy. <sup>1</sup> Given the life change with a baby, travel patterns and mode choice are also adjusted. Supporting those in early years to travel actively can improve socialisation, reduce isolation whilst increasing physical activity.	N/A	Positive Neutral
<b>Religion or Belief</b> Does the proposal effect people differently depending on whether they have or do not have a religion or a belief?	No identified impact or factors to consider.	N/A	Neutral
<b>Health &amp; Wellbeing</b> 1. Health behaviours (E.g. diet, exercise, alcohol, smoking) 2. Support (E.g. community cohesion, rural isolation) 3. Socio economic (E.g. income, education).	3 in 10 children in North Northamptonshire do not achieve their minimum recommended physical activity level of one hour per day. The policy encourages and supports active and sustainable travel the former of which contributes to increasing or maintaining physical activity in children and young people. The policy will inform decision making that includes key aims of improving health and wellbeing	All strategies, policies, interventions should be subject to an equality assessment.	Positive Neutral

<sup>1</sup> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4721300/>

Protected Groups	General Equality Duty Considerations	Changes	Impact
4. Environment (E.g. green spaces, fuel poverty, housing standards).	<ul style="list-style-type: none"> <li>• Include factual evidence of how people in this group may be affected.</li> <li>• Consider the outcomes and processes.</li> <li>• Does this seek to <b>eliminate discrimination</b>?</li> <li>• Does this promote <b>fostering good relations</b>?</li> </ul> <p>promoting active lives, active and sustainable transport, and the environment.</p>	<ul style="list-style-type: none"> <li>• What changes can be made to mitigate any negative impact?</li> <li>• Are there opportunities to <b>remove possible barriers or disadvantages</b> that a group may face?</li> </ul>	Delete as appropriate. There can be more than one answer per protected group.

### 3: Equality Impact

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Question	Response
What overall impact does the proposal have on the protected groups? If a negative impact is identified anywhere in section 2, the response will be Negative Impact.	No Impact / Positive Impact
Does an Equality Impact Assessment need to be completed? (Yes, if any negative impact is found.)	No If yes, this Equality Screening Assessment must be adjoined to the Equality Impact Assessment.
Copy attached to relevant report?	Yes
Is this document going to be published with the relevant report?	Yes

### 4: Ownership

Question	Response
Directorate	Children's Services

Question	Response
Service area	Children, Families, and Education
Lead officer's name	Marsha Brown
Lead officer's job title	Project Manager, School Organisation
Lead officer's contact details	marsha.brown@northnorthants.gov.uk
Lead officer's signature	Marsha Brown
Date completed	25/07/2023

Completed forms must be sent to [Equalities@northnorthants.gov.uk](mailto:Equalities@northnorthants.gov.uk)

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## Executive Advisory Panel – Future Communities 7<sup>th</sup> September 2023

<b>Report Title</b>	Wilby CE VA Primary School Relocation to the Glenvale Park Development, Wellingborough
<b>Report Author</b>	Jo Hutchinson, Head of School Effectiveness
<b>Lead Member</b>	Cllr Scott Edwards – Executive Member for Children, Families, Education and Skills

<b>Key Decision</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Is the decision eligible for call-in by Scrutiny?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Are there public sector equality duty implications?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Does the report contain confidential or exempt information (whether in appendices or not)?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Applicable paragraph number/s for exemption from publication under Schedule 12A Local Government Act 1972</b>	

### List of Appendices

- Appendix A** – Equality Screening Assessment
- Appendix B** – Frequently Asked Questions (FAQs)
- Appendix C** – Copy of Formal Consultation
- Appendix D** – [Executive Report 8<sup>th</sup> June 2023](#)

### 1. Purpose of Report

- 1.1. To inform the Executive Advisory Panel of the outcome of the expression of interest, interview and selection process.
- 1.2. To inform the Executive Advisory Panel of the outcome of the formal public consultation following the interview panel's recommendation.

- 1.3. To request that the Executive that the approve the relocation of Wilby CE VA Primary School.

## **2. Executive Summary**

- 2.1. The Glenvale Park site is in Wellingborough and once complete, there will be circa 3,000 homes. As part of the infrastructure and Section 106 (S106) proposals for the Sustainable Urban Extension (SUE), a 2-form entry, 60 places per year group primary school was proposed to meet increased demand and serve the local community.
- 2.2. As part of the annual strategic Pupil Place Planning exercise undertaken in January 2023, it became clear that due to demographic changes, there would be insufficient demand to support the school opening until September 2025 or beyond.
- 2.3. Based on this position, work was undertaken to assess the options for the new school to ensure that the local community has access to sufficient school places. Local primary schools were invited to express their interest in relocating to the brand-new school building at the Glenvale Park site.
- 2.4. As part of the expressions of interest application process there was a requirement for the applicants to clearly set out how any move would support the existing school community as well as those living in the new Glenvale Park development.
- 2.5. Two expressions of interest were received. A robust interview process took place lead by a panel of representatives.
- 2.5. A formal 30-day public consultation was undertaken in September 2023, following the panel's recommendation that Wilby CE VA Primary should be the school that relocates to the Glenvale Site.

## **3. Recommendations**

- 3.1. It is recommended that Executive Advisory Panel (EAP) is asked to note and provide any comments on the proposals to be submitted to Executive requesting the approval to relocate Wilby CE VA Primary School to the Glenvale Park site.
- 3.2. Reasons for Recommendations:
  - To support children and young people and their families to access high quality sustainable education facilities that enable the achievement of the best outcomes.

- To progress the relocation of the school in accordance with legislative requirements and Department for Education (DfE) statutory guidance.
- To ensure the delivery of sufficient suitable school places that meet the needs of the community now and in the future.
- To make effective and efficient use of the education estate to meet the needs of all pupils.

### 3.3 Alternative Options Considered:

3.3.1 Alternative options were considered in section 5 of the 'Primary Education Provision at the Glenvale Park Development Wellingborough North' paper presented to Executive on Thursday 8<sup>th</sup> June 2023.

3.3.2 The options were shared along with accompanying risks and advantages. A summary of the options that were outlined in the previous paper to Executive were:

- Option 1: Mothball the school build until demand for places increases
- Option 2: Repurpose the school building to meet an existing educational need
- Option 3: Relocate a local school into the newly built school at the Glenvale Park Development

3.3.3 The preference was to progress Option 3.

3.3.4 This preference was approved by the Executive on 8<sup>th</sup> June 2023. Colleagues leading on the project then progressed to the initial stages of the relocation process.

## 4. Report Background

4.1 The reasons for the proposed relocation and subsequent expression of interest process was considered by the Executive on Thursday 8<sup>th</sup> June 2023.

4.2 The relocation proposal was presented to Executive following a place planning review of the existing demand for school places within Wellingborough, along with consideration of the progress of each housing development in terms of housing completions. The review determined that the view of the Council was that the new school will not be required in the town until September 2025 at the earliest.

4.3 The Executive approved the proposal to seek expressions of interest in relocating an existing local school to the Glenvale Park site and approved the commencement of preparation for the accompanying statutory process. The

Executive report presented on Thursday 8<sup>th</sup> June 2023 can be found in section 10 of this report.

## **5. Issues and Choice**

5.1 Individual options were considered regarding the Glenvale Park school building prior to the request for an expression of interest proposal.

### **5.2. Outcome of Expression of Interest, Interview and Selection Process.**

5.2.1. Two expressions of interest were received. These were from Little Harrowden Primary School and Wilby CE VA Primary School.

5.2.2. A selection panel was formed for the interview process. This panel was made up of three Council Officers, a Headteacher from a Local Authority (LA) Maintained School, the Executive Member for Childrens, Families, Education and Skills and three Ward Councilors representing the Ward in which the schools were situated.

5.2.3 Only three panel members were able to vote at the end of the process, selecting the preferred school. The voting panel members were the Assistant Director for Education (Council Officer), a Headteacher and the Executive Member for Childrens, Families, Education and Skills.

5.2.4 Following a rigorous interview process, a recommendation was put forward by the voting members of the panel that Wilby CEVA Primary School should be the school that relocates to the Glenvale Park development to coincide with the start of September 2024.

## **6. Next Steps**

6.1. Executive is now invited to reflect on the outcome of the formal consultation when considering the request for approval of the relocation of Wilby CE VA Primary School to the Glenvale Park development.

6.2 The Executive decision must be made within a period of two months of the end of the formal consultation period. The reasons for the Executive decision must be published within one week of making a determination.

6.3 If the relocation of Wilby CE VA Primary School to the Glenvale Park development is approved, then the DfE guidance 'Making a Significant Change to an Academy or Maintained School' process will continue at pace. Simultaneously, the necessary preparations and planning for the relocation will begin immediately.

## **7. Implications (including financial implications)**

### **7.1. Resources, Financial and Transformation**

7.1.1 Should the preferred option be approved by Executive from September 2024, the Council will incur revenue costs in the year of September 2024 opening and in each of the subsequent academic years thereafter for the additional growth, against the 'Pupil Growth Fund' element of the Dedicated Schools Grant (DSG).

7.1.2. The Council may also incur additional transport costs for a 2-year period to facilitate the relocation of existing pupils.

7.1.3. There may be some capital investment needed to undertake some refurbishment of the school being vacated to facilitate the repurposing of the Wilby CE VA Primary School building.

### **7.2. Legal and Governance**

7.2.1. Legal implications relate solely to ensuring that the period of consultation on this matter is conducted in full compliance with relevant legislation and guidance that governs relocating to a new site. The relevant legislation is: [Making significant changes \('prescribed alterations'\) to maintained schools](#)

7.2.2. The statutory process that will be followed by the Council in relation to this proposal complies with all relevant DfE guidance on the subject and legislation that prescribes how school organisational changes of this nature must be enacted.

7.2.4. If the relocation is approved, the Wilby CEVA Primary School building would be transferred to the Council and Wilby CEVA Primary School would be issued a new 125-year peppercorn lease on the Glenvale Park Development.

7.2.5 Wilby CEVA Primary School is owned by the Diocese, they would need to sign the deeds over to the Council.

### **7.3. Relevant Policies and Plans**

7.3.1. The specific DfE guidance which underpins the process is as follows: Making significant changes ('prescribed alterations') to maintained schools statutory guidance for proposers and decision makers (January 2023) [Section: 'Transfer to a new site' page 17; and section: Statutory process: prescribed alterations page 35 for the process needed]

7.3.2. Consideration will need to be given to the support of existing pupils and their access to the new school at Glenvale Park.

### **7.4. Risk**

7.4.1. The risks for the school relocation process have been explored fully in section 5 of the 'Primary Education Provision at the Glenvale Park Development Wellingborough North' paper presented to Executive on Thursday 8<sup>th</sup> June 2023.

## **7.5 Consultation**

7.5.1 Although the DfE guidance does not prescribe that a 'pre-consultation' stage is statutory, it does state that there is a 'strong expectation' that any LA would conduct this stage prior to any formal statutory process when making a significant change to a maintained school or academy.

7.5.2. As part of the expression of interest phase of the process, both schools were asked to conduct an informal consultation with their community. The schools were required to summarise the outcome of their informal consultation in a designated section within their expression of interest.

7.5.3 Following the recommendation that Wilby CEVA Primary School should be the school that relocates to the Glenvale Park development, a formal 30-day public consultation will be held in line with the DfE guidance.

7.5.4. The formal consultation will run from 4<sup>th</sup> September to 3<sup>rd</sup> October 2023.

7.5.5. The consultation will be hosted on the Council's [Consultation & Engagement Hub](#). The consultation was supported by information including Frequently Asked Questions (FAQs) and a briefing paper containing a clear outline of the proposal.

7.5.6. Notification of the consultation will also be published on the local BBC News website, sent to Councilors, Teaching and Support Staff Union Representatives, local Members of Parliament, town and parish Councils, partner organisations, members of the Council's Consultation Register, and members of the North Northamptonshire Residents' Panel who reside within the local area.

7.5.7 Consultees are able to have their say by:

- Visiting the dedicated consultation webpage and completing the questionnaire or requesting a paper questionnaire
- Emailing [schoolconsultation.nnc@northnorthants.gov.uk](mailto:schoolconsultation.nnc@northnorthants.gov.uk)
- Writing to North Northamptonshire Council, Consultation: Wilby relocation to Glenvale Park, Bowling Green Road, Kettering NN15 7QX
- Accessing the questionnaire free of charge at any North Northamptonshire Council library. Alternative formats of the questionnaire are offered upon request

### 7.5.8 Formal Consultation Response

To be included once the consultation has ended.

## 7.6 Consideration by Executive Advisory Panel

7.6.1 Any comments from the Executive Advisory Panel (EAP) meeting scheduled for Thursday 7<sup>th</sup> September will be provided to the Executive for its consideration.

## 7.7 Consideration by Scrutiny

7.7.1 This report has not been considered by the Council's scrutiny function.

## 7.8 Equality Implications

7.8.1 An 'Equalities Screening Assessment' ESA has been completed in respect of this proposal and is attached as **Appendix A**.

7.8.2. The equality implications relating to this report are therefore limited. No detrimental impact on any protected characteristic has been identified as arising from this proposal.

7.8.3. The school is being built to DfE standards to ensure the widest access to the curriculum and full accessibility for all of the community.

## 7.9 Climate and Environment Impact

7.9.1. New building regulations ensure that everything is directed at reducing carbon as a standard requirement.

7.9.2. All new builds, including Glenvale, incorporate the following as standard:

- Efficient electrical heating
- Overheating calculations which are now a requirement
- Insulation levels which have been increased
- The Simplified Building Energy Model (SBEM) will require solar photovoltaic (PV) system, mounted on the roof. This is an electrical installation that converts solar energy into electricity

## 7.10 Community Impact




7.10.1 This report seeks approval to begin the relocation of Wilby CE VA Primary School to the Glenvale Park Development, an initial consultation was undertaken by the applicants. A full formal consultation has run for 4 weeks, commencing from 4<sup>th</sup> September to 3<sup>rd</sup> October 2023.

7.10.2 A summary of the consultation is noted in section 7.5 in this report.

## 7.11 Crime and Disorder Impact

7.11.1. This proposal will have negligible, if any, crime and disorder impact.

## 8. Background Papers

DfE statutory process that must be followed by the local authority if they wish to progress the relocation is laid out in the DfE guidance	<a href="#">Making significant changes ('prescribed alterations') to maintained schools (publishing.service.gov.uk)</a>
Executive Report 8 <sup>th</sup> June 2023	<a href="#">Link to Report</a>
Expressions of Interest Application Form	 Expressions of Interest Application Form
Guidance for Applicants	 Guidance for Applicants.pdf
Guide to Relocating an Existing School	 APPENDIX C - Model Criteria.pdf



## Equality Screening Assessment

The Equality Screening Assessment form must be completed to evidence what impact the proposal may have on equality groups within our community or workforce. Any proposal that identifies a negative impact must have a full Equality Impact Assessment completed before the proposal progresses further.

### 1: Proposal

Requirement	Detail
Title of proposal	Proposal for relocation of Wilby CE VA Primary School to the Glenvale Park Development, Wellingborough
Type of proposal: new policy / change to policy / new service / change to service / removal of service / project / event/ budget	Project
What is the objective of this proposal?	To ensure that a newly built school does not remain empty with no pupil intake
Has there been/when will there be consultation on this proposal? (List all the groups / communities, including dates)	Yes there will be a consultation which will be conducted by the LA
Did the consultation on this proposal highlight any positive or negative impact on protected groups? (If yes, give details)	N/A

What processes are in place to monitor and review the impact of this proposal?	The success of the relocated school will be monitored by Ofsted in accordance with national processes for measuring school performance
Who will approve this proposal?	Executive Director of Children's Services/CLT

## 2: Equality Consideration

In turn, consider each protected group to ensure we meet our legal obligations of the Equality Act (2010).

Protected Groups	General Equality Duty Considerations	Changes	Impact
	<ul style="list-style-type: none"> <li>• Include factual evidence of how people in this group may be affected.</li> <li>• Consider the outcomes and processes.</li> <li>• Does this seek to <b>eliminate discrimination</b>?</li> <li>• Does this promote <b>fostering good relations</b>?</li> </ul>	<ul style="list-style-type: none"> <li>• What changes can be made to mitigate any negative impact?</li> <li>• Are there opportunities to <b>remove possible barriers or disadvantages</b> that a group may face?</li> </ul>	Delete as appropriate. There can be more than one answer per protected group.
<b>Age</b> Different age groups that may be affected by the proposal in different ways.	The proposal is for a primary school relocation and will educate children aged 4-11 years of age. The relocated primary school will provide education to children within Wellingborough and Glenvale Park.		Positive
<b>Sex</b> Is one sex affected more than another or are they affected the same?	The relocated primary school will be mixed sex education.		Neutral

<p><b>Disability</b></p> <p>It is likely to have an effect on a particular type of disability? Why?</p>	<p>The new building will adhere to current Disability Discrimination Act (DDA) regulations.</p>		<p>Positive</p>
<p><b>Gender Reassignment</b></p> <p>Will there be an impact on trans males and/or trans females?</p>	<p>This proposal is not expected to impact Gender Reassignment.</p>		<p>Neutral</p>
<p><b>Race</b></p> <p>Are people from one ethnic group affected more than people from another ethnic group?</p>	<p>Admission to the school will be based on the approved admission criteria. The school will not select pupils based on either race or ethnicity.</p>		<p>Neutral</p>
<p><b>Sexual Orientation</b></p> <p>Are people of one sexual orientation affected differently to people of another sexual orientation?</p>	<p>Sexual orientation will form no part of the criteria for school admissions purposes.</p>		<p>Neutral</p>
<p><b>Marriage &amp; Civil Partnership</b></p> <p>Are people in a Marriage or Civil Partnership treated less favourably?</p>	<p>Marriage or Civil Partnership is not part of the criteria for school admissions.</p>		<p>Neutral</p>
<p><b>Pregnancy &amp; Maternity</b></p> <p>Are people who are pregnant, or have a baby of 6 months old or younger, affected by this proposal?</p>	<p>This proposal is not expected to impact Pregnancy and Maternity.</p>		<p>Neutral</p>

<p><b>Religion or Belief</b></p> <p>Does the proposal affect people differently depending on whether they have or do not have a religion or a belief?</p>	<p>The school that is recommended to relocate is Wilby CE VA Primary School, the proposal does not affect people differently, based on whether they have a religion or belief or not.</p>		Neutral
<p><b>Health &amp; Wellbeing</b></p> <p>1. Health behaviours (E.g. diet, exercise, alcohol, smoking)  2. Support (E.g. community cohesion, rural isolation)  3. Socio economic (E.g. income, education).  4. Environment (E.g. green spaces, fuel poverty, housing standards).</p>	<p>This primary school will promote healthy lifestyles in line with the national curriculum. The primary school facilities will include a playing field and sports hall. This school will support the local economy, provide education and local school places for local children.</p>		Positive

### 3: Equality Impact

Question	Response
<p>What overall impact does the proposal have on the protected groups?  If a negative impact is identified anywhere in section 2, the response will be Negative Impact.</p>	No Impact / Positive Impact
<p>Does an Equality Impact Assessment need to be completed?  (Yes, if any negative impact is found.)</p>	No
<p>Copy attached to relevant report?</p>	Yes
<p>Is this document going to be published with the relevant report?</p>	Yes

## 4: Ownership

Question	Response
Directorate	Children's Services
Service area	Education
Lead officer's name	Jo Hutchinson
Lead officer's job title	Head of School Effectiveness
Lead officer's contact details	<a href="mailto:jo.hutchinson@northnorthants.gov.uk">jo.hutchinson@northnorthants.gov.uk</a>
Project Manager	Marsha Brown ( <a href="mailto:marsha.brown@northnorthants.gov.uk">marsha.brown@northnorthants.gov.uk</a> )
Lead Officers Signature	Jo Hutchinson
Date completed	11 <sup>th</sup> August 2023

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## **Consultation on the proposal to relocate Wilby CE VA Primary School to the Glenvale Park Development**

### **Frequently Asked Questions**

#### **1. What is this consultation about?**

North Northamptonshire Council is proposing to relocate Wilby CE VA Primary School to a new school building at the Glenvale Park development in Wellingborough with effect from September 2024.

The purpose of the consultation is to seek the views of staff, Governors, parents and carers of pupils at Wilby CE VA Primary School and other interested parties before a decision can be taken on whether or not the recommendation to relocate the school will take place.

#### **2. What does “relocation of an existing school” mean?**

A relocation of an existing school means the whole school will move to the new school building. Wilby CE VA Primary School will literally be lifted and moved to the newly built primary school located on the Glenvale Park development.

#### **3. Why do we need to relocate an existing school to the newly built primary school at Glenvale Park?**

Once the Glenvale Park development is complete there will be circa 3,000 homes. As part of the infrastructure and Section 106 (S106) proposals for the Sustainable Urban Extension (SUE) a 2-form entry primary was proposed to meet increased demand and serve the local community. Completion of the new school building is expected in August 2023.

In January 2023, as part of the annual strategic Pupil Place Planning exercise, it became clear that due to demographic changes, there would be insufficient demand to support the new school opening until September 2025. To address this issue, the relocation of an existing primary school opportunity to the Glenvale Park site was developed and publicised to local primary schools. These local schools were invited to express their interest in relocating to the new school on the Glenvale Park site.

This relocation opportunity would avoid the newly built school being mothballed or repurposed by the developers to meet an existing need with consideration to the rules of S106.

#### **4. What will happen to the staff at Wilby CE VA Primary School?**

All staff at Wilby CE VA Primary will relocate to work in the new school building at Glenvale Park, Wellingborough.

#### **5. Will Wilby CE VA Primary School have a new school uniform?**

Any decision on whether there will be a new school uniform will be made by the Governors of Wilby CE VA Primary School.

**6. What will happen to the vacated school building?**

The vacated school building will remain in the local authority asset portfolio and will be reutilised for other educational purposes.

**7. How will the relocation benefit the pupils of Wilby CE VA Primary School?**

The pupils of Wilby CE VA Primary School will have the opportunity to learn and flourish in a fit for purpose new school building that has adequate external spaces and adequate dedicated intervention group spaces.

**8. How will the relocation benefit the staff of Wilby CE VA Primary School?**

A purpose-built new school will provide the opportunity for staff to teach in a fit for purpose building with adequate space for breakout areas for intervention groups, adequate external play areas and classrooms with upgraded IT infrastructure. These are a few examples of how this proposal will directly positively impact the staff of Wilby CE VA Primary School.

**9. Will Wilby CE VA Primary School capacity change?**

Wilby CE VA Primary School is currently 0.5FE, we will look to increase this to 1FE in the short term (the timing of this to be agreed) to support the school's financial viability. We do not expect this to impact on the surrounding schools.

**10. Will the relocation move disrupt learning?**

No. The relocation will be carefully planned and managed once the final decision is made by the North Northamptonshire Executive Council in November 2023. The Council will support Wilby CE VA Primary School to ensure a smooth transition from the Wilby school building to the newly built school at Glenvale Park.

**11. When will the relocation move take place?**

The final decision on whether Wilby CE VA Primary School relocates to the Glenvale Park site will be made by the North Northamptonshire Executive Council in November 2023. Following the Executive Council decision, a press release will be issued announcing the decision. If the Executive Council approve the relocation, the move will take place to coincide with the start of the academic year September 2024.

**12. What would be the admission arrangements?**

The admission arrangements will not change for families wanting to apply to Wilby CE VA Primary School. As the Glenvale Park development grows, primary aged children from the development would be invited to apply for a school place as part of the normal admissions process.

**13. Will the school's name change as a result of the relocation?**

Any decision on a new school name will not be made by the local authority, if any decision is to be made it will be made by Wilby CE VA Primary School and Governors.

**14. Will there be school transport available if needed by some pupils?**



North Northamptonshire Council would like to reassure all families affected by this proposal that it is our intention to ensure that no family will be financially disadvantaged by this move. If the recommendation is approved by the North Northamptonshire Council Executive this area of the relocation process will be considered.

**15. If a significant number of stakeholders are opposed to this proposal, how will the Council take their views into account?**

The Council will seek views from all interested parties and will balance this against its responsibility to effectively utilise its educational asset portfolio. Before making any final decision, the Council will consider a number of factors including views gathered from this consultation, any effect on school standards and the current accommodation at Wilby.

**16. How can you make your views known?**

We would like to hear your views on the proposal to relocate Wilby CE VA Primary School to the newly built school at the Glenvale Park site.

You can tell us whether you agree or disagree with the proposal and leave your comments. You have until **3<sup>rd</sup> October 2023** to let us know your views. All responses will be taken into account once the consultation closes, however, we will not be able to acknowledge or respond individually to your comments.

You can give your views by completing the response form online at:  
[insert form]

Alternatively, you can email or send your comments in by post by using the contact details below.

If you have any queries, comments or would like a copy of this questionnaire in another format (including paper, easy read or large print) please contact us.

**Email address:** [schoolconsultation.nnc@northnorthants.gov.uk](mailto:schoolconsultation.nnc@northnorthants.gov.uk)

**Postal address:**

North Northamptonshire Council  
Consultation: Wilby CE VA Primary School relocation to Glenvale Park  
Bowling Green Road  
Kettering  
NN15 7QX

**17. What happens next?**

At the end of the formal consultation period (4 weeks), the Council will consider the feedback and views expressed by all interested parties during the consultation. The formal consultation period provides the opportunity for people and stakeholders to submit their views and comments on the proposal.

Subject to the outcome of this formal consultation period, the Council intends to make a final decision on the proposal on the **16<sup>th</sup> November 2023**.

## Formal Consultation: Proposed relocation of Wilby CE VA Primary School to the Glenvale Park Development (new school), Wellingborough

### Consultation Questionnaire

The purpose of the Formal Consultation:

This formal consultation is about a proposed primary school relocation opportunity to move into a brand-new school building:

- Following North Northamptonshire Council receiving two completed expressions of interest applications to relocate, the panel met following a robust interview process and recommended that Wilby CE VA Primary relocates to the Glenvale Park site

Wilby CE VA Primary School:

- Provides education for children aged 4 to 11 years
- Wilby is a Church of England village primary school located in the village of Wilby
- The distance from Wilby CE VA Primary School to Glenvale Park development is 2.4 miles
- The vast majority of pupils reside in Wellingborough
- Wilby is a Local Authority Maintained School
- Currently has a Good Ofsted rating

The Glenvale Park site is located in Wellingborough, to the north of the town. Once complete there will be circa 3,000 homes. As part of the infrastructure and Section 106 (S106) proposals for the Sustainable Urban Extension (SUE), a 2-form entry, 60 places per year group, primary school was proposed to meet increased demand and serve the local community. The school building construction completion date is August 2023.

As part of the annual strategic Pupil Place Planning exercise undertaken in January 2023, it became clear that, due to demographic changes, there would be insufficient demand to support the school opening until September 2025 or beyond.

Based on this position work has been undertaken to assess the options for the new school to ensure:

- The local community has access to sufficient school places
- No schools are disadvantaged
- Available assets are used as effectively as possible

#### **The Proposal**

This consultation seeks your views on the proposal that Wilby CE VA Primary School relocates to the new school at Glenvale Park, opening at the start of the new school year in September 2024. There will be no change to the current arrangements regarding the provision of SEN places at Wilby CE VA Primary School.

#### **What is the relocation of an existing school?**

A relocation of an existing school to a new school building means that the whole school including all children, all staff members and all fixtures and fittings will be relocated to the new school. This move will be planned and managed to ensure that there is no disruption to learning.

### Advantages of relocating an existing school

- There is no need to create additional capacity
- The relocated school will not impact on other schools
- Relocating an existing school can be delivered relatively quickly
- If approved by the North Northamptonshire Executive Council, it will be ready to open by September 2024
- The school will bring with it all year groups, rather than filling from year R upwards
- Children from an existing school site will be able to utilise a brand-new building with capacity to expand
- No other school is impacted by the relocation
- The vacated site can be reutilised for other educational purposes
- A new and purpose-built facility supports improved outcomes for all members of the school community
- It enables the LA to fulfil its statutory duties to provide sufficiency of places
- The Department for Education (DfE) support this approach

### Risks of relocating an existing school

- There may be local opposition to relocating an existing school
- Consideration would have to be given to support existing pupils to access the new site

Further information is available on our Frequently Asked Questions (FAQs) document.

### Timetable and Next Steps

Stage	Description	Timescale	Comments
1.	Representation (Formal consultation period)	4 <sup>th</sup> Sept – 3 <sup>rd</sup> Oct 2023	Representation for a period of 4 weeks
2.	NNC Executive	16 <sup>th</sup> Nov 2023	Decision – on Wilby CE VA Primary relocating to the Glenvale Park site
3.	DfE relocation process	17 <sup>th</sup> Nov – 17 <sup>th</sup> Dec 2023	Making a significant change to a maintained school process

### Have your say

Please tell us your views by completing this questionnaire. All views submitted during the representation period will be considered, including all support for, objections to, and comments on the proposal.

Your feedback will be part of a report with many other people's feedback, so you will not be personally identified.

You can also access this online questionnaire free of charge at any North Northamptonshire Council library. Customers are asked to check the opening times of the library you wish to visit and book an appointment in advance. Please see the [Library website](#) or telephone 0300 126 3000 to check times and make a booking.

Alternatively, you can email or send your comments in by post by using the contact details below.

If you have any queries, comments or would like a copy of this questionnaire in another format (including paper, easy read or large print) please contact us.

**Email address:** [schoolconsultation.nnc@northnorthants.gov.uk](mailto:schoolconsultation.nnc@northnorthants.gov.uk)

**Postal address:**

North Northamptonshire Council  
Consultation: Wilby CE VA Primary School relocation to Glenvale Park  
Bowling Green Road  
Kettering, NN15 7QX

**This consultation will run from Monday 4<sup>th</sup> September 2023 to midnight on Tuesday 3<sup>rd</sup> October 2023.**

**Thank you for helping us by completing this questionnaire.**

For information about how consultation and engagement responses are managed, please see the [consultation and engagement privacy notice](#).

## Questions

### About you

**Q) I am:**

- Pupil
- Parent/carer/guardian
- Member of the Parent Teacher Association (PTA)
- Member of staff
- North Northamptonshire Councillor
- Town or Parish Councillor
- Local resident
- Local business
- Local support group
- Local community group
- Local community group who uses the school for running activities
- Other, please give details

**Q) How does the primary school relocation affect you, are you connected to?**

- Wilby CE Primary School
- Resident of the Glenvale Park development
- Both
- Neither

### The Proposal

As a reminder, we are proposing to relocate Wilby CE VA Primary to the Glenvale Park new school building. This means that Wilby CE VA Primary School will be located on the Glenvale Park site, and the vacated smaller school be reutilised for other educational purposes.

**Q) To what extent do you support or oppose the proposal?**

- Strongly support
- Tend to support
- Neither support nor oppose
- Tend to oppose
- Strongly oppose
- Don't know

**Q) If you think the proposal will have a positive impact, then please tell us why here:**  
[comment box]

**Q) If you think the proposal would have a negative impact, please tell us why, along with any suggestions on how any potential negative impacts could be reduced or avoided:**  
[comment box]

**Q) If you have any other comments you would like to make that you have not already told us, then please tell us here:**  
[comment box]

### **More about you**

**Q) Are you responding to this questionnaire as an individual or on behalf of an organisation, business or community group?**

- As an individual
- On behalf of an organisation, business or community group

### **Organisations**

**Q) Please tell us the name of the organisation, business or community group that you are responding on behalf of and your job title/role:**

Name of organisation, business or community group: [comment box]

Job title/role: [comment box]

### **Individuals**

**Q) What is your postcode?**

By providing us with your postcode, you are consenting for us to use this information to understand where respondents live. If you do not consent to us using this information in this way, please do not provide your postcode.

[Individuals will then be asked to complete our standard equality monitoring questions upon completion of the questionnaire]

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## EXECUTIVE 8<sup>th</sup> June 2023

<b>Report Title</b>	<b>Primary Education Provision at the Glenvale Park Development, Wellingborough North</b>
<b>Report Author</b>	AnnMarie Dodds – Executive Director for Children’s Services  Jo Hutchinson - Head of School Effectiveness
<b>Lead Member</b>	Cllr Scott Edwards – Executive Member for Children, Families, Education and Skills

<b>Key Decision</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Is the decision eligible for call-in by Scrutiny?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Are there public sector equality duty implications?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Does the report contain confidential or exempt information (whether in appendices or not)?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Applicable paragraph number/s for exemption from publication under Schedule 12A Local Government Act 1972</b>	

### List of Appendices

**Appendix A** – Documents for the ‘relocation’ process

**Appendix B** – Glenvale Proposed School Opening

#### **1. Purpose of Report**

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- 1.1. To inform the Executive of the impact of changing demography on the need for a proposed new primary school on the Glenvale Park development in Wellingborough North.
- 1.2. To inform the Executive of the outcomes of the options appraisal that has been undertaken in response to these changes.
- 1.3. To ask the Executive to approve a proposal to seek expressions of interest from existing local schools to relocate to the Glenvale Park site.
- 1.4. To inform the Executive of the processes that will be used to assess expressions of interest and the further actions that will be required to approve and implement such a change.

## **2. Executive Summary**

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- 2.1. The Glenvale Park site is located in Wellingborough, to the north of the town. Once complete there will be circa 3,000 homes. As part of the infrastructure and Section 106 (S106) proposals for the Sustainable Urban Extension (SUE), a 2-form entry, 60 places per year group, primary school was proposed to meet increased demand and serve the local community. The school is now under construction with an expected completion date of August 2023.
- 2.2. As part of the annual strategic Pupil Place Planning exercise undertaken in January 2023, it became clear that, due to demographic changes, there would be insufficient demand to support the school opening until September 2025 or beyond.
- 2.3. Creating additional school places, through opening the new school, would be likely to have a detrimental impact on surrounding schools. In addition, all new schools must be Academies, funded directly by Department of Education (DfE). DfE will not provide funding unless demand for places can be clearly demonstrated. This would not be the case for a new school at Glenvale Park at this time.
- 2.4. Based on this position, work has been undertaken to assess the options for the new school to ensure the local community has access to sufficient school places, that no schools are disadvantaged and that available assets are used as effectively as possible.
- 2.5. This report provides an overview of the options considered for the future of the school provision on the Glenvale Park site. This concludes that offering local schools the opportunity to express an interest in moving to the new site would deliver the best outcomes for the community.
- 2.6. As part of any expression of interest, there will be a requirement to clearly set out how any move would support the existing school community as well as those living in the new Glenvale Park development. There will also be an expectation that appropriate community consultation is undertaken and that this shows support for the proposed move.
- 2.7. If the decision is taken to progress with this proposal, DfE guidance 'Making Significant Changes' section title: 'Transfer to a New Site' for academies and for maintained schools will be followed.

## **3. Recommendations**

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- 3.1. It is recommended that the Executive:
  - i) Approve the proposal to seek expressions of interest in relocating an existing local school to the Glenvale Park school.

- ii) Approve the commencement of the preparation for the statutory process relating to making a significant change to an academy or a maintained school.
- iii) Note that a further report will be brought forward setting out the outcome of the expression of interest process and seeking a formal decision about whether to proceed on this basis.

### 3.2 Reasons for Recommendation:

- Ensure the delivery of sufficient suitable school places that meet the needs of the community now and in the future.
- Ensure pupils have access to high quality facilities that support their education.
- Making effective and efficient use of the education estate to meet the needs of all pupils.
- Ensure full transparency of the process being followed.
- Allows for all interested parties to have their views heard and considered as part of the decision-making process.
- Will evidence that appropriate steps are taken in line with statutory guidelines and within appropriate timescales.
- Allows Executive to be further updated on the outcome of the expressions of interest ahead of any further decision making.
- Is in accordance with the DfE legislation and policy on making significant changes to an academy or maintained school.
- Demonstrates to the governing bodies/trustees of any schools wishing to make an application that the council are progressing a shared solution in line with their expression of interest.

### 3.3 Alternative Options Considered:

- Establishing a new Primary School at Glenvale Park – Pupil place planning data does not support the creation of a new Primary School in the Glenvale area at this time. Over provision of places would have a detrimental impact on surrounding schools leading to financial viability concerns. In addition, DfE would not fund a school where the need for additional places is not supported through the place planning process.
- Identify an alternative use for the school site. There is need for additional SEND places in the North Northamptonshire area. However, repurposing the school buildings would be costly and would not be in line with the development agreement.
- Leave the site vacant until demand for places increases. Based on available Pupil Place Planning data, the need for places is unlikely to grow for some years. Even at that time, this may not justify a new 2 Form of

Entry school on this site. Leaving the site unused for an extended period of time is a poor use of resources and creates additional costs in areas such as security and maintenance.

#### **4. Report Background**

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- 4.1. There are two large new housing developments currently being progressed in Wellingborough, Stanton Cross (SC), 3,650 dwellings, and Glenvale Park (GP), 3,000 dwellings.
- 4.2. Each new development will provide one, or more, new primary schools to mitigate against the pupil yield each new development will generate. The relevant S106 agreements provide sites and the funding for these new schools.
- 4.3. The first primary school on the Stanton Cross development is now completed and opened in September 2022.
- 4.4. It was proposed that the new school on the Glenvale Park Development will be a co-educational mainstream sponsored academy primary school for children aged 4 to 11 years, with a total capacity of 420 pupils (two forms in each year group), once fully open.
- 4.5. The Council was successful in negotiating a S106 agreement for a new primary school at Glenvale Park Development. This allows the developer to deliver the school, independently of the Council. The developer has commenced construction on the school building and anticipates that it will be completed by September 2023. However, it is important to note that the S106 agreement does not make any provision as to when the new school should be opened.
- 4.6. However, following a place planning review of both existing demand within Wellingborough and the current, and forecast, progress of each development in terms of housing completions, it is the view of the Council that the new school will not be required in the town until September 2025 at the earliest. Opening prior to this would have a detrimental impact on surrounding schools and create significant surplus capacity.
- 4.7. Pupil projection forecasts for the Wellingborough area currently indicate that the total number of pupils attending Wellingborough area primary schools is due to decrease by 568, or 1.3 2 form entry evident in **Appendix B**.
- 4.8. Both the developer for Glenvale Park and the Council Access and Sufficiency Team have been apprised of the situation in respect of the demand for the new primary provision in Wellingborough and the Council position that there is not the need for a new primary school for September 2023.
- 4.9. Where a new school is proposed, the Council is responsible for conducting the Free School Presumption (FSP) process to appoint an Academy Sponsor to operate the new school once it opens via a Local Authority (LA) run competition in which Academy Trusts submit bids. The LA confers 'preferred bidder' status

on the Trust which will run the school. The decision is then ratified by the Regional Director (RD) at the DfE who ultimately appoints the sponsor and decided if and when the new school can open.

- 4.10. The DfE's position has been sought and they have provided clear advice that they would not expect and LA to progress the opening of a new school via the FSP route unless demand for the new school can be clearly evidenced.
- 4.11. Should the opening of the proposed new school at Glenvale Park be progressed earlier than required, it is highly likely that this over provision of primary capacity within the wider area would disproportionately impact upon other schools in the area. This would impact by reducing future pupil intakes and consequently, affect the budget of the schools.
- 4.12. This would in turn impact upon the ability of those schools to effectively deliver the curriculum to pupils attending. In a worst-case scenario, it could result in a school that is forced to close.

## **5. Issues and Choices**

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- 5.1. There are several options which have been considered prior to the final proposal being presented in this report.
- 5.2. The following options were considered in the decision-making process:
  - Option 1: Mothball the school build until demand for places increases
  - Option 2: Repurpose the school building to meet an existing educational need
  - Option 3: Relocate an existing school from the local area into the school being built at Glenvale Park
- 5.3. All options considered must be mindful of the S106 agreement for the Glenvale Park Development.

### **5.4. Option 1: Mothball the School Build**

5.4.1. The building would still need to be maintained and secured whilst mothballed, so this option is not without cost implications. This would also not be a good use of assets that should be supporting services to the community.

#### 5.4.2. Advantages

- A new school will be ready to open as and when places are needed.
- The asset is not lost to the educational estate.
- The FSP competition can be undertaken as and when required to identify an Academy Sponsor.

#### 5.4.3 Disadvantages

- Leaving a high value asset unused is an ineffective use of assets resources.
- Securing and maintaining the building will incur ongoing costs.

### 5.5 Option 2: Repurpose the School Building to Meet an Existing Educational Need

5.5.1. The Council has identified that there is need to develop additional capacity in support of SEND provision through the delivery of new SEN units and Special Schools. The new school building could be repurposed to meet this need and operate as a SEND base.

5.5.2 As with option 1, consideration of the section 106 criteria and obtaining the Developer's agreement via a Deed of Variation (DoV) would be necessary to enable this option to be delivered.

5.5.3. This option would also require additional capital investment to undertake any necessary adaptations for change of use.

#### 5.5.4. Advantages

- The building being repurposed may address a particular local or wider SEND need for children in the Wellingborough Locality Area.
- This would be an effective use of an education resource.
- A new provision would support the aspirations of the SEND strategy.

#### 5.5.5. Disadvantages

- This may not meet the requirements of the original S106 agreement which may have to be re-negotiated.
- The cost of making the required alterations to the building to meet SEND needs would be significant.
- Mainstream place numbers could not be flexed in future years to address additional demands as further developments are completed.
- The development of Glenvale Park was always envisaged to include a primary school and to not deliver this would impact on transport and other strategic planning assumptions.

### 5.6. Option 3: Relocate an Existing School to the Glenvale Park Development

5.6.1. This option would give an existing school the opportunity to move into a new school building on the Glenvale Park Development.

#### 5.6.2. Advantages

- This does not create additional capacity for the first few years and so does not impact on other schools.

- The school would bring with it all year groups, rather than filling from the reception year upwards, which would meet a broader need created by the new development.
- It would enable a school in poor or unsuitable accommodation to move to a purpose-built facility.
- The vacated smaller site could be re-purposed for other educational uses.
- A new and purpose-built facility supports improved outcomes for all members of the school community.
- The school can be relocated for a September 2024 opening.
- The DfE have informally supported this approach.

#### 5.6.3. Disadvantages

- There may be local opposition to relocating an existing school.
- Consideration would have to be given to support existing pupils to access the new site.
- No suitable school comes forward with an expression of interest.

#### 5.6.4. The preference is to progress Option 3:

- It allows the Glenvale Park school building to be utilised from September 2024 as previously planned.
- The S106 agreement is fulfilled.
- It is the option supported by developers.
- Children from an existing school site will be able to utilise a brand-new building with capacity to expand.
- No other school is impacted by this relocation proposal.
- It enables the Council to fulfil its statutory duties to provide sufficiency of places.

5.6.5 If this option were to be approved, it is imperative that the statutory process as defined by DfE guidance must be followed. Work will commence to plan and implement this in parallel with the expression of interest process.

## **6 Next Steps**

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- 6.1. If the preferred Option 3 is approved, then the process would be presented to the DfE for their formal agreement to proceed.
- 6.2. Officers from the Council would launch the 'relocation of an existing school' Competition with a view to completing this by October 2023 and returning to Executive in November 2023 for a formal decision.

## **7 Implications (including financial implications)**

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### **7.1 Resources, Financial and Transformation**

- 7.1.1 Should the preferred option be approved from September 2024, the Council will incur revenue costs in the year of September 2024 opening and in each of the subsequent academic years thereafter for the additional growth, against the 'Pupil Growth Fund' element of the DSG.
- 7.1.2 Depending on the school selected the Council may also incur additional transport costs for a 2-year period to facilitate the relocation of existing pupils. This will be considered and evaluated as part of the analysis of the expressions of interest and included in the Executive Report.
- 7.1.3. There may be some capital investment needed to undertake some refurbishment of the school being vacated to facilitate the repurposing of the building. This will be met from available DfE Basic Needs or SEND Capital Grant as appropriate.
- 7.1.3 It is important to emphasise that if a new school was to open via the FSP process, this too would incur costs against the pupil growth fund element of DSG including start-up costs.
- 7.1.4 All financial implications identified through the expressions of interest received will be included for consideration in the subsequent report to Executive as part of the formal decision-making Process.

### **7.2 Legal and Governance**

- 7.2.1 Legal implications relate solely to ensuring that any initial period of consultation on this matter is conducted in full compliance with the relevant legislation and guidance that govern the proposed amalgamations of schools. The relevant legislative process is detailed in the documents listed at paragraph 8.1 of this report.
- 7.2.2 The statutory process that will be followed by the Council in relation to this proposal complies with all relevant DfE guidance on the subject and legislation that prescribes how school organisational changes of this nature must be enacted. The statutory process is defined in section 7.5.2 of this report.
- 7.2.3 In respect of the Glenvale Park Development and the S106 agreement, the Council has no legal obligation to open the school at any point.
- 7.2.4 It is expected that any expressions of interest would include reference to how any required land transfers would be managed and this will form part of the assessment process with oversight from legal.



### **7.3 Relevant Policies and Plans**

7.3.1 The specific DfE guidance which underpins the process is as follows:

- Making significant changes ('prescribed alterations') to maintained schools Statutory guidance for proposers and decision maker (January 2023) [Section: 'Transfer to a new site' page 17; and Section: Statutory process: prescribed alterations page 35 for the process needed]
- Making significant changes to an open academy - Departmental guidance for all types of academy trust (January 2022) [Section: 'Transfer to a new site' page 28]

### **7.4 Risk**

7.4.1 The risks for this proposal have been explored in full in section 5 of the Executive report.

7.4.2 There may be local opposition to relocating an existing school.

7.4.3 Consideration would have to be given to supporting existing pupils to access the new site.

7.4.4 No suitable school comes forward with an expression of interest.

### **7.5 Consultation**

7.5.1 Although the DfE guidance does not prescribe that a 'pre-consultation' stage is statutory, it does state that there is a 'strong expectation' that any LA would conduct this stage prior to any formal statutory process when making a significant change to a Maintained school or Academy.

7.5.2 If the Executive approve the LA seeking expressions of interest from existing local schools to relocate to the Glenvale Park site, they will be requested to undertake an 'initial consultation' with their school community and to share a summary of the findings.

7.5.3 Further into the process there will be a prescribed requirement to undertake a statutory consultation process for the successful Maintained school or Academy wishing to transfer to the new school site.

### **7.6 Consideration by Executive Advisory Panel**

7.6.1 The Executive Advisory Panel (EAP) Future Communities does not meet until July 2023.

## **7.7 Consideration by Scrutiny**

7.7.1 This report has not been considered by the Council's scrutiny function.

## **7.8 Equality Implications**

7.8.1 An 'Equalities Screening Assessment' has been completed in respect of this proposal.

7.8.2 This report seeks approval to begin the relocation of an existing school process, where any applicants are expected to provide evidence of an initial phase of consultation required by the statutory process governing school organisational changes of this nature. The equality implications relating to this report are therefore limited. No detrimental impact on any protected characteristic has been identified as arising from this proposal.

7.8.3 The school is being built to DfE standards to ensure the widest access to the curriculum and full accessibility for all of the community.

## **7.9 Climate and Environment Impact**

7.9.1 New building regulations ensure that everything is directed at reducing carbon as a standard requirement.

7.9.2 All new builds, including Glenvale, incorporate the following as standard:

- Efficient electrical heating
- Overheating calculations which are now a requirement
- Insulation levels which have been increased
- The Simplified Building Energy Model (SBEM) will require solar photovoltaic (PV) system, mounted on the roof. This is an electrical installation that converts solar energy into electricity.

## **7.10 Community Impact**

7.10.1 This report seeks approval to begin the relocation of an existing school process, where any applicants are expected to provide evidence of an initial phase of consultation required by the statutory process governing school organisational changes of this nature. Any distinct community impact that arises from this initial consultation will be taken into consideration before proceeding with the next stage of the process to make a significant change.

## **7.11 Crime and Disorder Impact**

7.11.1 This proposal will have negligible, if any, crime and disorder impact.

## 8 Background Papers

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- 8.1 The statutory process that must be followed by the local authority if they wish to progress the amalgamation is laid out in the Department for Education guidance:

[Making significant changes \('prescribed alterations'\) to maintained schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/making-significant-changes-prescribed-alterations-to-maintained-schools.pdf)

[Making significant changes to an open academy \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/making-significant-changes-to-an-open-academy.pdf)

[Free school presumption guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/free-school-presumption-guidance.pdf)

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## Executive Advisory Panel – Future Communities 7<sup>th</sup> September 2023

<b>Report Title</b>	<b>The Establishment of a North Northamptonshire Standing Advisory Council for Religious Education (SACRE)</b>
<b>Report Author</b>	Jo Hutchinson – Head of School Effectiveness (Executive
<b>Lead Member</b>	Cllr Scott Edwards – Executive Member for Children, Families, Education and Skills

<b>Key Decision</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Is the decision eligible for call-in by Scrutiny?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Are there public sector equality duty implications?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Does the report contain confidential or exempt information (whether in appendices or not)?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Applicable paragraph number/s for exemption from publication under Schedule 12A Local Government Act 1972</b>	

### List of Appendices

<b>Appendix A</b>	Equality Screening Assessment
<b>Appendix B</b>	North Northamptonshire SACRE Constitution
<b>Appendix C</b>	North Northamptonshire SACRE Principles
<b>Appendix D</b>	North Northamptonshire SACRE Agreed Syllabus Conference

### **1. Purpose of Report**

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- 1.1 To update the Executive Advisory Panel on proposals for the establishment of a North Northamptonshire Standing Advisory Council for Religious Education (SACRE).

### **2. Executive Summary**

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- 2.1 Every local authority has a duty to establish a permanent body known as the Standing Advisory Council for Religious Education (SACRE) in accordance with the Education Act 1996.

2.2 The broad role of the SACRE is to support the effective provision of Religious Education (RE) and collective worship in schools and to enrich the experience of RE and collective worship for all pupils. Further information about SACRE is set out in this report.

2.3 There is currently a SACRE serving the whole of Northamptonshire.

2.4 The report sets out a proposal to establish a specific North Northamptonshire SACRE to reflect the change to a unitary authority. A North Northamptonshire SACRE would:

- Fulfil SACRE statutory duties operating as North Northamptonshire unitary authority;
- Ensure that SACRE membership is reflective of the local communities, religions and beliefs in North Northamptonshire; and
- Ensure the best outcomes for all children by collaboratively engaging with schools in North Northamptonshire to facilitate high quality Religious Education (RE) and collective worship, suitably tailored to specific locality strengths and areas for improvement where appropriate.

2.5 If approved, a North Northamptonshire SACRE would adopt its own Constitution (Appendix B).

### **3. Recommendations**

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3.1. It is recommended that Executive Advisory Panel (EAP) is asked to note and provide any comments on the proposals to be submitted to Executive requesting the approval of the establishment of a North Northamptonshire SACRE.

3.2 Reasons for the Proposal:

3.2.1 To ensure the best outcomes for all children in North Northamptonshire for Religious Education (RE) and collective worship, and access to a high quality RE curriculum.

3.2.2 To ensure that the following SACRE duties are met for North Northamptonshire Council:

- Advise the local authority (LA) on matters related to agreed syllabus Religious Education (RE) and collective worship;
- Publish an Annual Report on its work and on actions taken by its representative groups;

- Monitor the provision and quality of Agreed Syllabus RE and of collective worship in order to provide targeted advice and support on teaching Agreed Syllabus RE;
- Advise the LA on the provision of training of teachers;
- Consider complaints about RE and collective worship referred to them by their LA;
- Consider whether changes need to be made to the Agreed Syllabus, in partnership with the LA;
- Offer advice to the LA in respect of the Agreed Syllabus and its implementation.

3.3 Alternative Options Considered: There are no alternative options as legally each local authority must have its own SACRE according to Section 390 of the Education Act 1996. There is no reason why North Northamptonshire SACRE cannot work collaboratively with West Northamptonshire SACRE once they are both established in the future should this be agreed by both SACRE.

#### **4. Report Background**

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4.1 Section 390 of the Education Act 1996 states that it is the statutory duty of the Council to establish a permanent body called a SACRE to advise the Council on matters concerned with RE and collective worship.

4.2 Councils must appoint representatives to each of four committees, representing respectively:

- Group A: Christian denominations and such other religions and religious denominations as, in the authority's opinion, will appropriately reflect the principal religious traditions in the area;
- Group B: the Church of England;
- Group C: teacher associations;
- Group D: the local authority.

4.3 The broad role of the SACRE is to support the effective provision of RE and collective worship by:

- Giving advice on methods of teaching the Agreed Syllabus for RE;
- Advising the Council on the provision of training for teachers;
- Monitoring inspection reports on RE, collective worship and Spiritual, Moral, Social and Cultural Development (SMSC);
- Considering complaints about the provision and delivery of RE and collective worship referred to it by the LA.

4.4 SACRE was first established in Northamptonshire in 1988 with great enthusiasm from teachers in general as well as RE teachers. There were a number of training sessions provided for teachers by the former

Northamptonshire County Council (NCC) and the very first Agreed Syllabus Conference (ASC) took place.

- 4.5 In April 2022, and following Local Government reorganisation in Northamptonshire, North Northamptonshire Council (NNC) and West Northamptonshire Council (WNC) were formed, and the County Council was abolished. However, since that time SACRE has continued as a single standing advisory council across the whole of Northamptonshire.
- 4.6 With two different and separate local authorities now operating in Northamptonshire it was proposed by the current SACRE members that two standing advisory councils were established in order to reflect this significant change.
- 4.7 The establishment of a North Northamptonshire SACRE would:
- Establish responsibility for all of the SACRE statutory duties ensuring that they are being appropriately fulfilled;
  - Recognise, welcome and represent all faith communities and non-faith communities in North Northamptonshire;
  - Ensure that membership of a North Northamptonshire SACRE appropriately reflects the four committees set out in section 4.2 above and in the constitution.

## **5. Issues and Choices**

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- 5.1 A Local Authority SACRE must adhere to the statutory duties outlined in this report and the supporting documents.
- 5.2 North Northamptonshire Council (NNC) has been operating as a unitary Council for approximately two years. SACRE must be representative of the local authority area that it is in and therefore it is deemed necessary, as time has progressed, to request the establishment of a North Northamptonshire SACRE.
- 5.3 A North Northamptonshire SACRE would operate under the relevant statutory duties including reporting annually to the Executive. This is because each individual SACRE is required to do so under Section 390 of the Education Act 1996.
- 5.4 A North Northamptonshire SACRE would operate under its own constitution.

## **6. Next Steps**

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- 6.1. Once the establishment of a North Northamptonshire SACRE is approved by the Executive, the relevant members from the current countywide SACRE will begin work immediately on planning the transition to North Northamptonshire SACRE. The aim is to complete this by September 2024.



## **7. Implications (including financial implications)**

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### **7.1. Resources, Financial and Transformation**

- 7.1.1 The Council's responsibility to convene the Agreed Syllabus Conference (ASC) comes with a duty to provide funds and support for its work. The allocated budget for the production of an Agreed Syllabus is approximately £5000.
- 7.1.2 The cost for a SACRE Advisor for 1 day a week for an academic year will be approximately £12,000.

### **7.2. Legal and Governance**

- 7.2.1. The constitution sets out the requirements of SACRE. The constitution is underpinned by legal information stating that the SACRE has been established under the provisions of Section 390 of the Education Act 1996.
- 7.2.2 Every local authority must have a SACRE and it must meet sufficient times to fulfil its statutory duties. North Northamptonshire SACRE will meet three times per year.

### **7.3. Relevant Policies and Plans**

- 7.3.1. The work of SACRE, through its statutory duties, link to the Corporate Plan key commitments:
- Better, brighter futures; and
  - Connected communities.
- 7.3.2 Specifically, the statutory duties that SACRE must adhere to will assist the Council in meeting its commitment to:
- Ensuring that every child has equal access to a high standard of education; and
  - Informing and listening to our communities, giving them a greater say in their future.

### **7.4. Risk**

- 7.4.1. There is a risk that North Northamptonshire SACRE may not achieve adequate representation from the various faith and non-faith communities in the localities.
- 7.4.2 To mitigate this risk, the SACRE Advisor and current SACRE members will be actively engaging with their local communities to invite members of the various local faith and non-faith communities to North Northamptonshire SACRE.
- 7.4.3 The North Northamptonshire SACRE membership should reflect and represent

the local community.

## **7.5. Consultation**

7.5.1 Before the proposals in this report have been shared with the Executive Advisory Panel (EAP), a working party was set up to create the necessary unitary constitutions. These were then shared, discussed and consulted upon within the current SACRE.

7.5.2 The SACRE currently comprises of four groups: the Church of England, other Christian denominations and the major faiths represented in Northamptonshire, teachers and the Council.

7.5.3 All groups have voted in support of the proposals put forward in this report.

## **7.6. Consideration by Executive Advisory Panel**

7.6.1 Any comments from the Executive Advisory Panel (EAP) meeting scheduled for Thursday 7<sup>th</sup> September will be provided to the Executive for its consideration.

## **7.7. Consideration by Scrutiny**

7.7.1. This report has not been considered by the Council's scrutiny function.

## **7.8. Equality Implications**

7.8.1. There is no detrimental impact on any protected characteristic as a result of the recommendations in this report.

## **7.9. Climate and Environment Impact**

7.9.1. There is no detrimental impact on the climate or environment as a result of the recommendations in this report.

## **7.10. Community Impact**

7.10.1. The proposal to establish a North Northamptonshire SACRE will have no distinct negative impact on the community.

7.10.2. The proposal is likely to have a positive impact because a more local North Northamptonshire SACRE will better reflect the makeup of the locality areas, giving members an opportunity to contribute and add value to the wider duties of SACRE.





## **7.11. Crime and Disorder Impact**

7.11.1 The recommendations in this report will have negligible, if any, crime and disorder impact.

## 8. Background Papers

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### 8.1

Equality Screening Assessment (ESA)	 Equality Screening Assessment APPENDIX
North Northamptonshire SACRE Constitution	 North Northamptonshire SA
North Northamptonshire SACRE - Principles	 North Northamptonshire SA
North Northamptonshire SACRE – Agreed Syllabus Conference (ASC)	 North Northamptonshire SA

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## Equality Screening Assessment

The Equality Screening Assessment form must be completed to evidence what impact the proposal may have on equality groups within our community or workforce. Any proposal that identifies a negative impact must have a full Equality Impact Assessment completed before the proposal progresses further.

### 1: Proposal

Page 101

Requirement	Detail
Title of proposal	The Establishment of a North Northamptonshire Standing Advisory Council for Religious Education (SACRE)
Type of proposal: new policy / change to policy / new service / change to service / removal of service / project / event/ budget	Change from a SACRE, serving the whole of Northamptonshire, to a local North Northamptonshire SACRE
What is the objective of this proposal?	To establish a North Northamptonshire SACRE
Has there been/when will there be consultation on this proposal? (List all the groups / communities, including dates)	<p>A scheduled meeting has taken place within the current SACRE about the proposal to establish a North Northamptonshire SACRE. A North Northamptonshire SACRE would:</p> <ul style="list-style-type: none"> <li>• Fulfil SACRE statutory duties operating as North Northamptonshire unitary authority;</li> <li>• Ensure that SACRE membership is reflective of the local communities, religions and beliefs in North Northamptonshire; and</li> <li>• Ensure the best outcomes for all children by collaboratively engaging with schools in North Northamptonshire to facilitate high quality Religious Education (RE) and collective worship, suitably tailored to specific locality strengths and areas for improvement where appropriate.</li> </ul>

Requirement	Detail
Did the consultation on this proposal highlight any positive or negative impact on protected groups? (If yes, give details)	The meeting discussion/consultation of SACRE members identified that moving to a more local SACRE would enable greater membership from local faith and non-faith local communities, facilitating better representation and wider participation from locality areas in North Northamptonshire. This was perceived as a positive outcome of the proposal.
What processes are in place to monitor and review the impact of this proposal?	North Northamptonshire LA Officers, inclusive of the SACRE Advisor should an appointment to this role be successful, will work with SACRE to create a timeline for the change provided that this is approved by Executive on 14 <sup>th</sup> September 2023.
Who will approve this proposal? (Committee, CLT)	Executive will approve this proposal. This proposal will be share with current SACRE Members, the Executive Director of Children’s Services (DCS), Assistant Director (AD) of Education, Corporate Leadership Team (CLT), Executive Advisory Panel (EAP) – Future Communities.

## 2: Equality Consideration

In turn, consider each protected group to ensure we meet our legal obligations of the Equality Act (2010).

Protected Groups	General Equality Duty Considerations Include factual evidence of how people in this group may be affected. Consider the outcomes and processes. Does this seek to <b>eliminate discrimination</b> ? Does this promote <b>fostering good relations</b> ?	Changes What changes can be made to mitigate any negative impact? Are there opportunities to <b>remove possible barriers or disadvantages</b> that a group may face?	Impact Delete as appropriate. There can be more than one answer per protected group.
<b>Age</b> Different age groups that may be affected by the proposal in different ways.	This proposal can be considered to have a positive impact upon all age ranges represented in the current SACRE and the NNC SACRE should this be approved. All colleagues currently part of SACRE will offer stability and experience going into the local SACRE, should this be approved, thus creating a strong transition.	Should the proposal be approved it is likely that in the local SACRE moving forward there will be opportunities created to invite new colleagues from faith and non-faith organisations. This should include a Youth SACRE which will broaden the reach to a further range of ages invited to be part of the local SACRE.	Positive impact

Protected Groups	General Equality Duty Considerations Include factual evidence of how people in this group may be affected. Consider the outcomes and processes. Does this seek to <b>eliminate discrimination</b> ? Does this promote <b>fostering good relations</b> ?	Changes What changes can be made to mitigate any negative impact? Are there opportunities to <b>remove possible barriers or disadvantages</b> that a group may face?	Impact Delete as appropriate. There can be more than one answer per protected group.
	The promotion and fostering of good relationships will be at the heart of creating the local North Northamptonshire SACRE with stronger links being made from the local authority to all schools in North Northamptonshire, from local authority advisors to the local SACRE and from the local SACRE to the locality communities of North Northamptonshire.		
<b>Sex</b> Is one sex affected more than another or are they affected the same?	This proposal will not adversely affect one sex more than the other.  SACRE recognises its responsibilities regarding the importance of equal representation so as to ensure a balanced view in every meeting.	SACRE will be inviting representation from more localised organisations in North Northamptonshire and in doing so will be keen to engender equal representation on the council board.	Neutral
<b>Disability</b> It is likely to have an effect on a particular type of disability. Why?	This proposal will not adversely affect anyone with a disability or anyone with a particular type of disability.  All/any reasonable adjustments will be made for anyone that requires them if the proposal to establish a local SACRE is approved.	The benefits of a local SACRE will be for those members living in North Northamptonshire as they will be closer to home and therefore may be able to walk to or travel a shorter distance to the chosen location for the SACRE meetings.  SACRE will ensure that all meetings and documents produced are in accordance to the inclusion guidance; for example, writing in clear plain English, etc...	Positive Impact
<b>Gender Reassignment</b> Will there be an impact on trans males and/or trans females?	It is not expected that this proposal will have a negative impact on this aspect.	This is an opportunity for SACRE to harmonise relations between people through actively promoting a broad representation of members from faith and non-faith organisations, inclusive	Neutral

Protected Groups	General Equality Duty Considerations Include factual evidence of how people in this group may be affected. Consider the outcomes and processes. Does this seek to <b>eliminate discrimination</b> ? Does this promote <b>fostering good relations</b> ?	Changes What changes can be made to mitigate any negative impact? Are there opportunities to <b>remove possible barriers or disadvantages</b> that a group may face?	Impact Delete as appropriate. There can be more than one answer per protected group.
		of trans males or trans females, so as the local demography of North Northamptonshire is reflected.	
<b>Race</b> Are people from one ethnic group affected more than people from another ethnic group?	The proposal of a local North Northamptonshire SACRE will foster the opportunity to invite faith and non-faith communities and ethnic groups onto the SACRE.  This will promote better engagement opportunities reflective of the locality areas and NN multi-faith communities.	The anticipated improvements in engagement and the building of, in some cases, new relationships with more localised faith and non-faith groups will serve to promote a broad and representative approach to the work of SACRE, the revised curriculum offer and the relevant oversight of strategic support and guidance from SACRE.	Neutral
<b>Sexual Orientation</b> Are people of one sexual orientation affected differently to people of another sexual orientation?	The proposal will not adversely affect this aspect  A North Northamptonshire SACRE will be created if this proposal is approved. The board will require representation from local multi faith groups from the community including those with no faith. This will be inclusive of those from the LGBTQ+ communities in North Northamptonshire.	Through its work, SACRE promotes community cohesion and in doing so will want representation which will foster trust and good relationships between and within the diverse local community ensuring that the Agreed Syllabus is also reflective of this.  This work will be continued through the 5 year cycles of the Agreed Syllabus reviews and also through effective liaison between SACRE and the newly appointed North Northamptonshire Local Authority SACRE Advisor whose role it is to work with schools to promote, support and challenge the high quality delivery and RE curriculum content	Neutral



Protected Groups	General Equality Duty Considerations Include factual evidence of how people in this group may be affected. Consider the outcomes and processes. Does this seek to <b>eliminate discrimination</b> ? Does this promote <b>fostering good relations</b> ?	Changes What changes can be made to mitigate any negative impact? Are there opportunities to <b>remove possible barriers or disadvantages</b> that a group may face?	Impact Delete as appropriate. There can be more than one answer per protected group.
<b>Marriage &amp; Civil Partnership</b> Are people in a Marriage or Civil Partnership treated less favourably?	The proposal will not adversely affect this protected characteristic.  SACRE's purpose, in moving to a North Northamptonshire SACRE, is to better reflect the local communities by inviting multi faith organisations and those with no faith to be represented on the board.	Different aspects of the community will be reflected in the work of SACRE, most importantly through their strategic duty to oversee the Agreed Syllabus and its relationship to community cohesion.  This will be operationally lead in schools by the NN SACRE Advisor who has recently been appointed and who will be active in role from September 2023.	Neutral
<b>Pregnancy &amp; Maternity</b> Are people who are pregnant, or have a baby of 6 months old or younger, effected by this proposal?	The proposal will not adversely affect this protected characteristic	Where there is a member of SACRE who may fall into this category, which is not the case at this time, appropriate safeguards will be applied for the individual.	Neutral
<b>Religion or Belief</b> Does the proposal effect people differently depending on whether they have or do not have a religion or a belief?	The proposal will not affect people differently depending on whether they have or do not have a religion or a belief.	NN SACRE aims to bring those with a religion or belief together with those who do not have a religion or belief to ensure that this is reflective of the local community in which the SACRE is based.	Positive Impact
<b>Health &amp; Wellbeing</b> 1. Health behaviours (E.g. diet, exercise, alcohol, smoking) 2. Support (E.g. community cohesion, rural isolation) 3. Socio economic (E.g. income, education).	Inevitably the work of the SACRE advisor, who will be part of the North Northamptonshire SACRE, will promote these aspects through the high quality teaching of RE and collective worship in schools, ensuring that the curriculum embraces these aspects alongside the Agreed Syllabus.	The LA SACRE Advisor will update, guide and inform SACRE on these aspects and continually develop them with schools and settings as well as ensure that any national changes in these areas are also included.  The SACRE Advisor will also be expected to liaise with other departments within North Northamptonshire as part of their work, for	Positive Impact


Protected Groups	General Equality Duty Considerations Include factual evidence of how people in this group may be affected. Consider the outcomes and processes. Does this seek to <b>eliminate discrimination</b> ? Does this promote <b>fostering good relations</b> ?	Changes What changes can be made to mitigate any negative impact? Are there opportunities to <b>remove possible barriers or disadvantages</b> that a group may face?	Impact Delete as appropriate. There can be more than one answer per protected group.
4. Environment (E.g. green spaces, fuel poverty, housing standards).		example the Healthy Schools team regarding diet, exercise, alcohol, smoking etc.	

### 3: Equality Impact

Question	Response
What overall impact does the proposal have on the protected groups? If a negative impact is identified anywhere in section 2, the response will be Negative Impact.	The overall impact on the protected groups is either positive or neutral meaning that there will not be a negative impact on anyone in these groups.
Does an Equality Impact Assessment need to be completed? (Yes, if any negative impact is found.)	Not at this time.
Copy attached to relevant report?	Yes
Is this document going to be published with the relevant report?	Yes

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### 4: Ownership

Question	Response
Directorate	Children's Services
Service area	Education
Lead officer's name	Jo Hutchinson
Lead officer's job title	Head of School Effectiveness
Lead officer's contact details	Jo.hutchinson@northnorthants.gov.uk
Lead officer's signature	

Question	Response
Date completed	31/07/2023

Completed forms must be sent to [Equalities@northnorthants.gov.uk](mailto:Equalities@northnorthants.gov.uk)

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**NORTH NORTHAMPTONSHIRE**

**STANDING ADVISORY COUNCIL**

**ON RELIGIOUS EDUCATION**

**(SACRE)**

**CONSTITUTION**

July 2023

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## **Glossary:**

<b>Act</b>	Education Act 1996
<b>Agreed Syllabus</b>	The agreed syllabus for RE adopted by the Local Authority Agreed Syllabus Conference
<b>Clerk</b>	The person appointed in accordance with the Act
<b>Committee A, B, C or D</b>	Shall mean the respective committees as described in the Education Act 1996
<b>Local Authority Officer</b>	The person designated by the Local Authority to attend meetings
<b>NASACRE</b>	National Association of Standing Advisory Councils for Religious Education
<b>SACRE Adviser</b>	The person contracted by the Local Authority to provide advice to SACRE on RE teaching and related matters
<b>RE</b>	Religious Education
<b>SACRE</b>	The North Northamptonshire Standing Advisory Council
<b>Representative Members</b>	The individuals appointed to the SACRE Committee or ASC as the context requires
<b>SACRE Committees</b>	A,B,C,D to represent relevant groups
<b>Local Authority</b>	North Northamptonshire Council

## **The Constitution**

This constitution has been drawn up in accordance with the provisions of the Education Act 1996.

SACREs are legally constituted bodies, appointed by the Local Authority to perform statutory functions. Every SACRE needs a constitution to ensure it operates efficiently and fulfils its statutory duties. The constitution provides a structure for its work and ensures SACRE meetings are held in a way that is publicly accountable.

The Local Authority has a duty to establish a permanent body known as the Standing Advisory Council on Religious Education for North Northamptonshire ("SACRE") in accordance with the 1996 Education Act.

The Local Authority has a duty to establish an occasional body known as an Agreed Syllabus Conference ("ASC") to review an Agreed Syllabus in accordance with the Act.

This document sets out how the SACRE and the ASC will operate, their membership and composition, the procedures both bodies will follow and their decision-making structures. The aim is to ensure that both SACRE and the ASC operate efficiently, transparently and are fully accountable to the public.

## **The Aims and Objectives of SACRE**

The broad role of the SACRE is to support the effective provision of RE and collective worship in schools in North Northamptonshire and to enrich the experience of RE and collective worship for all pupils.

North Northamptonshire Council and the SACRE recognise the changing landscape of our schools and the diversity of the type of schools. SACRE will endeavour to work with all schools within their area whatever their designation for the benefit of our children and young people and the local community within which they reside.

The SACRE must comply with its statutory obligations as set out in the Act and shall advise the Local Authority on matters connected with:

- RE to be given in accordance with the Agreed Syllabus; and
- Religious worship in community schools or in foundation schools which do not have a religious character
- Following a referral from the Local Authority for such advice or otherwise as the SACRE sees fit;
- Monitor the provision and quality of RE taught according to the Agreed Syllabus together with the overall effectiveness of the syllabus;
- Provide advice and support on the effective teaching of RE, the choice of teaching materials for RE and the provision of teacher training;
- Upon receipt of an application from a Head teacher of a community, foundation or controlled school, the SACRE shall determine whether the requirement for Christian collective worship should apply to that school or any class or description of pupils at that school
- Review any determinations made by SACRE on receipt of an application for such a review.

## **Membership and Composition of SACRE**

A representative acts as conduit of information/messages from SACRE to their group as well as bringing messages/questions to the SACRE which would be reflected in the minutes.

1. The North Northamptonshire Standing Advisory Council on Religious Education (“the SACRE”) shall consist of representative members appointed by North Northamptonshire Council (“the Local Authority”) to represent respectively: -
  - (a) such Christian and other religious denominations as, in the opinion of the Council, will appropriately reflect the principal religious traditions in the area of North Northamptonshire;
  - (b) the Church of England;



(c) such associations representing teachers as, in the opinion on the Local Authority, ought, having regard to the circumstances of North Northamptonshire Council, to be represented; and

(d) the Local Authority.

2. The composition of the groups of representative members (“the representative groups”) shall be as follows:-
  - (a) Christian and other religious denominations;
  - (b) Church of England representatives;
  - (c) Teachers’ representatives; and match this to the agreed syllabus conference and the principles documents of HLTAs add Post 16
  - (d) The Local Authority

Representatives should be nominated in accordance with Appendix A: Principles of Representation on North Northamptonshire SACRE.

**Committee ‘A’:** Shall comprise such Christian denominations (other than the Church of England) and other religious denominations, and worldviews as, in the opinion of the Local Authority will appropriately reflect the principal belief systems in the area of North Northamptonshire.

The number of representatives appointed to Committee A shall, so far as consistent with the efficient discharge of the Committee A’s functions, broadly reflect the Faiths and worldviews in North Northamptonshire, including a representative from but not necessarily restricted to:

**Committee ‘B’:** The Church of England The Diocesan Boards of Education for Peterborough Diocese should nominate these representatives.

**Committee ‘C’:** Such associations representing teachers, Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs) as, in the opinion of the Local Authority, ought, having regard to the circumstances of North Northamptonshire, to be represented.

**Committee ‘D’:** The Local Authority (those appointed should represent the political balance of the Local Authority).

The Local Authority should nominate its representatives using its established procedures for appointments. Councillors only.

A maximum of Three (3) representatives reflecting the political balance of elected members of the Local Authority and together the committees shall be known as “the SACRE Committees”.

The membership of the SACRE shall be reviewed annually by the Local Authority.

### **Co-opted Members of SACRE**

Other persons may be co-opted by the representative groups on the SACRE as non-voting co-opted members for such purposes and such length of time as representative groups on the SACRE shall decide. Co-opted members may resign at any time and may be removed by the representative groups at any time.

### **Voting Procedures in SACRE**

- On any issue to be decided by the SACRE, except as provided in paragraph 8, only the four representative groups shall be entitled to a vote and each group shall have a single vote. Individual representative members cannot vote separately. Co-opted members are not entitled to vote.
- Issues shall be decided by a simple majority vote. In the event of a tie the Chair may exercise a second and casting vote.

### **Voting Procedures within Representative Groups**

- Before any representative group casts its single vote on any issue to be decided by the SACRE it shall meet to discuss the issue. The decision of the representative group shall be determined by a simple majority vote in which each member of the group has one vote.
- Issues shall be decided by a simple majority vote. There shall not be a casting vote. If there is a tied vote the group shall abstain from voting on the issue in SACRE.
- SACRE will consider the views of co-opted members.

Any decisions of the SACRE Committee shall be determined by a simple majority vote in which each Representative Member of the Committee has one vote.

### **Chair and Vice Chair**

A Chair and Vice-Chair of the SACRE shall be elected annually by the Representative Members of the SACRE at the first meeting to be held at the Annual General Meeting (AGM), normally September, each Representative Member having one vote.

Nominations for chair and vice chair will be proposed and seconded within the SACRE meeting. The Chair and Vice Chair will be appointed from Representative Members of the SACRE Committees.

Persons continuing to be members of the SACRE are eligible for re-appointment to the position of Chair or Vice Chair.

If there is more than one candidate, the Chair and Vice Chair shall be elected following a simple majority vote for each role. In the case of a tied vote, the previous Chair shall have a casting vote.

In the absence of any nominations for the Chair, an executive group of substantive members or a rotating chair may be elected to lead SACRE.

### **Sub-Groups and Working Parties**

SACRE may establish task and finish working parties to consider specific issues relating to RE. Such working parties shall have an advisory capacity only and shall not be authorised to make decisions on behalf of SACRE. The Terms of Reference (ToR) for any working party shall be prepared by SACRE.

SACRE shall appoint representatives to a working party and they may also appoint co-opted members or non-members with relevant expertise to such working parties.

Committees A, B, and C may at any time require a review of any agreed syllabus for the time being adopted by the Local Authority. Each of the committees concerned will each have a single vote on the question of whether to require such a review.

### **Quorum**

A minimum of one representative from each of the four committees must be present for SACRE to be quorate.

### **Terms of Office of Representative Members of SACRE Member behaviour and expectations:**

Representative Members are expected to act and behave in accordance with the principles and spirit of the Local Authority's Code of Conduct (code of conduct to be found) for elected members. A representative acts as a conduit of information/messages from SACRE to their group as well as bringing messages/questions to the SACRE which would be reflected in the minutes.

A Representative Member appointed by the Local Authority to a SACRE Committee may be removed from membership by the Local Authority if:

- In the opinion of the Local Authority, the Representative Member ceases to be representative of the religion, denomination or associates which he/she was appointed to represent in relation to Committees A to C or ceases to be representative of the Local Authority in relation to Committee D; or
- The Local Authority may remove any Representative Member or co-opted member who fails to act and behave according to the principles and spirit of the Local Authority's Code of Conduct for elected members. This can be found in the Council's Constitution at Part 8.2.

### **Length of office:**

A Representative Member shall hold office until they resign, they are removed from his/her appointment, or they no longer a member of their representative group. A Representative Member may resign at any time.

**Dealing with vacancies:**

Where (for any reason) there is a vacancy for a Representative Member on a SACRE Committee the Local Authority shall ensure a replacement Representative Member is appointed to the relevant Committee as soon as possible.

**Declaring an interest:**

When appointed Representative Members must declare any interests at each meeting, whether personal or prejudicial. It is their responsibility to update the record as necessary.

Where a Representative Member has a disclosable pecuniary or other interest, that interest must be declared at the start of any meeting where a relevant matter falls to be considered by the SACRE and the Representative Member must withdraw from that meeting prior to any discussion of the relevant item on the agenda and take no part in any vote on that agenda item.

**Attendance**

Where a representative of the committees is unable to attend, they are requested to send a substitute. Any representative who is not able to attend must notify the Clerk/Chair of their absence in advance and name an alternative representative.

Should a member of SACRE not attend three consecutive meetings without good explanation, the Local Authority will write to that member informing them that their membership will lapse if they are unable to attend the next meeting.

The Local Authority may remove any representative or co-opted member that has failed to attend three consecutive meetings without valid reason.

**Meetings**

The SACRE shall meet at least once per autumn, spring and summer term and such meetings shall be open to the public unless, in view of the nature of the business to be transacted or the nature of the proceedings, confidential information or information exempt from public disclosure would be disclosed.

Whether information is confidential, or exempt, it shall be determined in accordance with the Local Authority's access to information procedure rules contained in its Constitution for the time being in force. One of the meetings convened shall be the Annual General Meeting (usually in September). The annual report will be presented and discussed in the spring term (to allow for GCSE data to be commented upon).

**Notice of meetings**

The Clerk to SACRE shall:

- Give written notice of the time and place of any meeting to the Representative Members at least five clear days before a meeting.

- Ensure at least five clear days' notice of a meeting is given to the public by publishing details on its webpage: The Standing Advisory Council on Religious Education (SACRE)

### **Agenda**

The agenda for SACRE meetings, (with the exception of the first meeting of a newly constituted SACRE), will be determined by the Chair and the SACRE Adviser. All members can request for an item to be on the agenda through the Clerk. Matters for the agenda of any meeting shall be sent to the Clerk at least 10 days in advance of the meeting and the Clerk will agree the agenda items with the Chair.

The Clerk will:

- Send the agenda, the draft minutes of the previous meeting and any associated reports to Representative Members at least five clear working days before the meeting.
- Arrange for the agenda, the draft minutes of the previous meeting (if not already available) and any associated reports to be published on SACRE's webpage and made available for inspection at the Local Authority's office at least five clear days before the meetings.

### **Minutes**

Following a meeting of SACRE, draft minutes will be circulated by the Clerk to Representative Members within 10 working days of the date of the meeting. The Chair will move that the minutes of the previous meeting be signed as a correct record, and upon their approval will sign them off as an accurate record at the next meeting.

The only part of the minutes that can be discussed is their accuracy.

### **Disputes and Complaints**

Representative Members are expected to act and behave in accordance with the principles and spirit of the Local Authority's Code of Conduct for elected members.

The SACRE is intended to be a collaborative, co-operative body and must ensure that no particular sector or member is unduly favoured. Problems and issues should normally be debated and resolved at SACRE meetings. However, if parties feel that these have not been resolved the following process should be followed and minutes taken:

#### **Stage 1**

The parties who are in dispute meet with the Chair of the SACRE and the professional Adviser who will assist with finding or recommending a solution.

**Stage 2**

A special meeting of the SACRE Complaints Panel, comprising 1 member from each of the 4 committees is convened with papers prepared by the parties representing different views. The Chair and the professional Adviser also prepare a paper offering possible options for resolution.

**Stage 3**

If the issue is not resolved, then guidance and clarification will be sought from the Local Authority's Monitoring Officer, or the relevant Government Department, as to next steps.



## NORTH NORTHAMPTONSHIRE COUNCIL STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

### PRINCIPLES OF REPRESENTATION

The SACRE comprises four groups of representative members.

These are:

- Christian denominations, other religions and world views (other than the Church of England) (Committee A)
- Church of England (Committee B)
- Teachers, Teaching Assistants (TA's) and Higher Level Teaching Assistants (HLTA's) representatives from professional associations (Committee C)
- The Local Authority. (Committee D)

The following principles of representation shall be applied to the following groups:

#### **Committee A - Christian denominations, other religions and world views (other than the Church of England)**

This group should reflect the variety of belief systems in North Northamptonshire. Representatives should have the support of their particular community in Northamptonshire.

#### **Committee B - Church of England**

The Diocesan Boards of Education for Peterborough Diocese should nominate these representatives.

#### **Committee C - Teacher Representatives**

Such associations representing teachers, TA's and HLTA's as, in the opinion of the Local Authority, ought, having regard to the circumstances of the county of Northamptonshire, to be represented.

#### **Committee D - The Local Authority**

The Local Authority should nominate its representatives using its established procedures for appointments.

#### **Nomination Process:**

The representatives should, as far as possible, be nominated by the appropriate local faith or belief group.

In circumstances where this is not possible, representatives should be nominated by the appropriate national organisations, district, town or city committees, or by a senior member of a local faith community.

In some circumstances it may be appropriate to consult with more than one committee in order to receive a nomination (e.g. where there are no countywide committees)

In circumstances where faith or belief groups have countywide education committees, they should be the nominating group for SACRE members.

Individuals to be nominated as Representative Members for each SACRE Committee shall meet the following requirements:

The individual should email or write to the Clerk, expressing their interest and outlining their reasons for wanting to join SACRE

New members will not require references but their letter of nomination should require their organisation to state they know of nothing to prejudice their position as a potential member of SACRE (i.e. criminal record).

New members should give a short presentation to SACRE about their reasons and motivation for joining SACRE. At this time they will be asked, so that it can be minuted, whether they agree and support the statutory duties of SACRE as set out in the Education Act 1996 and in the SACRE constitution.

### **Next Steps**

Following the presentation by a new member to SACRE as to his/her reasons for joining SACRE, SACRE will approve or refuse the application. The Clerk or the SACRE Adviser will inform the Local Authority of SACRE's recommendation for ratification by the Local Authority.

Following ratification of SACRE's recommendation, the individual will either be appointed to the relevant SACRE Committee or be denied membership to SACRE by the Local Authority.



## **NORTH NORTHAMPTONSHIRE COUNCIL STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)**

### **AGREED SYLLABUS CONFERENCE (ASC)**

#### **ROLE AND DUTIES OF THE ASC**

The purpose of the ASC is to refresh and consider the Syllabus.

The Local Authority must convene an ASC:

- Where the SACRE Committees A, B or C have required a review of the Agreed Syllabus of the SACRE Constitution; or
- At least every five years.

#### **MEMBERSHIP AND COMPOSITION OF ASC**

The composition and membership of the ASC reflects the SACRE committee structure by seeking a representative from each SACRE committee (A-D) to join ASC.

- Christian denominations, other religions and world views (other than the Church of England) (Committee A). This group should reflect the variety of belief systems in North Northamptonshire;
- Church of England (Committee B);
- Teachers, Teaching Assistants (TA's) and Higher Level Teaching Assistants (HLTA's) representatives from professional associations (Committee C); and
- The Local Authority (Committee D).

The ASC shall not formally appoint co-opted members to the ASC but may seek advice from external advisers who may attend any meetings of the ASC or the ASC Committees, to include a diversity of schools in North Northamptonshire.

Representatives should be nominated by the appropriate local faith or belief group. In circumstances where this is not possible, representatives should be nominated by the appropriate national organisations, district, town or city committees, or by a senior member of a local faith community.

In some circumstances it may be appropriate to consult with more than one committee in order to receive a nomination (e.g. where there are no local authority area wide committees)

In circumstances where faith or belief groups have local authority area wide education committees, they should be the nominating group for SACRE/ASC members.

## **CHAIR**

A Chair and Vice Chair will be elected for the life period of the ASC by the ASC Representative Members (from committees A-D) at the first meeting to be held, each Representative Member having one vote.

If there is more than one candidate, the Chair shall be elected following a simple majority vote for each role. In the case of a tied vote, the previous Chair shall have a casting vote.

## **ASC SUB-COMMITTEES**

The ASC may establish sub-committee or 'task and finish' groups to consider specific issues relating to the Agreed Syllabus. Such sub-committees shall have an advisory capacity only and shall not be authorised to make decisions on behalf of the ASC. The terms of reference for each sub-committee shall be prepared by the ASC.

Any sub-committees appointed by the ASC shall each include at least one member of each of the SACRE (A-D) Committees. The ASC may also appoint non-members in an advisory capacity to such subcommittees or task and finish groups.

## **FUNCTIONS OF THE ASC**

The broad role of the ASC is to produce and recommend an Agreed Syllabus for RE which meets legal requirements and is educationally sound. The ASC must comply with its statutory obligations.

The ASC shall consider or reconsider any Agreed Syllabus and may recommend to the Local Authority that the existing syllabus should be continued or can recommend that a new syllabus is adopted.

The ASC may specify what must be taught through the locally agreed syllabus and may give an indication of how much time their syllabus would require in order to help schools plan a teaching timetable.

## **MEETINGS**

The ASC shall meet as required and such meetings shall be open to the public unless, in view of the nature of the business to be transacted or the nature of the proceedings, confidential or exempt information would be disclosed to the public.

Whether information is confidential, or exempt shall be determined in accordance with the Local Authority Constitution's access to information procedure rules.

## **VOTING PROCEDURES IN THE ASC**

Only the four ASC Committees shall be entitled to a vote and each ASC Committee shall have a single vote. Individual ASC Representative Members cannot vote separately.

Any recommendation put forward by the ASC must be unanimous for the recommendation to be adopted by the Local Authority.

## **ADMINISTRATIVE ARRANGEMENTS**

Clerking will be provided by the Local Authority.

## **DISPUTES AND COMPLAINTS**

The SACRE Constitution shall apply to the ASC save for any reference to the 'SACRE' shall be construed as a reference to the 'ASC'.

## **ALTERATIONS TO THE SACRE AND ASC CONSTITUTION**

Any proposal to alter the Constitution of the SACRE or the ASC shall be made at a meeting of the SACRE or the ASC (as the context requires) and shall be approved only by a unanimous vote at the meeting.


The proposal will be considered for adoption by the Local Authority.

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# EAP Future Communities

**Chair:** Councillor Scott Edwards

**Committee Officer:** Callum Galluzzo

Item	Summary of Report	 Exempt Item	2 <sup>nd</sup> Nov 2023	11 <sup>th</sup> Jan 2024	29 <sup>th</sup> Feb 2024	2 <sup>nd</sup> May 2024
<b>Standing Items</b>						
Future Work Programme	To note and discuss future agenda items					
<b>Individual Items</b>						
Educational Healthcare Plans and Early Years Update	Briefing/Presentation	-	✓			
Speech and Language Provision	Briefing - SEND Children with primary speech and language needs	-	✓			
Analysis of LEA School Examination Results	Briefing (to include SATs results)	-	✓			

**Items requested by members, not currently scheduled**

<b>Item</b>	<b>Summary of Report</b>	<b>Report Author</b>	<b>Department</b>
Excluded Children	Briefing		Children's Services