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# Schools' Forum Membership and Constitution from September 2021

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**Report being considered by:** Schools' Forum on 19<sup>th</sup> July 2021

**Report Author:** Jessica Bailiss

**Item for:** Decision **By:** All Forum Members

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## 1. Purpose of the Report

1.1 To review and where necessary update the membership and Constitution of the Schools' Forum.

## 2. Recommendation

2.1 To approve the membership and Constitution of the Schools' Forum from September 2021.

<b>Will the recommendation require the matter to be referred to the Council or the Executive for final determination?</b>	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
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## 3. Introduction/Background

3.1 The Schools' Forum is required to review its membership and Constitution annually. The current Constitution complies with The Schools' Forums' (England) Regulations 2012. There was one change made to the Regulations in 2020, which enables Schools' Forums to continue to meet remotely going forward.

3.2 There have been no other legislative changes requiring a change to our current practice. The membership however does need to be reviewed to see if the split based on pupil numbers is still correct or needs to be changed.

3.3 The current rules in respect to School Forum membership are as follows:

(1) The need to have full representation for the various types of school with the number of members representing each being broadly proportionate to the number of pupils in each phase. This is to ensure debate within the Schools' Forum is balanced and representative.

(2) There is no minimum or maximum number of members, but non school members must not make up more than one third of the total membership. However, care should be taken to keep the Schools' Forum to a reasonable size to ensure that it does not become too unwieldy.

3.4 The current breakdown in pupil numbers between the three main groups is as follows (pupil numbers include Nursery and Sixth Form):

TABLE 1	Pupil Numbers (Jan 20 census)		Pupil Numbers (Jan 21 census)	
	Number	%	Number	%
Primary Schools	(62) 12,067	47%	(62) 11,997	46%
Secondary Schools	(3) 4,033	16%	(3) 4,103	16%
Academy Schools	(12) 9,575	37%	(12) 9752	38%
<b>TOTAL</b>	<b>25,675</b>	<b>100%</b>	<b>25,852</b>	<b>100%</b>

*(The number of schools in each sector is shown in brackets)*

3.5 Data shows that overall the percentage of pupils in each sector has remained broadly the same.

3.6 No schools in West Berkshire have converted to Academy status since the last membership report that was presented to the Schools' Forum in July 2020.

3.7 The current membership of the Schools' Forum is organised as follows:

TABLE 2					
School Members	Heads	Governors	Other	Total	
	Number	Number	Number	Number	%
Primary	4	3	1	<b>8</b>	47%
Secondary	2	1 (v)	0	<b>3</b>	18%
Academies	4	2 (1v)	0	<b>6</b>	35%
	<b>10</b>	<b>6</b>	<b>1</b>	<b>17</b>	100%
<b>Other School Members</b>					
Nursery Schools	1			<b>1</b>	
Special Schools	1			<b>1</b>	
iCollege (PRU)	1			<b>1</b>	
<b>Non School Members</b>					
RC Diocese			1	<b>1</b>	
C of E Diocese			1	<b>1</b>	
Early Years PVI			1	<b>1</b>	
Trade Union			1	<b>1</b>	
Non School Post 16			1	<b>1</b>	
<b>TOTAL MEMBERSHIP</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>25</b>	
<b>Proportion of School Members (minimum must be 67.2%)</b>				<b>80%</b>	

3.8 It is not proposed to make any changes to the structure of the membership.

#### **4. Membership – end of term**

- 4.1 The term of office for members of the Forum is four years or until the position by virtue of which they are eligible for Forum membership comes to an end, whichever is the sooner.
- 4.2 Each Member is contacted individually as the end of their term approaches and asked to consult with their relevant forums or alternatively for Governors an election process will be coordinated.
- 4.3 There are currently no Forum Members approaching the end of their Term of Office.
- 4.4 Elections will be held for the Secondary Governor position and the Academy School Governor position prior to the next cycle of meetings on October 2021.

#### **5. Constitution**

- 5.1 A list of standing declarations of interest was obtained from Forum Members recently. It was noted from this exercise that some schools have more than one representative on the Forum across the membership groups. Therefore going forward it is proposed that there should be no more than two representatives from one school/academy across the groups.
- 5.2 Forum members are invited to suggest any further changes which they deem necessary or desirable.

#### **6. Proposals**

- 6.1 As set out above in 5.1 it is proposed that there should be no more than two representatives from one school/academy across the groups that make up the Schools' Forum going forward (proposed change is included under section 2.3 of the Constitution – Election of School Members). This will be assessed as part of the election process. It is not proposed that this is actioned retrospectively.
- 6.2 There have been no changes to the Regulations or Operational Guidance for the Schools' Forum apart from being permitted to continue to meet remotely, so it is not proposed that any further changes are made to the Constitution.
- 6.3 As pupil numbers have fluctuated only slightly, no changes are proposed to the membership or composition of the Forum.

#### **7. Conclusion**

- 7.1 The Schools' Forum is invited to approve the membership and the Constitution for the Schools' Forum from September 2021.

#### **8. Consultation and Engagement**

- 8.1 Ian Pearson (Head of Education Service), Melanie Ellis (Chief Management Accountant) and Stephen Chard (Democratic Services Manager)

#### **9. Appendices**

- 9.1 Appendix A: Equalities Impact Assessment – Stage One
- 9.2 Appendix B: Membership of the Schools Forum – September 2021
- 9.3 Appendix C: Constitution of the Schools Forum

## Appendix A

### Equality Impact Assessment (EqIA) - Stage One

We need to ensure that our strategies, policies, functions and services, current and proposed have given due regard to equality and diversity as set out in the Public Sector Equality Duty (section 149 of the Equality Act 2010), which states:

- (1) A public authority must, in the exercise of its functions, have due regard to the need to:*
  - (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;*
  - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; This includes the need to:*
    - (i) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;*
    - (ii) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;*
  - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it, with due regard, in particular, to the need to be aware that compliance with the duties in this section may involve treating some persons more favourably than others.*
- (2) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.*
- (3) Compliance with the duties in this section may involve treating some persons more favourably than others.*

The following list of questions may help to establish whether the decision is relevant to equality (the relevance of a decision to equality depends not just on the number of those affected, but on the significance of the impact on them):

- Does the decision affect service users, employees or the wider community?
- Is it likely to affect people with particular protected characteristics differently?
- Is it a major policy or a major change to an existing policy, significantly affecting how functions are delivered?
- Will the decision have a significant impact on how other organisations operate in terms of equality?
- Does the decision relate to functions that engagement has identified as being important to people with particular protected characteristics?
- Does the decision relate to an area with known inequalities?

- Does the decision relate to any equality objectives that have been set by the Council?

Please complete the following questions to determine whether a full Stage Two, Equality Impact Assessment is required.

<b>What is the proposed decision that you are asking the Schools' Forum to make:</b>	To approve the membership and Constitution of the Schools' Forum from July 2021.
<b>Name of Service/Directorate:</b>	Legal and Strategic Support
<b>Name of assessor:</b>	Jessica Bailiss
<b>Date of assessment:</b>	May 2021

Is this a .... ?		Is this policy, strategy, function or service ... ?	
<b>Policy</b>	Yes x No <input type="checkbox"/>	<b>New or proposed</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Strategy</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Already exists and is being reviewed</b>	Yes x No <input type="checkbox"/>
<b>Function</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Is changing</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Service</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>		

<b>(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?</b>	
<b>Aims:</b>	To review and where necessary update the membership and Constitution of the Schools' Forum.
<b>Objectives:</b>	Review the constitution for the Forum and ensure it reflects any changes made to the Schools' Forum Regulations 2012. Review the membership composition against pupil numbers to ensure that it is still correct or needs to be changed.
<b>Outcomes:</b>	A reviewed Constitution and membership for 2021/22
<b>Benefits:</b>	Pupils across school phases in the district are fairly represented at the Schools' Forum. A Constitution that is fit for purpose.

<b>(2) Which groups might be affected and how? Is it positively or negatively and what sources of information have been used to determine this?</b>			
<i>(Please demonstrate consideration of all strands – Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation)</i>			
<b>Group Affected</b>	<b>Potential Positive Impacts</b>	<b>Potential Negative Impacts</b>	<b>Evidence</b>
Age	Pupils across the school phases are fairly represented at the Schools' Forum.	None	The January schools' census is used to calculate the membership composition for the Forum.
Disability	None	None	
Gender Reassignment	None	None	
Marriage and Civil Partnership	None	None	
Pregnancy and Maternity	None	None	
Race	None	None	
Religion or Belief	None	None	
Sex	None	None	
Sexual Orientation	None	None	
<b>Further Comments: N/A</b>			

<b>(3) Result</b>	
<b>Are there any aspects of the proposed decision, including how it is delivered or accessed, that could contribute to inequality?</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
The report aims to review and where necessary update the membership and Constitution of the Schools' Forum. This will help to ensure that pupils are fairly represented at the Schools' Forum. The refreshed Constitution will be published on the Schools' Forum's webpage. No changes are proposed to the membership at this time.	
<b>Will the proposed decision have an adverse impact upon the lives of people, including employees and service users?</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
There will be no adverse impact caused upon the lives of people, including employees or	

service users as a result of the decision.

If your answers to question 2 have identified potential adverse impacts and you have answered 'yes' to either of the sections at question 3, or you are unsure about the impact, then you should carry out a EqlA 2.

If an EqlA 2 is required, before proceeding you should discuss the scope of the Assessment with service managers in your area. You will also need to refer to the EqlA guidance and template – <http://intranet/index.aspx?articleid=32255>.

<b>(4) Identify next steps as appropriate:</b>	
<b>EqlA Stage 2 required</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Owner of EqlA Stage Two:</b>	
<b>Timescale for EqlA Stage Two:</b>	

Name: Jessica Bailiss

Date: May 2021

Please now forward this completed form to Pamela Voss, Equality and Diversity Officer ([pamela.voss@westberks.gov.uk](mailto:pamela.voss@westberks.gov.uk)), for publication on the WBC website