

## OVERVIEW AND SCRUTINY BOARD

**Date:** Wednesday 8th September, 2021  
**Time:** 10.00 am  
**Venue:** Virtual meeting

**Please note this is a virtual meeting.**

**The meeting will be livestreamed via  
the Council's YouTube channel at  
[Middlesbrough Council - YouTube](#)**

## AGENDA

1. Apologies for Absence
2. Declarations of Interest
3. Minutes - Overview and Scrutiny Board - 28 July 2021 3 - 8
4. Mayor's attendance at OSB 9 - 16

The Mayor of Middlesbrough / Executive Member for Adult Social Care and Public Protection / Lead Executive Member for Children's Safeguarding, Mayor Preston, will be in attendance to update the Board on his aims and aspirations, progress made to date and to highlight any emerging issues relating to his portfolios.

5. Scrutiny Chairs Update

Adult Social Care and Services Scrutiny Panel - Councillor J. Platt

Children and Young People's Learning Scrutiny Panel – Councillor D. McCabe

Children and Young People's Social Care and Services Scrutiny Panel - Councillor L. Garvey

Culture and Communities Scrutiny Panel - Councillor C.

McIntyre  
Economic Development, Environment and Infrastructure  
Scrutiny Panel – Councillor S. Walker  
Health Scrutiny Panel - Councillor D. Coupe

- |    |  |         |
|----|--|---------|
| 6. | Children and Young People's Learning Scrutiny Panel - Final Report - Behaviour, Discipline & Bullying in Schools | 17 - 34 |
| 7. | Executive Forward Work Programme   | 35 - 50 |
| 8. | Chief Executive's Update   | 51 - 60 |
- The Chief Executive will be in attendance to provide the Board with an update in respect of the Council's response to COVID-19 and other organisational matters.
9. Any other urgent items which, in the opinion of the Chair, may be considered.

Charlotte Benjamin  
Director of Legal and Governance Services

Town Hall  
Middlesbrough  
Tuesday 31 August 2021

#### MEMBERSHIP

Councillors M Saunders (Chair), T Mawston (Vice-Chair), A Bell, D Coupe, L Garvey, A Hellaoui, C Hobson, D McCabe, C McIntyre, J Platt, M Storey, J Thompson and S Walker

#### **Assistance in accessing information**

**Should you have any queries on accessing the Agenda and associated information please contact Caroline Breheny, 01642 729752, [caroline\\_breheny@middlesbrough.gov.uk](mailto:caroline_breheny@middlesbrough.gov.uk)**

**OVERVIEW AND SCRUTINY BOARD**

A meeting of the Overview and Scrutiny Board was held on Wednesday 28 July 2021.

**PRESENT:** Councillors M Saunders (Chair), T Mawston (Vice-Chair), D Coupe, A Hellaoui, C Hobson, C McIntyre, J Platt, J Thompson and S Walker

**OFFICERS:** S Bonner, C Breheny, S Butcher, I Wright, G Cooper, A Hoy, T Parkinson and A Perriman

**APOLOGIES FOR ABSENCE:** Councillors L Garvey and M Storey

20/19 **DECLARATIONS OF INTEREST**

There were no declarations of interest received at this point in the meeting.

20/20 **MINUTES - OVERVIEW & SCRUTINY BOARD - 29 JUNE 2021**

The minutes of the Overview and Scrutiny Board meeting held on 29 June 2021 were submitted and approved as a correct record.

20/21 **EXECUTIVE FORWARD WORK PROGRAMME**

The Chief Executive submitted a report which identified the forthcoming issues to be considered by the Executive, as outlined in Appendix A to the report. The report provided the Overview and Scrutiny Board with the opportunity to consider whether any item contained within the Executive Forward Work Programme should be considered by the Board, or referred to a Scrutiny Panel.

**NOTED**

20/22 **CHIEF EXECUTIVE'S UPDATE**

The Chief Executive was attendance and provided an update to the Board in respect of the following:-

- COVID-19 update
- Executive decisions, July
- Upcoming Executive decisions, August
- Staff communications
- Children's Proxy Indicators
- Middlesbrough Children Matters priorities

In terms of the latest local COVID-19 data, as at 26 July 2021 the rolling seven-day rate of cases per 100k of the Middlesbrough population was as follows:

- 134 new cases had been added to the system on 26 July 2021;
- 1205 new cases had been diagnosed in the last seven days;
- 854.7 rate per 100k of population (last seven days); and
- 280.90 COVID-19 deaths per 100k population.

Reference was made to the vaccination rates and to date 58.4% of over 18's in Middlesbrough had received 2 doses of the vaccine. This compared with 74.5 % in Northumberland, which had the highest rate in the North East region. It was emphasised that the uptake rates by Council area did not take account of the age demographics. Once deprivation and BAME was considered, it became more difficult for Middlesbrough to match Northumberland.

In relation to the Executive decisions scheduled taken in July it was noted that a number of reports had been considered. These included; a report the Community Safety Plan 2020-22;

the Green and Blue Infrastructure Strategy 2021-37 and the ECS Town-Wide Lighting Scheme. A number of Executive decisions were scheduled to be taken in August and these included; a report on the Council's approach to Community Engagement; an update on the Children's Improvement Journey; an extension of the Public Space Protection Order (PSPO's); the Middlehaven option agreement and a number of land disposals.

In terms of staff communication and engagement it was advised that in 2019, staff were asked how valued and connected they felt to the organisation and it was found that:

- almost half of the staff that responded felt undervalued;
- almost a quarter of staff didn't meet with or receive communications from their managers; and
- generally, there was not a consistent understanding of our strategic aims and priorities across the organisation.

It was explained that in January 2020, plans were developed and implemented to address those issues but before any real change could take effect COVID happened. A new staff survey was due to be circulated before the end of July 2021, with the results analysed by mid-September. Following the analysis a consistent set of tools would be developed to share corporate communications with the wider staff audience, regardless of their role with practical templates, materials and methods, suggested key messages for specific audiences and a set of minimum standards of engagement.

Reference was made to the Children's Proxy Indicators and Middlesbrough Children Matters, although further detail in relation to these would be discussed as part of the specific agenda item covering these matters.

Following the update, Members were afforded the opportunity to ask questions.

In terms of vaccinations a Member queried whether these were yet being offered to children aged 15 or if the roll out for those aged 15 to 18 had yet commenced. It was advised that the roll out was currently fixed on those 18 or over unless an individual had serious health concerns.

A Member of the Board wished to commend the staff in Public Health for the fantastic efforts to deliver COVID vaccines in the community, with events held in wards throughout the town to encourage take-up and promote the vaccine. The Chief Executive made reference to the fact that as of the 26 July 2021 the whole of the North East had become an area of enhanced area of support nationally. Although it was unknown at this stage what that would mean fully it was anticipated that Middlesbrough would receive additional support to increase the uptake rates of the vaccine.

A Member queried whether any thought had yet been given to young people starting Teesside University or the Art College in September 2021 and if there would be the opportunity for them to get a vaccine on site. It was advised that the Strategic Co-ordination Group, which included representatives from Teesside University, Middlesbrough College and the Art College was scheduled to meet that afternoon and this item was on the agenda. The Melissa Bus had been used in Middlesbrough and a Middlesbrough Foundation Club Bus had also been used to encourage take up amongst different groups.

A Member queried the number of current staff absences related to COVID and it was advised that the Council's sickness rate as at the 21 July 2021 was at 5.1%, approximately 1/5<sup>th</sup> of that was COVID related so around 1% of the workforce off with COVID. In terms of self-isolating approximately 69 members of staff were self-isolating whereby there were unable to work from home and were therefore not a cause of widespread organisational concern. However, there had been an outbreak in refuse collection and therefore there had been some issues in that area, as well as some issues in the commissioned care market. Overall these were not causing any significant problems.

In response to the comments expressed and concerns raised by Members in respect of the disappointing results of the 2019 staff survey it was advised that sustained efforts were being made to improve communication and connectivity with staff. Progress had been made and the results from recent surveys about home working and connectedness with the organisation were good. Staff satisfaction with working for the Council had increased by approximately 12

% over the last 3 years, although it was acknowledged that further improvements were needed.

The Chair expressed the view that it was extremely sad to see that half of Council staff felt undervalued and it was queried as to whether the reasons were known. It was advised that the reasons were inevitably varied and it was for management locally to resolve the particular concerns of their staff. The proof would be whether in subsequent staff surveys a higher percentage of staff advised that they felt valued.

The Chair thanked the Chief Executive for his attendance and contribution to the meeting.

## NOTED

20/23

## CHILDREN'S SERVICES UPDATE - FINANCE & PERFORMANCE

The Executive Director of Children's Services and the Council's Director of Finance were in attendance and provided an update to the Board in respect of progress to date, as follows:-

- Children's Services' was continuing to evidence systemic improvements to outcomes for children, and more effective use of our collective resources, with strong corporate and whole-Council support;
- The positive analysis of collective impact for local people in Middlesbrough was supported by the rigorous scrutiny of our regulators (Ofsted; DfE; Commissioner). Currently on a three year programme of improvement;
- The implementation of robust performance management and the use of data to inform decision-making was an identified strength of local arrangements; and
- Children's Services' was increasingly well-positioned to understand, evaluate and forecast the impact of its services to inform medium and longer-term financial and resource planning.

Reference was made to the recent OFSTED monitoring report in which the inspectors had acknowledged that leaders had introduced and built on a comprehensive audit to excellence programme, enhanced performance management, and demand forecasting. OFSTED had also noted that new practice standards had also been introduced to provide clearer expectations or 'non negotiables' about the quality of social work practice.

In addition the Commissioner had stated that the work undertaken in Middlesbrough on understanding demand and future projections was of a very impressive nature, sophisticated enough to incorporate the challenges of analysing legacy issues whilst also incorporating ongoing COVID related impacts. The quality and clarity of this analysis and forecasting work enhanced leadership credibility and corporate support and engagement in improvement activity. The work had considerable potential to meet the ambition of joining improvement and financial strategies in a comprehensive Medium-Term Financial Forecast for Children's services.

The Board was provided with information relating to placement demand led budgets and it was noted that progress had been made in reducing the number of children in both out of area residential placements and independent foster agency placements where appropriate. It was noted that internal provision and the use of internal provision had increased since 31 March 2021 with positive financial results. It was noted that £1.2 million of the costs incurred for Children in Care was contributed by Health.

It was advised that OFSTED had also acknowledged that there was now an approved, impressive Strategic Workforce Development Strategy with themes covering organisational design, recruitment and retention and workforce training and development. The sophistication and ambition displayed in the modelling work was exceptional. The strategy was clearly aligned with other strategic activity and had impressively sequenced ambitions and desired outcomes. Work was advanced on finalising the approach and determining the financial implications of the approach to enhance recruitment and retention in key roles.

A key comment by the Commissioner in respect of social worker caseloads and the concerns of children about changes to social workers were highlighted as follows:-

Although social worker's workloads were reducing, they remained too high for some social

workers. In addition some children experienced too many changes of social worker. Children told inspectors that if they could change anything they would like to have social workers who stayed with them for a long time. Too many changes of social workers affected relationship-building, as well as an understanding of children's circumstances and needs and the progression of children's plans.

In terms of forecasting and target setting it was explained that 7 proxy indicators had been developed with indicative targets based on Middlesbrough's statistical neighbour averages. These indicators had been built into a scorecard to support the Leadership Management Team's (LMT) decision-making and scrutiny. However, the modelling continued to evolve to take account of unknown and emerging factors in a unique era of national and local pressures.

It was explained that building on the last 12 months progress Children's Services had set an ambition to achieve the statistical neighbour average for the overall rate of looked after children over the next 3 years. It was noted that this would bring Middlesbrough's children in care population in line with the average with its statistical neighbours as follows:-

Rochdale, Stoke on Trent, Tameside, Salford, Knowsley, Blackpool, Kingston-upon-Hull, Hartlepool, Halton and South Tyneside.

In terms of the proposed scorecard for LMT it was advised that the following 7 proxy indicators and targets to be achieved over the next 3 years (2021/22 – 2023/24) had been developed:-

- 1) Number of substantive posts filled with agency social workers - Reduce to National Average of 15%
- 2) Number of children in care (no/rate) – Reduce to Statistical Neighbour Average
- 3) Number of children placed in external residential placements - Reduce to modelled Middlesbrough Target
- 4) Number of children placed in in house residential provision - Increase to modelled Middlesbrough Target
- 5) Number of children placed with in-house foster carers - Increase to modelled Middlesbrough
- 6) Number of children placed with Independent Foster Agency (IFA) carers - Reduced to modelled Middlesbrough Target
- 7) Proportion of placement moves in the reporting period which have incurred less cost (excludes same cost movements) - Incremental Year on Year Increase

Following the update, Members were afforded the opportunity to ask questions.

A Member of the Board extended their congratulations to the Executive Director of Children's Services and all of her team on the miraculous turn around that had been achieved. In the presentation provided the Executive Director had given the Board great confidence that positive progress was being made in Children Services' following OFSTED's judgement in December 2019 when service provision was found to be inadequate. Delighted to see that the number of children in external residential placements had decreased, which was better for the children and in terms of ensuring value for money.

In response to a query it was advised that in terms of the costs of external placement it was advised that the high sums involved were not unusual and some children had exceptionally high levels of need. However, it was emphasised that Executive Directors of Children's Services priority was to ensure that wherever possible Middlesbrough children stayed in Middlesbrough. Reference was also made to the Future for Families Hub, which was focused on preventing children needing to come into care and keeping down the cost of external placements. Needs of children and level of supervision were unique to each child and there was a great deal of market competition for placements. It was emphasised that great emphasis had been placed on increased internal residential provision. For example, Daniel Court had now opened and was operating at full capacity.

The Director of Finance advised that there were currently 57 children in external residential placements and the average cost of those placements was £3,874 per week.

In response to a query it was confirmed that all Elected Members would be provided with a copy of the Commissioner's full report once published.

The Chair thanked the Executive Director of Children's Services and the Director of Finance for their attendance and contribution to the meeting.

**NOTED**

20/24

**SCRUTINY WORK PROGRAMME REPORT 2021-2022**

The Democratic Services Officer submitted a report, the purpose of which was to invite the Overview and Scrutiny Board to consider each scrutiny panel's work programme for the 2021/2022 Municipal Year.

The topics for each scrutiny panel were as follows:

Adult Social Care and Services Scrutiny Panel

Full Review:

- Adult Social Care Finance - Residential Care and ensuring Value for Money;
- The Role of the Voluntary Community Sector (VCS) in Supporting Adult Social Care (with a focus on COVID-19 recovery); and
- Support for Carers (postponed from 2020-2021; to be recommenced at the end of the Municipal Year if time allows)

Updates:

- Adult Day Care Services; and
- Ageing Better Middlesbrough (ABM) – Update and Future / Legacy Planning

Children and Young People's Learning Scrutiny Panel:

Full Review:

- Special Educational Needs and Disabilities (SEND); and
- The Impact of COVID-19 on Education and the Council's Recovery Plan

Short Review:

- Post 16 Education

Children and Young People's Social Care and Services Scrutiny Panel

Full Review:

- Locality Working (from a Children's Services perspective); and
- PACE Bed Provision (children/young people held overnight in police custody)

Updates:

- Early Help - To receive an update on the latest position following the Panel's review of EH Service provision in 2019;
- Ofsted/Children's Commissioner – continue to receive regular updates regarding visits, inspections and findings of Ofsted and the Children's Commission and progress on the Children's Services improvement journey; and
- Covid Recovery – continue to receive updates as and when appropriate in relation to Covid recovery in Children's Services.

Task and Finish

- Small task and finish groups to undertake visits to various service areas within Children's Services, on a regular basis and to feedback information to the Scrutiny Panel.

Culture and Communities Scrutiny Panel

Full Review:

- Integrated Enforcement and the impact of anti-social behaviour in the Town; and
- Middlesbrough's struggling high street

Updates:

- Regulation of Investigative Powers Act (RIPA);
- Prevent; and
- Selective Landlord Licensing.

Economic Development, Environment and Infrastructure Scrutiny Panel Full Review:

Full Review:

- The Green Strategy and the Council's plans for increasing bio diversity in Middlesbrough

Short Reviews/Updates:

- Regeneration of Captain Cook Shopping Centre and House of Fraser;
- Fly tipping and bulky waste collection service;
- Empty/derelict commercial properties;
- Bus Services;
- New Waste Disposal Facility; and
- Broadband Infrastructure.

Health Scrutiny Panel

Full Review:

- Health Inequalities – accessibility to Health Care;
- PFI Scheme at James Cook Hospital;
- Women's Health and Infant Feeding; and
- Dental Health

Short Review:

- The impact of the Covid Pandemic on Mental Health; and
- LGBTQ+ accessibility to health care.

**AGREED** that the topics put forward by the scrutiny panels for inclusion in the 2021/2022 scrutiny work programme be approved.

20/25

**SCRUTINY CHAIRS UPDATE**

The Scrutiny Chairs/Vice Chairs provided updates in respect of the work undertaken by their respective panels since the last meeting of the Board.

**NOTED**



**MIDDLESBROUGH COUNCIL**

**OVERVIEW AND SCRUTINY BOARD**

**8 SEPTEMBER 2021**

**ATTENDANCE OF EXECUTIVE MEMBERS AT  
THE OVERVIEW AND SCRUTINY BOARD**

**PURPOSE OF THE REPORT**

1. To provide information in respect of the scheduled attendance of Members of the Executive at the Overview and Scrutiny Board (OSB).

**RECOMMENDATIONS**

2. It is **RECOMMENDED** as follows:
  1. That Members of the Overview and Scrutiny Board are appraised of the work of the Mayor of Middlesbrough / Executive Member for Adult Social Care and Public Protection / Lead Executive Member for Children's Safeguarding.
  2. That Board Members question the Mayor in respect of his portfolio and any issues which arise at the meeting.

**BACKGROUND**

3. Arrangements are in place in the Council to ensure that potential issues for consideration via the scrutiny process (i.e. by the Overview and Scrutiny Board or the relevant scrutiny panel) are highlighted and brought forward as necessary.
4. Overview and Scrutiny also has a responsibility of "holding the Executive to account." This can happen in a number of different ways and at different stages in the decision-making process. In terms of decision making, this can be:
  - Before decisions are made - such as by examining policy options or considering issues included in the Council's forward work programme.
  - Immediately after decisions are made, but prior to their implementation, through the call-in process; and
  - After decisions are implemented, through monitoring and evaluation of their effects.

5. Overview and Scrutiny can be involved in holding the Executive to account as a whole, by using the methods outlined in the preceding paragraph, or on an individual basis. The OSB's role in this area has been strengthened in recent years, with arrangements having been made for individual Members of the Executive to attend OSB.
6. This has given OSB Members the opportunity to hear directly from each Executive Member on matters such as their aims and aspirations, progress made, objectives and priorities and also any emerging issues or pressure areas relating to their portfolio.
7. The process has also presented an opportunity for OSB to highlight and question any issues of concern or difficulty (for example in respect of service areas where targets have not been reached or where objectives have not been achieved) and to question what action will be taken to address such issues.
8. Arrangements have been made for Mayor Preston to be in attendance at today's meeting. Details of the relevant portfolios are attached at **Appendix 1**.

## **BACKGROUND PAPERS**

9. There were no background papers used in the preparation of this report.

### **Contact Officer:**

Caroline Breheny

Democratic Services

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<b>Executive Portfolio:</b>	<b>The Elected Mayor of Middlesbrough and Executive Member for Adult Social Care and Public Protection and Lead Executive Member for Children's Safeguarding</b>
<b>Portfolio Holder:</b>	Andy Preston
<b>Lead Officer:</b>	The Chief Executive
<b>SCOPE OF PORTFOLIO</b>	
<p>The Mayor has overall Executive responsibility for all Policy Framework documents, although individual Executive Members take the lead for those documents which may come under their respective portfolios. The Mayor has overall responsibility for delivering the Mayor's Priorities and associated initiatives.</p> <p><b>Service areas and Functions</b></p> <p>The Mayor has overall responsibility for executive functions together with those general responsibilities detailed above. Service responsibilities have been delegated to the Executive Councillors.</p> <p>The Mayor is the Council's representative to the Combined Authority and will sit in the Tees Valley Combined Authority.</p> <p>The Mayor (or whoever he decides to nominate) to exercise the Council's rights as a shareholder in BCCP Limited on behalf of the Teesside Pension Fund.</p> <p>The Mayor exercises the Council's rights as shareholder in MHomes (Middlesbrough) Limited.</p> <p>The Mayor also has responsibility for the Armed Forces Covenant.</p> <p>The Mayor also has responsibility for the portfolio of Adult Social Care and Public Protection. The Mayor has responsibility for the portfolio of Children's Safeguarding.</p> <p>The Mayor is the first citizen of the town and will promote the town as a whole and act as a focal point for the community. He will also take precedence with regard to any civic duties but these may be delegated to the Chair/Vice-Chair of the Council.</p>	

<b>Executive Portfolio:</b>	<b>The Mayor (in respect of his portfolio of Children's Safeguarding)</b>
<b>Portfolio Holder:</b>	Andy Preston
<b>Lead Officer:</b>	Chief Executive, Director of Children's Services
<b>SCOPE OF PORTFOLIO</b>	
<p>The Mayor will be the Lead Member for Children's Safeguarding, ensuring that our children are protected, to safeguard their welfare and wherever possible, seek to enable or provide a safe environment that reduces dependency on services, including the most disadvantaged and vulnerable and their families and carers.</p> <p><b>Policy Framework</b></p> <ul style="list-style-type: none"> <li>• NHS Commissioning and Delivery Plans</li> <li>• Statutory guidance on the roles and responsibilities of the Director of Children's Services and the Lead Member for Children's Services</li> <li>• General principles of UN convention on the rights of the child</li> <li>• Children Act 1989</li> <li>• Section 19 of the Children Act 2004</li> <li>• National Standards for Youth Justice Services</li> <li>• Children Act 2004</li> <li>• Ofsted policy Framework</li> </ul> <p><b>Other Plans and Strategies</b></p> <ul style="list-style-type: none"> <li>• Children's Services Improvement Plan</li> <li>• Corporate Parenting Strategy</li> <li>• Middlesbrough Safeguarding Children Board Business Plan</li> <li>• Looked After Children Strategy</li> <li>• MSCB Business Plan</li> <li>• Children and Young People's Plan</li> <li>• Children's Services Partnership</li> <li>• Statutory guidance on the roles and responsibilities of the Director of Children's Services and the Lead Member for Children's Services</li> <li>• Youth Employment Strategy</li> </ul> <p><b>Service Functions</b></p> <ul style="list-style-type: none"> <li>• Children's assessment and care planning teams</li> <li>• Looked after children / Children's homes</li> <li>• Children with disabilities</li> <li>• Fostering services</li> <li>• Adoption services</li> <li>• Leaving care services</li> <li>• Independent review</li> <li>• Quality improvement</li> <li>• Advisory Service</li> <li>• Early Help / Family Casework / Partnership Early Help/Early Help Hub</li> <li>• Participation (Youth Voice/Parliament)</li> <li>• School Readiness (including Children's Centres)</li> <li>• Work Readiness (NEET)</li> </ul> <p>Partnerships</p>	

- Risk and Resilience/ Vulnerable Exploited Missing and Trafficked Groups
- Multi agency safeguarding arrangements / Local Safeguarding Children's Board
- Strategic and operational partnerships to improve outcomes for young people (e.g. Children's Trust)
- Children's Safeguarding Strategic Leaders Group

<b>Executive Portfolio:</b>	<b>The Mayor (in respect of his portfolio of Adult Social Care and Public Protection)</b>
<b>Portfolio Holder:</b>	Andy Preston
<b>Lead Officer:</b>	<ul style="list-style-type: none"> <li>• Director of Adult Social Care and Health Integration</li> <li>• Director of Public Health and Public Protection</li> </ul>

### **SCOPE OF PORTFOLIO**

The Mayor will take the lead on the delivery of the Mayor's Priorities with regard to ensuring vulnerable adults are protected and pushing forward on the dementia-friendly agenda.

- People with disabilities (adults)
- Elderly and frail people
- People with Learning Disabilities and Mental Health conditions (adults)
- Adults with Social Care needs
- Carer Support
- Public Health
- Health Service Quality
- Health Protection
- Health Improvement
- Public Protection
- Welfare Reform

#### **Policy Framework**

- Care Act 2014
- Mental Capacity Act 2005
- Think Local Act Personal, The Direction for Social Care Services
- Health and Social Care Reform.
- Health and Well Being Strategy
- NHS Commissioning and Delivery Plans – Local, Regional and National
- Public Health England Plans – Local, Regional and National
- Statement of Principle Gambling (2005 Act)
- Licensing Authority Policy Statement 2003 Act

#### **Other Plans and Strategies**

- Supporting People Strategy
- Better Care, Higher Standards
- Prevention Strategy
- National Health Service Plan
- Older Peoples' Strategy
- Physical Disabilities Strategy
- Social Services' Equalities Plan
- Social Services' Care Service Plan
- Mental Health Strategy
- Mental Health Champion
- Learning Disabilities Strategy
- No Secrets, Protection of Vulnerable Adults from Abuse
- Joint Strategic Needs Assessment
- NHS Health Check programme
- Middlesbrough Health and Wellbeing Strategy
- Public health advice to NHS commissioners
- Comprehensive sexual health services
- Health protection - incidents, outbreaks, emergencies and hazards

- Tobacco control and smoking cessation services
- Alcohol and drug misuse prevention, early intervention and treatment services
- Obesity and physical activity - lifestyle and weight management services
- Workplace health
- Public mental health and suicide prevention
- Oral health promotion and dental public health
- Accidental injury prevention
- Prevention and early diagnosis of cancer and long term conditions
- Preventing seasonal mortality
- Public health intelligence – JSNA and DPH annual report
- Annual Public Health Report
- NHS Health Check programme
- Environmental Health
- Environmental Health and Trading Standards
- Trading Standards (including Metrology)
- Licensing (Inc. Taxi Licensing)
- Homelessness Strategy

### **Service Functions**

- Health and Social Care Integration
- STP
- BCF
- BHP
- Specialist & Lifelong services
- Older people
- Adult Social Services
- Social Services Performance and Modernisation
- Social Services' Partnerships
- Older Persons' Champion
- Healthy Living Agenda
- Integrated Health Improvement Team
- Strategic and Corporate Public Health Issues
- Cross cutting Strategic NHS Issues
- Public Health Statutory Function
- Sport and Leisure
- Strategic and Corporate Public Health Issues
- Cross cutting Strategic NHS Issues
- Food Safety Service Plan Health Safety Service Plan
- Food health and safety
- Commissioned Services for Vulnerable Adults
- Travellers
- Homelessness
- Taxis Licensing Executive Issues

In circumstances where it is considered that an Executive Member would have a prejudicial interest the matter will be referred to the Deputy Mayor.

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## MIDDLESBROUGH COUNCIL

**Final Report**  
**Children and Young People’s Learning Scrutiny Panel**  
**Behaviour, Discipline and Bullying in Schools**

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## **THE AIM OF THE SCRUTINY REVIEW**

1. The purpose of the review was to examine the key principles to help improve behaviour in schools. The review aims to assist the Local Authority in achieving its strategic priority:
  - ***People - Ensuring Middlesbrough has the very best schools.***

## **TERMS OF REFERENCE**

2. The terms of reference, for the scrutiny panel's review, were as follows:
  - a) To identify the powers and duties of schools to manage behaviour and discipline pupils.
  - b) To investigate the Local Authority's role in supporting schools with behaviour management and the impact of its work.
  - c) To examine the causes of pupil behaviour problems e.g. unmet educational or other needs.
  - d) To identify the challenges faced by schools in dealing with poor behaviour and bullying and to examine the reasons some schools have higher rates of fixed-term and permanent exclusions.
  - e) To investigate the types of sanctions used by schools that can impact on a pupil's educational outcomes and life chances.
  - f) To examine the successful and proactive strategies and solutions used by schools to promote positive behaviour, manage poor behaviour and prevent and tackle bullying.

## **BACKGROUND INFORMATION**

3. In July 2020, the Government re-published guidance on how school leaders and staff can develop a school behaviour policy, this includes checklists to support full school opening following the coronavirus (COVID-19) outbreak. The guidance provides advice to headteachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils. It is for individual schools to develop their own best practice for managing behaviour in their school.
4. In 2019, Ofsted published a new education inspection framework, which introduced a new 'behaviour' judgement to provide parents with reassurance on bullying. Luke Tryl, Ofsted's Director of Corporate Strategy, stated that "disruptive behaviour and bullying is the number one concern for parents when they look through school inspection reports".<sup>1</sup>
5. Inspectors now make a judgement on behaviour and attitudes in schools by evaluating the extent to which:
  - the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct;
  - learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements;
  - learners have high attendance and are punctual;
  - relationships among learners and staff reflect a positive and respectful culture; and
  - leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.
6. There is sufficient evidence to suggest that there is enough of a problem nationally with behaviour for it to be a matter of concern. The existence of some very good practice should

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<sup>1</sup> <https://www.independent.co.uk/news/education/education-news/schools-bullying-behaviour-pupils-classroom-ofsted-inspection-framework-rolling-a8729301.html>

not encourage complacency, but it can also catalyse and encourage our ambitions to raise standards even further, reassured by the existence of living demonstrations that improvement is possible.<sup>2</sup>

## **SUMMARY OF EVIDENCE**

### **Term of Reference A - To identify the powers and duties of schools to manage behaviour and discipline pupils.**

7. In January 2016, the Department for Education (DfE) published guidance entitled 'Behaviour and discipline in schools - Advice for headteachers and school staff'.
8. The key points identified in the guidance include:
  - Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
  - The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
  - Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
9. In respect of the school behaviour policy, for maintained schools, the law states:
  - The headteacher must set out measures in the behaviour policy which aim to:
    - promote good behaviour, self-discipline and respect;
    - prevent bullying;
    - ensure that pupils complete assigned work; and which
    - regulate the conduct of pupils.
  - When deciding what these measures should be, the headteacher must take account of the governing body's statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:
    - screening and searching pupils;
    - the power to use reasonable force and other physical contact;
    - the power to discipline beyond the school gate;
    - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
    - pastoral care for staff accused of misconduct.
  - The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
  - Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
  - The headteacher and governing body must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

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<sup>2</sup>Tom Bennett, Independent review of behaviour in schools, Creating a Culture: How school leaders can optimise behaviour (2017)

- The school's behaviour policy must be published on its website (School Information (England) Regulations 2008). Where they do not have a website the governing body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

10. In respect of academy schools:

- The proprietor of an academy school is required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented. The policy must set out the disciplinary sanctions to be adopted if a pupil misbehaves. The proprietor is also required to ensure that an effective anti-bullying strategy is drawn up and implemented. Information about the school's behaviour policy must be made available to parents on request.
- While academies are not required by law to publish their behaviour policy on their website, it is good practice to do so.
- Parental engagement. After the Deregulation Act 2015, Schedule 16 paragraph 2 is commenced in January 2016 schools will no longer have a statutory obligation to have in place home school agreements. Home-school relations are important but schools can determine how best to foster these relationships. If schools choose they can have voluntary home school agreements.<sup>3</sup>

11. Further information on the powers and duties of schools to manage behaviour and discipline pupils can be found in the minutes and associated documentation for the meeting of the Children and Young People's Learning Scrutiny Panel, which was held on 9 November 2020.

**Term of Reference B - To investigate the Local Authority's role in supporting schools with behaviour management and the impact of its work.**

12. To support behaviour management and greater inclusion in schools, the Local Authority has recently developed a new service and model that focuses on early intervention and support at the earliest of stages.
13. In July 2020, the Special Educational Needs and Disabilities (SEND) Assessment Team and Alternative Provision Team were restructured to create one single Inclusion, Assessment and Review Service which is located in the wider Inclusion and Specialist Support Service.
14. The new model had been established to tackle the high number of exclusions, the pressures on local placements in terms of Alternative Provision (AP), the increasing numbers of children and young people with Education Health Care Plans (EHCP), the increasing number of requests for Education Health Care Assessments (EHCA) and significant pressures on the Council's High Needs Budget. The High Needs Budget is funding that the Local Authority receives to support children and young people with SEND.
15. Feedback from schools was used to inform the development of the new model. The model aims to increase the capacity and resources available to support early intervention work in schools, further develop the quality and range of alternative provision options and identify special educational needs and support at the earliest point.
16. There has been additional investment within the service to support the new model. The management of the service is the responsibility of the newly appointed Head of Inclusion,

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<sup>3</sup> Department for Education - Behaviour and discipline in schools - Advice for headteachers and school staff (January 2016).

Assessment and Review Service and three additional Inclusion Officers have been appointed to provide support and assistance to schools. In addition, the capacity of the Educational Psychology Team has been increased, to provide enhanced support to the secondary school sector.

17. Schools have been enthusiastic about the changes to the service. It is anticipated that the new model will help reduce the level of exclusions in schools, ensure optimal utilisation of the 'high needs funding' available to schools for children with SEND and improve the quality of referrals for education, health and care assessments.
18. To support the implementation of the new service structure, the Inclusion, Assessment and Review Service has introduced a 'Team Around the School' approach which has been in place since September 2020. The model is based on the following approach:



19. The 'Team Around the School' approach involves early identification, curriculum alternatives and Pupil Inclusion Panels. The previous model had a Pupil Inclusion Panel for the secondary sector, however, the new model has a Pupil Inclusion Panel for both primary and secondary sectors. The Pupil Inclusion Panels examine referrals from schools to identify strategies, support and alternative placements that would assist in meeting the needs of pupils at risk of exclusion. The Pupil Inclusion Panel for the primary sector was introduced in November 2020 and has been well received by headteachers.
20. In terms of the secondary sector, a start of year joint planning meeting takes place. The aim of the meeting is to develop a shared understanding of the school context, identify school priorities (whole school, smaller group and individual pupil level) and devise a multi-agency plan to address needs/concerns. The main objectives of the meeting are to understand, identify and plan.
21. A number of key representatives are involved in the start of year joint planning meeting, including key school staff, the Educational Psychologist, the Inclusion Officer and the Head of the Inclusion, Assessment and Review Service. Each school has been assigned an Educational Psychologist and Inclusion Officer to ensure continuous support. Staff who deliver learning and language support, wellbeing services (such as Headstart, CAMHS etc.) and other support services, relevant to the needs of the school, may also provide input at the meeting.
22. Each meeting is facilitated (and recorded) by the Educational Psychologist using information from school staff and information shared within the meeting. Members of the 'Team Around

the School' devise an action plan, which can include actions for the whole school, small groups/cohorts and individual pupils. Follow-up meetings are held following the initial planning meeting to ensure that actions are monitored and remain on track. Solutions to address any barriers or delays encountered, in respect of implementation, will also be discussed.

23. In terms of strategic outcomes, the new model is promoting collaborative and partnership working across Middlesbrough, ensuring the effective delivery of services, delivering a co-ordinated approach to support, developing inclusive practices, promoting the social and educational inclusion of children and young people, assisting with ensuring that children and young people are on the appropriate pathways, providing better planning for AP places and reducing exclusions.
24. Since the implementation of the new model, positive feedback has been received from schools. To enable the development of the 'Team Around the School' approach, regular meetings have been held to review and improve the model and remove any barriers encountered with its implementation in schools. In an attempt to assess the impact of the new model, data from the current academic year has been compared to the previous academic year.
25. In terms of permanent exclusion figures:
  - in November 2019, 15 pupils had been excluded; and
  - in November 2020, 9 pupils were excluded.
26. In terms of fixed-term exclusion figures:
  - in November 2019, there had been 1023 days of fixed-term exclusions; and
  - in November 2020, there had been 583 days.
27. In terms requests for EHCPs, from September 2019 to November 2019, there had been 49 and for the same period during the current academic year, 38 requests had been received.
28. Preliminary data demonstrates the positive impact of the new model on exclusion rates and requests for EHCPs, however, there is a need to be mindful of the possible impact of COVID-19 on the figures.
29. It was planned that the staffing structure of the model would be reviewed in January 2021 and a full review of the service would take place in July 2021. The full review would involve gaining feedback from children, young people, families and schools to ensure a full and comprehensive evaluation of the model.
30. In addition to the new model:
  - The Local Authority offers advice and guidance to school leadership teams and governing bodies to help ensure that they follow the exclusion legal framework correctly and, where applicable, apply the Managed Moves Protocol properly. The Local Authority checks the legality of every permanent exclusion.
  - The Local Authority offers training to support schools, for example, training sessions have been delivered to schools, free of charge, in respect of Attachment Theory and classroom practice.

- For parents of pupils who are permanently excluded, the Local Authority has a dedicated member of staff who offers independent advice/guidance and provides key information. In addition, as some parents find challenging a headteacher a daunting prospect, the member of staff also represents parents when appealing against a permanent exclusion. To ensure that parents are aware of the support available, a letter is written to parents that contains the contact details for the Local Authority's independent officer.
- Work is being undertaken to reshape the role of the Ethnic Minority Achievement Team (EMAT) Manager to become an interfacing role with schools. With this change, it is envisaged that the EMAT will visit schools to actively work with classroom practitioners to develop the level of support offered to pupils with English as an Additional Language (EAL). The service level agreement will remain, enabling schools to buy-in bespoke packages of teaching support for their pupils. The role of the Ethnic Minority Achievement Team (EMAT) Manager will be more focused on upskilling and reviewing and monitoring the impact of training.
- The Local Authority is looking to recruit a SEND Advisor, who will work within schools to address any attainment gaps across primary and secondary sectors. In 2019, 21% of the student population had SEND. Further work will be undertaken to track the attainment of SEND pupils and record information and data in respect of SEND pupils with EHCPs and those without. The SEND Advisor will also look at the quality of education for the SEND cohort.

31. Further information on the Local Authority's role in supporting schools with behaviour management can be found in the minutes and associated documentation for the meetings of the Children and Young People's Learning Scrutiny Panel, which were held on 9 November and 7 December 2020.

**Term of Reference C - To examine the causes of pupil behaviour problems e.g. unmet educational or other needs**

**Term of Reference D - To identify the challenges faced by schools in dealing with poor behaviour and bullying and to examine the reasons some schools have higher rates of fixed-term and permanent exclusions.**

32. Term of Reference C and Term of Reference D will be considered collectively in this section, as they are both closely linked.
33. The nature of the influences on behaviour are both complex and interactional. A range of characteristics may interact with other factors, resulting in the permanent exclusion of a child or young person. The child characteristics that appear to impact on permanent exclusions include being a boy, having SEN, being looked after by the Local Authority and being involved with social services. However, those characteristics, in isolation, do not mean that a child or young person will be at risk of exclusion, exclusion occurs when those characteristics interact with other factors.
34. Other factors include:
- **Family** - family circumstances e.g. living in poverty, levels of deprivation, conflict within the family.
  - **Peers** - peer groups being poor role models and becoming more influential e.g. displaying antisocial behaviour, drug-taking or criminality.
  - **School** - the child or young person's relationship with their school e.g. the philosophy of the school and its leadership style.

- **Community/wider systems** - high levels of poverty and unemployment within a population and how communities perceive education.
35. All of the above factors can interact with each other increasing the likelihood of exclusion for the child or young person.
  36. In terms of developmental experiences, for a child with SEN, difficulty with learning can impact over time and school can be perceived as a place where they experience failure. That can then lead to disaffection and poor behaviour, impacting on the child's relationship with their school and ultimately resulting in exclusion.
  37. In terms of secondary schools, the common themes identified when considering the challenges faced in dealing with poor behaviour and bullying include:
    - deprivation;
    - diverse communities (religion, race, culture);
    - SEND;
    - looked after children; and
    - 'hard to reach' parents.
  38. The challenges identified do not provide justification for poor behaviour, however, they can be perceived to be contributory factors. The more variable factors that a school has in its community and cohorts, the greater the need for the school to focus on strong management and delivery of engaging and effective teaching and learning.
  39. Children may misbehave because of a number of factors, such as - being influenced by other children they associate with, because they have unmet needs or have suffered trauma. The reasons associated with poor behaviour is complex, as it is often a combination of factors that cause pupils to misbehave.
  40. One particular school in Middlesbrough has been responsible for approximately 90% of the fixed-term exclusions of Looked After Children. The Local Authority is working with the school to address the issue, however, there is a need for the Local Authority to hold schools to account more transparently for their exclusion rates.
  41. In respect of Outwood Academy Acklam, there had been a number of pupils with unidentified SEND. The school had recently been inspected by Ofsted who reported "*Over time, exclusions have been too high, particularly for pupils with SEND. As a result of the new behaviour policy, exclusions have reduced considerably compared to the same point last year. The exclusion of pupils with SEND has reduced to less than a quarter of what it was. The number of pupils being repeatedly excluded has also reduced. However, there are still too many pupils who experience difficulty in moderating their behaviour and, as a consequence, are excluded for a fixed period.*"
  42. In terms of the reasons for excluding pupils, categories have been identified for reporting, by the Department for Education. For the period September 2019 to December 2020, data demonstrated that the main reason for permanent exclusion was disruptive behaviour. For that period, 45 pupils had been excluded. In terms of the characteristics of those pupils, 10 were registered as having SEN and 8 pupils were open to social care services.
  43. In terms of determining whether exclusion rates are highest for those schools located in the most deprived areas of Middlesbrough, a lot of Middlesbrough's schools have a catchment area that includes children and young people from deprived areas of Middlesbrough. However, without doing an in-depth analysis of data, the Local Authority is unable to predict which postcode areas result in higher exclusion rates. It is acknowledged, however, that the



schools located in the most deprived areas do experience higher rates of exclusion. Unity City Academy has been successful over the past year/18 months in significantly reducing the number of fixed-term exclusions, as the school has adopted a different approach to behaviour management. That suggests that the management and leadership approaches adopted by schools do impact on exclusion rates. Recently, schools have been exploring the possibility of using alternative strategies and methods to exclusion.

44. Further information on causes of pupil behaviour problems and the challenges faced by schools can be found in the minutes and associated documentation for the meetings of the Children and Young People's Learning Scrutiny Panel, which were held on 18 January and 22 March 2021.

**Term of Reference E - To investigate the types of sanctions used by schools that can impact on a pupil's educational outcomes and life chances.**

45. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

- a verbal reprimand;
- extra work or repeating unsatisfactory work until it meets the required standard;
- the setting of written tasks as punishments, such as writing lines or an essay;
- loss of privileges - for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days);
- missing break time;
- detention including during lunch-time, after school and at weekends;
- school based community service or imposition of a task - such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti; and
- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.<sup>4</sup>

46. In more extreme cases schools may use temporary or permanent exclusion, which are the most severe sanctions available to a headteacher. Both sanctions are underpinned by a legal framework, which the Local Authority has oversight of:

- A fixed-term exclusion is an exclusion from school whereby the pupil is not allowed to attend the school for a predetermined period. In general, fixed-term exclusions are very rarely more than 5 days. During that period the child has to stay at home. Fixed-term exclusion is used a lot in some of Middlesbrough's secondary schools. If a child is displaying persistent disruptive behaviour and school regularly imposed fixed-term exclusions, it suggests that the sanction is not improving behaviour. If a school imposes a number of fixed-term exclusions on one pupil that results in the pupil missing 45 days (or more) of school, during an academic year, the child will automatically be permanently excluded by law.
- Permanent exclusion is the most severe sanction whereby the pupil will no longer be a member of that school's community and the pupil will need to be educated elsewhere. Schools will only tend to use permanent exclusion when a pupil has committed a really severe or significant transgression. The child will be effectively removed from the school's roll and the pupil will become the responsibility of the Local Authority. There is a

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<sup>4</sup> Department for Education - Behaviour and discipline in schools - Advice for headteachers and school staff (January 2016).

requirement for the Local Authority to provide full-time education for the pupil, to begin no later than the sixth day after the permanent exclusion.

47. Excluded children can develop a range of mental disorders, such as depression and anxiety as well as behavioural disturbance. The impact of excluding a child from school on their education and progress is often long term, and their mental health may also deteriorate. For children who really struggle at school, exclusion can be a relief as it removes them from an unbearable situation with the result that on their return to school they will behave even more badly to escape again. As such, it becomes an entirely counterproductive disciplinary tool as for these children it encourages the very behaviour that it intends to punish. By avoiding exclusion and finding other solutions to poor behaviour, schools can help children's mental health in the future as well as their education.<sup>5</sup>
48. Rates for permanent exclusion are high in Middlesbrough, approximately twice as high as the national average. That presents a challenge for the individual child and for the Local Authority. For pupils who are permanently excluded, the probability that they will enter the criminal justice system, struggle with employment and have significantly reduced life chances, greatly increases. In addition, the chances of the pupil achieving 5 GCSEs and going on to further education is greatly reduced. Permanent exclusion has a significant detrimental impact on a pupil's life and life chances.
49. Feedback from children and young people demonstrates how exclusion impacts on their social, emotional and mental health. Children often feel like they have failed and are unable to succeed in education. Feedback also suggests that children do not fully understand the reasons for being excluded and the process that follows a permanent exclusion. In an attempt to address these issues, the feedback has been conveyed to schools via the meetings of the Pupil Inclusion Panels.

**Term of Reference F - To examine the successful and proactive strategies and solutions used by schools to promote positive behaviour, manage poor behaviour and prevent and tackle bullying.**

**Clear policies and practices**

50. In respect of policy, schools that demonstrate best practice have clear policies on behaviour expectations with detail of procedures to ensure this, or respond to poor behaviour. The key features are that policies are clearly articulated and simple to implement, understand and follow; often collaboratively developed and delivered across the school to foster buy-in and have clear red lines that are well understood and consistently applied.
51. In terms of developing clear policies written on behaviour, Unity City Academy has taken a proactive approach. During the school's most recent inspection, Ofsted identified that the Leadership Team had *"taken action to reduce the use of exclusion. The rate of permanent exclusion fell substantially during the previous academic year, compared with the year before. The rates of fixed-term exclusion and repeat fixed-term exclusion have also reduced since the previous inspection. The effective implementation of the behaviour policy has been instrumental in bringing about this improvement"*.
52. During the most recent inspection of The King's Academy, Ofsted reported that *"As a result of the high expectations you have, and the work to ensure that staff carry out the school's behaviour policy consistently, pupils' behaviour and attitudes to learning in lessons are usually good. Actions taken to help pupils take responsibility for their own behaviour as part*

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<sup>5</sup> [https://www.exeter.ac.uk/news/featurednews/title\\_595920\\_en.html](https://www.exeter.ac.uk/news/featurednews/title_595920_en.html)

*of the school's 'character' work to develop their readiness for their future lives, contribute successfully to the improvement in behaviour."*

53. Schools have clear behaviour policies (included on the school website) that provide details of the school ethos, why good behaviour is important and the rewards and sanctions used. These make it very clear what the steps in the process will be, and who will be involved at each point.

### Structures

54. Several schools have introduced structural changes to better manage behaviour.
55. Several schools have specific staff with non-teaching time to allow them to take the lead on monitoring and supporting behaviour, to focus on relationship development and building rapport with students, and to oversee or enact early intervention. Many have brought in a layer of staff at senior level who have 'pastoral' roles.
56. The development of AP opportunities is seen as extremely positive and assists in ensuring the delivery of a varied curriculum to meet the needs of pupils.
57. Acklam Grange School has its own off-site provision, which is managed by the school and provides pupils (at risk of exclusion) with the opportunity to work in a different place and in a smaller group on key skills, for a short period of time. The provision has a positive roadmap to ensure reintegration of the pupil back into the mainstream setting. During the most recent inspection, Ofsted commented that *"Initiatives such as the school's own alternative education provision and integrated pupil support services are meeting the individual needs of pupils and helping them to achieve better outcomes while reinforcing good behaviour."*

### Behaviour management practices and approaches

58. In terms of general behaviour management practices and approaches, there is a wide range of different general practices for behaviour management. All of these have been introduced as a way of keeping behaviour in classrooms positive, preventing escalation of issues and maintaining structures within which the school can operate most beneficially for all. These include school or classroom rules; school motto or ethos statement; pupils given positions of responsibility; classroom seating allocations/learning environment; curriculum; personal, social, health and economic education (PSHE)/tutor time; teachers being prepared and having well-planned, innovative, engaging and differentiated lessons.
59. Good behaviour is almost always linked to high-quality teaching, the delivery of interesting and exciting lessons and positive relationships between the staff and the pupils. Good behaviour and high levels of engagement are a factor of many variables, but the quality of teaching and the strength of adult relationships with the children are the most significant. For schools demonstrating these qualities, the risk of poor or challenging behaviour is greatly reduced.
60. During the most recent inspection of Outwood Academy Acklam, Ofsted reported that *"Pupils usually behave well. Their behaviour continues to get better. This has been helped by teachers' more personal approach this academic year. There is a strong emphasis on developing positive relationships in school."* Reference was also made to *"strong teacher-pupil relationships"*.
61. Schools generally have a school motto, code of conduct, approach or ethos statement that is well-known, documented and visible across the school.

## Positive praise and rewards

62. Schools are clear that creating a positive approach to behaviour management is at the centre of their approach. Positive practice, praise and rewards are used to encourage good behaviour much more than fear of sanctions or threat of response if behaviour is not good.
63. The key strategies adopted by schools include:
- **praise** - starting everyday “as a new day” and praising the good behaviours and achievements rather than focussing on the negative;
  - **role models (virtual and actual)** - several schools have varying systems for creating role models in school;
  - **reward systems** - schools have documented rewards systems and strategies for celebrating achievement. These also focus on praise.
64. North Ormesby Primary Academy has a virtual school mascot called Tim. Tim represents the school, sets an example as the school’s star pupil and encourages the children to make their best, even better. Tim is a star pupil because he is always on time; he looks after others, himself and the school; he always listens to and respects others opinions; he loves a new challenge; he always does his homework and he always tries his best, no matter what. Children are intrinsically motivated to be like the school mascot, Tim, who demonstrates all the traits required to prepare young people for the wider world. During the school’s most recent inspection, Ofsted had reported that *“There is no reliance on reward systems; instead pupils are expected to develop an intrinsic desire to behave and learn well. They do this by looking up to the academy mascot ‘TIM’, who is the perfect pupil. Pupils constantly try to copy his positive attitudes, resilience and determination. This imaginative approach to behaviour management is extremely successful”*.

## Managing disruptive behaviour and sanctions

65. Schools have clear, documented processes for dealing with disruptive behaviour. These are known to all members of the school and parents. Teaching staff feel confident to implement them and pupils and parents have to be sure that these processes will be followed fairly and with the express intention to keep all of the school working together for achievement.
66. Strategies employed by schools to manage disruptive behaviour include effective classroom practice; sanctions; de-escalation strategies; restorative practices; targeted interventions; strategies for dealing with challenging behaviour and exclusion.
67. Consequence systems provide a staggered response when dealing with poor behaviour in the classroom. Each level within the system carries with it a more severe sanction. These systems aim to provide pupils with the opportunity to change their behaviour when it is at low level. There is a need, however, to ensure that consequence systems are applied fairly and consistently. Consequence systems appear to be most successful when paired with reward systems. However, if there is disparity in how these systems are applied by teachers, they can be counterproductive.
68. Withdrawal systems involve a pupil being removed from the classroom for a certain period of time, to enable them to reflect on their behaviour, before they are reintegrated. Approaches vary, however, successful withdrawal systems always ensure pupils are treated with dignity and respect.
69. Report systems are used to enable teachers to comment on the behaviour of certain pupils throughout the school day. These comments are then often shown to the Head of Year and/or parent/s. Report systems, which are delivered in a positive way, can be effective.

## Data

70. Schools have strong processes for capturing and using data to manage behaviour. Whilst the mechanisms used to record and capture data varies across schools, it is used to monitor and, importantly, to address and manage behaviour.

## Parents and other agencies

71. There is an identified need to have parents on board, not only to support decisions and follow up at home, but also because the home circumstances of pupils affects their behaviour in school. Parents need to understand the benefits of strategies used to manage behaviour and the school approach.
72. Some schools feel a greater need to model acceptable behaviour as this is not always being instilled at home. Likewise, there are instances of needing to involve other agencies to best support pupils in their school and home-life.
73. Strategies to engage parents include: usual - open door; parent inductions; parent sessions (phonics, maths); parents being given access to behaviour monitoring information; traditional and innovative methods to communicate with parents; collaborative activities and external programmes.
74. Park End Primary School positively engages with parents. The school's engagement with parents has been referenced in its most recent Ofsted inspection report, which states that *"an overwhelming majority of parents have commented positively about the care that the school gives to their children. Parents are positive about the information they receive about their child's learning and appreciate how welcome they feel when visiting the school and talking about any concerns they may have. Parents also commented that the school's emphasis on good behaviour is having a positive effect on their child outside school."*

## Culture and ethos

75. A key aspect is the need for a strong school ethos and culture. In respect of developing a strong culture and ethos, schools focus on knowing and valuing the child; fostering positive learning behaviours, not just behaviour management; nurturing pride, self-respect and self-esteem and encouraging pupils to take ownership of, and responsibility for, their own behaviour; having processes and systems for reflection and development that are embedded in the school approach; being consistent but flexible.

## Consistency

76. In terms of consistency, all schools highlighted its importance - in approach to, and application of, behaviour management.
77. A consistent approach across all members of the school facilitates self-regulation by pupils; clear parameters and expectations that can be adhered to by all; teaching boundaries and understanding of consequences.<sup>6</sup>
78. In summary, schools demonstrating best practice provide a welcoming environment and each child/young person is provided with excellent academic and pastoral support. The headteacher and members of school staff provide a positive, safe and happy learning

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<sup>6</sup> Amy Skipp and Dr. Vicky Hopwood - ASK Research, Case studies of behaviour management practices in schools rated Outstanding - Research Report (2017)

environment in which everyone is inspired and empowered to achieve the highest standard of which they are capable, in all aspects of their life. The school offers a broad, balanced, stimulating curriculum in which all progress is recognised, developed and celebrated.

79. For secondary schools, key aspects of best practice include:

- building effective relationships with parents;
- making good behaviour part of the school's ethos;
- teaching and modelling good behaviour;
- involving external agencies to access support, e.g. CAMHS / SEND Team / Virtual School;
- investing in a high-quality pastoral team;
- investing in staff training - quality of teaching;
- providing extensive mental health and therapeutic support;
- providing bespoke AP opportunities;
- using rewards systems;
- using consequence systems with clear sanctions;
- using withdrawal of students from class and withdrawal areas; and
- using report systems.

80. In addition to the above:

- early engagement and development of relationships with parents, before their child transitions from primary school to secondary school, is seen as extremely positive;
- responsibility is placed on the student body to take ownership of their actions and to overtly think about how their actions affect everyone around them;
- in Middlesbrough there is a number of support systems and networks, which can be accessed by schools to enable them to meet the needs of their pupils;
- the willingness of schools to invest greatly in providing pastoral support seemingly impacts on how successful they are in managing behaviour; and
- providing access to mental health and therapeutic support is key to the promotion of positive mental health and supporting pupils with particular needs.

81. Further information on the successful and proactive strategies and solutions used by schools can be found in the minutes and associated documentation for the meetings of the Children and Young People's Learning Scrutiny Panel, which were held on 22 March 2021 and 19 April 2021.

### **ADDITIONAL INFORMATION**

82. During the course of the scrutiny panel's investigations, information came to light which, while not directly covered by the terms of reference, is relevant to the work of the panel on this topic. This related to:

#### Use of language

83. Language used by schools is extremely important and stereotypical views/statements pertaining to any cohort or group should be avoided. The use of negative language can cause damage and have a detrimental impact by changing perceptions and attitudes. There is a need for all school staff to be mindful of the language used and how it could be interpreted.

#### Use of data

84. The Local Authority had recently undertaken work to define a data sharing agreement with schools, which allows for non-statutory levels of information to be shared amongst the

school community. One of the successes that has been developed is a transition document, which is led by primary schools and feeds into secondary schools. The document provides secondary schools with in-depth knowledge of the pupils they are due to receive in Year 7. The document provides information on what has made the pupil successful in primary school and what support is required to ensure they remain successful in education. This work has now been extended to take place for children transitioning from nursery to primary education. Information sharing between all settings plans to ensure that pupils are successful in their learning and education.

## **CONCLUSIONS**

85. Based on the evidence, given throughout the investigation, the scrutiny panel concluded that:

- a) All schools have their own behaviour policies, which set out their definition and expectation of good behaviour, and how breaches of the policy will be responded to. The way in which policies are developed is dependent on the ethos of the school, its beliefs and what is fundamentally important to it. Whilst in general terms, there are similarities in policies as there is a reasonable and common understanding of what good behaviour looks like, how that is interpreted by each school differs.
- b) Although early indications demonstrate that new Inclusion, Assessment and Review Service and 'Team Around the School' approach is having a positive impact, it is too early to evaluate its full impact. A full and comprehensive evaluation is required, which takes into account the impact of COVID-19 and the risk management controls currently in place within schools. Once complete, there is a need for key findings, outcomes and outputs to be reported to the Children and Young People's Learning Scrutiny Panel. The views of children and young people are of particular interest.
- c) The nature of the influences on behaviour are both complex and interactional. The common themes identified when considering the challenges faced by schools in dealing with poor behaviour include deprivation, diverse communities (religion, race, culture), 'hard to reach' parents and identifying and supporting the needs of pupils with SEND and looked after children. The challenges identified do not provide justification for poor behaviour, however, they can be perceived to be contributory factors. The more variable factors that a school has in its community and cohorts, the greater the need for the school take a proactive approach to behaviour management and focus on the delivery of engaging and effective teaching and learning.
- d) When poor behaviour is identified, there is a need for schools to ensure sanctions are implemented consistently and fairly - in line with the behaviour policy. There are a range of disciplinary measures available to schools, however, temporary or permanent exclusion are the most severe sanctions. Excluded children can develop a range of mental disorders, such as depression and anxiety as well as behavioural disturbance. Permanent exclusion has a significant detrimental impact on a pupil's life and life chances. Exclusion (fixed-term and permanent) should be considered as a last resort. Exclusion should not necessarily be a consequence for persistent bad behaviour but a sanction for when a line has been crossed - typically because pupils or staff are at risk of, or have been subject to, harm or abuse. There is a need for the Local Authority to hold schools to account more transparently for their exclusion rates.
- e) What is common across schools, demonstrating best practice, is the overarching approach to behaviour management - balancing positive reinforcement and modelling of good behaviours for learning with clearly communicated approaches for dealing with poorer behaviour. This is situated within a supportive culture and ethos within the school

and is underpinned by high-quality teaching and a curriculum tailored to the needs of the school context. In order to identify common threads, the Local Authority regularly examines school behaviour policies. However, further work is required to identify and share good practice examples with schools. It would also be beneficial for a guidance document to be developed and circulated to schools on the importance of language and its influence on changing perceptions and attitudes.

## **RECOMMENDATIONS**

86. The Children and Young People's Learning Scrutiny Panel recommends to the Executive:

- a) In respect of the new Inclusion, Assessment and Review Service and the 'Team Around the School' approach, that:
  - i. a full and comprehensive evaluation is undertaken, which takes into account the impact of COVID-19 and the risk management controls currently in place within schools; and
  - ii. the key findings, outcomes and outputs of the evaluation are reported to the Children and Young People's Learning Scrutiny Panel, including feedback received from children and young people.
- b) That the Local Authority holds schools to account more transparently for their exclusion rates by:
  - i. monitoring, analysing and recording exclusion data at a school-level;
  - ii. undertaking regular focussed visits to those schools with high rates to assist with putting measures in place to reduce fixed-term and permanent exclusions; and
  - iii. reporting exclusion data to the Children and Young People's Learning Scrutiny Panel on a 6 monthly basis.
- c) That, where exclusion rates are high, the Local Authority:
  - i. provides an enhanced bespoke package of support to assist schools in identifying and meeting the needs of children with SEND and additional vulnerabilities; and
  - ii. delivers training to demonstrate the detrimental impact of exclusion on a pupil's life and life chances.
- d) That the Local Authority shares good practice with schools by facilitating peer reviews and providing case study illustrations of good behaviour management practices.
- e) That a guidance document is developed and circulated to schools on the importance of language and its influence on changing perceptions and attitudes.
- f) That schools are encouraged to undertake an anonymous survey of staff and students about their views on behaviour, discipline and bullying and that feedback is utilised to improve behaviour management practices.

## **ACKNOWLEDGEMENTS**

87. The Children and Young People's Learning Scrutiny Panel would like to thank the following individuals for their assistance with its work:

- Rob Brown, Director of Education, Prevention and Partnerships, Middlesbrough Council;
- Sue Butcher, Executive Director of Children's Services, Middlesbrough Council;
- Caroline Cannon, Strategic Lead for Inclusion and Specialist Support Services, Middlesbrough Council;



- David Collingwood, Specialist Senior Educational Psychologist, Middlesbrough Council;
- Emma Cowley, Head of Inclusion, Assessment and Review Service, Middlesbrough Council;
- David Dawes, Headteacher/Principal, Kings Academy;
- Trevor Dunn, Head of Access to Education and Alternative Provision, Middlesbrough Council;
- Mark Gray, Headteacher/Principal, Outwood Academy Acklam;
- Michael Laidler, Headteacher/Principal, Acklam Grange School;
- Craig Nicholson, Headteacher/Principal, North Ormesby Primary Academy;
- Andrew Rodgers, Headteacher/Principal, Unity City Academy;
- Julia Rodwell, Headteacher/Principal, Park End Primary;
- Karen Smith, Head of Achievement, Education, Prevention and Partnerships, Middlesbrough Council; and
- Michelle Stelling, Assessment and Quality Assurance Manager, Middlesbrough Council.

## **ACRONYMS**

88. A-Z listing of common acronyms used in the report:

- AP - Alternative Provision
- CAMHS - Child, Adolescent and Mental Health Services
- DfE - Department for Education
- EAL - English as an Additional Language
- EHCP - Education Health Care Plans
- EHCA - Education Health Care Assessments
- EMAT - Ethnic Minority Achievement Team
- EWO - Education Welfare Officer
- SEN - Special Educational Needs
- SEND - Special Educational Needs and Disabilities

## **BACKGROUND PAPERS**

89. The following sources were consulted or referred to in preparing this report:

- Reports to, and minutes of, the Children and Young People's Learning Scrutiny Panel meetings held on 9 November 2020, 7 December 2020, 18 January 2021, 22 March 2021 and 19 April 2021.

### **COUNCILLOR DENNIS MCCABE CHAIR OF THE CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL**

**Membership 2020/2021** - Councillors S Hill (Chair), P Storey (Vice-Chair), A Hellaoui, T Higgins, D Jones, T Mawston, M Nugent, M Saunders and G Wilson

**Membership 2021/2022** – Councillors D McCabe (Chair), L Mason (Vice-Chair), A Hellaoui, D Jones, T Mawston, M Nugent, M Saunders, P Storey and G Wilson

#### **Contact Officer:**

Georgina Moore  
Democratic Services Officer  
Legal and Governance Services  
Telephone: 01642 729711 (direct line)  
Email: georgina\_moore@middlesbrough.gov.uk

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<b>Report of:</b>	Chief Executive
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<b>Submitted to:</b>	Overview and Scrutiny Board – 8 September 2021
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<b>Subject:</b>	Executive Forward Work Programme
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**Summary**

<b>Proposed decision(s)</b>
It is recommended that the Overview and Scrutiny Board consider the content of the Executive Forward Work Programme.

<b>Report for:</b>	<b>Key decision:</b>	<b>Confidential:</b>	<b>Is the report urgent?</b>
Information	No	N/A	N/A

<b>Contribution to delivery of the 2020-23 Strategic Plan</b>		
<b>People</b>	<b>Place</b>	<b>Business</b>
Open and transparent scrutiny supports all elements of the Mayor’s Vision.	Open and transparent scrutiny supports all elements of the Mayor’s Vision.	Open and transparent scrutiny supports all elements of the Mayor’s Vision.

<b>Ward(s) affected</b>
All Wards affected equally

**What is the purpose of this report?**

To make OSB aware of items on the Executive Forward Work Programme.

**Why does this report require a Member decision?**

The OSB has delegated powers to manage the work of Scrutiny and, if appropriate, it can either undertake the work itself or delegate to individual Scrutiny Panels.

One of the main duties of OSB is to hold the Executive to account by considering the forthcoming decisions of the Executive and decide whether value can be added by Scrutiny considering the matter in advance of any decision being made.

This would not negate a Non-Executive Member’s ability to call-in a decision after it has been made.

## **What decision(s) are being asked for?**

It is recommended that the Overview and Scrutiny Board consider the content of the Executive Forward Work Programme.

## **Other potential decisions and why these have not been recommended**

No other options were considered.

## **Impact(s) of recommended decision(s)**

### ***Legal***

Not Applicable

### ***Financial***

Not Applicable

### ***Policy Framework***

The report does not impact on the overall budget and policy framework.

### ***Equality and Diversity***

Not Applicable

### ***Risk***

Not Applicable

## **Actions to be taken to implement the decision(s)**

Implement any decision of the Overview and Scrutiny Board with regard to the Executive Forward Work Plan.

## **Appendices**

The most recent copy of the Executive Forward Work Programme (FWP) schedule is attached as Appendix A for the Board's information.

## **Background papers**

Executive Forward Work Plan

**Contact:** Caroline Breheny  
**Email:** caroline\_breheny@middlesbrough.gov.uk



## Appendix A

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Council Strategy	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
<b>Executive Member - The Mayor</b>							
<b>Executive Member - Adult Social Care and Public Health</b>							
1010380 All Wards	Children's Services Improvement Plan Quarterly update To provide members of the Executive with an overview of the strategic and operational actions undertaken in the last quarter against the Children's Services Action Plan 2020//21	Executive 7 Sep 2021			Public		The Mayor - Executive Member for Children's Safeguarding and Adult Social Care and Public Protection <i>Sue Butcher, Executive Director of Children's Services</i> <i>sue_butcher@middlesbrough.gov.uk</i>
1010553 All Wards	Youth Service Update To update the Executive on the Youth Service since	Executive 5 Oct 2021			Public		The Mayor - Executive Member for Children's Safeguarding and Adult Social Care and Public Protection <i>Gail Earl, Head of Prevention</i>

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Council Strategy	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
	it commenced on the 1st April 2021.						<i>Gail_Earl@middlesbrough.gov.uk</i>
I010893 All Wards  Page 38	Middlesbrough's Ambition for Children To build upon our existing improvement journey within Children's Services and our existing Middlesbrough Children Matter priorities, to create a Corporate ambition, strategy, and priorities for the whole of the town guided and co-produced with children and young people.	Executive 5 Oct 2021		KEY	Public		The Mayor - Executive Member for Children's Safeguarding and Adult Social Care and Public Protection <i>Sue Butcher, Executive Director of Children's Services sue_butcher@middlesbrough.gov.uk</i>
I010910 All Wards	Audit to Excellence To procure Audit For Excellence as a bespoke provider to the Children's Services improvement agenda	The Mayor - Executive Member for Children's Safeguarding and Adult Social Care and Public Protection		KEY	Public		The Mayor - Executive Member for Children's Safeguarding and Adult Social Care and Public Protection <i>Sue Butcher, Executive Director of Children's Services sue_butcher@middlesbrough.gov.uk</i>

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Council Strategy	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
		6 Sep 2021					
<b>Executive Member - Communities and Education</b>							
I010698 All Wards	Community Approach To seek approval from Executive for the implementation of a Middlesbrough Community Approach across all wards within the town that aims to increase community cohesion, encourage community engagement in the development of Council plans and initiatives and which ultimately will help to build stronger and more resilient communities.	Executive 7 Sep 2021		KEY	Public		Deputy Mayor and Executive Member for Culture and Communities <i>Marion Walker, Head of Stronger Communities</i>
I009413 All Wards	PSPO (Alley Gates) Supports the proposals to extend the existing town wide PSPO	Executive 5 Oct 2021		KEY	Public		Executive Member - Communities and Education <i>Marion Walker, Head of Stronger Communities</i>

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Council Strategy	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
	(previously known as gating orders) for a further 3 years.						
1010705 All Wards	Middlehaven - Outwood Academy Riverside The report sets out the case to dispose of the Council's freehold interest in land at Middlehaven, in order to facilitate the delivery of a new secondary free school in Middlesbrough.	Executive 5 Oct 2021		KEY			Executive Member - Education <i>Gary Maddison</i> <i>Gary_Maddison@middlesbrough.gov.uk</i>
1010716 All Wards	SACRE Annual Report Annual Report	Executive 7 Dec 2021					Executive Member - Education <i>Chloe Isaacs</i> <i>Chloe_Isaacs@middlesbrough.gov.uk</i>
<b>Executive Member – Environment</b>							
1010595 All Wards	Community Environmental Initiatives To support community environmental initiatives to aid	Executive 7 Sep 2021		KEY	Public		Executive Member - Environment, Finance & Governance <i>Andrew Mace, Head of Environment Service</i> <i>Andrew_Mace@middlesbrough.gov.uk</i>



Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Council Strategy	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
	improved local environmental standards.						
I009420 All Wards	ECS Built Asset Investment Executive approval is required for the ECS Capital Asset Strategy.	Executive 5 Oct 2021		KEY	Public		Executive Member - Environment <i>Chris Bates</i> <i>Chris_Bates@middlesbrough.gov.uk</i>
I010704 All Wards	Highways Asset Infrastructure Executive approval is required for the ECS Capital Highways Infrastructure Asset.	Executive 5 Oct 2021		KEY	Public		Executive Member - Environment, Finance & Governance <i>Chris Bates</i> <i>Chris_Bates@middlesbrough.gov.uk</i>
<b>Executive Member - Finance and Governance</b>							
I010719 All Wards	Council Tax Reduction Scheme 2022/23	Executive Member - Environment, Finance & Governance 31 Aug 2021		KEY			<i>Janette Savage</i> <i>Janette_Savage@middlesbrough.gov.uk</i>
I010362	Ad Hoc Scrutiny Panel Final Report and Service Response To present the draft	Executive 7 Sep 2021			Public		<i>Keely Trainor</i> <i>Keely_Trainor@middlesbrough.gov.uk</i>

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Council Strategy	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
	final report of the Ad Hoc Scrutiny Panel following its review into Members' media communications.						
I010194 All Wards  Page 42	Revenue and Capital Budget - Projected Outturn Position as at Quarter One 2021/22 To advise the Executive of the Council's financial position at Quarter One 2021/22	Executive 7 Sep 2021		KEY	Public		Executive Member - Environment, Finance & Governance <i>Keely Trainor</i> <i>Keely_Trainor@middlesbrough.gov.uk</i>
I009721	Strategic Plan 2021-24 – Progress at Quarter One 2021/22 Report outlining performance against the Strategic Plan at Quarter One 2021/22	Executive 7 Sep 2021			Public		Executive Member - Finance and Governance <i>Keely Trainor</i> <i>Keely_Trainor@middlesbrough.gov.uk</i>
I009948 All Wards	Supplier Incentive Programme Proposal to commission an	Executive 7 Sep 2021		KEY	Public		Executive Member - Environment, Finance & Governance <i>Keely Trainor</i>

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Council Strategy	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
	early payment scheme system for payment of invoices earlier than the standard 30 days and bring associated change in practice and anticipated efficiencies in process.						<i>Keely_Trainor@middlesbrough.gov.uk</i>
I010196 All Wards Page 43	Medium Term Financial Plan Update and Budget Savings Proposals That the Executive notes the updated Medium Term Financial Plan position and budget savings.	Executive 9 Nov 2021		KEY	Public		Executive Member - Environment, Finance & Governance <i>Keely Trainor</i> <i>Keely_Trainor@middlesbrough.gov.uk</i>
I010195 All Wards	Revenue and Capital Budget - Projected Outturn Position as at Quarter Two 2021/22 To advise the Executive of the Council's financial position at Quarter Two 2021/22.	Executive 9 Nov 2021		KEY	Public		Executive Member - Environment, Finance & Governance <i>Keely Trainor</i> <i>Keely_Trainor@middlesbrough.gov.uk</i>

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Council Strategy	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
I009723	Strategic Plan 2021-24 – Progress at Quarter Two 2021/22 Report outlining performance against the Strategic Plan at Quarter Two 2021/22	Executive 9 Nov 2021			Public		Executive Member - Finance and Governance <i>Keely Trainor</i> <i>Keely_Trainor@middlesbrough.gov.uk</i>
I010197 All Wards	Council Tax Support Scheme for 22/23 That the Executive approves the Council Tax Support Scheme for 22/23.	Executive 11 Jan 2022		KEY	Public		Executive Member - Environment, Finance & Governance <i>Keely Trainor</i> <i>Keely_Trainor@middlesbrough.gov.uk</i>
I009724	Strategic Plan 2021-24 – Progress at Quarter Three 2021/22 Report outlining performance against the Strategic Plan at Quarter Three 2021/22	Executive 14 Feb 2022			Public		Executive Member - Finance and Governance <i>Keely Trainor</i> <i>Keely_Trainor@middlesbrough.gov.uk</i>
I010199 All Wards	Revenue Budget, Council Tax, Medium Term	Executive 14 Feb 2022		KEY	Public		Executive Member - Environment, Finance & Governance

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Council Strategy	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
	Financial Plan and Capital Strategy 2022/23 The setting of the Revenue Budget, Council Tax, Capital Strategy for 2022/23.						<i>Keely Trainor Keely_Trainor@middlesbrough.gov.uk</i>
I010198 All Wards Page 45	Revenue and Capital Budget - Projected Outturn Position as at Quarter Three 2021/22 To advise the Executive of the Council's financial position at Quarter Three 2021/22.	Executive 14 Feb 2022		KEY	Public		Executive Member - Environment, Finance & Governance <i>Keely Trainor Keely_Trainor@middlesbrough.gov.uk</i>
<b>Executive Member - Regeneration</b>							
I009231 Central	Tees Advanced Manufacturing Park – New Site Development Options The Executive Member for Regeneration approves: i. new option	Executive Member - Regeneration 23 Mar 2021		KEY	Public		Executive Member - Regeneration <i>Richard Horniman, Director of Regeneration Richard_Horniman@middlesbrough.gov.uk</i>

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Council Strategy	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
Page 46	<p>agreements, on terms similar to the previous option agreements, at Tees Advanced Manufacturing Park (TeesAMP):</p> <p>a. the sale of Plot 23 (3 acres) for £345,000 to Cleveland Property Investments Ltd. (CPIL), as previously approved by the Executive on 14th July 2020;</p> <p>b. the sale of the (formerly) Anaerobic Digester site (3.5 acres) for £400,000 to CPIL, as previously approved by the Executive on 19th December 2017;</p> <p>ii. that the new options and subsequent sales would be subject to:</p> <p>a. a deadline to complete the sales by 30th June 2021;</p> <p>b. substantially the</p>						

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Council Strategy	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
Page 47	<p>same legal terms and conditions as the previous option sites, with the developments now being in use classes B1,B2 and B8;</p> <p>c. a buy-back clause providing an 18 month period following the sale to obtain detailed planning consent, provide any enabling infrastructure and to commence construction, otherwise obligating CPIL to sell the site back to the Council for the same price at which it is sold;</p> <p>d. any onward sale by CPIL is subject to the same conditionality set out at ii. a. to c.;</p> <p>and,</p> <p>iii. that any variance to the terms of the new options and sales be delegated</p>						

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Council Strategy	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
	to the Head of Strategic Commissioning and Procurement, aside from the terms and conditions set out at ii. b. to d. inclusive.						
1009598 Ayresome; Perwick Hills and Pallister; Pramble S and Thorntre e; Central; Linthorp e; Newport ; North Ormesb y; Park; Park End and Beckfiel d	MDC Empty Homes Partnership To confirm the financial arrangements to enable Middlesbrough Development Company to enter into a partnership with The Ethical Housing Company to invest in the refurbishment of empty and poor quality properties in the TS1 and TS3 areas.	Executive 7 Sep 2021		KEY	Public		Executive Member - Regeneration <i>Richard Horniman, Director of Regeneration</i> <i>Richard_Horniman@middlesbrough.gov.uk</i>
1009969 Central	Middlehaven Option Agreement The granting of an	Executive 7 Sep 2021		KEY	Public		Executive Member - Regeneration <i>Richard Horniman, Director of</i>



Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Council Strategy	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
	option agreement development of Middlehaven and in line with an agreed masterplan.						<i>Regeneration Richard_Horniman@middlesbrough.gov.uk</i>
I010673 Central	Middlesbrough College Exploring potential investment in the relocation of TTE.	Executive 7 Sep 2021		KEY	Fully exempt		Executive Member - Regeneration <i>Richard Horniman, Director of Regeneration Richard_Horniman@middlesbrough.gov.uk</i>
PAGE 49 I010701 Central	Fountain Court Refurbishment and Fit-Out Budget Decision regarding fit-out costings.	Executive 5 Oct 2021		KEY	Public		Executive Member - Regeneration <i>Steve Fletcher, Head of Development Steve_Fletcher@middlesbrough.gov.uk</i>
I010658 All Wards	MDC Business Plan To provide the Executive with a review of MDC activities over the past year and to set out the priorities and anticipated expenditure for the next 12 months.	Executive 5 Oct 2021			Public		Executive Member - Regeneration <i>Richard Horniman, Director of Regeneration Richard_Horniman@middlesbrough.gov.uk</i>
I009248 Ayresom	Stainsby Country Park and	Executive 26 Oct 2021		KEY	Public		Executive Member - Regeneration

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Council Strategy	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
e; Kader; Trimdon	Masterplan To adopt the Stainsby Country Park and Masterplan.						<i>Paul Clarke paul_clarke@middlesbrough.gov.uk</i>

# Overview and Scrutiny Board: Chief Executive update

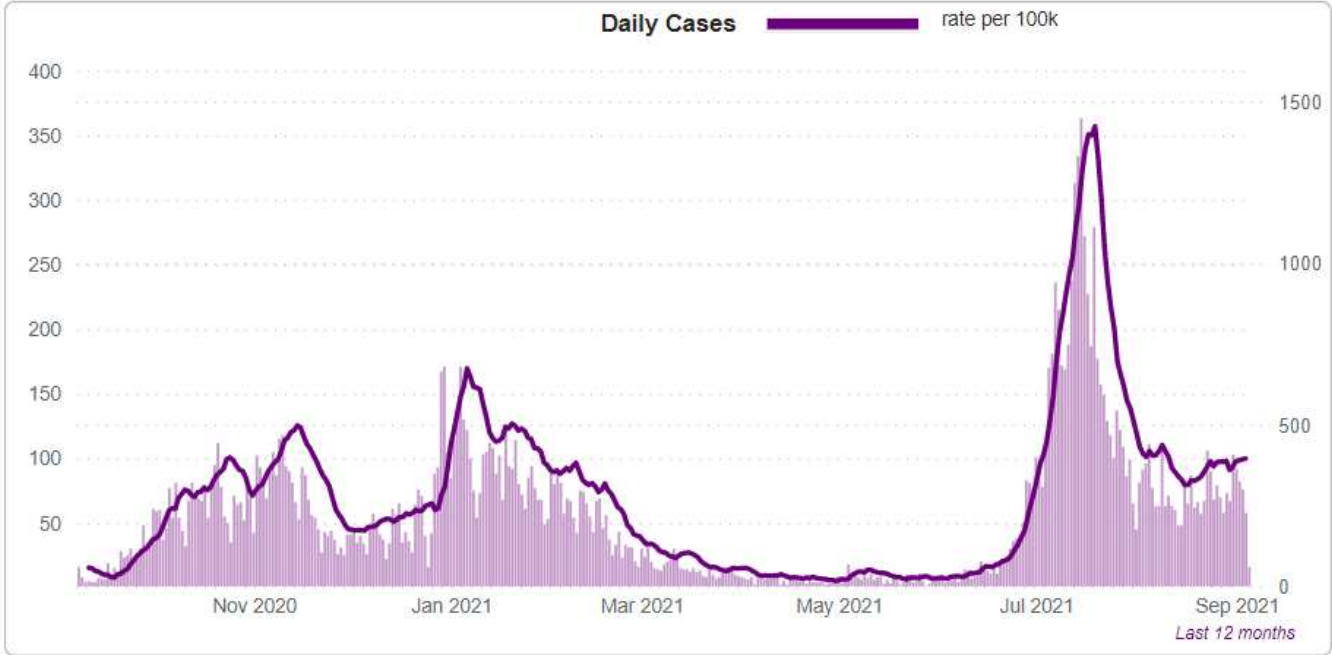
## 8 September 2021

# Agenda

- COVID-19 update
- Executive decisions, August
- Reoccupation
- Questions



# COVID-19 overview



Last updated 06/09

# North East and national vaccination summary (18+)

National & NE LA COVID Vaccination Rates - 1st September 2021 (18+ years)

Local Authority	Dose 1 %
1 Northumberland	90.0
2 Dorset	89.7
3 Rutland	90.2
4 Derbyshire	88.8
5 North Somerset	88.2
6 East Riding of Yorkshire	89.5
7 Cumbria	88.6
8 North Yorkshire	88.6
9 Shropshire	88.9
10 Hampshire	88.5
11 North Tyneside	87.9
12 Gloucestershire	88.1
13 West Berkshire	87.8
14 Isle of Wight	86.3
15 Devon	87.7
16 Worcestershire	86.6
16 Wiltshire	89.1
18 Leicestershire	86.8
18 Cheshire East	86.8
18 Staffordshire	86.8

Local Authority	Dose 2 %
1 Rutland	83.7
2 Northumberland	84.4
3 Dorset	84.3
4 East Riding of Yorkshire	82.9
5 Wiltshire	80.4
6 Shropshire	82.2
7 Derbyshire	83.4
8 Cumbria	82.8
8 North Yorkshire	82.3
10 Hampshire	82.1
11 North Somerset	83.0
12 Gloucestershire	81.4
13 North Tyneside	81.5
14 West Berkshire	81.1
15 Devon	80.7
16 Somerset	80.3
16 Herefordshire, County of	80.1
18 Leicestershire	80.3
18 Cheshire East	80.3
18 Staffordshire	80.3

NE Local Authority	Dose 1 %
1 Northumberland	90.0
11 North Tyneside	87.9
39 Redcar and Cleveland	86.6
41 County Durham	85.5
46 Sunderland	84.7
55 Darlington	84.9
58 Gateshead	84.2
61 South Tyneside	83.1
63 Stockton-on-Tees	84.5
68 Hartlepool	83.2
106 Middlesbrough	76.5
117 Newcastle upon Tyne	72.9

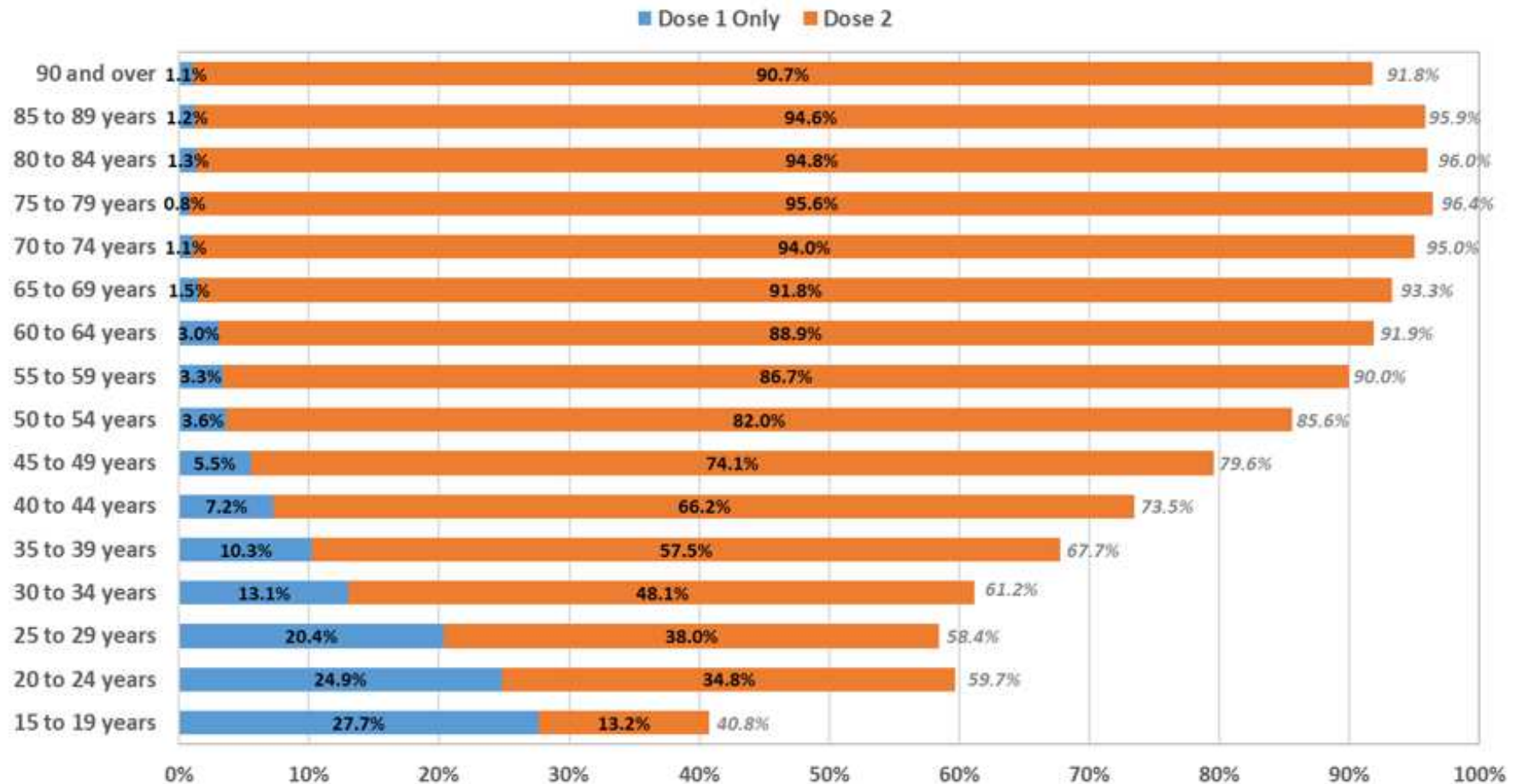
NE Local Authority	Dose 2 %
2 Northumberland	84.4
13 North Tyneside	81.5
22 Redcar and Cleveland	78.2
36 County Durham	77.9
41 Darlington	76.0
43 Sunderland	77.3
44 Stockton-on-Tees	75.3
51 Gateshead	75.7
60 Hartlepool	74.8
62 South Tyneside	75.4
101 Middlesbrough	66.2
112 Newcastle upon Tyne	62.3

106 Middlesbrough	76.5
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101 Middlesbrough	66.2
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Last updated 01/09

# Vaccination rates by age band (15+)



Last updated 04/09

## Testing Vs Positivity

At the July meeting of the OSB a request was made for information on testing rates and how they transfer / align with positivity rates.

The table below depicts PCR testing rates (LFT testing rates are quite often not recorded), showing a higher testing rate in Middlesbrough than across the Tees Valley, but lower than England.

Cumulative data shows that Middlesbrough had (at the time this data was recorded), a slightly higher rate of tests per population, compared to England.

**Number and Rate per 100,000 of Individuals Tested (PCR Only) and Positivity (%)**

	Most Recent 7 Days (up to 31st Aug)			Cumulative (since 2nd June 2021)		
	Tests	Tests per 100,000	PCR Positivity (%)	Tests	Tests per 100,000	PCR Positivity (%)
<b>Middlesbrough</b>	3,575	2,530	12.4%	71,502	50,608	12.1%
<b>Tees Valley</b>	15,172	2,241	12.6%	304,021	44,896	12.2%
<b>England</b>	1,545,924	2,734	9.0%	27,830,120	49,213	7.3%



## Recent Executive decisions (August)

**Community Engagement:** setting out a new approach to how we formally consult *and* the approach we will take to better engage our public, to promote understanding and collaboration.

**Corporate Debt Management:** setting out a new policy to provide clear guidance on the recording, reporting, recovering and monitoring of the Council's debt and income.

**Nunthorpe Grange Farmhouse, Yard and Barns:** a proposal to dispose of this Council-owned property, to generate capital receipts and bring the property into more beneficial future use.

**Surveillance Policy:** setting out a governance framework for decisions to undertake covert directed surveillance, where there is a legitimate reason to do so.

**Children's Improvement Plan:** a quarterly update on progress made during February to July 2021.

**Revenue and Capital Budget, Projected Outturn position as at Quarter One 2021/22:** no significant concerns at this point.

# Reoccupation

During September we will finalise arrangements for a phased reoccupation, including:

- Updating all premises and service risk assessments.
- Confirming which staff will fall into each phase, notifying them and providing them with appropriate guidance.
- Putting in place a structured plan for reoccupation to ensure that this is done safely and can be monitored and evaluated by COVID Gold Command.

Reoccupation will then begin in earnest from 4 October - subject to no major increase in transmission following the return of schools this month - within the context of blended working and on a phased basis, each one month apart:

Phase	Month	Who
1	October	Staff who have not signed up to the blended working offer due to home circumstance or wellbeing issues
2	November	Staff who are ineligible for blended working and / or whose productivity is affected by home working
3	December	Staff who have accepted blended working offer i.e. all other staff

# Questions



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