
Schools' Forum Membership and Constitution from September 2022

Report being considered by: Schools' Forum on 18th July 2022

Report Author: Jessica Bailiss

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

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 2022.

Will the recommendation require the matter to be referred to the Council or the Executive for final determination?	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, which were last updated in 2020 to allow Schools' Forums to continue to meet remotely.

3.2 There have been no legislative changes over the last year requiring a change to the Forum's 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 21 census)		Pupil Numbers (Jan 22 census)	
	Number	%	Number	%
Primary Schools	(62) 11,997	46%	(62) 12,007	46%
Secondary Schools	(3) 4,103	16%	(3) 4,182	16%
Academy Schools	(12) 9752	38%	(13) 9886	38%
TOTAL	25,852	100%	26,075	100%

(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 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 2021. Pupil numbers for the new academy school, Highwood Copse, which opened in September 2021 are included in the academy schools data.

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	8	47%
Secondary	2	1 (v)	0	3	18%
Academies	4 (1v)	2	0	6	35%
	10	6	1	17	100%
Other School Members					
Nursery Schools	1			1	
Special Schools	1			1	
iCollege (PRU)	1			1	
Non School Members					
RC Diocese			1	1	
C of E Diocese			1	1	
Early Years PVI			1	1	
Trade Union			1	1	
Non School Post 16			1	1	
TOTAL MEMBERSHIP	13	6	6	25	
Proportion of School Members (minimum must be 67.2%)				80%	

(*v stands for vacancy)

3.8 It is not proposed that any changes are made to the structure of the membership at this time.

4. Membership and term of office

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 The following Forum members will be coming to the end of their terms in 2022:

- Jon Hewitt – September 2022
- David Ramsden – September 2022

4.3 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.

4.4 A list of standing declarations of interest was obtained from Forum Members in 2021 and is kept up to date and published on the Schools' Forum webpage (Appendix D).

5. Constitution

5.1 Forum Members are invited to suggest any changes which they deem necessary or desirable.

6. Proposals

6.1 There have been no changes to the Regulations or Operational Guidance for the Schools' Forum, so it is not proposed that any changes are made to the Constitution.

6.2 As the overall percentage of pupils in each sector has remained the same, 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 2022.

8. Consultation and Engagement

8.1 Ian Pearson (Head of Education Services), 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 2022

9.3 Appendix C: Constitution of the Schools Forum

9.4 Appendix D: Standing declarations of interest

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.

What is the proposed decision that you are asking the Schools' Forum to make:	To approve the membership and Constitution of the Schools' Forum from July 2022.
Name of Service/Directorate:	Legal and Democratic
Name of assessor:	Jessica Bailiss
Date of assessment:	May 2022

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

(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?	
Aims:	To review and where necessary update the membership and Constitution of the Schools' Forum.
Objectives:	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.
Outcomes:	A reviewed Constitution and membership for 2022/23.
Benefits:	Pupils across school phases in the district are fairly represented at the Schools' Forum. A Constitution that is fit for purpose.

(2) Which groups might be affected and how? Is it positively or negatively and what sources of information have been used to determine this?			
<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>			
Group Affected	Potential Positive Impacts	Potential Negative Impacts	Evidence
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	
Further Comments: N/A			

(3) Result	
Are there any aspects of the proposed decision, including how it is delivered or accessed, that could contribute to inequality?	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.	
Will the proposed decision have an adverse impact upon the lives of people, including employees and service users?	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 EqIA 2.

If an EqIA 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 EqIA guidance and template – <http://intranet/index.aspx?articleid=32255>.

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

Name: Jessica Bailiss

Date: June 2022

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