

# Children, Young People & Skills Committee

Date: **8 November 2021**

Time: **4.00pm**

Venue **Council Chamber, Hove Town Hall**

Members: **Councillors:** Clare (Chair), John (Deputy Chair), O'Quinn (Opposition Spokesperson), Brown (Group Spokesperson), Grimshaw, Hamilton, Lloyd, McNair, Meadows and Nield

## **Co-optees**

Trevor Cristin (Diocesan Director of Education), Simon Parr and Diana Boyd

## **Non-Voting Co-optees**

Adam Muirhead (Community Works Rep), and Young People Representative

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# AGENDA

## PART ONE

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### 29 PROCEDURAL BUSINESS

**(a) Declaration of Substitutes:** Where Councillors are unable to attend a meeting, a substitute Member from the same Political Group may attend, speak and vote in their place for that meeting.

**(b) Declarations of Interest:**

- (a) Disclosable pecuniary interests;
- (b) Any other interests required to be registered under the local code;
- (c) Any other general interest as a result of which a decision on the matter might reasonably be regarded as affecting you or a partner more than a majority of other people or businesses in the ward/s affected by the decision.

In each case, you need to declare

- (i) the item on the agenda the interest relates to;
- (ii) the nature of the interest; and
- (iii) whether it is a disclosable pecuniary interest or some other interest.

If unsure, Members should seek advice from the committee lawyer or administrator preferably before the meeting.

**(c) Exclusion of Press and Public:** To consider whether, in view of the nature of the business to be transacted, or the nature of the proceedings, the press and public should be excluded from the meeting when any of the following items are under consideration.

**NOTE:** Any item appearing in Part Two of the Agenda states in its heading the category under which the information disclosed in the report is exempt from disclosure and therefore not available to the public.

*A list and description of the exempt categories is available for public inspection at Brighton and Hove Town Halls.*

### 30 MINUTES

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To consider the minutes of the meeting held on 13 September 2021 (copy attached)

### 31 CHAIR'S COMMUNICATIONS

### 32 CALL OVER

### 33 PUBLIC INVOLVEMENT

To consider the following matters raised by members of the public:

- (a) **Petitions:** to receive any petitions presented to the full council or at the meeting itself;
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 31 October 2021;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 31 October 2021.

### 34 MEMBER INVOLVEMENT

To consider the following matters raised by Councillors:

- (a) **Petitions:** to receive any petitions submitted to the full Council or at the meeting itself;
- (b) **Written Questions:** to consider any written questions;
- (c) **Letters:** to consider any letters;
- (d) **Notices of Motion:** to consider any Notices of Motion referred from Council or submitted directly to the Committee.

### 35 HOLIDAY SUPPORT FOR SEND CHILDREN

Presentation by Assistant Director Health SEN & Disabilities

### 36 AN UPDATE AND REVIEW OF FOUNDATION FOR OUR FUTURE

19 - 28

Report of the Executive Director Families Children & Learning (copy attached)

Contact Officer: Anna Gianfrancesco

Tel: 01273 293966

Ward Affected: All Wards

### 37 MAKE YOUR MARK CAMPAIGN UPDATE

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Report of the Executive Director Families Children & Learning (copy attached)

Contact Officer: Tracie James

Ward Affected: All Wards

### 38 SCHOOL ADMISSION ARRANGEMENTS 2023-2024

Report of the Executive Director Families Children & Learning (copy to follow)

### 39 PROPOSAL TO RELOCATE WEST HOVE INFANT SCHOOL

33 - 54

Report of the Executive Director Families Children & Learning (copy attached)

*Contact Officer: Richard Barker*

*Tel: 01273 290732*

*Ward Affected: All Wards*

**40 PAY PROGRESSION FOR STAFF IN SCHOOLS.**

**55 - 60**

Report of the Executive Director Families Children & Learning

*Contact Officer: Kenneth Simpson*

*Tel: 01273 291355*

**41 SCHOOL OFSTED PRESENTATION**

**61 - 66**

*Verbal Update*

**42 ITEMS REFERRED FOR COUNCIL**

To consider items to be submitted to the 16 December 2021  
Council meeting for information.

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### **FURTHER INFORMATION**

For further details and general enquiries about this meeting contact Lisa Johnson, (01273 291228, email [lisa.johnson@brighton-hove.gov.uk](mailto:lisa.johnson@brighton-hove.gov.uk)) or email [democratic.services@brighton-hove.gov.uk](mailto:democratic.services@brighton-hove.gov.uk)

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**BRIGHTON & HOVE CITY COUNCIL**  
**CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE**

**4.00pm 13 SEPTEMBER 2021**

**COUNCIL CHAMBER, HOVE TOWN HALL**

**MINUTES**

**Present:**

Councillors

Clare (Chair), John (Deputy Chair), O'Quinn (Opposition Spokesperson), Brown (Group Spokesperson), Grimshaw, Hamilton, Lloyd, McNair, Meadows and Nield

Co-optees

Ms B Boyd

Ms L Brown (joined remotely)

Mr T Cristin (joined remotely)

Mr A Muirhead

Mr S Parr (joined remotely)

**PART ONE**

**13 PROCEDURAL BUSINESS**

**(a) Declarations of Substitutes**

13.1 There were none

**(b) Declarations of Interest**

13.2 There were none

**(c) Exclusion of Press and Public**

13.3 The Committee considered whether the press and public should be excluded from the meeting during the consideration of any of the items listed on the agenda.

13.4 **RESOLVED:** There were no part two items in the agenda.

**14 MINUTES**

14.1 **RESOLVED:** That the Minutes of the meeting held on 14 June 2021 be agreed as a correct record.

## 15 CHAIR'S COMMUNICATIONS

### 15.1 The Chair gave the following communication:

Welcome to this meeting of the Children Young People & Skills Committee. Please note that this meeting is being webcast and is capable of repeat viewing.

I wanted to begin by giving a few updates about this committee. Unfortunately, our parent governor rep positions are both vacant currently and work to recruit these positions is ongoing. But I'm delighted that following a decision at full council in July, we are welcoming Diana Boyd to this meeting as a representative of the Parent Carers Council. At this juncture I wanted to congratulate you on your new role as Chair and also publicly thank your predecessor Fiona England for her work. I look forward to continued strong relationships of challenge and support between PACC and the council.

#### **UASCs**

At July's full council, I put forward a motion regarding unaccompanied asylum-seeking children – thanking those who support UASCs in our city but also pushing for the introduction of a mandatory rota. We have a fantastic social work team who do an incredible amount to support UASCs, alongside brilliant foster carers and our community and voluntary sector. Over the summer I was invited to attend the Hummingbird Projects Young Leaders graduation ceremony and it was incredible to see not only the brilliant work being done to support refugees – but also the real achievements of the young people who take part. They are now recruiting for their next group of young leaders so if you are aged 16-25, from a refugee background, ideally living in East/West Sussex and able to speak English to good level the deadline to apply/refer is 29<sup>th</sup> September.

The Government then delivered us with a visual sign of the need for a mandatory rota. If I was boasting I would say thank you to them for proving my point. A week later with less than 24 hours' notice they had to commission a hotel in Hove as an extension of a transition centre operating from Kent – to temporarily house UASCs awaiting placement by other local authorities through the National Transition Scheme. I remain clear – other local authorities throughout the country are not doing their bit to support unaccompanied asylum-seeking children. According to figures I've seen, less than 20 local authorities are meeting their 0.07% quota. This is not good enough.

The HO need secure placements for these young people without first moving them around the country to transition centres in areas where they will not remain, based in facilities which were not designed for this purpose. I want to urge the Home Office to cease the use of the site in Hove. They have committed to do so and we await a date for this happening.

#### **Youth Investment Fund**

This month is the two year anniversary of the government's announcement of the Youth Investment Fund. Yet this £500m, desperately needed investment – has not been



forthcoming. Earlier this year, councillors on this committee agreed to plans to fund a redevelopment of Brighton Youth Centre – linked to government promises for the YIF. Yet we have not yet been able to apply. As a result, I sent a letter to Diana Barran, minister for civil society at the beginning of September asking for details on the fund, when it will become available and whether she would like to visit Brighton Youth Centre. I await a response.

### **School Covid**

As schools returned for the summer break, they returned with a step change in Government guidance for how the pandemic will be contained. No longer do bubbles apply. No longer are masks required. While no one wants to see young people missing school, myself and green colleagues on this committee remain concerned about how young people are going to be protected from the pandemic, should all – even the most minimal – of mitigations be taken away.

We had a last-minute announcement from Government that CO2 monitors will be provided. These will tell us where there are areas of poor ventilation. But they won't help do anything about it. So school based unions have been assisting with excellent risk assessments to schools, we are working tirelessly to address issues of poor ventilation, and to provide robust advice. But we'd urge the government to consider measures similar to that of New York State who have provided HEPA filters to their schools too and I have written to the education secretary to encourage such.

### **Youth Engagement**

I wanted to thank Epping Forest Youth Council for joining members of Brighton & Hove Youth Council in August on a beach clean. I was really excited to attend – not least because one of the workers attending was my old youth worker, who supported me when I was a member of my youth council – but because I am always excited to see young people engaged in social action. This was held to celebrate international day of youth, which is celebrated on 12<sup>th</sup> August. I spent the afternoon visiting youth projects across the city and meeting with young people. I want to thank Hangleton & Knoll Project, Extratime and Trust for Developing Communities for allowing me to join!

TDC's project was funded by the Governments HAF funding, which we heard details at an earlier meeting of this committee. Young people across the city had a chance to participate in such a huge variety of food-based activities this summer and I'd urge the government to consider this funding in the long term, to help prevent young people from going hungry.

The relaxation of some covid restrictions has enabled activities like these to start up again in person which for many young people has been a welcome return. And as a chair who started my role during the pandemic, I've really enjoyed the chance to go out and about and meet some of the people who work tirelessly to support young people in our city –

not just through a teams call. Of course – all of these visits must be done safely and if not outside, with masks, in order to protect everyone there.

In closing, I wanted to report that at the last Youthwise meeting in July, young people raised a number of points with councillors which I wanted to address here:

*How could the council ensure that litter in the city is managed better?*

There are a number of steps we could take including - Increase the Environmental Enforcement Team, improving coverage throughout the city. We can also improve awareness of the effects of litter on the environment, signage, social media platforms and finally review litter bins throughout the city, ensuring we have the correct bin and capacity in those locations. We can also do deep cleans of the city and work with volunteers and organisations like Leave no Trace and Surfers Against Sewage to do tidy ups. All of these are things being worked on I'm pleased to say and are regularly reported to the ETS committee.

*Is there a possibility of opening up night clubs for young people in the city ( for under 18s)?*

Whereas the cities nightclubs are private entities they do have to adhere to really strict licensing regulations. I'd encourage young people to perhaps consider contacting the establishments directly with this information to hand to see if they would consider an underage event.

*Can young people have spaces to paint murals in Brighton and Hove. Both on hoardings surrounding building sites but also more permanent spaces?*

The council are only be able to give permission for murals on buildings or structures that are publicly owned. We are not able to give permission to paint on private property and where this is being sought approval would always be required from the property owner. The majority of hoardings surrounding building sites in the city are not council property. The Prevention workstream of the councils Graffiti Reduction Strategy does aim to provide opportunities and spaces for urban art projects and safe spaces for graffiti. We work with artists and residents in the creation of community murals and also consider and investigate other potential opportunities for legal artwork. Right now community murals are happening at a tagging hotspot on Upper Lewes Road and there's a mural at The Level in conjunction with Octopus Energy, local artists and young people with a focus on environmental issues which will be showcased at COP26.

*What help is there for setting up more low cost dance spaces in local areas?*

This is tricky without knowing what size space is needed, but we'd be happy to work with young people to identify requirements and see what's possible.

As ever, my inbox is always open for questions and queries regarding how we can improve the city for children and young people, and I look forward to attending the next meeting of Youthwise on 13<sup>th</sup> October.

**16 CALL OVER**

16.1 The following items on the agenda were reserved for discussion:

- Item 21 – Employment and Skills – Youth Employment Hub and Adult Education Hub
- Item 22 – Progress Report on the Home to School Transport Service
- Item 23 – 2020/21 Families, Children & Learning Performance Report
- Item 24 – Harmful Sexual Behaviour and Schools
- Item 25 – Possible Relocation of West Hove Infant School (Connaught Road site)

16.2 The following items on the agenda were agreed without discussion:

- Item 20 – Annual Update on Ofsted Action Plan
- Item 26 – School Ofsted Presentation
- Item 27 – Use of Urgency Powers School Admission Arrangements

**17 PUBLIC INVOLVEMENT**

17.1 There were no Petitions, Written Questions or Deputations.

**18 MEMBER INVOLVEMENT**

18.1 There were no Petitions, Written Questions or Deputations.

**Notice of Motion**

- (i) Local Government & Schools Pay

18.2 The Notice of Motion had been proposed and debated at Full Council on 15 July 2021 and had then been referred to this Committee.

18.3 The Chair asked the Committee if they agreed to note the Notice of Motion and the issues raised at Full Council.

18.4 Councillor O’Quinn noted that the recommendations of Full Council were to note the report or call for an officer report and proposed that the Committee call for a report on the ‘performance related pay for teachers’ element of the Notice of Motion.

18.5 **RESOLVED:** That the Committee agreed –

- (i) Note the Notice of Motion and the issues agreed by Full Council;
- (ii) Call for a report on performance related pay for teachers.

**19 SAFEGUARDING AND CARE ANTI-RACIST PRACTICE.**

19.1 The Principal Social Worker gave a presentation on Safeguarding and Care Anti-Racist Project.

19.2 **RESOLVED:** That the presentation be noted.

**20 ANNUAL UPDATE ON OFSTED ACTION PLAN**

20.1 This item was agreed without discussion.

20.2 **RESOLVED:** That the Committee noted the report.

**21 EMPLOYMENT AND SKILLS – YOUTH EMPLOYMENT HUB AND ADULT EDUCATION HUB UPDATE**

21.1 The Committee considered the report of the Executive Director Families Children & Learning which provided an update on the implementation of the Youth Employment Hub and an update on the Council's Adult and Community Learning Provision. The report was introduced by the Head of Skills and Employment.

21.2 Cllr Brown referred to the Youth Employment Hub and asked if there had been a good response from employers, educational providers and voluntary sector organisations to the information and networking sections and asked how the outcomes would be monitored as that would be important to enable access to future funding. With regard to the Adult Education Hub, she asked how the figures for enrolment matched with numbers when the service was managed by the Friends Centre. The Head of Skills and Employment said that they had been overwhelmed by the response from employers, the voluntary sector and providers to the events put on, and agreed that it was important the outcomes were monitored and confirmed that that was being undertaken. With regard to the adult community learning, it was a different programme so difficult to compare exactly with what the Friends Centre had provided but as before were ensuring that the curriculum offer was appropriate for those who were most in need.

21.3 Cllr O'Quinn noted that there were many vacancies in the city and asked how effective the employment hub had been in being able to make placements and to what extent would career advice was given to those attending the hub. The Head of Skills and Employment said that staff were engaging with a number of sectors, such as the NHS, and were mapping out vacancies in the City. Career advice and guidance was given.

21.4 Cllr John noted that the report stated that unemployment numbers had increased by 180% from pre-pandemic and asked what the current figures were. The Head of Skills and Employment said that for the age group 16-24 there were 2,075 on universal credit out of 11,705 which was significantly lower than during the peak last year.

21.5 Cllr Grimshaw asked if the Hub would assist people in getting work experience and was advised they would.

- 21.6 Ms D Boyd asked if the diversity of people using the hub was monitored, whether those with SEND (and their parents) who did not meet the threshold criteria could access the support and whether those with SEND had been consulted on the service. The Head of Skills and Employment said that the diversity of those using the hub was monitored, and officers had worked with the SEND Young People's Network to inform them of the employment hub and explain how it worked and how they could be involved. With regard to thresholds for support a fuller answer would be provided after the meeting, but young people with SEND were certainly involved with the service.
- 21.7 Cllr Nield referred to Revival Work Clothes and asked for more information, and with reference to paragraph 4.12 asked how families were made aware of the option to self-refer. The Head of Skills and Employment said that there was a pool of clothes and young people could request certain clothes/sizes for interviews, With regard to self-referral it was advertised through school bulletins and through the Council services.
- 21.8 Cllr Lloyd asked if ESOL students had targeted learning and was advised they did.
- 21.9 RESOLVED:** That the Committee noted the progress in establishing the Youth Employment Hub and new Adult Learning Hub.

## **22 PROGRESS REPORT ON HOME TO SCHOOL TRANSPORT SERVICE**

- 22.1 The Committee considered the report of the Executive Director Families Children & Learning which provided an update and progress report on the Home to School Transport service. The report was introduced by Interim Lead Home to School Transport, the Team Manager Home to School Transport, with additional comments from Ms D Boyd (PaCC).
- 22.2 Cllr O'Quinn noted that the Council were still trying to recruit for the positions of Head of Service and Contracts and Service Development Manager and asked how that was progressing. The Interim Lead Home to School Transport said that it was on-going although it was hoped that one position would shortly be filled shortly.
- 22.4 Cllr John noted that there had been a problem in recruiting Vehicle Passenger Assistants (VPA) and asked if that was being addressed. The Interim Lead Home to School Transport said that was an issue and seven VPAs had been recruited but only one was still in post. The position was not attractive as the hours were only at the start and end of the day, but the matter was being addressed and one plan was to target students when they returned to the universities later this month.
- 22.5 Cllr Lloyd asked if the e-learning training could be sold to other local authorities and was advised that the Council were looking into that and were currently in discussions with East Sussex County Council.
- 22.6 Cllr Brown referred to the training for Operators - drivers and VPAs, and noted that there were four who had still complete the training and the deadline for that to be concluded was August 2021 and asked if that had now been completed. The Interim Lead Home to School Transport said they weren't sure and would confirm after the meeting, but did say that operators had to have completed the training before undertaking the work.

- 22.7 Cllr Nield referred to social distancing in vehicles and asked what the current guidance was. The Interim Lead Home to School Transport said that the Government had never required social distancing on transport, but this Council took the decision to have quite stringent distancing and ensured that there was space in every vehicle. Some vehicles would have around 4-5 children and some with only one child, but every child would be risk assessed.
- 22.8 Cllr Grimshaw asked how many parents were using the online survey, and noted the 'gold star' status for staff completing their training quickly and asked how successful that had been. The Interim Lead Home to School Transport said the Council were promoting the survey and noted the feedback from parties. The 'gold star' had been successful and staff were looking at other ways to recognise good service.
- 22.9 The Chair thanked everyone the report and the work undertaken. There would be financial implications from the report and the Council would be looking at additional SEN funding and raising this with the Government.

**22.10 RESOLVED:** That the Committee:

- (i) Note the report on the Home to School Transport (HTST) Service;
- (ii) Agreed that a further report comes to a meeting of the CYPS Committee in the Spring of 2022, which will include provide an options appraisal and business case for the re-procurement of HTST services after the current contract expires in August 2023.

**23 2020/21 FAMILIES, CHILDREN AND LEARNING PERFORMANCE REPORT**

- 23.1 The Committee considered the report of the Executive Director Families Children & Learning which provided a summary of the performance of the directorate and an overview of business and improvements for the year ahead. The report was introduced by the Service Manager, Policy & Business Support and the Head of Safeguarding & Performance.
- 23.2 Cllr O'Quinn asked for more information on any impact the pandemic had had on adoption and special guardianship process. The Executive Director Families Children & Learning said that the Council had now moved to a regional agency and were now part of Adoption South East. There had been a reduction in the number of children being placed for adoption or subject to special guardianship orders, as the pandemic had affected court work which meant that there had been a delay in issuing court orders. The guidance was for care proceedings to be completed within 36 weeks and the Council were currently running at 66 weeks and was purely down to court availability. Cllr O'Quinn asked how many adoptions there were in Brighton & Hove last year, and was advised that that information wasn't available at the meeting and would be provided later.
- 23.3 Ms D Boyd asked what percentage of those those who were home educated or were identified as NEET had SEN, whether the Council consulted with service users when providing RAG ratings, and why residential placements were so high. The Service Manager, Policy & Business Support said that they did not have the percentage of SEN young people but would provide after the meeting and would ensure that that information

was included in future reports. With regard to RAG rating, the information used for this report was based on national criteria but different data was captured for each issue and they would look at that how could be provided in future reports. With regard to residential placements there had been a significant increase, with the placements being made for a number of reasons such as criminal or sexual exploitation, significant emotional health and wellbeing issues etc but there was also a national shortage of fostering placements.

- 23.4 Cllr Brown was concerned that there had been an increase in those being home educated and an increase in first time entrants to the youth justice system, but was pleased to note a reduction of the number of children in care, and asked why the music and arts service had a red RAG rating. The Assistant Director Education & Skills said the number of children being home educated, and the reasons for that, were closely monitored and said that other local authorities were also seeing an increase in numbers. With regard to music and arts, the red RAG was due to schools being closed and therefore not being able to use the Artsmark programme. The Executive Director Families Children referred to the increase in numbers to the youth justice system and said that overall the numbers were very low in the City but the increase was being addressed by the Adolescent Board which met
- 23.5 Cllr John noted the number of children being home educated and asked if many chose that option if they weren't allocated a preferred school, and was advised that there were a number of reasons for home education but some children were home educated whilst waiting for a place to become available at certain schools. Cllr Nield asked if a breakdown of the number of children being home educated and the reasons for it, and was advised that would be provided after the meeting. Cllr Hamilton noted that there had been a large increase in the number of children being home educated over the last two years and would also be interested in knowing the reasons why. The lawyer advised that the statutory framework for home education was limited, and the Council relied on parents sharing the reasons why and so any statistics may not be accurate.
- 23.6 Cllr Lloyd noted that emotional health had an amber RAG rating and asked what steps were being taken to address that. The Executive Director Families Children & Learning advised that the pandemic had impacted on provision, but the Foundations for Our Future was now being implemented and the school's Wellbeing Service were looking at ways to support young people.
- 23.7 RESOLVED:** That the Committee –
- (i) Noted the current performance of the directorate;
  - (ii) Noted the business and improvement plans for the year ahead.

## **24 HARMFUL SEXUAL BEHAVIOUR & SCHOOLS**

- 24.1 The Committee considered the report of the Executive Director Families Children & Learning which updated the Committee on the work that had been implemented with schools and partners in the summer term of 2021 related to concerns around young people and Harmful Sexual Behaviours. The report was introduced by the Head of Safeguarding & Performance.

- 24.2 Cllr Nield asked if the Committee could be provided with copies of the PHSE education materials and was advised they could.
- 24.3 Cllr McNair noted that there was intervention from professional services but there was no mention of parents and asked how they were involved, and whether that would happen before formal referrals were made. The Head of Safeguarding & Performance confirmed that any referral should be considered with parents unless there was good reason not to. Cllr McNair asked in what circumstances parents would not be involved, and was advised that would be exceptional but would occur if it was felt that it could be unsafe for the child if the parents were aware of an allegation.
- 24.4 Ms D Boyd asked if children with SEN had access to the education material and whether they were adapted to be appropriate for everyone. The Head of Safeguarding & Performance confirmed that the educational material designed to be accessible for all young people. The lawyer confirmed that government guidance was that schools should take the lead and so it was expected that they would ensure that any educational materials was appropriate for their students.
- 24.4 Mr A Muirhead asked whether some schools may not be leading on this issue over concerns over reputation and, if there was a targeted intervention by schools on some individuals, would their parents need to have given their consent. The Head of Safeguarding & Performance said there was no indication that some schools were not fully engaging due to worries about reputation and the feedback from all schools was that they were very interested in this area. With regard to intervention by schools it could be part of a discussion with all pupils but there would be no targeted intervention with individual children without parental consent.
- 24.5 Cllr Grimshaw referred to paragraph 3.7 of the report regarding 1:1 support for boys and young men and asked for further information on how that would be undertaken, asked whether the PHSE was delivered to all pupils or if they could opt out, and if there could be gender-based discussions at schools to allow boys and girls to discuss the issues amongst themselves. The Head of Safeguarding & Performance said that with regard to support for boys/young men the Council's partners in Change Hub supported boys where issues raised were of a more serious nature and the Police & Crime Commissioner were taking a lead on adult men around harmful sexual behaviour, but this was area which the Council wanted to explore further. PHSE lessons were part of the school's curriculum so all children should take part but they would check after the meeting to confirm. The idea of gender-based discussion groups was good and would be discussed with the Schools Working Group.
- 24.6 **RESOLVED:** That the Committee noted this report and its contents including the next steps.

## 25 PROPOSAL TO RELOCATE WEST HOVE INFANT SCHOOL

- 25.1 The Committee considered the report of the Executive Director Families Children & Learning which sought approval for a public consultation to be undertaken to consider the possible relocation of the West Hove Infant School (Connaught Road) classes to the Hove



Junior School (Holland Road) site. The report was introduced by the Head of School Organisation.

- 25.2 Cllr Hamilton referred to paragraph 3.11 and asked if the numbers related to September 2020 or 2021, and was advised it was September 2021.
- 25.3 Cllr Grimshaw referred to paragraph 3.25 and asked if there was a back-up plan for accommodating the Health, SEN and Disability Services if the move was not agreed. The Head of School Organisation the Council would explore what services could be provided and where they could be based.
- 25.4 Cllr McNair asked why the potential move would take place in January 2022, and not in September 2022, and was advised that the date was being proposed by the school.
- 25.5 Cllr O'Quinn asked if there was any indication as to why some parents may not support the move, and was advised that some families may live close to the school or have a number of children who attended schools in different locations and so a relocation could impact on them.
- 25.6 **RESOLVED:** That the Committee agreed to a public consultation on the proposal to relocate the West Hove Infant School (Connaught Road) classes to the Hove Junior School (Holland Road) site with effect from January 2022.

## 26 SCHOOL OFSTED PRESENTATION

- 26.1 This item was agreed without discussion.
- 26.2 **RESOLVED:** That the Committee noted the presentation.

## 27 USE OF URGENCY POWERS SCHOOL ADMISSION ARRANGEMENTS

- 27.1 This item was agreed without discussion.
- 27.2 **RESOLVED:** That the Committee noted –
- (i) The use of urgency powers on 4 August 2021 to vary the council's admission arrangements so that the highest priority is given to: Looked after children and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted;
  - (ii) That previously looked after children are defined within this priority as: such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

**28 ITEMS REFERRED FOR COUNCIL**

28.1 **RESOLVED:** That no items be referred to Full Council on 21 October 2021.

The meeting concluded at 6.55pm

Signed

Chair

Dated this

day of

<b>Subject:</b>	<b>An update and review of Foundation for our Future</b>
<b>Date of Meeting:</b>	<b>8 November 2021</b>
<b>Report of:</b>	<b>Executive Director Families Children &amp; Learning</b>
<b>Contact Officer:</b>	<b>Anna Gianfrancesco, Assistant Director, Safeguarding and Care</b>
<b>Email:</b>	
<b>Ward(s) affected:</b>	<b>All</b>

**FOR GENERAL RELEASE****1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The report updates Children Committee of the work of Foundation For our Futures and the progress made in Brighton and Hove on the objectives.

**2. RECOMMENDATIONS:**

- 2.1.1 The CYPS is recommended to note the work being undertaken in regard to Children's mental Health under Foundations for Our Future.

**3. CONTEXT/ BACKGROUND INFORMATION**

- 3.1 Foundations For Our Future (FFOF) was developed and published pre covid. In research undertaken by the BMJ ( Mental health of children and young people during pandemic 10 March 2021. BMJ 2021;372:n614), it found that the mental health of the UK's children and young people was deteriorating before the pandemic, however the health, educational, and social outcomes for children with mental health conditions are now worse than for previous cohorts.

- 3.2 It drew on studies carried out during the pandemic suggest that although some families are coping well, others are facing financial adversity, struggling to home school, and risk experiencing vicious cycles of increasing distress. Probable mental health conditions increased from 10.8% in 2017 to 16% in July 2020 across all age, sex, and ethnic groups according to England's Mental Health of Children and Young People Survey (MHCYP). A self-selected sample of 2673 parents recruited through social media reported deteriorating mental health and increased behavioural problems among children aged 4 to 11 years between March and May 2020 (during lockdown). The more socioeconomically deprived respondents had consistently worse mental health in both surveys. This has been reflected in referrals to the Front Door for Families, where there has been an increase in referrals due to families not managing their child's poor mental health.
- 3.3 Foundation For Our Futures was the culmination of a thorough process of review of young people's emotional health and wellbeing services that has taken place across Sussex. While it was developed pre covid it is even more important now that leaders in the local NHS Clinical Commissioning Groups, the NHS mental health provider Trust and the three local authorities who commissioned this review take forward its findings. The review was undertaken as they believed that services and experiences were not as they'd want them to be for young people, their families and carers and therefore, felt there was a need to understand, plan for and respond to what could be improved as well as setting ambitious recommendations for action. They provided a strong mandate and were determined that this review should deliver clear findings, however challenging they might be. While the challenges are now even greater it is even more important that these challenges are met, and the recommendations deliver.
- 3.4 The programme is managed by an Oversight Board at an Exec level, made up of the DCS from each local authority, ( East, West and Brighton and Hove) and senior leaders from the CCG's and the provider health teams. Under this is a Project Board, made up of senior commissioners and managers for the CCG's, Local Authority and Public Health, as well SPFT and the YMCA as the primary delivery providers. The project is managed by Simone Button, Project Director.
- 3.5 While the project is Sussex wide many of the recommendations are worked on at both a Sussex wide level to ensure there is parity across the region and on a local level to ensure it is operationalised in a way that meets local demand and links into local services. Within Brighton and Hove the locality work is embedded in the Mental Health and Wellbeing Partnership Board that is jointly managed between the CCG and FCL.
- 3.6 The work of these groups ensures there is alignment between the work of FFOF, the Children and Young People (CYP) Mental Health Programme delivering the Long Term Plan ambitions held by the Sussex Health & Care Partnership (SHCP) Mental Health Collaborative, as well as the Place based planning and delivery of local emotional wellbeing and mental health agenda at a local level.
- 3.7 20 recommendations came out of the review, outlined below.
- 3.8 Of the 20 recommendations, 3 are completed. Details of the project plan and time lines are in the appendices.

**Recommendation 1**

An Oversight Board with new co-Chairs, Sam Allen (CEO, SPFT) and Lucy Butler (Executive Director of Children, Young People and Learning, WSCC) is in place and we are in the process of appointing a young person to co-chair.

**Recommendation 2**

A signed concordat agreement is in place.

**Recommendation 3**

A Programme Director is in post with a dedicated resource now agreed to implement change.

A further 13 are on track- green.

**Recommendation 4**

Establish coordinated commissioning structure across Sussex.

- A workshop of CCG Children's Mental Health Commissioners, led by Paula Gorvett (Director Mental Health Commissioning, Sussex CCGs), took place on 18<sup>th</sup> August. Commissioning responsibilities and capacity were discussed including ensuring that good interface between each Place is occurring. The amount of integrated work and communication between the CCG and local authority in each area was also considered and what steps could be made to improve that.
- A further workshop with LA and CCG commissioners will follow this to take the work forward to establish more integrated commissioning arrangements.

**Recommendation 5**

*Pan-Sussex Commissioning of Specialist Mental Health Services*

- The appointment of a Sussex-wide Children and Young People Emotional Wellbeing and Mental Health Commissioner will help support the delivery of this recommendation.

**Recommendation 6**

*Develop a Sussex-wide Strategy for Children and Young People's Emotional Wellbeing and Mental Health*

- Plans are under way to establish a co-production group of children and young people, family/carers representatives and front-line staff from Emotional Wellbeing (EWB) and Specialist Mental Health Services as well as the Programme Director, who will work together on developing the strategy.

**Recommendation 7**

*Develop an overarching Outcome Framework*

- A small group is working together to propose the content of the strategy and outcome framework.

### **Recommendation 10**

*Commissioners to review current landscape of provision ensuring right range of services that are more navigable for CYP and families.*

- Review of current service landscape has been completed. Gap analysis to ensure right range of services by mapping onto THRIVE framework domains has begun and will be completed following THRIVE workshops with stakeholders in the autumn.

### **Recommendation 11**

*Implement a Single Point of Access (SPoA) model across Sussex*

- Each area across Sussex is looking at a SPoA model that fits with the area, needs of their residents and service structures. Within Brighton and Hove the Children's Mental Health and Wellbeing Partnership are taking forward this work, lead by the CCG and Local authority. Currently a business case is being pulled together that will outline the work needed to achieve a SPoA in Brighton and Hove.

### **Recommendation 12**

*As part of the recommended specialist services transformation and modernization process, SPFT and partners should review and re-describe current thresholds and criteria for access for CYP*

- Transformation work within SpCAMHS is ongoing. A Children and Young People Sussex CAMHS website <https://sussexcamhs.nhs.uk/> details referral criteria as well as information and advice about help and support for children, young people, families and professionals.
- Going forward with the implementation of the THRIVE framework it is anticipated that there will be a move away from thresholds and focusing on more collaborative pathway working.

### **Recommendation 13**

*Acceleration of Mental Health Support Teams in Schools pilot*

### **Recommendation 14**

*Demand, capacity and productivity review of all commissioned services*

- Work is underway to ensure all commissioned services are recording performance data onto MHSDS. This will enable robust demand and capacity analysis to take place. We do not have clear and comprehensive information from all services at this point. Organisations are being asked to input this data and to clearly identify their service name, however progress is slow.

### **Recommendation 15**

*Ensure service levels and capacity of organisations across Sussex are matched to local need. In the interim pathways and interventions are in place to support CYP waiting*

- SpCAMHS have measures in place to support children and young people waiting for care and to become aware of level of need changes.

- There is also an initiative that Brighton CAMHS are offering; an online drop-in group for all families who are awaiting an ASC or ADHD assessment.

### **Recommendation 16**

*There should be a programme of awareness and education directed to statutory referrers describing the agreed pathway model and when and where to refer*

- Information for statutory referrers regarding how and where to refer has been widely shared and is available from websites via one link. The SPoA will aid the referral pathway.

### **Recommendation 17**

*To improve accessibility services must operate more flexibly and beyond usual working/ school hours of 9-5. In addition, services should be offered in a broader range of locations and where appropriate in non-statutory sector buildings. The use of digital options to support accessibility should also be explored.*

- Change in clinical practice with the additional use of video technology. From data over a selected period 2019 – 2021, pre-pandemic 0% of contacts from Sussex CAMHS services (incl. EIP) were carried out via video, current use is 21%.

- Next steps:
  - o Developing a model of digital consultation with children, young people and families/carers.
  - o Digital collection of outcome measures, referral forms and assessment packs
  - o Digital practice – development of skills for children and young people workforce on video consultation best practice.
  - o Blended digital interventions (video/ face-face).
  - o Digital offer to be across children and young people pathway.

### **Recommendation 20**

A children and young people's panel should be created, composed of CYP, families and carers. This should provide the opportunity for CYP to contribute to and participate in the development of local services, strategies and plans.

- CYP Participation Lead took place at the beginning of September. Children and young people are actively engaged in development of Emotional Well Being and Mental Health Strategy as part of co-production group. Care leavers are working with the Brighton and Hove Mental health and Well being partnership.

Three recommendations are amber.

### **Recommendation 8**

*Financial Investment: rebasing and understanding current picture of investment and ensuring commensurate with level of need and that national targets are met*  
And

### **Recommendation 9**

*CCG and LA partners to work together to clarify levels of investment especially in wellbeing support. Commit to improving resource directed into public health, prevention, early intervention and promotion*

- The ICS are commissioning work to determine the current baseline resource allocated across Sussex to Children's EWB and MH services in each Place based area.
- A CYP planning process has been agreed to ensure that outline business cases are prepared that will be submitted through the Long Term Plan Investment process for 2022-2024 in the autumn. This will need to include requests for additional funding to support emotional wellbeing services, earlier intervention and prevention services and support, as well as proposals being worked up to support further investment into specialist Mental Health services.

### **Recommendation 19**

A proportion of available financial resources should be delegated to CYP to prioritise for their own communities and neighbourhoods.

Commissioners and providers must also be able to demonstrate that CYP have co-designed services and pathways

- As part of the autumn investment process, business cases will be submitted with resource allocated for each local authority area for children and young people to prioritise.
- Children and young people will be involved in decision-making about the prioritisation process for the CYP planning and investment process.

One recommendation is considered to be red.

### **Recommendation 18**

*A Sussex wide audit and review of the specialist and targeted workforce should be undertaken*

- A review has taken place for SpCAMHS services and a workforce plan is in place. No review or audit of EWB or targeted services outside of SPFT has yet begun.

## **4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS**

- 4.1 Work is progressing across Sussex to deliver the recommendations made in the Foundation For Our Futures. The appointment of the Programme Director is supporting the drive to move the recommendations forward. As can be seen above the majority of these recommendation's are on track. There is a risk register in place in order to ensure oversight and monitoring of those recommendations that are amber or red.
- 4.2 Work in Brighton and Hove is being taken forward by the placed based group that is jointly lead by the CCG and BHCC (Families Children and Learning).

## **5. COMMUNITY ENGAGEMENT & CONSULTATION**



- 5.1 Young peoples part of the FFOF programme are engaged in the programme and there will be further involvement once the Participation Lead is in place.

## **6. CONCLUSION**

- 6.1 FOFF is supporting the transformation of child mental health services across Sussex. For Brighton and Hove this work is being lead through the workstreams developing the pan Sussex work and at a local level through the placed based Partnership meetings.

## **7. FINANCIAL & OTHER IMPLICATIONS:**

### Financial Implications:

- 7.1 There are no financial implications directly resulting form the recommendations in this report. Some of the recommendations of the FFOF review will require additional resources to be identified and this process is outlined in the report

*Finance Officer Consulted: David Ellis*

*Date: 05.10.21*

### Legal Implications:

- 7.2 There are no direct legal implications arising from this report as it is for noting only.

*Lawyer Consulted:*

*Name Sandra O'Brien*

*Date: 29/10/2021*

### Equalities Implications:

- 7.3 An equalities impact assessment has not been carried out by the local authority. Foundation for our Futures carried out a needs analysis, which considered equalities as part of the work to develop the recommendations.

### Sustainability Implications:

- 7.4 N/A

### Brexit Implications:

- 7.5 N/A

### Any Other Significant Implications:

Crime & Disorder Implications:

7.5 N/A

Risk and Opportunity Management Implications:

7.6 N/A

Public Health Implications:

7.7 N/A

Corporate / Citywide Implications:

7.8 This project is to improve mental health services for children and young people in the city.

Foundations for our Future - Recommendations		KEY to below recommendations				<div>Complete</div> <div>On Track</div> <div>At risk</div> <div>Issue</div> <div>Not due</div>
		<div>Foundations for our Future led project work</div>				
Below are the 20 recommendations for implementation.		<div>Project work fed through and linked to CYP MH Programme</div>				
Recommendation		Lead	Status	Start	End	
1	Establish an Oversight Board responsible for the implementation of the recommendations	.	Complete		23/11/20	
2	A concordat agreement developed and agreed	.	Complete		04/05/21	
3	NHS and Local Authority to jointly create a Programme Director	.	Complete		30/06/21	
4	Establish a co-ordinated commissioning structure	Paula Gorvett/ Simone Button	On Track	01/06/21	31/03/22	
5	Develop Sussex-wide commissioning and contracting of specialist mental health services	Paula Gorvett	On Track	01/04/21	31/03/22	
6	Develop one strategic plan for CYP emotional health, wellbeing & mental health in Sussex	Simone Button	On Track	29/03/21	31/12/21	
7	Develop a strengths based & resilience led Sussex-wide outcomes framework	Simone Button	On Track	20/05/21	01/12/21	
8	Investment planning and levelling of current and future spend	Paula Gorvett	On Track	01/06/21	31/03/22	
9	Develop clear and targeted investment plan for gaps in service/provision for each area	Paula Gorvett	On Track	01/03/21	01/02/22	
10	Review current landscape of service provision and identify any gaps in the pathway	Simone Button/ Martin Komen	On Track	01/04/21	31/03/22	
11	Develop and implement a Single Point of Access (SPOA) model across Sussex	Simone Button	On Track	01/06/21	31/03/23	
12	Organisations within SPFT review and re-describe thresholds and criteria for access to their services	Rachel Walker	On Track		31/12/21	
13	The acceleration and expansion of the piloting of Mental Health Support Teams in schools	Martin Komen/ Aaron Gair/ Lizzie Izzard	On Track	01/04/21	31/03/24	
14	A demand and capacity and productivity review of all commissioned services. (NOTE: Relates to Emotional Wellbeing. Demand & Capacity for Specialist CAMHS also being undertaken as part of CYP Mental health programme)	Martin Komen/ Simone Button	On Track	01/08/21	31/12/21	
15	Organisations in Sussex should ensure service levels and capacity are matched to local need	Martin Komen/ Simone Button	On Track	01/04/21	30/11/21	
16	Communication of a clear description of the pathway model and about how and where to refer	Carla Dow	On Track	30/04/21	31/03/22	
17	To improve accessibility and flexibility of service offer	Simone Button	On Track	01/05/21	31/03/23	
18	A workforce review of specialist and targeted services	Simone Button	On Track	07/06/21	31/03/22	
19	Children and Young People to have a greater say in how resources are spent	Paula Gorvett	On Track	01/06/21	31/03/22	
20	Establish a CYP panel to ensure CYP involvement in FFOF implementation	Simone Button	On Track	12/05/21	31/03/23	



<b>Subject:</b>	<b>Make Your Mark Campaign Update</b>		
<b>Date of Meeting:</b>	<b>8<sup>th</sup> November 2021</b>		
<b>Report of:</b>	<b>Executive Director for Families, Children and Learning</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Tracie James</b>	<b>Tel: 07813805875</b>
	<b>Email:</b>	<b>Tracie.james@brighton-hove.gov.uk</b>	
<b>Ward(s) affected:</b>	<b>All Wards</b>		

**FOR GENERAL RELEASE****1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The purpose of this report is to provide an update on progress made towards the city's Make Your Mark campaign.

**2. RECOMMENDATIONS**

- 2.1 That the Committee note the progress made by the Youth Council towards the local Make Your Mark Campaign that aims to protect the environment and reduce plastic waste

**3. CONTEXT/ BACKGROUND INFORMATION**

- 3.1 The British Youth Council is the National Youth Council of the UK. It is a youth-led charity that aims to empower young people to influence and inform the decisions that affect their lives.
- 3.2 Every year the UK youth parliament (managed by the British Youth Council) organises a Make Your Mark ballot for 11-18 year olds across the UK to have their say and begin their democratic journey by voting on the policies they want to introduce or change. The issues that are voted as the most important will be the focus of the UK Youth Parliament's and local 2021 campaigns. It is supported by Local Authorities, schools, UK Parliament, and the Department for Digital, Culture, Media & Sport.
- 3.3 Brighton and Hove had a much lower turnout than previous years; 382 (1.67%) of the total population compared to 2019 where 1027 young people voted.
- 3.4 The ballot in November 2020 usually takes place in secondary schools but due to the pandemic this took place on-line. This is a likely contributory factor to the lower take up by young people.
- 3.5 The 2020 results placed protecting the environment and reducing plastic waste; free tuition fees; and better mental health support as being the top 3 priorities for young people.

- 3.6 Brighton and Hove's Youth Council has focussed their campaign on reducing plastic waste and usage in the city.
- 3.7 Youth Council members have been supported to contribute to the Youth Climate Assembly. They have engaged with various local Councillors and environmental professionals on the topic of transport and making the city carbon neutral by 2030. The young people's recommendations were then fed back to a panel of Councillors and experts, which was chaired by the Leader of the Council. These views and ideas were incorporated in the report of the city's main climate assembly.
- 3.8 One Youth Council member co-hosted two successful Zoom Q&A sessions on the climate emergency with all 3 local MP's, as well as some Councillors, including the Leader of the Council (<https://www.brighton-hove.gov.uk/climate-change/young-peoples-action-climate>). One of the sessions was aimed at schools and was well attended by pupils, whilst the other was for the council officers and the public.
- 3.9 The Youth Council helped to organise an on-line Youth Climate Assembly, that involved local school aged children. Approximately 50 young people from across the city attended. The recommendations were forwarded to the Council's Climate Assembly.
- 3.10 Local businesses have been contacted and were invited to attend a discussion workshop session in April hosted by the Youth Council. The criteria for the Green Leaf Award were developed based on advice from local businesses.
- 3.11 The Youth Council are keen to introduce a 'Green Leaf' Award for businesses that meet the criteria. They would like an award with varying levels, similar to the food hygiene 1-5 scheme or Bronze, Silver & Gold levels for businesses to aim for and recognised for their efforts. There could be 5 key areas for assessing main points, with sub-headings to meet under these, for example:
1. **Packaging** – more loose produce on display, less plastic wrapping used, more reusable bags as an alternative to plastic carrier ones.
  2. **Transport & Source** – reducing the carbon footprint of their goods, how far is it being delivered from and how is it transported, what process is used to create the product and is the manufacturer eco-friendly.
  3. **Community minded** – what is the business doing to contribute to the community, in terms of fundraising, helping local people or charities, running environmental workshops.
  4. **Raising awareness of the environment** – publicly highlighting climate and environmental issues, as well as showing what can be done to help.
  5. **Returning customer base** – showing proof that people can and are coming back to their store/website, by offering some sort of incentive /reward scheme, e.g. offering re-fills if people bring in empty containers or offer an option to recycle an old piece of clothing.

Criteria needs to be created to give businesses clear guidance of how to achieve a Green Leaf sticker to go in a shop window or on their website.

- 3.12 Colleagues from City Environment have been working with seafront businesses to reduce single use plastic usage and reduce litter. They will be attending the Youth Council meeting in November to discuss ways of working together.
- 3.13 In August 2021 the Youth Council members were joined by the lead member for Children and the Executive Director for Families Children & Learning to do a beach clean in Hove. They were also joined by youth council members from Epping Forest, who were keen to assist and very much enjoyed their visit. Many bags of rubbish were collected, and a positive experience was had by all.
- 3.14 Sixteen young people attended a Youth Council Induction Day in October, representing ten different school and colleges. The Youth Councillors learnt how decisions are made in the Council and how they can have an impact on ensuring young people's voices are heard. They took part in team building and collaborative exercises to get to know each other and become aware of the skills they will develop as a Youth Councillor. In addition, the Youth Councillors took part in a workshop led by Transport Planning; this enabled them to feed their views into the Local Transport Plan and Local Cycling and Walking infrastructure plan for the city.
- 3.15 There are a total of 23 Youth Councillors who are very keen to represent young people's voice in the city.
- 3.16 The next National Make Your Mark campaign has been delayed due to Covid and will now take place in February 2022 The Youth Council are meeting in November 2021 to plan for this.

#### **4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS**

- 4.1 The Youth Council have worked hard to raise the profile of their 2020/21 Make Your Mark campaign and actively contributed to the Council's Climate Assembly and have put forward a creative proposal to reduce plastic waste and usage, the Green Leaf scheme.
- 4.2 To progress the Youth Council's initiative, support from other Council departments is necessary, e.g., Communications Team, project management.

#### **5. COMMUNITY ENGAGEMENT & CONSULTATION**

- 5.1 The Youth Council have engaged a number of young people, local businesses, City Environment and Councillors to assist with their campaign to reduce plastic waste in the city.
- 5.2 The turnout for Brighton & Hove's 2020 Make Your Mark campaign was significantly reduced compared to previous years due to the impact of Covid.
- 5.3 The Youth Council intend to strengthen links with schools to raise the profile of the Youth Council and current campaign.

#### **6. CONCLUSION**

- 6.1 The Youth Council have made significant progress with their campaign and are motivated to progress their Green Leaf initiative.
- 6.2 The Youth Council acknowledge the low turnout in last year's Make Your Mark campaign and are planning to ensure that next February's turnout is significantly increased to enable more young people in the city to have a voice in identifying their key priorities.

## **7. FINANCIAL & OTHER IMPLICATIONS**

### Financial Implications:

- 7.1 There are no direct financial implications arising from the recommendations of this report. However, there may be resource implications for specific Council departments to support the progress of the Green Leaf campaign

*Finance Officer Consulted: David Ellis*

*Date: 26/10/21*

### Legal Implications:

- 7.3 There are no direct legal implications arising from this report as it is for noting only.

*Lawyer Consulted:*

*Name Sandra O'Brien*

*Date: 29/10/2021*

### Equalities Implications:

7.5

## **SUPPORTING DOCUMENTATION**

### **Appendices:**

British Youth Council, Make Your Mark 2020 report

<https://2u6szgq3e9x2hmfuy16guf8q-wpengine.netdna-ssl.com/wp-content/uploads/2021/01/2020-v2-Make-Your-Mark-Results-with-Infographics.pdf>

**Documents in Members' Rooms:** None    **Background Documents:** No



<b>Subject:</b>		<b>Possible relocation of West Hove Infant School (Connaught Road site)</b>	
<b>Date of Meeting:</b>		<b>8 November 2021</b>	
<b>Report of:</b>		<b>Executive Director Families, Children and Learning</b>	
<b>Contact Officer:</b>	<b>Name:</b>	<b>Richard Barker</b>	<b>Tel: 01273 290732</b>
	<b>Email:</b>	<b>Richard.barker@brighton-hove.gov.uk</b>	
<b>Ward(s) affected:</b>		<b>All</b>	

**FOR GENERAL RELEASE****1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The report seeks approval for the relocation of the West Hove Infant School (Connaught Road) classes to the Hove Junior School (Holland Road) site.

**2. RECOMMENDATIONS:**

- 2.1 That the committee note the responses to the public consultation held between 20 September and 25 October 2021.
- 2.2 That the committee agrees to the relocation of the West Hove Infant School (Connaught Road) classes to the Hove Junior School (Holland Road) site with effect from January 2022.

**3. CONTEXT/ BACKGROUND INFORMATION**

- 3.1 West Hove Infant School is currently a 6-form entry school located on two sites. The Portland Road site has accommodation for four forms of entry and is predominantly full. The Connaught Road site has capacity for a further four forms of entry, but the Published Admission number is currently two forms of entry.
- 3.2 The governing body of West Hove Infant School have been concerned about the financial impact on the school's budget of maintaining the current provision at Connaught Road for a period of time. Especially as they have encountered a reduction in the number of parents making applications to the school and an increase in parents opting to move their children mid-year when places at other primary schools have become available.
- 3.3 In September 2021 approval was granted by the Children, Young People & Skills committee to undertake a 5-week consultation between 20 September and 25 October. The proposal to be consulted on was the relocation of the West Hove Infant School (Connaught Road) classes to the Hove Junior School (Holland Road) site with effect from January 2022. The reason that the proposal was for the infant school classes to move to the junior school site rather than the other way around is that the Connaught Road site is not large enough to accommodate all the pupils that would eventually be on the site if the proposal was to proceed.

- 3.4 Connaught Road was built as a 4 FE infant school and therefore contains 12 classrooms plus ancillary spaces. The Holland Road site was built as a 4 FE junior school and therefore has 16 classrooms plus ancillary spaces. The proposal will require 14 classrooms plus ancillary space which cannot be provided on the Connaught Road site; however the Holland Road site has 16 classrooms meaning that there is more than sufficient space to accommodate the pupils.
- 3.5 It is recognised that moving pupils mid-year may not seem an ideal time to move the pupils. The reason behind moving so swiftly is the budget position of the infant school. The longer they stay on the Connaught Road site the larger the budget deficit is likely to be and the longer it will take the school to restore a balance budget.
- 3.6 The school believe that they can implement the change mid-academic year without there being any negative impact on the pupils at the school. The schools are already working closely together making plans in readiness for January should it be decided to progress with the proposal. The schools are considering transition activities for the pupils in the same way that they would for pupils moving from the infant school to the junior school. For pupils in Year 2 it will provide them with more time in their new school building and an earlier move than usual.
- 3.7 A total of six public meetings were held, as outlined below:
- |                        |       |
|------------------------|-------|
| Wednesday 22 September | 10:00 |
| Thursday 23 September  | 18:00 |
| Tuesday 28 September   | 13:30 |
| Thursday 30 September  | 10:00 |
| Wednesday 6 October    | 18:00 |
| Thursday 7 October     | 13:30 |
- 3.8 In addition, a response form was hosted on the council's website <https://consultations.brighton-hove.gov.uk/>.
- 3.9 Themes that emerged through the public meetings included concern that the Council were proposing a move mid-year, the absence of an early indication that proposals were being considered, disappointment that the school location parents had chosen (often based on a feeling when parents had attended the school's open events) was being proposed to move and concern about how pupils will be supported to change location. Some parents stated that they had specifically chosen an infant school for their child.
- 3.10 Questions were asked about the future of the Connaught Road site and the school's future should the move not take place. In addition, there were concerns about the impact on staff at the school, the decision not to relocate the Holland Road pupils to Connaught Road and the practical impact of families who now will need to travel further to school potentially disrupting their own commuting arrangements.

- 3.11 The school staff in attendance at the meetings provided responses to questions about the facilities including the outdoor space and the much-valued elements of both sites currently.
- 3.12 Questions were raised about the proposals in the context of future pupil numbers in the area and the impact on the provision at Holland Road, should the proposed move take place.
- 3.13 Requests were made to visit the proposed site so that parents could gain more of an understanding of how the delivery of education would look. In response it was agreed that opportunities would be made available before the end of the consultation and a FAQ document (Appendix 2) was produced during the consultation period answering common questions that had come up in the public meetings. In total, 29 participants took part in the public meetings.
- 3.14 The response form hosted on the council's consultation portal asked respondents to reply to the question, do you agree or disagree with the proposal to move West Hove Infant School from Connaught Road to Holland Road? In total there were 101 responses.
- 3.15 A total of 76% stated that they strongly or tended to agree with the proposals. The majority of respondents (67%) were parents affected by the proposals. When asked what the reasons for their responses were, the replies included comments such as: "We have 2 children, 1 at Connaught Road and 1 at Holland Road so the school runs will be much easier and less stressful.", "It will be more practical I think for everyone to have these two schools on one place." And "It would make sense as both sites share the same ethos."
- 3.16 22% of the responses strongly or tended to disagree with the proposals and provided reasons with similar feedback to the public meetings. The most common theme was concerns about the timing of the move and the disruption to pupils particularly those in reception. Comments were also expressed about the lack of available schools this will leave in the west hove area and concerns from a local resident that the move will cause increased noise levels on the Holland Road site.
- 3.17 [Statutory guidance](#) on making significant changes to maintained schools states that where the main entrance of the proposed new site for a school would be more than two miles from the main entrance of the current school site the Local Authority can propose the transfer to an entirely new site following a set process.
- 3.18 It is calculated that the walking distance between the main entrances of West Hove Infant (Connaught Road) and Hove Junior (Holland Road) sites is 1.0 mile. The statutory process therefore does not apply.

#### **4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS**

- 4.1 This report seeks approval for the relocation of the West Hove Infant School (Connaught Road) classes onto the Hove Junior School (Holland Road) site.
- 4.2 If no change was proposed the governing body of West Hove Infant school have identified that the school budget would move into a deficit that they would

struggle to clear without a significant impact on the education provision of pupils at the school. It can be expected that this will then create budget pressures in the junior school and a similar impact on the education provision in future years.

## **5. COMMUNITY ENGAGEMENT & CONSULTATION**

- 5.1 A public consultation ran between 20 September and 25 October 2021 and included a response form hosted on the council's website <https://consultations.brighton-hove.gov.uk/>.
- 5.2 In addition, there were six public events scheduled at various times of the day between 22 September and 7 October. The results of this public consultation have been reported earlier in this report.

## **6. CONCLUSION**

- 6.1 The report proposes that the re-location of the West Hove Infant (Connaught Road) site to the Hove Junior School (Holland Road) site takes effect from January 2022.
- 6.2 Whilst the statutory guidance does not require a public consultation a 5-week community engagement event took place between 20 September 2021 – 25 October 2021.
- 6.3 A total of 29 participants took part in the public meetings and 101 responses to the consultation hosted on the council portal.
- 6.4 The responses to the public consultation indicated that overall the majority of respondents supported the proposals.
- 6.5 Both governing bodies are supportive of a proposal that it is expected will help to address the unfavourable budget position for West Hove Infant School forecast if the separate provision remains at the Connaught Road site. Which can be expected to transfer to the junior school over time.

## **7. FINANCIAL & OTHER IMPLICATIONS:**

### Financial Implications:

- 7.1 It has been identified that a move to the Holland Road site would require some minor changes to the outdoor space so that it is suitable for Reception aged children and some modifications to the existing internal space. The associated costs (not expected to exceed £100,000) can be met by funds identified within the education capital budget.
- 7.2 Under the current Local Authority funding formula West Hove Infant School receives an allocation as part of its annual budget to recognise the split site nature of the school. This allocation will be retained under the proposed relocation arrangement as the criteria for the identification of a split site will continue to be met in the local funding formula.

*Finance Officer Consulted: Steve Williams*

*Date: 19/10/21*

#### Legal Implications:

- 7.1 Paragraph 14 of Schedule 2 of the School Organisation (Prescribed Alterations to Maintained Schools) Regulations 2013 provides that a Local Authority is only required to go through the statutory process to transfer a school to a new site if the main entrance of the new site is more than two miles from the main entrance of the current site. As the Connaught Road site and Holland Road site are one mile apart there is no need to go through the formal statutory process outlined in paragraph 3.14 above.
- 7.2 DfE Guidance “Making Significant Changes (“Prescribed Alterations”) to maintained schools (2018) makes clear that when making changes outside of the statutory process LA’s are nevertheless required to adhere to the usual requirements of public law and must (i) follow a fair procedure which includes open and fair consultation with parents and other interested parties, (ii) act rationally, and (iii) take into account all relevant and no irrelevant considerations.

*Lawyer Consulted:* Serena Kynaston

*Date:* 20.10.2021

#### Equalities Implications:

- 7.3 The public consultation sought to understand what implications there would be for current or future parents/carers of children who attend West Hove Infant School. The schools are linked and as such parents would expect to attend both the Connaught Road and Holland Road sites as part of their child’s primary school education.
- 7.4 The public consultation identified that there were concerns about the distance families would have to travel, the disruption to pupils some of whom had only started school in September and the quality of the facilities for infant aged pupils at the junior school site. No other specific issues associated with pupils or families with protected characteristics were identified.
- 7.5 The EIA attached outlines the consideration of issues such as families having a changed journey to school and the impact on characteristics such as age and disability. In addition, the move of school may have an impact on who is able to obtain a place at the school, if it became oversubscribed because the places will be allocated on a distance criteria.

#### Sustainability Implications:

- 7.6 The report proposes a consultation on a change that may reduce the journeys between the infant and junior school sites for families with children at both schools and staff who may need to attend both sites. However it is acknowledged that some families will need to travel further if the school is relocated and this may have a negative impact on the choices some families make in relation to how they travel to school.

#### Brexit Implications:

- 7.7 There are no Brexit implications in relation to this report.

Any Other Significant Implications:

None

**SUPPORTING DOCUMENTATION**

**Appendices:**

1. EIA
2. Frequently Asked Questions document

**Documents in Members' Rooms**

Summary of consultation response forms and summaries of each public consultation events

**Background Documents**

None

## Equality Impact and Outcome Assessment (EIA) Template - 2019

**EIAs make services better for everyone and support value for money by getting services right first time.**

EIAs enable us to consider all the information about a service, policy or strategy from an equalities perspective and then action plan to get the best outcomes for staff and service-users<sup>1</sup>. They analyse how all our work as a council might impact differently on different groups<sup>2</sup>. They help us make good decisions and evidence how we have reached these decisions<sup>3</sup>.

See end notes for full guidance. Either hover the mouse over the end note link (eg: Age<sup>13</sup>) or use the hyperlinks ('Ctrl' key and left click).

**For further support or advice please contact:**

- **BHCC: Communities, Equality and Third Sector Team on ext 2301**
- **CCG: Engagement and Equalities team (Jane Lodge/Debbie Ludlam)**

### 1. Equality Impact and Outcomes Assessment (EIA) Template

First, consider whether you need to complete an EIA, or if there is another way to evidence assessment of impacts, or that an EIA is not needed<sup>4</sup>.

<b>Title of EIA<sup>5</sup></b>	Consultation on Council's Admission Arrangements 2022/23	<b>ID No.<sup>6</sup></b>	
<b>Team/Department<sup>7</sup></b>	Families, Children & Learning – Education & Skills		
<b>Focus of EIA<sup>8</sup></b>	The proposal to move West Hove Infant school (Connaught Road site) to Holland Road so that the school can co-locate on Holland Road with Hove Junior School.		

### 3. Review of information, equality analysis and potential actions

Groups to assess	What do you know <sup>9</sup> ? Summary of data about your service-users and/or staff	What do people tell you <sup>10</sup> ? Summary of service-user and/or staff feedback	What does this mean <sup>11</sup> ? Impacts identified from data and feedback (actual and potential)	What can you do <sup>12</sup> ? All potential actions to: • advance equality of opportunity, • eliminate discrimination, and • foster good relations
Age <sup>13</sup>	<p>Changes will directly affect parents of children born between 1/09/2014 and 31/08/2017 who are currently attending West Hove Infant school.</p> <p>Changes will also affect younger children applying for West Hove Infant school in the future.</p>	<p>Consultation responses show that 71% of respondents with a child at West Hove infant/Junior school strongly agree or tend to agree with the proposal.</p> <p>The most common concern raised by the consultation is the impact and disruption to pupils particularly the younger children currently in reception at Connaught road.</p> <p>Parents with children of different ages (at both infant school and junior school) will find it easier to drop off/pick up from one school site rather than two school sites. However some families will experience a longer journey to school than they had previously</p>	<p>School staff will need to manage the move carefully to minimise any disruption to pupils.</p> <p>Parents who have already applied for Connaught Road for September 2022 may not be aware of the proposals.</p> <p>Families may need to change their planned journeys to school and broader travel arrangements such as commuting as a result of a change.</p>	<p>If proposal goes ahead continuing dialogue will be required between school staff and parents to address any concerns.</p> <p>Visits to the Holland Road site arranged for pupils and parents in advance of the move.</p> <p>School admissions team will contact parents who have already applied for September 2022 admission to explain about the site move.</p> <p>The school will need to adapt their current School Travel Plan</p>



<b>Groups to assess</b>	<b>What do you know<sup>9</sup>?</b> Summary of data about your service-users and/or staff	<b>What do people tell you<sup>10</sup>?</b> Summary of service-user and/or staff feedback	<b>What does this mean<sup>11</sup>?</b> Impacts identified from data and feedback (actual and potential)	<b>What can you do<sup>12</sup>?</b> All potential actions to: <ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul>
		experienced or expected to undertake.		
<b>Disability<sup>14</sup></b>	<p>In May 2021 West Hove Infant School (across both sites) had 12.4% of pupils receiving Special Educational Needs and Disabilities (SEND) support and 0.2% of pupils with an Education, Health &amp; Care Plan.</p> <p>Parents with a disability may have to travel further to take children to the Holland Road site and some parents may have a shorter journey.</p>	There were no comments relating to this provided in responses to the consultation.	<p>Families may need to make alternative arrangements about their method of transport to school.</p> <p>Families may need to adjust their commuting routines as a result of a change in location of the school.</p>	<p>As a result of the site move families living more than 2 miles from Holland Road may now be eligible for transport assistance from the council.</p> <p>The school will need to adapt their current School Travel Plan</p>
<b>Gender reassignment<sup>15</sup></b>	n/a			
<b>Pregnancy and maternity<sup>16</sup></b>	n/a			

<b>Groups to assess</b>	<b>What do you know<sup>9</sup>?</b> Summary of data about your service-users and/or staff	<b>What do people tell you<sup>10</sup>?</b> Summary of service-user and/or staff feedback	<b>What does this mean<sup>11</sup>?</b> Impacts identified from data and feedback (actual and potential)	<b>What can you do<sup>12</sup>?</b> All potential actions to: <ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul>
<b>Race/ethnicity<sup>17</sup></b> Including migrants, refugees and asylum seekers	34.4% of the pupils attending West Hove infant school (both sites) in January 2021 are from ethnic minority families.  No data is available for the cohort due to start school in September 2022.	There were no comments related to this in the consultation.  A change in the school's location may affect the provision of school places in future years, if the school is oversubscribed because places are allocated on the basis of distance from the school.	Some families may not be able to secure a place at the school if the school becomes oversubscribed.	All families will receive a place at a school within a reasonable distance to their home. However, it may not be a school that is one of their stated preferences.  If oversubscribed, places are allocated on a distance measurement.
<b>Religion or belief<sup>18</sup></b>	West Hove Infant school is a community school providing pupils with a secular education.  The closest primary school to the Connaught Road site is a faith school, St Andrew's CE Primary school. The closest primary school to Holland Road is a community school, Brunswick Primary School.	There is little information on this.	The move is most likely to affect families with no faith or who want their children to receive a secular education.	All families will receive a place at a school within a reasonable distance to their home. However, it may not be a school that is one of their stated preferences.  If oversubscribed, places are allocated on a distance measurement.

<b>Groups to assess</b>	<b>What do you know<sup>9</sup>?</b> Summary of data about your service-users and/or staff	<b>What do people tell you<sup>10</sup>?</b> Summary of service-user and/or staff feedback	<b>What does this mean<sup>11</sup>?</b> Impacts identified from data and feedback (actual and potential)	<b>What can you do<sup>12</sup>?</b> All potential actions to: <ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul>
<b>Sex/Gender<sup>19</sup></b>	n/a			
<b>Sexual orientation<sup>20</sup></b>	n/a			
<b>Marriage and civil partnership<sup>21</sup></b>	n/a			
<b>Community Cohesion<sup>22</sup></b>	<p>Holland Road is less than a mile from Connaught Road so the school will continue to serve the same community if it moves site.</p> <p>Pupils from Connaught Road already move to Holland Road when they change from Infant to Junior school.</p>	<p>Some consultation responses indicate that Holland Road is not considered to be in West Hove and the site move will leave the West Hove community with limited school choice.</p> <p>The majority of the community responding to the consultation are in favour of the move.</p>	There are split views within the local community as to whether and when the move should take place.	The school will need work with all members of the local community to ensure that the move is a success.
<b>Families with English as additional language</b>	19.6% of pupils attending West Hove Infant school (both sites) in January 2021 have English as an additional language.	There is little information on this.		Ensure that these families are aware of the proposals through EMAS home/school liaison workers.

<b>Groups to assess</b>	<b>What do you know<sup>9</sup>?</b> Summary of data about your service-users and/or staff	<b>What do people tell you<sup>10</sup>?</b> Summary of service-user and/or staff feedback	<b>What does this mean<sup>11</sup>?</b> Impacts identified from data and feedback (actual and potential)	<b>What can you do<sup>12</sup>?</b> All potential actions to: <ul style="list-style-type: none"> <li>• advance equality of opportunity,</li> <li>• eliminate discrimination, and</li> <li>• foster good relations</li> </ul>
<b>Cumulative impact<sup>23</sup></b>				
<b>Assessment of overall impacts and any further recommendations<sup>24</sup></b>				
<p>Overall impact indicated from the consultation responses is that the move will have a positive effect on families particularly those with children attending both the infant and junior schools. There could be some disruption caused by the move particularly affecting the younger children who have only just started school and become familiar with the Connaught Road site. School staff are well aware of this concern and will work with pupils, class teachers and parents to ensure any disruption is kept to a minimum.</p>				

4. List detailed data and/or community feedback that informed your EIA

Title (of data, research or engagement)	Date	Gaps in data	Actions to fill these gaps: who else do you need to engage with? (add these to the Action Plan below, with a timeframe)

## 5. Prioritised Action Plan<sup>25</sup>

Impact identified and group(s) affected	Action planned	Expected outcome	Measure of success	Timeframe
NB: These actions must now be transferred to service or business plans and monitored to ensure they achieve the outcomes identified.				
Families with English as additional language	Ensure that these families are aware of the proposals through EMAS home/school liaison workers.	Families are aware of the move, should it be agreed and the timing of when that will take place and what support is available from the school for pupils and families.	All families know about the planned move and have had the opportunity to express their concerns of the impact on their children with school staff.	January 2022 (if proposed move agreed)
Disability and age	The school will need to adapt their current School Travel Plan	The plan is amended and families informed of the changes	Families are supported to undertake a different journey to school should the move take place	January 2022 (if proposed move agreed)

**EIA sign-off:** (for the EIA to be final an email must sent from the relevant people agreeing it or this section must be signed)

**Staff member completing Equality Impact Assessment:**

**Saul Johnston**

**Date: 19.10.21**

**Directorate Management Team rep or Head of Service/Commissioning:**

**Richard Barker**

**Date: 20.10.21**

**CCG or BHCC Equality lead:**

**Date:**

## Guidance end-notes

<sup>1</sup> The following principles, drawn from case law, explain what we must do to fulfil our duties under the Equality Act:

- **Knowledge:** everyone working for the council must be aware of our equality duties and apply them appropriately in their work.
- **Timeliness:** the duty applies at the time of considering policy options and/or before a final decision is taken – not afterwards.
- **Real Consideration:** the duty must be an integral and rigorous part of your decision-making and influence the process.
- **Sufficient Information:** you must assess what information you have and what is needed to give proper consideration.
- **No delegation:** the council is responsible for ensuring that any contracted services which provide services on our behalf can comply with the duty, are required in contracts to comply with it, and do comply in practice. It is a duty that cannot be delegated.
- **Review:** the equality duty is a continuing duty. It applies when a policy is developed/agreed, and when it is implemented/reviewed.
- **Proper Record Keeping:** to show that we have fulfilled our duties we must keep records of the process and the impacts identified.

NB: Filling out this EIA in itself does not meet the requirements of the equality duty. All the requirements above must be fulfilled or the EIA (and any decision based on it) may be open to challenge. Properly used, an EIA can be a tool to help us comply with our equality duty and as a record that to demonstrate that we have done so.

### <sup>2</sup> Our duties in the Equality Act 2010

As a public sector organisation, we have a legal duty (under the Equality Act 2010) to show that we have identified and considered the impact and potential impact of our activities on all people in relation to their 'protected characteristics' (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and marriage and civil partnership).

This applies to policies, services (including commissioned services), and our employees. The level of detail of this consideration will depend on what you are assessing, who it might affect, those groups' vulnerability, and how serious any potential impacts might be. We use this EIA template to complete this process and evidence our consideration.

**The following are the duties in the Act. You must give 'due regard' (pay conscious attention) to the need to:**

- **avoid, reduce or minimise negative impact** (if you identify unlawful discrimination, including victimisation and harassment, you must stop the action and take advice immediately).
- **advance equality of opportunity.** This means the need to:
  - Remove or minimise disadvantages suffered by people due to their protected characteristics
  - Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
  - Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low
  - Consider if there is a need to treat disabled people differently, including more favourable treatment where necessary
- **foster good relations between people who share a protected characteristic and those who do not.** This means:
  - Tackle prejudice
  - Promote understanding



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<sup>3</sup> EIAs are always proportionate to:

- The size of the service or scope of the policy/strategy
- The resources involved
- The numbers of people affected
- The size of the likely impact
- The vulnerability of the people affected within the context

The greater the impacts, the more thorough and demanding the process required by the Act will be.

<sup>4</sup> **When to complete an EIA:**

- When planning or developing a new service, policy or strategy
- When reviewing an existing service, policy or strategy
- When ending or substantially changing a service, policy or strategy
- When there is an important change in the service, policy or strategy, or in the city (eg: a change in population), or at a national level (eg: a change of legislation)

Assessment of equality impact can be evidenced as part of the process of reviewing or needs assessment or strategy development or consultation or planning. It does not have to be on this template, but must be documented. Wherever possible, build the EIA into your usual planning/review processes.

**Do you need to complete an EIA? Consider:**

- Is the policy, decision or service likely to be relevant to a specific group or groups (eg: older people)?
- How many people is it likely to affect?
- How significant are its impacts?
- Does it relate to an area where there are known inequalities?
- How vulnerable are the people (potentially) affected?

If there are potential impacts on people but you decide not to complete an EIA it is usually sensible to document why.

<sup>5</sup> **Title of EIA:** This should clearly explain what service / policy / strategy / change you are assessing

<sup>6</sup> **ID no:** The unique reference for this EIA. If in doubt contact your CCG or BHCC equality lead (see page 1)

<sup>7</sup> **Team/Department:** Main team responsible for the policy, practice, service or function being assessed

<sup>8</sup> **Focus of EIA:** A member of the public should have a good understanding of the policy or service and any proposals after reading this section. Please use plain English and write any acronyms in full first time - eg: 'Equality Impact Assessment (EIA)'

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This section should explain what you are assessing:

- What are the main aims or purpose of the policy, practice, service or function?
- Who implements, carries out or delivers the policy, practice, service or function? Please state where this is more than one person/team/body and where other organisations deliver under procurement or partnership arrangements.
- How does it fit with other services?
- Who is affected by the policy, practice, service or function, or by how it is delivered? Who are the external and internal service-users, groups, or communities?
- What outcomes do you want to achieve, why and for whom? Eg: what do you want to provide, what changes or improvements, and what should the benefits be?
- What do existing or previous inspections of the policy, practice, service or function tell you?
- What is the reason for the proposal or change (financial, service, legal etc)? The Act requires us to make these clear.

<sup>9</sup> **Data:** Make sure you have enough data to inform your EIA.

- What data relevant to the impact on specific groups of the policy/decision/service is available?<sup>9</sup>
- What further evidence is needed and how can you get it? (Eg: further research or engagement with the affected groups).
- What do you already know about needs, access and outcomes? Focus on each of the groups identified above in turn. Eg: who uses the service? Who doesn't and why? Are there differences in outcomes? Why?
- Have there been any important demographic changes or trends locally? What might they mean for the service or function?
- Does data/monitoring show that any policies or practices create particular problems or difficulties for any groups?
- Do any equality objectives already exist? What is current performance like against them?
- Is the service having a positive or negative effect on particular people in the community, or particular groups or communities?
- Use local sources of data (eg: JSNA: <http://www.bhconnected.org.uk/content/needs-assessments> and Community Insight: <http://brighton-hove.communityinsight.org/#> ) and national ones where they are relevant.

<sup>10</sup> **Engagement:** You must engage appropriately with those likely to be affected to fulfil the equality duty.

- What do people tell you about the services?
- Are there patterns or differences in what people from different groups tell you?
- What information or data will you need from communities?
- How should people be consulted? Consider:
  - (a) consult when proposals are still at a formative stage;
  - (b) explain what is proposed and why, to allow intelligent consideration and response;
  - (c) allow enough time for consultation;
  - (d) make sure what people tell you is properly considered in the final decision.
- Try to consult in ways that ensure all perspectives can be considered.
- Identify any gaps in who has been consulted and identify ways to address this.

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<sup>11</sup> Your EIA must get to grips fully and properly with actual and potential impacts.

- The equality duty does not stop decisions or changes, but means we must conscientiously and deliberately confront the anticipated impacts on people.
- Be realistic: don't exaggerate speculative risks and negative impacts.
- Be detailed and specific so decision-makers have a concrete sense of potential effects. Instead of "the policy is likely to disadvantage older women", say how many or what percentage are likely to be affected, how, and to what extent.
- Questions to ask when assessing impacts depend on the context. Examples:
  - Are one or more groups affected differently and/or disadvantaged? How, and to what extent?
  - Is there evidence of higher/lower uptake among different groups? Which, and to what extent?
  - If there are likely to be different impacts on different groups, is that consistent with the overall objective?
  - If there is negative differential impact, how can you minimise that while taking into account your overall aims
  - Do the effects amount to unlawful discrimination? If so the plan must be modified.
  - Does the proposal advance equality of opportunity and/or foster good relations? If not, could it?

<sup>12</sup> Consider all three aims of the Act: removing barriers, and also identifying positive actions we can take.

- Where you have identified impacts you must state what actions will be taken to remove, reduce or avoid any negative impacts and maximise any positive impacts or advance equality of opportunity.
- Be specific and detailed and explain how far these actions are expected to improve the negative impacts.
- If mitigating measures are contemplated, explain clearly what the measures are, and the extent to which they can be expected to reduce / remove the adverse effects identified.
- An EIA which has attempted to airbrush the facts is an EIA that is vulnerable to challenge.

<sup>13</sup> **Age:** People of all ages

<sup>14</sup> **Disability:** A person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The definition includes: sensory impairments, impairments with fluctuating or recurring effects, progressive, organ specific, developmental, learning difficulties, mental health conditions and mental illnesses, produced by injury to the body or brain. Persons with cancer, multiple sclerosis or HIV infection are all now deemed to be disabled persons from the point of diagnosis.

<sup>15</sup> **Gender Reassignment:** A transgender person is someone who proposes to, starts or has completed a process to change their gender. A person does not need to be under medical supervision to be protected

<sup>16</sup> **Pregnancy and Maternity:** Protection is during pregnancy and any statutory maternity leave to which the woman is entitled.

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<sup>17</sup> **Race/Ethnicity:** This includes ethnic or national origins, colour or nationality, and includes refugees and migrants, and Gypsies and Travellers. Refugees and migrants means people whose intention is to stay in the UK for at least twelve months (excluding visitors, short term students or tourists). This definition includes asylum seekers; voluntary and involuntary migrants; people who are undocumented; and the children of migrants, even if they were born in the UK.

<sup>18</sup> **Religion and Belief:** Religion includes any religion with a clear structure and belief system. Belief means any religious or philosophical belief. The Act also covers lack of religion or belief.

<sup>19</sup> **Sex/Gender:** Both men and women are covered under the Act.

<sup>20</sup> **Sexual Orientation:** The Act protects bisexual, gay, heterosexual and lesbian people

<sup>21</sup> **Marriage and Civil Partnership:** Only in relation to due regard to the need to eliminate discrimination.

<sup>22</sup> **Community Cohesion:** What must happen in all communities to enable different groups of people to get on well together.

<sup>23</sup> **Cumulative Impact:** This is an impact that appears when you consider services or activities together. A change or activity in one area may create an impact somewhere else

<sup>24</sup> **Assessment of overall impacts and any further recommendations**

- Make a frank and realistic assessment of the overall extent to which the negative impacts can be reduced or avoided by the mitigating measures. Explain what positive impacts will result from the actions and how you can make the most of these.
- Countervailing considerations: These may include the reasons behind the formulation of the policy, the benefits it is expected to deliver, budget reductions, the need to avert a graver crisis by introducing a policy now and not later, and so on. The weight of these factors in favour of implementing the policy must then be measured against the weight of any evidence as to the potential negative equality impacts of the policy.
- Are there any further recommendations? Is further engagement needed? Is more research or monitoring needed? Does there need to be a change in the proposal itself?

<sup>25</sup> **Action Planning:** The Equality Duty is an ongoing duty: policies must be kept under review, continuing to give 'due regard' to the duty. If an assessment of a broad proposal leads to more specific proposals, then further equality assessment and consultation are needed.

## **Appendix 2**

### **Proposal to move Connaught Road School to Holland Road from January 2022.**

#### **Frequently Asked Questions**

##### **Is this really a consultation or has the decision already been made?**

This is a genuine consultation, no decision will be made until the responses to the consultation have been received and considered. A report will be put before the CYPS Committee on 8 November 2021 for decision. The recommendations in that report will take on board the responses received to the consultation.

##### **Will there still be a separate infant and junior school?**

Yes, the schools will remain separate infant and junior schools for the present time and the ethos of the schools will remain the same. The schools have always worked well together and this will continue.

##### **Is this just about a change of location?**

Yes. Apart from the location nothing will change for the pupils, they will remain in their class groups with the same teachers, the uniform will not change and the school experience will remain the same. The schools will remain as separate infant and junior schools.

##### **Why are you proposing this change in the middle of the school year?**

The LA has a programme of committee meetings set throughout the year and we have to take reports to the Children Young People and Skills (CYPS) Committee to obtain permission to commence the consultation and to report the results of that consultation back to committee for a decision to be made.

The school stated that they believe that they can implement the change mid-academic year without there being any negative impact on the pupils at the school. The schools are already working closely together making plans in readiness for January should it be decided to progress with the proposal. The schools are considering transition activities for the pupils in the same way that they would for pupils moving from the infant school to the junior school.

##### **Has any consideration been given to the numbers of people moving into the city as a result of the pandemic?**

We use GP registration data as a basis for our pupil forecasts, we receive this each autumn. This data includes all children in the city who are registered with a GP by their home postcode and school year of birth. This ensures that we have the most up to date information on the number of school

age and pre-school age pupils in the city. We are expecting the latest download of data in the next couple of months, if this shows an increase over last year this will be taken into account. However, generally the birth rate is dropping at such a fast rate that we do not anticipate the number of people moving into the city will have a significant impact.

**What will happen to the building in the event that the proposal goes ahead?**

The main school building is not owned by the council, it is leased to the council by GB met, we are therefore unable to sell the building. We are currently considering options that would keep the building in school use for statutory school age children but no decision has yet been made. We have no plans to develop the site for housing.

**Will the proposal result in a reduction in the staffing of the school and will the staff be consulted upon this?**

Yes, it is possible that there will be a reduction in the staffing of back-office functions if the proposal proceeds to implementation. There will not be a reduction in the numbers of teaching staff as a direct result of this proposal. In the event that the proposal goes ahead there will be specific consultations with the staff and how this will affect them. There is a defined process for this which will be followed. While the proposal is at this consultation stage anyone can contribute to the consultation and this obviously includes staff.

<b>Subject:</b>		<b>Pay Progression for Staff in Schools</b>	
<b>Date of Meeting:</b>		<b>8<sup>th</sup> November 2021</b>	
<b>Report of:</b>		<b>Executive Director - Families, Children &amp; Learning</b>	
<b>Contact Officer:</b>	<b>Name:</b>	<b>Kenneth Simpson – Head of HR (Strategy)</b>	<b>Tel: 01273 291355</b>
	<b>Email:</b>	<b>Kenneth.simpson@brighton-hove.gov.uk</b>	
<b>Ward(s) affected:</b>		<b>All</b>	

**FOR GENERAL RELEASE****1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The purpose of this report is to consider a motion resolved at Full Council on 15<sup>th</sup> July 2021 that the Children, Young People & Skills Committee revises the Council Schools Pay Policy to ensure that from 2021/22 onwards the policy progresses all teachers and school staff up the pay scale annually (and biennially for upper scale teachers) unless the staff member is subject to formal capability process.

**2. RECOMMENDATIONS:**

- 2.1 That the Committee declines to make the requested amendment to the Model Teacher's Pay Policy for Schools.

**3. CONTEXT/ BACKGROUND INFORMATION**

- 3.1 Pay and pay progression for staff employed in schools as teachers and non teaching staff, referred to as support staff, are governed by different frameworks.

Support Staff

- 3.2 For support staff there is no statutory framework but pay and grading is determined by a combination of the national negotiating body (the NJC for Local Government Services), local grading structures and policies and the terms and conditions of the contract of employment.
- 3.3 The Council's Pay Policy Statement which is agreed by Full Council every year states that all employees (other than the Chief Executive) progress through their grade each year (subject to satisfactory performance), rising by one incremental point, until they reach the maximum point of the grade. This is incorporated into individual contracts of employment and so applies to support staff employed by the Council in schools.

- 3.4 While there is a link to performance referenced it is extremely rare for incremental progression for support staff to be withheld on this basis and the HR/Payroll system will automatically apply increments when due.

#### Teaching Staff

- 3.5 Pay and pay progression for teaching staff is governed by the School Teachers' Pay & Conditions Document (the STPCD) which provides the statutory framework for teachers pay which all local authorities and maintained school governing bodies are required to adhere to. The STPCD provides for a range of discretions within the statutory framework and all local authorities and school governing bodies are required to have a policy that sets out the basis on which they determine teachers' pay within the statutory framework. For teachers employed within a maintained school most of the powers and discretions in relation to teachers' pay rest with the Governing Body and not the Local Authority.
- 3.6 As part of its role supporting schools in the city, the Council produces a Model Teachers' Pay Policy which is recommended to schools to adopt. This is updated annually and is consulted on with teacher Trade Unions by the Council on behalf of all schools. The Council also consults Headteachers as key stakeholders.
- 3.7 The STPCD states that the decision whether to award pay progression must be related to the teacher's performance, as assessed through the school or authority's appraisal arrangements in accordance with the regulations that govern the teacher appraisal process. It also states that pay decisions must be clearly attributable to the performance of the teacher in question.
- 3.8 It is ultimately for school Governing Bodies to determine their approach and they may adopt alternative policies or approaches to that recommended by the Council.
- 3.9 The Council's Model Pay Policy includes this statement: "Teachers will normally be expected to have been alerted in writing during the course of the year if there are concerns about performance which may impact on their progression in order that they have an opportunity to address such issues and secure pay progression."

#### **4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS**

- 4.1 For support staff the Council's Pay Policy is agreed by Full Council in March each year and so the CYPS Committee is not able to amend this policy.
- 4.2 For teaching staff the power and responsibility to determine annual pay progression rests with individual schools who do so in accordance with their legal obligations and the pay policies they have adopted therefore the CYPS Committee cannot compel schools to adopt the policy requested.
- 4.3 The statutory School Teachers' Pay & Conditions Document requires that pay progression decisions are related to performance as assessed in accordance with the Education (School Teachers' Appraisal) (England) Regulations 2012. If there is a blanket policy decision to automatically award pay progression to



someone unless they are subject to formal capability procedures as requested by the motion, this will mean that the determination on pay progression is taken outside of the appraisal process and not linked to the teacher's performance as assessed in that process therefore this is considered to not be compliant with the statutory provisions of the STPCD.

- 4.4 The STPCD explicitly states that a decision may be made not to award progression whether or not the teacher is subject to capability proceedings.
- 4.5 If a decision were made to recommend this change in policy to schools the Council would be at risk of being accused of acting outside of its powers and putting schools at risk of legal action for breaching statutory requirements. It is also known that Ofsted looks at teacher performance management arrangements and could raise concerns with individual schools around this approach.
- 4.6 It should also be noted that the Pay Policy is reviewed annually and for 2021/2022 has already been published. If any changes were to be made to the Pay Policy ahead of the next annual review in September 2022, this would be disruptive

## **5. COMMUNITY ENGAGEMENT & CONSULTATION**

- 5.1 Headteachers of maintained schools in the city have established representative groups for the primary, special, and secondary school sectors. The views of these groups on the proposed motion and its effect on school Pay Policies has been sought.
- 5.2 Feedback from the headteacher representative groups was consistent in expressing concern about the proposed changes. Headteachers expressed their view that teacher's pay and progression is a matter for schools and the professionals that work within them. Headteachers are clear that the pay policy and appraisal policy sit together and form an important part of school improvement ensuring equity across their profession.
- 5.3 Headteachers also expressed the concern that a consequence of the proposed change could be that more teachers become subject to capability procedures or that formal capability procedures are considered more quickly.

## **6. CONCLUSION**

- 6.1 It is recommended that the Council does not make the requested change to the Model Pay Policy that is recommended to schools because of the risk that this change would be in breach of statutory STPCD which maintained schools and the Council are legally obliged to adhere to.
- 6.2 The proposal is also not supported by Headteachers and Governing Bodies may choose to not implement the recommended Model Pay Policy. For many years the Council, schools and Trade Unions have worked to maintain a consistent whole city approach to such issues and have consistent policies across all schools despite their individual abilities and powers to make their own decisions and deviate from a common position. If this change in policy is agreed without

support from Headteachers it may lead to fragmentation of this common approach and schools not adopting the policies recommended by the Council.

## **7. FINANCIAL & OTHER IMPLICATIONS:**

### Financial Implications:

- 7.1 There are no direct financial implications arising from the recommendation that the Committee declines to make the requested amendment to the Model Teachers' Pay Policy for schools.
- 7.2 There would be a potential risk of schools incurring additional costs in a situation where automatic pay progression was implemented.

*Finance Officer Consulted: Steve Williams*

*Date: 26/10/2021*

### Legal Implications:

- 7.3 The School Teachers' Pay and Conditions (England) Order 2021 makes provision for the determination of the remuneration of school teachers (within the meaning of section 122 of the Education Act 2002) in England and other conditions of employment of school teachers. The Order makes this provision by reference to the School Teachers' Pay and Conditions Document 2021 (the STPCD) and guidance on school teacher's pay and conditions.
- 7.4 The statutory regime provides that responsibility for determining teacher's pay progression rests with individual governing bodies and not the Council. In this regard governing bodies must act in accordance with their statutory obligations and the pay policies they have adopted.
- 7.5 The STPCD makes it clear that any decision whether to award pay progression must be related to the teacher's performance as assessed through the school or Council's appraisal arrangements in accordance with the Education (School Teachers' Appraisal) (England) Regulations 2012. Governors do not have the power to adopt a blanket policy which automatically awards annual pay progression.

*Lawyer Consulted:*

*Serena Kynaston*

*Date: 26/10/2021*

### 7.6 Equalities Implications:

- 7.7 There are no direct equalities implications arising from this report. Guidance in the statutory STPCD states that school pay policies must comply with the requirements of discrimination legislation including the Equality Act 2010. The Department for Education also publishes additional guidance called 'Implementing your School's Approach to Pay' which provides further detailed guidance on the issues that schools should consider regarding equalities and avoiding discrimination in relation to teachers' pay.

### Sustainability Implications:

- 7.8 None

Brexit Implications

7.9 None

Any Other Significant Implications:

7.10 None



# Ofsted update 06/10/2021

## Schools inspected since last committee 2021

School	Date of Inspection	OE Grade	Previous grade
<b>Ofsted Section 8 Inspections</b>			
St Nicolas CE Primary	21 & 22/09/2021		2
Carden Primary School	29 & 30 / 09/2021		2

# Snapshot from June 2021

	% of schools judged to be Good & Outstanding	National % schools judged to be Good & Outstanding	% Pupils in a Good or Outstanding School	% of schools judged to be Outstanding	National % Schools judged to be Outstanding
<b>Primary</b>	88.5	87.8	89.1	11.5	16.6
<b>Secondary</b>	100	76.5	100	0	20.5
<b>Special</b>	66.7	90.8	89.5	66.7	38.5
<b>Colleges</b>	100	-	-	-	-
<b>PRUs</b>	100	84.9	100	0	18.7
<b>All Schools (not colleges)</b>	<b>89.7</b>	<b>86.4</b>	<b>93.5</b>	<b>14.7</b>	<b>19.1</b>

# Overview of School Ofsted Outcomes

As at end June	Outstanding	Good	Requires improvement	Inadequate
Brighton & Hove: % Schools	14.7%	75%	8.8%	1.5%
Brighton & Hove: Number of schools	10	51	6	1
National : % schools	19.1%	67.3%	10.1%	3.5%

*The pupil referral units are now one establishment: The Central Hub Brighton*

# Ofsted Visits from Sept 2021

A new “School Inspection Handbook” comes into force on 1<sup>st</sup> September, when there is a full return to graded inspection.

There is guidance for inspecting schools following the Covid19 pandemic.

Throughout the inspection, inspectors will seek to understand how the school adapted and prioritised the curriculum from September 2020 following school closures.

However, they still expect schools to have an ambitious curriculum that helps all pupils to study the full breadth of subjects.

Ofsted will not be using teacher assessed grades from 2020 or 2021, but will still consider externally published data throughout the inspection. Inspectors will be “mindful of the age of this data, especially around statutory assessment and qualifications, when making judgments”.

As part of assessing safeguarding, inspectors will consider how the school handles allegations and instances of sexual harassment, online sexual abuse and sexual violence.



# Overview of Early Years Ofsted inspections

- 99% of early years and childcare settings on the Early Years Register in Brighton & Hove are judged good or outstanding. This is above the figure of 97% in England (Statistics for 31 March 2021, published June 2021). This includes childminding settings.
- A high percentage of settings are judged as outstanding in Brighton & Hove, above national and local figures:
  - 25% (B&H), 19% (SE) and 18% (England).
- 10 Ofsted inspections of nursery and preschool settings have taken place since March 2021. (1 report not yet published.)
- Both The Nest Nursery and Bear's House Nursery, previously Requires Improvement, have now been awarded Good judgements.
- All private, voluntary and independent early years and childcare group settings with an Ofsted judgement are currently good or better.

# EY Ofsted inspections since last committee

Setting	Inspection date	Latest grade for overall effectiveness	Previous grade
Mini Adventurers Pre-School	13.5.21	2	n/a
The Nest, Hanover	16.6.21	2	3
Little Forest Nursery	18.6.21	1	n/a
Bear's House Nursery	21.7.21	2	3
Happy Valley	30.7.21	2	n/a
Wagtails Nursery	29.7.21	2	n/a
The Nest, Seven Dials	12.8.21	2	n/a
Fizzy Fish	21.7.21	2	n/a
Nanny's House	2.9.21	2	n/a