

Hertfordshire County of Opportunity

# Improving outcomes for Each and Every Child in Hertfordshire

Aiming for Excellence



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### Introduction

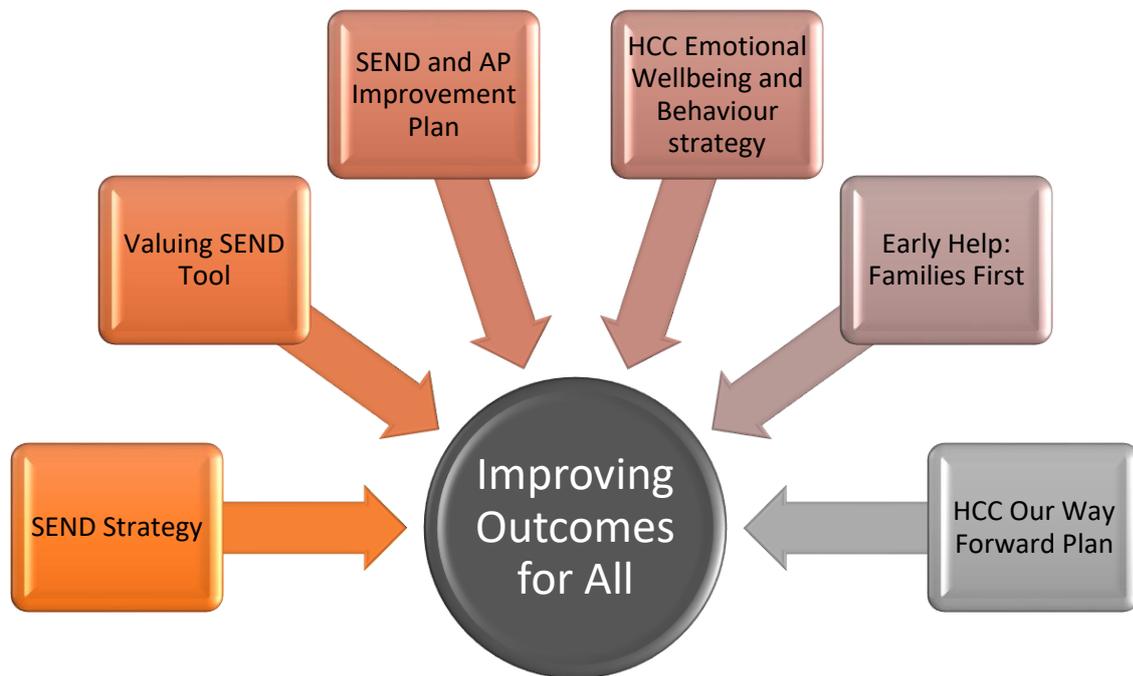
This paper sets out how senior leaders in Hertfordshire Children’s Services and schools can work together to achieve improved outcomes for each and every child. All schools, settings and local authority officers will be empowered and enabled to deliver improved outcomes through a transformational approach to collaboration, building on relational approaches and nurture-based principles.

It sets out the vision and the steps towards this transformational approach for the education of all children and young people in every setting. The approach aligns with our strategic partnership ambitions for children, young people and families in Hertfordshire, as part of the Children’s Services Plan, ‘Our Way Forward ‘and SEND Strategy 2022-25. It is also built upon the strong and ambitious

targeted strategies for SEN/D, and Early Help and Families First and as an approach, fully embraces the evidence-based approach to Attachment Aware and Trauma Informed practice throughout all interactions with children and families. The approach is focused on improving outcomes for all children and young people over time in a range of measures that will include attendance, attainment, progress and well-being.

It is an approach that will complement the targeted strategies and enable them to grow and develop over time.

Our approach does not sit in isolation. It aligns very effectively a range of strategies, including [Hertfordshire's plan for children and young people 2021-26 The Way Forward](#), [SEND Strategy 2022 - 2025](#) and [Hertfordshire Early Help- Families First](#).



[SEND Strategy 2022 - 2025 \(hertfordshire.gov.uk\)](#)

[SEND Improvement Plan \(hertfordshire.gov.uk\)](#)

[Hertfordshire's emotional wellbeing and behaviour strategy](#)

[Families First \(hertfordshire.gov.uk\)](#)

[Hertfordshire's plan for children and young people 2021-26 | Hertfordshire County Council](#)

## **The Partnership: Children's Services and Schools**

### **Early Help and Families First**

Families First is the term used in Hertfordshire for services that work together to support families who need extra help. These are known as Early Help Services. Most families experience difficulties at some point and Families First will help families find early help and information that will prevent the issues getting worse. It is available for all Hertfordshire families with children under 18 or 25 if

the child has a learning disability. The type of help offered is based on the individual needs of the family and can help with issues such as:

- Parenting
- Mental or physical health problems
- Drug or alcohol dependency
- Domestic abuse
- School related concerns e.g., non-attendance
- Debt problems
- Risk of homelessness.
- There is a Families First Portal which is a website that will help families find
- Information, advice and guidance on local and national services for families, parents or carers
- Childcare options and more.

<https://www.hertfordshire.gov.uk/familiesfirst>

### **Special Educational Needs and Disabilities (SEND)**

The Hertfordshire Special Educational Need and Disability Strategy (SEND) 2022-2025 is a collaborative commitment and responsibility between the Local Authority, education and social care support services including health services across the spectrum of health provision, parents and community and voluntary organisations to ensure that the needs of children and young people are met.

The purpose of the strategy is to provide a manifesto, developed with families and professionals to clearly set out the approach in Hertfordshire to identification and support for SEND in line with the graduated response to educational support and provision.

The graduated response sets out the levels of support for children and young people in education according to their needs. The levels start in mainstream school and go through to a range of specialist options. It is a system of support that ensures children receive the right support at the right time. The Hertfordshire Local Offer lets parents and young people know what special educational and disabilities services are available in Hertfordshire and who can access them.

<https://www.hertfordshire.gov.uk/send>

### **Access and Inclusion**

The Inclusion Team is responsible for:

- all admissions to schools for pupils who meet threshold for categories 1-4 of the Hertfordshire Fair Access Protocol, including those at serious risk of permanent exclusion (managed moves) and those reintegrating from ESCs into mainstream schools.
- liaises with a range of internal and external stakeholders to ensure appropriate packages of support for these children reintegrating into school.
- organise and chair the secondary Inclusion Panels.
- attendance and oversight of the primary Managed Move process which take place within established Primary Behaviour Panels
- advice and guidance to schools in relation to exclusions
- Local Authority duties in respect of the administration for exclusions
- Local Authority representations for permanent exclusion Governor Disciplinary Meetings and Independent Review Panels

## **STEPS**

Hertfordshire STEPS has been adopted by the local authority as its preferred approach to behaviour management in early years settings and in schools. It has been agreed through the SEND executive and forms part of the Hertfordshire local offer. Hertfordshire STEPS is a training package designed to embed an approach to behavior management that prioritises emotional well-being. It is a therapeutic approach to emotional well-being with an emphasis on consistency on the teaching of internal discipline rather than imposing external discipline and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs. Hertfordshire STEPS is delivered through tutor training led by the Hertfordshire STEPS County Lead.

<https://www.hertfordshire.gov.uk/steps>

## **HCC Services for Young People**

HCC services for young people provides youth work, careers education, information advice and guidance, work related learning and work experience opportunities. Our vision is to meet the needs of young people, including those who are challenged in education their community or home life, to ensure successful transition to adulthood. The primary purpose is 'enabling young people to succeed' through the delivery of prevention and early intervention to address emerging needs, improve life chances and reduce escalation to more intensive services. The Service provides an offer to schools through nationally qualified and guidance Advisers and Youth Workers, delivering bespoke programmes and opportunities to individuals and groups. Please see the website: [www.servicesforyoungpeople.org](http://www.servicesforyoungpeople.org) or e-mail [sfyp@hertfordshire.gov.uk](mailto:sfyp@hertfordshire.gov.uk) for further details.

## **MCR Pathways**

MCR pathways supports young people with diverse, engaging and inspiring opportunities to help them identify their talent and have the confidence to progress to a positive post school destination. The vision is for all young people to experience equality of education outcomes, career opportunities and life chances. MCR pathways works with young people from year 7 right up until they leave school. Each secondary school has a designated pathway coordinator who is there to identify and support those who will benefit from the programme. The young people work with the coordinator in weekly group work sessions during years 7 and 8 before mentoring begins in year 9, when they can be matched with their Mentor. Throughout the time in the program young people can also have the chance to sample different places of work and studies through the talent taster programme. 11 secondary schools in Hertfordshire are engaged in the programme and are producing evidence of success in reduced exclusion from school, increased attendance and better outcomes. Please see the website: [www.MCRpathways.org](http://www.MCRpathways.org)

## **The Case for Change**

Fundamental to this approach is the recognition of the immense pressures that schools and services are working under. In March 2020, schools across the UK and across the world closed to children and young people. For the following two years, their learning was disrupted. School staff worked exceptionally hard under trying circumstances to maintain education for children and young people. Many went to extraordinary lengths to support vulnerable families.

Schools may have returned to full time education, but the impact of the pandemic continues. We remain in the 'recovery phase'. More children and young people are presenting with distressed behaviours. For them the routine and structure of school and learning is proving challenging to re-establish.

It is worth revisiting the definition of 'special educational needs' from the SEND Code of Practice (2015):

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'

Many of our children and young people currently in mainstream schools would meet this definition post-pandemic. Their wellbeing has been significantly affected.

The pandemic has also had a significant impact on pupil attendance. Restrictions limited the time children could spend in school, but even with schools fully open, cases have also led to periods of lower attendance and [higher staff absence](#). Previous [research](#) has shown a strong link between pupil absence and lower attainment. Self-exclusion from school and corridor truancy are more recent trends in pupil behaviour. New or enhanced approaches will likely be needed to support schools to cope with the needs of all pupils.

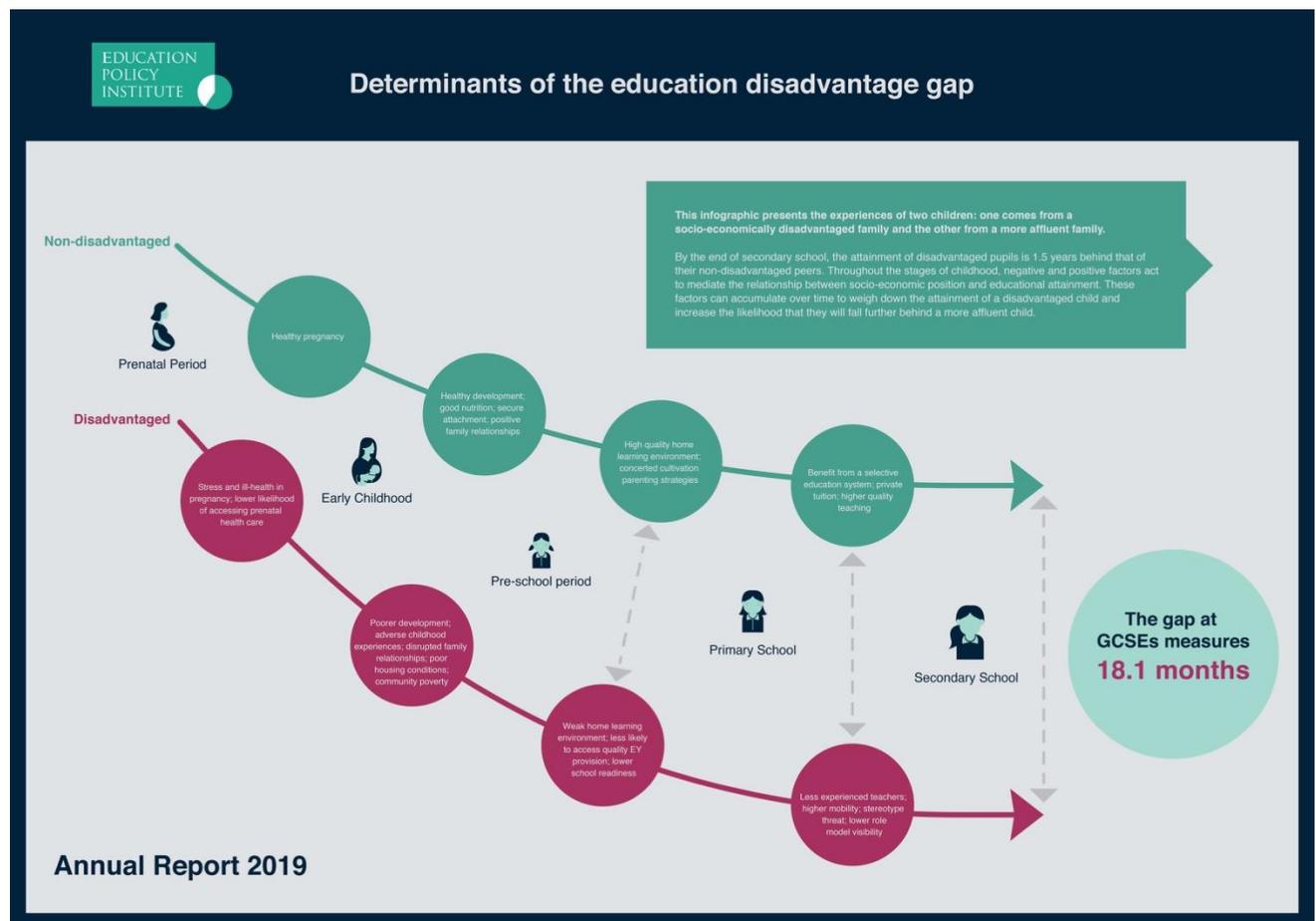
The mental health needs presented by children can often include anxiety, depression, and behavioural difficulties. These issues not only relate to missing school, but also loss of confidence, low self-esteem, and social isolation, all of which often result from being absent from the routine of school from a variety of reasons including formally through exclusion or by self-exclusion. Children who are not in school and not accessing education are at significant risk of being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment, or training).

The Institute for Public Policy Research (IPPR) 2017, *Making the Difference*, argued that alongside the growing number of official exclusions, there are also significant issues with unofficial exclusions and authorised 'absence' from schools in the form of continual part time programmes and parents of educationally vulnerable children opting for 'Education Otherwise'. It also highlighted that excluded children are often the most vulnerable: "twice as likely to be in the care of the Local Authority, four times more likely to have grown up in poverty, seven times more likely to have a special educational need and 10 times more likely to suffer recognised mental health problems". [Ofsted research](#), which was published on 8<sup>th</sup> November 2022 was initiated because of the growing rise in primary school pupils accessing Alternative Provision. The number of pupils aged 11 or under in Alternative Provision in England has increased by more 25% to around 7,000, in the last 5 years.

There has been a lack of cohesion to act on education gaps due to lost learning time in the pandemic. The gaps are more significant for children who fall into certain groups defined by predictors associated with disadvantage. The gap between children from richer and poorer backgrounds is now wider compared to data prior to the pandemic and has been further exacerbated by the cost-of-living crisis. The latest DfE data ([link here](#)) shows that the suspension

rate for Free School Meals (FSM) eligible pupils is almost four times that for non-FSM eligible pupils. The permanent exclusion rate for FSM eligible pupils is 0.07 compared to 0.01 without. The cohort of 'left behind' children face significant risks to their long-term health and well-being, as well as potentially causing an enduring economic cost to the country.

There has been a sharp increase in requests by Hertfordshire schools for needs assessments and specialist provision. Schools are reporting that children have increasingly complex needs. Children and young people are more frequently being admitted into tier four provisions for specialist mental health services including eating disorders.



Across the County requests for assessment for Special Educational Needs have risen exponentially particularly for the category of social, emotional, and mental health needs. The use of suspension by Hertfordshire schools has risen 19% compared to pre-pandemic levels. The sufficiency of special or alternative provision cannot meet demand and the costs in the independent provision market that is growing to meet need are very high, with little evidence of better outcomes for the vulnerable children involved.

Professor Ann John, commented in a study from her research team at the Wolfson Centre, that she led on the association between school absence, exclusion and pupils' mental health. (2021): that...*'Health and educational professionals, services and policy makers should be aware that children with poor attendance may be experiencing emotional ill health whether this is diagnosed in school or into early adulthood. Early intervention will not only reduce immediate distress and*

*difficulties for the young person but also may interrupt poor life trajectories and improve outcomes in later life’.*

The study identified that there is a growing interest in school-based prevention and early intervention programs which focus on improving the school environment and culture for reducing adolescent mental health problems. This has increased relevance as children returned to school following closures and blended learning. ([School absence, exclusion and pupils mental health](#))

In Hertfordshire, we want all our children to have the right support at the right time to achieve improved outcomes. We want all teachers, school staff and officers to be better able to have a holistic understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **The Opportunity for Immediate Change**

In Hertfordshire there is now a compelling case to act with urgency on the opportunity to ‘**Reflect, Rethink and Reset**’ the way we understand and enable children and young people on their educational journey. By seizing this opportunity, we want all children and young people to have improved outcomes, and with their families, feel that their school community is important to their lives and a place to value and respect and be valued and respected. To achieve this vision, we want to embed inclusive, solution-focused and innovative practice so that everyone, including children and young people, staff, parents or carers, work together and enable children and young people to thrive in their locality.

This is an ambitious vision that will require collaboration and planning across the Authority and in schools. There are other significant local drivers for change that will underpin this overarching approach. The Hertfordshire implementation of the New Duty to ‘*promote the education of children with a social worker*’ [Virtual Head role with New Duty](#) has demonstrated that there is appetite to transform the way social care professionals and teachers in school want to work together. It is a promising basis for new ways of professional collaboration that will have a very positive impact on holistic planning for children. The underpinning reform to SEN practice ([SEND Strategy 2022 - 2025](#)) that is designed to help parents feel more confident in the ability of the system to meet need quickly and effectively so that children feel included and welcome to attend school, will pave the way for inclusive practice.

The Hertfordshire Early Help Strategy 2022-26 has been developed by the Families First Partnership as a key element of the overall vision to develop improved outcomes for and in partnership with children, young people and their families ([Hertfordshire's Early Help Strategy 2022-2026](#)) to enable them to achieve their full potential by taking supportive action for children at the very onset of any problem. It is an approach that fits seamlessly with the ‘*Improving Outcomes for Each and Every Child*’ and will help consolidate the coalition with schools.

Our shared goal is best defined by the United Nations Sustainable Development Goals – in particular, the **Sustainable Development Goal 4 (SDG 4)**

SDG 4 of the 2030 United Nations Agenda aims to “*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*” by 2030.

Education is a human right and a force for sustainable development and peace. (Article 29)

Every goal in the 2030 Agenda requires education to empower people with the knowledge, skills and values to live in dignity, build their lives and contribute to their societies.

## How will we achieve our New Approach?

In Hertfordshire, schools are working exceptionally hard to keep children and young people in education. They show compassion and care and work closely with families and carers to do their very best to ensure that children experiencing distress are retained in their school. We want to share and develop this best practice and help all schools cultivate successful *relational practice* through access to high quality professional learning for all staff, so they feel supported in their role and are confident and kind.

This work requires support from across the Local Authority as schools on their own cannot achieve this Goal. The approach will need a collective response to enable us to better meet the needs of all children and young people in our communities. An operational steering group of Head Teachers and Local Authority staff have come together to set the agenda and lead this work. They have established a vision based on a theory of change that ‘when adults change, everything changes’.

## The Vision

- By working together, sharing good practice and creative ideas, we can
- improve educational outcomes for each and every child
- create learning communities that embrace inclusive, solution-focused and innovative practice
- ensure that everyone in the school community places the child at the centre of everything we do
- enable each and every child to thrive in their local community
- include students, staff and parents and carers in the journey

Commitment to the vision supported by inspirational professional development will be integral to the implementation of inclusive and relational practice in school and within the services of the Local Authority. Effective communication of the ambition will be fundamental so that all school leaders, including governors and trustees, staff, and Children’s Services colleagues fully understand, commit to and act on the request to *Reflect on, Rethink and Reset their practice to achieve better outcomes for each and every child*’.

Schools and services will need to consider their own context for professional learning that will be developed bespoke to their needs and where they are on their improvement journey. Therefore, the approach will be one of supporting and guiding schools and services, enabling and empowering them to embed a culture of inclusive and relational practice within their community.

To achieve better outcomes for each and every child, school leaders will be encouraged to review school policy and practice to take account of the underlying causes of distressed behaviour and interrupted attendance for some pupils and be open to ‘Rethinking and Resetting’ the in-school approaches to behaviour management, mindful of the language used but with rigorous maintenance of structures and routines.

*‘Thinking of a child behaving badly disposes you to think of punishment. Thinking of a child struggling to handle something difficult encourages you to help them through their distress’*  
Anonymous

## **Five Key Priorities to Achieve the Goal**

The Operational Steering Group leading the work are promoting significant collaboration between Senior Leaders in School and in Children's Services to share good practice and creative ideas, and achieve the following five key priorities:

1. All staff to have access to high quality professional learning, feel supported in their role and to be kind;
2. To offer a flexible curriculum which meets the needs of each and every child;
3. That all children and young people, and their families, feel respected in and valued by their school community and that they belong;
4. An ethos and working practices that are focused on ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all; and
5. To secure better outcomes for all children.

## **The Operational Steering Group will promote delivery of the priorities by:**

- Clear promotion of the vision and why now is the right time for change by delivering a presentation of the core principles at every possible educational meeting in the summer term 2023.
- Commitment to and investment in high quality affordable professional learning for the entire school staff throughout the **academic years 2023-24/25** to develop a trauma-aware workforce who understand and use relational practice to improve outcomes for children and young people.
- Regular reports of high-quality data and research evidence shared and used intelligently to strengthen ambition and inform about what works to schools and in the delivery of Children's Services
- Building on existing Hertfordshire communities of learning that share practice within and across schools in the summer term 2023 and beyond.
- A comprehensive and regular communication strategy to engage the support of parents and carers, children and young people, teachers and local authority officers, Trustees and School Governors

## **Delivering the Priorities - What has been Achieved so far?**

The urgency of the situation demands that this approach is implemented at pace. The foundations have been laid as:

- We have a communications approach that will deliver a presentation on the key elements of the work to educational meetings in the summer term 2023. The Head Teachers from the Operational Steering Group will lead the delivery to their peers.
- There is a negotiated learning offer from a range of high-quality providers who are nationally recognised and experts and specialists in development of inclusive practice in all school settings. The learning offer will be tailored to Hertfordshire school needs and offered at a cost accessible for all schools. The aim to enable every school to engage and include the INSET into their 2023-24 /25 staff development plan. There is also a school Governor training offer.

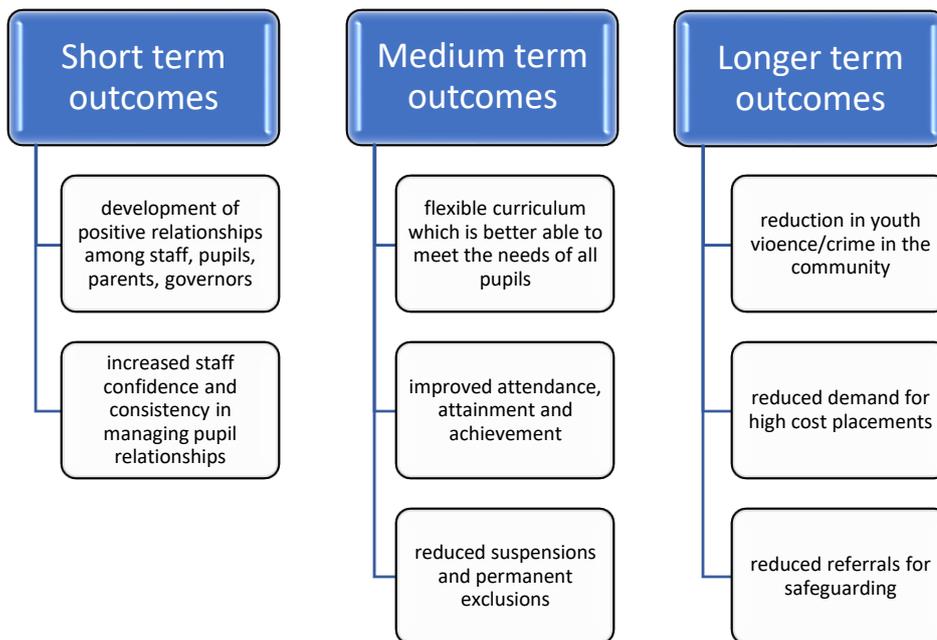
- Hertfordshire’s main school improvement provider, HfL, is engaged to support the approach throughout their services to schools and to contribute to the Learning offer using their own expertise and within the HCC contract.
- The nine DSPL groups and other existing networks will continue to take a local lead in building on the pre-existing learning communities to work together to develop local solutions and share good practice.
- The Hertfordshire Virtual School has a strong offer to all schools and settings supplying training on Attachment Aware and Trauma-informed practice. The Kinder by Design documents offer a structured review framework for behaviour management policy and practice, ([www.hertfordshire.gov.uk/virtualschool](http://www.hertfordshire.gov.uk/virtualschool) ) and it is recommended that all School Leaders and Governors reflect on their behaviour management policies for congruence with relational practice and effectiveness and in consideration of the acute rise in children’s anxiety and distressed behaviour
- There is a Governor training module that will be delivered through HfL in 2023-24 to engage Governors with the content of the vision, and ask them to Reflect, Rethink and Reset the school development plan.
- There are Hertfordshire staff trained in nurturing principles ready to deliver to schools with trials starting in the summer term 2023.
- MCR Pathways is in 11 Hertfordshire Secondary schools and is a mentoring approach for secondary schools that was highly supportive to the successful inclusion agenda in Glasgow.

## Next Steps

In the academic year 2023-24 the following next steps are planned:

- Ensure that the headline ‘**Hertfordshire the County of Opportunity for each and every child**’ is the message promoted in the communication strategy and is used in all publications and in every meeting.
- Share the vision to ‘improve outcomes for each and every child’ as widely as possible.
- Ensure full integration of the approach to *Improving Outcomes for Each and Every Child* with the supporting strategies of SEN and Early Help through regular review and data capture.
- Help schools and HCC colleagues to ‘Reflect, Rethink and Reset’ to plan a holistic recovery that includes school policy review for children and schools following the pandemic.
- Create an accessible professional learning offer for all school staff, promoting immediate engagement and recording the take-up.
- Encourage a strong community of learning using existing networks and groups.
- Share, publish and promote good practice.
- Use data to prompt change and development to improve life chances for children.

## How will we measure progress towards achieving our vision?



The approach is focused on improving outcomes for all children and young people over time in a range of measures that will include attendance, attainment, progress and well-being.

Through the intelligent use of data, we will triangulate information to produce an informed picture of how our schools and settings are working to realise the ambition of this approach and development towards full implementation. A range of key performance indicators will be drawn from the publicly available data and the data that Hertfordshire gathers from its schools. These KPIs that will cover attendance, exclusion, suspension and attainment will be regularly reported to Children's Services Board and shared with schools and settings. We will also use publicly available data to produce a clear and accessible dataset to inform and promote improvement and publicise our progress towards better outcomes for each and every child in Hertfordshire.

August 2023

## **Learning Offer 2023 - 24**

There is significant research to evidence that investing time and resources into improving relationships in schools leads to positive outcomes around inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term. (Behaviour in Scottish Schools Research [Relationships and Behaviour](#)). In addition, positive teacher student relationships have been shown to be central to the well-being of both students and teachers (Sue Roffey University of Exeter). Therefore, this learning offer focuses on relational practice. The offer recognises that schools will be at different places on their learning journey and the offer does not promote a 'one-size fits all' approach. It is important for schools to understand their own context and consider the best fit for their staff, children and young people and families.

### **When The Adults Change [Home | When the Adults Change](#)**

We have worked with the 'When the Adults Change' team to develop a unique Hertfordshire microsite and bespoke version of Paul Dix's Online Behaviour Change course.

The course contains over 65 bite size lessons that are delivered in video, audio and text form. The lessons are split into three main sections, 'What to say', 'What to do' & 'How to be' and in as part of the learning offer, 'Relationships in Hertfordshire'

The modules give access to the inclusive, relational and highly practical approach the team are known for with a focus on a consistent implementation and measurable impact.

Paul Dix and his team can do follow up training and coaching work with individual schools which would be designed with them to reflect their context and meet their needs.

The offer is £37.50 for a licence (against the usual cost of £65). It is recommended that two licenses are purchased for a small school, six for a medium school and 12 for a large school. There will be free resources available on the website that will help with the roll out of the course and provide support to the ongoing development of relational practice.

Further information and to order licences contact [charlotte@whentheadultschange.com](mailto:charlotte@whentheadultschange.com)

### **HFL and Independent Thinking [Independent Thinking - INSET. Conferences. Webinars. Passion. Since 1994.](#)**

We have been working with HFL and Independent Thinking to design a leadership programme aimed at senior leaders in primary and secondary schools. Schools can send more than one person but it is recommended that at least one is a deputy headteacher or headteacher. There can be up to 80 participants. In general, the arrangement will be to have primary/secondary groupings but there will be some sessions where the arrangement is better by sector, for example, curriculum.

It will be delivered from January 2024.

The programme will use a range of well-known speakers with a different speaker at each session.

*More information to be included*

This programme will be organised by HFL education. For further information contact XXX

## **The Difference** [Mainstream Schools — The Difference \(the-difference.com\)](https://the-difference.com)

The Difference [Inclusive Leadership Course](#) is for leaders at all levels of mainstream primary and secondary school [Assistant Headteachers, Deputy Headteachers and Headteachers]. [HERE](#) is a link to the full prospectus.

The course is successfully supporting leaders to address the key areas of current focus for Ofsted - SEND, exclusion and student personal development - and deliver improved outcomes for vulnerable and disadvantaged students. The delivery is six full days of learning spread across the year. It focuses on six areas of **relational practice**. These practices are strongly interrelated and they encourage leaders to develop practice which is most meaningful to their own school. They introduce 3 key frameworks across the course to support **strategic leadership** of inclusion. These frameworks support leaders to connect their priority outcomes to the real, daily interactions which drive them, and the whole school professional development needed to improve them.

The course is founded on three core principles:

1. **All children have learning, wellbeing and safeguarding needs** and every member of staff has a role to play recognising and responding to them.
2. **Relationships are integral to learning** - because we can't learn if we don't feel safe. All staff need the skills to initiate, grow and repair relationships with children and adults.
3. **Impactful whole-school inclusion requires expert school leadership of practice and systems:** built into and not bolted onto the school.

You can find out more about the Senior Leaders Inclusive Leadership course by emailing [jamie@the-difference.com](mailto:jamie@the-difference.com)

## **Drawbridge**

### **Community building and empowering schools with their communities**

Drawbridge believes in the fundamental role schools can play in discovering, engaging and building meaningful relationships within their local communities. We believe that the knowledge, expertise and resources (assets) to meaningful school improvement already exists in local communities. Drawbridge facilitates the discovery, mobilisation and sustainment of assets in the local community to improve outcomes for all children, by:

- working alongside schools to community build within their schools and their local area,
- engaging with students, staff and families
- meeting with local community members and statutory/voluntary organisations
- facilitating school and community engagement events to discover and mobilise assets

Working alongside schools over 2 years and using an Asset-Based Community Development approach, Drawbridge will:

- map and build partnerships with the local community, facilitating and developing a community partners strategy so that collaboration between schools, local organisations and the community is improved
- support school leaders and their staff's professional development that supports staff, students and families to build meaningful relationships that are asset-based so that

students feel included and empowered to be more resilient, healthy, safe and active in their communities/schools.

- work with school leaders and subject/curriculum leads to develop the school curriculum so it better integrates academic knowledge with local knowledge and wider social, environmental, and political concerns.
- work alongside the senior leadership team so that the school workforce better reflects their local community

If you are interested in hearing more you can express interest by clicking on the link [here](#) and leaving your contact details.

### **HFL Education**

HFL Education have a range of learning offers which would align very well with the vision developed by the operational steering group. HFL Education are working with the operational steering group to develop their offer and will communicate this to schools through their communication channels.

### **PiXL**

A number of Hertfordshire schools are members of PiXL. PiXL will be offering to build on their knowledge and existing work in Hertfordshire schools by complementing the Learning Offer with support for collaboration between schools to share the learning. They will produce a paper detailing their proposal shortly.