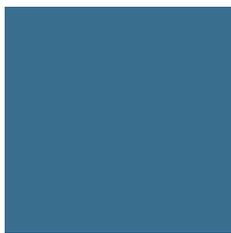


Governance guidance for Sure Start Children's Centres and extended schools



Every Child Matters
Change For Children



NON-STATUTORY
GUIDANCE

department for
education and skills

Creating Opportunity
Releasing Potential
Achieving Excellence

Executive Summary



1. Introduction

Good governance arrangements enable Sure Start Children's Centres and extended schools to ensure services meet local needs and contribute to improving outcomes for children, young people and families. This document uses the term governance to mean the system of decision-making which will determine the services offered through Sure Start Children's Centres and extended schools, and make sure they meet local needs and offer value for money.

Models of governance will vary, and will be built on a range of existing governance structures. As such, this guidance does not offer a one-size-fits-all model, but provides clarity about decision-making, the roles and responsibilities of different parties, and a range of governance models that Sure Start Children's Centres and schools may choose to adopt, working within the statutory framework set by local authorities and children's trust arrangements.

Whereas schools have a governing body with functions prescribed in law, Sure Start Children's Centres have no statutory basis for governing bodies. We do however see scope for an important role in decision-making for a **Sure Start Children's Centre advisory board** which, while not a statutory body with legal powers, can bring forward the views and detailed local knowledge held by parents and the local community.

This guidance falls into seven sections: **sections 1-3** cover over-arching issues; **section 4** focuses on the role of children's trust partners; **section 5** on Sure Start Children's Centre advisory boards and centre managers; and **section 6** on the role of the governing body in delivering extended schools; with further resources signposted in **section 7**.



2. The vision

Sure Start Children's Centres and extended schools are designed to become, over time, universal access points for integrated services for children and their parents at the heart of their local authorities. They will give parents and children access to the services they need – either on site, or through referral to more specialised services. **Section 2** sets out our vision for Sure Start Children's Centres and extended schools and how good governance arrangements ensure these services meet local needs, are reliable and attractive to users. It also sets out the core offer for both Sure Start Children's Centres and extended schools.

3. Parents

Parents are a crucial influence on what their children experience and achieve. Parents, fathers as well as mothers, bring a positive contribution to the governance of both Sure Start Children's Centres and extended schools and should be involved formally in governance.

But this is not enough. There are many parents who will not feel able to participate in formal governance arrangements. All parents should have every chance to get involved, have their say and secure what is best for their children. Drop-in consultation events and surveys can give parents a voice in decision-making without the need to take on a long term governor or advisory board position. Those running Sure Start Children's Centres and extended schools will need to be aware of groups in their area who may be at greater risk of being excluded and tailor their approach to reach these groups. **Section 3 addresses how parents can be involved in governance.**

4. Role of the children's trust in the delivery of Sure Start Children's Centres and extended schools

Children's trust arrangements bring together all services for children and young people in an area. They will draw up a Children and Young People's Plan, which should provide a strategic direction for the delivery of Sure Start Children's Centres and extended schools¹.

Local authorities will, from April 2008, have statutory responsibilities for the provision of integrated early childhood services, improving the outcomes of young children and reducing inequality. Sure Start Children's Centres and extended schools will make an important contribution to meeting these targets, and statutory partners, including health services and Jobcentre Plus will play a vital role in delivering these services.

The bulk of Section 4 looks at the local authority's role in: providing strategic leadership of Sure Start Children's Centres and extended schools; managing budgets and ensuring value for money; performance managing children's centres; ensuring clear workforce policies and practices; training members of advisory boards and governing bodies; safeguarding; and integrated working practices.

As part of strategic leadership, the section looks at the **locality-based approach**. This is an approach to overseeing Sure Start Children's Centres taken by some **larger authorities**, or those in predominantly **rural areas**. Under this model, an area manager, employed by the local authority, co-ordinates the centres within an area of the authority. How far the area manager takes on responsibilities from the local authority will depend on what works best locally.

The local authority has overall responsibility for managing the programme in their area and for the **distribution of core funding**, and for co-ordinating and accounting for resources provided 'in kind' or on a 'quid pro quo' basis. Local authorities should work with advisory boards to ensure Sure Start Children's Centres are working effectively to meet their set objectives through clear **performance management** mechanisms.

In local authority managed centres, the local authority is the employer and is responsible for **staffing** arrangements and conducting effective recruitment and **vetting** checks. Where the delivery of a centre is led by another agency, arrangements for staffing and vetting checks should be clearly set out in the contract or service level agreement.

¹ There is a statutory requirement for all local authorities to publish a Children and Young People's Plan. Four star authorities are exempt from this requirement but it is nevertheless considered good practice to have a plan in place.

Increasingly, local authorities are introducing integrated working processes into Sure Start Children's Centres and extended schools. These include the **Common Assessment Framework**, and methods of comprehensive and accurate information sharing which help services work effectively together.

5. Sure Start Children's Centres

In section 5, we strongly recommend local authorities establish **Sure Start Children's Centre advisory boards**, with membership including parents, the local community, delivery partners and statutory services. Local authorities may choose to adopt the Sure Start Local Programme model of one third parents, one third from the statutory sector and one third from the private, voluntary and independent sectors, as a basis for their arrangements.

Advisory boards will work within an overall framework set by the local authority and children's trust partners, which sets local policy on the role and membership of boards; how members are appointed; the role of the chair; the size of the board; the level of provider representation and how to deal with potential conflicts of interest.

The role of advisory boards is to provide support and challenge for Sure Start Children's Centres; to work with centre managers to identify priorities through effective consultation; agree objectives and development plans; monitor progress through performance management; and

ensure the services on offer meet local needs and contribute to improving children's outcomes. With the agreement of the local authority, advisory boards can also be involved in staffing decisions such as the appointment of a centre manager; as well as advising on planning and commissioning, budgets and resources; and leading on consulting and involving the local community.

In the majority of cases there will be one board per centre, although centres in the 70% least disadvantaged areas or in rural areas may share an advisory board between a cluster of centres. There are a number of models possible and we encourage local authorities to build on existing steering groups or community committees that may be in place.

The role of partnership boards in **Sure Start Local Programmes (SSLPs)** will change as SSLPs become Sure Start Children's Centres, and the board will generally adopt an advisory role. Responsibilities for budgets, staffing and commissioning will be passed to the local authority. In some cases, the local authority may delegate decision-making to the board, including decisions on spending, if it has formed a formal legal status such as that of a limited company.

There are various options for the governance of **Sure Start Children's Centres located on school sites**, depending on the role the school governing body takes in the management and delivery of services:

- the management of the Sure Start Children's Centre and the advisory board are separate from the school governing body;
- the management of the Sure Start Children's Centre is led by another agency but the governing body takes on the advisory board role;
- the governing body provides the Sure Start Children's Centre through its extended services powers, with a committee responsible for overseeing the centre; and
- the Sure Start Children's Centre services are delivered by a cluster of schools and the governing body forms a joint committee with the governing bodies of other schools.

It is important to distinguish between the powers of the governing body and the advisory board. A governing body is accountable if providing or arranging the delivery of extended services. However, when the governing body is acting in an advisory capacity – giving advice and making recommendations – it will not be accountable because it is not the decision-making body.

Where Sure Start Children's Centre services are co-located with, or built around, **maintained nursery school** provision, the options for governance arrangements are the same as for centres located on school sites. We encourage Maintained Nursery Schools to adopt a model where the governing body is responsible for the delivery of the Sure Start Children's Centre as part of its extended services.

In order to provide effective leadership, **centre managers** will need to work closely with the local authority and the children's centre advisory board. There are a number of areas in which centre managers will take an active role, working with their advisory board. They will be responsible for **budgets and resources**; take the lead in developing objectives and a delivery plan for the centre; and work with the advisory board in the **performance management** process and completing the centre's self-evaluation form.

Centre managers should have a job description, especially where management responsibility is shared, and ensure all staff are clear to whom they are accountable within the multi-agency context. Centre managers can benefit from the **National Professional Qualification in Integrated Centre Leadership**, which we strongly recommend all centre managers take over time.

6. Role of the school governing body in delivering extended services

Where they exercise powers to provide or arrange the provision of extended services, school governing bodies are responsible for the delivery of those services, and section 6 looks at their roles.

This does not mean that schools will provide all of the services themselves and should not increase teachers' overall workload, but that school governing bodies will take a strategic overview of how to enable access. Schools can offer access to extended services on-site or off-site; through partners in the private, voluntary and independent sector, on their own or through **cluster arrangements**.

School governing bodies must liaise with the local authority and **consult widely** before they develop extended services, and make a particular effort to include local parents. As they develop extended services, school governing bodies may need to invite additional members to represent users or providers.

Schools are best placed to know the needs of children and the local communities they serve. **We encourage local authorities to devolve the majority of funds for extended services directly to schools** wherever possible. School governing bodies should have a clear understanding of the ongoing costs of delivering extended activities, and how they will be funded. Governing bodies will need to establish a process for **measuring the impact and uptake of extended services**,

and link this to the School Improvement Plan.

Governing bodies will need to decide which approach to **delivery** best meets community needs. Schools may directly deliver services; contract other agencies to manage or deliver; host external services; or facilitate access to other services.

When working with third parties, school governing bodies are encouraged to **agree responsibilities, liabilities and accountability**. Where schools deliver extended services through cluster arrangements, there will be an agreed decision-making process and all governing bodies will be responsible for joint decisions.

Developing extended services will bring about new ways of working. **Workforce remodelling** – its principles and practices – is crucial to schools' capacity to deliver coherent, sustainable extended services. Governing bodies need to ensure that any new roles are taken on by those best placed to do so.

In extended schools, staff need to work closely with other statutory services and the voluntary and community sector. Governing bodies must ensure **multi-agency staff are carefully co-ordinated**. It is particularly important to be clear on this where there is a shared responsibility for management between the school and a member of the practitioner's own professional body working elsewhere.

Preface



Young people today are achieving ever better educational outcomes, and the quality of their lives is improving, year on year. Getting the best start in life ensures that young people go on to achieve their full potential in later life. But we need to ensure this holds true for all our young people. The achievement gap that disadvantage often brings can become evident as early as even before the child's second birthday. If not addressed, that gap grows wider with each passing year.

That means starting early and ensuring continuing support throughout their school lives, to give them an equal chance in life. Sure Start Children's Centres and extended schools are playing a vital role in helping to improve attainment and outcomes for all our young people, particularly those from less advantaged backgrounds.

The landscape is changing fast. There are now over 1,250 Sure Start Children's Centres in England, providing access to a wide range of multi-agency services for one million under-fives and their families. Sure Start Children's Centres are providing essential early support and intervention, particularly in our most disadvantaged communities. By 2010, there will be 3,500 Sure Start Children's Centres – one for every community in the country.

Extended schools are providing continuing access to the activities and interventions children need. There are now over 4,500 schools offering access to the full core offer of extended services; by 2010, all schools will do so. They are offering extended opportunities such as breakfast clubs, study support, parenting support and childcare. These activities can boost achievement and help lift families out of poverty, which remains a key determinant of success at school. High achievement at school is one of the best protections in life. Young adults who have not done well at school are most at risk of living in poverty, being involved in or becoming the victims of crime, and being unhealthy. The personal and economic cost of failure at school is huge. We cannot afford to fail these young people.



To fulfil their role effectively, Sure Start Children's Centres, extended schools, local authorities, and other children's trust partners involved in managing and delivering multi-agency services must be efficiently organised and well-run. There are key issues of governance, accountability and responsibility that each of the services needs to consider and agree. They must be based on the needs of the whole child and their families. To get this right, it is important that all agencies consult and involve parents at every stage in developing and providing services. This guidance aims to help ensure that happens, and ensure that every child gets the best possible start in life.

We appreciate that services are designed around the needs of the local community. So there can be no one-size-fits-all solution in every case. But this guidance is designed to help Sure Start Children's Centre managers, extended schools, local authorities and other children's trust partners work together to reach solutions that work best locally.

We are very grateful for all your hard work and commitment in taking on this exciting challenge. Together, we have a real opportunity to turn around the life chances of so many children and young people. We trust this guidance will support you in doing so.

Beverley Hughes
**Minister of State for Children,
Young People and families**

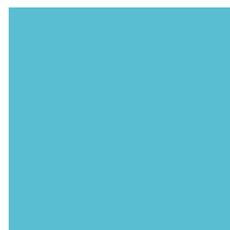
Jim Knight
**Minister of State for Schools
and 14-19 Learners**

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1.0 Introduction



This guidance on the governance of Sure Start Children's Centres and extended schools is aimed at local authorities and their partners in health, and other services working through children's trusts; children's centre managers, headteachers, school leaders, trustees and school governors.

We have developed it using the responses to our discussion paper *The Governance and Management of Extended Schools and Sure Start Children's Centres*, issued in November 2006. It is intended to respond to demands for further clear guidance on governance from people working in these services. Its purpose is to provide information and suggestions for good practice. Children's centre managers and other practitioners asked for more guidance on the governance of Sure Start Children's Centres in particular.

This document uses the term governance to mean the system of decision-making which will determine the services offered through Sure Start Children's Centres and extended schools, and applies to all levels at which decisions are made – including local authorities and children's trust partners, school governing bodies and Sure Start Children's Centre managers.

Whereas schools have a governing body with functions prescribed in law, Sure Start Children's Centres do not have a statutory basis for a governance system. However, we see scope for an important role in decision-making for a **Sure Start Children's Centre advisory board** which, while not a statutory body with legal powers, can bring forward the views and detailed local knowledge held by parents and the community. Section 5.1 describes possible models for advisory boards for Sure Start Children's Centres and their roles are described throughout this document.

Good governance will enable Sure Start Children's Centre advisory boards and school governing bodies to identify priorities through effective consultation, agree objectives and development plans, and monitor progress through performance management, so ensuring the services on offer meet local needs and



contribute to improving children's outcomes. **Models of governance will become increasingly varied** as more centres develop on school sites and more schools operate through cluster arrangements. Sure Start Children's Centres are also building on a range of existing services with existing governance structures, such as Sure Start Local Programmes. We therefore offer a range of governance models that Sure Start Children's Centres and governing bodies may choose to adopt.

So what makes good governance? In all school governing bodies and Sure Start Children's Centre advisory boards, good governance involves:

- wide, representative participation;
- a strategic vision shared by users and providers;
- commitment on the part of all those involved;
- responsiveness to need;
- transparency and robust accountability;
- effective and efficient delivery processes; and

- a clear, shared sense of purpose between all parties and knowledge of who they are there to represent.

This guidance falls into seven sections: sections 1-3 cover over-arching issues; section 4 focuses on the role of children's trust partners; section 5 on Sure Start Children's Centre advisory boards and centre managers; and section 6 on the role of the governing body in delivering extended schools; with further resources signposted in section 7.

This guidance is supplemented by online examples of governance models currently in practice in various authorities (accessible via www.governornet.co.uk) and is supported by the range of resources referenced in section 7.

2.0 Vision for Sure Start Children's Centres and Extended Schools

Sure Start Children's Centres and extended schools are at the heart of the *Every Child Matters* programme which brings together all partners delivering personalised children's services through children's trust arrangements, to improve outcomes for children, young people and their families. **Health services and Jobcentre Plus** in particular have a strong role to play in working with local authorities to improve health and well being and reduce disadvantage.

2.1 Sure Start Children's Centres

Sure Start Children's Centres provide integrated multi-agency services and are central to local authorities' efforts to develop mainstream early years provision. They are a universal point of access for integrated early learning and childcare, family support, health services, support into employment, and links to other specialist services. Sure Start Children's Centres will improve outcomes for all children, but place a particular focus on the most disadvantaged.

The Government is committed to delivering **3,500 Sure Start Children's Centres – one in every community – by 2010**. As more centres open, we will see a wider range of models, as each centre should be tailored to meet local need and

levels of deprivation, and fit around existing provision. Sure Start Children's Centres will need to incorporate health services, Jobcentre Plus, private, voluntary and independent sector providers (PVI sector), and parents and the local community in order to do this.

The governance arrangements of Sure Start Children's Centres will vary to reflect the flexibility in provision, and as such, we do not believe in a one-size-fits-all approach to Sure Start Children's Centre governance. However, **all local authorities need to create a clear and robust system of decision-making at every level**, which we strongly recommend includes an advisory board at centre level. The National Audit Office report, *Sure Start Children's Centres* (2006) found that effective boards



can give Sure Start Children’s Centres focus and direction, and can help steer partner organisations to work well together.

2.2 Extended schools

Schools offering extended services are providing integrated support for school-age children and their families. Extended schools will have a positive impact on standards by providing activities and opportunities to promote attainment, and identify and overcome barriers early on. Parents and the local community benefit too from advice and support; opportunities to improve their parenting skills; and also their skills for employment.

Every school will offer access to extended services by 2010. These services can only be developed by working in partnership with parents, children and young people; local authorities and other statutory services, including health and Jobcentre Plus; other schools within a cluster; other children’s services; and the PVI sector – all of whom should be involved in making decisions on what to offer. School governing bodies will need to ensure their

membership includes representation from the local community, service users and providers – this may involve setting up an extended services committee. **Good governance arrangements will help to ensure that the services on offer meet local needs, do not duplicate existing good quality provision, are reliable, are attractive to users, and do not increase teachers’ workload.**

School governing bodies have clear powers and duties enshrined by law, as do local authorities and other children’s trust partners. Schools and local authorities will need to come together to deliver these duties and achieve the best possible outcomes.

2.3 Core offer

The table below sets out the different core services which we expect to be available to children and families in or through all Sure Start Children's Centres and schools by 2010.

Sure Start Children's Centres	<p>To offer or provide access to:</p> <ul style="list-style-type: none">• In centres in the 30% most disadvantaged areas: integrated early learning and childcare (early years provision) for a minimum of 10 hours a day, five days a week, 48 weeks a year; and support for a childminder network; or• In centres in the 70% least disadvantaged areas, which do not elect to offer early years provision: drop-in activity sessions for children, such as stay and play sessions;• Family Support, including support and advice on parenting, information about services available in the area and access to specialist, targeted services; and Parental Outreach;• Child and Family Health Services, such as antenatal and postnatal support, information and guidance on breastfeeding, health and nutrition, smoking cessation support, and speech and language therapy and other specialist support;• Links with Jobcentre Plus to encourage and support parents and carers who wish to consider training and employment; and• Quick and easy access to wider services.
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For more information see the *Sure Start Children's Centres Planning and Performance Management Guidance* and the *Sure Start Children's Centres Practice Guidance* at www.surestart.gov.uk

Extended Schools

The core offer for mainstream and special schools is:

- **Primary schools provide access to high-quality childcare** combined with a varied menu of activities (study support) to enhance achievement and broaden interests, 8am – 6pm, five days a week, 48 weeks a year, in accordance with their communities' needs;
- **Secondary schools provide access to a varied menu of study support and enrichment activities** which provide fun and stimulating activities for young people, as well as a safe place to be;
- **Schools provide access to parenting support** including information sessions for parents of pupils joining reception and on transfer to secondary school; signposting to national and local sources of information, advice and support; access to parenting groups using structured, evidence-based parenting programmes; and family learning sessions to allow children to learn with their parents, where consultation has shown there is a demand;
- **Swift and easy access to specialist services:** working closely with other statutory services and the voluntary and community sector, schools ensure that children with additional needs are identified as early as possible, and are well supported through access to other services; and
- **Schools ensure they provide community access** to appropriate facilities, such as ICT suites, sports and arts facilities, and also provide access to adult learning.

For more details see the *Extended Schools Planning and Funding Guidance* at www.teachernet.gov.uk

3.0 Parents



3.1 *Every Parent Matters*

Parents are a crucial influence on what their children experience and achieve.

Every Parent Matters, issued by the DfES in March 2007, sets out the importance of supporting parents to take an active role throughout their children's lives.

Throughout this document, references to 'parents' should be taken to include fathers as well as mothers, carers and other adults with responsibility for looking after a child.

Local authorities take on that role for children in care in their position as 'corporate parent'. Local authorities have a responsibility to safeguard, ensure good parenting for, and promote the education of children in their care.

3.2 Involving parents in governance

Parents bring a positive contribution to the governance of both Sure Start Children's Centres and extended schools and should be involved formally in governance processes. Research shows that active parental involvement – by both mothers and fathers – in children's upbringing and education has a significant

impact on outcomes, and that parents have an important role in producing positive health and well-being outcomes in the early years. The National Evaluation of Sure Start (NESS) report, *Empowering Parents in Sure Start Local Programmes* (2006), found substantial evidence that Sure Start has empowered individual parents. As a result, parents reported feeling a closer bond with their children and reported positive impacts on their child's development. Sure Start Local Programmes were particularly good at engaging parents and it is important that this good practice is carried forward into Sure Start Children's Centres and extended schools.

Many parents already play a vital role on school governing bodies, representing parents and acting as a point of contact for others to share their views. Becoming a governor enables parents to be significantly involved in their children's education. Parents must be represented on school governing bodies, and should have strong representation on Sure Start Children's Centre advisory boards. A specific point of contact should be



available at the school or Sure Start Children's Centre to advise parents how they can become involved in governance. There should be an effective feedback system in place so that parents know how their input is influencing the agenda and what other factors must be considered, such as budgets and staffing.

Consulting local parents helps to identify local needs, reveals existing high quality services and so avoids duplication. It encourages local people to volunteer skills that help in the development and delivery of services:

- local authorities must consult parents on the local Children and Young People's Plan;
- the Childcare Act 2006 places a new duty on local authorities to secure sufficient childcare to meet the needs of local parents. Section 11 of the Act requires local authorities to assess childcare provision, generating an up-to-date picture of the supply and demand for childcare in the area, identifying gaps where parents' needs are not being met;

- the Education and Inspections Act 2006 places a new duty on all school governing bodies to have regard to the views of parents;
- Section 28 of the Education Act 2002 requires schools to consult extensively before providing extended services; and
- the *Sure Start Children's Centres Practice Guidance* (2006) emphasises the importance of involving parents, both while the children's centre is being set up and when it is open.

3.3 Reaching the most excluded

But this is not enough. There are many parents who will not feel able to participate in formal governance arrangements but have a lot they could give. *Every Parent Matters* recommends that while seeking to create the conditions within which many more parents themselves feel confident about engaging effectively with their children's learning and development, there must be particular attention paid to parents, who for whatever reason, currently lack the motivation, skills or awareness to do so.

We need to ensure that all parents are aware of the benefits to their children that can come from engaging with their local services. And make a dedicated effort to give all parents every chance to get involved and secure what is best for their children, without feeling like they have to be involved in formal governance arrangements.

From April 2008, Section 3 of the Childcare Act 2006 will place duties on local authorities to:

- ensure that early childhood services in their area are provided in an integrated way which helps ensure access to those services, and maximises the benefit of those services to parents, prospective parents and young children;
- take steps to identify parents or prospective parents in the area who would otherwise be unlikely to take advantage of early childhood services and encourage them to take advantage of those services; and
- encourage and ease the involvement of parents and prospective parents in making arrangements for early childhood services.

Parents should be fully informed 'consumers' of services – knowing what services exist and how to access them. Section 12 of the Childcare Act requires local authorities to provide information and advice to parents looking for childcare. Staff in Sure Start Children's Centres and extended schools should encourage parents to be aware of and take up the free

early years entitlement. Childcare offered through Sure Start Children's Centres and extended schools helps parents to take the time to participate in governance arrangements.

Those running Sure Start Children's Centres and extended schools should know the needs of their local community and be aware of groups in their area who may be at greater risk of being excluded. Schools and Sure Start Children's Centres which are effective in working with parents recognise that different parents have different needs and tailor their approach to reach these groups.

Home visiting can be a highly effective way of engaging with parents who are harder to reach, and **outreach workers** will play a key role in reaching the most isolated families. All Sure Start Children's Centres should offer outreach services, including home visits and dedicated activities to raise awareness of services among disadvantaged groups. By giving parents a voice and listening to what they have to say, outreach workers will be the first step towards giving parents the confidence to access services and engage in governance and consultation.

Involving fathers is crucial, whether or not they live with their children. Fathers' involvement in their children's learning is associated with better educational expectations and outcomes, school attendance and behaviour. Some schools and Sure Start Children's Centres are using themed events to attract more fathers and

get them involved in their children's education. Once fathers become involved, they tend to remain involved.

Drop-in consultation events offer parents a more informal opportunity to be involved without committing to a long term governor or advisory board position.

Consulting parents on specific issues, particularly decisions which will directly affect them, can generate a lot of interest and conducting surveys of parents' views can be an effective way of doing this. It is important to thank parents for their views, providing feedback and showing appreciation for their contribution.

A summary of consultation findings and what is being done as a result should be written up and made available to everyone who took part.

Consultation events and surveys should be designed to be as accessible as possible for local parents by offering events in non-working hours and surveys in a variety of community languages. Minority ethnic parents should be consulted in ways which are culturally appropriate and designed around key festivals and events. Having workers who reflect the ethnic background of local communities, and bilingual staff who can help consult different cultural, faith and language groups is highly effective.

Local voluntary organisations may have established links with families and can help staff in Sure Start Children's Centres and extended schools make contact with them. Parents of disabled children for example,

are likely to have complex needs for support and be experienced users of existing services. Organisations such as Contact a Family (www.cafamily.org.uk) often have local groups who can be approached to find out the views of parents of disabled children.

It is particularly important that Sure Start Children's Centres offer services that are attractive to parents. However, when delivering services in response to parental demand, it is vital that Sure Start Children's Centres do not lose sight of their primary purpose – to improve children's life chances. Some activities may be useful because of the contact they enable between parents and practitioners, but as part of the overall package of services offered by a Sure Start Children's Centre, families should experience support that evidence shows will make a difference to children's outcomes.

The *Sure Start Children's Centres Practice Guidance* (2006) contains useful advice on how to engage with excluded groups, including fathers, minority ethnic groups, and parents of disabled children. The guidance is supported by a Together for Children (TfC) *Toolkit for Reaching Priority and Excluded Families* (www.childrens-centres.org). The TDA Consultation toolkit also provides practical advice on how to consult with parents and the wider community (www.tda.gov.uk).

Further guidance on parental participation and consultation can be found in section 7.

4.0 The role of children's trusts in delivering Sure Start Children's Centres and extended schools

4.1 Role of the children's trust

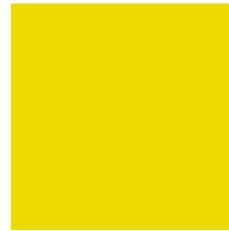
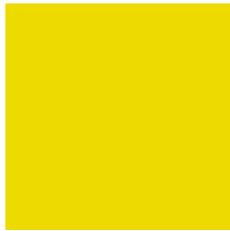
Children's trust arrangements, underpinned by the Children Act 2004 duty to cooperate, bring together all services for children and young people in an area to focus on improving outcomes. The Children and Young People's Plan provides a strategic direction for the local area's approach to the delivery of Sure Start Children's Centres and extended schools². Primary Care Trusts are key partners in the children's trust and should be involved in drawing up the Children and Young People's Plan. The local model for delivery of health services in Sure Start Children's Centres and extended schools may also be clarified through children's trust arrangements.

The Childcare Act 2006 places a duty on local authorities to reduce inequalities and improve outcomes for all young children in their area through integrated early years

services; and a reciprocal duty on the local Primary Care Trust and Jobcentre Plus to work together to achieve these outcomes. As joint stakeholders, the relevant partners must cooperate through children's trust arrangements to ensure improvements in all areas of service delivery. This will include statutory agencies, but to achieve their full potential, cooperative arrangements must also encompass partners in the private, voluntary and independent sectors. The children's trust should also ensure that children, young people and their families have the opportunity to contribute.

Children's trust arrangements will operate within the framework provided by an agreed local strategy and a clear partnership agreement setting out how the trust will work, what it is required to do and what resources it has. This requires a shared vision, joint decisions and strategies which may be brought together through the local Children and Young People's Plan.

² There is a statutory requirement for all local authorities to publish a Children and Young People's Plan. Four star authorities are exempt from this requirement but it is nevertheless considered good practice to have a plan in place.



This ensures everyone has the confidence to relinquish day-to-day control of decisions and resources, while maintaining the necessary high-level accountability for meeting their statutory duties in a new way.

The children's trust takes a strategic lead in developing Sure Start Children's Centres and extended schools by:

- mapping existing local provision and making an assessment of local need;
- consulting on and setting out a clear strategy for developing Sure Start Children's Centres and extended services as part of the Children and Young People's Plan;
- commissioning services to support the delivery of Sure Start Children's Centres and extended schools;
- making strong links between Sure Start Children's Centres and extended schools to ensure provision is coherent;
- promoting opportunities for cluster working;
- promoting and encouraging the private, voluntary and independent sector in delivering services; and

- providing support and advice to Sure Start Children's Centres, schools and their partners.

Commissioning services effectively is a vital step in developing Sure Start Children's Centres and extended schools.

The Joint Planning and Commissioning Framework for Children, Young People and Maternity Services (2006), sets out the process for local authorities, working through children's trust arrangements, to introduce joint commissioning in their area. Commissioning decisions should be based on a joint commissioning strategy, drawn from priorities agreed in the Children and Young People's Plan or equivalent, and informed by a thorough needs assessment.

Case studies and toolkits to support joint commissioning can be found online at www.everychildmatters.gov.uk/planningandcommissioning

4.2 Role of health services

The duty to cooperate in the Children Act 2004 names Primary Care Trusts as key partners. Health services play a vital role in the earliest years of children's lives, with health professionals as the first point of contact with parents even before their child's birth. That is why the Childcare Act 2006 places a duty on local authorities to work with their partners in the NHS to improve outcomes for all children and to reduce inequalities by providing integrated early childhood services. *The Commissioning Framework for Health and Well-being* also highlights the need to empower people and communities to take responsibility for their own health needs, through the provision of personalised, integrated services and good partnership working.

Sure Start Children's Centres are an important way of providing such services to families of young children. For example, the delivery of maternity and health visiting services from Sure Start Children's Centres will help parents receive these alongside other family support services.

The *2007/08 NHS Operating Framework* has highlighted tackling health inequalities as one of the key priorities for the year ahead. Sure Start Children's Centres can help to make health services more visible and accessible, particularly in areas where there is poor provision of services, or where there are groups that are at risk of significant social exclusion.



Primary Care Trusts, practice-based commissioners and health colleagues will want to make best use of opportunities to provide services from centres and build this into the Trust's overall plan for provision of services in their locality. Primary Care Trusts, practice-based commissioners and health professionals should be involved in many ways, including: agreeing the location of Sure Start Children's Centres; planning centre design; jointly commissioning services from centres; and helping centres to develop strong organisational links with other local health services. Primary Care Trusts will be accountable for the quality of the services they provide through Sure Start Children's Centres.

Health services are also being delivered on school sites; including services which promote emotional health and well-being, family support and sexual health services. Local authorities, through children's trust arrangements, will work with schools, the Primary Care Trust and practice based commissioners to help deliver these co-located services. The quality of health services delivered will remain the responsibility of the Primary Care Trust.

Local authorities and Primary Care Trusts may choose to pool resources under Section 31 of the Health Act 1999; or a wider range of partners may pool resources under Section 10 of the Children Act 2004. Guidance on how to do this will be published this summer on the Every Child Matters website www.everychildmatters.co.uk

4.3 Role of the local authority

This section looks at the local authority's role in:

- providing strategic leadership of children's centres and extended services;
- managing budgets and ensuring value for money;
- performance managing children's centres;
- ensuring clear workforce policies and practices;
- training members of advisory boards and governing bodies;
- safeguarding; and
- integrated working practices.

The roles of children's centre advisory boards and centre managers, and school governing bodies are considered further in chapters 5 and 6 respectively.

4.3.1 Strategic leadership of Sure Start Children's Centres and extended schools

The local authority has overall responsibility for managing the Sure Start Children's Centre programme in its area and delivering the target number of centres. It may decide to manage the programme directly or contract with another statutory body to deliver, such as the Primary Care Trust, or a PVI provider. In all cases, the local authority remains legally accountable to the Department for the use of its allocated funding and ensuring value for money.

Some larger authorities, or those in predominantly rural areas, are taking a locality-based approach to overseeing Sure Start Children's Centres. Under this model, an area manager, employed by the local authority, co-ordinates the centres within an area of the authority.

The area manager – possibly supported by representatives from a range of agencies including: private, voluntary and independent sector providers; parents and members of the local community – will be more able to engage with local children and families, and will therefore be better placed to identify needs and whether services are improving outcomes. Area manager roles may include area-level joint commissioning and working with advisory

boards on the performance management of centres. In rural areas where Sure Start Children's Centre services are spread over a large area, some authorities are finding the locality-based approach an effective way to coordinate the planning and delivery of these services.



The locality-based approach may also include a **forum of children's centre managers** within an area – which would otherwise be unwieldy at the local authority level. Such forums facilitate the sharing of good practice, support and partnerships between Sure Start Children's Centres, and can also be used by the local authority as a way to consult centre managers on particular issues.

Case study – Area management in Brighton and Hove

Brighton and Hove City Council has developed a 'hub and gateway' model. The hub Sure Start Children's Centres provide the full core offer in the 30% most deprived areas. The gateway centres are located in 70% least disadvantaged areas and offer a graduated range of services according to local needs. Each hub is grouped together with one or more gateways into a cluster.

Brighton and Hove plan services across these larger cluster areas, with those most in need getting the most services. Instead of having a manager for each centre, there are three Sure Start Area Managers looking after integrated teams of health, family support and childcare services for their area. Brighton and Hove are looking at having one advisory board for each hub Sure Start Children's Centre and its associated gateway(s). This provides a cost-effective governance model which still allows effective involvement of partners and parents in the authority's fourteen Sure Start Children's Centres.

For extended schools, children's trust arrangements enable schools and local authorities to work more closely together to commission and deliver extended services. **Local authority support is particularly important in helping schools meet the swift and easy referral aspect of the core offer;** by providing guidance to schools on the range of services working to support children and families in the area – such as health services and Jobcentre Plus – helping schools bring these together, and assisting in making this more effective, for example through the Common Assessment Framework (CAF) (see section 4.3.7 for more on the CAF).

Every local authority has appointed at least one trained **Extended Schools Remodelling Adviser (ESRA)** who will work strategically with local schools, Sure Start Children's Centres and service providers. In addition, Extended Schools Remodelling Co-ordinators (ESRCs) work across clusters of schools offering hands-on advice and support; these can be employed by the local authority or by the schools in the cluster.

4.3.2 Budgets and resources

Sure Start Children's Centre managers and school governing bodies are best placed – consulting with the local community and children's trust partners – to know the needs of the children, young people and families they serve. We encourage local authorities to devolve the majority of funding for Sure Start Children's Centres and extended schools directly to centre managers and school governing bodies wherever possible. Children's centre budgets should be devolved in line with objectives and a delivery plan developed by the manager and agreed with the advisory board, local authority and children's trust partners.

In considering the resources available for Sure Start Children's Centres and extended schools, local authorities – working with children's trust partners – need to take account of services provided 'in kind' or on a 'quid pro quo' basis, as these are often important to the delivery of services, but are not possible to account for on a more formal basis. There need to be clear and agreed arrangements between the authority and the provider where this happens, so that it is understood who is providing what to whom, over what period of time, on what basis, and what the lines of management are. This is also true where one local authority is working closely with a neighbouring local authority or other provider to deliver services.

Local authorities and Primary Care Trusts may choose to pool resources under Section 31 of the Health Act 1999; or a wider range of partners may pool resources under Section 10 of the Children Act 2004. Guidance on how to do this will be published this summer on the Every Child Matters website www.everychildmatters.co.uk

The local authority may opt to retain some money centrally from Sure Start Children's Centres and extended schools budgets to fund central services such as financial, legal and HR staff; and to procure goods and services collectively. Collective procurement can lead to a more efficient use of area resources. The Centre for Procurement Performance (CPP), set up by the DfES, will promote better procurement across the education, skills, children and families system, www.dfes.gov.uk/cpp

The proportion of the budget to be used for such purposes should be discussed with centre managers and their advisory boards and school governing bodies; and it should be made clear how they can access the benefits of these central services. The local authority also has an important role in assisting centre managers and schools to develop their own expertise in procurement of goods and services to ensure they get the best possible value for money. Some local authorities facilitate area-wide forums for Sure Start Children's Centre managers to discuss issues and share good practice – these forums are an ideal place to agree decisions such as levels of centrally retained funding.

4.3.3 Sure Start Children's Centres budgets

Since 2006, core funding for the development of Sure Start Children's Centres has been channelled directly through local authorities, who are responsible for distributing it between the Sure Start Children's Centres in their area. Through children's trust arrangements, health and Jobcentre Plus partners will also contribute to funding for Sure Start Children's Centres.

Where the local authority has delegated a budget to the Sure Start Children's Centre manager, the centre manager will be expected to consult with the advisory board on spending decisions. Where a local authority devolves a budget for a cluster of centres, the manager of the cluster may be given one overall budget or separate budgets for each centre, and this will be agreed with the centres' advisory board(s).

Where the management of an individual centre, cluster of centres, or the whole children's centre programme, has been contracted out to another lead agency, responsibility for managing the budget should be set out in the terms of the contract, or in a Service Level Agreement if the provider is a public sector body, such as a Primary Care Trust.

Although another agency may manage the budget, **the local authority will always remain ultimately accountable** to the Department for ensuring that public money is spent properly and in accordance with any grant conditions, and that value

for money is achieved. Local authorities are strongly advised to ensure that **sound financial controls and monitoring arrangements** are in place, and to ensure that centres are using their resources to achieve the best possible outcomes.

Where centres are located on a school site and the delivery of services is managed by the school governing body, the local authority will need to devolve funding to schools for provision of children's centre services that is separate from the school's delegated budget. School accounting procedures should distinguish between those activities funded from budget delegated by the local authority, and those funded from outside it. Further guidance on financial management can be found at www.teachernet.gov.uk/management/schoolfunding



4.3.4 Performance management of Sure Start Children's Centres

Performance management of Sure Start Children's Centres enables local authorities – working with children's trust partners – to monitor value for money and identify areas that may need development.

Partner agencies, such as the Primary Care Trust and Jobcentre Plus, will have an interest in the quality and effectiveness of their services provided through Sure Start Children's Centres. Where partners have chosen to pool budgets for Sure Start Children's Centres, local authorities should be able to provide partners with information about the performance and impact of services.

The Sure Start Children's Centres Planning and Performance Management Guidance (2006) introduced a framework and self-evaluation tool for Sure Start Children's Centres, advisory boards and local authorities to use in annually assessing their performance. The guidance recommends that the performance management of Sure Start Children's Centres be incorporated into the existing improvement cycle for children's services and include ongoing feedback, an annual review, and a centre self-evaluation.

Local authorities and children's trust partners should ensure that Sure Start Children's Centres are working effectively to meet their objectives and contributing to the wider improvements to outcomes described in the local Children and Young People's Plan.

Every Sure Start Children's Centre should have a delivery plan and individual objectives, developed by the centre manager and agreed with the advisory board, local authority and children's trust partners. Advisory boards are well placed to lead on performance management and should have the opportunity to be fully involved. See section 5.1 for more on the role of advisory boards.

4.3.5 Workforce

The local authority and children's trust partners will be working to develop a local children's workforce strategy, designed to improve recruitment, retention and quality of practice as the way children's services are delivered is reshaped. The workforce needs of Sure Start Children's Centres and extended schools should be addressed as part of the local strategy.

In local authority managed Sure Start Children's Centres, the local authority is likely to be the employer and will appoint centre managers, and set policy for disciplinary and dismissal procedures.

Staff employed by health bodies and other agencies will in most cases continue to be employed by that body/agency. Where the delivery or management of a centre is run by a contracted private, voluntary or independent sector partner, or statutory partner such as the Primary Care Trust, arrangements for the appointment, dismissal and disciplining of staff, professional development and line management, should be clearly set out in the contract or service level agreement.

During the development of new Sure Start Children's Centres and the transition of former Sure Start Local Programmes into Sure Start Children's Centres, staffing roles are likely to change. Written job descriptions are essential, and any proposals to amend them should be subject to consultation with staff and their recognised unions.

Where a school's governing body has chosen to provide a Sure Start Children's Centre as part of its extended services, the governing body will decide on who to appoint as the centre manager, and the governing body or local authority – depending on the governance model chosen for the Sure Start Children's Centre – will be the employer (see section 5.1.5 for more on centres located on a school site).

The children's centre advisory board can play a valuable part in the appointment of the centre manager. As a representative body of local users and providers, they can offer useful support and advice on staffing decisions. Their role should be clearly set out in the local authority's agreed model for advisory boards.

It can be very effective to allow parents a chance to participate in the appointment of the centre manager. The relationship between the centre manager and local parents can be a vital influence on the extent to which Sure Start Children's Centres are able to engage with the most excluded groups. Parents are more likely to take up services if they feel comfortable with and able to relate to centre staff.



Many local authorities facilitated this when appointing managers for Sure Start Local Programmes by holding 'meet and greet' events for parents to mix with and feed back on potential candidates. This approach should be used alongside the usual more formal recruitment mechanisms and in line with employment regulations.

For extended schools, workforce remodelling – its principles and practices – is crucial to schools' capacity to implement the Every Child Matters agenda and deliver coherent, sustainable extended services. Workforce remodelling needs to ensure that any new roles are taken on by those best placed to do so. Extended Schools Remodelling Advisors will work directly with schools to support this process (see section 6.8 for more on workforce remodelling and leadership).

4.3.6 Training

Sure Start Children's Centre advisory boards and school governing bodies are more effective if members are confident and equipped with the necessary skills, and all members should have a clear understanding of the role they are expected to play. Local authorities already offer training for school governors, and it is widely recognised that this is crucial in order to build their capacity for strategic leadership. Training in the provision of extended services in particular, is valuable for existing governors taking on these new responsibilities. Training, similar to that given to school governors, can be of significant benefit to advisory board members, and we recommend that local authorities explore methods for developing the skills and knowledge of advisory board members. This might include an induction pack of information about the centre and its achievements. Some school governing bodies also set up mentoring arrangements using experienced governors to support new governors, and this system could be effectively used to support new children's centre advisory board members.

4.3.7 Safeguarding

The Local Safeguarding Children Board will agree how organisations in the local area should co-operate to safeguard and promote the welfare of children in that locality, and for ensuring the effectiveness of what they do. In line with this, **local authorities, school governing bodies and partner agencies such as Primary Care Trusts, must ensure that effective recruitment and vetting checks are carried out on the staff they employ**, including obtaining references and enhanced CRB disclosures, and that appropriate records are kept. Detailed advice is contained in the document, *Safeguarding Children and Safer Recruitment in Education*, available at www.teachernet.gov.uk.

Where third parties are contracted to manage or work in Sure Start Children's Centres and extended schools, written agreements must clarify accountability for undertaking checks and storing records. Normally this will require the third party provider to be responsible for checking their own staff and keeping records, and confirming with the local authority or school governing body that this has been done.

4.3.8 Common Assessment Framework and ContactPoint

Increasingly, local authorities are introducing integrated working processes into Sure Start Children's Centres and extended schools. These include the Common Assessment Framework (CAF), which helps a practitioner based in any service to undertake a holistic assessment of a child's strengths and needs. Local authorities are required to help schools use the CAF to identify children and young people who would benefit from support.



The CAF will help multi-agency teams working through Sure Start Children's Centres and extended services to establish a more coherent and effective way of working together and meeting children's needs quicker. Schools may have staff trained to use the CAF or will have access to those who can. CAF guidance can be found online at www.everychildmatters.gov.uk/deliveringservices/caf. All local authorities are expected to implement the CAF by 2008.

Comprehensive and accurate information sharing helps services work effectively with children with additional needs.

This requires agreement between multi-agency staff working through Sure Start Children's Centres and extended services, on what information should be exchanged about specific cases; and also the development of effective systems for capturing the required information; transferring the information to other agencies; and holding shared information. Written information sharing agreements should be in place.

ContactPoint will be the quick way to find out who else is working with the same child or young person and allow services to contact one another more efficiently. This basic online directory will be available to authorised staff who need it do their jobs. ContactPoint is currently under development and will be introduced in all areas of England by the end of 2008. More information is at www.everychildmatters.gov.uk/delivering-services/contactpoint



5.0 Sure Start Children's Centres



5.1 Sure Start Children's Centre advisory boards

The NAO Report, *Sure Start Children's Centres* (2006) reported that effective management committees or boards can provide a challenge role, to give Sure Start Children's Centres focus and direction to provide a good service to local children and families; and can help steer partner organisations to work well together.

We expect all Sure Start Children's Centres to have an advisory board – including those led by public bodies, private, voluntary and independent sector partners – with representation by all stakeholders, including parents and the local community.

5.1.1 Roles and responsibilities

Advisory boards will work within an overall framework set by the local authority and children's trust partners, which sets local policy on the role and membership of boards and takes account of the recommendations in this guidance.

The role of advisory boards is to provide support and challenge for Sure Start Children's Centres; to work with centre managers to identify priorities through effective consultation; agree objectives and development plans; monitor progress through performance management; and ensure the services on offer meet local needs and contribute to improving children's outcomes.

As part of their performance management responsibilities, every centre should have a delivery plan and individual objectives, developed by the centre manager and agreed with the advisory board, local authority and children's trust partners. The advisory board should also ensure that Sure Start Children's Centres are working effectively to contribute to the wider improvements to outcomes described in the local Children and Young People's Plan.



The board will take an active part in discussing the performance of centres with the local authority, which is ultimately accountable for the delivery and value for money of Sure Start Children's Centres in its area. Centre managers should be involved in this dialogue.

With the agreement of the local authority, **advisory boards can be involved in staffing decisions such as the appointment of a centre manager; as well as advising on planning and commissioning, budgets and resources; and leading on consulting and involving the local community.**

Because advisory boards do not have a legal status, they cannot have responsibility for a budget, enter into contracts or legal agreements, or be held legally liable in the way that, for example, a school's governing body can. These responsibilities remain with the local authority. But boards are an important vehicle for securing participation and engagement of parents and communities, so active participation in decision making is strongly encouraged.

Case study – Advisory boards in Leeds

Leeds local authority recommends to Sure Start Children's Centres in its area that the responsibilities of advisory boards are the subject of formal, written agreements between the board and the local authority. This agreement takes the form of an advisory board constitution and terms of reference. The constitution clarifies details such as the aims, membership and elections, and voting arrangements of the board.

5.1.2 Models

In the majority of cases there will be one board per centre. Others – for example Sure Start Children's Centres in the 70% least disadvantaged areas or in rural areas – may share an advisory board between a cluster of centres providing that local partners and parents are effectively represented. Many Sure Start Children's Centres have already developed steering groups or community committees, or are working with school governing bodies, and **there is a number of models possible.**

We recognise there will be flexibility in how models operate locally, and recommend local authorities build on existing good working arrangements.



Whichever model is adopted, key elements of its success are:

- a unified structure which works for the centre and the whole range of services to be delivered;
- representation by all stakeholders, including parents and the community;
- unified policies agreed and applied to the whole centre;
- clear roles and responsibilities; and
- shared organisational development, planning and evaluation.

5.1.3 Advisory boards for free-standing centres (i.e. those not connected to schools)

(A) MEMBERSHIP AND STRUCTURE

It is vital that the advisory board reflects local families and communities.

Membership should include:

- strong parental representation;
- a representative mix of members from the local community, which may include representatives of the children's trust;
- local faith groups;
- providers in the private, voluntary and independent sectors; and
- other delivery partners, in particular statutory partners such as health and employment services.

Ideally, parents' representation should be at least equal to that of other groups. Centres may choose to use the Sure Start Local Programme model of one third parents, one third from the statutory sector and one third from the private, voluntary and independent sectors, as the basis of their arrangements.

The local authority and Sure Start Children's Centres will want to decide on the method for appointing the members of the board; the role of the chair; if a minimum length of service will apply; and how resigning members will be replaced. Some local authorities or children's centres already have steering groups or community/parent forums in place. These groups can help decide on the membership arrangements of advisory boards. In the

case of parents it is important to clarify whether they ought to continue as members of the board after their children reach the age of 5. The partnership boards of some Sure Start Local Programmes had parents serve fixed terms, after which elections were held to fill these places.

Policy on these issues should be decided following discussion and consultation with local parents and other providers. The policies agreed upon should be set out clearly for every centre in the area to adopt when establishing an advisory board.

The board needs to be large enough to be representative and not so large that it becomes unwieldy. Feedback from centre managers suggests that a board of around 10-15 members is an appropriate and workable size. The board should have an independent chair, and this cannot be the children's centre manager. The chair should have the casting vote if an issue arises on which the board is unable to reach a decision. The chair will also need to ensure that there are good links at all times between the centre manager, the local authority and other agencies providing services at the centre.

The centre manager should always be given the option of having a place on the advisory board, and we expect would take it up in most cases. This matches the situation for school governing bodies and headteachers. It is also important that centre staff have the opportunity to be on the board, just as school staff are always represented on governing bodies.

(B) POTENTIAL CONFLICTS OF INTEREST

Advisory boards are also expected to include service providers. The local authority and Sure Start Children's Centres will need to decide on the level of provider representation, taking into account both the benefits and possible disadvantages of having providers on the board.

When the advisory board is discussing the commissioning of specific services, such as childcare or parenting support, any member with an interest in providing that service – whether in the public, private or voluntary sector – needs to declare their interest and withdraw from the debate, as is the case for school governing bodies. Providers of commissioned services may become members of the advisory board, but they must be aware of the rules regarding conflicts of interest.

Alternatively, they can be invited to attend specific meetings, to contribute to discussion.

(C) ROLES AND RESPONSIBILITIES

The exact role of the board will be determined by the local authority in discussion with Sure Start Children's Centre managers. The board will work with the centre manager to identify priorities through effective consultation of local parents and families; agree objectives and development plans; and monitor progress through performance management. The board can also be involved in advising on staffing decisions, planning and commissioning, budgets and resources.

5.1.4 SSLPs in transition to becoming, in most cases, free-standing centres

(A) MEMBERSHIP AND STRUCTURE

Decisions in Sure Start Local Programmes were taken largely by partnership or management boards drawn from parents, statutory providers and the community and voluntary sectors – sometimes underpinned by other working groups with a focus on specific issues, such as special needs or health provision. Arrangements for each programme were set out in written statements, unique to each programme.

The role of these boards will change when a Sure Start Local Programme has made the transition to children’s centre status.

The key partners involved in delivering Sure Start Local Programmes will also deliver Sure Start Children’s Centre services, and should be involved in forming the children’s centre advisory board. Membership is likely to expand, as new partners are drawn in to reflect children’s centre core business, or as catchment areas change.



(B) ROLES AND RESPONSIBILITIES

In most cases, the SSLP partnership board are changing and developing into the children’s centre advisory board and adopting a support and challenge role; working with the centre manager to identify priorities through effective consultation of local parents and families; agree objectives and development plans; and monitor progress through performance management. The board can also be involved in advising on staffing decisions, planning and commissioning, budgets and resources.

Funding for Sure Start Local Programmes was paid via an ‘accountable body’, which took on the responsibility for budgets on behalf of the SSLP partnership. Now that Sure Start funding is paid via local authorities, there is usually no longer a need for the accountable body role. The local authority takes on the responsibility for ensuring funds are properly accounted for and for the employment of staff and contracting services.

Where SSLP partnerships have established a legal identity, the local authority may delegate some responsibilities. This may include agreeing certain delegated authority for decision-making and spending. For example, where SSLPs became limited companies, the local authority may decide to contract with the company to manage and deliver children' centre services.

Case study – former SSLP in Accrington

Accrington Children's Centre in Lancashire is a former Sure Start Local Programme that adopted limited company status. Since becoming a Sure Start Children's Centre, Lancashire County Council have ultimate responsibility for the finance and value for money of the centre, but allocate a budget to the centre management board on a quarterly basis – in return for a report of planned expenditure – and agree a commissioning plan which gives the board the lead in commissioning services delivered from the centre.

Case study – former SSLP in Millmead

Millmead Sure Start Local Programme established a community mutual society to lead the delivery of its services. The SSLP has since undergone transition to becoming a Sure Start Children's Centre, and the community mutual society and local authority are developing new governance arrangements which are being implemented incrementally.

Although Kent local authority now have overall responsibility for all programme funding, Millmead Children's Centre is still being treated as an accountable party, responsible for the delivery of its core services. The local authority has set a clear accountable framework and the standards expected of services delivered by the community mutual society.



5.1.5 Centres located on school sites

Increasingly, Sure Start Children's Centres are being located on school sites. Under Section 27 of the Education Act 2002, the governing body has the power to provide or arrange the provision of Sure Start Children's Centre services through its extended services powers. The centre may be partially or fully integrated with the school; or may work through a cluster of nearby schools.

In voluntary and foundation schools, where the land and school buildings may be partly or wholly owned by trustees, the governing body may decide to provide children's centre services under their powers in Section 19 of the Education Act 2002. Where the centre is not run by the governing body, but by the local authority or other contracted partner, a lease of the premises must be agreed with the trustees.



(A) MEMBERSHIP AND STRUCTURE

If the school governing body provides a children's centre through its extended services powers, or its members take on the advisory board role, we recommend expanding membership to ensure it reflects the local community and the range of services provided through the centre. Representatives from health and social care, and private, voluntary and independent sector providers could become community governors or associate members. If the governing body adds extra governor positions it must amend its instrument of government.

B) ROLES AND RESPONSIBILITIES

It is important to distinguish between the powers of the governing body and the advisory board. A governing body is accountable if acting through extended services powers for any decision that it makes. However, where members of the governing body are acting in an advisory capacity, they do so solely for the purpose of giving advice and making recommendations to the centre leadership and they cease to act in a decision-making capacity.

Options for the governance of Sure Start Children's Centres on a school site include:

(i) *The management of the Sure Start Children's Centre and the advisory board are separate from the school governing body* – This will be the case if the centre is co-located with the school, but the management and delivery of services in the centre is led by another agency. In this situation, the Sure Start Children's Centre will have its own manager, reporting to the lead agency of the centre – there must be clarity between the roles of the centre manager and the headteacher. There may be some common membership on the advisory board and the school governing body; for example, the centre manager may also be on the school governing body.

PROS:

- allows flexibility for some common membership of the governing body and advisory board where appropriate, but does not require it; and
- gives the children's centre leadership greater autonomy in steering the strategic direction of the centre.

CONS:

- separate decision-making structures may lead to lack of common vision and co-ordination, or misunderstandings.

(ii) *The management of the Sure Start Children's Centre is led by another agency but the governing body takes on the advisory board role* – If the membership of the governing body covers the categories of people who would also be on the advisory board, it is possible for the same group of individuals to take both roles with additional members appointed to strengthen the advisory board where necessary. The advisory board must have strong parent representation. Meetings could take place end-on to each other, providing that it is clear when the group moves from acting as the governing body to acting as the advisory board, and this does not place an excessive time burden on volunteers. Like any other advisory board, they will have no statutory powers to make decisions, hold a budget or enter into contracts or legal agreements and cannot be held legally liable. This is because they are acting in an advisory capacity only.

PROS:

- the governing body's clear procedures and functions, administrative support, and access to sources of advice and guidance would be open to use by the advisory board, with suitable adaptation; and
- greater clarity about the relationship between the school and the co-located children's centre, making it easier to develop a shared vision and join up services.

CONS:

- the governing body members have many existing responsibilities and may be unwilling or unable to take on additional duties; and
- the governing body's key responsibilities are towards pupils registered at the school, whereas a children's centre must be responsive to the needs of the whole community.



(iii) *The governing body provides the Sure Start Children's Centre through its extended services powers, with a committee responsible for overseeing the centre* – This model may apply where the governing body delivers or arranges the delivery of the children's centre services themselves and chooses to appoint a committee of the governing body to oversee the centre. In this case, the governing body will be responsible for the budget, make all relevant decisions and

enter into agreements, with the committee making recommendations to the governing body.

The governing body will determine the membership of the committee, which may include governors and should include additional representatives from the wider community, parents and service providers.

PROS:

- as for model (ii) above;
- the governing body could receive reports from the committee and would therefore need to spend less time at full governing body meetings on children's centre business; and
- the committee would be a small group able to devote its full attention to children's centre business, and if associate members were appointed to this committee, the total number of those attending governing body meetings would remain manageable.

CONS:

- the host school would have a majority vote and the full governing body could overturn or postpone decisions taken by the committee;
- the children's centre fails to establish a clear role and presence within the school as a whole; and
- the model may increase the workload of governors, unless carefully managed.

(iv) *The Sure Start Children’s Centre services are delivered by a cluster of schools and the governing body forms a joint committee with the governing bodies of other schools* – In some cases, children’s centre services are delivered by a cluster of schools through partnership arrangements. The governance of these centres will be agreed between the participating schools who are all jointly accountable for decisions. The joint committee should be composed of representatives from each school and all agencies involved, as well as parents and the wider community. The committee will make recommendations to the governing bodies of participating schools to enable them to make decisions.

PROS:

- other schools within the cluster would have equal input into the children’s centre; and
- the remit of the children’s centre committee could be extended to include other services, which could be based in other schools within the cluster.

CONS:

- as there must be more governors than associate members, this may lead to an imbalance in stakeholders; and
- the collaborating governing bodies determine the voting rights of associate members.



5.1.6 Maintained Nursery Schools

The Education Act 2002 introduced governing bodies for maintained nursery schools, similar to school governing bodies. Their role and responsibilities are enshrined in law. Where Sure Start Children’s Centre services are co-located with, or built around, maintained nursery school provision, the options for governance arrangements are the same as for centres located on school sites, as described above.

Although circumstances will differ locally, we encourage Maintained Nursery Schools to adopt a model where the governing body is responsible for the delivery of the Sure Start Children’s Centre. This brings a more coherent approach to service delivery.



5.2 The role of the Sure Start Children's Centre manager

In order to provide effective leadership, centre managers will need to work closely with their local authority and the advisory board for their centre. Good two-way communication with local authorities, underpinned by clarity about roles and responsibilities will be vital. The centre manager will also play a key role in developing an effective working relationship with their advisory board and in supporting board members to develop their knowledge and understanding of children's centre services and their role in improving outcomes for children.

The National Standards for Leaders of Sure Start Children's Centres set out the key areas of responsibility for heads of centres. When working with advisory boards, there are a number of areas in which centre managers will take an active role:

- **Budgets and resources:** the manager is responsible for the budget devolved to them from the local authority and will need to involve advisory board members actively when taking decisions about the prioritisation and use of resources, and help the board develop its understanding of value for money issues. Where the management of a centre has been contracted out to another lead agency, responsibility for managing the budget should be set out in the terms of the contract;
- **Planning and commissioning:** the manager will take the lead in developing objectives and a delivery plan for their centre, which is consistent with the overall strategic approach set out by the local authority in the Children and Young People's Plan. The manager will ensure that the advisory board is fully involved in the development of the delivery plan, which will then be agreed with the local authority and children's trust partners. The centre manager should be clear how much autonomy they have been given by the local authority to commission services directly;

- **Performance management:** the manager will enable the advisory board to play an active part in the performance management process, in line with the policy about the role of boards developed by the local authority. We recommend that all centre managers complete a self-evaluation form, and discuss and agree it with their advisory boards before discussing it with the local authority. A culture of self-evaluation and continuous improvement should be integral to the work of all those involved with a children's centre;
- **Workforce:** the manager needs to have a clear job description provided by their employing agency setting out their responsibilities for the line management of centre staff. This is particularly important where management responsibility is shared between the centre manager and a manager from a member of staff's own professional body based elsewhere, such as in the Primary Care Trust. The manager should ensure that all staff working in the centre are clear about who they are accountable to on a day to day basis, and should enable staff to retain good professional links to colleagues in their home agency; and
- **Manager training:** the **National Professional Qualification in Integrated Centre Leadership (NPQICL)**, developed by the National College for School Leadership (NCSL), is a national programme designed to address the needs of leaders in multi-agency, early years settings. It is an important qualification which strengthens **skills in leadership and management across multi-agency boundaries**. The one-year qualification began in 2004 and priority is given to children's centre managers. We strongly recommend all centre managers take this qualification over time. Further details can be found at www.ncsl.org.uk/programmes/npqicl

The *National Standards for Leaders of Sure Start Children's Centres* were published in February 2007. These Standards set out the key areas of responsibility for heads of Sure Start Children's Centres and define the knowledge, skills and understanding needed to fulfil them. In particular, they address the specific requirements of those leading complex integrated teams. The Standards are expected to have a variety of applications but essentially their purpose is to specify what is expected of heads of centres. They will be used to assess the leadership capability of participants completing the NPQICL. We also expect them to be used to inform job descriptions, person specifications and performance management. The Standards can be found at www.surestart.gov.uk

6.0 Role of the school governing body in delivering extended services

Schools have been delivering extended services – like breakfast clubs and after school activities – for many years. They are helping children and young people, as well as their families and the wider community, to fulfil their true potential by offering a range of experiences which make a difference to their opportunities in school and in later life. We want all children to be able to benefit from the advantages this brings. That is why **we want all schools to be providing access to extended services by 2010.**

Where a school provides extended services under Section 27 of the Education Act 2002, the governing body is responsible for providing or arranging the provision of these extended services.

School governing bodies are legally accountable for the extended services they provide and may be accountable for services they commission, depending on the arrangements in place.

This does not mean we expect schools to be delivering everything themselves and the provision of extended services must not increase teachers' workload.

Workforce remodelling must ensure that roles are taken on by those best placed to do so. Schools can offer access to extended services on-site or off-site; through partners in the private, voluntary and

independent sector; on their own or through **cluster arrangements**. A growing number of schools are forming clusters to jointly commission services. An extended services coordinator, employed to carry out the day-to-day management of services in a cluster of schools can be a very effective way of providing access to services for more children, young people and families.

This guidance does not cover the full range of school governing bodies' roles and responsibilities; it considers what more governing bodies need to do in offering extended services. Further guidance can also be found in the TDA *Extended Services Toolkit for Governors*, which is designed to help governors assess the progress of schools in developing extended services (www.tda.gov.uk), and



also in *Extended Schools – A Guide for Governors* available at www.teachernet.gov.uk/extendedschools

The full range of legal duties on school governing bodies can be found in the Education Act 2002 at www.opsi.gov.uk. Overall guidance for governors is given in the Department for Education and Skills *The Governor's Guide to the Law* and at www.governornet.co.uk

6.1 Membership of governing bodies

Governing bodies already include parent, local community and staff representatives. As they design and develop extended services, they may need to invite additional members to represent service users or providers. Health and social care staff working on school sites, and representatives from local voluntary and community bodies, can offer an extremely valuable and fresh perspective. Some may become formal governing body members by being appointed as community governors – provided they meet the requirements – and others may have associate status.

Where a governing body is planning to commission specific services, such as childcare or parenting support, any member with an interest in providing that service – whether in the public, private or voluntary sector – needs to withdraw from the debate and decision-making. **Providers of commissioned services may become governors, but they must be aware of the rules regarding conflicts of interest.** Alternatively, they can be invited to attend specific meetings, to contribute to discussion.

6.2 Consultation

Governing bodies are required by the Education and Inspections Act 2006, from September 2007, to promote well-being and community cohesion and to have regard for their local authority's Children and Young People's Plan. In turn, local authorities must ensure that schools are engaged in discussions about the Children and Young People's Plan. The Act also provides for statutory Parents' Councils – representing parents' views to school governing bodies – in Trust schools where

the majority of the governing body is appointed by the Trust. All other schools are encouraged to set up Parents' Councils.

Consultation ensures effective local engagement in designing extended services and makes sure there is no duplication of existing high quality provision, and that the services offered meet local needs. **Section 28 of the Education Act 2002 requires school governing bodies to consult widely;** with their local authority, parents, pupils, and the community – including the appropriate faith groups – before they develop extended services. Schools should ensure that **local children and young people** are strongly engaged in this consultation process. They must also consult staff and unions to agree how services will be delivered.

Schools must make a particular effort to ensure they are consulting with all local parents. They need to reach out to parents who may have had negative experiences of schooling and as a result are less willing to accept services delivered on school sites. Good parenting is the most important factor for children's achievement and schools that work well with parents achieve significant and lasting benefits for standards.

The TDA *Extended Services Toolkit for Governors*, available at www.tda.gov.uk, offers useful sections on understanding the community and how extended services can meet local needs.



The *Consultation* toolkit, available at www.tda.gov.uk/remodelling/extendedschools/resources/downloads/extendedschools.aspx is a valuable source of information about how to engage with the whole community.

6.3 Budgets and resources

Schools are best placed – consulting with the local community and local authority – to know the needs of the children, young people and families they serve. **We encourage local authorities to devolve the majority of the funds for extended schools directly to schools wherever possible.**

Schools can use their devolved budgets to support pupil focused extended services that they can demonstrate bring an educational benefit to children, but not to support extended services that are solely community focused activities with no educational benefit, or childcare which is provided as a work enabler rather than for educational purposes. Schools can use

their School Standards Grant to support the full range of extended services; including both pupil and community focused activities.

School governing bodies should have a clear understanding of the ongoing costs of delivering extended activities, and how they will be funded. Schools need to report via the Consistent Financial Reporting (CFR) framework those extended school activities that can and cannot be funded from their devolved budget. Schools can get more detailed guidance on how to report extended school activities into the CFR framework on the DfES Value for Money unit website www.dfes.gov.uk/valueformoney/index.cfm?action=CFR.Default&ContentID=85

Schools should seek the advice of their local authority on accounting procedures, and on VAT; and consult the Financial Management Standard website and toolkit to ensure that systems are fit for purpose www.fmsis.info

Further guidance can be found in *Planning and funding extended schools: a guide for schools, local authorities and their partner organisations* at www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow/

6.4 Performance management

Research indicates that extended services are vital in improving motivation, behaviour and attendance, and in doing so can help raise achievement. It is therefore essential that school leaders and governing bodies are committed to extended services as a fundamental means of school improvement.

The governing body will need to establish a process for measuring the impact of extended services; including uptake and how they are contributing to improved outcomes for children, young people and families. Measures of progress should be agreed and linked to the School Improvement Plan, as part of the school's overall approach to raising standards and achievement. Monitoring impact will help governing bodies ensure that the services they provide meet local needs and are sustainable.

The TDA *Extended Services Toolkit for Governors*, available at www.tda.gov.uk contains sections on identifying actions and priorities for extended services and how outcomes can be measured.

Further guidance can be found in *Extended services: supporting school improvement* at www.teachernet.gov.uk/docbank/index.cfm?id=10747

6.5 Delivery models

Schools should consider as part of their local consultation, which of the following approaches or combination of approaches, is right to meet the needs of their local community:

- **Delivery contract** – The governing body arranges provision of a service, paying a third party to provide an agreed specification. There are many advantages in working with the private, voluntary and independent sector in this way;
- **Management contract** – As above, but a contractor is paid to manage the extended services and sub-contract their delivery;
- **Direct delivery** – The school or cluster of schools engages staff, who report through the management chain to the headteacher or extended services manager.
- **Hosting** – The governing body, on behalf of the local authority, allows a service to be provided on site, but does not arrange or take a direct role in its delivery; and
- **Access only** – The school provides information about a service, and help with access, but neither hosts nor provides it.

6.6 Working with third parties

Delivery models which involve third parties providing or managing services on the school site require the school and third party to agree responsibilities, liability and accountability. We know that schools are currently using a range of policies to ensure effective working with third parties. These include:

- **Partnership agreement** – A document, along the lines of a protocol, that sets out the responsibilities of both the school and the third party and is signed by both. Such an agreement minimises the amount of time school staff have to spend managing third parties using school premises. It also ensures that duties associated with issues such as safeguarding or health and safety are effectively delegated and lines of responsibility are clear. We recommend that this agreement of responsibilities be included in the service contract between the school and the third party. This type of protocol *cannot* be used to re-assign statutory responsibilities imposed on public bodies; and
- **Transfer of Control Agreements** – Governing bodies can enter into a Transfer of Control Agreement in order to share control of the school premises with another body, or transfer control to it. The other body, known as the 'controlling body' will continue the occupation and use of the premises during the times specified in the agreement. Transferring control of the premises can enable school facilities to

be used without needing ongoing management or administrative time from the school staff. The governing bodies of some voluntary and foundation schools may need to obtain the local authority's consent and that of any trustees or religious authority before entering into a Transfer of Control Agreement that transfers control during school hours.

These formal agreements should be supported by **effective day-to-day procedures** such as: booking forms for out of school hours activities which clearly define the terms of use of school premises; and a clear shared understanding between all professionals of the running of the school – who's who, protocols for shared space, and health and safety procedures.



6.7 Clusters and federations

Schools can come together in clusters or federations to deliver extended services.

They may be supported by extended schools coordinators jointly to commission services such as information, advice and guidance, or targeted support. They may have developed their own links with health and social care, and may be using some of the funding available to them to commission services from their partners.

Where extended services are provided for a group of schools on the site of a particular school, or federations of schools operate in collaboration, the basic principles of accountability are unaltered. The extent of each school's accountability will depend upon the nature of the agreed decision-making process, and whether the services are provided on the premises of that school. Where a joint committee takes decisions for extended schools provision, acting as a committee of the governing body of each of the schools involved, all the participating governing bodies will be accountable for the consequences of decisions taken.

6.8 Workforce

6.8.1 Fit with workforce remodelling

Workforce remodelling – its principles and practices – is crucial to schools' capacity to implement the Every Child Matters agenda and deliver coherent, sustainable extended services.

Workforce remodelling needs to ensure that any new roles are taken on by those best placed to do so. Well planned extended services enable everyone – headteachers, teachers and support staff – to focus on raising standards of teaching and learning. Offering access to extended services must not result in an increase in the overall workloads for headteachers or other teaching staff. Many schools are employing coordinators to manage the day-to-day running and administration of extended services. The Budget 2007 announced additional resources to fund coordinators in secondary schools and clusters of primary schools.

Leadership, at all levels, is critical to the development of extended services and to raising standards. Where services are developing well this often means school leaders and governors taking a keen overview of services but relying on extended services coordinators or cluster managers taking forward their development day to day. Distributive leadership is key to ensuring that school leaders' overall workloads are manageable.

In the light of the Pricewaterhouse Coopers *Independent Study into School Leadership*

(2006) (www.teachernet.gov.uk), and other key sources of evidence, we are continuing to work with social partners and key agencies, such as the TDA and NCSL, to determine existing and new actions that will best support the leadership of Sure Start Children's Centres and extended schools.

6.8.2 Multi-agency working

In extended schools, as in Sure Start Children's Centres, multi-agency teams bring together a wide range of expertise and break down barriers between professions. To meet the swift and easy access aspect of the full core offer, schools need to work closely with other statutory services and the voluntary and community sector; to have a shared focus, and processes to support the identification of and interventions for children with additional needs. Relationships with health services in particular will be important as extended services contribute to the priorities set out in the *Commissioning Framework for Health and Well-being* and the *2007/8 NHS Operating Framework*. All staff will need to have an understanding of health care pathways and referral protocols.

For this to work effectively – as it does in the best schools – multi-agency staff must be carefully co-ordinated. Each member of staff needs to know to whom they report, and have access to advice and appropriate development. It is particularly important to be clear on this where there is a shared responsibility for management between the school and another employer or

professional supervisor. Written agreements between the school and external employers should clarify responsibilities for the management, appointment and dismissal of staff.

Services may be delivered through multi-agency teams, into which practitioners are seconded or recruited. In multi-agency teams, practitioners share a sense of team identity and are generally line-managed by the team leader – for example, the headteacher or extended services manager – though they maintain links with their home agencies through supervision and training. Alternatively, practitioners may remain employed by their home agency and work together as a multi-agency panel; meeting on a regular basis to discuss children and young people who may benefit from additional support.

Many staff, including teachers, may require further training and information in order to make the most of multi-agency extended services and in particular to ensure that disadvantaged children benefit from the swift and easy access aspect of the core offer.

Toolkits for managers and practitioners in multi-agency teams are available on the Every Child Matters website www.everychildmatters.gov.uk/deliveringservices/multiagencyworking

6.9 Academies, specialist schools, foundation and voluntary schools

Academies are required through their funding agreements to offer extended services. It is a condition of its grant that an

Academy is at the “heart of its community sharing facilities with other schools and the wider community”. Under the Education and Inspections Act 2006, Academies will also be required through their funding agreements to promote community cohesion. Specialist schools are required to work with other schools and the wider community as part of their remit. It is expected that as part of their community plan, specialist schools will demonstrate how they are working towards the core offer of extended services. Voluntary and foundation schools are also required to offer extended services in the same way as other maintained schools.

6.10 Premises and liability

Health and safety liability can derive from ownership of premises; responsibility for oversight of services provided on the premises; and through supervision of activities. It would not be possible therefore for the school governing body to exclude all liability for injury to children on the basis that, if a child were injured, it would be the responsibility of the organisation supervising him. This is the case even if there were an agreement to this effect.

The school governing body must ensure **appropriate insurance arrangements** are in place. Any contract with a private or voluntary provider should contain a requirement that they have adequate cover.

7.0 Links to practical guidance



7.1 Key sources of guidance on Sure Start Children's Centres and extended schools

7.1.1 Sure Start Children's Centres

Together for Children is the contractor appointed to support local authorities to plan, develop and implement their Sure Start Children's Centre strategies. This includes support to develop the effective multi-agency working essential to underpin the Sure Start Children's Centre approach. Their website also includes case studies of good practice www.childrens-centres.org

For key Sure Start Children's Centres guidance documents, in particular the *Sure Start Children's Centres Planning and Performance Management Guidance* and the *Sure Start Children's Centres Practice Guidance* see www.surestart.gov.uk

7.1.2 Extended Schools

General powers: Education Act 2002: Sections 27 and 28, Schedule 1, Paragraph 3(1) and Schedule 3, Paragraphs 2–5

The Department for Education and Skills extended schools website provides guidance on how to set up and manage extended services through schools as well as useful contacts, case studies, evaluation, details of funding and practical know-how at: www.teachernet.gov.uk/extendedschools. Various publications can be accessed on that site:

- *Extended Schools: Access to Opportunities and Services for All: A prospectus*
- *Planning and funding extended schools: a guide for schools, local authorities and their partner organisations* (Ref. 0472-2006DOC-EN)
- *Schools for the Future: Designing Schools for Extended Services*
- *Extended Services toolkit for governors*



The following **know how leaflets** can be downloaded from the site: parenting support, consultation, evidence and evaluation, use of premises, governance, school companies, working with the community and voluntary sector, developing ICT facilities for the wider community, VAT and insurance.

The National Governors' Association has also published *Extended Schools – a Guide for Governors 1* (Ref. NRT/0103/2006) – hard copies can be ordered from NGA (tel: 0121 633 7141; email: governorhq@nasg.org.uk)

The Training and Development Agency – Development directorate, established by DfES, supports local authorities and schools in developing extended services. More information and a growing bank of case studies are available at www.tda.org.uk/remodelling
tel: 020 7023 8001
email: extendedschools@remodelling.org

The Extended Schools Support Service (TESSS) provided by **ContinYou**, with the TDA, also offers experienced and focussed support for schools, local authorities and others involved in providing extended services, such as health and social care in schools at www.continyou.org.uk/tesss
For general enquiries, please email: extended.schools@continyou.org.uk or tel: 024 7658 8440.

4Children, a national charity working with TDA provides information and guidance about childcare in extended schools including advice and consultancy, links to innovative out-of-school programmes in sports, arts and music and access to quality management schemes. Information is available at: www.4children.org.uk or tel: 020 7522 6990

7.2 General sources of advice and guidance

7.2.1 Charitable law

Advice on charitable law regarding the integration of charitable services into wider school management can be found at www.charity-commission.gov.uk/supportingcharities/esi.asp

7.2.2 Childcare

ChildcareLink provides information about individual childcare services available in local areas through the UK and contact details for local Children's Information Services at: www.childcarelink.gov.uk
tel: 0800 096 02 96.

The Ofsted website provides information on regulation and registration of childcare, including the 'Framework and guidance for schools in inspecting extended services' at: www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=399

7.2.3 Children Act 2004

Children and Young People Plan (CYPP): All local authorities are required to develop CYPPs, in consultation with their key partners. Local authorities will be able to explain their strategic vision for the roll out of Sure Start Children's Centres and extended schools. They should involve all key stakeholders in those decisions. www.everychildmatters.gov.uk/strategy/guidance

Children's trust arrangements:
www.everychildmatters.gov.uk/aims/childrenstrusts

7.2.4 Children's Workforce Development Council

The Children's Workforce Development Council (CWDC) is the Sector Skills Council in England for early years, childcare, children's social care and a range of school support services. It offers consultancy support to LAs developing their CYPPs. It also advises recruiting employers on queries about the early years qualifications. CWDC can be contacted at www.cwdcouncil.org.uk or tel: 0113 244 6311.

7.2.5 Common Assessment Framework

The Common Assessment Framework (CAF) can be accessed at: www.everychildmatters.gov.uk/_files/5547FCF8ACC9B09C04989CAA2A2AB804.pdf

The Lead professional: manager's guide can be accessed at:

www.everychildmatters.gov.uk/_files/338C2F15F85E6496FD62296172CC865F.pdf

7.2.6 Companies, setting up

Information from the Charity Commission is available at:

www.charity-commission.gov.uk

Information on social enterprise companies is available at: www.businesslink.gov.uk

7.2.7 Employment procedures and CRB checks

Information on procedures for employing staff is available from the Department for Education and Skills at:

www.dfes.gov.uk/a-z and from the Criminal Records Bureau at www.crb.gov.uk

Safeguarding Children and Safer Recruitment in Education:
www.teachernet.gov.uk

7.2.8 Faith schools

Schools with a designated religious character should consult the appropriate religious authority for advice on the specific legal and governance issues for Sure Start Children's Centres and extended services in voluntary and foundation schools.

7.2.9 Health and safety

Information on health and safety is available in *Health and Safety:*

Responsibilities and Powers (DfES Guidance for LAs and schools) at:
www.teachernet.gov.uk/responsibilities

General information on health and safety responsibilities, management, reporting accidents etc. can be obtained from the Health and Safety Executive at www.hse.gov.uk or tel: 0870 154 5500.

7.2.10 Joint Planning and Commissioning

Using children's trust arrangements local authorities will be planning and commissioning services strategically across their areas and will be able to provide advice to those at neighbourhood and organisation level on commissioning local services.

Further support on commissioning is available at

www.everychildmatters.gov.uk/strategy/planningandcommissioning

This includes the Joint Planning and Commissioning Framework, further non-statutory guidance and toolkits, and case studies.

7.2.11 Multi-agency information

The multi-agency toolkit for managers of integrated settings can be downloaded at:
www.everychildmatters.gov.uk/deliveringservices/multiagencyworking

Advice on information sharing is available at: www.everychildmatters.gov.uk/deliveringservices/informationsharing

7.2.12 National College for School Leadership

NCSL helps to grow and support current and future school leaders so that they can have a positive impact within and beyond their schools. Among other programmes, it runs the **National Professional Qualification for Integrated Centre Leadership**, a qualification for children's centre managers. More details are available on their website at:

www.ncsl.org.uk/programmes/npqicl

7.2.13 Parenting support

The Parenting Support leaflet at www.teachernet.gov.uk/extendedschools provides innovative examples of where schools are working well with parents to engage their support in their children's learning.

The *Every Parent Matters* document can be accessed at www.teachernet.gov.uk/everyparentmatters. It explains current and emerging activity which enables parents to help their children learn, enjoy and achieve – whether those parents are cohabiting, married, living with their children or not. It highlights a number of gaps in what has been available, sets out how the system might best respond, and how this area could develop.

The charity **Parentline Plus** has a toolkit for parent participation that has lots of ideas about ways to engage parents.

It can be ordered from their website www.parentlineplus.org.uk

7.2.14 Participation and consultation

Ready Steady Change – a comprehensive set of training and tools to increase children's and young people's effective participation in decision-making.

For further information – please go to: www.crae.org.uk/cms/index.php?option=com_content&task=view&id=202&Itemid=146

The Participation Works website provides information on policy, practice, networks, training and innovative ideas for involving children and young people in decision-making www.participationworks.org.uk

Community consultation – a consultation planning framework is available to download at www.tda.gov.uk/remodelling

NESS Empowering Parents in SSLPs (2006), www.ness.bbk.ac.uk

7.2.15 School buildings

The Department for Education and Skills website at www.teachernet.gov.uk/management/resourcesfinanceandbuilding provides information on school buildings, purchasing and asset management.

Guidance about the letting of school premises can be found at: www.teachernet.gov.uk/schoolslandandproperty

Further guidance on capital issues is at www.teachernet.gov.uk/extendedschools this includes the recent consultation on the primary capital strategy and the *Designing Schools for Extended Services* guidance.

7.2.16 Study Support

Information about how to develop good quality study support is available at: www.standards.dfes.gov.uk/studysupport and www.continyou.org.uk/content.php?CategoryID=757

7.2.17 VAT

Advice on VAT can be found in the leaflet *Accounting for VAT* on the extended schools website at www.teachernet.gov.uk/extendedschools

The H.M. Customs and Excise National Advice Service on 0845 010 9000 also provides guidance on schools' individual circumstances as well as the website www.hmrc.gov.uk

You can download this publication or order copies online at www.teachernet.gov.uk/publications

Search using the ref: 00356-2007BKT-EN

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