



## Initial Consultation: Booklet 1

### ***'Changing from Community School Category to Foundation Trust Category and acquiring a Charitable Trust'***

#### **The reason for the consultation**

The Governing Boards of Baskerville School; Dame Ellen Pinsent School; Fox Hollies School; Hamilton School; Longwill School for Deaf Children; The Pines School and Uffculme School are proposing to change their legal school category from community to foundation, and at the same time acquire a trust to be known as the Birmingham Special Schools Co-operative Trust.

#### **What we would like you to do**

We would like to know what you think of our proposals so we invite you to take part in our public consultation. You can do this by:

- a) Reading this booklet. (You may also wish to read *Booklet Two* which provides answers to a number of commonly asked questions). Copies of this will be available from school as well as electronically from each school website details of which can be found at the end of this booklet together with e-mail addresses for each school to whom a request can be made.
- b) Completing the Questionnaire Response Form you have been sent and returning it to the school;
- c) Attending one of the Consultation Meetings – see detail inside for the appropriate meeting.

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## Section 1 – Executive Summary

1 The Governing Boards of Baskerville; Dame Ellen Pinsent; Fox Hollies; Hamilton; Longwill; Pines and Uffculme Special Schools are proposing to change their legal school category from community to foundation and at the same time acquire a trust to be known as the **Birmingham Special Schools Co-operative Trust**.

1.1 The proposed date of implementation (i.e. the date on which any legal change of category would take place) is 1<sup>st</sup> May 2018.

1.2 For some time our senior leadership teams and the Governing Boards have been looking at the various options available to us in terms of the legal status of the schools including both Academy and Foundation Trust. After a great deal of thought and discussion, we decided to further explore the co-operative foundation trust model. Each Governing Board has passed a formal resolution to take this a stage further by agreeing to consult on proposals to become a Co-operative Trust school.

1.3 National Policy for education is that all schools will become academies. The Governing Board of each school has considered all options for their future structure including academy status and at this point in time have determined that to change status from community to foundation school and acquire the trust will enable them to develop their collaboration in a formal structure; develop trust and confidence. If National Policy subsequently dictates that all schools must become academies this will enable them to make a seamless transition to become a multi academy trust (MAT) in the future.

1.4 As special education schools the reference to community throughout this document is not simply defined by locality but encompasses the wider range and concepts such as culture; special education need; location of school and families who may live beyond the City of Birmingham area. By changing status from community to foundation school and acquiring the trust the Governing Board would become the legal employer of staff and the Admissions Authority and our land would transfer across from the Local Authority to Birmingham Special Schools Co-operative Trust where it would be held mutually on behalf of the Governing Boards and our stakeholders. The Governing Board will retain day to day responsibility for managing these assets in the same way as it does now.

1.5 What is different about a co-operative foundation trust such as the Birmingham Special Schools Co-operative Trust is that the trust itself is a co-operative. This means that over time stakeholders, be they staff, parents, carers, people who work and live within our defined community and vitally our learners can also join the trust as members. In due course there will be the opportunity for other groups or bodies such as other schools and educational establishments to join the Trust. This is very important as this will help us to raise participation and achievement. Another important attraction for us in the co-operative school model is that it will ensure that the historic co-operative values and ethos, as well as its ethical principles and co-operative ways of working are formally embedded in our school. These are values to which we already subscribe.

1.6 We will formally enter into the consultation process by issuing our statutory proposals at noon on 26<sup>th</sup> February 2018. There will then be a statutory consultation period of four

weeks until noon on 26<sup>th</sup> March 2018. The Governing Boards will meet in the week beginning 16<sup>th</sup> April to consider the outcome of the consultation and decide in view of all responses whether to adopt the proposals. If this is decided, the day the school would join the Trust (the legal implementation date) would be 1<sup>st</sup> May 2018.

1.8 We would emphasise that no decision has been made as yet and we would welcome suggestions that might help us to improve our proposals as well as challenge them. Copies of all the consultation documents are available from the school websites (see Contact Details in Section 8 below)

## **Section 2 – Visions and Values**

2.1 Our vision is to use the strength of the Trust to build on and strengthen what our informal partnership working with other schools has already achieved and to create a learning community which seeks further to improve teaching and learning, to raise enjoyment, achievement and aspirations for all and to ensure learners and their families are supported. The values of the Trust are underpinned by the principles of equality, inclusion and commitment to support the well-being of every learner and his/her family in our schools. We have considered a variety of school structures, including academies, but feel that this model best meets our context, needs and values.

2.2 Creating a shared Trust will help us to clarify our vision and aims, continue to raise expectations and standards across schools, and make our existing collaboration and associated school improvement strategies more sustainable. We believe that to meet the needs of our communities we need to work together as a community. We know that we can achieve more by working together than we can by working alone. A shared Trust would help to make that belief a reality.

2.3 Key aims for our Trust are to:

- Ensure world class special education for the pupils and learners of Trust schools;
- Further improve outcomes for all our learners in all our member schools with a strengthened focus on school-to-school self-improvement;
- Furthering an inclusive philosophy within the city and region for the benefit of Trust schools and partners and the learners of the city with SEN;
- Strengthen our ability to work collaboratively and co-operatively to enable our schools to grow, develop and improve together;
- Formalise and further develop arrangements already in place for joint working;
- Develop further the skills and expertise of staff across the schools;
- Further share resources and skills across the schools;
- Further increase levels of aspiration across our schools and the wider community thereby impacting positively upon achievement;

2.4 As a co-operative trust, the Trust will adopt the values and principles of the co-operative movement (see Appendix B).

2.5 Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, co-operative members believe in the values of honesty, openness, social responsibility and caring for others.

2.6 We have chosen to become a co-operative trust because these are the values and principles which we feel should underpin our work - with each other and with our learners.

### **Section 3 – What will the Trust do?**

By formalising our relationships and acquiring the Trust we will have a consistent approach to improving outcomes for learners across our community as defined in section 1, which will survive any changes in leadership either of the Governing Board or the head teacher. As a group, with our wealth of expertise, we will actively support each school to remain at least Good striving for world class excellence in SEN. Examples of activities will be joint moderation; peer review and networking of staff to provide opportunities for expertise to be shared. As a group we believe that there are efficiency savings to be made to help us manage ever tightening budgets and ensure that we have the resources to deliver a world class educational experience for all learners. The Trust will also help us to provide enrichment opportunities for our learners across the Trust with joint learning activities; sports and arts activities. Over time we will seek to engage additional partners who can contribute to the aims and ambitions of our Trust.

#### **3.1 What will be the Trust's particular focus?**

It is the key role of the Trust to raise achievement by:

- Recruit, retain and develop a skilled and specialist workforce;
- Improving the quality and consistency of teaching and learning;
- Increasing aspirations among learners, parents and all those who work with our learners;
- Harnessing resources efficiently;
- Creating the right conditions for enjoyable effective learning.

Our focus is to increase the enjoyment and achievement of all stakeholders by working with a variety of innovative partners, from the community and beyond, in order to positively impact on learner achievement.

##### **3.1.1 Recruit, retain and develop a skilled and specialist workforce:**

As a Trust we will:

- Look to recruit the most talented and the best to work in our schools;
- Develop talented professionals within our schools;
- Develop a culture where all staff share their expertise for the benefit of all members of our community;
- Provide professionals working in our schools with the best in terms of training, facilities, resources and support.
- Promote staff well-being throughout the Trust.

### **3.1.2 Improving the quality and consistency of teaching and learning:**

As a Trust we will work in partnership to:

- Provide professional development opportunities throughout the Trust on focused activities.
- Undertake peer review.
- Promote knowledge understanding and empathy for special education needs.

### **3.1.3 Improving aspirations among learners, parents and all those who work with our learners:**

As a Trust we will work:

- To develop in all our learners a sense of value, self-respect and responsibility that will ultimately enable them to live fulfilled adult lives at home, at work, at leisure and within a technological, global community.
- Encourage parents and professionals to have high expectations of our learners - and our learners to have high expectations of themselves;
- Enable those attending our schools to acquire the skills and attitudes needed to go through life as life-long learners;
- Work with organisations to improve their ability to provide employment and wider opportunities outside of school;
- Foster creativity and innovation in our learners through an exciting and challenging curriculum;
- Create amongst learners a sense of pride and the possibilities afforded by the wider world;

### **3.1.4 Harnessing resources efficiently:**

As a Trust we will work:

- Optimise business and procurement opportunities for the financial benefit of the Trust;
- Work with our partners and other organisations to extend what Trust schools can offer;
- To develop and share resources to continue to improve outcomes for our learners.

### **3.1.5 Creating the right conditions for enjoyable effective learning:**

- To provide an enjoyable, stimulating educational environment in which both

learners and staff can flourish;

- To optimise attendance for our learners so that they are safe well and in a position to learn;
- With partners to improve the health and well-being of our learners.

3.2 Every school that joins Birmingham Special Schools Co-operative Trust will widen the range of expertise and strengthen the Trust. The Trust schools will thus be enabled to build on their strengths and track record seen in the provision of high standards and outstanding partnership alongside collaborative working within the community. The Trust will enable and strengthen a coherent vision in order to improve outcomes for our learners and defined community.

3.2.1 The Trust partnership will provide a framework to support autonomy whilst retaining strong accountabilities and roots within our community.

3.2.2 The Co-operative Movement has extensive experience in supporting educational establishments to develop and embed a co-operative, values-driven ethos both within and across schools and across the whole curriculum. It also helps to bring a global dimension to school and community perceptions through national and international links with other co-operative educational institutions and organisations. Initially, it will be represented by The Schools Co-operative Society (SCS) which is the national network for co-operative schools. We will work with SCS to identify a suitable long term co-operative partner for the Trust from the Co-operative Movement. Being a co-operative trust school will also allow us to become members of the Schools Co-operative Society. SCS is the fastest growing network of schools across England and is itself a co-operative of co-operative schools. It is strong in London and the South East region generally and is growing steadily. Being part of a national, regional and local co-operative schools organisation will be of great assistance as we try to navigate our school through the rapidly changing educational landscape facing all schools. We will also be able to participate in a strong international network of co-operative schools.

3.2.3 Partners to the Trust are agreed as Calthorpe Academy and Wilson Stuart School who are special school academies within our defined community, as well as University College Birmingham, University of Birmingham and Hays. We have existing relationships with all of these partners and our intention is to formalise this arrangement for the benefit of our learners.

Furthermore, the strength in numbers of special schools working collaboratively enables us to support each other to fill the gaps left by diminished provision within our Local Authority. The Trust is keen to explore links with other partners from the public, voluntary and commercial sectors that can help to further its aims. Charitable status and existing partnerships will help significantly in identifying suitable partners.

### **3.3 How will the Trust make a difference?**

#### 3.3.1

Joining and developing the Trust will focus the minds and energies of all partners on the



task of raising achievement so that all learners can realise their full potential.

3.3.2 By bringing coherence and continuity to lifelong learning at a time when Local Authority services are diminishing and schools increasingly find themselves working alone, the Trust provides the means of bringing schools together to serve a common purpose and to provide continuous pathways to enjoyment, learning and achievement from early years to adulthood and beyond.

3.3.3 By making efficient and effective use of resources, the Trust will provide schools with significant collective bargaining power in their negotiations with suppliers of goods and services. This will enable them to secure best value and prioritise funding for teaching and learning. It will also encourage schools to pool expertise and resources to enable them to maximise the benefits for staff and learners.

3.3.4 The Trust will extend the offer of membership to parents/carers, learners, employees and local community groups and individuals. This will have the value not only of identifying specific benefits for each of these groups, but also enlisting their support in achieving the aims of the Trust.

## **Section 4 – How will the Trust work?**

4.1 The Trust will be a charitable company meeting the legal and other requirements of the Department for Education (DfE). It will carry out its duties in relation to schools as set out by the DfE, specifically by appointing two governors to the Governing Board of each school and by holding the land mutually in trust for its school community.

4.2 The Trust will be regulated by the Secretary of State (as are all educational Trusts and Academies) and by the DfE and be registered as a company limited by guarantee with Companies House.

4.3 Trustees will not be able to derive an income from the Trust, but the Trust may become an employer as it develops its work. Any income generated by the Trust must only be used to support its charitable aims. The Trust will not seek to alter the individual characteristics of the partner schools and it will not seek to change the character (religious or otherwise) of a partner school.

4.4 The Trustees will meet a minimum of 3 times a year (co-ordinated with existing school governance arrangements as required).

4.5 The Trust will work with other people and organisations, as appropriate, to carry out its work. As the Trust develops, it may be appropriate to consider additional partners. There will be a clear process involving existing Trustees to ensure that any future partner will comply fully with the vision, values and aims of the Trust.

4.6 The Trust Board will be made up of representatives from schools, partner institutions and the membership – via a representative Forum that will be established - generally known as the Stakeholder Forum.

4.7 The Trust will have an ethos of co-operation and democracy consistent with co-operative values. It will seek to empower learners and their community and help young people prepare for the challenges facing them as global citizens.

## **Section 5 – Foundation Trust Status**

5.1 To facilitate the organisation of the Trust, Community schools (as we currently are) are required to alter their legal category to become Foundation Schools with a trust acting as their legal foundation. In acquiring foundation trust status, our Governing Board - and not the Trust- will be responsible for the employment of staff, the admission of pupils to the school, the school's budget and its assets. However, a key function of the Trust will be to hold the school's land mutually in trust for the Governing Board. Our Governing Board will retain day to day responsibility for managing the land, as is presently the case. The Governing Board believes that the change of status and acquisition of the trust presents the best option for the school as we would continue to be a Local Authority Maintained school with access to support and services that we currently benefit from with each school retaining its autonomy whilst equally benefiting from the collaboration with others in a structured manner.

5.2 Existing and new staff will continue to work under the terms of the 'School Teachers' Pay and Conditions Document' (STPCD). Each school's Governing Board will set out the terms and conditions for new support staff which will be no less favourable than those enjoyed by existing staff. All staff will therefore enjoy as a minimum the same terms and conditions of employment as currently in place.

5.3 Schools will continue to teach the National Curriculum and be inspected by OFSTED at appropriate times.

5.4 The Governing Board will continue to have day to day control of the school's land and assets as is presently the case.

5.5 The Trust will work in collaboration with the Local Authorities in ensuring strict adherence to the Schools Admissions Code and The Code of Practice.

## Section 6 – What Foundation Trust Status will mean for:

- a) Parents and Carers;
- b) Learners;
- c) Employees;
- d) The Wider Community.

### Admissions

6.1 The school will remain part of the Local Authority's family of maintained schools. We will continue to adhere to The Code of Practice in relation to admissions.

6.2 Parents will apply for places at a special school as part of the Local Authority SEN process and the school will continue to work with the Local Authority to ensure that pupil SEN places are given fairly in line with admissions criteria.

### Composition of Governing Boards

6.3 From September 1st 2012 the Government changed somewhat the arrangements for appointing Parent, Community, Local Authority and Staff Governors. Community governors now become known as 'co-opted' governors. All Governing Boards have already implemented these changes. However, we would acquire a further two Governors appointed by the Trust. This will help to ensure that there is a good link between the Trust and the Governing Boards.

Our Governing Boards would therefore be composed of:

| <b>Baskerville</b> | <b>Current</b> | <b>Proposed</b> | <b>Dame Ellen Pinsent</b> | <b>Current</b> | <b>Proposed</b> |
|--------------------|----------------|-----------------|---------------------------|----------------|-----------------|
| Parent             | 2              | 2               | Parent                    | 4              | 4               |
| Local Authority    | 1              | 1               | Local Authority           | 1              | 1               |
| Staff              | 1              | 1               | Staff                     | 1              | 1               |
| Head               | 1              | 1               | Head                      | 1              | 1               |
| Co-opted           | 6              | 4               | Co-opted                  | 5              | 3               |
| Associate          | 0              | 0               | Associate                 | 0              | 0               |
| Foundation         | 0              | 2               | Foundation                | 0              | 2               |
| Total              | 11             | 11              | Total                     | 11             | 11              |

| <b>Fox Hollies</b> | <b>Current</b> | <b>Proposed</b> | <b>Hamilton</b> | <b>Current</b> | <b>Proposed</b> |
|--------------------|----------------|-----------------|-----------------|----------------|-----------------|
| Parent             | 2              | 2               | Parent          | 2              | 2               |
| Local Authority    | 1              | 1               | Local Authority | 1              | 1               |
| Staff              | 1              | 1               | Staff           | 1              | 1               |
| Head               | 1              | 1               | Head            | 1              | 1               |
| Co-opted           | 6              | 4               | Co-opted        | 8              | 6               |
| Associate          | 0              |                 | Associate       | 0              | 0               |
| Foundation         | 0              | 2               | Foundation      | 0              | 2               |
| Total              | 11             | 11              | Total           | 13             | 13              |
| <b>Longwill</b>    | <b>Current</b> | <b>Proposed</b> | <b>Pines</b>    | <b>Current</b> | <b>Proposed</b> |
| Parent             | 3              | 2               | Parent          | 2              | 2               |
| Local Authority    | 1              | 1               | Local Authority | 1              | 1               |
| Staff              | 1              | 1               | Staff           | 1              | 1               |
| Head               | 1              | 1               | Head            | 1              | 1               |
| Co-opted           | 9              | 5               | Co-opted        | 7              | 5               |
| Associate          | 0              |                 | Associate       | 0              | 0               |
| Foundation         | 0              | 2               | Foundation      | 0              | 2               |
| Total              | 15             | 12              | Total           | 12             | 12              |
| <b>Uffculme</b>    | <b>Current</b> | <b>Proposed</b> |                 |                |                 |
| Parent             | 2              | 2               |                 |                |                 |
| Local Authority    | 1              | 1               |                 |                |                 |
| Staff              | 1              | 1               |                 |                |                 |
| Head               | 1              | 1               |                 |                |                 |
| Co-opted           | 7              | 5               |                 |                |                 |
| Associate          | 1              | 1               |                 |                |                 |

|            |    |    |
|------------|----|----|
| Foundation | 0  | 2  |
| Total      | 13 | 13 |

## **Membership of the Trust**

6.4 All parents/carers and learners attending a Trust school are eligible to become members of the Trust. This is also true of all members of staff employed by Trust schools and members of a range of community organisations supporting the work of the Trust. Family members of our learners and past learners as well as individuals living or working within our identified community can also join the Trust.

6.5 We are planning to establish a Trust Forum whose members, including parents, staff, learners and representatives of community – both organisations and individuals - are elected from the respective membership constituency. The purpose of the Trust Forum will be to hold the Trust to account, to help shape policies and to appoint a minority of trustees.

6.6 In keeping with the co-operative tradition, we will be looking to identify a range of benefits to members which would be consistent with the aims of the Trust.

## **Employee Terms and Conditions**

6.7 Co-operative Trust schools will continue to recognise the same unions and professional associations. The existing rights of teachers will be fully protected if schools acquire a Trust. The schools will continue to be bound by the School Teachers' Pay and Conditions Document.

6.8 Each Governing Board will set terms and conditions for its own support staff. However, these will be safeguarded as per the prescribed regulations and the same employment rights they currently have as Local Authority employees, will be maintained.

6.9 Employees will still be represented on the Governing Board, but in two categories going forward. Some will continue to be elected by their colleagues, others can also be co-opted onto a governing body. There will still be representatives from parents, the community and the Local Authority as is currently the case, together with the additional two foundation governors nominated by the Trust.

6.10 Under the terms of the 2013 regulations referred to above, all staff will

continue to enjoy as a minimum entitlement the same terms and conditions of employment as staff in any maintained school.

## Section 7 – The Consultation Process

7.1 We would like to know what you think about the proposals contained in this booklet.

7.2 You can take part in the consultation by

a) Attending one or more of the consultation meetings below;

b) Completing a Questionnaire and returning it to school. It is also available electronically on the school's website – see details in Section 8 below. Responses can also be made online as well as in hard copy.

7.3 The full consultation meetings programme is as follows:

| Audience           | Date                          | Time                         | Venue   |
|--------------------|-------------------------------|------------------------------|---|
| Staff              | 24 <sup>th</sup> January 2018 | 8am<br>12.00pm<br>4.00pm     | Dame Ellen Pinsent<br>Longwill<br>Fox Hollies |
|                    | 26 <sup>th</sup> January 2018 | 8.00am<br>3.00pm             | Pines<br>Baskerville                          |
| Parents and Carers | 24 <sup>th</sup> January 2018 | 9.30am<br>11.00am<br>1.30pm  | Dame Ellen Pinsent<br>Longwill<br>Fox Hollies |
|                    | 26 <sup>th</sup> January 2018 | 9.15am<br>10.30am<br>11.45am | Pines<br>Hamilton<br>Baskerville              |
| Public             | 24 <sup>th</sup> January 2018 | 6.00pm                       | Fox Hollies                                   |
|                    | 26 <sup>th</sup> January 2018 | 4.00pm                       | Baskerville                                   |

Learners will be consulted via Student Voice / Student Council, assemblies and a range of other internal school mechanisms.

7.4 There are two opportunities to comment on the proposals. The first is during our informal period of consultation which runs from noon on **15<sup>th</sup> January 2018** to noon on **29<sup>th</sup> January 2018**. We encourage you to attend one of the meetings detailed above to hear about the proposals and ask questions. We would also ask that you complete a questionnaire to let us know your views.



7.5 The second opportunity in which you can comment on the proposals is the statutory period of consultation which runs from noon on **26<sup>th</sup> February 2018** to noon on **26<sup>th</sup> March 2018**.

7.6 After the statutory consultation is closed, all comments oral and written will be considered and a report will be prepared for the Governing Boards. This report will be made available on the school website. It will be available for inspection by stakeholders on request. The Governing Boards will then hold a meeting to review the report and all the comments made before reaching an informed decision.

7.7 The Governing Board may decide to:

- Adopt the proposals;
- Modify the proposals in the light of suggestions made during the consultation and if the changes are significant, consult again on the changes;
- Pause the process;
- Decide not to proceed and to remain as a Community school.

7.8 The proposed implementation date for joining the Trust is 1<sup>st</sup> May 2018.

**Section 8 – Contact details** If you have any queries about anything you have read here or require copies of any of the consultation documents, please contact:

| School  | E mail   | Telephone     | Website  |
|---|--|---------------|--|
| Baskerville School<br>Fellows Lane,<br>Harborne,<br>Birmingham B17<br>9TS                           | <a href="mailto:j.cheng@baskvill.bham.sch.uk">j.cheng@baskvill.bham.sch.uk</a>   | 0121 427 3191 | <a href="http://www.baskvill.bham.sch.uk">www.baskvill.bham.sch.uk</a>     |
| Dame Ellen<br>Pinsent<br>Ardencote Road,<br>Kings Heath,<br>Birmingham<br>B13 0RW                   | <a href="mailto:d.fountain@dameellenpinsent.bham.sch.uk">d.fountain@dameellenpinsent.bham.sch.uk</a>   | 0121 675 2487 | <a href="http://www.dameellenpinsent.co.uk">www.dameellenpinsent.co.uk</a> |
| Fox Hollies School<br>Highbury<br>Community<br>Campus,<br>Queensbridge Rd,<br>Birmingham<br>B13 8QB | <a href="mailto:k.youngson@foxhollies.bham.sch.uk">k.youngson@foxhollies.bham.sch.uk</a>   | 0121 464 6566 | <a href="http://www.foxhollies.bham.sch.uk">www.foxhollies.bham.sch.uk</a> |
| Hamilton School<br>Hamilton Road<br>Handsworth<br>Birmingham<br>B21 8AH                             | <a href="mailto:jharris@hamilton.bham.sch.uk">jharris@hamilton.bham.sch.uk</a><br><a href="mailto:enquiry@hamilton.bham.sch.uk">enquiry@hamilton.bham.sch.uk</a> | 0121 357 2774 | <a href="http://www.hamilton.bham.sch.uk">www.hamilton.bham.sch.uk</a>     |

|   |  |               |  |
|---|--|---------------|--|
| Longwill School<br>For Deaf Children<br>Bell Hill,<br>Northfield<br>Birmingham<br>B31 1LD | <a href="mailto:a.carter@longwill.bham.sch.uk">a.carter@longwill.bham.sch.uk</a>     | 0121 475 3923 | <a href="http://www.longwill.bham.sch.uk">www.longwill.bham.sch.uk</a>           |
| The Pines School<br>Marsh Hill<br>Stockland Green<br>Birmingham<br>B23 7EY                | <a href="mailto:e.pearce@pines.bham.sch.uk">e.pearce@pines.bham.sch.uk</a>           | 0121 464 6136 | <a href="http://www.thepinesspecialschool.com">www.thepinesspecialschool.com</a> |
| Uffculme School<br>Queensbridge<br>Road<br>Moseley<br>Birmingham<br>B13 8QB               | <a href="mailto:m.scarrott@uffculme.bham.sch.uk">m.scarrott@uffculme.bham.sch.uk</a> | 0121 464 5250 | <a href="http://www.uffculme.bham.sch.uk">www.uffculme.bham.sch.uk</a>           |

Copies of the Statutory Notice and Statutory Proposals (when published), all consultation documents and the Report to Governors on the outcome of the Consultation (when published) can also be accessed on the school websites as listed above and in hard copy upon request to the school offices above.

## **Section 9 - Appendices**

### **Appendix a) – List of Consultees**

As part of the consultation process, the following will all be consulted:

- Students currently enrolled at the schools
- Parents and carers of those students
- Teaching and Support Staff currently employed at the schools
- Other personnel currently working at the schools
- Local Schools & Colleges
- Teacher Associations and Trade Unions
- Elected Representatives
- Other Statutory Bodies & Community Groups

## **Appendix b) – Co-operative Values and Principles**

The Values and Principles embraced by today's worldwide co-operative movement have evolved from the ideals of the early co-operators of the 19<sup>th</sup> century. They are embodied in the Statement of the Co-operative Identity published by the International Cooperative Alliance - <http://ica.coop/en/whats-co-op/co-operative-identity-values-principles>

### **Co-operative Values**

Self-help: In co-operatives, people help each other whilst helping themselves by working together for mutual benefit.

Self –responsibility: Individuals within co-operatives act responsibly and play a full part in the organisation

Democracy: A co-operative will be structured so that members have controls over the organisation – one member, one vote.

Equality: Members will be treated justly and fairly.

Solidarity: Members will support each other and other co-operatives.

Ethical Values: In the tradition of their founders, co-operative members believe in the ethical values of: honesty, openness, social responsibility and caring for others

### **Co-operative Principles**

The co-operative principles are guidelines by which co-operatives put their values into practice.

1<sup>st</sup> Principle: Voluntary and Open Membership

Co-operatives are voluntary organisations, open to all persons able to use their services and willing to accept responsibilities of membership, without gender, social, racial, political or religious discrimination.

2<sup>nd</sup> Principle: Democratic Member Control

Co-operatives are democratic organisations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member one vote), and co-operatives at other levels are also organised in a democratic manner.

3<sup>rd</sup> Principle: Member Economic Participation

Members contribute equitably to, and democratically control, the capital of their cooperative. At least part of that capital is usually the common property of the co-operative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any of the following purposes: developing their co-operative, possibly by setting up reserves, part of which at least would be indivisible; benefitting members in

proportion to their transactions with the co-operative; and supporting other activities approved by the membership.

#### 4<sup>th</sup> Principle: Autonomy and Independence

Co-operatives are autonomous, self-help organisations controlled by their members. If they enter into agreements with other organisations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy.

#### 5<sup>th</sup> Principle: Education, Training and Information

Co-operatives provide education and training for their members, elected representatives, managers and employees so they can contribute effectively to the development of the cooperatives. They inform the general public – particularly young people and opinion leaders – about the nature and benefits of co-operation.

#### 6<sup>th</sup> Principle: Co-operation Among Co-operatives

Co-operatives serve their members most effectively and strengthen the Co-operative Movement by working together through local, national, regional and international structures.

#### 7<sup>th</sup> Principle: Concern for Community

Co-operatives work for the sustainable development of the communities through policies approved by their members.