

# Constitution for Glebe House School

## 1 Background

1.1 The Friends Therapeutic Community Trust (Glebe House) is a therapeutic community for up to 16 boys and young men aged 14-21 who have committed serious and harmful sexual offences. Glebe House has always had some elements of educational provision and became an established independent School in 2016.

1.2 Glebe House is a fully residential community providing treatment and care throughout the whole year via an extensive programme of therapeutic interventions. It is effective in helping this vulnerable group with independent research (Boswell et al 2014) showing that it significantly reduces risk of subsequent re-offending – leading to fewer victims, breaking the cycle of damaging behaviour and introducing the possibility of new futures for those completing the Glebe House programme. This research recognised that a vital component of the successful intervention regime is the creation of a positive attitude to learning and education. Hope about the future is built and reinforced through developing a positive view of life-long learning. The School Governing Body recognises the significance of these factors and the whole community seeks to braid and embed educational achievement into the culture of the Trust.

1.3 The boys and young men at Glebe House come from a range of backgrounds many of which are very difficult. Their experience of education has often been fractured, with little experience of achievement or success. Some have special educational needs. For many, contact with their families is strictly controlled.

1.4 The School is completely embedded within the wider community of Glebe House. As such many of the responsibilities that normally fall to Governors and the Head of School are delegated by Governors to the Chief Executive Officer of the Friends Therapeutic Community Trust and subsequently delegated to the Senior Management Team and the Education (Operations) Team.

1.5 In order for the Trustee-Governors to provide coherent accountability for the Trust and the School within the Trust the School Constitution is built on the following principles:

- All Trustees are also School Governors; known as Trustee-Governors
- The Board's specific duties as Governors are discharged by
  - Meetings of Trustee-Governors as part of the bimonthly Board Meetings
  - Additional meetings of Trustee-Governors convened as needed by the Clerk to Trustees or the Trustee-Governor nominated Chair of Governors
  - The Education Subcommittee of the Board reviewing educational issues in detail
  - The Education (Operations) Team of Senior Managers – reporting to the Education Subcommittee

This Constitution sets out how these various responsibilities will be shared between Trustee-Governors; the Chief Executive Officer of Glebe House and the Head of Education.

Glebe House is a Quaker-led organisation and the Trustees use the Quaker Business Method in their deliberations. The Quaker Business Method does not involve voting.

# Constitution

## 1 Instrument of Government

The name of the School is the Glebe House School

It is a Non-Association Independent School and sits within the wider structure of the Friends Therapeutic Community Trust.

The Board of Governors (Trust Board) will be made up of all the current Trustees, known as Trustee-Governors. Trustee-Governors will appoint members of the Education Subcommittee (ESC) to meet the tasks identified within the **Education Subcommittee's Terms of Reference (Appendix 1)**. The Trust Board as Governing body of the School can appoint co-opted advisers to ESC who are not Trustee-Governors.

Trust Board as Governing body of the School will identify a Chair of the Educational Subcommittee from within the Trustee cohort who will keep minutes of the Education Subcommittee meetings.

The Trust Board as Governing body of the School will periodically audit the skills of the Trustee-Governors and work with the Board and Chief Executive Officer to ensure that as far as possible the Trust Board as Governing body of the School has the skills it requires to discharge its duties. The Trust Board as Governing body of the School will consider equal opportunities and ways to support a wider representation on the Governing body.

The task of braiding work of the three main teams: Therapy, Education & Milieu, within the Community will be carried out by **The Education (Operations) Team** of Senior Managers – reporting to the Education Subcommittee (**see Appendix 2 for Terms of Reference**)

Details of the various aspects of the decision-making processes and who holds accountability for them is contained in **Appendix 3 'Decision Making Tracker'**.

### Terms of Office

All Trustee-Governors will serve for three years initially, renewable for one further triennium.

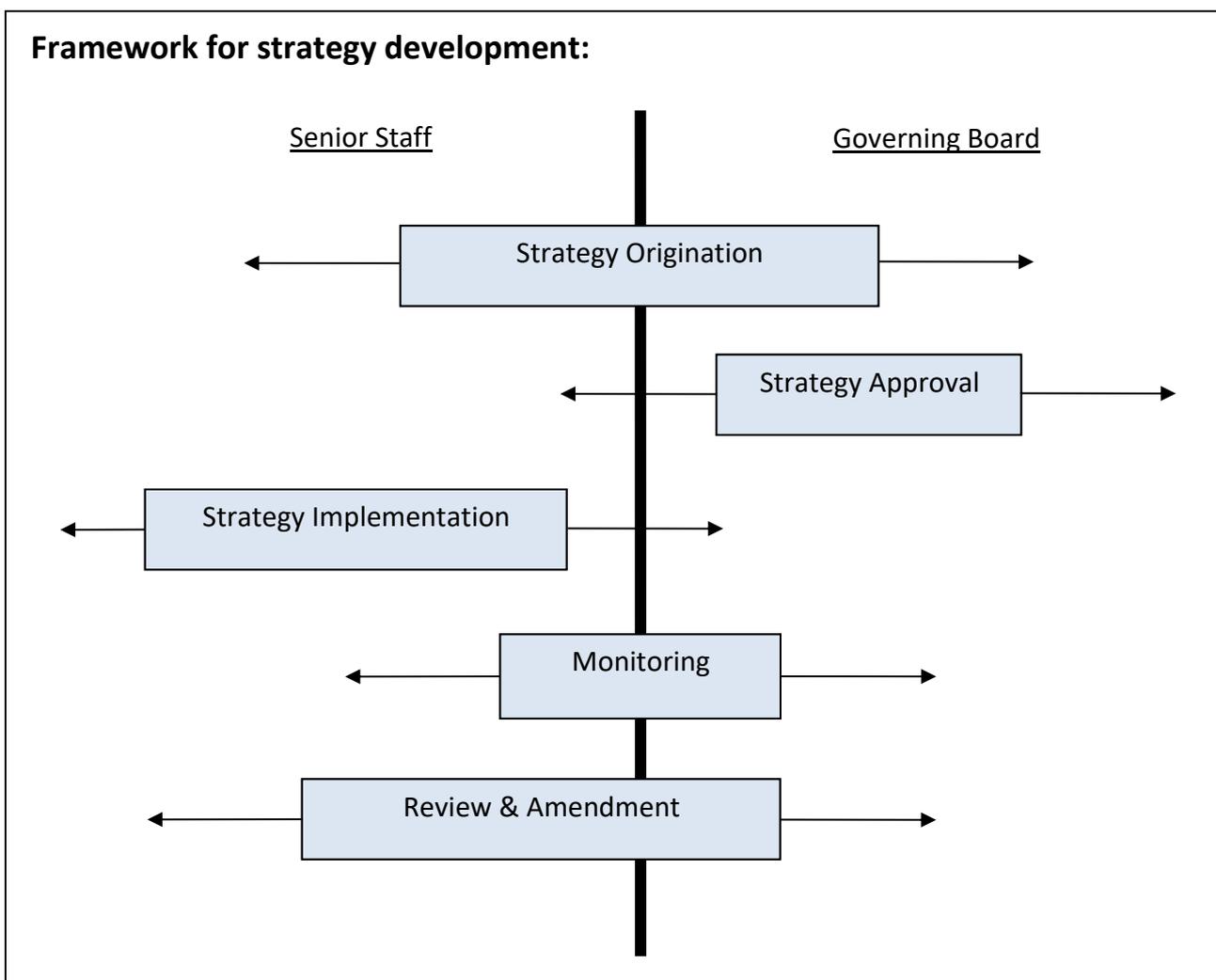
## 2.Role of the Trust Board as governing body of the School

School Governing bodies have three key roles:

- ensuring the vision, ethos and strategic direction of the School are clearly defined.
- ensuring that the head teacher performs his or her responsibilities for the educational achievement of the School.
- ensuring the sound, proper and effective use of the School's financial resources

This Constitution recognises that the specialist nature of the Glebe House Community means that many aspects of education may need to be carried out by, or in conjunction with, staff across the whole Trust (including Milieu and Clinical staff) rather than wholly within the physical setting of the school building. Equally the Trust Board as Governing body of the School recognises that the educational needs of its young people need to receive due weight within the wider therapeutic goals of the Trust and each individual placement with the Service. It is with this in mind that some of the responsibilities of the Trustee-Governors are delegated to the Chief Executive Officer rather than the Head of Education.

**Appendix 3** sets out in detail who is responsible for all educational functions normally associated with a school. In summary:



The duties usually associated with a School Governing body will be discharged in the following ways:

- The development of the vision and ethos of the school will be facilitated by the Education Subcommittee and presented through the annual School Development Plan. This plan will be reviewed annually by the Trust Board as Governing body of the School.
- The Education Subcommittee will monitor school performance in line with the its Terms of Reference, reporting progress at meetings of the Trust Board as Governing body of the School.
- The Head of Education will be line managed as a delegated task by the Chief Executive Officer who will take into account the views of Trustee-Governors in carrying out this role.
- The Trust Board as Governing body of the School will be responsible and accountable for ensuring the sound, proper and effective use of the financial resources to ensure the Trust's obligation to provide high quality education are discharged in a prudent manner. This task is operationally delegated to the Chief Executive Officer.

### **3. Safeguarding**

Given the nature of the work at Glebe House Therapeutic Community and School, it is important to note that Safeguarding is given the highest priority across the whole Trust.

All staff have a responsibility to keep students safe. Overall accountability for ensuring effective Safeguarding is delivered lies with the Clinical Director, reporting to the Chief Executive Officer; who subsequently reports to Trust Board as Governing body of the School. This includes all aspects of Safeguarding within the School environment.

All Trustee-Governors, upon appointment, are committed to the high standards of Safeguarding maintained at Glebe House. The Administrative Office will ensure that every Trustee-Governor holds the relevant Enhanced Criminal Record Certificate and completes the relevant training within a reasonable period of appointment.

### **4. Health and safety**

The School will follow the same Health and Safety guidance as the rest of Trust. Accountability for all Health and Safety within Glebe House lies with the Trust Board as Governing body of the School.

## **5. Exclusions**

Temporary exclusions will relate to either behaviour or safeguarding matters. Such exclusions will be considered by the Head of Education, the Senior Manager responsible for the Programme and Chief Executive Officer. Alternative arrangements for delivering the school's obligation for educational and vocational activities will be made during any temporary exclusion.

A proposal for a permanent exclusion from the education provision would trigger a full programme and placement review, as that would make the placement in the facility untenable. Any permanent exclusion decision is a delegated decision on behalf of the Trust Board as Governing body of the School by the Education Operations Team.

## **6. The Governing Body may**

- establish committees or working parties
- liaise with outside bodies or experts

## **7. Research**

The Trust Board as Governing body of the School will support the School in participating in the Trust's wider research programme.

## **8. Publications of names of Governors and a register of their interests**

Due to the complex nature of the work carried out by GH the names of Governors will not be available on the Trust website. They can be requested by writing to the Administrator. The Administrative Office will keep an up to date register of all relevant interests held by Governors.

## **9. A Quaker-led School.**

The Friends' Therapeutic Community Trust is Quaker-led and the Trust Board uses the Quaker Business Method (see <https://gandb.org/resources/publications/150-quaker-business-method>) in its deliberations. Like the rest of Glebe House, the School includes Quaker values in its ethos and vision. This does not mean that it is a faith School, rather it is an independent School with a religious ethos which is Quaker.

So far as is possible and practicable, the Trust Board as Governing body of the School and the ESC will use the Quaker Business Method in its deliberations.

## **10. Removal of Trustee-Governors, including the Chair of ESC**

The Trust Board as Governing body of the School has the power to remove any Trustee-Governor should it deem it appropriate. Factors that may cause the Trust Board to considering removing a trustee-governor include:

- A criminal offence
- A safeguarding offence
- Severe mental health or substance misuse problem
- Prolonged absence from Board of Governors meetings or repeated absence without sufficient cause
- Behaviour that breaches the Trust's policy relating to bullying or discrimination or

- otherwise brings the Trust or the School into disrepute.

Any Trustee-Governor who feels that they have been unfairly removed can appeal to the Trust Board and that appeal will be heard in Private.

### **11. Resolution of disagreements**

The Trust Board holds overall responsibility for the governance and accountability of The Friends' Therapeutic Community Trust.

In the event of disagreements within the Board or the Trust Board as Governing body of the School, The Clerk to the Trustees will consider the circumstances and use the Quaker Business Method, including the option for a Meeting for Clearness, to seek a resolution.

### **References:**

**Boswell, G., Wedge, P., Mosley, A., Dominey, J. and Poland, F. (2014)** 'Treating Sexually Harmful Teenage Males: a longitudinal evaluation of a therapeutic community.

<https://www.ftctrust.org.uk/research.php>

*finalised v8.1 on 25<sup>th</sup> July 2019*

## Appendix 1

### Education Subcommittee Terms of Reference

**Purpose:** The Education Subcommittee is responsible for the detailed review of education matters including:

- Quality of Education
  - Effectiveness and Relevance of the Curriculum
  - Quality of Teaching
  - Pupil Assessment and Progress
  - Classroom environment
- Pupil Behaviour and Attitude
  - Pupil approach to learning
  - Behaviour monitoring
  - Attendance
- Pupil Personal Development
  - Braiding of School into wider Programme
  - Development of citizenship
  - Plans for the future
- Leadership and Management
  - Vision for School
  - Progress on School Development plan
  - Safeguarding

Leading to an assessment of the overall effectiveness of the School

**Method:** The Education Subcommittee will meet at least 6 times a year and reports to the Trustee Board during the Education section of the Board Meetings.

The Education Subcommittee will be chaired by a Trustee/Governor and membership will include:

- up to 4 Trustee/Governors
- Chief Executive Officer to the Trust
- Head of Education
- Up to 3 co-opted participant observers

## Education Operations Team Terms of Reference

**Purpose:** The Education Operations Team facilitates the implementation of school policy within the context of the ethos of the Glebe House service as a whole. It will look at how to braid and integrate educational approaches to mesh with the Therapeutic Community approach of the Trust as a whole. It will look at how the other aspects of the Trust's activity can support the development of a positive culture for education and optimise outcomes for the students.

**Method:**

The Education Operations Team will meet on a half-termly basis and review the process of integrating Trust and School policy and practice. This will include an update on the progress of the bi-weekly Frontline Managers' Meeting, whose responsibility is to integrate the various components of a placement from Intake to post-placement Transition, together with exploring whether a student's progression through the therapeutic programme is having an impact on his achievement of school attainment targets.

The Education Operations Team will monitor the Safeguarding process carried out in the Frontline Managers Meetings.

**The Education Operations Team comprises of:**

- Chief Executive Officer
- Head of Education
- Clinical Director (as Programme Manager and designated Safeguarding Lead for the School)

The activity of this Team will be reported to the Education Subcommittee by the Chief Executive Officer.

## Appendix 3

### Friends Therapeutic Community Trust August 2018

#### Decision tracker for Trust Board and Governing Board to clarify where decisions regarding education lie

For the Trust to function well and with clarity it is important that the work and responsibility that are ultimately held by the Trust Board are delegated to the Board of Governors and Finance and Planning Group, and other committees and working parties and individuals.

This decision tracker shows the powers and responsibilities that relate to education within the trust and how the Trustee Board has delegated these. It complements the formal constitution of the Board of Governors and could in principle be extended to other committees and functions.

#### KEY

Level 1: Trustee Board as governing body of the school

Level 2: Finance and Planning Group

Level 3: Education Subcommittee

Level 4: Chief Executive Officer

Level 5: Head of Education

Column ticked: Action could be undertaken by this level.

**Column blocked off:** Function cannot be legally carried out at this level.

**\*The Trustee Board must remember that although decisions may be delegated, the Board as a whole remains responsible for any decision made under delegation\***

Key Function	Tasks	Decision Level				
		1	2	3	4	5
<b>Budgets</b>	To receive and monitor any internal budget for the education at GH School			✓	✓	✓
<b>Risk management</b>	To monitor monthly expenditure for education at GH School			✓	✓	✓
	To ensure a Risk Management Policy and Risk Register is in place for the school	✓	✓	✓	✓	✓
<b>Staffing</b>	Head of Education appointments (selection panel)	✓		✓	✓	
	Appoint other teachers			✓	✓	✓
	Establishing employment and disciplinary/capability procedures	✓			✓	
	Suspending/Dismissal of HOE or other members of school leadership team	✓		✓	✓	
	Dismissal of other education staff			✓	✓	✓
	Determining staff complement	✓	✓	✓	✓	✓
<b>Curriculum</b>	Ensure relevant Curriculum (NC) taught to all pupils			✓	✓	✓
	To agree the a curriculum policy			✓	✓	✓
	To implement and monitor the curriculum policy			✓	✓	✓
	To monitor standards of teaching			✓	✓	✓
	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)			✓	✓	✓
Gov Body has overall responsibility through other decisions and monitoring roles	Responsibility for individual child's education			✓	✓	✓
	To establish and keep up to date a written sex education and religious education policy			✓	✓	✓
	To prohibit political indoctrination and ensuring the balanced treatment of political issues				✓	✓
<b>Performance Management</b>	To establish and implement any performance management policy for the school			✓	✓	✓
<b>Target Setting</b>	To set targets for pupil achievement				✓	✓

Key Function	Tasks	Decision Level				
		1	2	3	4	5
<b>Discipline/Exclusions</b> On recommendation from the Trust Board as Governing Body	To establish and keep under review a pupil discipline policy			✓	✓	✓
<b>Health &amp; Safety</b>	To ensure that GH health and Safety policies are followed				✓	✓
	To set the times of school sessions and the dates of school terms and holidays				✓	✓
<b>Governing Body Procedures</b>	To appoint (and remove) the chair of the Education Sub Committee	✓			✓	
	To hold meetings of Trust Board as Governing Body and Education Subcommittee at least three times in a school year			✓	✓	✓
	To appoint (and remove) Trustee-Governors	✓		✓	✓	
	To set up a Register Trustee-Governors' Business Interests				✓	
	To approve and set up a Trustee-Governors' Expenses Scheme				✓	
	To discharge duties in respect of pupils with special needs by appointing a "responsible person"				✓	✓