

# Birmingham Headteachers' briefing

Monday 25<sup>th</sup> November 2019

Edgbaston Cricket Ground



**Making a positive difference** every day to people's lives



Dr Tim O'Neill

Director Education and Skills



ITEM	PRESENTER
<b>Welcome and introduction</b>	Dr Tim O'Neill, Director Education and Skills
<b>Driving standards in an inclusive school</b>	Edison David, Headteacher Granton Primary School, South East London
<b>Discrimination in schools: the law and common issues</b>	Tom Cross, Barrister and specialist in education law
<b>Break with tea/coffee</b>	N/A
<b>Rights Respecting Schools and the move towards Child Friendly City status</b>	Dr Tim O'Neill and Naomi Danquah, Programme Director, Child Friendly Cities & Communities
<b>Birmingham 2022: Building an education legacy programme for the Commonwealth Games</b>	Neil Carney, Programme Director Birmingham 2022, Birmingham City Council Phil Batty, Head of Ceremonies, Culture and Queen's Baton Relay, B2022 Organising Committee
<b>Close</b>	Dr Tim O'Neill

- Welcome and introduction
- Reflections on first year
  - Attainment results
  - Senior leadership team
  - Visits to schools
  - UNICEF Rights Respecting Schools
  - SRE toolkit for schools
  - SEND – positive work is underway led by Nichola Jones

- Priorities for 2020 and beyond
  - SEND
  - School improvement and support services
  - SRE Toolkit
  - School deficits and High Needs
  - Possible policy changes post election
  - System leadership across all types of schools

# Driving Standards in an Inclusive Environment

Edison David  
Headteacher, Granton Primary School

# A Tale of two schools

## Vauxhall Primary School (2012-2017)

one- form entry  
58% Free School Meals (Very High Deprivation)  
96% Minority Ethnic groups  
68% EAL  
20% SEN K + EHCPs

## Granton Primary School (2017- date)

3- form of entry  
46% FSM  
62% EAL  
28% White others, 20 % BBR/ BAFR, 11%  
White British  
20% SEN K + EHCPs  
250K in-year deficit

# Vauxhall

Oct 2009	In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.		
June 2010	Overall effectiveness: how good is the school?		2
	The school's capacity for sustained improvement		1
June 2010	<b>Main findings</b> In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that this school no longer requires special measures. Vauxhall Primary has made significant improvements and is now providing a good quality of education. At the time of the		
	<b>Inspection dates</b> 26-27 September 2012		
Sept 2012	Overall effectiveness	Previous inspection:	Good 2
		This inspection:	<b>Outstanding 1</b>
	Achievement of pupils		Outstanding 1
	Quality of teaching		Outstanding 1
	Behaviour and safety of pupils		Outstanding 1
	Leadership and management		Outstanding 1

# Granton

<b>Inspection dates</b>		13-14 June 2013	
<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

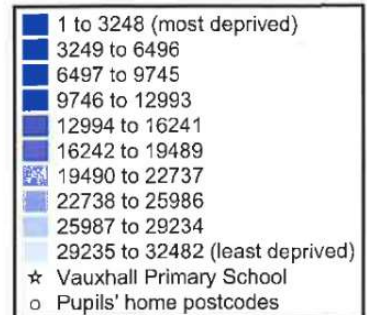
<b>Inspection dates</b>		4-5 July 2017
<b>Overall effectiveness</b>		<b>Outstanding</b>
Effectiveness of leadership and management		<b>Outstanding</b>
Quality of teaching, learning and assessment		<b>Outstanding</b>
Personal development, behaviour and welfare		<b>Outstanding</b>
Outcomes for pupils		<b>Outstanding</b>
Early years provision		<b>Outstanding</b>
Overall effectiveness at previous inspection		Good



# Deprivation in Context

## 8 Index of Multiple Deprivation

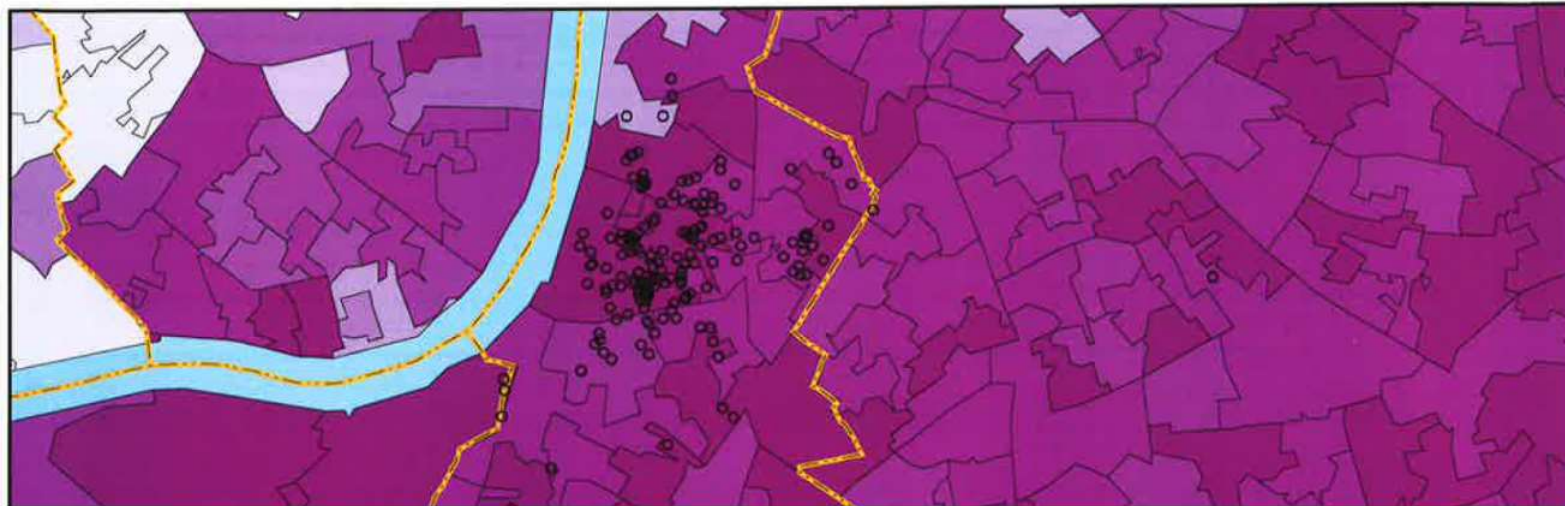
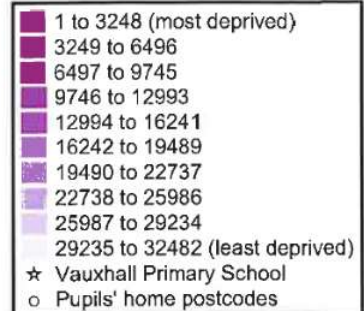
Each LSOA is shaded according to how its Index of Multiple Deprivation score ranks in the national picture. This is a combined score based on seven domains which are also covered individually in this report.



# Deprivation in Context

## 9 Income Deprivation Affecting Children Index

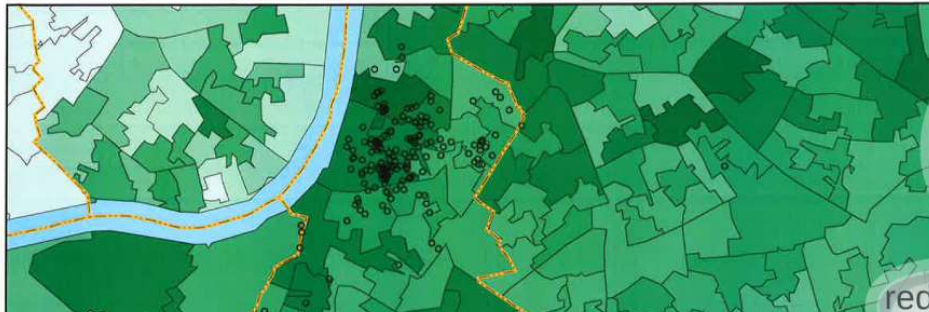
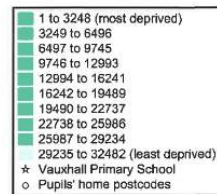
Each LSOA is shaded according to how its Income Deprivation Affecting Children Index (IDACI) score ranks in the national picture. This is based on the number of children in families claiming various benefits.



# Needs & Provisions

## 5 Health and disability

Each LSOA is shaded according to how its Health Deprivation and Disability Domain score ranks in the national picture. This takes into account various indicators related to physical and mental health.



## Provisions & impact

Breakfast Club

Move It Programme, National Lottery Funding, PE teacher/ Sports Coach

Extended Services Offer

reduction in pupil lateness/ dramatic improvement in attendance

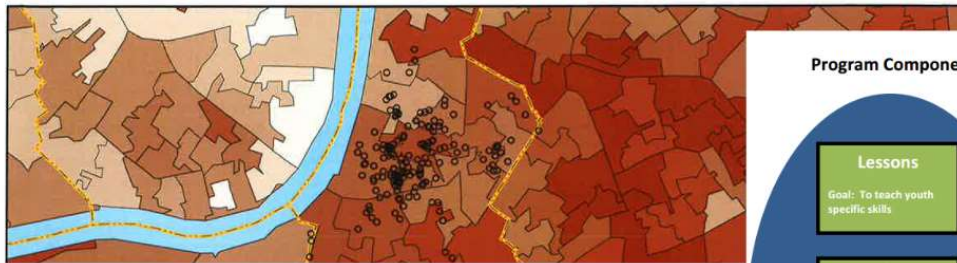
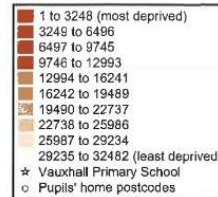
Guaranteed physical activities for all pupils incl SEND

PP/SEND pupils attend at least two sports-based activity a week

# Needs & Provisions

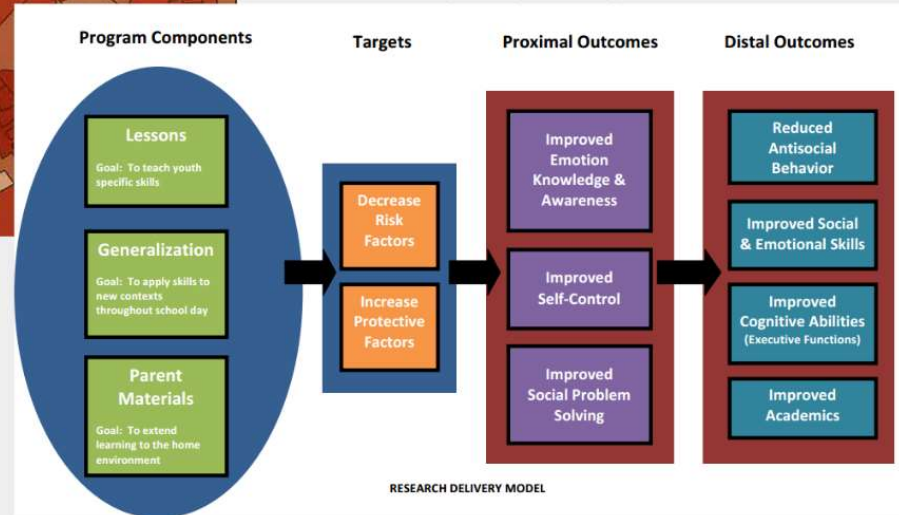
## 2 Crime

Each LSOA is shaded according to how its Crime Domain score ranks in the national picture. This takes into account recorded crime figures for violent crime, burglary, theft and criminal damage.



## Provisions and impact

### Promoting Alternative Thinking Strategies (PATHS)



## Year 1 phonics marks 2018

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.

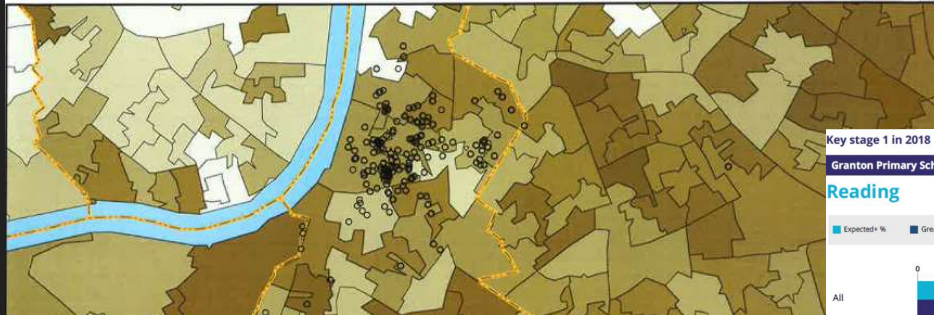
— National level — Not achieved expected standard — Achieved expected standard

Cohort = 87 One pupil relates to 1.1 percentage points.

In 2018, 92% of pupils achieved the expected standard, 9 percentage points above the national proportion. This was a statistically significant difference.

### 3 Education, Skills and Training

Each LSOA is shaded according to how its Education, Skills and Training Deprivation Domain score ranks in the national picture. This takes into account recorded schools' national test results, absence rates, young people pursuing further and higher education, and adults' qualifications.

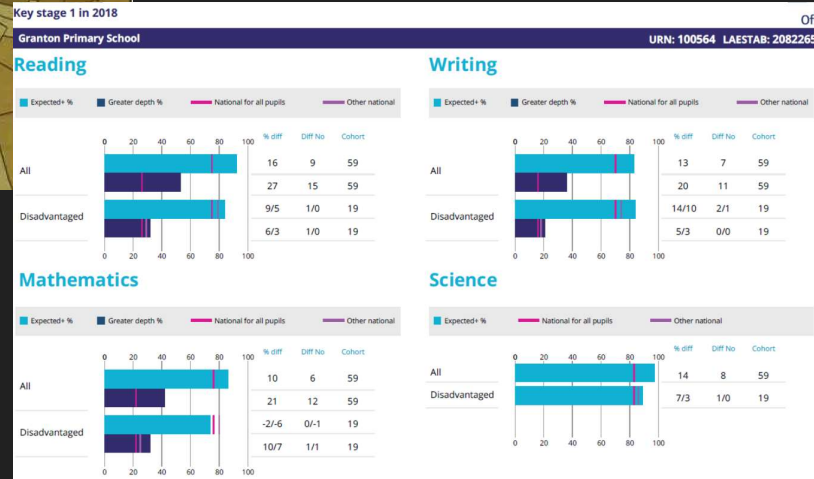


**NumberMasters**©

Strategies:

- \* small-group
- \* intensive
- \* high quality staff training
- \* parental training & involvement

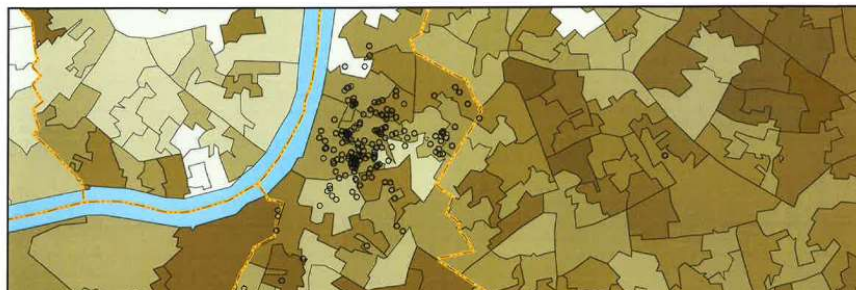
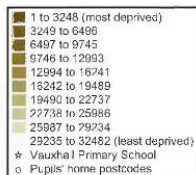
# Needs & Provisions



# Needs & Provisions

## 3 Education, Skills and Training

Each LSOA is shaded according to how its Education, Skills and Training Deprivation Domain score ranks in the national picture. This takes into account recorded schools' national test results, absence rates, young people pursuing further and higher education, and adults' qualifications.



## Needs & Provisions

### Bridging the home- school gap

Mastery Mathematics

Reading & Writing Champions

## ACTIVE READING



Y6 early school

Learning Mentor/



## Progress in reading, writing and maths ?

2019

### Reading ?

Number of pupils = 73

Pupils with adjusted scores = 0

Well above average 3.69

Confidence interval ?  
2.3 to 5.1

### Writing ?

Number of pupils = 73

Pupils with adjusted scores = 0

Well above average 3.96

Confidence interval ?  
2.6 to 5.3

### Maths ?

Number of pupils = 73

Pupils with adjusted scores = 0

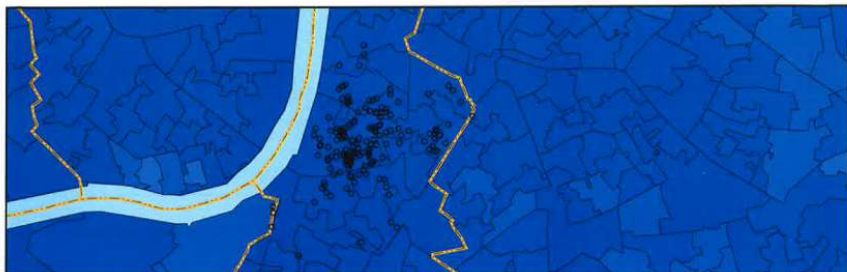
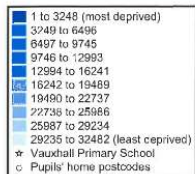
Above average 2.80

Confidence interval ?  
1.6 to 4.0

# Needs & Provisions

## 7 Living Environment Deprivation Domain

Each LSOA is shaded according to how its Living Environment Deprivation Domain score ranks in the national picture. This is based on the quality of individuals' immediate surrounding, both within and outside the home.



## Provisions & Impact

### Creating enrichment opportunities

**Ri** The Royal Institution  
Science Lives Here



**SOUTHBANK CENTRE**



**LEGO ROBOT CHALLENGE**



# Standards

<b>England - all schools</b>		78%					
<b>England - state funded schools only</b>		78%					
<b>Schools</b> (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here: <a href="#">Compare</a> )							
<input type="checkbox"/>	Vauxhall Primary School	Lambeth	100%	1/125			
<input type="checkbox"/>	Fairchildes Primary School	Croydon	98%	2/125			
<input type="checkbox"/>	Holmer Lake Primary School	Telford and Wrekin	96%	3/125			



The clarity of the strategic vision for the school, coupled with an ever present, relentless attention to detail, across all areas of school life, allows all staff to work with autonomy. There is room to think, plan and implement change effectively. Communication is exemplary. (IQM Centre of Excellence Review, July 2016)

National finalist, Pupil Premium Award 2015

High Aspiration Award, 2015

TES Primary School of the Year 2016



Sanctuary Buildings, 20 Great Smith Street, Westminster, London, SW1P 3BT  
tel: 0370 000 2288 [www.education.gov.uk/help/contactus](http://www.education.gov.uk/help/contactus)

Mr Edison David  
Headteacher  
Granton Primary School  
Granton Road  
Streatham  
London  
SW16 5AN

7 February 2019

Dear Mr David,

We would like to congratulate you, your staff and your pupils on the very high level of progress that pupils in your school demonstrated in the reading, writing and mathematics Key Stage 2 assessments last year.

Your school's results, as published on 13 December, show progress scores of 3.6, 4.4 and 3.6 in English reading, writing and mathematics respectively. This means that in terms of the progress your pupils make between Key Stage 1 and the end of Key Stage 2, your school is amongst the top 3% of schools in England.



Nichola Jones

Assistant Director SEND and Inclusion



# 11KBW

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Discrimination in schools (and  
other issues)

Tom Cross

# Topics

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**(1) Discrimination in schools: what the law says**

**(2) Discrimination in schools: particular issues**

## (1) Discrimination: what the law says

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### **Topics:**

**(a) Relationship with other legal issues**

**(b) The types of discrimination**

**(c) Defences?**

**(d) Remedies in the court / Tribunal**

## (a) Relationship with other issues

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- **Admissions (e.g. sex discrimination)**
- **School meals (e.g. religious discrimination)**

### **Disability discrimination**

- **Exam conditions / dispensations**
- **School trips**
- **Exclusions (fixed term or permanent)**

## (a) Relationship with other issues

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### **Case study:**

**A child with ADHD manifesting in violence when triggered**

- **Must he receive the same education as non-disabled children?**
- **Do adjustments need to be made to his education?**
- **Should he be treated *more* favourably than non-disabled pupils?**
- **Can he be excluded? (fixed term or permanent)?**

## (a) Relationship with other issues

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### **IMPORTANT**

**A child with special educational needs / additional learning needs is not *necessarily* disabled (although often will be)**

**A child who is disabled will not necessarily have SEN (although often will)**

**The legal definitions are all important...**

## (a) Relationship with other issues

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### **WHEN DOES A CHILD HAVE SEN?**

#### **Section 20 Children and Families Act 2014**

**(1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.**

**(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—**

**(a) has a significantly greater difficulty in learning than the majority of others of the same age, or**

**(b) 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**



## (a) Relationship with other issues

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### **WHEN A CHILD IS DISABLED**

The Equality Act 2010 says:

**(1) A person (P) has a disability if—**

**(a) P has a physical or mental impairment, and**

**(b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.**

### **Schedule 1 para 2:**

***(1) The effect of an impairment is “long-term” if—***

***(a) it has lasted for at least 12 months,***

***(b) it is likely to last for at least 12 months, or***

***(c) it is likely to last for the rest of the life of the person affected***

## (a) Relationship with other issues

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### **CASE STUDIES:**

- ***A child in a wheelchair because they cannot walk?***
- ***A child with diagnosed dyslexia?***
- ***A child with depression?***

## (a) Relationship with other issues

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The problem of “excluded impairments”:

- Law says that certain “impairments” do not qualify for public policy reasons e.g. a tendency to set fires, a tendency to steal, voyeurism
- One of these is “a tendency to physical abuse of other persons”
- It has been decided that this includes how a disability manifests (so impacts on e.g. ADHD)
- BUT recently it has been decided that this particular rule infringes human rights – this will increase the number of claims

## (b) Types of discrimination

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The “protected characteristics”:

- **Age**
- **Disability**
- **Marriage and civil partnership**
- **Pregnancy and maternity**
- **Race**
- **Religion or belief**
- **Sex**
- **Sexual orientation**

## (b) Types of discrimination

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### **Main types of discrimination relevant to schools:**

- **Direct discrimination**
- **Discrimination arising from disability**
- **The duty to make reasonable adjustments**
- **Indirect discrimination**

## (b) Types of discrimination

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### **(1) Direct discrimination**

When you treat a pupil less favourably than another *because of* their protected characteristic (e.g. disability)

e.g. you exclude them *because* they have ADHD

- The Court or Tribunal will use a “comparator” (actual or hypothetical)
- Key issue generally the “reason why”
- Generally you cannot justify direct discrimination

## (b) Types of discrimination

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### (2) Discrimination *arising from* disability

Where you:

- Treat someone *unfavourably* “because of something arising in consequence of [their] disability”; and
- You cannot show that the treatment is a proportionate means of meeting a legitimate aim
  
- NB does not apply if you “know, and could not reasonably be expected to know” that the child had the disability.

## (b) Types of discrimination

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### **(3) Reasonable adjustments**

Can be legally complicated. In short:

The duty *arises* where:

- you have a “provision, criterion or practice”, which
- puts the disabled child at a substantial disadvantage in comparison with non-disabled pupils

Where that is so, you must:

“take such steps as it is reasonable to have to take to avoid the disadvantage”.



## (b) Types of discrimination

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### **(4) Indirect discrimination**

Can also be complicated.

- you have a “provision, criterion or practice” which
- puts pupils with a protected characteristic (including the pupil in question) at a particular disadvantage when compared with pupils who do not have that characteristic
- If so, you then have to show that your PCP is a “proportionate means of achieving a legitimate aim”
- E.g. might arise in relation to the application of an inflexible behaviour policy

## (b) Types of discrimination

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### **Harassment**

Where you engage in “unwanted conduct” related to a protected characteristic, and

That has the purpose or effect of:

- (i) violating their dignity, or
- (ii) creating an “intimidating, hostile, degrading, humiliating or offensive environment” for them.

Takes into account their perception and whether it is reasonable for the conduct to have the effect.

## (b) Types of discrimination

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### **Victimisation**

If you subject someone to a “detriment” because they did (or may do) a “protected act”.

“Protected act” is (basically) bringing proceedings or taking action under the Equality Act

## (b) Types of discrimination

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### **Case study: the child with ADHD manifesting in occasional violence**

You fixed term exclude him:

- Direct discrimination?
- Discrimination arising from disability?
- Reasonable adjustments (nb. exclusion *itself* cannot be a failure to make a RA)?
- Was the exclusion in application of the behaviour policy indirectly discriminatory?

## (c) Defences

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Referred to in the Equality Act as “exceptions” from the obligations not to discriminate:

- exception from sex discrimination in the case of “gender-affected activities” i.e. “a sport, game or other activity of a competitive nature in circumstances in which the physical strength, stamina or physique of average persons of one sex would put them at a disadvantage compared to average persons of the other sex as competitors in events involving the activity”
- There are specific exceptions relating in particular to admissions (i.e. to protect single-sex schools), religious schools, certain selective schools

## (d) Remedies

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Crucial distinction:

Cases alleging disability discrimination by schools go to the Tribunal

Cases alleging other forms of discrimination by schools go to the courts

Very different processes...

## (d) Remedies

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In the Courts:

You can get damages (and other typical court remedies like a declaration, an order “quashing” the decision, or an order forcing the school to act).

BUT in the Tribunal:

It can “make such order as it thinks fit”

This power:

**does not include ordering the payment of compensation.**

## (d) Remedies

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Examples might include:

- training for school staff and Governors,
- writing up new guidance for staff and Governors,
- making amendments to school or Local Authority policies,
- providing extra tuition to make up for lost learning,
- apologising to a pupil either verbally or in writing, providing trips or other opportunities to make up for activities that your child may have missed.



## (d) Remedies

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Time-limits are important (in all claims):

- Basic position is that you have six months to bring a claim from the date of the act of discrimination complained of
- Easier to work out in some cases than others (e.g. reasonable adjustments)
- The Tribunal will often consider the “history” anyway (especially in s.15 claims)
- And earlier discrimination can still be “in time” if forming part of the same “course of conduct” of discrimination by the school

## (2) Discrimination: particular issues

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**NEW TOPIC: PARTICULAR ISSUES**

## (2) Discrimination: particular issues

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### Issues about the law

1. Do we have to find out if the child is disabled?
2. The burden of proof and the risk of a finding of direct discrimination
3. Recording decision-making
4. What is a *reasonable* adjustment?
5. Relationship with special educational provision

## (2) Discrimination: particular issues

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Do we have to find out if the child is disabled?

This is not a specific requirement, but

It may resolve intractable situations to obtain an assessment yourself (with consent)

Can “ought reasonably be expected to know” extend to situation where school ought to have made enquiries / taken action to discover disability?

## (2) Discrimination: particular issues

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### Burden of proof

- A specific feature of the Act (addressing difficulty of proving a discriminatory motive)
- “If there are facts from which the court could decide, if the absence of any other explanation, that [there was a contravention of the Act], the court must hold the contravention occurred”, unless
- The defendant shows they did not contravene the Act.
- Helpful to claimants where “the story does not stack up”

## (2) Discrimination: particular issues

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### Recording decision-making

- Standard advice to reduce legal risk in many situations
- BUT *particularly* where so much turns on the *reason why* you did something
- Can help to discharge the burden
- Can be useful presentationally to “tell the story” / put the decision in context
- If recording each and every act impracticable, statements of approach are next best thing

## (2) Discrimination: particular issues

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What is a *reasonable* adjustment?

Concept of “reasonable” open-ended

- Money / resources can be relevant
- The effectiveness of the adjustment can be relevant
- The effect on other children can be relevant (often a key issue in exclusion cases)

## (2) Discrimination: particular issues

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### Relationship with special educational provision

- Making SEP in a Statement is the responsibility of the LA
- But making reasonable adjustments is the responsibility of the school
- School does not discharge duty to make reasonable adjustments by pointing to authority



## Discrimination in schools

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Any questions?

# 11KBW

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“barristers of the very highest quality” Legal 500

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Joint Senior Clerks – Lucy Barbet & Mark Dann  
Director of Business Development – Andrea Kennedy  
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Web: [www.11kbw.com](http://www.11kbw.com)



# Break

# UNICEF Rights Respecting Schools





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**Making a positive difference** every day to people's lives



## Rights Respecting Schools in Birmingham: the headlines

- Birmingham continues to be one of the leading areas in England, working with Unicef UK to promote and realise the UN Convention on the Rights of the Child in educational settings.
  - Over 250 schools are actively engaged with the programme.
  - 13 Gold schools
    - Primary: Adderley, Holy Cross Catholic, Wyndcliffe, Ward End Somerville, The Rosary, Nelson Mandela, Parkfield
    - Secondary: Cockshut Hill, Saltley
    - Special: Longwill School for Deaf Children
    - Nursery: Goodway
  - Out of school settings
-



CHILD  
FRIENDLY  
CITIES &  
COMMUNITIES

unicef   
UNITED KINGDOM

**ABOUT CHILD FRIENDLY CITIES & COMMUNITIES**



## ABOUT CFC

- Child Friendly Cities & Communities is a Unicef UK programme that **works with local government to put children's rights into practice.**
- The programme aims to create cities and communities in the UK where all children – whether they are living in care, using a children's centre, or simply visiting their local library – have **a meaningful say in, and truly benefit from,** the local decisions, services and spaces that shape their lives.
- The programme is part of **Child Friendly Cities** – a global Unicef initiative that reaches **close to 30 million children in 40 countries.**



CHILD FRIENDLY  
CITIES &  
COMMUNITIES

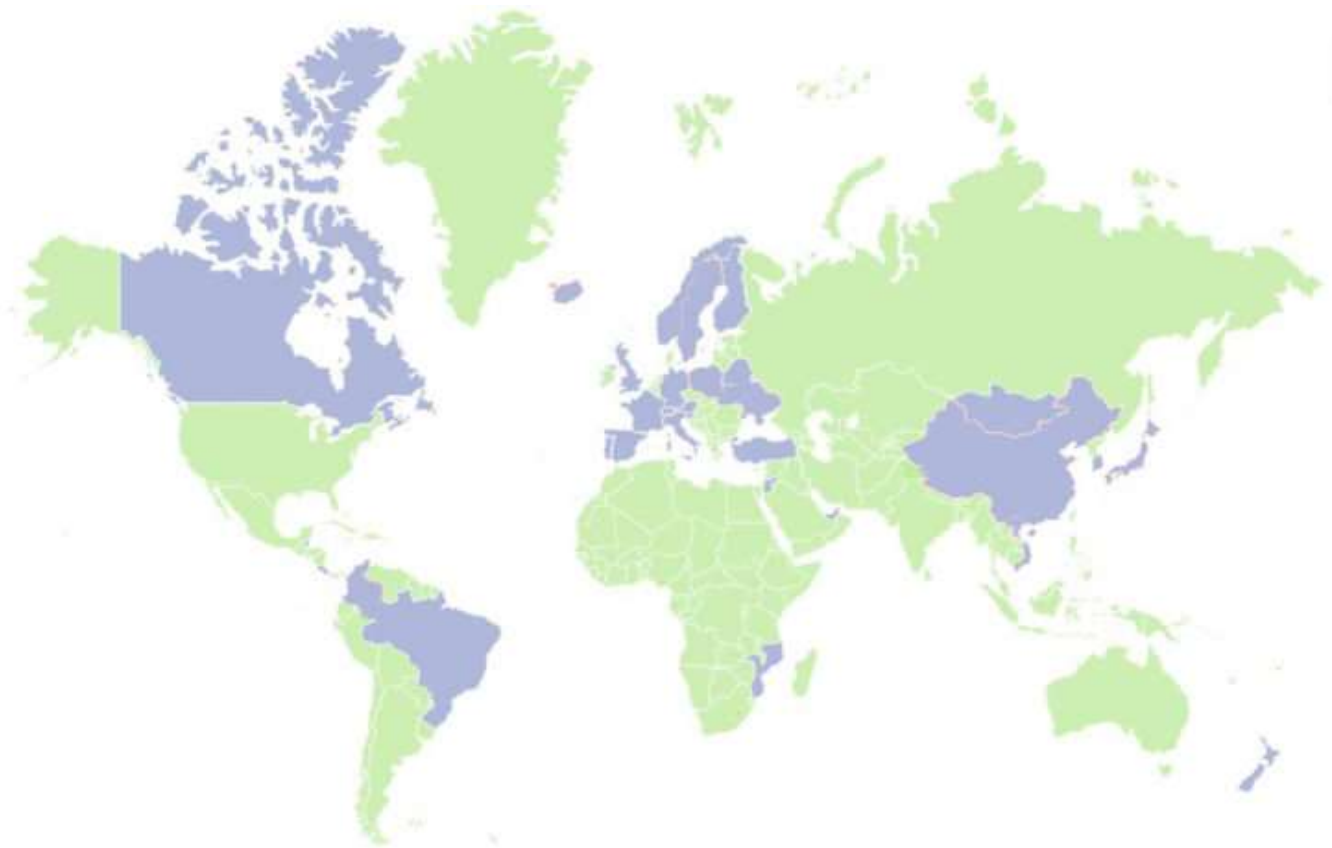


UNITED KINGDOM



# GLOBAL CHILD FRIENDLY CITIES INITIATIVE

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# CFC UK NETWORK

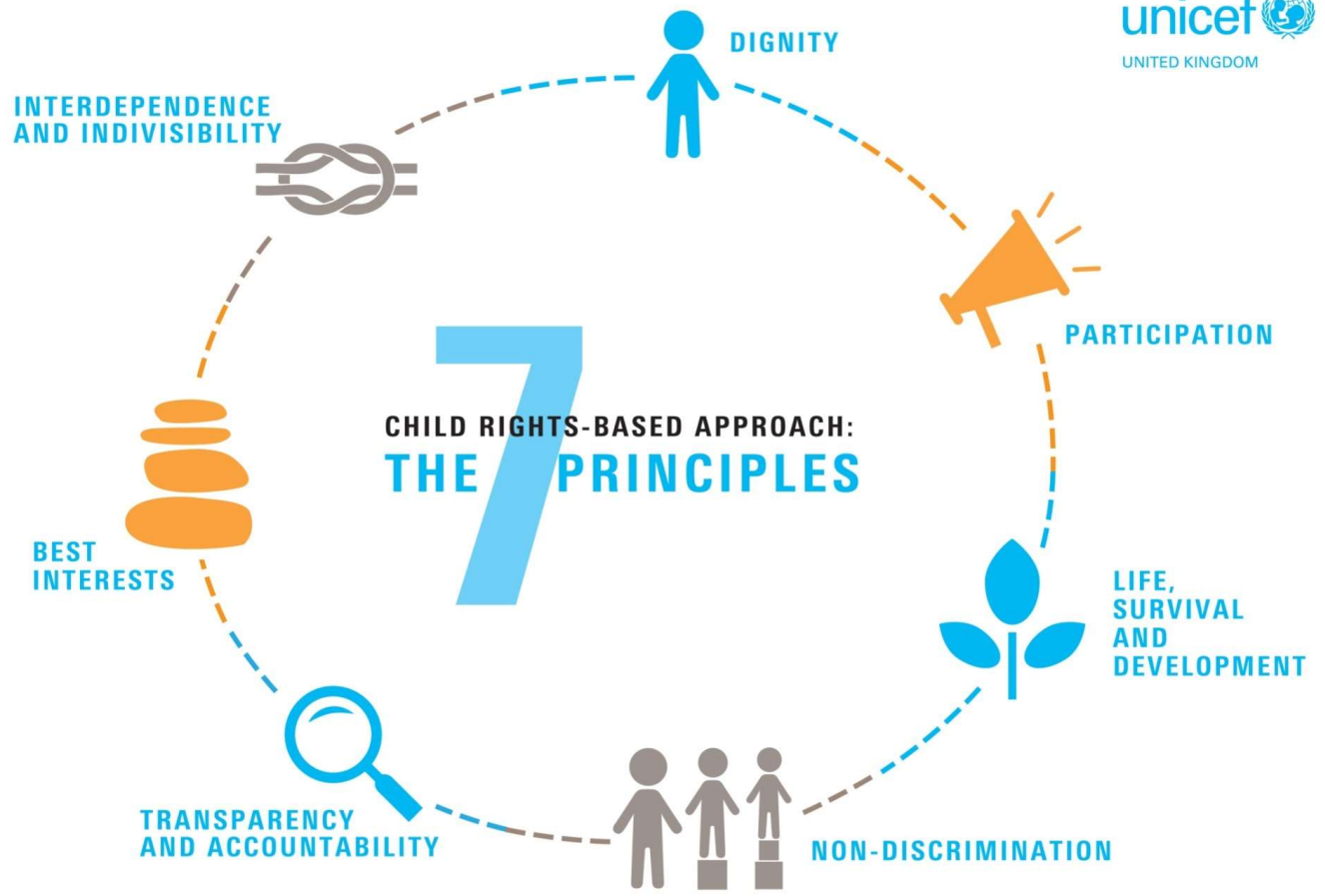
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## WHAT IS A CHILD FRIENDLY CITY/COMMUNITY?

- A Unicef Child Friendly City or Community is a place where the local government and their partners have committed to protect and promote children's rights and have worked with Unicef UK to put them into practice.
- It is a place that has demonstrated how **more children feel safe, heard, cared for and able to flourish** as a result.



# THE CFC JOURNEY

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## RECOGNITION LASTS FOR 3 YEARS

An independent panel of experts assesses the council's progress and decides whether to recognise the city/community as a Unicef Child Friendly City or Community



## DELIVERY 2-4 YEARS

The council works with the local community and children and young people to carry out the Action Plan



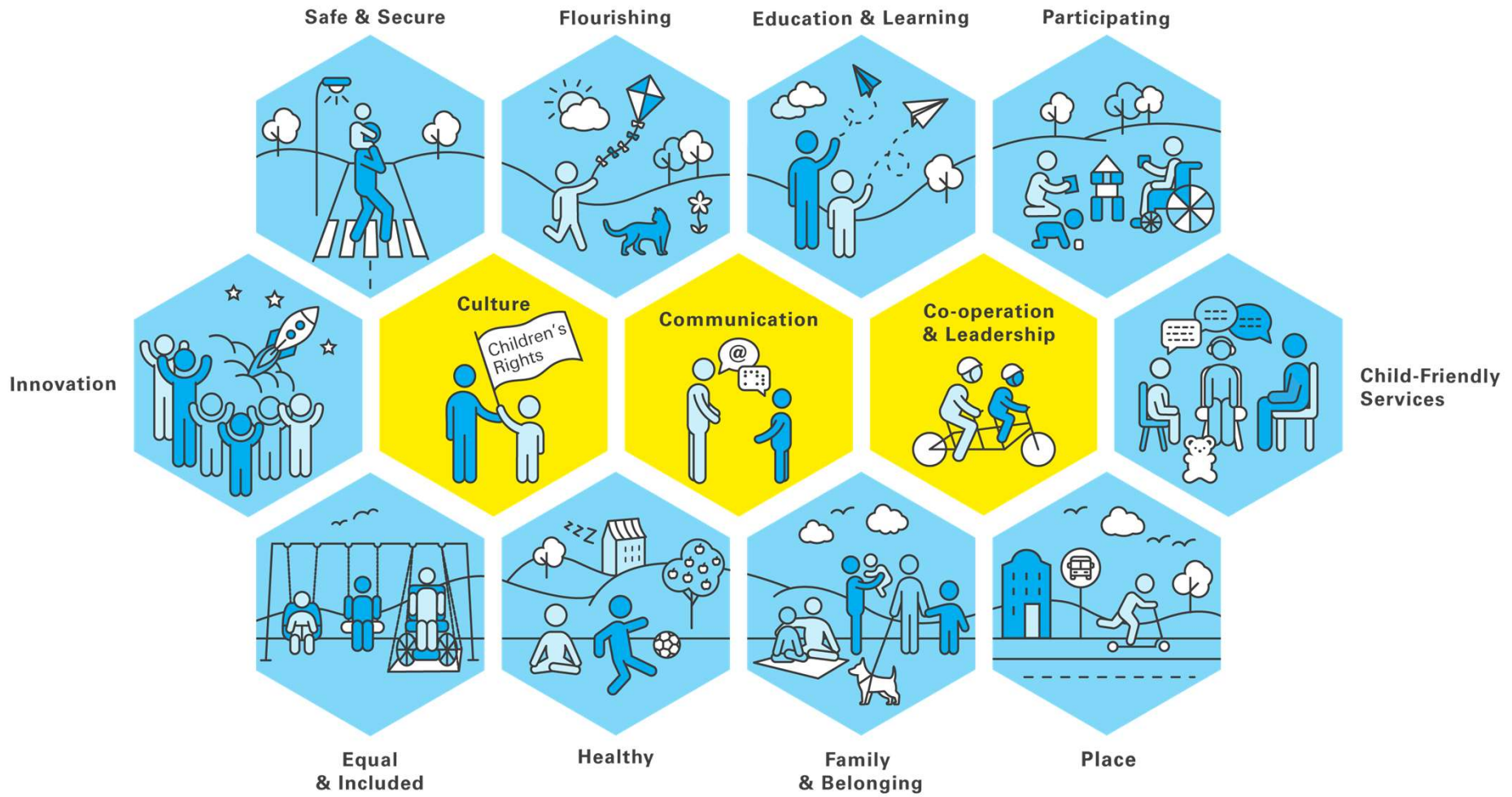
## DEVELOPMENT 2-3 MONTHS

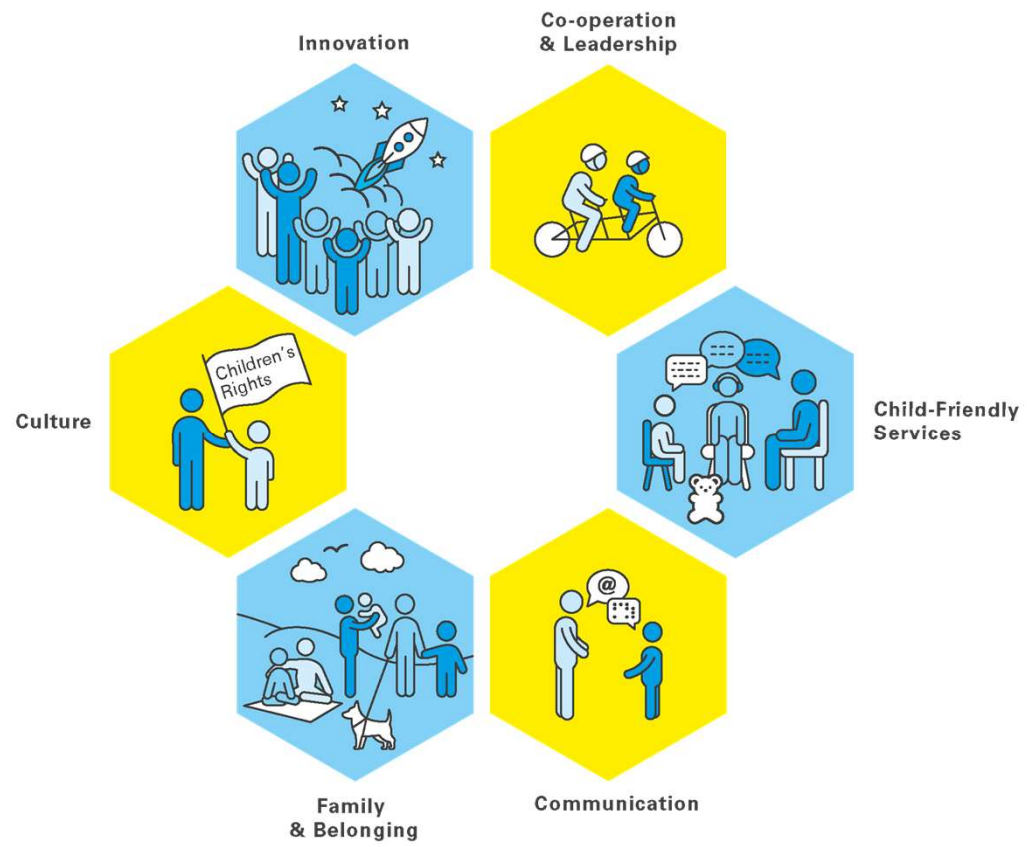
An Action Plan is drafted and approved showing how the council will achieve progress in those badges

## DISCOVERY 6 MONTHS

The council, community and children and young people come together to agree their priorities, known as 'badges'









## HOW WE WORK WITH PARTNERS

- Close collaboration
- Local, contextualised solutions
- Spotighting and building on good practice
- Training, capacity building, technical assistance & mentoring
- Mainstreaming children's rights
- Transforming the whole system



## WE ASK COMMUNITIES TO CONFIRM THEY:

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1. Are ready to implement an ambitious programme
2. Have a clear vision of what they hope to achieve for children and young people through participating in the programme
3. Are committed to children's rights and child-centred practice
4. Are committed to enabling children and young people's meaningful participation
5. Are committed to reflection, learning and monitoring throughout the programme
6. Have secured commitment to the programme across the council and at all levels
7. Have thought about how the programme will be coordinated and governed
8. Will take a place-based approach by working with local partners, organisations and agencies including the police and health services
9. Can meet the direct and indirect costs of the programme
10. Have considered how joining the programme will contribute to existing improvement plans



CHILD  
FRIENDLY  
CITIES &  
COMMUNITIES



UNITED KINGDOM

**THANK YOU!**

[unicef.uk/cfc](https://unicef.uk/cfc) | [cfc@unicef.org.uk](mailto:cfc@unicef.org.uk) | [#ChildFriendlyCities](https://twitter.com/ChildFriendlyCities)



# BIRMINGHAM 2022 INTRODUCTION TO THE GAMES

**BIRMINGHAM  
2022**  
commonwealth  
games

**Headteachers Conference**  
*25 November 2019*

The first multi-sport Games experience for our best emerging stars: **our next generation of heroes**

The first Games to integrate and generate funds for a **Goodwill Charity Partner**

The first and only multi-sport event featuring an **integrated parasport programme** for elite athletes with a disability

The first Games to have **more medal events for women and men**

The first dedicated multi-sport **Youth Games**





# MISSION

## OUR GAMES WILL...



Bring people together



Improve health and well-being



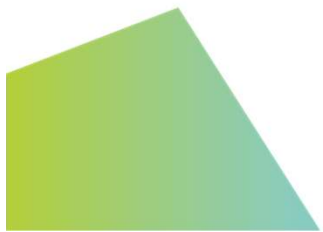
Help the region to grow and succeed



Be a catalyst for change



Put us on the map



# BIRMINGHAM 2022 IN NUMBERS

**71** Commonwealth nations  
**11** days of sport **6,500**  
athletes and officials

**A regional showcase** with  
venues in Sandwell, Solihull,  
Cannock Chase, Coventry  
and Royal Leamington Spa

**2.4 billion** citizens across  
the Commonwealth

Up to **1.5 billion** global  
TV spectators

Over **1 million tickets** to  
be issued during the Games

**41,000 (approx.)** Games  
time roles

**95%** of venues in place

Potential boost to the  
regional economy in excess  
of **£1 billion**  
(based in GC2018)

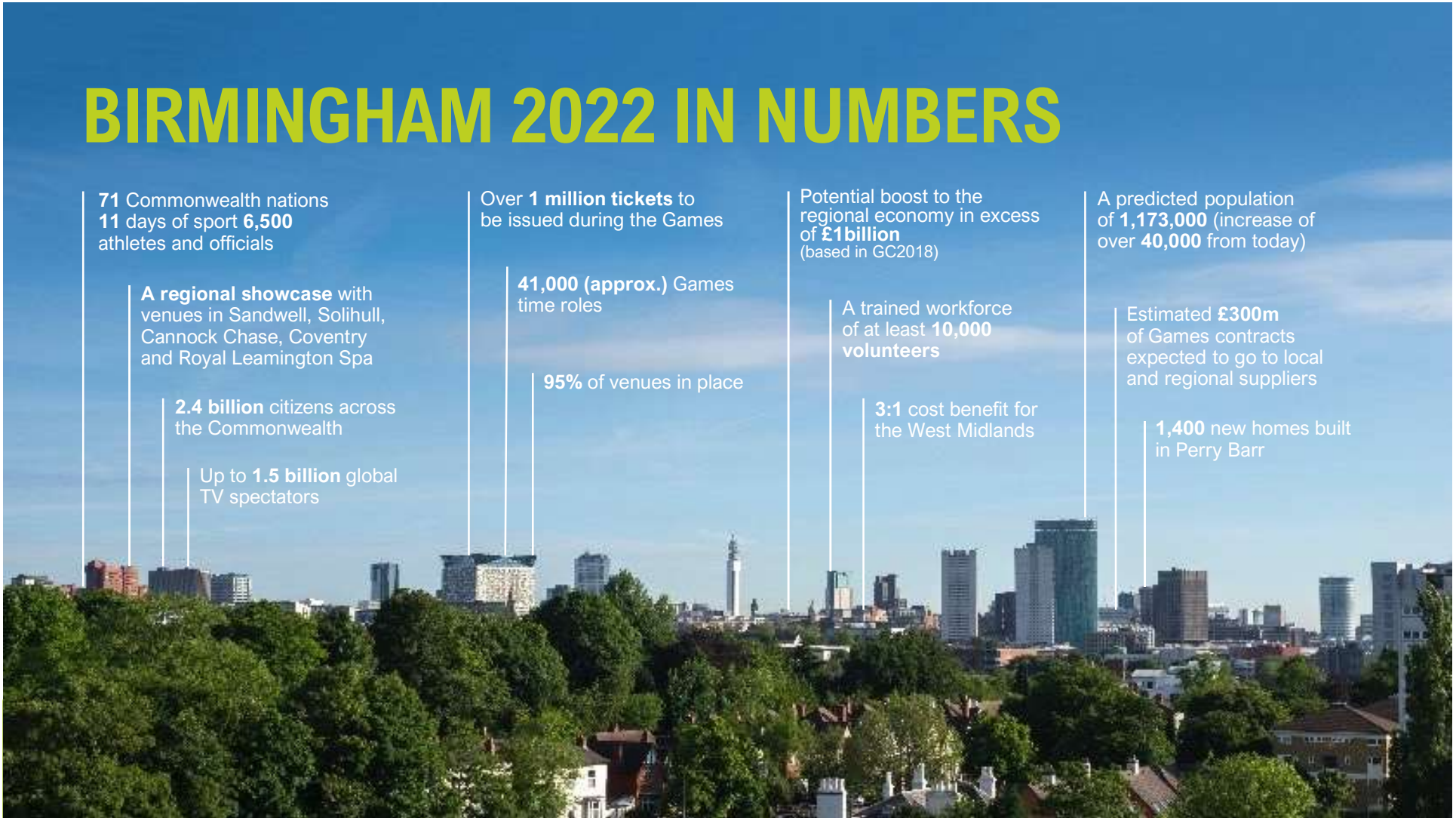
A trained workforce  
of at least **10,000**  
**volunteers**

**3:1** cost benefit for  
the West Midlands

A predicted population  
of **1,173,000** (increase of  
over **40,000** from today)

Estimated **£300m**  
of Games contracts  
expected to go to local  
and regional suppliers

**1,400** new homes built  
in Perry Barr





# GAMES PARTNERS

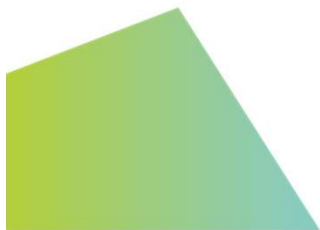
PARTNER	PRIMARY ROLES
<b>Commonwealth Games Federation (CGF)</b>	Owns and controls the Commonwealth Games and all rights relating to them. Monitors Host City Contract compliance.
<b>Commonwealth Games England (CGE)</b>	Host CGA / Team. Represents the needs of athletes and CGAs.
<b>Organising Committee (OC)</b>	Plans and delivers the Games. Key responsibilities include ticketing, volunteering, promoting the Games and organising the cultural programme, ceremonies and QBR.
<b>Commonwealth Games Federation Partnership (CGFP)</b>	Supports planning and delivery of the Games through expert consultants. Leads the commercial programme.
<b>Department of Digital, Culture, Media &amp; Sport (DCMS)</b>	75% funder. Supports relationships with other HMG departments.
<b>Birmingham City Council (BCC)</b>	Host city. 25% funder. Manages capital projects.
<b>West Midlands Combined Authority (WMCA)</b>	Host region. Represents the other WMCA authorities and ensures the wider regional dimension is considered.
<b>Transport for West Midlands (TfWM)</b>	A subsidiary of WMCA. Transport infrastructure projects and lead on spectator/workforce/public transport.
<b>West Midlands Police</b>	Leads on Security, collaboratively with the OC.





# 19 SPORTS

## INCLUDING 8 PARA-SPORTS







# VENUES

## BIRMINGHAM, WEST MIDLANDS AND THE UK



Alexander Stadium



Arena Birmingham



Edgbaston Stadium



NEC



NEC Arena



Sandwell Aquatics Centre



University of Birmingham



Cannock Chase, Cannock



Coventry Stadium



Sutton Park,  
Sutton Coldfield



Lee Valley Velo Park,  
London

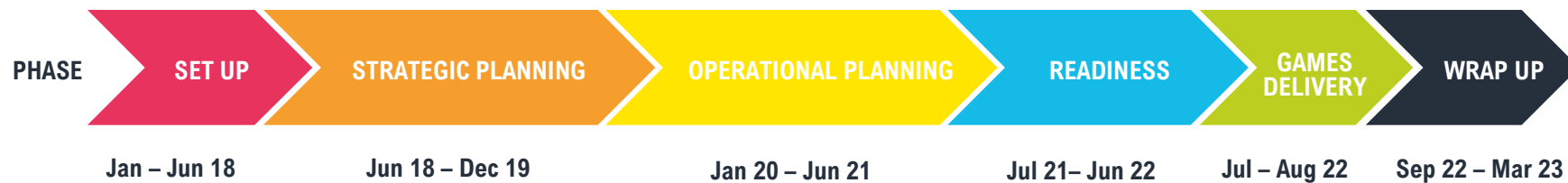


Victoria Park,  
Royal Leamington Spa



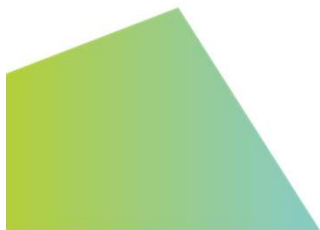



# WHAT'S HAPPENING NOW



- Looking at strategic approach for each area of the Organising Committee's work
- Developing the sport competition schedule – looking at days and sessions
- Transport planning with consultation later in the year on the Games Transport Plan
- Developing the ticketing strategy

- Engaging with key creative organisations and local stakeholders to shape the project
- Developing venue operational plans
- Building a sponsorship programme
- Recruiting the team to deliver
- Procuring suppliers





**BIRMINGHAM 2022  
DEVELOPING OUR  
ENGAGEMENT  
PROGRAMMES**

**BIRMINGHAM  
2022**  
commonwealth  
games



# OUR AMBITION

Partners share an ambition to deliver a world-class learning programme as part of the Games that benefits in particular the children and young people of Birmingham and the West Midlands region retaining a national and international engagement scope.

## CONSIDERATIONS

- Creating positive impact on the physical health and mental wellbeing of young people
- Increasing community cohesion and civic pride
- Celebrating the global community of Birmingham and the Commonwealth
- Being active participants of the Games; as audiences of the future and through flagship engagement programmes, such as the Queen's Baton Relay
- Embedding equality and diversity through further promotion of Rights Respecting Schools and becoming a Child Friendly City (Birmingham)
- Utilising the transformative power of sport and culture



# UTILISING A RANGE OF APPROACHES

CURRICULUM-BASED EDUCATION RESOURCES

YOUTH SOCIAL ACTION / ADVOCACY PROJECTS

TWINNING / EXCHANGE PROGRAMMES

PARTICIPATION IN FLAGSHIP GAMES PROJECTS

RESIDENCIES, ARTISTIC PROJECTS & SPORTS

ALIGNMENT WITH TRAINING & SKILLS INITIATIVE

DIRECT DELIVERY ACTIVITY & WORKSHOPS

PROFESSIONAL DEVELOPMENT FOR EDUCATORS





# OPPORTUNITIES FOR LEARNING WITHIN EXISTING PROGRAMMES



CREATIVITY AND THE  
CULTURAL PROGRAMME



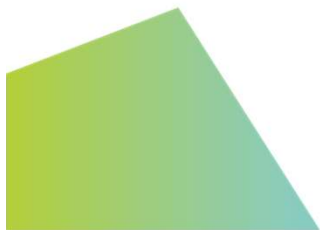
SPORTS PARTICIPATION  
(GAMES & LIVE SITES)



EXPLORING THE  
COMMONWEALTH WITH  
QUEEN'S BATON RELAY



COMMUNITY PROJECTS  
LINKED TO VENUES





**BIRMINGHAM 2022**  
**WHAT NEXT?**

**BIRMINGHAM**  
**2022**  
commonwealth  
games



# GROUP ACTIVITY 1

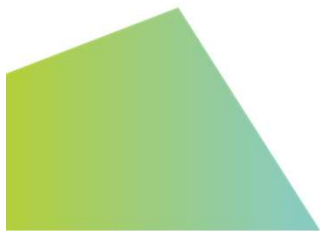
Look at the 5 draft outcomes on the sheet.

As a small group, discuss what you think of these outcomes.

Do you agree with them?

Is there anything missing or that you would change?

**Write any thoughts or ideas you have as a group on the outcomes sheets on your table.**







## GROUP ACTIVITY 2

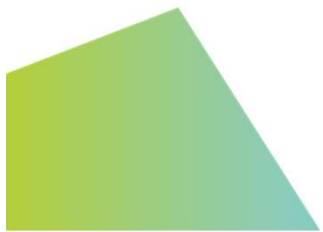
As individuals, place a **RED** sticker on the outcome that you think would make the greatest difference to your students, school and community.

Place a **GREEN** sticker on the outcome you think that the 2022 Commonwealth Games could have greatest impact on

As a small group, choose the outcome that has received most stickers. Think about this outcome in more detail.

What difference would you like to make to young people's lives in relation to this outcome? Consider different audiences and groups of young people.

**Note any observations on post-it notes and then stick on the relevant outcomes flipchart sheet.**





## GROUP ACTIVITY 3

In pairs, consider how the Birmingham 2022 Commonwealth Games could help to deliver these outcomes.

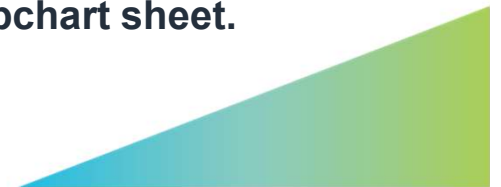
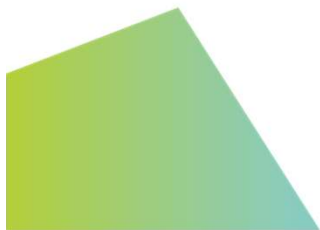
Write a different idea on each post-it note.

Ideas could include:

- New programmes, interventions, activities or campaigns
- Extensions to or enhancements of existing activity
- Activities which could be initiated at school / MAT / community level.

Think about curriculum time, pastoral responsibilities, extra-curricular activity, whole school engagement and activity outside of school.

**Place your post-it notes on the relevant outcomes flipchart sheet.**





**BIRMINGHAM 2022  
THANK YOU**

**BIRMINGHAM  
2022**  
commonwealth  
games

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*25 November 2019*

## Closing thoughts: Dr Tim O'Neill

- All the slides shown today will be emailed to you tomorrow (Tuesday 26<sup>th</sup> November).
- We would love your feedback on today's session <https://www.surveymonkey.co.uk/r/5NBRPD6> (this link will also be emailed out).
- Thank you.

[birmingham.gov.uk/futurecouncil](https://www.birmingham.gov.uk/futurecouncil)



**Making a positive difference** every day to people's lives

