





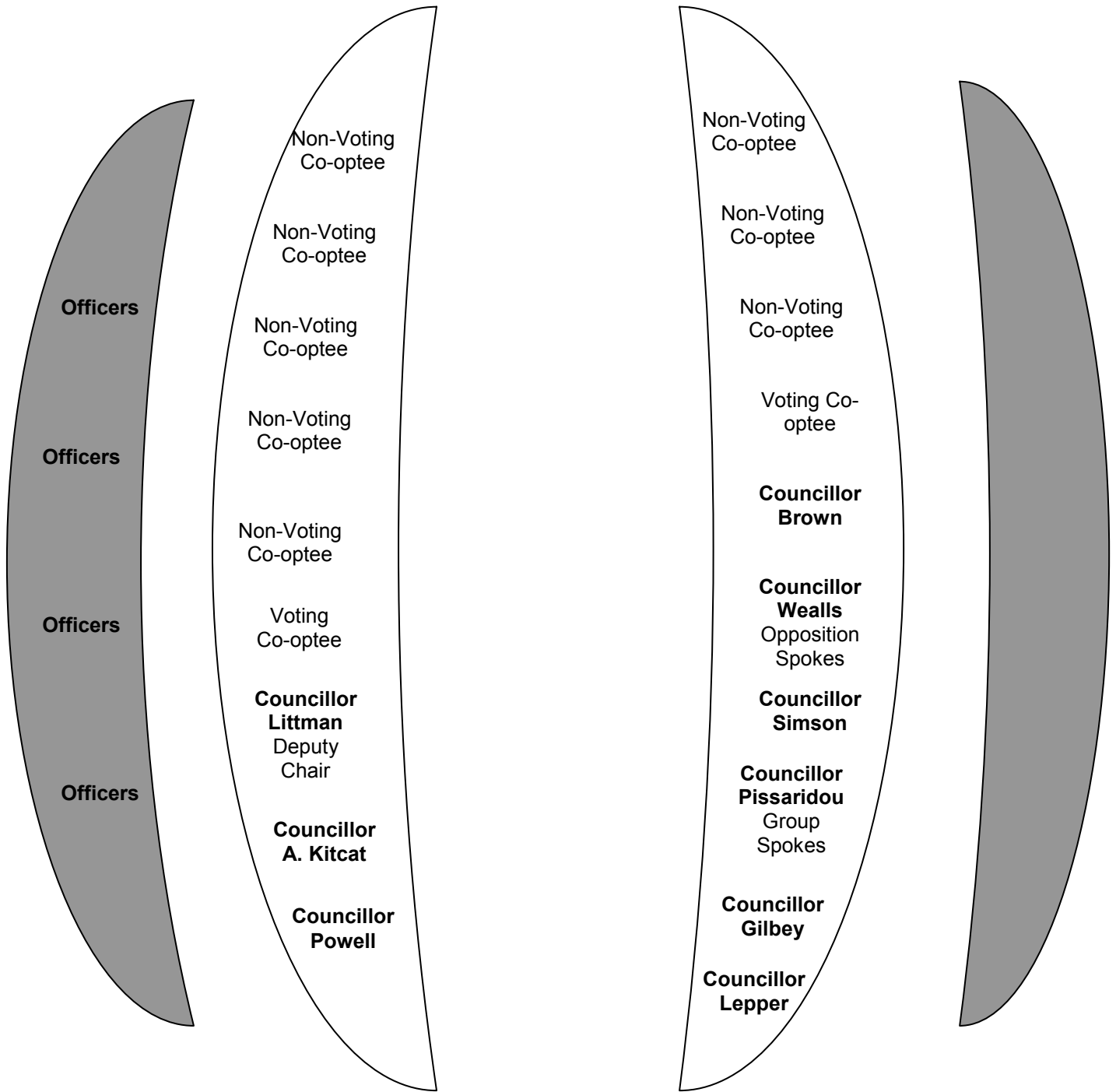
Brighton & Hove
City Council

Children & Young People Committee

Title:	Children & Young People Committee
Date:	13 October 2014
Time:	4.00pm
Venue	Council Chamber, Hove Town Hall
Members:	Councillors: Shanks (Chair), Littman (Deputy Chair), Wealls (Opposition Spokesperson), Pissaridou (Group Spokesperson), Brown, Gilbey, A Kitcat, Lepper, Powell, Simson and Jones
	Voting Co-opted Members: Martin Jones, Amanda Mortensen and Marie Ryan
	Non-Voting Co-opted Members: Eleanor Davies (Parent Forum), Ben Glazebrook (Community Voluntary Sector Forum), Geraldine Hoban (Clinical Commissioning Group), Andrew Jeffrey (Parent Forum), Sue Sjuve (Sussex Community NHS Trust) and Youth Council Rep
Contact:	Lisa Johnson Senior Democratic Services Officer 01273 291228 lisa.johnson@brighton-hove.gov.uk
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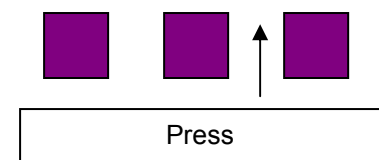
Democratic Services: Children & Young People Committee

ED of Children's Services	Councillor Shanks Chair	Legal Officer	Democratic Services Officer
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Presenting Officer & Public Speaker	Presenting Officer & Public Speaker
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Public Seating



AGENDA

32 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 not registered on the register of 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.

33 MINUTES

1 - 32

- (1) To consider the minutes of the meeting held on 2 June 2014 (copy attached);
- (2) To consider the minutes of the meeting held on 21 July 2014 (copy attached);

CHILDREN & YOUNG PEOPLE COMMITTEE

- (3) To consider the minutes of the meeting held on 22 September 2014 (copy attached);

Contact Officer: Lisa Johnson

Tel: 01273 291228

34 CHAIR'S COMMUNICATIONS

35 CALL OVER

- (a) Items (40-44) will be read out at the meeting and Members invited to reserve the items for consideration.
- (b) Those items not reserved will be taken as having been received and the reports' recommendations agreed.

36 PUBLIC INVOLVEMENT

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

- (a) **Petitions:** to receive any petitions presented by members of the public to the full Council or as notified for presentation at the meeting by the due of 2 October 2014;
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 6 October 2014;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 6 October 2014

37 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.

GENERAL MATTERS

The items listed below are to be voted on by the 10 Councillors on the Committee

38 SCOUTS

A presentation from the Brighton & Hove District Commissioner for Scouts.

CHILDREN & YOUNG PEOPLE COMMITTEE

EDUCATIONAL MATTERS

The items listed below are to be voted on by the 10 Councillors and the 4 Voting Co-Optees on the Committee

39 SCHOOL OFSTED UPDATE

Verbal Update

40 RESPONSE TO THE BULLYING SCRUTINY PANEL RECOMMENDATIONS 33 - 76

Report of the Executive Director of Children's Services

Contact Officer: Sam Beal Tel: 01237 293533
Ward Affected: All Wards

41 PROPOSED EXPANSION OF SALTDEAN PRIMARY SCHOOL TO THREE FORMS OF ENTRY FROM SEPTEMBER 2015: RESPONSES TO STATUTORY NOTICE, CHILDREN & YOUNG PEOPLE'S COMMITTEE 13/10/14 16:00 77 - 84

Report of the Executive Director Children's Services

Contact Officer: Michael Nix Tel: 01273 290732
Ward Affected: All Wards

42 PROPOSED AMALGAMATION OF HANGLETON INFANT AND HANGLETON JUNIOR SCHOOLS FROM SEPTEMBER 2015: RESPONSES TO STATUTORY NOTICE 85 - 90

Report of the Executive Director Children's Services

Contact Officer: Michael Nix Tel: 01273 290732
Ward Affected: Hangleton & Knoll

43 UNIVERSAL INFANT FREE SCHOOL MEALS AND THE SCHOOL FOOD PLAN 91 - 102

Report of the Executive Director Children's Services

Contact Officer: Susie Haworth Tel: 01273 293590
Ward Affected: All Wards

44 EARLY ANNUAL STANDARDS REPORT

Report of the Executive Director of Children's Services (copy to follow)

CHILDREN & YOUNG PEOPLE COMMITTEE

45 ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 11 December 2014 Council meeting for information.

In accordance with Procedure Rule 24.3a, the Committee may determine that any item is to be included in its report to Council. In addition, any Group may specify one further item to be included by notifying the Chief Executive no later than 10am on the eighth working day before the Council meeting at which the report is to be made, or if the Committee meeting take place after this deadline, immediately at the conclusion of the Committee meeting

The City Council actively welcomes members of the public and the press to attend its meetings and holds as many of its meetings as possible in public. Provision is also made on the agendas for public questions to committees and details of how questions can be raised can be found on the website and/or on agendas for the meetings.

The closing date for receipt of public questions and deputations for the next meeting is 12 noon on the fifth working day before the meeting.

Agendas and minutes are published on the council's website www.brighton-hove.gov.uk. Agendas are available to view five working days prior to the meeting date.

Meeting papers can be provided, on request, in large print, in Braille, on audio tape or on disc, or translated into any other language as requested.

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

CHILDREN & YOUNG PEOPLE COMMITTEE

Date of Publication - Friday, 3 October 2014

BRIGHTON & HOVE CITY COUNCIL
CHILDREN & YOUNG PEOPLE COMMITTEE

4.00pm 2 JUNE 2014

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present: Councillors Shanks (Chair); Councillor Littman (Deputy Chair);
Councillor Littman (Deputy Chair), Wealls (Opposition Spokesperson), Brown, Cox, Gilbey,
A Kitcat, Mitchell, Powell and Robins

Voting Co-Optees: None were present

Non Voting Co-optees: Mr Ben Glazebrook and Representatives from the Youth Council.

PART ONE

1. PROCEDURAL BUSINESS

1(a) Declaration of Substitutes

1.1 Councillor Cox was present in substitution for Councillor Simson, Councillor Mitchell was present in substitution for Councillor Pissaridou and Councillor Robins was present in substitution for Councillor Lepper.

1(b) Declarations of interest

1.2 There were none.

1(c) Exclusion of Press and Public

1.3 In accordance with section 100A of the Local Government Act 1972 ("the Act"), the Committee considered whether the press and public should be excluded from the meeting during an item of business on the grounds that it was likely, in view of the business to be transacted or the nature of proceedings, that if members of the press and public were present during that item, there would be disclosure to them of confidential information (as defined in section 100A(3) of the Act) or exempt information (as defined in section 100(I) of the Act).

1.4 **RESOLVED-** That the press and public be not excluded from the meeting during consideration of any item on the agenda.

2. MINUTES

- 2.1 Councillor Wealls referred to paragraph 64.2 of the minutes stating that he wished to clarify that he had declared a non pecuniary personal interest in items appearing on the previous agenda by virtue of the fact that he was a trustee of the Impact Initiative.
- 2.2 Councillor Powell referred to the footnote appearing beneath paragraph 73.8 stating that she had not voted against the recommendations and therefore wished her name to be removed.
- 2.3 **RESOLVED** – That subject to the amendments set out above the Chair be authorised to sign the minutes of the meeting of the Committee held on 10 March 2014 as a correct record.
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3. CHAIR'S COMMUNICATIONS

- 3.1 The Chair noted she had attended a challenge event with the Executive Director and other agency partners about the audit of Children's Services.
- 3.2 The Chair stated that on 15 May Council voted to make changes to the constitution of the Health & Well Being Board and Children & Young People Committee. These changes came into immediate effect. In addition to its previous delegated functions, the Health & Wellbeing Board was given full delegated powers from the Council to discharge all of its public health, adult social care & health and children & young people functions. This meant some changes to the constitution and function of the Children & Young People Committee.
- 3.3 The functions the Committee were also now comprised in the delegations to the Health & Wellbeing Board, which will mean that they had concurrent delegations. The focus of the Committee would be on matters relating to education and youth services. The Director for Children's Services would recommend what issues should be referred to the Children & Young People's Committee with the presumption being that all business, except matters relating to education and youth services will, as far as possible, be referred to the Health & Wellbeing Board.
- 3.4 The Chair stated that she would be consulted on any matters affecting Children and Young People in her role as the Lead Member. The ways of working with the Board would provide for her being able to attend and speak at the Board meeting on matters affecting children and young people. In addition to the changes of the function of the Committee it was agreed by Council to move the statutory education co-optees from the Health & Wellbeing Overview & Scrutiny Committee to the Children & Young People Committee.
- 3.5 These co-optees would be entitled to vote as members of the committee on any matters relating to *education*. As a consequence of the four additional co-optees joining the committee and two moving to the Health & Wellbeing Board (CCG representative and Chair of LSCB) further thought would need to be given to the current co-optees on the Committee. In future the agenda would identify which specific items were available for the statutory co-optees to vote upon.

4. CALL OVER

4.1 All of the reports on the agenda were called for discussion and debate.

5. PUBLIC INVOLVEMENT

5a Petitions

5.1 There were none.

5b Written Questions

5.2 There were none.

5c Deputations

5.3 There were none.

6. MEMBER INVOLVEMENT

6a Petitions

6.1 There were none.

6b Written Questions

6.2 There were none.

6c Letters

6.3 There were none.

6d Notices of Motion

6.4 There were none.

7. BRIGHTON AND HOVE YOUTH COLLECTIVE - INNOVATIONS, ACHIEVEMENTS AND CHALLENGES (PRESENTATION)

7.6 The Committee were given a presentation by Caroline Parker and her colleague from Brighton & Hove Youth Collective. The presentation covered matters in relation to: the work of the collective; the co-ordination of services; the methodology of engagement and how the work of the collective built on existing community structures.

7.7 The Chair welcomed the work of the Collective and thanked them for attending and presenting to the Committee.

8. BRIGHTON AND HOVE INTER-AGENCY THRESHOLD DOCUMENT FOR CHILDREN IN NEED

8.1 The Committee considered and debated this item together with Item 9 and the discussion is headed under that item in these minutes.

8.2 **RESOLVED:** That the report be noted.

9. EARLY HELP PATHWAY AND HUB

9.1 The Committee considered two reports of the Executive Director for Children's Services in relation to the Brighton and Hove Threshold Documents and the Early Help Pathway Hub. The first report related to the responsibility of the Local Safeguarding Children's Board's (LSCB) need to ensure that there was a common understanding across professionals in relation to the circumstances whereby they should be making a referral to Children's Social Work services for a child in high need or at risk of significant harm. The second report asked the Committee to note the key principles underpinning the design, consultation and implementation of an Early Help Pathway and Early Help Hub for Children's Services as part of the Brighton & Hove Early Help Partnership Strategy 2013-17.

9.2 In response to a query from Councillor Wealls the Interim Assistant Director explained that it was the intention to locate all the staff in the hub together. The current accommodation was not large enough; however, the Police had offered some space and following some initial expenditure this would be suitable.

9.3 In response to Mr Glazebrook from the Community Voluntary Sector Forum it was explained that the children of people in prison could come into the pathway, and the pathway would be looking very closely at individual needs.

9.4 Councillor Gilbey asked how all professionals would be involved in undertaking early help assessments and the Interim Assistant Director explained that there were currently a 'family' of assessments that would be clarified as 'early help' – the threshold document would ensure that these were all properly working together.

9.5 Mr Glazebrook asked a further question in relation to what work the authority was undertaking in relation to the national cross-party manifesto around 'critical days'. The Assistant Director for Children's Services explained that there had been discussions about these interventions and locally this service was provided in part through family assessments; however, there were conversations with the CCG about how this work might be commissioned.

9.6 The Chair then put the recommendation to the vote.

9.7 **RESOLVED:** That the Committee note the contents of the report.

10. CONSULTATION ON CHARGING FOR SOME CHILDREN'S CENTRE SERVICES

10.1 The Committee considered a report of the Executive Director of Children's Services in relation to Consultation on Charging for Some Children's Centre Services. The agreed

budget for 2014/15 included a commitment to consult on proposals for charging for some Children's Centre services. The aim was to use the income from charging to continue to provide services that would otherwise have to be reduced. The budget proposal was to raise £20k and to ensure sufficient time for detailed consultation the changes were proposed to be introduced from January 2015.

- 10.2 In response to Councillor Wealls it was explained that the costs of the transaction would be in the region of £2k each year, but the charges would be different based on how people paid – 'multi-buys' would be encouraged to help reduce the charges for service users.
- 10.3 In response to Councillor Brown it was confirmed that monitoring would take place when the changes were implemented to assess to impact of the uptake of the services.
- 10.4 Councillors Robins asked about families in receipt of benefits and it was explained that, and it was clarified they would still be eligible for these services free of charge.
- 10.5 The Chair noted that the consultation process would look at the specifics of charging schemes.
- 10.6 The Chair then put the recommendation to the vote.
- 10.7 **RESOLVED** – That the Committee agree to a consultation on charging for drop-in, open access Children's Centre services for parents.

11. BRIGHTON & HOVE YOUTH JUSTICE STRATEGY 2014-2016

- 11.1 The Committee considered a report of the Executive Director for Children's Services in relation to the Brighton & Hove Youth Justice Strategy 2014-16. The Committee were asked to approve the Youth Justice Strategy for Brighton & Hove 2014-16. By way of introduction the Service Manager (Youth Offending Services) gave a presentation detailing an overview of the work of the team.
- 11.2 Councillor Mitchell welcomed the strategy and the partnership working detailed within it, but expressed concerns in relation to the reduction in funding. In response the Service Manager noted that reoffending was an issue in the city, and this was also increasing nationally. The service worked to identify young people on a trajectory into the Criminal Justice System, and worked to find alternative measures for resolution. It was added that different types of bail packages were also considered for example more young people coming out and going into care.
- 11.3 Councillor Wealls noted he had concerns in relation to; the lack of targets; a lack of engagement with the 'not for profit' sector and a concern about the level of finance input in this area when compared with other authorities. The Service Manager noted that the management board had made a very clear decision not to include targets, and instead felt consideration of the business plan was more appropriate to be clear about the aims of the service. There were reports each quarter to the management board, and close work with colleagues in education and health services who were able to set their own targets. In relation to funding it was clarified that this was multi-agency and difficult as the emerging year's budget was often not clear.

- 11.4 Councillor Cox also noted the context of falling crime and the 10 year low in relation to drug use, and highlighted that this was not mentioned in the report. He went on to suggest that more payments could be made to third sector bodies to deliver results, and queried if some innovation was missed through a fully in-house service.
- 11.5 In response to Councillor Robins the Service Manager explained that if a young person went into custody they were more likely to re-offend, and managing young people through the community was considered important to addressing reoffending.
- 11.6 In response to Councillor Gilbey the Service Manager noted that the city had small cohort of young offenders, but the cohort had a high level of re-offending. A joint project with East and West Sussex County Council was underway to measure re-offending locally.
- 11.7 The Chair then put the recommendation to the vote.
- 11.8 **RESOLVED** – That the Committee approves the Youth Justice Strategy for Brighton and Hove 2014-16.

12. HOVE PARK SECONDARY SCHOOL ACADEMY CONVERSION CONSULTATION

- 12.1 The Committee considered a report of the Executive Director for Children's Services in relation to Hove Park Secondary Academy Conversion Consultation. On the 31 March 2014 the Governing Body of the Hove Park Secondary School resolved to begin a process of consultation regarding the possibility of the school converting to become an academy. It was proposed that the consultation would involve both current and prospective parents of pupils at the school, students, staff and the local authority.
- 12.2 The Chair introduced the report, and stated it was important to ensure the consultation was as wide ranging as possible, but the outcome of the ballot would not be binding on the decision of the governors at the school.
- 12.3 Councillor Mitchell stated that she would be supporting holding the ballot, but had some concerns in relation to the process. She felt the ballot would have been better agreed at the beginning on the consultation process and was mindful that the role of local education authority (LEA) remain impartial. Councillor Mitchell requested more information on who would be counted the ballot papers. She went on to add that this could potentially add further tensions to the situation and felt Members should avoid lobby for either side.
- 12.4 Councillor Wealls stated he would not support the ballot and felt that the politicisation of the issue had been such that it would be difficult for any ballot to be reasonable, and he was concerned that the best interests of the young people at the school had been lost in the debate. The school had already made significant efforts in terms of their consultation and he noted that the national trend was towards schools becoming academes.
- 12.5 In response to some of the points made the Executive Director explained that the covering letter would reference the school's website and the website of the opposition

group, and the count of the ballot would be undertaken by Officers in Children's Services and Democratic Services.

- 12.6 Councillor Brown noted that the final decision would be made by the governors and she was of the view that the Council should not be funding the ballot on the basis that the decision would be made elsewhere. She also added that some of the comments from the groups calling on staff and students to strike were irresponsible.
- 12.7 One of the representatives from the Youth Council stated that those making the decision would need to carefully think about the impact on the education of those at the school, and the pupils should be balloted.
- 12.8 Councillor Gilbey asked if Members of the Committee could see a draft of the letter prior to it being issued as her Group had made it clear how important consultation with parents would be. She stated there were many students from Portslade whose parents had made a conscious decision to not send them to the local academy, PACA – which would otherwise have been their catchment school.
- 12.9 Councillor Littman noted that he agreed with the comments made by Councillors Mitchell and Gilbey and felt that the letter accompanying the ballot would be crucial to the exercise. It was important to LEA were able to facilitate the consultation without being drawn into the debate.
- 12.10 Councillor Cox stated that the Council should not facilitate the ballot as the decision was with the governing body of the school; proper consultation had already taken place and he had confidence they would decide in the best interests of the students. He went on to add he was concerned about the negative nature of some of the campaigning and the language that had been used. In summary he added that the national trend was towards academies.
- 12.11 Councillor Robins noted that it was important parents were properly consulted through the process.
- 12.12 The Chair then put the recommendation to the vote.

12.13 **RESOLVED:**

- (1) That having considered the Chair's request that as part of the consultation process the Council should administer a ballot asking parents whether they agree with the governing body's proposal that Hove Park School should convert to academy status. It is proposed that all parents of pupils currently attending the school together with parents of those pupils offered places for September 2014 should be invited to take part in the ballot; and,
- (2) That the Committee agree to the council undertaking a parent ballot. That the ballot be in paper form including a short covering letter to parents. It is proposed that the ballot asks one simple question; "Do you agree that Hove Park Secondary School should convert to become an Academy – Yes or No". It is proposed that the ballot is circulated via the school with a pre-paid envelope provided by the council for parents to return their response to the council who will

analyse and communicate the results. Reference to the ballot will be referred to on the council website.

13. SEN ANNUAL REPORT AND PROGRESS REPORT ON THE SEN STRATEGY

- 13.1 The Committee considered two reports of the Executive Director for Children's Services in relation to the SEN Annual Report and Progress Report on the SEN Strategy and the Special Educational Needs and Disability (SEND) Review. The first was the report of Special Educational Needs (SEN) Performance for the 2012/13 academic year incorporating progress on the SEN Partnership Strategy and the SEN Pathfinder Project, and the second set out the terms of a review of SEN and disability service in Children's Services including relating Health Services. The Chair welcomed the vision of better integration.
- 13.2 Councillor Wealls requested that future reports contain information on how many children were making the appropriate level of focus, and expressed concern that some of the comparisons were not entirely statistically robust.
- 13.3 Councillor A. Kitcat welcomed the report and was pleased to see figures demonstrating the success which suggested there was some closing of the gap.
- 13.4 In response to Mr Glazebrook from the Community Voluntary Sector Forum it was explained that the definition of SEN was made by schools and the Council was encouraging schools to take a consistent approach in relation to this. At City College the Council was hoping for more post-19 provision; if this were not provided there then the Council would have to consider how this could undertaken in the private sector.
- 13.5 In response to Councillor Powell it was explained that work was being undertaken in relation to foundation courses, and in particular there was now a move against separate courses. In relation to educational plans there had been some very positive parental feedback and there needed to be more moves to engage with the young people in the same manner.
- 13.6 The Chair then put then recommendation to the vote.
- 13.7 **RESOLVED** – That the Council agrees to the publication of the final draft of the SEN Annual Report 2012/2013.

14. SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) REVIEW

- 14.1 The Committee considered and debated this item together with Item 13 and the discussion is headed under that item in these minutes.
- 14.2 **RESOLVED** – That the Board notes the commencement of the review and approves its scope, vision and aims.

15. SCHOOL OFSTED PRESENTATION

15.1 It was updated that five OFSTED visits had taken place since the last Committee. Of these five; two schools had achieved the same rating; one had improved and the remaining two and received a lower rating.

15.2 **RESOLVED** – That the Committee note the update.

16. ITEMS REFERRED FOR COUNCIL

16.1 There were none.

The meeting concluded at 6.35pm

Signed

Chair

Dated this

day of

BRIGHTON & HOVE CITY COUNCIL
CHILDREN & YOUNG PEOPLE COMMITTEE

4.00pm 21 JULY 2014

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present:

Councillors: Shanks (Chair) Councillor Wealls (Opposition Spokesperson), Pissaridou (Group Spokesperson), Brown, Gilbey, Lepper, Powell, Cox, Mac Cafferty and Randall

Voting Co-Optees: Martin Jones

Non Voting Co-optees: Mr A Jeffrey, Ms S Sjuve and Representatives from the Youth Council.

PART ONE

17 PROCEDURAL BUSINESS

17(a) Declaration of Substitutes

17.1 Councillor Cox was present in substitution for Councillor Simson.
Councillor MacCafferty was present in substitution for Councillor A Kitcat.
Councillor Randall was present in substitution for Councillor Littman.

17(b) Declarations of interest

17.2 Mr M Jones stated that his wife worked at Hangleton Infant and Junior Schools.
Councillor Wealls stated that he was a Governor at St Andrew's C of E Primary School.

17(c) Exclusion of Press and Public

17.3 In accordance with section 100A of the Local Government Act 1972 ("the Act"), the Committee considered whether the press and public should be excluded from the meeting during an item of business on the grounds that it was likely, in view of the business to be transacted or the nature of proceedings, that if members of the press and public were present during that item, there would be disclosure to them of confidential information (as defined in section 100A(3) of the Act) or exempt information (as defined in section 100(I) of the Act).

- 17.4 **RESOLVED-** That the press and public not be excluded from the meeting during consideration of any item on the agenda.

18 CHAIR'S COMMUNICATIONS

- 18.1 The Chair was pleased to advise the Committee of the following;

Stonewall had named Brighton & Hove City Council as the top council in the country for tackling homophobic bullying in schools. Stonewall described the council as 'leading the way' in celebrating difference and supporting LGBT students.

The Legal Team had been shortlisted for the national Family Law Local Authority Team of the Year award.

The outcome of the ballot of parents, whose children attend Hove Park, showed the majority were against the school becoming an academy.

19 PUBLIC INVOLVEMENT

19. PUBLIC INVOLVEMENT

19a Petitions

- 19.1 There were none.

19b Written Questions

- 19.2 Mr S Jacques asked the following question:
There has been indecent haste about this whole process. The Local Authority is giving the impression of taking decisions 'on the hoof' to respond to a disparity in pupil places without a long-term strategy to address the underlying issues. A new school has been swept into the long grass as being too complicated and costly to countenance (at a time when major funds have been irresponsibly set aside to indulge the Council's own accommodation projects). The responses to the concerns raised about road safety, loss of recreational play space and disruption show a naive and dismissive understanding of the situation. And sending surveyors around the school in the midst of the consultation process was intimidating and in bad taste. The project risks damaging an excellent and popular school running at optimum efficiency. It is bad practice to operate on a healthy patient. A new site solution should be found irrespective of timescales. Will the Committee please confirm that it will heed the findings of this consultation?

The Chair gave the following response:

The possible expansion of St Andrew's has been developed through discussion with the Governing Body as representatives of the school community since October 2013 and this consultation is part of that process. The Committee will heed the findings of this consultation, and consider them alongside the duty to ensure as far as possible that there are suitable school places for all the children in our area. The issue of new

schools is principally one of the lack of sites. The Council and others have commissioned site searches which are regularly updated – no site for a new school has been identified and no practicable sites have been suggested in the responses to this consultation. Other good and outstanding schools have been expanded and continue to be good and outstanding. We celebrated recently the ‘outstanding’ Ofsted grade given to West Hove Infant School, now eight forms of entry across two sites. There is no reason to believe that the leadership and staff at St Andrew’s could not maintain their high standards too, and I know they are committed to doing that, whatever the outcome of this proposal.

Mr S Jacques asked the following supplementary question:

I still maintain that these problems arise through a failure of forward planning and will continue to do so year on year as one school after another gets overloaded and squeezed to the point of suffocation. There needs to be a proper policy put in place rather than quick fix solutions.

The Chair gave the following response:

The Chair stated that the Authority was doing all it could to address the issues.

19.3 Mr W Brandt asked the following question:

The proposed plans include the conversion of half the grass playing field to an all-weather surface, but as you cannot have a surface for football or running that is half grass and half all-weather, this will make it impossible to retain either the football pitch or athletics track in their current form and size. Has the Council consulted with Sport England regarding the loss of these two sports facilities?

The Chair gave the following response:

The proposed plans have been drawn up in consultation with the school and they have been keen to explore ways of achieving more flexible play, PE and sports areas which could be available for a greater part of the year. The current proposal retains an area sufficiently large for an age appropriate football pitch but the current provision for athletics would change. It is a matter of achieving the right balance across the space available for different activities across the year. We recognise that Sport England would have to be satisfied that this was the case or they would object to any planning application. As we propose to explore further the option to use part of the Haddington Street car park, it may no longer be necessary to change the playing field.

Mr W Brandt asked the following supplementary:

The Department for Education publications “Advice on the Protection of School Playing Fields and Public Land” and “Area guidelines for mainstream schools: BB103” give recommendations for playing field area: The outdoor play area at St Andrews is approximately 6250m² – the Department for Education’s recommended outdoor play area for a school of St Andrews’ size is 16780m².

With the proposed extension of St Andrews to three forms of entry, according to those same guidelines, the recommended play area should increase to 24170m² (based on

270 infants and 384 juniors). We would have slightly more than a quarter of this. What are the committee's thoughts on being so far out of step with Dept of Education guidelines?

The Chair gave the following response:

The Chair stated that although the Authority would like the school to have more outdoor space it wasn't possible.

- 19.4 Ms L Brandt was not able to attend the meeting, but submitted the following question:
Does the council believe that sufficient information has been published during the consultation to allow members of the public to make an informed response?

The Chair provided the following written response:

The proposal to expand St Andrew's has been developed in consultation with the governing body since October 2013. The consultation process is similar to that used for other proposals in recent years. As well as answering questions at the public meeting, officers have provided in response to further questions two additional papers that were placed on the school's web site and signposted in newsletters to parents and attended a meeting with a small group of parents to discuss in particular the data about future pupil numbers and the availability of other sites.

- 19.5 Ms A Tate asked the following question:
With such a large majority of 86.64% against the expansion what can realistically be achieved by 2015? Surely its inevitable a new consultation on a new basis is required. What is the council's interim Plan B measure?

The Chair gave the following response:

The Council must consider all the responses carefully and decide whether there are ways that the concerns can be addressed and that the much needed new places can be achieved. Many responses suggested for example that the Council should consider using the Haddington Street car park for the extension, and this is being investigated. The report to this Committee sets out in Section 4 the possible alternatives to expanding St Andrew's: these are very limited and this is why we believe the proposal for St Andrew's is so important.

Ms Tate asked the following supplementary:

What background work have the Council done to ensure that the proposed expansion helps the under provisioned children of Brunswick/Adelaide Wards (and east) to secure local education?

The Chair gave the following response:

The admission of children to a school was not ward based. Where possible children would be offered places at their local school.

- 19.6 Joshua Stanley asked the following question:

Parents with SEND children have fled Davigdor Infants for St Andrews because of the modern facilities and space it offers. Don't the council and councillors realise that their doomed proposal of trying to cram in an extra 210 children at St Andrews is going to badly affect societies most vulnerable children, and aren't they ashamed of this, when they have £28.5 M of central Government funding to build new schools?

The Chair provided the following response:

The Council is not ashamed of trying to find the best way of providing local school places for local children. There is no evidence of parents with SEND children fleeing Davigdor Infant School for St Andrew's. Of the eleven children with statements at St Andrew's, only one previously attended Davigdor. There are currently three children with statements at Davigdor and four children with statements in the equivalent reception and Key Stage 1 age groups at St Andrew's. There are eleven children with statements at Somerhill Junior School and seven in the Key Stage 2 classes at St Andrew's. The total numbers of children with statements are therefore 14 at Davigdor and Somerhill and 11 at St Andrew's. The proportion of children with statements at St Andrew's is greater, but not as different as the question implies. The £28.5m capital grant is for new places across the primary and secondary age ranges over the next three years and is mostly allocated for new secondary school places. New schools are normally much more expensive than extensions to existing schools and there is a lack of suitable sites for new schools in this part of the city.

The following supplementary question was asked:

My father has shown me a SEND freedom of information request that clearly shows what I've said in my question to the committee is true. Would a steering group of this committee meet with my father and I so that we can demonstrate this extremely worrying trend, caused by the appalling over development of Davigdor infants, showing SEND children fleeing towards St Andrews School?

The Chair gave the following response:

The Chair reiterated that there was no evidence to support the fact that SEND children were fleeing Davigdor Infant School for St Andrew's.

19.7 Jessica Stanley asked the following question:

As the parents of St Peter's Primary have found out to their cost, the council expand a school without any traffic safety plan being put in place. Its obvious to a child like me that 990 children and 990 carers just won't fit into the already hopelessly over crowded streets around St Andrews school and the choc-a-bloc dangerous Tesco car park. Why are the Council treating the safety of us children in such a frighteningly casual manner?

The Chair gave the following response:

The Council takes the safety of children very seriously. In the case of St Peter's, as with other expansions, the council was required by the highway safety team to provide a capital sum to make changes to the roads and footways in the vicinity of the school to address the additional trips that would be generated by development. It would be the

same if the proposal for St Andrew's were to proceed and as part of the design development we always engage traffic experts to provide us with information and advice.

The following supplementary question was asked:

It's just not good enough that the councilors are throwing the issue of safety over to planning, like St Peters Primary found to their cost, and crossing their fingers that a child like me, or one of the other 989 children or their carers, won't be badly hurt, or worse, in an accident in the already hopelessly overcrowded streets around St Andrews School, and the choc-a-bloc dangerous Tesco car park. We children deserve much better than this! Can the committee please commit to a properly funded traffic and pedestrian safety study to assess just what radical solutions, such as pedestrianising Haddington Street, are required to keep us children safe, if the proposed expansion of St Andrews is to be considered by a new consultation in the future.

The Chair provided the following response:

The Chair said that it was important to consider traffic and safety issues, and the experts in that area would be appointed to do that.

19.8 Mr J Stanley asked the following question:

When will this administration realise that wasting £2.5 million on 15 planned community places in St Andrews, in the wrong place, to address the vexed issue of directed children is patently not the answer, and that they need to consider the following options:

- Making Holland Road a straight through 2 form entry primary in 2017, after taking emergency bulge classes in 2015 and 2016 under the Davigdor name on the Holland Road Site to keep the council stats on directed children in check.*
- Replacing the totally unsuitable Holland Road site (as a junior for West Hove Connaught Rd School) with a junior school on the old bowling alley on the seafront, which has remained empty for many years. The nearby bowls club which is under threat could be incorporated as a sports facility for the school rather than being turned into an ice cream parlour.*
- Alternatively place West Hove Connaught site under the control of the superb management and teaching team of St Andrews School and remodel the two sites as a infant school (Connaught Road) and Junior School (Belfast St) using the shared facilities of the superb sports field at St Andrews. The Holland Road site can then be made a straight through 2 form primary and a further new 2 form primary school can be built in an area of high demand once the council has commissioned better granularity and migration data.*
- Alternatively following through on Councillor Wealls pragmatic proposal to site a primary school on the rear of Kings House.*

The Chair provided the following response:

Clearly we do not accept that investment in St Andrew's would be wasting £2.5m. We would be investing, in partnership with the school and the Diocese, in an outstanding school which is popular and oversubscribed and which is also in that part of the city where there is an acute shortage of places. The question acknowledges by implication

that additional places are needed, but the alternative solutions proposed are dependent upon a new school being provided. As is explained in the report, various site searches have failed to identify a site for a primary school in this area. The old bowling alley site adjacent to the King Alfred Leisure Centre suggested by Mr Stanley has an area of 2,300 m². This would be very small for a two form entry primary school (14 classes). The West Hove Infant School (Connaught) site (12 classes) has an area of 2,880 m². The St Andrew's site area is 8,600 m², almost four times the size of the old bowling alley site. The old bowling alley site would also not be easy to develop. Not only is there a large void beneath it but this is in part taken up by mechanical and electrical plant which serves the King Alfred Leisure Centre. We have previously investigated using part of King's House for a primary school and this could be feasible. However, this site would not be available to open as a school before September 2017. Building a new school rather than expanding St Andrew's would be significantly more expensive. The £28.5m capital grant is for the three years 2014/15 to 2016/17 and is primarily to address the need for new secondary places that is about to start.

Mr Stanley asked the following supplementary question:

Both Councilor Anna Pissaridou, who proposed School Road, and Councillor Andrew Wealls, who proposed Kings House, recognise the urgent need for a new primary school. I also believe the absolute GP children numbers for the city are correct, with adequate capacity currently in place. With bulge classes announced in the last 5 out of 7 years, I also believe the granularity and migration forecasting of where children actually go, based on those same GP numbers, is absolutely awful, and in immediate need of a thorough overhaul from top to bottom. Based on those same awful granularity and migration forecasts, council staff are making terrible decisions, such as not building a vitally needed new school, and instead proposing over expansions at already over developed sites, such as Stanford and St Andrews. When these terrible decisions by council staff, over Stanford, and now St Andrews, are rejected with overwhelming majorities against their proposed over expansions and are then quite rightly thrown out by this committee, you the politicians then take the blame. When are the politicians, in the form of the committee in front of us here now, to stop the tail wagging the dog, and insist that council staff commission vastly improved granularity and migration forecasting data as a matter of urgency, so that we can then all know where the shortage of places actually exists, and then build a school in the right place, using some of the £28.5 million pounds the council have secured from the Government for exactly this purpose?

The Chair said that a response to that question would be provided after the meeting.

19.9 Mr P Fleming asked the following question:

Can the council confirm (and provide evidence) that the consultation process has met council defined and national statutory criteria?

The Chair gave the following response:

Under the new School Organisation (Prescribed Alterations to Maintained Schools) Regulations 2013 there is no longer a statutory 'pre-publication' consultation period

when it is proposed to permanently expand a school. However Guidance issued by the DfE in January 2014 states that “there is a strong expectation on Local Authorities to consult interested parties in developing their proposal prior to publication as part of their duty under public law to act rationally and take into account all relevant considerations.” The consultation period which has just been completed therefore accords with Government guidance. Once the further work on the proposals has been completed a further report will need to be brought back to committee for a decision to be made as to whether to proceed with the publication of statutory notices. If notices are published there will be a further period of four weeks during which any person or organisation can submit comments on the proposal to the Local Authority before a final decision is made.

Mr Fleming asked the following supplementary question:

We would expect to see transparent evidence of the following being complete during the process of consultation – list not limited to

- 1. Sufficient information for interested parties to make a decision on whether to support or challenge the proposed change*
- 2. Site Sequential Analysis – demonstrating adequate consideration has been given to alternative sites*
- 3. An assessment of the environmental impact of the proposed new development including additional traffic, noise, pollution, waste services etc.*
- 4. Assurance that the Secretary of State has approved the development of the 'education land'*
- 5. Assurance the key consultees like Sport England, English Heritage, local amenity groups [e.g Hove Civic Society, Hove Business Partnership etc] have been fully consulted and their views are published / transparent.*
- 6. Have elected Member decision making committees approved this scheme - has it been agreed by the council's Overview and Scrutiny Committee*
- 7. The effect on other schools, academies and educational institutions within the area*

The Chair provided the following response:

There was no legal obligation for the Authority to consult on the proposals. However, plans had been put in place to fully consult with all interested parties.

19c Deputations

19.10 There were none.

20 MEMBER INVOLVEMENT

20a Petitions

20.1 There were none.

20b Written Questions

20.2 There were none.

20c Letters

20.3 There were none.

20d Notices of Motion

20.4 There were none.

21 PROPOSED AMALGAMATION OF HANGLETON INFANT AND JUNIOR SCHOOLS FROM JANUARY 2015: OUTCOMES OF CONSULTATION

21.1 The Solicitor noted that Mr Jones had declared an interest in this item. As there was no substantive decision to be made, the Solicitor advised Mr Jones that he would be able to vote on the recommendations set out in the report.

21.2 The Committee considered a report of the Executive Director for Children's Services in relation to the proposed amalgamation of Hangleton Infant and Junior Schools. The report was introduced by the Head of Education Planning and Contracts.

21.3 The Committee were advised that there had been an amendment to Recommendation 2.2. The amendment was as follows:
~~To agree to the publication of the required Statutory Notices to progress this proposal.~~
To agree to the publication of the required Statutory Notices to progress this proposal and that the formal implementation date should be 1 September 2015.

21.4 The Chair asked whether the amalgamation could be effective for the start of the next academic year, and was advised that it couldn't as the Statutory Notices had to be published first.

21.5 RESOLVED:

(1) The Committee noted the responses to the consultation undertaken regarding the proposal in 1.1 of the report.

(2) The Committee agreed to the publication of the required Statutory Notices to progress this proposal and that the formal implementation date should be 1 September 2015.

(3) The Committee agreed that following the statutory notice period the matter be referred back to the meeting of the Children and Young People Committee on 13 October 2014 for a final decision.

22 PROPOSED EXPANSION OF SALTDEAN PRIMARY SCHOOL TO THREE FORMS OF ENTRY FROM SEPTEMBER 2015: OUTCOMES OF CONSULTATION

22.1 The Committee considered a report of the Executive Director for Children's Services in relation to the proposed expansion of Saltdean Primary School to three forms of entry from September 2015. The report was introduced by the Head of Education Planning and Contracts and the Head of Capital Strategy.

22.2 Councillor Lepper noted the low number of responses to the consultation and wondered if relevant parties knew the process was being undertaken. The Head of Education Planning and Contracts said that the same consultation process was used for all schools, and the number of responses could vary. A public meeting was held in Saltdean to discuss the proposals.

22.3 Councillor Gilbey noted that the Committee had already agreed to allow two temporary classrooms for the school. The Chair agreed they had as additional space was needed for the start of the next academic year (September 2014).

22.4 Mr Jones asked if the Authority would provide a draft plan of the proposed expansion. The Head of Capital Strategy said that during the Statutory Notice period meetings would be held at the school and draft plans would be available; those meetings would be attended by both officers of the Authority and the architect. The plans would be available for the next meeting of the Committee.

22.5 RESOLVED:

(1) That the Committee noted the responses to the consultation undertaken regarding the proposal in paragraph 1.1 of the report.

(2) That the Committee agreed to the publication of the required Statutory Notices to progress this proposal.

(3) That the Committee agreed that following the statutory notice period the matter be further considered at the meeting of the Children Young People Committee on 13th October 2014 for a final decision.

23 REVIEW OF SECONDARY SCHOOLS ADMISSIONS PROCEDURES

23.1 The Committee considered a report of the Executive Director for Children's Services in relation to the review of secondary school admissions procedures. The report was introduced by the Head of Education Planning and Contracts.

23.2 A representative from the Youth Council referred to paragraph 3.3 of the report and asked if there would be changes to the catchment areas. The Head of Education Planning and Contracts said that the Cross Party Working Group would look at any changes necessary to take account in the growth in secondary school numbers.

- 23.3 Councillor Wealls said that any changes to the admissions procedures could have important implications for families, and so it was essential that the review was conducted correctly and fairly.
- 23.4 Councillor Randall said that he had been involved with the review a number of years ago which had resulted in the introduction of the catchment areas. That review had taken over a year to conclude and so it was important that sufficient time was allowed for this review, and he therefore supported the second timetable (paragraph 3.10 of the report).
- 23.5 Councillor Pissaridou said that the Labour & Co-operative Group supported the second timetable.
- 23.6 A representative from the Youth Council felt that people's opinions of schools changed over time, for example Brighton Aldridge Community Academy was becoming more popular. A longer timescale would take account of those changes.
- 23.7 Councillor Brown agreed that the second timetable was preferable. Possible changes to the admission criteria created uncertainty and it was important that the process wasn't rushed and people were given sufficient time to consider the issues.
- 23.8 Councillor Lepper said that any review would be difficult, but it was important to look at all the issues and look at what would be best for the whole city.
- 23.9 Councillor MaCafferty said that there were many issues which could impact on the review, and it was important that the process wasn't rushed and all facts fully considered.
- 23.10 Mr A Jeffrey said that it was important to remember that all parents wanted the best for their children and so sufficient time should be allowed for their views to be known.
- 23.11 A representative from the Youth Council noted that people didn't like changes to happen too fast, and if enough time were allowed people would begin to accept adjustments.

23.12 RESOLVED:

That the Committee agreed that, in order to secure sufficient time to explore all options, consult widely and develop a consensus around sustainable procedures the timescale set out in paragraph 3.10 of the report should be adopted.

24 PROPOSED EXPANSION OF ST ANDREW'S CHURCH OF ENGLAND PRIMARY SCHOOL TO THREE FORMS OF ENTRY FROM SEPTEMBER 2015: OUTCOMES OF CONSULTATION

- 24.1 The Solicitor noted that Councillor Wealls had declared an interest in this item. As there was no substantive decision to be made, the Solicitor advised that Councillor Wealls would be able to vote on the recommendations set out in the report.

- 24.2** The Committee considered a report of the Executive Director for Children's Services in relation to the outcome of the consultation on the proposed expansion of St Andrew's CE Primary School to three forms of entry from September 2015. The report was introduced by the Head of Education Planning and Contracts and the Head of Capital Strategy.
- 24.3** Mr Jones suggested that children did better in smaller environments, and increasing the size of the school would reduce the options parents had of attending a small school. Mr Jones asked if an Equality Impact Assessment had been done. The Head of Education Planning agreed that if the expansion went ahead the option of a smaller school would be lost, but said that children would thrive in any school if they were supported. It was confirmed that an Equality Impact Assessment would be conducted.
- 24.4** Councillor Pissaridou said that the Labour & Co-Operative Group would prefer a new school rather than increase the size of St Andrew's.
- 24.5** Councillor Wealls said that as Ward Councillor he was aware of the shortage of school places in the area, and additional ones needed to be found. The Local Authority could commission a new school in the area, and cited the example of the Free School which would be moving to Hove.
- 24.6** Councillor Lepper agreed the Labour & Co-Operative Group would like to see a new primary and secondary school built, rather than persuade well performing schools to take additional pupils. There should be a long term vision with good education provision across the city.
- 24.7 RESOLVED:**
- (1) That the Committee authorise further work on the conditions contained in the Chair of Governors' letter of 2 July (Appendix 4) in order to secure a proposal which would attract fuller support.
 - (2) That the Committee authorise further consideration of the possibility of including part or all of the Haddington Street car park in the design solution, taking into account how appropriate parking provision to meet local needs would continue to be made.
 - (3) That the Committee requested that a further report be brought to a special meeting of the Committee in September, in order that a decision could be made as to whether to publish a Statutory Notice

25 ITEMS REFERRED FOR COUNCIL

- 25.1 There were no items to be referred to Council.

The meeting concluded at 6.10pm

Signed

Chair

Dated this

day of

BRIGHTON & HOVE CITY COUNCIL
CHILDREN & YOUNG PEOPLE COMMITTEE

5.00pm 22 SEPTEMBER 2014

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present:

Councillors: Councillor Shanks (Chair), Councillor Littman (Deputy Chair), Wealls (Opposition Spokesperson), Pissaridou (Group Spokesperson), Brown, A Kitcat, Lepper, Powell, Simson and Hamilton

Other Members present:

Voting Co-Optees: Ms A Mortensen

Non Voting Co-optees: Mr A Jeffrey, Ms S Sjuve and Representatives from the Youth Council.

PART ONE

26 PROCEDURAL BUSINESS

26(a) Declaration of Substitutes

26.1 Councillor Hamilton was present in substitution for Councillor Gilbey.

26(b) Declarations of interest

26.2 Councillor Wealls stated that he was a Governor at St Andrew's C of E Primary School and declared a personal but not prejudicial interest in item 30. Councillor Hamilton noted that one of the Written Questions under Public Involvement made reference to Brackenbury Primary School and as he was a Governor at that school he asked if he should declare an interest. The Lawyer advised that as there was no item on the agenda concerning that school there could be no personal or prejudicial interest.

26(c) Exclusion of Press and Public

26.3 In accordance with section 100A of the Local Government Act 1972 ("the Act"), the Committee considered whether the press and public should be excluded from the meeting during an item of business on the grounds that it was likely, in view of the business to be transacted or the nature of proceedings, that if members of the press and public were present during that item, there would be disclosure to them of confidential

information (as defined in section 100A(3) of the Act) or exempt information (as defined in section 100(I) of the Act).

- 26.4 **RESOLVED-** That the press and public not be excluded from the meeting during consideration of any item on the agenda.

27 CHAIR'S COMMUNICATIONS

- 27.1 The Chair gave the following communication:

The Contact and Assessment Service (ACAS) had become the Multi-Agency Safeguarding Hub (MASH) and Assessment Service. MASH would continue to be the first stop for social care services where there were safeguarding concerns. The MASH team were a new team bringing children's services, health and police staff together.

Ross Beard, who works for the Virtual School for Children in Care, had been shortlisted for a Children's Award.

28 PUBLIC INVOLVEMENT

28 PUBLIC INVOLVEMENT

28a Petitions

- 28.1 There were none.

28b Written Questions

There were two Written Questions submitted.

Mr S Jacques asked the following question:

There was an independent site search for a new school site undertaken in June 2014 (see 4.2 of Report). By whom was this carried out, what was the brief and can this be made available for inspection?

The Chair gave the following response:

The report was undertaken by Cluttons. It was commissioned on 30th May 2014 and the final report was provided on 30th June 2014. The basis of the commission was looking across Brighton & Hove for a site for a possible secondary school site but included all sites within the city that have any potential for school use, secondary or primary. With some limited redaction to remove any estimated site values this report can be made available for inspection.

The Chair asked Mr Jacques if he had a supplementary question and asked the following:

Which is the site referred to in 4.3 of the Report and who is the primary free school sponsor that has made an application?

The Chair gave the following response:

The site referred to is at Conway Court in Hove. The Montessori Free School had made a Wave 7 application to the Department for Education to establish a primary free school in Brighton & Hove. All Wave 7 applications including the Montessori Free School were listed on the Department for Education web site. The Department for Education had not as yet made decisions on Wave 7 applications.

28.4 Mr J Stanley asked the following question:

The Governors of our school have had to ignore the results of the 331 (86.64%) parents who said No! to expansion and proceed with a very tight vote in favour of proceeding, without the support of the majority of parents at the school due to the wholly artificial deadline imposed by the council. The data room did not include the 90 places at the Bilingual school which made the figures meaningless. There was no safety plan for the 990 children, the questionnaire issued to the small number of parents at the councils meetings completely lacked objectivity. We have also been informed of the dire situation at Davigdor school, where reception children are being taken directly to their classrooms at school drop off because the play ground is dangerously overcrowded. At lunchtime the queues are so long there is 'no time to play and no time to eat'. The latest 2014 bulge class has not been filled with local Hove children, but with those bussed in from well outside the catchment area. We have also been talking to our friends at Brackenburg who confirm that the councils mismanagement has led them to running £100k a year deficits and facing cut after cut in their budget leading to a dire state of affairs. As the LGA peer review from June 2014 notes: Overall, we question the strength of the relationship between the council and schools. As far as the parents off St Andrews, Davigdor, Stanford, Brackenburg and West Hove (Connaught Road) are concerned this relationship between the council and schools is broken. Can't the members of the Childrens and Young persons committee recognise that their prescription of over expanding schools at the centre and letting those at the periphery wither on the vine is ultimately doomed to failure, and that they must set out on a new path of building new schools in area of high demand, whilst transforming the way that they support schools on the periphery.

Can the chair and the committee confirm that the immediate first step today will be to put a halt spending £2.5 million plus on just 15 community places at St Andrews which is making things much worse for our children and is opposed by the vast majority of parents and our friends at West Hove (Connaught), and instead invest significant sums in Davigdor school to put right the disastrous

situation that is unfolding there, as well as urgently committing to support our friends at Brackenbury?

The Chair gave the following response:

I would first of all wish to thank the governing body and the school leadership for the thoughtful, caring and balanced way in which they have considered this matter. I know that they have been acutely aware of parents' views – not all of which were opposed to the proposal – and that they have debated long and hard on how to balance the views of parents with the needs of the local community and the responsibilities of a Church school in their community. Mr Stanley has set out his views very fully in writing and I'm sure the Committee will take these into account in reaching a decision. The Committee too is fully aware of the views that have been expressed during consultation. However, we have to consider the interests both of children already in schools and those who will need a school place next year and in future years. It is reasonable for parents to want a local school place for their children and it is equally reasonable for the Committee to consider how local places can be provided or whether parents must be asked to take their children to schools much further away. Mr Stanley's proposed solutions include a new school for which there is no site, which would cost considerably more than expanding St Andrew's and which offers no prospect of providing much needed additional places in the time required. The Council has to consider achievable solutions which will provide places when and where they are needed. The Council supports in a variety of ways the other schools in Hove and Portslade as the Committee will be aware. Mr Stanley's suggestions for further investment in these schools provide no additional places, which is the objective of the St Andrew's proposal. They would also require revenue funding, whereas the £2.5m available is basic need capital grant which must be spent on new school places. The report explains the position of the Bilingual School and the process for agreeing traffic safety and access plans. The proposed investment in St Andrew's will provide 30 new places: children who are offered foundation places are also likely to live in the local community or close by as there are other faith schools elsewhere in Hove and Portslade which serve their local faith communities. Providing new places where they are needed often presents challenging issues where competing needs have to be balanced and I'm sure the Committee will take all factors into account in reaching a decision.

The Chair asked Mr Stanley if he had a supplementary question and he asked the following:

Can the chair and the committee also confirm that they will meet on a cross party basis with all the committed parents we have met from these schools to break out of the limited ambitions they currently hold, and to work together with us to vastly improve the aspirations and outcomes around schools and education in Brighton and Hove?

The Chair gave the following response:

The Children & Young People Committee, which was cross party, would continue to consult with parents, professionals and Governing Bodies. The aspiration was always to improve the education in Brighton and Hove.

29 MEMBER INVOLVEMENT

29a Petitions

29.1 There were none.

29b Written Questions

29.2 There were none.

29c Letters

29.3 There were none.

29d Notices of Motion

29.4 There were none.

30 PROPOSED EXPANSION OF ST ANDREW'S CE PRIMARY SCHOOL TO THREE FORMS OF ENTRY FROM SEPTEMBER 2015 (TO FOLLOW)

30.1 The Committee considered a report of the Executive Director for Children's Services in relation to the proposed expansion of St Andrew's CE Primary School to three forms of entry from September 2015. The report was introduced by the Head of Education Planning and Contracts and the Head of Capital Strategy.

30.2 Ms A Mortensen thanked officers for the report. She said that she was a Governor at Westdene Primary School, and when proposals for increasing the size of that school had first been introduced there had been some opposition. However, there had in fact been many positives such as increased funding which had enabled the school to provide a better provision of education. Ms Mortensen offered to work with Governing Bodies which were considering an expansion to their school.

30.3 Councillor Simson asked if the Governors of St Andrew's had voted unanimously to support the progression of the consultation processes. The Head of Education Planning and Contracts confirmed that that was what was recorded in the draft minutes of the governor's meeting held on 15 September 2014

30.4 Councillor Wealls referred to Appendix 3 to the report and asked if the Conditions had been agreed. The Head of Education Planning and Contracts said that most of them had been discussed and agreed, and it was hoped agreement would soon be reached on the remaining ones.

- 30.5 Mr A Boyle was concerned that some people, who were not Church of England, could feel pressurised to attend St Andrew's because it was their local school and had a higher number of places. The Head of Education Planning and Contracts said that the other schools in the area were Community Schools and so parents would have options if they preferred not to attend a Faith School. Mr Boyle added that as St Andrew's would have improved facilities there could, again, be pressure to select that school. He was advised that other nearby schools had had capital investment so facilities were good, but in any event it was the teaching which was important rather than the building.
- 30.6 Mr Boyle asked if there were no alternatives to building on the Haddington Street car park. The Head of Education Planning and Contracts said that using the car park was the most favourable solution.
- 30.7 Councillor Pissaridou said that the Labour & Co-operative Group had concerns over schools being enlarged and would prefer a new school to be built. However, in the current situation the option to increase St Andrew's to three forms of entry was the best option.
- 30.8 Councillor Hamilton asked if the school had adequate catering facilities for an increased number of children. The Head of Capital Strategy said that the size of both the kitchen and the dining hall would be increased.
- 30.9 Councillor Wealls said that more school places were needed in the area and was pleased that all the School Governors were supporting the progression to the next stage of consultation.
- 30.10 Mr Boyle referred to Appendix 2 and asked why Davigdor Infant School had increased its admission by 30 places rather than them being dispersed around the neighbouring schools. The Chair said that there was a legal limit of 30 children per class for Key Stage 1 and therefore other schools could not increase their class size by two or three additional children.
- 30.11 Councillor Littman said that the work being undertaken was a good example of partnership working and thanked all those involved.
- 30.12 Ms A Tilley suggested that the new plans include some small rooms to allow for one to one lessons to be held.
- 30.13 The Chair suggested that a plan of the proposed changes be placed in the local library to allow everyone to see the new plans.

30.14 RESOLVED –

- (1) That the Committee noted that any proposal to expand St Andrew's CE Primary School by extending its building on to the Haddington Street public car park would require not only planning consent but also a Traffic Regulation Order

(2) That the Committee authorises the publication of a Statutory Notice on 1 October 2014 so that a further report can be brought to the Committee's meeting on 17 November 2014 for a decision to be made on the proposal.

31 ITEMS REFERRED FOR COUNCIL

31.1 It was agreed that no items be referred to Council.

The meeting concluded at 6.00pm

Signed

Chair

Dated this

day of

Subject:	Response to the Recommendations of the Bullying Scrutiny Panel		
Date of Meeting:	13th October		
Report of:	Executive Director Children's Services		
Contact Officer:	Name:	Sam Beal	Tel: 293533
	Email:	sam.beal@brighton-hove.gov.uk	
Ward(s) affected:	All		

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 The Bullying in Schools Scrutiny Panel was established in the summer term of 2013. Panel members were: Cllr Ruth Buckley (Chair), Cllr Vanessa Brown and Cllr Penny Gilbey. Sam Watling of the Brighton & Hove Youth Council agreed to join the panel as a co-opted member, and Professor Robin Banerjee of Sussex University agreed to act as an advisor to the panel.
- 1.2 The panel talked to a range of witnesses, including representatives from city schools, council school support services, the police, health services, and local voluntary and community sector organisations. The panel also spoke directly to parents and carers, and to young people themselves. The panel reported in June 2014 and made a number of recommendations that are responded to in this report.

2. RECOMMENDATIONS:

- 2.1 That committee welcomes the scrutiny report; the praise contained within for good practice found and notes its findings.
- 2.2 That committee accepts the responses made to the recommendations.
- 2.3 That committee forward its response to Full Council for information.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The purpose of the Bullying Scrutiny Panel Report was to find out more about bullying in Brighton & Hove schools with a particular focus on the damage that bullying can do, the experiences of protected groups as defined by the 2010 Equality Act, the impact of cyber-bullying and how the changing relationship between the council and schools may be affecting this area of work.
- 3.2 The Bullying Scrutiny Panel Report identified a range of good practice both in the council support for schools and within schools and praised the whole school approaches at Carlton Hill, Blatchington Mill and the council partnership working with Allsorts Youth Project.

- 3.3 The Safe and Well Schools Survey data 2013 provides evidence that primary schools have reduced bullying reported in the survey by 9% since the beginning of the survey in 2005 and secondary schools have reduced this figure by 13%. Brighton & Hove have been in the top two places of Stonewall's Education Equality Index since it began four years ago and have been awarded first place in 2012 and 2014.
- 3.4 The Bullying Scrutiny Panel Report also identifies the key role to be played by the Equality and Anti-Bullying Schools Strategy Group. Membership of the Equality and Anti-Bullying Schools Strategy Group includes representatives from schools, the council, the police and the community and voluntary sector. Current membership and the terms of reference of this group can be seen in Appendix 3.
- 3.5 The Report identified 17 recommendations and the relevant council school support services and the Equality and Anti-Bullying Schools Strategy group accepts all of these. Several of the recommendations have already been actioned.
- 3.6 The actions and activities developed from the recommendations from the Bullying Scrutiny Panel Report will be complemented and supported by the Improving Race Equality in schools action plan arising from the Global HPO Report on the experiences of Black and Minority Ethnic staff in schools and from planned work to reduce bullying related to disability.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 Not applicable.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 The panel talked to a range of witnesses, including representatives from city schools, council school support services, the police, health services, and local voluntary and community sector organisations. The panel also spoke directly to parents and carers, and to young people themselves and used evidence from the Safe and Well School Survey which reaches high numbers of pupils and students in primary, secondary and special schools.

6. CONCLUSION

- 6.1 The Education and Inclusion Service and Equality and Anti-Bullying Strategy Group are committed to supporting schools to improve whole school approaches to the prevention of, and recording and responding to bullying and willingly take on the recommendations made.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 Any financial implications from the recommendations in the report and Appendix 1 will be met from existing budgets, either held centrally or that individual schools hold to support the Anti-Bullying Strategy.

Finance Officer Consulted: Andy Moore

Date: 20/08/14

Legal Implications:

7.2 Both the Council and schools have general duties to make arrangements to safeguard and promote the welfare of children in their area. In addition all schools have a statutory duty to have a written anti-bullying policy and effective procedures in place. Any actions the Council takes in implementing a response to the Panel's recommendations will assist in ensuring these duties are met.

Lawyer Consulted:

Serena Kynaston

Date: 25/07/14

Equalities Implications:

- 7.3.1 The bullying issues faced by black and minority ethnic, disabled and lesbian, gay, bisexual and transgender were listened to as part of the scrutiny and data related to the experience of these groups was reflected on.

Sustainability Implications:

- 7.4 A sustainable school community is an inclusive community in which everyone is valued and respected. In undertaking the scrutiny panel and providing a positive response the council is continuing its commitment to support schools to develop safe learning environments.

Any Other Significant Implications:

SUPPORTING DOCUMENTATION

Appendices:

1. Response to the Bullying Scrutiny Panel Recommendations
2. [Report of the Health & Wellbeing Overview & Scrutiny Panel, June 2014; Scrutiny Panel on Bullying in Schools](#)
3. Terms of reference and membership of the Equality and Anti-Bullying Schools Strategy Group

Documents in Members' Rooms

1. Report of the Health & Wellbeing Overview & Scrutiny Panel, June 2014; Scrutiny Panel on Bullying in Schools

Background Documents

1. None

Appendix 1

Bullying Scrutiny 2014 – response to recommendations

The Equality and Anti-Bullying Schools Strategy Group has decided that to meet several of the recommendations in the Report that they will support the development of a good practice guide for schools and the a sharing of good practice event in the Summer Term 2014.

The Good Practice Guide will include case studies which will highlight good practice in the areas of:

- Methods for encouraging the reporting of bullying
- Methods for dealing with and resolving bullying
- Innovative methods for preventing and responding to bullying affecting protected groups with particular focus on disabled and black and minority ethnic pupils and students
- Pupil and student involvement in school anti-bullying policy and practice
- Parent and carer engagement and involvement in anti-bullying policy
- Cyberbullying

No	Recommendation	Response	Lead
1	that the ABESG ¹ should be supported and funded appropriately to allow it to undertake the key task of supporting anti-bullying initiatives across the city	Recommendation accepted Funding has been provided to the group to support the sharing and development of the good practice guide.	Jo Lyons
2	that the ABESG develops a best practice forum to celebrate and spread anti-bullying best practice across city schools	Recommendation accepted There are already forums which share anti-bullying good practice such as the Behaviour and Attendance Partnership meetings, Primary Head teacher meetings and Primary PSHE Networks, the Secondary PSHE Consortium and the Restorative Justice Practitioners Network. Good practice is also shared through the Virtual Learning Environment (Pier2Peer) and Twitter	Equality and Anti-Bullying Schools Strategy Group Standards and Achievement

¹ Anti-Bullying and Equality Strategy Group – now called the Equality and Anti-Bullying Schools Strategy Group

		@PSHEEdBH. In June 2015 there will be a sharing of anti-bullying good practice event where the good practice guide will be launched.	
3	that council officers continue to champion the SAWSS ² via the ABESG and other school partnerships including the Public Health Schools Programme	Recommendation accepted Public Health are members of the Equality and Anti-Bullying Schools Strategy Group and resource and deliver and analyse the Safe and Well School Survey	Standards and Achievement Public Health
4	ABESG should produce a leaflet (or a template for individual schools to adapt) for parents and young people explaining school commitments to tackling bullying. This leaflet should: <ul style="list-style-type: none"> a. Detail parents' rights to complain b. Explain to whom parents can appeal if they are unhappy with the school's response to reports of bullying c. Make clear the role of school governors in dealing with parents who are unsatisfied with staff responses d. Provide contact details for independent advice e. Provide contact details for a parent-advocate and for the range of advocates available for particular groups (e.g. for the families of children with SEN) f. Explain to young people what options they have if they feel they are being bullied 	Recommendation accepted and actioned A parent and carer leaflet covering bullets a-e has been sent to all secondary and special schools to be given to all parents of students in Year 7. This leaflet is available as a pdf on the council website (as below) and other partner websites. Schools will also be asked to put a link to it on their websites. http://www.brighton-hove.gov.uk/content/children-and-education/schools/bullying-schools Schools are responsible for ensuring pupils and students know the options available to them if they feel bullied and this is delivered through assemblies, PSHE and tutor programmes. Advice to young people on what they should do if they are being bullied has been added to the council website. http://www.brighton-hove.gov.uk/content/children-and-education/teenagers/help-bullying-school Revisions to local guidance encourages schools to offer support from the Community Safety Case Work team to the targets of bullying and prejudiced behaviour. The good practice guide will also provide a	Equality and Anti-Bullying Schools Strategy Group Standards and Achievement

² Safe and Well School Survey

		section on encouraging reporting.	
5	we need a more systematic approach to identifying and learning from families who have opted out of the local state education system because they feel it has let them down – for example via an ‘exit interview’ of all those who permanently take their children out of local schools. This should build on the work already undertaken to track school moves within the LEA.	<p>Recommendation accepted</p> <p>Education Other Than at School (EOTAS) and Children Missing Education (CME) Officer are informed when a child is withdrawn to Home Educate either by parent, school or School Admissions. Within 5 days an initial visit is offered to discuss reasons for withdrawal and to offer support, before pupil is taken off roll. If bullying is cited as the reason for withdrawal and home education goes ahead this is recorded on the EOTAS spreadsheet and a further visit scheduled for 6-8 weeks time. The CME Officer should be informed of all instances when pupils are due to be taken off roll (other than at transition stages) by Schools and Schools Admissions and will investigate reasons and support families. Regular training is offered to schools to ensure pupils are not taken off roll before issues have been looked into. School Transfer requests are not always reported to CME Officer. Item to be discussed at next CME Panel in September 2014 and procedures updated in response to the recommendation.</p>	EOTAS/CME/Admissions
6	ABESG should identify best practice in terms of BME anti-bullying work and encourage the best performing schools to share their learning with their peers across the city.	<p>Recommendation accepted</p> <p>There will be a sub-group of the Equality and Anti-Bullying Schools Strategy Group supporting schools to improve race equality in schools in response to some of the recommendations of the Global HPO report. This group will reflect on whether additional good practice guidance is needed to responding to racist bullying. This group will also consider how to support schools to better engage with the parents and carers of Black and Minority Ethnic pupils and students.</p>	Equality and Anti-Bullying Schools Strategy Group Standards and Achievement

		Any identified good practice in this area will be shared via the good practice guide.	
7	that the ABESG includes student involvement in the development of school anti-bullying strategies as one of the elements of its best practice work.	Recommendation accepted Guidance on this and a good practice case study will be provided through the good practice guide.	Equality and Anti-Bullying Schools Strategy Group Standards and Achievement
8	that ABESG invites the city Youth Council to become a co-opted member of the partnership (ideally with two Youth Council members co-opted)	Recommendation accepted and actioned The Equality and Anti-Bullying Schools Strategy Group accepts it needs to improve the involvement and participation of young people in its work, although it does have a history of consulting young people on materials developed via partner groups such as Allsorts Youth Project. A member of the Youth Council will be attending meetings over the coming year and the effectiveness of this will be reviewed and alternative methods found for engagement if it is not effective.	Equality and Anti-Bullying Schools Strategy Group Standards and Achievement
9	the views and experiences of parents are key to developing effective bullying strategies, and schools should actively involve parents in this work	Recommendation accepted Parents and carers via the Parents' Forum were fully involved in the scrutiny process and have contributed to the leaflet and poster for schools. Good practice case studies from schools that already do this effectively will be included in the good practice guide. As explained in section 6 a focus will be in supporting schools to better engage with the parents and carers of Black and Minority Ethnic pupils and students.	Equality and Anti-Bullying Schools Strategy Group Standards and Achievement

10	ABESG best practice in terms of anti-bullying should include how to communicate with parents whose children are involved in bullying incidents	Recommendation accepted and actioned In September, schools will receive a 'Top Tips' poster on how to communicate with parents and carers about bullying issues. This has been developed by a partnership that included the Parents' Forum. Schools will be asked to display this in staff rooms and offices.	Equality and Anti-Bullying Schools Strategy Group Standards and Achievement
11	ABESG best practice guidance should explicitly encourage schools to offer young people a range of ways in which they can report bullying	Recommendation accepted and actioned Section 2.3 of the <i>Bullying and prejudice-based incident recording and reporting guidance for Brighton & Hove Schools</i> encourages schools to have in place a range of methods for reporting of bullying and school-based effective systems will be provided as case studies in the good practice guide. The <i>Bullying and prejudice-based incident recording and reporting guidance for Brighton & Hove Schools</i> has been reviewed for September 2014 to include as policy the fact that schools should offer victims of bullying and prejudice the opportunity to report to the Community Safety Casework Team for independent support.	Equality and Anti-Bullying Schools Strategy Group Standards and Achievement
12	that the ABESG anti-bullying best practice work explicitly includes how best to provide support for school staff	Recommendation accepted The anti-bullying and equality training offer documents will be reviewed 2014-15 with a strengthened introduction as to the importance of staff training. Central training, bespoke training and e-learning in responding to bullying related to special educational needs and disability is being offered from October 2014.	Equality and Anti-Bullying Schools Strategy Group Standards and Achievement Safety Net
13	the ABESG should ensure that planning effective primary to secondary transition forms part of its best practice work	Recommendation accepted and partly actioned The Equality and Anti-Bullying Schools Strategy Group acknowledges that transition can be an issue for some children and young people and that there could be increased vulnerability to bullying at this time. This is why the parent and carer leaflet is being	Equality and Anti-Bullying Schools Strategy Group

		targeted to parents of Year 7 students. The Equality and Anti-Bullying Schools Strategy Group will also be mindful to identify and share any other good practice at transition points in the good practice guide.	
14	<p>that the ABESG includes cyber-bullying in its best practice anti-bullying work. This should explicitly include work on: engaging directly with young people</p> <ol style="list-style-type: none"> training for parents encouraging young people to think about on-line safety and who they share personal information with working with young people to improve their understanding that being kind and courteous in on-line interaction is as important as in face-to-face interaction recognising how quickly the on-line landscape is changing – and the need for teachers and trainers to constantly update their knowledge what can be done to utilise local digital media resources to make the Brighton & Hove approach to cyber-bullying as innovative as it can be 	<p>Recommendation accepted</p> <p>Sharing of good practice related to cyber-bullying as it relates to children and young people and parents will be shared as part of the good practice guide.</p> <p>Safety online is included as part of the Computing and PSHE curriculum in schools and training for teaching e-safety as part of the Computing Curriculum is being delivered this year by the ICT Learning & Teaching Consultant</p> <p>ICT Learning & Teaching Consultant delivers 2 to 3 parents meetings in schools related to e-safety. The Parents Forum, Standards and Achievement Team and ICT Learning & Teaching Consultant will work together with other relevant partners to explore how this provision for parents and carers can be further improved.</p>	<p>Equality and Anti-Bullying Schools Strategy Group Standards and Achievement ICT Learning & Teaching Consultant</p>
15	<p>that CAMHS and EPS develop better systems for recording bullying. This should specifically include a system where service-users' experiences of bullying are actively solicited where it is therapeutically appropriate to do so</p>	<p>Recommendation accepted</p> <p>Community CAMHS routinely asks where appropriate if a school student has been bullied. Therefore the team is aware of the individual's experiences of being bullied. Community CAMHS does not currently have a recording system to make this information readily available for all young people seen by Community CAMHS. A robust means to do this is being investigated and will be implemented once the system</p>	<p>Community CAMHS Education Psychology Service</p>

		<p>is developed. This will be by the end of the calendar year at the latest.</p> <p>The Education Psychology Service are exploring how to use Impulse to record bullying.</p>	
16	that the implementation of agreed panel recommendations should be monitored by OSC via an annual report co-ordinated and produced by Children's Services	Recommendation accepted	Standards and Achievement
17	that officers from the council's Children's Services directorate share the panel report with all city schools	<p>Recommendation accepted</p> <p>The Bullying Scrutiny Report has been posted on the school's bulletin and will be sent out to schools again in the lead up to anti-bullying week. It will be an agenda item on the Primary Head teacher meeting and the Secondary Behaviour and Attendance Partnership meeting</p>	Standards and Achievement



**Report of the Health & Wellbeing
Overview & Scrutiny Panel**

June 2014

Scrutiny Panel on Bullying in Schools

Panel Members

**Councillors Ruth Buckley (Chair)
Vanessa Brown
Penny Gilbey**

**Professor Robin Banerjee
Sam Watling, Youth Council**

Bullying in Schools: Scrutiny Panel Report

Chair's Foreword

I was very glad to be able to chair the scrutiny panel into bullying in Brighton and Hove schools. As a parent of a child who has recently started school in the city, and on behalf of all other parents, carers and children in Brighton and Hove, I was very keen to find out what was happening for our children locally and how bullying is being addressed by our education system.

I was joined on the panel by fellow councillors Vanessa Brown and Penny Gilbey and also by Sam Watling from the Brighton & Hove Youth Council. Robin Banerjee, Professor of Developmental Psychology at the University of Sussex, agreed to act as an informal advisor to the panel. I would like to thank everyone who took part for their time and commitment to this important panel.

Bullying takes different shapes and forms, including physical and verbal assault; there is now a depressing increase in the incidents of cyber-bullying and trolling. Whatever shape it takes, it can have a hugely negative impact on the victim which can last for years. It is everyone's social duty to address negative behaviour and the reasons behind bullying where we can.

We heard that when it comes to dealing with bullying within the education system, each school is responsible for its own anti-bullying policy – the council is not in a position to dictate what the school should do. However as a panel we were pleased to note that the council hosts the Anti-Bullying & Equalities Strategy Group which brings local schools together to discuss and develop best practice. We hope that this continues into the future as a key mechanism in sharing knowledge and lessons learnt.

It was clear from our panel meetings that there is a lot of good practice going on in individual schools in the city, including taking collective responsibility, involving students in developing the work and ensuring that there is a shared anti-bullying ethos throughout the school. It is never too early to begin learning that there is no place for bullying in our schools. We hope that these positive lessons will be shared across Brighton and Hove to eradicate bullying in our schools as far as possible.

As ever, there is still more that can needs to be done, in particular with regard to cyber-bullying and in tackling bullying for protected groups. I hope that Brighton and Hove schools are heading in the right direction to deal with these issues in an appropriate but assertive manner.

On behalf of the panel I would like to thank all of the young people, parents and carers who took part in the panel's investigation, either by attending one of our meetings or providing evidence in other ways. We are also very grateful for the help and support given to us by council officers and colleagues from partner organisations. I sincerely hope that the recommendations the panel has made will help to shape a shared city-wide approach to anti-bullying policies in Brighton and Hove.



Ruth Buckley

Councillor Ruth Buckley

May 2014

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Glossary - Acronyms

ABESG	Anti Bullying & Equality Strategy Group
BME	Black and Minority Ethnic
BMEYPP	Black and Minority Ethnic Young People's Project
BMS	Blatchington Mill School
CAMHS	Children & Adolescent Mental Health Services
EPS	Educational Psychology Service
ICT	Information and Communications Technology
LEA	Local Education Authority
LGBT	Lesbian, Gay, Bisexual, Transgender
OSC	Overview & Scrutiny Committee
SAWSSS	Safe & Well at School Survey
SEN	Special Educational Needs
SNAP	Safety Net Assertiveness Project

List of Recommendations

RECOMMENDATION 1 – that the ABESG should be supported and funded appropriately to allow it to undertake the key task of supporting anti-bullying initiatives across the city

RECOMMENDATION 2 – that the ABESG develops a best practice forum to celebrate and spread anti-bullying best practice across city schools

Recommendation 3 – that council officers continue to champion the SAWSS via the ABESG and other school partnerships including the Public Health Schools Programme

RECOMMENDATION 4 – ABESG should produce a leaflet (or a template for individual schools to adapt) for parents and young people explaining school commitments to tackling bullying. This leaflet should:

- Detail parents' rights to complain
- Explain to whom parents can appeal if they are unhappy with the school's response to reports of bullying
- Make clear the role of school governors in dealing with parents who are unsatisfied with staff responses
- Provide contact details for independent advice
- Provide contact details for a parent-advocate and for the range of advocates available for particular groups (e.g. for the families of children with SEN)
- Explain to young people what options they have if they feel they are being bullied

RECOMMENDATION 5 – we need a more systematic approach to identifying and learning from families who have opted out of the local state education system because they feel it has let them down – for example via an 'exit interview' of all those who permanently take their children out of local schools. This should build on the work already undertaken to track school moves within the LEA.

Recommendation 6 – ABESG should identify best practice in terms of BME anti-bullying work and encourage the best performing schools to share their learning with their peers across the city.

RECOMMENDATION 7 –that the ABESG includes student involvement in the development of school anti-bullying strategies as one of the elements of its best practice work.

RECOMMENDATION 8 – that ABESG invites the city Youth Council to become a co-opted member of the partnership (ideally with two Youth Council members co-opted)

RECOMMENDATION 9 – the views and experiences of parents are key to developing effective bullying strategies, and schools should actively involve parents in this work.

RECOMMENDATION 10 – ABESG best practice in terms of anti-bullying should include how to communicate with parents whose children are involved in bullying incidents

RECOMMENDATION 11 – ABESG best practice guidance should explicitly encourage schools to offer young people a range of ways in which they can report bullying

RECOMMENDATION 12 – that the ABESG anti-bullying best practice work explicitly includes how best to provide support for school staff

RECOMMENDATION 13 – the ABESG should ensure that planning effective primary to secondary transition forms part of its best practice work

RECOMMENDATION 14 – that the ABESG includes cyber-bullying in its best practice anti-bullying work.

This should explicitly include work on:

- **engaging directly with young people**
- **training for parents**
- **encouraging young people to think about on-line safety and who they share personal information with**
- **working with young people to improve their understanding that being kind and courteous in on-line interaction is as important as in face-to-face interaction**
- **recognising how quickly the on-line landscape is changing – and the need for teachers and trainers to constantly update their knowledge**
- **what can be done to utilise local digital media resources to make the Brighton & Hove approach to cyber-bullying as innovative as it can be**

RECOMMENDATION 15 – that CAMHS and EPS develop better systems for recording bullying. This should specifically include a system where service-users' experiences of bullying are actively solicited where it is therapeutically appropriate to do so.

RECOMMENDATION 16 – that the implementation of agreed panel recommendations should be monitored by OSC via an annual report co-ordinated and produced by Children's Services.

RECOMMENDATION 17 – that officers from the council's Children's Services directorate share the panel report with all city schools.

Executive Summary

Bullying in schools is by no means a new problem – it has probably been an issue for as long as there have been schools. However, there have been major developments in recent years.

In the first place, there has been a sea-change in notions of what constitutes bullying, with a wider acceptance that it is not just about direct physical or verbal assault but also about excluding and ostracising people.

Secondly, there is increasing recognition of the damage that bullying causes – its effects can be life-long, including poor educational attainment and emotional and mental health problems.

Thirdly, society has grown to recognise that discriminating against groups of people is wrong, whether it's in terms of race, sex, disability, age, faith, gender identity or sexual orientation. Coupled with this increased recognition of equalities has been the development of a more overtly diverse society. As people, including young people, become more open about their sexual orientation or gender identity, and as Brighton & Hove becomes more inclusive and multi-ethnic, we have to ensure that our school environments are safe places for all groups.

Fourthly, the growth of computer technology, and particularly mobile phones and social media, is changing the way that people interact with (and in some instances harass) each other. This development has been so rapid that it has left some adults at a loss to understand how their children are using social media and what the risks might be.

Fifthly, changes to the way in which state schools are funded and controlled have seen individual schools become much more autonomous and thus responsible for their own anti-bullying work. In the new system it is not necessarily clear how schools will work with and compare themselves against their peers to ensure that good practice is spread. Neither is it immediately obvious what role local authorities have to play in anti-bullying work – although councils remain accountable for educational performance and school attendance across the local area and are therefore bound to have a continuing interest in anything that impacts upon performance against these standards.

All of these factors mean that the issue of bullying is a topical one, even if, as seems to be the case, incidents of bullying may actually be falling and services are generally doing a good job.

The Bullying in Schools scrutiny panel was established following a request by Cllr Andrew Wealls. Panel members were: Cllr Ruth Buckley (Chair), Cllr Vanessa Brown and Cllr Penny Gilbey. Sam Watling of the Brighton & Hove Youth Council agreed to join the panel as a co-opted member, and Professor Robin Banerjee of Sussex University agreed to act as an advisor to the panel. Panel members would like to thank Sam and Robin for so generously giving up their time for this project.

The panel talked to a range of witnesses, including representatives from city schools, council school support services, the police, health services, and local voluntary and community sector organisations. The panel also spoke directly to parents and carers, and vitally, to young people themselves.³ A list of the witnesses who gave evidence is included in Part 2 of this report. Panel members would like to thank all those who contributed.

³ The panel would particularly like to thank the Brighton & Hove Youth Council who held a facilitated session where members of the Youth Council, the Children in Care Council, the Younger Children in Care Council and the Disabled Young People's Council all had the opportunity to share their experiences of bullying.

After reviewing the evidence, the scrutiny panel has made a number of recommendations. Many of these seek to build on the anti-bullying work already taking place across the city. While there is always the potential to improve services across such a complex area of work, it should be recognised that there is lots of good practice out there. Rather than reinventing the wheel, the core of what needs to be done is to ensure that everyone learns from the work of the best practitioners.

The recommendations which follow range across a number of areas, including data collection, involving young people and families, supporting schools, cyber-bullying, and how bullying impacts upon particular groups of people. Preceding the recommendations is a brief introduction to the subject of bullying.

Introduction

What is Bullying?

Bullying is defined as

“behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”⁴

Bullying can take many forms, from verbal insult through property damage to physical assault. It can also be indirect, for instance where people are excluded from conversations and activities or where rumours are spread about them.

The growth of social media in recent years has seen increasing incidents of ‘cyber-bullying’ – bullying via text message or comments on social media sites. This poses particular problems for schools, young people and their parents and carers, because new and emerging technologies are often difficult to understand and hence regulate; because social media is very good at disseminating both innocuous and malicious messages widely; because cyber-bullying does not necessarily take place in school; and because people seem far less inclined to self-censor their comments on social media than they would in face-to-face encounters.

Although bullying can take many forms and can be defined in a number of ways, a key constant factor is that it involves repeated behaviour – one-off incidents, while they may be very serious, are not typically classified as bullying. This is important for a couple of reasons: because the impact of bullying on its victims needs to be understood as cumulative, as something that builds over time (and hence a seemingly minor incident may not be so when viewed in context); and also because the perpetrators of bullying are engaged in an activity that is habitual and intentional – their behaviour cannot be dismissed as being ‘out of character’, and may not be easily changed.

Who is Bullied?

Anyone could be bullied, but the victims of bullying are typically children or young people who are isolated from their peer group. Isolated children and young people who aren’t part of social networks are at risk of others bullying them. Children and young people who are bullied will typically be seen as in some way ‘different’ – perhaps because of actual or perceived ethnicity, faith, sexual orientation, gender identity, disability or sex, their appearance, their academic or athletic abilities, because they have a physical or mental health condition, or because they are in care. However, isolation rather than ‘difference’ is the key factor here – and young people who are ‘different’ but who are not isolated from their peers are much less likely to be the targets of bullying.

Roughly the same proportions of boys as girls report being bullied, although boys seem rather more likely to be the victims of physical aggression and girls the victims of social exclusion. Girls are also more likely to be bullied by a group of their peers. Since it often manifests in less obvious ways, the bullying of girls can be more difficult to spot and deal with.⁵

Locally, slightly more BME young people report being bullied than their white British counterparts.

⁴ Adapted from: Preventing and Tackling Bullying: Advice for Head Teachers, Staff and Governing Bodies, DfE 2011.

⁵ Evidence from Nick Wergan, Deputy Head Teacher, Blatchington Mill School: 13.06.13, point 3.29

Young lesbian, gay or bisexual (LGB) people are very likely to experience bullying, as are people who identify as Trans or are unsure of their gender. In addition many people who are not LGBT but who may be perceived as such are the targets of bullying.

Young people with special educational needs (SEN), and especially people with autistic spectrum conditions, may be particularly likely to experience bullying.⁶

Amaze reports that young people in the east of Brighton tend to report more bullying relating to disability than the rest of city. This may be because they are higher numbers of children with disabilities in east Brighton schools (as recorded on the Amaze Compass database), or it may be linked to higher levels of deprivation or family breakdown in the east of the city.⁷

Who bullies?

Anyone can potentially be a bully, although young people who bully will often have also experienced problems at school or at home. Bullies will not necessarily be socially isolated, though they may have difficulties with social relationships. There is also a significant cross-over between the group of young people who have been bullied and the group that bullies, with some people being both the perpetrators and the victims of bullying. It is generally accepted that young people who show bullying behaviours require support as well as sanction.

Prevalence

Recent years have seen a consistent reduction locally in young people in secondary schools who report that they have been bullied – from 22% in 2008 down to 12% in 2013, as reported in the Safe & Well at School Survey (SAWSSS).⁸ Reported bullying in primary schools has also reduced between 2008 and 2013, with rates falling from 22% to 19%. This does appear to be good news, although the SAWSSS collects data from children and young people at school so may not pick up people who have moved area or are home-educating as the result of serious bullying.⁹

Local Authority Responsibilities

Local Authorities are no longer responsible for day-to-day decision-making around schools, with almost all powers devolved to individual schools. Whilst many local authorities still have teams providing a wide range of school support services, schools are generally not obliged to source this support from their council.

However, local authorities still retain some very significant strategic and legal responsibilities in relation to young people. These include being responsible for educational attainment across the local area, for the general wellbeing and safeguarding of young people, and for school attendance.

While local authorities are not directly responsible for bullying in school, bullied children are likely than other children to struggle academically, to be absent from school, and generally to have diminished wellbeing. It is therefore clear that councils have a significant interest in bullying in local schools as it is a factor in several of the key outcomes against which local authorities are measured. It is also the case, of course, that councils are elected by and represent local families, and have a duty to address local people's concerns even where they

⁶ See 13.06.13, point 3.45

⁷ See evidence from Janet Poole, Amaze: 04.09.13, points 16.74 and 16.75

⁸ Evidence from Sam Beal: 13.06.13, point 3.19.

⁹ Evidence from Professor Ian Cunningham: 13.06.13, point 3.55.

are not directly responsible for providing services. Of course, different local areas will interpret this duty in different ways.

Findings and Recommendations

Data

Traditionally, many councils collated statistics about the schools they were responsible for in order to manage performance across the local state education system. In terms of bullying, the most relevant source of data is probably the annual Safe and Well at School Survey (SAWSS) which asks KS2, KS3 and KS4 students a series of questions about their general wellbeing and their experience of school. The SAWSS has been running since 2005 and therefore provides a vital longitudinal resource.

With recent moves towards greater autonomy for individual schools, the requirements for local authorities to collect and analyse data have been relaxed, but some areas including Brighton & Hove still choose to continue to collate statistics. In some instances, individual schools may decline to respond to data requests from local authorities – the SAWSS is voluntary for instance. However locally the great majority of schools are committed to participating in the SAWSS and the sample size is high.

The SAWSS provides a publicly available annual city-wide overview of young people's wellbeing across a number of domains. The SAWSS data is also broken down into school-specific reports and these are shared with individual schools. These reports are not publicly available, in part because of data confidentiality: it might be possible to identify individual respondents to the survey at this scale – for example, someone who reported being bullied because of their BME status at a school with very few BME children.

In addition to the SAWSS, schools also record and collate their own internal data on bullying and prejudiced based incidents by type. Schools are then asked to return their bullying by type data to the local authority on a termly basis. The City Wide figures are subsequently analysed to support commissioning and support for schools. Schools are encouraged to monitor, analyse and report their SAWSS and school-based data sets including with governors and other interested parties.

Although the local authority still conducts and analyses the SAWSS and disseminates its findings to schools across the city, the council is not in a position to direct or dictate actions to individual schools, nor would it wish to do so. Even if a council wanted to direct local schools there are few remaining powers to do so. This is very much an intended aspect of recent education reforms: moving away from a system in which councils were sometimes seen as imposing blanket 'one size fits all' policies on schools to one in which each individual school is free to develop its own plans and strategies. This means that schools are able to take account of their unique circumstances and of the particular staff skills and resources they can draw on to design bespoke policies that truly meet local need.

Whilst there are obvious opportunities in freeing schools to be innovative in this way there are also obvious risks. Firstly, there's the risk that schools which develop really good practice will do so in isolation and that neighbouring schools will not benefit from these new approaches. It is therefore important that there is some means of sharing information about best practice across local schools.

Secondly, in any system that enables individual organisations to develop their own policies rather than operating a centrally-determined model, one would expect some to do much better than average, but also some to perform relatively poorly. It is therefore important that there is

some way to flag systems that aren't delivering as well as they should and to support less successful schools.

Anti Bullying & Equality Strategy Group

The panel believes that the partnership Anti Bullying & Equality Strategy Group (ABESG) which brings together the local authority, local voluntary and community sector groups and city schools is the ideal place to develop a best practice bullying forum which disseminates successful anti-bullying approaches and supports any schools which may be struggling, relatively speaking, in terms of their anti-bullying work. The panel wholeheartedly supports the ABESG and believes that it must be appropriately funded and supported.

As the ABESG is chaired by council officers, our recommendation is that these officers be tasked with developing a best practice forum as part of the ABESG. The forum should seek to identify and spread good practice across the city. The relevant council officers should report back to the Overview & Scrutiny Committee (OSC) on the success of this initiative as part of the 12 monthly monitoring of the implementation of panel recommendations.

RECOMMENDATION 1 – that the ABESG should be supported and funded appropriately to allow it to undertake the key task of supporting anti-bullying initiatives across the city

RECOMMENDATION 2 – that the ABESG develops a best practice forum to celebrate and spread anti-bullying best practice across city schools

It has been very reassuring to learn that the SAWSS is still being undertaken, with the majority of city schools engaging enthusiastically. It is really important that schools have a robust means of measuring the success of their anti-bullying work, and crucial that they have the means not only of comparing themselves against neighbouring schools but of measuring their own performance over time. Therefore, whilst it is quite proper that schools develop their own methods of measuring performance, the SAWSS remains an essential part of performance monitoring across the local area.

The panel commends schools and the local authority for investing their time in ensuring that the SAWSS continues to be widely used. Having a robust and objective longitudinal measure of performance is key to continuing to improve anti-bullying services, and schools should be encouraged and supported to engage with the SAWSS. The aim should be that every eligible school in the city undertakes the annual survey.

Recommendation 3 – that council officers continue to champion the SAWSS via the ABESG and other school partnerships including the Public Health Schools Programme

School Performance

The SAWSS currently shows a citywide rate of reported bullying at around 12%. There has been a steady fall in the percentage of young people who report being bullied over the past few years, suggesting that services are effective.

Across secondary schools the rate at which students report being bullied shows a relatively low degree of variation. This suggests that there are no real 'outlier' schools with much more or much less effective approaches to bullying.

Across primary schools the rate of variation is much larger – with between 8 and 40% of children reporting bullying. This may appear worrying, but as primaries are typically much

smaller than secondary schools, relatively small numbers of survey responses can result in big percentage swings. It is also likely that schools with higher numbers reporting bullying have provided less support to pupils to understand what bullying is.¹⁰

Approaches to Bullying

Two schools came to speak to the panel about their approaches to bullying: Blatchington Mill and Carlton Hill. We recognise that many more schools might have been happy to come and talk about what they do, but there simply wasn't the time to hear from everyone. In any case, the panel wanted to get a sense of how individual schools typically tackled bullying rather than to judge schools against one another.

Nick Wergan, Deputy Headteacher at Blatchington Mill (BMS), told the panel that his school's approach to preventing bullying is multi-faceted. It includes:

- Ensuring that an anti-bullying ethos is central to the school, and that it is owned by all staff and students, not just a top-down initiative
- Taking a zero tolerance attitude to bullying – every reported incident is treated seriously
- Taking every opportunity to talk about bullying – the message needs to be constantly re-stated
- Being pro-active around equalities – not just reacting to equalities based incidents when they occur
- Taking collective responsibility – recognising that bullying can be a group action in which bystanders as well as perpetrators are implicated
- Ensuring that students recognise that bullying requires adult involvement – BMS is proud to be a 'telling' school
- Involving students in shaping anti-bullying work
- Recognising that bullying can take many forms, including cyber-bullying and social exclusion
- Having a consistent approach to bullying throughout the school.¹¹

While individual schools may legitimately have different emphases, the panel views this list as a good model of a best practice policy, one which treats bullying holistically, involves students in anti-bullying work, stresses consistency in approaches, takes every incident seriously, and constantly reinforces the need for everyone in the school community to practice mutual respect.

For the panel, dealing effectively with bullying requires two kinds of approaches from schools. Firstly, there should be a robust and systemic approach to identifying and dealing with bullying incidents, with schools explaining to the victims of bullying and their families what steps have been taken in response to an incident and why. Secondly, schools need to develop and foster a caring environment which works to stop students becoming isolated from their peers in the

¹⁰ Evidence from Sam Beal, Chair of the ABESG: 13.06.13, point 3.19.

¹¹ See 13.06.13, point 3.22

first place. Successful anti-bullying work is a combination of these reactive and preventative approaches.

Supporting Young People

However good a school's policies around fostering an inclusive and supportive environment are, some young people will inevitably become socially isolated and therefore more susceptible to bullying. Vulnerable young people need targeted support, particularly in terms of helping with assertiveness or low self-esteem issues.

Witnesses stressed the importance of working with vulnerable young people to build their resilience and develop their assertiveness, so that they are less likely to be targeted - and if they are harassed - that isolated incidents are less likely to develop into bullying.¹²

For example, the Safety Net Assertiveness Project (SNAP) for 8-16 year olds teaches assertiveness techniques and life-skills to children with low self-esteem who have been the targets of bullying.¹³

An allied project is the Playground Buddying Programme which is a low-level preventative scheme designed to encourage inclusivity in primary school playgrounds by teaching children to recognise when they feel unsafe, how to deal with friendship disputes, and to report bullying to appropriate adults.¹⁴

Similar approaches can be directed at young people involved in bullying – working with them to help them become more aware of their behaviour and to understand how to act differently.

Some young people, particularly those with additional needs/SEN, may need targeted support above and beyond that generally on offer. It is important that schools recognise that there is a range of vulnerabilities and do not simply offer one-size-fits-all to young people who are bullied.¹⁵

We are fortunate in Brighton & Hove to have a number of excellent community and voluntary sector organisations such as Allsorts, BMEYPP and Amaze providing a wide range of support services to young people experiencing bullying and to their parents and carers. It is important that young people and their families are made aware of the full range of support services available.

Persistent Problems

The panel heard about a range of approaches designed to create a school environment in which bullying is minimised, to provide effective interventions when bullying does occur, and to support and develop the resilience of victims of bullying (and to help the perpetrators of bullying understand and curtail their behaviour).

All this work is to be commended, but schools and other agencies also need to plan for what happens when this support does not work. For several witnesses the problem was not only that

¹² See Paul Myszor: 13.06.13, point 3.45

¹³ See evidence from Den McCartney, Manager Safety Net Children & Young People Team: 04.09.13, point 16.41

¹⁴ See evidence from Den McCartney: 04.09.13, point 16.42

¹⁵ See evidence from Janet Poole, Amaze: 04.09.13, point 16.81

anti-bullying policies had not worked for them, but that it had proved very difficult to get senior managers in schools to acknowledge that things had gone wrong and to act accordingly.

It is particularly important that parents and carers know where to go for help if their school is not providing the assistance they need. This requires schools to have a clear system in place for the escalation of complaints, and to commit to making thorough and timely responses when complaints are made. This is particularly the case for secondary schools which are seen as being more remote from parents than primaries, particularly in terms of being able to contact senior managers.¹⁶

There may also be a potential clash of interests here in terms of school managers investigating the actions of their own organisations with regard to bullying, perhaps particularly where parents believe that the school has consistently failed to act appropriately. The fear is obviously that managers will be protective of their school's reputation even in instances where the school has behaved poorly. The Parents' Forum suggested that a solution to this problem might be for secondary schools to commission an independent guide to bullying, with information for parents on how to progress complaints and an independent contact for help and advice. Contact details for parent-advocates who had personal experience of dealing with entrenched bullying would also be invaluable.¹⁷

School governors have an obvious role to play in instances where parents are unhappy with a school's response to issues. However, it is not necessarily the case that all parents understand what the role of school governors is or how they can get in contact with them.

RECOMMENDATION 4 – ABESG should produce a leaflet (or a template for individual schools to adapt) for parents and young people explaining school commitments to tackling bullying. This leaflet should:

- **Detail parents' rights to complain**
- **Explain to whom parents can appeal if they are unhappy with the school's response to reports of bullying**
- **Make clear the role of school governors in dealing with parents who are unsatisfied with staff responses**
- **Provide contact details for independent advice**
- **Provide contact details for a parent-advocate and for the range of advocates available for particular groups (e.g. for the families of children with SEN)**
- **Explain to young people what options they have if they feel they are being bullied**

It is also important that those in charge of the education system recognise that some parents of bullied children may eventually become so frustrated by the response of schools and other support services that they opt to exit the local state education system entirely – by home-schooling, or moving out of area, or opting for an independent sector school. People who adopt these extreme measures (and of course not all parents are in a position to do so) will not necessarily communicate their decisions to the relevant authorities – people who 'exit' organisations because they feel that they have not been listened to may well consider it a waste of time to 'voice' yet more dissatisfaction.

However, it is clearly important that these voices are captured. If they are not, then the local education system is failing to recognise its most disgruntled customers, which is likely to skew any understanding of how prevalent and serious bullying can be.

¹⁶ See evidence from the Parents' Forum: 04.09.13, point 16.67

¹⁷ See evidence from the Parents' Forum: 04.09.13, point 16.69 and 16.70

It does not appear that there is currently any systematic attempt to collect data from families who opt to leave the local state school system, although there is work undertaken with families who move from one local school to another. This does seem to be a flaw in the system which threatens to undermine claims that anti-bullying policies are effective.

Of course, families may leave local schools for any number of reasons. Perhaps schools should be encouraged to conduct an 'exit interview' or survey with parents who take their children off the school roll, asking why they have done this and whether it reflects dissatisfaction with school performance, including in terms of bullying.

RECOMMENDATION 5 – we need a more systematic approach to identifying and learning from families who have opted out of the local state education system because they feel it has let them down – for example via an 'exit interview' of all those who permanently take their children out of local schools. This should build on the work already undertaken to track school moves within the LEA.

Equality/Protected Groups

As noted above, young people with particular 'protected characteristics'¹⁸ in terms of their ethnicity, sexual orientation, disability etc. may be especially vulnerable to bullying – or at any rate, vulnerable to becoming socially isolated and therefore more likely to be the target of bullying behaviour.

The panel simply did not have the capacity to look at bullying in terms of every protected characteristic, but did hear evidence about three particular issues: race, sexual orientation/gender identification, and SEN/disability. Whilst some of the points below may be relevant only to a specific issue, others are likely to apply to all young people who risk isolation from their peers because they could be perceived as different.

BME

Schools data suggests that BME students are bullied slightly only more often than their white peers.¹⁹ However, the panel did hear from witnesses who felt that some schools were not doing enough to prevent bullying or prejudice related to ethnicity, or when it happened to deal with it effectively.

For example, the panel heard from parent 'A' whose children had been subjected to racial harassment from Year 7 through to Year 11, which did not stop despite being reported to school managers. Whilst teachers were aware of some of this bullying the parent felt that they neglected to intervene effectively, and tended to under-play or dismiss the concerns raised.²⁰

Vanessa Crawford, from the Black & Minority Ethnic Young People's Project (BMEYPP) told the panel experienced that BME young people attending the project reported that racist

¹⁸ See The Equality Act (2010) which defines 'protected characteristics'.

¹⁹ The most recent SAWSS data shows a small increase in primary school students reporting racist bullying. It is currently unclear whether this indicates an actual increase in racist bullying or is a statistical blip or perhaps the consequence of improved awareness of racist bullying (there has been recent work with primary schools in this respect). Things should be clearer here when we have the next set of SAWSS data to compare against. See evidence from Sam Beal, 13.06.13: point 3.20.

²⁰ See 04.09.13 points 16.61 and 16.62

bullying, including name-calling, racist jokes, mimicking and making race-based assumptions. Sometimes the racism was quite subtle and therefore harder to report.²¹

Panel members were also told that some school staff lacked confidence and skill in identifying and challenging racism including a lack of clarity about appropriate terms to use to refer to ethnicity. There were cases of where the victims of racist bullying felt they were blamed or ignored.^{22, 23} Some students reported that if they were a child that sometimes got into trouble in school they were less likely to be believed or taken seriously if they reported bullying.

The evidence that the panel heard accords with the findings of a recent independent report commissioned by the council: The Changing Ethnic Demography in Brighton & Hove: How Prepared Are Brighton & Hove Schools? (GHPO Report Feb 14)

Brighton & Hove has traditionally been a predominantly 'white' city, but in recent years has become much more ethnically diverse, with the number of non-'White British' residents increasing by 80% over the past decade.²⁴ It seems evident to the Panel that schools and council services need to work harder to prevent address issues related to racism in their communities.

In the context of schools however, it seems likely that there are a mixture of experiences, with some schools quite used to dealing successfully with the challenges and exploiting the opportunities of a multi-ethnic intake, whilst others have much less experience of anything other than a predominantly white British student body. There is an obvious opportunity here to spread best practice – and indeed it may be that our best performing schools have lessons to teach not only other schools, but the public sector across the city.

Teachers may also benefit from training in identifying and tackling racist bullying. It is important that schools support staff in challenging discriminatory language and behaviour, perhaps particularly with an issue as sensitive as racism. Teachers may be well intentioned, but nonetheless struggle to support BME students and counter racism because they miss nuances, or they feel so nervous about tackling perceived racism.

Recommendation 6 – ABESG should identify best practice in terms of BME anti-bullying work and encourage the best performing schools to share their learning with their peers across the city.

LGBT

Young people who are, or who may be perceived as being, lesbian, gay, bisexual or transgender are particularly likely to experience bullying in school.

This is something that has been recognised in Brighton & Hove for a number of years, and many city schools have made considerable efforts to counter homophobic bullying with the active support of the BHCC schools support service and expert voluntary and community sector organisations like Allsorts Youth Project.

²¹ See evidence from Vanessa Crawford: 04.09.13, point 16.87

²² See evidence from Vanessa Crawford, BMETPP, 04.09.13: point 16.87 – 16.104.

²³ 04.09.13, point 16.96

²⁴ <http://www.bhlis.org/resource/view?resourceId=1415> (It should be noted that much of this increase in diversity is due to an influx of people from Eastern Europe, so although there has been a significant increase in the city's non- 'British' population, this does not necessarily equate to a significant increase in the non-white population.)

Given this work and Brighton & Hove's reputation as an LGBT friendly city, it seems likely that we are doing more than most areas to tackle homophobic, biphobic and transphobic bullying, and schools and council services should be commended for this. In particular the Panel recognise the ground-breaking work being done to prevent and challenge transphobia and build understanding of the needs of Trans children and young people.

It may be the case that the level of understanding of LGBT issues is not uniform across the city. However, this is currently being addressed, with Allsorts expanding its work with primary and secondary schools. Allsorts also trains teachers, other school staff, CAMHS (Child & Adolescent Mental Health), educational psychologists etc. in LGBT issues.²⁵

Tackling homophobic, biphobic and transphobic bullying involves dealing firmly with offenders and supporting victims. It also means fostering a whole-school environment in which LGBT identities are considered normative.²⁶ For example, as well as confronting direct bullying, it is important that schools challenge discriminatory language, even when it is not directed at an individual (e.g. people using the term 'gay' as a synonym for useless).

Support at home may be particularly crucial for young LGBT people: young people who are trying to conceal their sexual identities from their families are unlikely to report that they are experiencing homophobic bullying, whereas LGBT people with supportive families tend to be much more resilient.²⁷

Whereas practice in relation to lesbian, gay or bisexual young people is probably generally pretty good across the city, more needs to be done to support Trans children and young people using the newly published Trans Inclusion Schools Toolkit.

Trans issues are often very different from issues of sexual orientation, and may require approaches that are distinct from a generalist LGB-friendly policy, so it may well be that best practice schools will be those that plan discretely for Trans students. Such planning will need to include training teachers to understand and be confident in supporting Trans issues – this is a complex area and one which requires expert support.²⁸

While there is obviously still work to do on LGBT issues, it is clear that there are really expert resources in place and a city-wide commitment to LGBT equalities.

SEN/Disability

Young people with special educational needs (SEN) or disabilities are disproportionately affected by bullying. The panel heard from parents of children with disabilities, and from voluntary sector groups that support families with disabled children, and some of the points made to the panel are presented elsewhere in this report – for example in the section on primary/secondary transition.

In general disabilities can function to make young people isolated from their peers and hence more likely to be bullied. This needs to be countered by schools actively promoting an inclusive school ethos in which difference is celebrated.

²⁵ Evidence from Marianne Lemond and Elliot Klimek, Allsorts: 13.06.13, point 3.41.

²⁶ See 13.06.13, point 3.37

²⁷ See 13.06.13, point 3.38

²⁸ See 13.06.13, point 3.39

Schools also need to be alert to the way in which particular disabilities may influence young people's behaviour. For example, some young people with autism may interpret well-intentioned 'banter' as bullying because they have a different understanding of social interaction to their peers.²⁹

Similarly, autistic young people who are genuinely being bullied may struggle to express their feelings and may bottle things up until the point where they can't take it any longer and they 'explode' – perhaps by reacting violently to the latest in a long line of provocations. If schools do not take the young person's disability into account when reacting to such an incident they may misread the situation and end up punishing the victim rather than the perpetrators or applying generic standards of behaviour which are inappropriate for people who face particular challenges.

To counter this, schools need to be generally aware of how bullying can impact upon children with SEN or disabilities, and to factor this in when dealing with specific children who have special needs.

Involving Young People

The panel heard a good deal about the work that schools do to make sure that students understand what bullying is and how to report it. Members also learnt that some schools stress that countering bullying is the job of everyone in the school, and that there is no such thing as a 'bystander' when it comes to bullying – everyone present is to some degree involved in a bullying incident, either as participants or because they have or have not intervened. This is clearly an important message and it is heartening to know that schools are taking such a holistic view of bullying.

Whilst there does seem to be lots of good practice in terms of schools engaging students around their anti-bullying work, it doesn't seem to be the case, at least from the evidence the panel heard, that all schools engage directly with their pupils and students in developing anti-bullying policies.³⁰ Feedback from the Youth Council also made the point that young people have a unique understanding of what happens in schools, and it is important that this knowledge is captured.³¹

The panel suggests that a network of young people from a variety of backgrounds could be established (or an existing network used) and charged to develop child-friendly definitions of bullying which could then be used as a resource by city schools. This would ensure that a representative group of young people were actively involved in co-producing anti-bullying materials without requiring every school to engage directly.³²

Similarly, it might be useful to involve a young people's representative organisation, such as the city Youth Council, at a strategic level in terms developing and co-ordinating anti-bullying work – for instance as a member of the ABESG. Youth Council members have successfully represented young people as co-optees on several city council committees for some years now, so we know that this approach can work.³³

²⁹ See 13.06.13, point 3.45

³⁰ Evidence from Ruth Hilton, Aiming High Advisory Group (AHA) for SEN Children and Young People, 01.07.13: point 9.57

³¹ Informal feedback from Youth Council (June 14)

³² Suggested recommendation from Safety Net: 04.09.13, point 16.54

³³ Youth Council members would warmly welcome an invitation to be a member of ABESG. Experience suggests that YC co-option works best when two young people are co-opted, since they can then support each other in their work. It is also important that YC co-optees are able to attend meetings (which they cannot do if the meetings are in the day during term time). (Informal Youth Council feedback June 14.)

The panel suggests that, as part of its best practice work, ABESG identifies schools which have effectively involved students in the development of anti-bullying policies. Learning from this successful work should be made available for other local schools to benefit from if they so choose. Panel members do understand that schools may have different approaches in this and many other areas and are not seeking to suggest that a 'one size fits all' anti-bullying approach is appropriate, but panel members do think that all schools should have the opportunity to share the best practice experiences of their neighbours.

RECOMMENDATION 7 –that the ABESG includes student involvement in the development of school anti-bullying strategies as one of the elements of its best practice work.

RECOMMENDATION 8 – that ABESG invites the city Youth Council to become a co-opted member of the partnership (ideally with two Youth Council members co-opted)

Involving Families

Families have an important role to play in helping their children develop resilience skills, supporting young people who are being bullied, and stopping children from becoming bullies. The Parents Forum was able to report back that several parents and carers were very positive about how their child's school had managed an incident of bullying. The panel also learnt about one piece of work, coordinated by Safety Net, where parents produced a booklet called "Safe and Happy" which outlined a school's approach to bullying.³⁴

However, parents and carers did express concern about how effectively schools communicated with them. Some parents and carers felt judged by the school staff they met with the implication that they were failing as a parent if their child was a bully or being bullying. Other parents and carers reported that the school did take action to stop bullying, but they were not informed about what this was. Parents and carers were also not clear about the schools' complaints procedures if things did not improve.

To support their children effectively some parents and carers may need to be supported to understand bullying, school policies, and effective ways to engage with schools if they are concerned about their child. Additionally, parents who have had to deal with their children being bullied are potentially a very valuable resource for other parents – as these are people who have been through the system and understand what works and what doesn't. Persuading some of these parents to volunteer as parent-advocates for other families would really help embed parent experience in school anti-bullying work.

The panel was fortunate to hear from the city Parents' Forum in regard to bullying – and was particularly fortunate that Forum members had kindly agreed to carry out both an online and face-to-face survey of parents to inform the panel's work. Panel members would like to express their thanks to the Parents' Forum for all their work.

Janet Poole of Amaze stressed to the panel the importance of schools listening to parents, taking them seriously, believing parents' accounts, and treating issues around bullying with sensitivity.³⁵

³⁴ Suggested recommendation from Safety Net: 04.09.13, point 16.54

³⁵ See 04.09.13, point 16.80

RECOMMENDATION 9 – the views and experiences of parents are key to developing effective bullying strategies, and schools should actively involve parents in this work.

RECOMMENDATION 10 – ABESG best practice in terms of anti-bullying should include how to communicate with parents whose children are involved in bullying incidents

Young People Reporting Bullying

When the panel asked young people for their views on bullying, one of the issues that several people raised as a problem was reporting bullying to an adult. Some students told the panel that they'd reported bullying but had been made to feel that they were in the wrong rather than the bully.³⁶ Other students said that it was not necessarily easy to contact a teacher they trusted at short notice.³⁷ Still other students were reluctant to report bullying because they feared that this would make the bullying worse.³⁸ Some people noted that it could be easier to talk to a counsellor, a Teaching Assistant or Family/Student liaison officer rather than to a teacher.³⁹

Both young people and parents told the panel that schools needed to respond seriously to reports of bullying, and to do so in a timely fashion. It is clear that some people feel that this does not always happen, and in particular that parents do not always feel that schools communicate enough with them.⁴⁰ This is an important issue, as it may well be the case that the school has responded to an issue swiftly and appropriately, but if the victims of bullying and their families are not kept in the loop, the impression given will be that the matter is not being taken seriously.⁴¹

RECOMMENDATION 11 – ABESG best practice guidance should explicitly encourage schools to offer young people a range of ways in which they can report bullying

Supporting Teaching Staff

School staff have a key role to play in developing an anti-bullying ethos and in tackling bullying when it does occur. If staff are not properly trained in how to deal with bullying, are unclear about a school's bullying policies, or are too busy with other work to deal properly with bullying incidents, then they will not be able to implement a school's anti-bullying policy effectively.

All teachers need general skills to deal with bullying, ideally including being able to deliver 'restorative justice' programmes for relatively minor incidents. This should be augmented by more specialist support, either internal or external, and class-room teachers need to know how to access this support.⁴² Teachers also obviously need to have an up to date understanding of their school's anti-bullying policies.

Teachers should also be aware that some young people are very concerned about reporting bullying, fearing they will be disbelieved or 'blamed' for the bullying, that nothing will happen, or

³⁶ Evidence from the Youth Council, 01.07.13: point 9.19. See also testimonies from individual YC members.

³⁷ Evidence from Ruth Hilton, AHA, 01.07.13: point 9.54.

³⁸ Evidence from PC Vicky Jones, 04.09.13, point 16.5

³⁹ 01.07.13 points 9.60 and 9.63. Some respondents suggested that all schools should consider employing a specialist Student/Family Liaison officer to deal with the most serious cases of bullying (point 9.76). Youth Council members also reported having experienced confusion about who to report bullying incidents to, stressing that the reporting system needed to be unambiguous

⁴⁰ Evidence from the Parents' Forum: 04.09.13, point 16.60

⁴¹ See testimonies from Youth Council members

⁴² Evidence from Paul Myszor, Senior Educational Psychologist, BHCC: 13.06.13, point 3.52.

that their bullying will escalate because they have reported it. In consequence teachers need to be trained to deal sensitively with reports of bullying, to act promptly to avoid escalation, and to ensure that they clearly explain the actions they have taken to the victim of the bullying incident and to their family.⁴³

Teachers also need to be supported to respond to environmental and societal change, whether in terms of increasing ethnic diversity, more open expression of different sexual and gender identities, or of the impact that social media is having on young people. Society is not standing still, and responses that may have been adequate a few years ago may now be out of date, so all schools need to ensure that anti-bullying forms a core part of their teacher-training programme.

A point several respondents to the panel made was that schools needed to spend time understanding bullying incidents rather than rushing to judgement, which could result in students being punished for reacting to bullying rather than taking action against the bullies themselves.⁴⁴

It is therefore important that schools ensure that their teachers and other staff are properly trained to recognise and deal with bullying.⁴⁵ It is equally important that teachers have the time and space to deal properly with bullying and to share information and experiences with colleagues as part of 'reflective practice'. Schools that are serious about tackling bullying have to find ways to ensure that their staff have time to deal with bullying and that teachers are properly supported by their peers and by managers. This is bound to be challenging given the many demands on teachers' time, and to require schools to think creatively about how best to support their staff.

Schools may also need to think closely about how children should report bullying. Some witnesses to the panel believed that anonymous incident reporting or the use of a 'Virtual Learning Environment' could be beneficial.⁴⁶

Panel members are sure that the majority of local schools already work really hard to support their staff to deal effectively with bullying – but the panel still believes that there is potential value in disseminating some of the innovative best practice being developed across city schools.

RECOMMENDATION 12 – that the ABESG anti-bullying best practice work explicitly includes how best to provide support for school staff

Primary/Secondary Transition

The transition from primary to secondary education at Year 7 can be a challenging time for many young people. This may be particularly so for the most vulnerable children, who are faced with changing schools, with new staff who don't necessarily appreciate their needs, and typically with a move from a relatively homely primary environment to an environment which is much bigger and more impersonal.⁴⁷

⁴³ See evidence from AHA: 01.07.13, point 9.75.

⁴⁴ See evidence from AHA and the Youth Council 01.07.13 points 9.58 and 9.85.

⁴⁵ See 13.06.13, point 3.31

⁴⁶ Evidence from AHA: 01.07.13, points 9.70 and 9.72.

⁴⁷ In a local 2013 survey asking Year 6 pupils to identify their worries about moving to secondary school, the main concern expressed was around bullying (37%), with friendship issues (12.5%) and getting lost

Since it is largely isolated and vulnerable young people who are bullied (and to a degree who bully), anything that increases isolation and vulnerability is likely to lead to increased bullying, and the step-up to secondary school presents particularly obvious challenges. Amaze told the panel that for families supporting SEN children, the move to secondary school was often “crunch time”.⁴⁸ Youth Council members also commented that in their experience the primary/secondary transition was a time of increased vulnerability.⁴⁹

It is clearly important that schools do all they can to manage the transition sensitively. This needs to include proper information sharing on vulnerable students, and this in turn requires primary schools to relay all the necessary information to secondary schools. Where students have well-documented support needs, for example in terms of children with a SEN ‘statement’, this may be relatively straightforward. However, for children who receive more informal support, there is a risk that key information about vulnerabilities will be lost. Primary schools need therefore to be methodological in recording and sharing information about their students’ support needs.

For their part, secondary schools need to ensure that they act on information about vulnerabilities. They also need to do all they can to make the transition to secondary school as easy as possible. This is challenging, as moving from a small to a much larger school may be inherently stressful, but this does not mean that nothing can be done. For example, the panel heard from Professor Ian Cunningham who noted that some schools dealt with transition problems by keeping the Y7 intake partially separate from the rest of the secondary school to allow transitioning children time and space to settle themselves.⁵⁰

The Parents’ Forum reported that some responses to their survey on bullying has noted a difference in approaches between primary and secondary schools, with relatively small and homely primaries able to foster a close relationship between students and school staff (and between staff and parents) which meant that bullying was recognised at an early stage and could be ‘nipped in the bud’. In the much larger, more impersonal environment of secondary schools this one-to-one relationship does not necessarily exist, particularly in terms of children having a dedicated classroom teacher, which may make identifying and countering bullying much harder.⁵¹ Given this, it is obviously important that secondary schools plan their anti-bullying work carefully and have clear and consistent procedures for tackling bullying. It certainly seems to be the case that Brighton & Hove secondary schools demonstrate good practice in this regard.

Other support can include providing extensive orientation for students coming into Year 7, and ensuring that there is effective supervision of students at all times, particularly outside class (break-times, moving from one class to another, PE changing etc).⁵² The latter point is clearly relevant beyond Year 7.

RECOMMENDATION 13 – the ABESG should ensure that planning effective primary to secondary transition forms part of its best practice work.

(12%) the next highest ranking concerns. See evidence from Den McCartney, Manager Safety Net Children & Young People Team: 04.09.13, point 16.44

⁴⁸ See evidence from Janet Poole: 04.09.13, point 16.76

⁴⁹ Informal feedback from Youth Council June 14.

⁵⁰ Evidence from Professor Ian Cunningham, 13.06.13, point 3.63.

⁵¹ Evidence from Parents’ Forum: 04.09.13, point 16.57

⁵² Evidence from Brighton & Hove Youth Council, 01.07.13, point 9.84.

Cyber-bullying

Cyber-bullying is the term commonly used to describe bullying that uses information technology: computers, mobile phones, and social media. Cyber-bullying is an emerging issue, given the rapid expansion in recent years of social networking sites, smart phone ownership and the increasing ubiquity of computer-based learning in schools.

Although some aspects of cyber-bullying are shared with other forms of bullying, other elements present unique challenges.

- Social media is a rapidly evolving environment, and one where growth is often driven principally by young people rather than adults. This makes it potentially very difficult for parents and teachers to understand and monitor young people's use of media – we may understand the risks involved in facebook and twitter, but this may not be all that useful when young people have moved on to communicating via snapchat, tumblr and Instagram.⁵³
- ICT and social media allow information to be disseminated very rapidly and very broadly, which can obviously cause problems in terms of offensive messages or images. It can also be very difficult to get information removed once it has been posted online.
- Online communication does not respect physical boundaries: children in school may receive abuse from outside the school or may be harassed by classmates outside school hours. This raises questions of whose responsibility it is to police cyberbullying.
- People generally appear to be much less inhibited online than they would be in person. This may mean that people are more likely to harass or bully others.⁵⁴

The most recent SAWSS responses indicate that cyber-bullying is not the most common type of bullying. However when it happens it is likely to be particularly devastating. It may also be the case that young people are not recognising and identifying cyber-bullying when it happens.⁵⁵

Unsurprisingly, the prevalence of reported cyber-bullying rises with age, and currently it doesn't appear to be a significant issue at primary school. However, younger and younger people are using social media so it is likely that the problem will spread.⁵⁶

It should also be stressed that cyber-bullying is not necessarily discrete from other types of bullying: young people who are bullied at school may also be bullied via social media and vice versa. Indeed young people themselves made the point to the panel that they did not necessarily see their 'real-life' social interactions as distinct from their on-line interactions – they are different aspects of socialising rather than separate things.⁵⁷

It is possible for schools to use technological fixes to counter cyber-bullying that takes place using school ICT systems. For example, Blatchington Mill has invested in a software system that alerts staff when school systems are being used inappropriately.⁵⁸ However, because

⁵³ See evidence from Paul Platts, ICT safety trainer: 01.07.13, point 9.42

⁵⁴ See evidence from Paul Platts, ICT safety trainer: 01.07.13, point 9.40, 9.41. Also PC Vicky Jones: 04.09.13, point 16.2

⁵⁵ See Sam Beal, 13.06.13, point 3.14

⁵⁶ Evidence from Louise Willard, Headteacher, Carlton Hill Primary School: 01.07.13, point 9.12

⁵⁷ Informal feedback from Youth Council, June 14.

⁵⁸ See 13.06.13, point 3.27

cyber-bullying does not just take place in school or via school ICT systems, such solutions will only ever be partial. It is therefore important that young people are encouraged to think about safe and responsible use of ICT and social media. Ultimately it will primarily be young people themselves who police their social media use, and they need to be ‘trained’ to do so. The panel commends the high-quality training that a number of city schools are already providing in this respect, as reflected in recent Ofsted reports.

The rapid evolution of social media is an obvious problem in terms of tackling bullying. It is clear that any training for teachers, students or families will need to be regularly updated. Given that Brighton & Hove is one of the UK centres of digital technology there does seem to be the potential to harness some of the digital expertise we have in the city in order to deliver some really up to date in-reach into schools.

Parents also need to learn much more about cyber-bullying⁵⁹, but when training has been offered the take-up has typically been disappointing.⁶⁰ It needs to be remembered that most adults’ understanding of ICT issues is probably fairly limited. Schools need to be careful that they do not assume a level of competence that many parents simply do not have. Involving parents directly in the design of cyber-bullying and cyber-safety training is important here.

The panel heard that there may be value in encouraging young people to view their on-line interactions as they would face-to-face interactions. It does seem evident that people act very differently when communicating virtually, perhaps because on-line communication does not readily provide the multitude of subtle visual and verbal indications that we instinctively rely upon to judge face-to-face communication.⁶¹

On a similar tack, young people need to be aware that not everyone on-line is who they say they are, and that not everyone has good motives. Training in cyber-safety needs to encourage young people to think carefully about who they are communicating with, whether they can feel confident about their intentions, and the types of information they are sharing.⁶²

Other moves which might help to tackle cyber-bullying would need to be driven at a national level. For example, the panel heard that requiring people to register with social media sites using verifiable contact details (e.g. by giving debit card details) might help reduce bullying, or at least mean that bullies could be held to account.⁶³

It is clear that Cyber-bullying is a growing problem, even if it is not yet a major issue for young people locally. It is therefore important that schools are aware of the issues involved and communicate them to students and their families – particularly as this may well be an area in which few parents are experts.

RECOMMENDATION 14 – that the ABESG includes cyber-bullying in its best practice anti-bullying work.

This should explicitly include work on:

- **engaging directly with young people**

⁵⁹ See evidence from Parents’ Forum: 04.09.13, point 16.58: almost half of the parents surveyed feel that they do not have enough information about cyber-bullying

⁶⁰ See 13.06.13, point 9.42

⁶¹ See evidence from Den McCartney: 04.09.13, point 16.48

⁶² Suggested recommendation from Safety Net: 04.09.13, point 16.54

⁶³ See evidence from PC Vicky Jones: 04.09.13, point 16.6

- training for parents
- encouraging young people to think about on-line safety and who they share personal information with
- working with young people to improve their understanding that being kind and courteous in on-line interaction is as important as in face-to-face interaction
- recognising how quickly the on-line landscape is changing – and the need for teachers and trainers to constantly update their knowledge
- what can be done to utilise local digital media resources to make the Brighton & Hove approach to cyber-bullying as innovative as it can be

Mental Health and Wellbeing

The scrutiny panel heard that bullying can significantly impact on young people's emotional wellbeing and in some instances may contribute to mental health problems – although this is a complex issue as other factors are also bound to contribute to a person's wellbeing.⁶⁴

Young people with mental health problems may receive support from a number of sources, most obviously from local Child & Adolescent Mental Health Services (CAMHS), but also from the Educational Psychology Service (EPS).

It is currently impossible to know what proportion of young people referred to CAMHS have experienced bullying that has had a detrimental impact on their mental wellbeing: this information is not currently solicited by CAMHS.⁶⁵

Whilst CAMHS will record bullying if it is raised as an issue by service users or their families, it does not feature very prominently. In addition, data from counselling services shows that bullying is fairly low on the list of reasons that service users give for accessing counselling.⁶⁶ However, without services specifically asking whether bullying has been an issue, it is very difficult to have any real confidence in how big a factor it is in young people's mental health problems.

The majority (55%) of referrals to CAMHS are via GPs, with only around 10% of referrals obviously relating to a schools-based issue such as attendance.⁶⁷ Referring GPs would obviously only be aware of bullying if it had been mentioned to them, and this may not be the case when bullying has occurred as young people can be ashamed to mention bullying even to their own families.⁶⁸

Other than where there are very specific safeguarding concerns, CAMHS does not have the right to inform schools that it is engaged with particular young people without written consent from parents or carers. However CAMHS does advise parents whose children have serious wellbeing problems to speak to schools about these issues.⁶⁹ CAMHS also has an excellent record of referring children with SEN support needs to specialist organisations like Amaze.⁷⁰

⁶⁴ See evidence from Alison Nuttall, Children & Adolescent Mental Health Services (CAMHS) Commissioner: 04.09.13, point 16.16

⁶⁵ See Alison Nuttall: 04.09.13, point 16.22

⁶⁶ See 04.09.13, point 16.20

⁶⁷ See 04.09.13, points 16.17 and 16.22

⁶⁸ See 04.09.13, point 16.29

⁶⁹ See 04.09.13, point 16.23

⁷⁰ See evidence from Janet Poole: 04.09.13, point 16.78

Panel members are concerned that CAMHS may not always be aware whether the young people under its care have experienced or are experiencing bullying – unless specifically informed about this by the service-users themselves. It may well be that bullying is not a major contributory factor to young people’s mental health problems, but without better data this is just speculation.

In order to plan services effectively it is clearly important that commissioners have the best and most up to date information. Panel members believe that this should include information about the degree to which bullying impacts on young people’s health and mental wellbeing. To this end, it is suggested that CAMHS (and the Educational Psychology Service which potentially also holds valuable information about incidents of bullying) makes a point of actively soliciting information about bullying from service-users where it is therapeutically appropriate to do so.

RECOMMENDATION 15 – that CAMHS and EPS develop better systems for recording bullying. This should specifically include a system where service-users’ experiences of bullying are actively solicited where it is therapeutically appropriate to do so.

Monitoring

Once the recommendations of this report have been considered by the relevant bodies, the implementation of agreed recommendations will be regularly monitored by the Overview & Scrutiny Committee (OSC). For ease of management, a senior officer from the council’s Children’s Services directorate should be charged with co-ordinating and producing an annual implementation report to OSC.

RECOMMENDATION 16 – that the implementation of agreed panel recommendations should be monitored by OSC via an annual report co-ordinated and produced by Children’s Services.

Reporting to Schools

The panel would like their report to be shared with all city schools.

RECOMMENDATION 17 – that officers from the council’s Children’s Services directorate share the panel report with all city schools.

Conclusion

Bullying can have a terrible impact on the lives of young people and it is important that schools and school support services recognise this and work hard to tackle the problem.

Whilst bullying will never be eliminated, there is much that can be done to combat it. In essence the panel believes that a two-pronged approach is required.

Firstly, schools need to have really robust systems for identifying bullying and tackling it – supporting victims, punishing perpetrators, and keeping families informed about the steps being taken. Schools also need to ensure that they record bullying incidents and are actively involved in comparing their anti-bullying work with that of their peers. Schools should be eager to emulate local and national best practice in terms of dealing firmly and effectively with bullying – and it has been heartening to learn that local schools are.

Secondly, schools need to ensure that their learning environment is one in which all students are encouraged and supported to be part of social networks – bullying typically occurs when young people are isolated from their peers, so by minimising isolation the hope is that incidents of bullying will be reduced.

Effective approaches to anti-bullying are bound to employ a combination of these reactive and preventative approaches.

Whilst schools have a key role to play in this work, it is not for schools alone to tackle bullying – parents need to be involved, as of course do young people themselves. There is also an important role for the expertise of community and voluntary sector organisations, and for specialist schools support such as that provided by local authorities.

It is also crucial that, in an increasingly atomised schools system, individual schools are encouraged and enabled to share best practice with their peers. In local terms, the panel believes that the ABESG is fundamental to achieving this – hence many of the report recommendations focus on supporting the ABESG or are directed to the partnership.

Whilst the ABESG has an important role to play in co-ordinating anti-bullying work, there may be instances where the move to autonomous schools has left a gap, for example in terms of central, specialist advice and training, which individual schools cannot themselves feasibly provide or commission. In practical terms this might include expert advice on cyberbullying or on how best to support teachers in tackling bullying. This type of support might previously have been provided by the local education authority, and panel members believe that there is an argument still for the council to offer key specialist support services, although in the current financial climate this is obviously far from easy.

Finally, whilst this report inevitably focuses on bullying, and while bullying remains a problem for too many young people, it is important to stress that city schools provide a generally positive and supportive environment. While it is vital that schools take bullying seriously, it is also important that a focus on bullying does not itself perpetuate the idea that bullying is all pervasive. We need to focus on the positive message of respecting and being kind to each other as well as being determined not to tolerate unkind behaviour.

Appendix 3:

Equality and Anti-Bullying Strategy Group – Membership September 2014

Service	
BHCC	Partnership Adviser Health and Wellbeing Behaviour & Attendance Partnership Lead ICT Consultant Community CAMHS Community Safety Manager Senior Community Safety Caseworker Strategic Commissioner, Public Health Traveller Education Service Service Manager, Integrated Youth Support Service Communities and Equalities Team (receive papers)
Secondary Schools	Dorothy Stringer School (BAP) Blatchington Mill School (BAP)
Primary Schools	Rudyard Kipling School (BAP) Elm Grove School (BAP)
Special Schools	Homewood College
FE Rep	BHASVIC
Early Years	to be confirmed
Youth Council rep	X2 young people
School nursing	Professional Lead for School Nursing
Allsorts	Youth Support & Education Worker, Allsorts Youth Project
Mosaic	Trustee
BMEYPP	Director
Safety Net	Director
Rise	Manager, Children, Young People and Family Services
AMAZE	Education Caseworker, Amaze
Young Carers	Young Carers Team Manager
Friends, Families and Travellers	Director
Parents Forum	Co-ordinator
BPEC	Education Coordinator
Police	Safe in the City Delivery Unit, Neighbourhood Policing Team

Terms of Reference

Title of Group	<i>Equality and Anti-Bullying Strategy Group</i>
Overall Purpose of Group	<i>To provide strategic leadership to the development of equality and anti-bullying practice in Brighton & Hove schools</i>
Specific Objectives/Scope	<i>To review and develop local authority advice, guidance, training and support materials which will support learning communities to meet the aims of our commitment statement To increase awareness and lead dissemination of good practice regarding equality and anti-bullying to environments</i>

	<p><i>where children, young people and their families received services. (starting with schools)</i></p> <p><i>To identify and disseminate information regarding services available to organisations working with children and young people to support them in their efforts to combat bullying and inequalities and ensure schools have access to the support they need to develop practice</i></p> <p><i>To identify needs of children and young people in Brighton & Hove using available data including the Safe and Well School Survey</i></p> <p><i>To work towards ensuring effective support of victims and perpetrators of bullying particularly looking at early intervention strategies</i></p>
National Requirements	<p>Equality Act 2010</p> <p>The evaluation schedule for the inspection of maintained schools and academies, Ofsted, July 2014</p> <p>Preventing and tackling bullying; Advice for school leaders, staff and governing bodies (<i>Department for Education</i>)</p>
Source Documents	<i>As above</i>
Scope of Decision Making	<i>Development of an action plan, policy, resources and guidance to be ratified by the Behaviour & Attendance Partnership Groups</i>
Accountable To	<i>Learning Partnership</i>
How Accountability is Demonstrated	<p><i>Terms of Reference ratified by the Behaviour & Attendance Partnership Groups</i></p> <p><i>Annual Report to the Behaviour & Attendance Partnership Groups and the Learning Partnership</i></p> <p><i>Annual Report to the Racial Harassment Forum (Racist and Religiously Motivated Incidents in schools)</i></p>
Reporting	<p><i>This group reports to the Behaviour & Attendance Partnership Groups</i></p> <p><i>Groups that report to this group include:</i></p> <p><i>Secondary PSHE Consortium</i></p> <p><i>Primary PSHE Networks</i></p>
Chair	<p><i>Sam Beal; Partnership Adviser Health and Wellbeing</i></p> <p>Before</p> <p><i>Set agenda</i></p> <p><i>Ensure papers are circulated and receive apologies.</i></p> <p><i>Plan the meeting, allocate time for each item.</i></p> <p>During</p> <p><i>Control the progress of the meeting, ensure participants stick to the agenda and that action agreed is clear.</i></p> <p><i>Be aware of and manage the group dynamics.</i></p> <p><i>Encourage those who may be less forthcoming and ensure all have an equal voice.</i></p> <p><i>Be prepared to challenge inappropriate behaviour.</i></p> <p><i>Manage the time so that the meeting starts and finishes on time and that appropriate time is spent on each subject.</i></p> <p>After</p> <p><i>Ensure minutes are circulated promptly.</i></p> <p><i>Take any follow up action in preparation for the next meeting.</i></p>
Deputy	<i>tbc</i>

Members	<p><i>Members need to be at an appropriate level to be able to take decisions.</i></p> <p><i>Members also need to be aware of their own personal accountability, i.e. who they refer back to after the meeting.</i></p> <p><i>Participants should ensure they have read the minutes, completed any action points from the last meeting and prepared for any upcoming agenda items.</i></p> <p><i>Participants should come prepared to take an active part in discussions. If unable to attend, participants should send apologies and, if appropriate, delegate someone to attend on their behalf.</i></p>
Quorum	<i>1 school representative and 5 others</i>
Minutes/Notes	<p><i>The minutes will record the decisions and key actions agreed during the meeting and the minutes of the previous meeting will be reviewed at the start of the meeting.</i></p> <p><i>The date of the previous meeting and the job title of those present and absent will be noted. The minutes/notes will be dated and paginated and include the filename and path.</i></p> <p><i>Actions will only be allocated to those at the meeting. If someone else is required to take action the minutes/notes will note that "someone will talk to X to ask them to do this".</i></p> <p><i>When reviewing minutes/notes of the previous meeting the Chair should firstly review them for accuracy then for action only. At the beginning of the meeting the Chair will ask for items for AOB.</i></p>
Confidentiality	<i>The minutes not exempt from the Freedom of Information Act and the minutes will include a statement at the end that they may be released to the public if requested under the FOI Act.</i>
Frequency	<p><i>Half-termly (6 times a year)</i></p> <p><i>Sub groups may be deployed to work on actions on behalf of the whole group.</i></p>
Lifespan of Group	<i>The lifespan of the group is for 2 years initially.</i>
Review Date	<i>September 2015</i>
Author	<i>Sam Beal</i>

Subject:	Proposed Expansion of Saltdean Primary School to three forms of entry from September 2015: responses to the statutory notice		
Date of Meeting:	13 October 2014		
Report of:	Executive Director of Children's Services		
Contact Officer:	Name:	Michael Nix	Tel: 29-0732
	Email:	Michael.nix@brighton-hove.gov.uk	
Ward(s) affected:	Rottingdean Central		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 Pupil number forecasts for the city show there is a current need for additional primary school places in Saltdean in order that more children are able to attend a good or outstanding local school near where they live.
- 1.2 The purpose of this report is to report the representations and objections received during the statutory notice period, and to seek a final decision of the Committee on the proposed expansion of Saltdean Primary School.

2. RECOMMENDATIONS:

- 2.1 That the Children and Young People Committee confirm the proposal contained in the statutory notice and agree the expansion of Saltdean Primary School to three forms of entry from September 2015, subject to planning consent and the Secretary of State's consent for change of use being obtained by 28 February 2015

CONTEXT/ BACKGROUND INFORMATION

- 3.1 The purpose of this report is to inform the Committee of the outcomes of the Statutory Notice process in respect of the proposed expansion of Saltdean Primary School to three forms of entry from September 2015 and to recommend that the Committee now approve this proposal. The reasons for the proposal and the outcomes of informal consultation during the Summer Term 2014 were described in a report to the Committee's meeting on 21 July 2014.
- 3.2 The Statutory Notice (Appendix 1) was published on 1 September 2014 and the closing date for receipt of any representations was 28 September 2014. The full proposal information was available on the Council's web site and in hard copy by request.
- 3.3 There were no requests received for the full proposal information during the Notice Period and no comments on or objections to the proposal were received.
- 3.4 In order for the proposal to be implemented, planning consent must be secured for the required additional accommodation. Designs for this work developed in consultation with the school and with planning officers are well advanced. The project will provide seven additional classrooms and other improvements required for the larger school. It will also provide the benefit of linking together the infant and junior parts of the school. The estimated cost of the capital redevelopment is £2.7m.
- 3.5 In addition, as the building encroaches on some outdoor space – but not playing field space – consent must be secured from the Secretary of State for change of use. An application has been submitted and discussed with Department for Education officials.
- 3.6 Capital funding for the extension resulting from this proposal was agreed at the meeting of the Children and Young People Committee on 10 March 2014 and Policy and Resources Committee on 20 March 2014. At that time the project was referred to as 'An additional primary form of entry for Brighton from September 2015' since the proposal was at a very early stage in its development.
- 3.6 To meet the timetable for providing these places by September 2015 work needs to progress as soon as possible after completion of the statutory processes. It is intended that the work for this project will be undertaken using the Council's Strategic Partnership Contract. This contract has been used very successfully over the last 5 years to deliver education projects on time and on budget even when the timescales available are very tight.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 Alternative options were set out in the report to the Committee on 21 July. These included a new one form entry school and allocating some children to spare places in other schools much further away. At its most recent Ofsted inspection Saltdean Primary School was judged to be good and it is popular with local parents. There are therefore strong and valid educational reasons for expanding

this school rather than to pursue other options. The Committee accepted the reasons for the preferred option of expanding Saltdean Primary School.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 Any proposal to enlarge premises of community schools must follow the processes set out in section 19 (1) of the Education and Inspections Act 2006 (EIA 2006) as amended. There is no longer a statutory requirement to carry out a consultation prior to publication of proposals. Recent Guidance from the DfE (January 2014) provides however that 'there is a strong expectation on LA's to consult interested parties in developing their proposal prior to publication'. Accordingly a public consultation was carried out during May and June 2014 and reported to the Committee at the meeting on 21 July 2014.
- 5.2 The required Statutory Notice period, including the provision of full proposal information has been completed.

6. CONCLUSION

- 6.1 Providing additional places at Saltdean primary School is the best means of ensuring that children in the Saltdean community can attend a local school. There has been widespread support for the proposal locally and no objections have been received in the statutory notice period. Funding has been identified in the Council's capital programme for the necessary additional accommodation.
- 6.2 It is therefore recommended that the proposal be approved, subject to the necessary consents being obtained.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The expansion of the building at a cost of £2.7m has been identified in the Children's Services Capital budget in 2014/15 & 2015/16.
- 7.2 The school is funded through the Dedicated Schools Grant (DSG) and is mainly funded on pupil numbers; the school will receive funding to support the growth in pupil numbers in the school until it is established as a three form entry school in 2020.

Finance Officer Consulted: Andy Moore

Date: 01/10/14

Legal Implications:

[The Education and Inspections Act 2006, as amended, provides that the Local Authority is the decision maker on any proposals to expand a community school. The Children and Young People Committee will act as decision maker for the Local Authority on these proposals. The decision must be made within a period of two months of the end of the representation period.

The exact process by which a decision maker carries out their decision making process is not prescribed however it must have regard to the statutory 'Decision-

makers Guidance' published by the DfE in January 2014. A full copy of this Guidance is available in the Members Room.

The Guidance provides that the decision-maker will need to be satisfied that the appropriate representation period has been carried out and that the proposer has had regard to the responses received. The decision maker must consider all the views submitted, including all support for, objections to and comments on the proposal.

In assessing the demand for school places the decision-maker should consider:

- (i) the evidence presented for any projected increase in the school population,
- (ii) any new provision opening in the area,
- (iii) the quality and popularity of schools in which spare capacity exists
- (iv) any evidence of parents' aspirations for places in the school proposed for expansion.

The Guidance states that the existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places.

In issuing a decision, the decision-maker can;

- reject the proposal
- approve the proposal without modification
- approve the proposal with modifications, having consulted the governing body
- approve the proposal - with or without modification - subject to certain prescribed conditions (such as the granting of planning permission) being met

The prescribed conditions are listed in paragraph 8 of Schedule 3 of the School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2013. Paragraphs 3.4 and 3.5 of the main report refer to two conditions which must be met in order for the proposal to be implemented, namely the need for planning permission and the need to obtain the consent of the Secretary of State to the change of use of some of the outdoor space. Both of these conditions would be regarded as prescribed conditions under the 2013 Regulations.

Paragraph 8(1)(a) of Schedule 3 provides that the grant of planning permission under the Town and Country Planning Act 1990 is deemed to be a prescribed event, and paragraph 8(1)(e) of the same Schedule provides that the entering into an agreement with the Secretary of State for any necessary building project would similarly be a prescribed event.

If conditional approval is given then the decision-maker must set a date by which the condition should be met but can modify the date if the proposer confirms, before the date expires, that the date will be met later than originally thought.

Lawyer Consulted:

Serena Kynaston

Date: 03/10/2014

Equalities Implications:

- 7.3 Planning and provision of school places is conducted in such a way as to avoid potentially discriminatory admissions priorities or planning processes. The City Council as admissions authority must be mindful of best practice as described in the statutory School Admissions Code.

Sustainability Implications:

- 7.4 All new school buildings for Brighton and Hove schools follow wherever possible environmental and sustainable principles such as higher than minimum insulation levels, the use of efficient gas condensing boilers, under floor heating, solar shading and natural ventilation. Materials are sourced from sustainable sources wherever possible. It is expected that this project will also benefit from funding in the capital programme for the provision of solar panels.

SUPPORTING DOCUMENTATION

Appendices:

1. Statutory Notice for the proposed expansion of Saltdean Primary School, published 1 September 2014

Documents in Members' Rooms

1. Decision Maker's Guidance, Department for Education, January 2014

Background Documents

1. Full proposal information for the proposed expansion of Saltdean Primary School

Proposed Enlargement of Premises of Saltdean Community Primary School

Notice is given in accordance with the Education and Inspections Act 2006, as amended, (the Act) that Brighton and Hove City Council, Kings House, Grand Avenue, Hove, BN3 2LS intend to make prescribed alterations to Saltdean Community Primary School, Chilmington Way, Brighton, Saltdean BN2 8HB.

Enlargement of Premises

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Brighton & Hove City Council intends to make a prescribed alteration to Saltdean Community Primary School Chilmington Way, Brighton, Saltdean BN2 8HB, from 1st September 2015 by enlarging the premises of the school.

It is proposed that Saltdean Community Primary School should become a three form entry all through primary school from September 2015. It is proposed to permanently increase the Published Admission Number (PAN) to 90 from September 2015. The school will admit 90 pupils into its reception classes (Year R) in September 2015 and each subsequent academic year. The school will thereafter grow incrementally for seven years until there are three forms of entry in each year group at the school. Flexibility would remain for Key Stage 2 to take additional children to a maximum of 32 children per class.

The current capacity of the school is 450 (including capacity for a bulge class) and the proposed capacity will be 654. The current admission number for the school is 60 and the proposed admission number will be 90.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Michael Nix, Head of Education Planning and Contracts, Brighton & Hove City Council, Kings House, Grand Avenue, Hove, BN3 2SR or by contacting Gillian Churchill on 01273 293515 or via email at gillian.churchill@brighton-hove.gov.uk. The full proposal is also on the council's website and can be found at www.brighton-hove.gov.uk/school-statutory-notice

Within four weeks from the date of publication of this proposal (i.e. by 29th September 2014), any person may object to or make comments on the proposal by sending them to Michael Nix, Head of Education Planning and Contracts, Brighton & Hove City Council, Kings House, Grand Avenue, Hove, BN3 2SR.

Signed: Pinaki Ghoshal

Publication Date: 1st September 2014



Subject:	Proposed amalgamation of Hangleton Infant and Hangleton Junior Schools from September 2015: responses to Statutory Notice		
Date of Meeting:	13 October 2014		
Report of:	Executive Director of Children's Services		
Contact Officer:	Name:	Michael Nix	Tel: 29-0732
	Email:	Michael.nix@brighton-hove.gov.uk	
Ward(s) affected:	Hangleton & Knoll		

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

- 1.1 The reasons for proposing the amalgamation of Hangleton Infant and Junior Schools were set out in the report to the Children and Young People Committee on 21 July. The Committee agreed that a Statutory Notice concerning this proposal should be published.
- 1.2 The purpose of this report is to inform the Committee of the responses to the statutory notice and to recommend that the proposal be approved

2. RECOMMENDATIONS:

- 2.1 That the Committee confirms the proposal contained in the statutory notice to amalgamate Hangleton Infant and Junior Schools from 1 September 2015

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The purpose of this report is to inform the Committee of the outcomes of the Statutory Notice process in respect of the proposed amalgamation of Hangleton Infant and Junior Schools from September 2015 and to recommend that the Committee now approve this proposal. The reasons for the proposal and the outcomes of informal consultation during the Summer Term 2014 were described in a report to the Committee's meeting on 21 July 2014.
- 3.2 The Statutory Notice (Appendix 1) was published on 1 September 2014 and the closing date for receipt of any representations was 28 September 2014. The full proposal information was available on the Council's web site and in hard copy by request.
- 3.3 There were no requests received for the full proposal information during the Notice Period and no comments on or objections to the proposal were received.

- 3.4 The previous head teacher of Hertford Junior School left at the end of the Summer Term 2014 and the head teacher of the Infant School is acting as the Interim Head of the Junior School. The two schools have formed a joint governors committee and are working closely together to plan for the primary school.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 As explained in the report to the previous meeting of the Committee, the alternative option would be for the two schools to continue to operate as separate infant and junior schools. The Council's policy of considering amalgamation of separate infant and junior schools is based on sound educational and organisational reasons and the rationale for the amalgamation has been strongly supported through the consultation.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 Consultation on changes to school organisation must follow the processes set out in section 19 (1) of the Education and Inspections Act 2006 (EIA 2006) as amended. The Act and associated regulations require that any proposal to close a school must go out to statutory consultation before any statutory notices can be published. There is no longer any statutory requirement to consult on proposals to extend the age range of a school by three years or more. However recent Guidance from the DfE (January 2014) provides that 'there is a strong expectation on LA's to consult interested parties in developing their proposal prior to publication'. Accordingly a combined public consultation was carried out on both the proposal to close Hangleton Junior and the proposal to extend the age range of Hangleton Infants during May and June 2014 and reported to the Committee at the meeting on 21 July 2014.
- 5.2 The required Statutory Notice period, including the provision of full proposal information has now been completed.

6. CONCLUSION

- 6.1 The proposed amalgamation of Hangleton Infant and Junior Schools is in accordance with the Council's policy and has been strongly supported locally. The Governing Body of Hangleton Junior School has already agreed that the head teacher of Hangleton Infant School should be their interim head teacher and she is now in post. There have been no objections made in the Statutory Notice period.
- 6.2 In light of these factors, the Committee is recommended to approve the proposal to amalgamate the two schools from September 2015.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The school is funded through the Dedicated Schools Grant (DSG) and will continue to be funded mainly based on pupil numbers, which would remain

unchanged; however there would be a change in the lump sum payable to the Primary school (one element of £150k) rather than two lump sums payable to both the Infant and Junior schools (£300k in total). This is protected to 85% of the total lump sum in the first year £255k. The school would also have staff savings e.g. by only employing one Headteacher rather than two, which would offset the reduction in budget.

Finance Officer Consulted: Andy Moore

Date: 01/10/14

Legal Implications:

The Education and Inspections Act 2006, as amended, provides that the Local Authority is the decision maker on any proposals to close a school and to alter the upper age limit of a school. The Children and Young Persons Committee will act as the decision maker for the Local Authority on these proposals. The decision must be made within two months of the end of the representation period. The exact process by which a decision maker carries out their decision making process is not prescribed however it must have regard to the statutory 'Decision-makers Guidance' published by the DfE in January 2014. A full copy of this Guidance is available in the Member's Room.

The Guidance states that the decision-maker will need to be satisfied that the appropriate representation period has been carried out and that the proposer has had regard to the responses received. The decision maker must consider all the views submitted, including all support for, objections to, and comments on the proposals.

In issuing a decision the decision-maker can:

- reject the proposal
- approve the proposal without modification
- approve the proposal with modifications, having consulted the governing body
- approve the proposal-with or without modification- subject to certain prescribed conditions being met

Lawyer Consulted:

Serena Kynaston

Date: 03/01/2014

Equalities Implications:

- 7.2 There are no equalities implications arising from this proposal. The great majority of children already transfer from the infant school to the junior school and this will continue in the new primary school without the need for a 7+ admissions exercise.

Sustainability Implications:

- 7.3 There are no sustainability implications arising from this proposal.

Any Other Significant Implications:

- 7.4 None

SUPPORTING DOCUMENTATION

Appendices:

1. Statutory Notice for the proposed amalgamation of Hangleton Infant and Hangleton Junior Schools, published on 1 September 2014

Documents in Members' Rooms

1. Decision Maker's Guidance, Department for Education, January 2014

Background Documents

1. Full proposal information for the proposed amalgamation of Hangleton Infant and Hangleton Junior Schools from September 2015

Brighton and Hove City Council

Statutory Notice: Changes to Hangleton Community Infant and Junior Schools, Hove

Notice is given in accordance with the Education and Inspections Act 2006 (the Act), as amended, that Brighton and Hove City Council, Kings House, Grand Avenue, Hove, BN3 2LS intends to make the following changes;

Part 1: Discontinuation of Hangleton Community Junior School so that an all through primary school can be established

In accordance with section 15(1) of the Act to discontinue Hangleton Community Junior School, Dale View , Hove BN3 8LF from 1st September 2015.

The proposal is linked to the prescribed alteration set out in Part 2, to create an all through primary school with an extended age range of 4 to 11 (see part 2 of this notice). Pupils attending Hangleton Community Junior School at the time of closure will be offered places at Hangleton Community Infant School, which, subject to Part 2, will change its age range and enlarge its capacity, becoming an all through primary school from 1st September 2015.

Part 2 : Prescribed changes to Hangleton Community Infant School so that it becomes an all through primary school

In accordance with section 19(1) of the Act to make a prescribed alteration to Hangleton Community Infant School, Dale View, Hove BN3 8LF from 1st September 2015 by

- 1) changing the age range of the school by a year or more and,
- 2) enlarging the premises of the school

The current age range of the school is 4 to 7. The Local Authority proposes to extend the age range of the school to create an all through primary school that will cater for pupils from age 4 to age 11.

The current capacity of the school is 269. The proposed capacity of the primary school will be 654. It is proposed that the admission number for the school will be 90. It is proposed that the increase in capacity will be achieved by utilising the premises of the former junior school that is located immediately next door to the current infant school.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Michael Nix, Head of Education Planning and Contracts, Brighton & Hove City Council, Kings House, Grand Avenue, Hove, BN3 2LS or by contacting Gillian Churchill on 01273 293515 or via email at gillian.churchill@brighton-hove.gov.uk. The full proposal is also on the council's website and can be found at www.brighton-hove.gov.uk/school-statutory-notices

Within four weeks from the date of publication of this proposal (i.e. by 29th September 2014), any person may object to or make comments on the proposal by sending them to Michael Nix, Head of Education Planning and Contracts, Brighton & Hove City Council, Kings House, Grand Avenue, Hove, BN3 2SR.

Signed: Pinaki Ghoshal

Publication Date: 1st September 2014

Explanatory Notes: Part 1 & 2 are interdependent



**Brighton & Hove
City Council**

Subject:	Universal Infant Free School Meals and the School Food Plan		
Date of Meeting:	13 October 2014		
Report of:	Executive Director of Children's Services		
Contact Officer:	Name:	Susie Haworth	Tel: 29-3590
	Email:	Susie.haworth@brighton-hove.gov.uk	
Ward(s) affected:	All		

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

- 1.1 The purpose of this report is to inform the Committee of the successful implementation of the universal infant free school meals (UIFSM) policy and the School Food Plan in Brighton & Hove.

2. RECOMMENDATIONS:

- 2.1 That the Committee notes the report and welcomes the successful implementation of UIFSM and the School Food Plan in Brighton & Hove

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The government announced in September 2013 that all reception and Key Stage 1 (KS1) pupils should be offered a universal infant free school lunch from September 2014. This is worth approximately £400 per child and good for our children in terms of ensuring that all these children have access to a healthy nutritious lunch which may help improve educational outcomes as pupils should be better sustained thus improving afternoon learning.
- 3.2 The government has provided additional revenue and capital funding for the implementation of the policy. The revenue allocation is based on an assumed take up by 87% of all eligible children (to be retrospectively adjusted to reflect actual take up on October and January census days) at a value of £2.30 per meal. Brighton & Hove received a capital grant of £641,000 (£517,577 for maintained schools and £124,291 (not directly paid to the LA) for VA Schools) for improvements to kitchens and dining rooms.
- 3.3 Prior to the introduction of this policy, on average approximately 7000 primary age children ate a school meal each day in the city. Data from local authorities which already offered UIFSM to all pupils showed that they have a consistent take up of 85% of roll. So in Brighton & Hove we had to plan for our daily average take up to move from 7000 meals to approximately 11200 meals per day in infant, junior and primary schools (including City Academy Whitehawk) ensuring that all schools met their statutory duty of providing a meal for no charge to all reception and KS1 pupils from September 2014.

- 3.4 Our plan to implement the policy involved close collaboration with the Council's school meals provider, Eden Foodservice, and 49 schools affected by the policy. The aim throughout has been to ensure that all schools are able to fulfil the policy requirements and enable all pupils to have a quality meal and an enjoyable lunchtime experience whilst minimising the potential impact on the school day.
- 3.5 An action plan was developed by the School Meals Team Manager and shared with schools in November 2013. This plan required individual assessments for each school of likely demand, kitchen and dining room capacities, additional staffing requirements and any implications for the length of lunchtime and the impact this could have on the school day, including the availability of halls before and after lunch. As a result of this work by the school meals team, Eden Foodservice and the schools an implementation plan for each school was agreed. An extra 40 part time jobs have been created locally, none of which are zero hour contracts. Some service changes were made prior to the summer break, other new staff received induction training over the summer.
- 3.6 Over the summer holiday, improvements to kitchens and dining rooms were carried out in 20 schools using the capital grant. No school had to contribute from its own budget or other funds available to it to the cost of these works – including the voluntary aided schools, which are normally expected to find 10% of the cost of capital projects from their own funds. Brackenbury Primary School now has a finishing kitchen (previously meals were transported hot from Mile Oak) meaning they can cook some items directly on site ensuring that the quality of their meals has improved considerably. All works were completed in time for the start of the autumn term.
- 3.7 At the time of writing it is too early to give an exact figure on the take up of meals – for example as schools operate staggered starts for their reception classes not all children may be settled in school yet. This will be clearer from the schools census on 2 October and if this is available for analysis before the meeting figures will be provided to the Committee at the meeting. However, initial indications are that approximately 72% of those eligible to receive a UIFSM took up the offer on the first two days of the autumn term, or 84% including pupils already eligible for a free school meal. Of the 16% not taking a meal, this may be due to a number of reasons, non- attendance at school or preferring a packed lunch to the hot meal choices available on the day. The school meals contract supports many pupils requiring a modified menu on the grounds of cultural, religious or medical need. The Halal offer will continue to be rolled out in schools where demand requires this, as an additional menu option, which increases the choices available to pupils.
- 3.8 A particular concern of schools was the potential for under registration for free school meals (based on receipt of a qualifying benefit) for children in reception and KS1 if they were being offered a meal for no charge to the parent or guardian. This would have a direct negative impact on Pupil Premium which is calculated directly from the number of children eligible for free school meals because of low family income. In order to overcome this concern, the School Meals Team in consultation with schools developed a letter to parents (Appendix 1) which emphasises the importance of declaring eligibility in relation to the resources available to schools as well as promoting the quality of the meals

provided within the city. This approach has been praised by the Minister for Schools, David Laws MP, and included as an example of good practice by the School Food Trust in its guidance pack for local authorities and schools.

- 3.9 As a result of this action, at least 40 pupils not previously registered for free school meals were found to be eligible prior to the end of the academic year. This means that schools across the city will attract approximately £45,000 per year in additional Pupil Premium funding. As “Ever 6” (funding for pupils who have been eligible for free school meals during the last 6 years) applies for Pupil Premium funding this means these pupils would attract at least £275,000 into the city’s schools over the next six years (assuming current funding levels are maintained) even when their family income improves. To ensure that the city can continue to maximise pupil premium allocation the required details are now requested on the pupil registration form which is completed for all pupils accepting a school place within the city.
- 3.10 A concern of some parents was that the quality of food served as part of the UIFSM policy would reduce when parents were not paying for meals. We are confident that this will not be the case. The quality of food served within the city has improved during the current contract with Eden Foodservice, with the current menu accredited with the Soil Associations Bronze Food for Life Award (FFL). Alongside this the Brighton & Hove school meals contract was the first in the south to achieve Marine Stewardship Council (MSC) chain of custody certification ensure that all fish served is MSC certified. As part of our drive to continuously improve the overall quality and sustainability of the contract the menu offered to all schools from November 2014 will achieve the Silver FFL Award at no additional cost. The menu leaflet also displays a number of other important awards including The Good Egg Award for local freedom food free range eggs, LEAF certified vegetables and Red Tractor meats. The school meals contract was used as an example of best practice at the recent Good Food Procurement Group and will feature in the application for the Silver Sustainable Cities Award. A copy of the current 3 choice menu is attached (Appendix 2).
- 3.11 The School Food Plan included a number of other suggestions for improving food and the overall dining experience for pupils. The early adoption of a local Food in Schools Programme which has been delivered in a number of schools over the past four years means we have delivered in most aspects described. Dining rooms have become more of a destination rather than a “corridor to play”. The School Meals Team has worked with schools to ensure that pupils can sit with their friends and packed lunch eaters are no longer segregated from their friends. All schools with the exception of the Cedar Centre now have online cash collection and electronic tills to speed up service and remove all identification of free school meal eligibility. All flight trays have been replaced with plates and bowls and age appropriate cutlery provided to aid knife and fork skills. Investment in the “front of house” dining rooms and service points ensure attractive presentation of food and ease of service for pupils and staff.
- 3.12 A number of schools run regular parents to lunch days and others have offered their new reception parents the opportunity to have lunch with their child. Healthy eating workshops have helped improve parental engagement and educate pupils and parents about healthy eating and “me sized” meals. Celebratory assemblies provide a fantastic opportunity for parents to try school

meals and ask any questions they may have. Moving forward the School Meals Team will be looking at ways to assist schools in the further delivery of the School Food Plan, in particular cooking in the curriculum.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 As the introduction of UIFSM is government policy, no other options have been considered

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 The implementation plan and delivery have been carried out in close consultation and collaboration with schools and Eden Foodservice. Feedback will be sought from schools and pupil feedback collected in the dining room using happy faces to give instant feedback on food served. In the longer term we may be able to use the online cash collection system (Parentpay) to canvas views from parents.

6. CONCLUSION

- 6.1 The implementation of the UIFSM policy has been challenging for schools, the local authority and Eden Foodservice but it has been successful. All schools have been able to offer meals to eligible children from the beginning of September and it has been possible to carry out some welcome improvements to kitchens and dining spaces. It is too early to say how successful the policy has been in terms of the number of children enjoying school lunches and further information will be provided when this is available.
- 6.2 It is important to take into account possible impacts of this policy on the school day which would be even greater if thought were to be given to extending the policy to older primary school pupils.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The UIFSM grant allocated by the Department for Education is expected to fully cover the costs incurred in delivering the legal requirement to offer free school meals to all pupils in reception year 1 and year 2 for the 2014/15 academic year. The necessary work on upgrading school kitchens has also been contained within the capital element of the grant.
- 7.2 The government has guaranteed the UIFSM scheme for at least two years and a separate grant announcement for the 2015/16 academic year is expected at a later date.

Finance Officer Consulted: Steve Williams

Date:30/09/14

Legal Implications:

- 7.3 Section 106 of the Children and Families Act 2014 places a statutory duty on all state funded schools, including academies and free schools, to offer a free school lunch to all pupils in reception, year 1 and year 2, from September 2014.

Lawyer Consulted: Serena Kynaston Date: 26/09/2014

Equalities Implications:

The contract includes for provision of meals for pupils requiring a modified menu on the grounds of cultural, religious or medical need.

Sustainability Implications:

- 7.4 One of the key criteria for equipment purchased for the kitchens within the city is around resource efficiency – water, power etc.

Any Other Significant Implications:

- 7.5 None

SUPPORTING DOCUMENTATION

Appendices:

1. Letter to parents introducing 'sign up' for free school meals
2. Schools meals menu Spring/ Summer 2014

Documents in Members' Rooms

N/A

Background Documents

N/A

Sign up for universal free school meals now!



Dear parent or guardian

I am writing to you on behalf of your child's school as you have a child who will be in Reception, Year 1 or Year 2 in September 2014. From September, all pupils in these year groups will be able to receive a school meal at no cost to the parent/guardian* as recently announced by the government. School meals in the city are healthy, tasty, social and fun and from September 2014 choosing a school lunch for your child/children will help save you up to £400 per year if you take up the offer.

In Brighton & Hove we anticipate that this will be a popular offer with children and guardians. To help us plan for your child and their school for September, please complete the form overleaf and return to your school as soon as possible.

Quality food, every day...

All schools in Brighton & Hove have meals freshly prepared every day. We use high quality ingredients which provide the right amount of energy to ensure that children can work better in the afternoons.

- All meat used is British and meets the red tractor standard
- All eggs used are free range and sourced locally
- 75% of our dishes are cooked from scratch
- All fish served is Marine Stewardship Council (MSC- certified sustainable seafood)
- Fresh fruit or organic yogurt is available as an alternative to dessert every day
- Our current menu is accredited by the Soil Association and meets the Bronze Food for Life Standard

Meat and vegetarian options are available every day, and we can cater for children who have other dietary requirements where a menu is agreed in advance. This can include religious, cultural or allergy and/or intolerance diets. Forms and further information will be available from the school office once your form is returned. You can see the current school menu at www.brighton-hove.gov.uk/schoolmeals This menu will be introduced in April 2014 and will be on offer in September 2014.

Can my child still bring a packed lunch?

Yes they can, but we would encourage them to try a school lunch. This will give them a varied and balanced diet and save you time and money.

To help ensure that your child's school is able to claim the correct level of funding and help us plan for the increase in children having a school lunch from September 2014, please provide the details requested on the form overleaf and return to your school.

Yours sincerely,

Dr Jo Lyons, Assistant Director, Children's Services (Education & Inclusion)

*NB: A cash alternative is not available for those pupils not taking a school lunch From September 2014

From September 2014 all children who are in Reception, Year 1 or Year 2 will be offered a free healthy school lunch, to help us plan please answer the following:

Does your child currently have a school lunch? Yes No

From September, my child will require a school lunch? Yes No

Will your child require a menu to meet special dietary needs? Yes No

If yes, please provide a brief description eg gluten free...

Information about you and your child – please complete one form for each child.

This information will be used by the council to check for eligibility to claim additional grant money (the ‘pupil premium’) from central government. It will be used for no other purposes and will remain confidential to the council. There may also be other benefits for your child offered by your school – please ask your school.

Do you currently receive free school meals for this child or any other children? Yes No

Guardian details

	Parent/Guardian Surname	Parent/Guardian Forename	Parent/Guardian Date of Birth			National Insurance or NASS number								
1			DD	MM	YYYY									
2			DD	MM	YYYY									

Child details

Child's Surname	Child's Forename	Child's Date of Birth			School	Year Group (from Sept 14)
		DD	MM	YYYY		

Current address

Postcode:

Daytime telephone number

Mobile:	Home:
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Thank you for completing this form – please return it to your child’s school as soon as possible.

If you have any questions, please ask your school or call the school meals team on 01273 295051.



FOOD

MENU

SPRING/SUMMER 2014




In partnership with your school



Our passion and commitment for using fresh high quality sustainable ingredients, in conjunction with our support of British farmers, guarantees that we've taken care of the key issues around health, climate change and animal welfare. For example...

- Eggs are free range and Freedom Food certified
- Meat is from farms with high standards of animal welfare
- A significant amount of our ingredients are from British producers
- Organic Yeo Valley yoghurt is available daily
- Menus include Marine Stewardship Council certified fish
- Chicken, turkey, beef, pork and certain vegetables (depending on the time of year) are British Red Tractor
- We use a range of LEAF certified vegetables

Week 1 w/c 21/04/14, 12/05/14, 09/06/14, 30/06/14, 21/07/14, 01/09/14, 22/09/14, 13/10/14

	Monday	Tuesday	Wednesday	Thursday	Friday
The Main Event	Macaroni Cheese or Veggie Mince Cottage Pie (V) or Jacket Potato with Baked Beans with Peas and/or Carrots	Beef Burger in a Bap and Oven Baked Potato Wedges or Vegetarian Sausages and Gravy with Mashed Potato (V) or Tuna Ploughman's with Crunchy Coleslaw and/or Sweetcorn	Roast Chicken and Gravy with Oven Roast or Herby Potatoes or Vegetable Parcel with Oven Roast or Herby Potatoes (V) or Jacket Potato with Egg Mayonnaise with Seasonal Vegetables	Pasta Bolognese or Cheese and Tomato Pizza Wedge (V) or Vegetarian Sausage Ploughman's with Grated Carrots and/or Broccoli Florets	 Fish in Crispy Crumb and Chunky Chips or Potato Salad or Veggie Mince Wrap, Chunky Chips or Potato Salad (V) or Jacket Potato with Cheese with Sweetcorn and/or Baked Beans
For Pudding	Wholemeal Chocolate Cake with Chocolate Sauce	Carrot Cake	Peaches and Ice Cream	Butterscotch Cookie with Fruit Slices	Lemon Sponge

Served Daily

Fresh Bread Baked On Site

Organic Yeo Valley Yoghurt

Seasonal Salads


Fresh Fruit



Week 2


w/c 28/04/14, 19/05/14, 16/06/14, 07/07/14, 08/09/14, 29/09/14, 20/10/14



	Monday	Tuesday	Wednesday	Thursday	Friday
The Main Event	Oven Baked Sausages with Mashed Potatoes or Veggie Mince Lasagne (V) or Jacket Potato with Cheese with Sweetcorn and/or Baked Beans	Chicken and Vegetable Pizza Wedge or Sweet Potato and Lentil Curry with Fluffy Rice (V) or Vegetarian Sausage Ploughman's with Crunchy Coleslaw and/or Peas	Roast Turkey or Pork and Gravy with Oven Roast or Boiled Potatoes or Chickpea Wellington with Oven Roast or Boiled Potatoes (V) or Jacket Potato with Baked Beans with Seasonal Vegetables	Cottage Pie or Macaroni Cheese (V) or Egg Ploughman's with Carrot and/or Broccoli	 Salmon Fish Fingers and Chunky Chips or Potato Cake or Vegetable Grill and Chunky Chips or Potato Cake or Jacket Potato and Tuna with Sweetcorn and/or Peas
For Pudding	Chocolate and Beetroot Brownie	Oaty Cookie with Fresh Fruit Pieces	Arctic Roll	Cornflake Tart with Custard	Fruity Jelly

Week 3

w/c 05/05/14, 02/06/14, 23/06/14, 14/07/14, 15/09/14, 06/10/14

	Monday	Tuesday	Wednesday	Thursday	Friday
The Main Event	Margherita Pizza with Oven Baked Potato Wedges or Vegetable Nuggets and Oven Baked Potato Wedges or Jacket Potato with Baked Beans with Peas and/or Crunchy Coleslaw	Meatballs with Rice and Tomato Sauce or Cheese and Onion Plait with Mashed Potato (V) or Cheese Ploughman's with Grated Carrot and/or Sweetcorn	Roast Beef or Chicken and Gravy with Oven Roast or Mashed Potatoes or Lentil Roast with Oven Roast or Mashed Potato (V) or Jacket Potato with Egg Mayonnaise with Seasonal Vegetables	Creamy Chicken and Sweetcorn Puff Pastry Pie With New Potatoes or Veggie Mince Pasta Bolognaise (V) or Tuna Ploughman's with Broccoli Florets and/or Carrots	 Oven Baked Fish Fingers, Chunky Chips or Mashed Potatoes or Vegetarian Sausages, Chunky Chips or Mashed Potatoes (V) or Jacket Potato with Cheese with Baked Beans &/or Sweetcorn
For Pudding	Jam Sponge with Strawberry Sauce	Fruit Jelly and Ice Cream	Chocolate Krispie	Fairtrade Banana Cake with Custard	Crunchy Cookie with Fruit Pieces

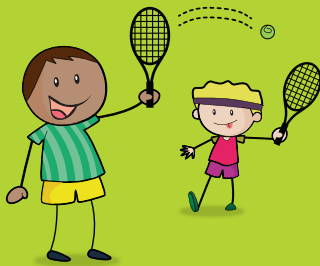
Nutrition

Our team of Nutritionists work hard to help us meet our commitment of providing school meals that make an important contribution to health.

- **We don't use salt, artificial trans fats or any undesirable food additives in our dishes**
- **Our Nutritionists visit schools and talk to pupils about eating well and keeping active**
- **Our menus meet Government Food and Nutrient Based Standards**
- **Nutrition is at the heart of our menu development ensuring school food is packed with nutrients**

Food Allergies and Intolerances

If your child has a food allergy, intolerance or other special dietary requirement please do not hesitate to contact your local Eden Foodservice Office on 01273 818892. Alternatively you can request the 'Allergies & Intolerances – Referral Form' from your school; all completed forms must be supported with medical referral.



Universal Free School Meals

From September 2014 all Reception, Year 1 and Year 2 pupils will be able to receive a school meal at no cost to the parent/guardian every day. If your child does not currently have a delicious healthy school meal, what a great time to start!

If you have any questions on our service or would like to enquire about employment opportunities with Eden Foodservice please contact your local office.

To check entitlement for free school meals please contact 01273 293497 or apply online at www.brighton-hove.gov.uk/onlinefreeschoolmeals

For more information regarding school meals visit www.brighton-hove.gov.uk/schoolmeals

Eden Foodservice, South West Suite,
Lower Ground Floor, Queens Park Villa,
30 West Drive, Brighton BN2 0QW
Tel: 01273 818892

www.edenfoodservice.co.uk

A word from your Brighton team

Did you know our waste oil is used to run the Big Lemon buses?