





**Brighton & Hove
City Council**

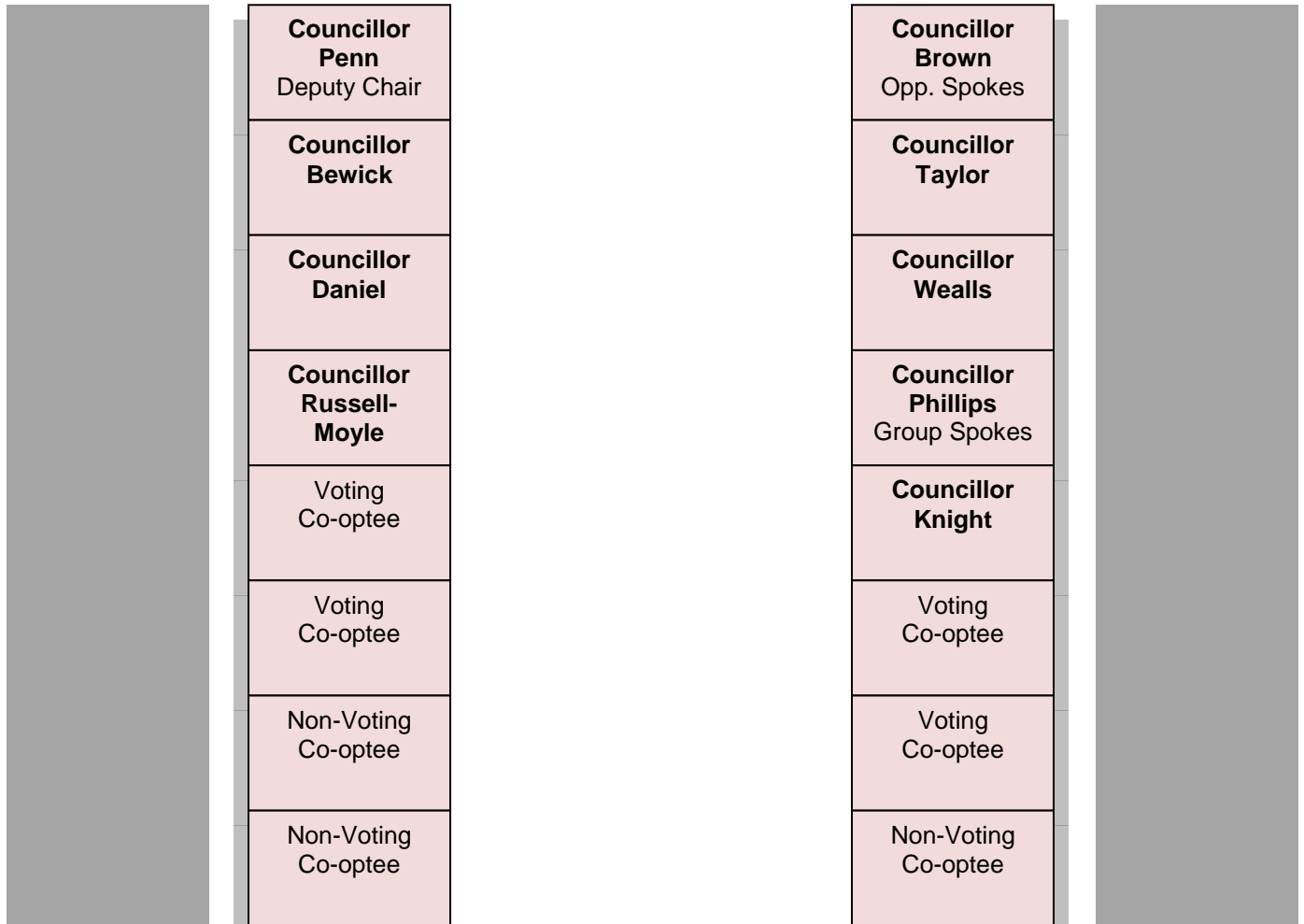
Children, Young People & Skills Committee

Title:	Children, Young People & Skills Committee
Date:	6 March 2017
Time:	4.00pm
Venue	Council Chamber, Hove Town Hall, Norton Road, Hove, BN3 3BQ
Members:	Councillors: Chapman (Chair), Penn (Deputy Chair), Brown (Opposition Spokesperson), Phillips (Group Spokesperson), Bewick, Daniel, Knight, Taylor, , Russell-Moyle and Wealls
	Voting Co-opted Members: Ann Holt, Martin Jones, Amanda Mortensen and Marie Ryan
	Non-Voting Co-opted Members: Ben Glazebrook, Youth Council
Contact:	Lisa Johnson Senior Democratic Services Officer 01273 291228 lisa.johnson@brighton-hove.gov.uk
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CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

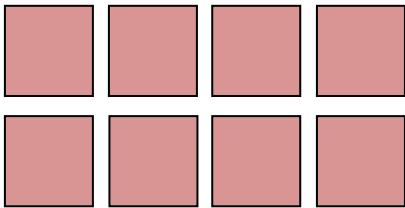
Democratic Services: Children, Young People & Skills Committee

AD of Children's Services	ED of Children's Services	Councillor Chapman Chair	Legal Officer	Democratic Services Officer
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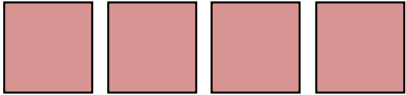


Public Speaker/
Officer Speaking

Public Seating



Press



AGENDA

67 PROCEDURAL BUSINESS

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

(b) Declarations of Interest:

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

In each case, you need to declare

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

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

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

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

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

68 MINUTES

1 - 14

To consider the minutes of the meeting held on 9 January 2017 (copy attached).

69 CHAIR'S COMMUNICATIONS

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

70 CALL OVER

- (a) Items (73 - 81) 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.

71 PUBLIC INVOLVEMENT

15 - 20

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

- (a) **Petitions:** to receive any petitions presented to the full council or at the meeting itself;
 - (1) One Choice is No Choice – Petition presented by Sam Fearn at Council 26 January 2017 (Extract from Council Minutes attached)
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 27 February 2017;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 27 February 2017.

72 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.

STRATEGIC PRIORITY 1

Ensure that the most vulnerable and disadvantaged children receive the council's support, consolidating services where possible, and targeting resources at those most in need.

73 SCHOOL OFSTED PRESENTATION

21 - 22

Update on Ofsted Inspections held since the last meeting of the Committee (copy attached)

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

- 74 LOCAL SAFEGUARDING CHILDREN BOARD ANNUAL REPORT** **23 - 104**
Report of Mia Brown, LSCB Business Manager (copy attached)
- 75 SPECIAL SCHOOL AND PUPIL REFERRAL UNIT (PRU) REORGAISATION PROPOSALS** **105 - 158**
Report of the Executive Director Families, Children & Learning (copy attached).
Contact Officer: Regan Delf Tel: 01273 293504
Ward Affected: All Wards
- 76 CONSULTATION ON REDUCING MAINTAINED SCHOOL NURSERY CLASSES** **159 - 164**
Report of the Executive Director Families, Children & Learning (copy attached).
Contact Officer: Vicky Jenkins Tel: 01273 296110
Ward Affected: All Wards
- 77 EDUCATION CAPITAL RESOURCES AND CAPITAL INVESTMENT PROGRAMME 2016/2017** **165 - 180**
Report of the Executive Director Families, Children & Learning (copy attached).
Contact Officer: Richard Barker Tel: 01273 290732
Ward Affected: All Wards

STRATEGIC PRIORITY 2

Take the Council on an improvement journey to achieve excellent services for children and young people by 2019 as rated by Ofsted

- 78 ANNUAL STANDARDS REPORT** **181 - 200**
Report of the Executive Director Families, Children & Learning (copy attached).
Contact Officer: Ellen Mulvihill Tel: 01273 294410
Ward Affected: All Wards
- 79 SCHOOL FUNDING** **201 - 212**
Report of the Executive Director Families, Children & Learning (copy attached).
Contact Officer: Richard Barker Tel: 01273 290732
Ward Affected: All Wards

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

STRATEGIC PRIORITY 3

Provide greater challenge and support to council maintained schools to close the disadvantaged and educational attainment gaps, including a focus on STEM subjects (Science, Technology, Engineering and Mathematics).

80 POVERTY PROOFING THE SCHOOL DAY UPDATE 213 - 240

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

Contact Officer: Hilary Ferries Tel: 01273 293738
Ward Affected: All Wards

81 BRIGHTON & HOVE EDUCATION PARTNERSHIP PROPOSALS 241 - 280

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

Contact Officer: Hilary Ferries Tel: 01273 293738
Ward Affected: All Wards

82 ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 6 April 2017 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

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Electronic agendas can also be accessed through our meetings app available through www.moderngov.co.uk

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CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

If you have any queries regarding this, please contact the Head of Democratic Services or the designated Democratic Services Officer listed on the agenda.

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.

Date of Publication - Friday, 24 February 2017

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

4.00pm 9 JANUARY 2017

COUNCIL CHAMBER, HOVE TOWN HALL, NORTON ROAD, HOVE, BN3 3BQ

MINUTES

Present:

Councillors:

Bewick (Chair), Chapman (Deputy Chair), Brown (Opposition Spokesperson), Phillips (Group Spokesperson), Daniel, Knight, Penn, Russell-Moyle, Taylor and Wealls

Co-Optees:

Ms B Connor, Mr B Glazebrook, Ms A Holt and Mr M Jones

PART ONE

55 PROCEDURAL BUSINESS

55 PROCEDURAL BUSINESS

55(a) Declarations of substitutes

55.1 There were no substitutes

55(b) Declarations of interest

55.2 Councillor Daniel declared a declared a personal but non-pecuniary interest in Item 64, SEND Review, as she worked at Hamilton Lodge School.

Mr M Jones declared a declared a personal but non-pecuniary interest in Item 64, SEND Review, as his wife worked at Hillside School.

55(c) Exclusion of press and public

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).

55.3 RESOLVED- That the press and public not be excluded

56 MINUTES

56.1 Councillor Brown referred to paragraph 49.5, and said that the Committee had not yet been provided with the number of children who had been referred to CAMHS and which school they attended. The Chair advised that officers had said that unfortunately that information could not be provided as it had not collected in a consistent way.

56.2 Councillor Wealls referred to paragraph 49.8 which stated that the '*...the Community and Voluntary Sector were pleased to have supported and been involved in the pilot scheme*', and suggested that the wording include the fact that the Community and Voluntary Sector had provided a bus from the pilot schools to the places where the counselling was being held.

56.3 Mr Jones referred to paragraph 52.6 and said that not all of his comments had been included and that he had said the following:

While this change in Gap evaluation is important for areas where All Pupils are below national average, it is largely irrelevant for our successful schools and becomes a minimum low standard target rather than a target to aspire to. An example being that, using this new definition of Gap, the report states "there was a closing of the Gap between 2014 and 2015" when this is untrue locally as while (commendably) both Disadvantaged and Non-Disadvantaged increased there was a disparity of improvement. If as a City, Non-Disadvantaged Children and Young People are getting much better outcomes than National, we must expect the same for Disadvantaged. Accepting that with the higher attainment overall, it is difficult and this Gap may actually slightly increase. Locally the current disparity is too much and schools where the difference in high are not inclusive and should not state in their prospectus that they are.

56.4 **RESOLVED:** That the Minutes of the meeting held on 21 November 2016 (as amended) be agreed and signed as a correct record.

57 CHAIR'S COMMUNICATIONS

57.1 The Chair informed the Committee that it had been decided, on legal advice, to withdraw Item 62 Care Leavers Trust Fund from the agenda.

57.2 The solicitor said that it was welcome news that a Deed of Trust for Brighton & Hove City Council care leavers had been completed. However, it was now for the Trustees to decide how to take the matter forward, and in order to keep the Committee and Full Council fully informed, there needed to be an opportunity for Trustees to meet first to consider the basic framework for the trust. A report on the trust fund would come to Committee at a later date.

58 CALL OVER

58.1 It was agreed that all items would be called.

59 PUBLIC INVOLVEMENT**59a Petitions**

59.1 There were none

59b Written Questions**(i) Youth Service – Ethan Carney**

59.2 Ethan Carney put the following question:

Why would you and why do you want to make kids unhappy by closing these clubs?

59.3 The Chair provided the following response:

Your question is one of several today relating to the Administration's proposal to cut some in-house youth services.

We are not motivated to cutting services to youths, but we do have to set a legal budget in February which means we have to balance the books and unfortunately that has resulted in a proposal to cut the budget for youth services.

59.4 Ethan Carney put the following supplementary question:

What about families who have no money to support their children or give them the entertainment they need?

59.5 The Chair provided the following response:

It is really regrettable that we are making the proposed cuts, but as a council we will do everything we can to support families in need in the city.

(ii) Youth Trust – Amy Ramsay

59.6 Amy Ramsay put the following question:

Following the Committee's decision to develop a Youth Trust model, young people from across the city have been exploring the possibility of a Youth trust to manage and commission youth services, including meeting other Youth trusts across the county. The group concluded that a trust model involving Young People would be a good idea because: Young People would have a say at citywide level. Services would be better coordinated. Strategic decision-making would be improved. Funding decisions would be more accountable and transparent.

What is this Committee's current view on a Youth Trust model and what future actions will be taken?

59.7 The Chair provided the following response:

I agree that having a Youth Trust for the city would be a good development. Other authorities do have trusts and when we came into power in May 2015 we hoped to do something similar, but unfortunately due to pressure with both the budget and time that hasn't happened. However, that's not to say that the Community and Voluntary Sector can't come together and create a trust with the Council playing some kind of role. We did secure some Cabinet Office money to look at different models, but we're at the stage now where a trust hasn't been set up and no agreement has been reached by the various local charities on exactly what the model should be.

59.8 Amy Ramsay put the following supplementary question:

Would Council members be willing to meet with young people and those working to build this trust to move this matter forward? I believe that £30k was granted.

59.9 The Chair provided the following response:

We would welcome any thoughts and ideas on how we can ensure that young people are supported going forward.

(iii) Youth Clubs – Kate Barker

59.10 Kate Barker submitted the following question, which was asked at the meeting by Jack Stanford:

Youth clubs provide a safe community space for young people. For many youngsters it is the only place in their area they can go without risk of being harmed mentally and physically. If youth clubs are closed then where can young people go to benefit from and socialise in a safe open access environment?

59.11 The Chair provided the following response:

You are right about the role Youth Clubs play and I understand there will still be youth club provision across the city as it's not just the Council who are funders, but others such as charities and third sector bodies. What is incumbent on us as a council is to work with young people to think how we can shape the pattern of provision in the future and, if there are any gaps, to look at how we might meet that challenge not necessarily through Council coffers but through other areas of funding.

59.12 Jack Stanford put the following supplementary question:

By cutting youth service provision you are targeting some of the most vulnerable young people in the city and how can you, as our elected representatives, reconcile that with your duty to protect those people.

59.13 The Chair provided the following response:

You are right and we do have a statutory duty to support the most vulnerable people in the city. The current proposal is to cut some open-access youth work and in-house non-statutory youth work. What we are not proposing to cut is some of the targeted service for vulnerable young people. For example, there is an extended Adolescent Service which will continue to have funding over £100k per annum, the Youth Offending Service with funding of £750k per annum and the Youth Employability Service with funding of £500k per annum, together with support for specialised services such as R U OK, and work with Downside School through the YMCA. Therefore any perception that we are cutting all youth services is wrong, but we are having to make some very difficult decisions.

(iv) Youth Clubs – Helen Bartlett

59.14 Helen Bartlett submitted the following question, which was asked at the meeting by Boudicca Pepper:

Youth clubs are places that young people can go for free, get a meal and take part in activities that they would not be able to otherwise. Do you think that the plans to cut youth work are unfair because they impact on young people who are less likely to have these opportunities otherwise?

59.15 The Chair provided the following response:

These are not proposals that we are putting forward that we want to make, and if we weren't faced with such severe cuts from central government we wouldn't be suggesting them. I would refer you to my previous answers, and we will continue to talk to you, your representatives and the community and voluntary sector to see what we can do between now and February when the Budget Council is held.

59.16 Boudicca Pepper put the following supplementary question:

The Labour manifesto promised to eliminate youth unemployment. The Youth Employability Services for work-ready young people will avoid cuts, but it is only through youth services such as those being cut, that many people actually become work ready. How can you reconcile the effect of these cuts on the readiness of young people for work, with your pledge to cut youth unemployment?

59.17 The Chair provided the following response:

I am glad you mentioned our pledge to cut youth unemployment in our local party manifesto. Youth unemployment has been coming down consistently over the last two years. We have had a big push via the Employer Skills Taskforce to raise the awareness and status of apprenticeships in the city and am delighted that apprenticeships are up by 20%. There are no plans in the budget proposals to either cut the Youth Employment Service or to change the programme around the Employer Pledge, which is about galvanising the business community to step up to the challenge of giving young people a chance.

(v) Youth Clubs – Adam Muirhead

59.18 Adam Muirhead submitted the following question, which was asked at the meeting by Bette Davis:

“Isn’t supporting a youth club to stay open socially, ethically and fiscally better than leaving young people to commit crime on the streets?”

59.19 The Chair provided the following response:

You touch on the issue of investing in our public services for the long term, and that is something we want to do. One of the difficult choices that politicians have to make when looking at the size of the budget gap, which is £2m, is the issue of where you place your investment. I don’t want to give the impression that we are prioritising one group over another, but the fact that this Council has been able to continue to invest in Early Years and keeping the nurseries in public ownership is something we’re proud of in the administration. I appreciate that doesn’t fully answer your question about 14 year olds who need a place at a youth centre, but I would refer you back to the answers I gave earlier on that point.

59.20 Bette Davis put the following supplementary question:

Don’t you think these cuts are going to end up costing the Council more money in the long run?

59.21 The Chair provided the following response:

You touch on the issue of how we as a society invest in our future, our young people, infrastructure, public and social services etc but we do have to work within the parameters set by Central Government. I think that potentially these cuts are short sighted, in the sense that the evidence is there that there’s a long term pay back on these things, but I would refer you to the answers I gave earlier about the challenges and prioritisation that we have to go through.

(vi) Youth Clubs – Maddie Davidson

59.22 Maddie Davidson put the following question:

“If I have problems at home, who will I talk to, if there aren’t youth workers?”

59.23 The Chair provided the following response:

Schools have some responsibility to support you in terms of pastoral care, and I would hope that you felt that there was someone at your school you could talk to. We will continue to provide services such as the youth Employability Scheme, RU-OK?, and to work with schools to support young people,

59.24 Maddie Davidson put the following supplementary question:

Do you accept young people will feel safer talking to someone they know?

59.25 The Chair provided the following response:

Absolutely, and I would hope that support structures were available in all schools to allow young people to do that. Also, parents, carers and peer groups should also be able to provide that safe environment.

The Chair asked Maddie if there were any specific areas where she felt someone may need to talk to someone, and she cited examples of domestic violence or problems at school. The Chair said that the commitment of the Council was to keep all children safe, and that was one reason why the Multi-Agency Safeguarding Hub was set up. Those working at the Hub included Outreach Advisers who would support young people.

(vii) Youth Service – Mitchie Alexander

59.26 Mitchie Alexander put the following question:

“I would like to ask the Councillors who sit on this Committee whether they feel that it will be just and right and fair to vote for this forth-coming budget when they know how devastating the cuts to the Youth Services will be? I've heard it stated that if it wasn't Youth Services cut then it would be one of the other 700 services cut instead. But the Youth in our city think that Youth Services are far more important than the cutting of grass verges. I do too and so I beg you NOT to cut the Youth Services!”

59.27 The Chair provided the following response:

All of the 700 services you refer to are all vital public services, and we wouldn't want to say one service was better than another. To give you a sense of the financial challenges we face, even if you took all the Council Tax and Business Rates revenue, which were two important sources of income, the cost of social care in the city would still not be covered.

59.28 Mitchie Alexander put the following supplementary question:

As a progressive city, isn't it time we stood up to the Tory Government and fought against these cuts. We all know how important youth services are and that by cutting these services it would cost the city far more in the long run. It is time to be bold and time to stand up and fight. My question is to the Labour Councillors – how far does the knife have to cut before you stop sharpening the blade?

59.29 The Chair provided the following response:

That is a rather political question and I'll give you a political answer. There is not a single colleague who thinks 'what can we cut now'. We have all come into the Labour party and into public life to support our communities and young people. For me personally, as someone who came to the city as a foster child and have now made this my home, it pains me deeply to see the kind of challenges we face as a Labour Administration. However, we were elected by the residents to set a legal budget, and if we don't we

area abdicating our responsibility. I can assure you that this is not about the Labour Administration taking some pleasure in implementing Central Government cuts.

59c Deputations

59.30 There were none.

60 MEMBER INVOLVEMENT

60a Petitions

60.1 There were none.

60b Written Questions

60.2 There were none.

60c Letters

60.3 There were none.

60d Notices of Motion

60.4 There were none.

61 SCHOOL OFSTED PRESENTATION

61.1 The Head of Standards & Achievement: Education & Skills provided an update on schools which had recently been inspected by Ofsted.

61.2 The Committee were advised that Ofsted had given a Good rating to four local schools in the past two months. The four schools were: Portslade Aldridge Community Academy (PACA), St Bernadette's Catholic Primary, Aldrington Church of England Primary, and Carden Primary. This meant that 91.7% of all schools in the city were now rated as Good or Outstanding, which was higher than the national average of 89%. Brighton Aldridge Community Academy (BACA) had recently been inspected; as yet the results had not been confirmed but it was expected to receive a Good rating.

61.3 Councillor Phillips noted that currently the percentage of secondary schools rated as Good or Outstanding was 70%, which was below the national average of 78% and asked if the expected results of BACA would change that figure. The Head of Standards & Achievement: Education & Skills said it would and if BACA received a Good rating, it would increase the percentage to 80%.

61.4 Mr Jones asked if future updates could provide information on the number of schools rated as Outstanding. It was agreed that that would be provided.

61.5 Councillor Daniel said the results were fantastic and wanted to thank the Head Teachers and Governors of those schools, and the in-house team who supported the schools.

61.6 The Chair echoed Councillor Daniel's comments and thanked everyone for their work on improving and supporting the schools.

61.7 **RESOLVED:** That the update be noted.

62 CARE LEAVERS TRUST FUND

62.1 Item withdrawn from agenda.

63 FAMILIES, CHILDREN AND LEARNING FEES AND CHARGES 2017/18

63.1 The Committee considered the report of the Executive Director Families, Children & Learning regarding the Families, Children and Learning Service's fees and charges. The report was introduced by the Head of Service, Early Years & Family Support.

63.2 Councillor Wealls noted that there would be a 2% increase for 3-4 year olds, but a 7% increase for under 3 year olds, and asked why there wasn't a general increase for all ages. The Head of Service, Early Years & Family Support said that there were many more 3-4 year olds in nursery care in the city, and those families currently received 15 hours of free provision per week which was funded by the government, and which would increase to 30 hours per week from September 2017, so therefore the amount they paid themselves was less. The staff ratio was different depending on the ages of the children; for 3-4 year olds it is 1:8, or 1:13 if there was a qualified teacher present, and for those under 3 it was 1:3 Therefore the cost of provision for the younger children was much more expensive. Councillor Wealls accepted that there was a need to increase the fees but thought that a 7% hike was very high and would impact on families financially, and therefore it could be preferable to have the same lower increase for all ages. The Head of Service, Early Years & Family Support said that from September the proportion of childcare which parent's would pay for 3-4 year olds was quite small, and so the Council would have to significantly increase the fees paid to generate the necessary additional income required. The Government were increasing the tax free child care, so for every 80p paid for child care parents could claim back 20p so there were other sources of income available to help them. Councillor Wealls asked if that change to tax would take away the disadvantage of the 7% increase, and he was advised it would.

63.3 Councillor Phillips asked what the Council's subsidy was for nurseries and for training. The Head of Service, Early Years & Family Support advised that the annual subsidy for nurseries was £350k, and for training it was around £50k.

63.4 Councillor Phillips referred to paragraph 5.7.1, and asked how many children were in receipt of Free School Meals. The Head of Service, Early Years & Family Support said she didn't have that information, but would find out and let the Committee know.

63.5 Councillor Brown asked if it was known what the Arts Council Music Hub grant would be. The Executive Director Families, Children & Learning said that the Authority was advised at the end of December 2016 that the grant would be broadly the same as in previous years.

- 63.6 Mr Glazebrook noted the subsidies available and asked what the take up of young people using the Music and Arts Service was. The Assistant Director Families, Children & Learning said she didn't have that information, but would find out and let the Committee know.
- 63.7 Councillor Taylor referred to the charges for school meals, and asked why the Retail Price Index (RPI) was used rather than the Consumer Price Index (CPI), as the RPI tended to rise faster. The Executive Director Families, Children & Learning said that the RPI was used by the Council for calculating all fees and charges.
- 63.8 Councillor Penn asked if it would be possible for parents to be able to spread the cost of paying for music lessons over a number of months, which would make it for affordable for many people. The Assistant Director Families, Children & Learning said that she would check with the Head of Music Service.
- 63.9 **RESOLVED:** The Committee agreed:
- (1) That the position on fees charged for Nurseries as detailed in Section 3.3 be agreed.
 - (2) That the position on fees charges for Childcare Workforce Development as detailed in Section 3.4 be agreed.
 - (3) That the position on fees and charges for the Music and Arts Service as detailed in Section 3.5 be agreed.
 - (4) That the position on the charges for School Meals as detailed in Section 3.6 be noted.

64 SEND REVIEW - FEEDBACK FROM FORMAL CONSULTATION & PUBLICATION OF STATUTORY NOTICE PERIODS

- 64.1 The Committee considered the report of the Executive Director Families, Children & Learning, which provided an update on the current review of special educational needs and disability (SEND) provision in the city. The report was introduced by the Assistant Director, Health, SEN & Disability Families, Children & Learning.
- 64.2 Councillor Brown noted that there was a feeling in the city that final decisions now needed to be made, and asked whether the Committee would know in March where the host school and Jeanne Saunders Centre would be. The Assistant Director, Health, SEN & Disability advised that a further report would be considered by the Committee at the meeting on 6 March 2017, which would set out those proposals.
- 64.3 Councillor Phillips asked whether the Authority provided transport for nursery school age children, and was advised that it didn't for those under statutory school age.
- 64.5 Councillor Phillips was pleased to note that the proposal was to have a new special facility within a mainstream school, and asked if consideration had been given to areas such as whether those children would use the main entrance and whether they would have the same school hours etc. The Assistant Director, Health, SEN & Disability said that those things had not yet been agreed, but would certainly be areas for discussion.

- 64.6 Councillor Phillips noted the final Recommendation in the report and asked if there was a timeline and/or a deadline for exploring the various options, and was advised that there was a timeline and it would be included in the report due to be considered at the March meeting of the Committee.
- 64.7 Mr Jones asked if any schools had shown an interest in having a special facility, and was advised that three schools had.
- 64.8 Mr Jones noted that some mainstream schools were more or less popular than others, and asked whether it was felt that having a special facility within a school could change those perceptions. The Assistant Director, Health, SEN & Disability Families said that it could; if there was successful provision in mainstream schools, it would provide the opportunity for mainstream inclusion and special needs support which some people would prefer.
- 64.9 Mr Jones noted that Patcham House were only expecting two students to start in July 2108, and asked if that was a normal number, or whether the possibility that the school could close had impacted on applications. The Assistant Director, Health, SEN & Disability said that the number of pupils at Patcham House had been dwindling over recent years. The number of children in special provision hadn't changed, but where they chose to attend had, with many now opting to go to mainstream schools.
- 64.10 Mr Jones asked if there was a gap between the vision for special educational needs provision, and what could actually be provided given the pressure on finances. The Assistant Director, Health, SEN & Disability said that it would always be a struggle to do everything you wanted to, but the Authority was being as ingenious as it could to provide the desired service.
- 64.11 Mr Glazebrook asked whether any young people would be placed at Patcham House in the current year groups. He was advised that there was no reason why they wouldn't be as there was no intention to close the school.
- 64.12 **RESOLVED:** The Committee agreed:
- (1) To note the outcome of the recent consultation to extend the age range of both Hillside School and Downs View School attached as Appendix 1 to the report.
 - (2) To agree that the Local Authority should now proceed to publish statutory notices to :
 - i. Extend the age range of Hillside School from the existing 4-16 years to 2-16 years, with a view to implementation in September 2017
 - ii. Extend the age range of Downs View School from the existing 3-19 years to 2-19 years, with a view to implementation in September 2017.
 - (3) To agree that the Local Authority proceed with the identification of a suitable host school for the new special facility.
 - (4) To note that the feedback from the formal consultation on the proposal to close Patcham House School in July 2018 will be closely analysed before a report is

brought back to CYPS committee on 6 March 2017 for a decision whether or not to proceed with a statutory notice proposing closure of the school.

(5) To note the progress made on other areas of the review.

65 ADMISSION ARRANGEMENTS 2018/9

- 65.1 The Committee considered the report of the Executive Director Families, Children & Learning regarding school admission arrangements for 2018-19. The report was introduced by the School Admission Manager.
- 65.2 Councillor Phillips accepted that this report related to admissions for 2018-19, but was aware that there was a possible shortfall of 80 places for children living within the Dorothy Stringer/Varndean catchment area for the academic year 2017-18, and asked why it wasn't possible, given that there would most likely be a new secondary school in the future, to have had a new year 7 in place for September 2017. The Executive Director Families, Children & Learning said that the decision on a new school was one for the Department for Education, so the Authority was constrained in what it could do, and therefore a new school could not be opened until a formal decision had been made. The Committee were advised that the allocation of places for September 2017 had not yet been undertaken, and so at this stage it was only a predicted shortfall of places. The Assistant Director Education & Skills confirmed that the situation was being monitored, and would be discussed at the next Cross Party School Organisation Working Group meeting in February 2017.
- 65.3 Councillor Wealls noted that paragraph 3.4 of the report stated that the admission arrangements for the new school would not include a defined catchment area. He said that the expectation was that it would have a catchment area, and suggested that that paragraph be amended to read "*The free school will act as its own admission authority and it is anticipated that its admission arrangement will not **initially** include a defined catchment area*" to reflect that. Councillor Phillips agreed and seconded the proposed amendment. The Chair and the Executive Director Families, Children & Learning both agreed that the anticipation was that the new school would indeed have a catchment area as part of its admission arrangements, but reminded the Committee that that would not be a decision for the Council. The solicitor referred to the proposed amendment, and said that as that matter was not part of the recommendations there was no need to vote on that proposal.
- 65.4 Councillor Wealls suggested that an additional recommendation be added to read "*The Committee notes that the admission arrangement referred to in paragraph 3.4 for the Brighton University Academy Trust School were anticipated for one year only*". Councillor Phillips seconded the proposed amendment. The Executive Director Families, Children & Learning noted the proposal but was concerned that if it were agreed, the Committee would be locking themselves into something over which it had no control. The Chair asked the solicitor for their advice. The solicitor stated that she was concerned that such a recommendation could be perceived as the Committee having agreed admission arrangements which were contingent on an understanding of what the Free School were going to have in the future as their admission criteria, but on which the Committee had no control. There was a risk that the Free School could adopt different admission criteria, and it could then potentially be said that the basis on which

the Committee adopted the admission criteria for 2018-19 was based on misinformation. It would be perfectly safe to note this discussion that there was an understanding, but no guarantee, on what the Free School would do. The Free School were initially looking at having city-wide criteria, but would have a consultation in early 2017 on future admissions. However, such consultation would not be concluded prior to 28 February 2017 when the Council must have confirmed its admission arrangements as set out in the School Admissions Code. The solicitor therefore advised that the recommendations should not be amended to have wording which could indicate that the Committee's decisions were contingent on issues on which the Committee had no control. It was therefore agreed that the recommendations would not be amended.

65.5 **RESOLVED:** That the Committee agreed:

- (1) That the proposed school admission numbers set out in Appendix 1 to the report be adopted for the admissions year 2018-19;
- (2) That the admission priorities for Community Schools set out in Appendix 2 to the report be adopted for all age groups;
- (3) That the co-ordinated schemes of admission and relevant area be approved.

66 ITEMS REFERRED FOR COUNCIL

66.1 **RESOLVED:** it was agreed that no items be referred to Council

The meeting concluded at 6.00pm

Signed

Chair

Dated this

day of

Subject: Petitions Referred from Council
Date of Meeting: 9 February 2017
Report of: Executive Lead for Strategy Governance & Law
Contact Officer: Name: Lisa Johnson **Tel:** 01273 291228
E-mail: lisa.johnson@brighton-hove.gov.uk
Wards Affected: All

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 To receive those petitions presented to the Full Council and referred to the committee for consideration.
- 1.2 To receive any petitions to be presented or which have been submitted via the council's website or for which notice has been given directly to Democratic Services.

2. RECOMMENDATIONS:

- 2.1 That the Committee responds to the petition either by noting it or writing to the petition organiser setting out the Council's views, or where it is considered more appropriate, calls for an officer report on the matter which may give consideration to a range of options, including the following:
 - taking the action requested in the petition
 - considering the petition at a council meeting
 - holding an inquiry into the matter
 - undertaking research into the matter
 - holding a public meeting
 - holding a consultation
 - holding a meeting with petitioners
 - calling a referendum

3. PETITIONS

3.1 Referred petitions:

i) **One Choice is No Choice**

Petition from Ms. S. Fern referred from the Council meeting held on 26 January 2017.

To receive the following Petition:

“We believe that every child in Brighton and Hove should be treated fairly.

The University of Brighton intend to provide a Secondary school for children in the central AND the east of the city which will open in 2018. For the first year, any child in the city can apply.

However, the working party have recommended that the new school should be located in the central catchment from 2019. (Dorothy Stringer/Varndean school catchment which would be increased towards the west of the city to Montpelier Road).

They also recommend that Coldean should be moved into the BACA catchment whilst the other existing catchments would remain the same. In effect, children in the BACA (Moulsecoomb/Bevendean including Coombe road area), Longhill (Whitehawk, Woodingdean, Ovingdean, Rottingdean and part of Saltdean), PACA (Portslade, Mile Oak) and Patcham (Patcham, Hollingbury and Westdene) will have ONE "choice/preference" whilst children in the central catchment will have THREE choices.

This is unfair and contradicts the School Admissions Code (2014) which states that admission policies should be 'fair, clear and objective".

We, the undersigned, ask Brighton and Hove City Council to end this unfairness and inequity and ask that children from all over the city are given at least two secondary schools in their catchment area so that ALL children have a choice.”

3.2 Extract from the meeting of Council on 26 January 2017 attached as an appendix.

Subject:	One Choice is No Choice: Extract from the proceedings of the Council Meeting held on the 26 January 2017		
Date of Meeting:	6 March 2017		
Report of:	Executive Lead for Strategy, Governance & Law		
Contact Officer:	Name: Mark Wall	Tel: 01273 291006	
	E-mail: mark.wall@brighton-hove.gov.uk		
Wards Affected:	All		

FOR GENERAL RELEASE

Action Required of the Children, Young People & Skills Committee

To receive the item referred from the Council for consideration.

Recommendations: That the petition be noted and considered by the Children, Young People & Skills Committee.

BRIGHTON & HOVE CITY COUNCIL

COUNCIL

5.30pm 26 JANUARY 2017

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present: Councillors West (Chair), Marsh (Deputy Chair), Allen, Atkinson, Barford, Barnett, Bennett, Bewick, Brown, Cattell, Chapman, Cobb, Daniel, Deane, Druitt, Gibson, Gilbey, Greenbaum, Hamilton, Hill, Horan, Hyde, Inkipin-Leissner, Janio, Knight, Lewry, Littman, Mac Cafferty, Meadows, Mears, Miller, Mitchell, Moonan, Morgan, Morris, Nemeth, A Norman, K Norman, O'Quinn, Page, Peltzer Dunn, Penn, Phillips, Robins, Russell-Moyle, Simson, Sykes, Taylor, C Theobald, G Theobald, Wares, Wealls and Yates.

66 PETITIONS FOR COUNCIL DEBATE

(b) ONE CHOICE IS NO CHOICE

- 66.1 The Mayor stated that where a petition secured 1,250 or more signatures it could be debated at the council meeting. He had been made aware of two such petitions and would therefore take each in turn.
- 66.2 The Mayor then invited Samantha Fern as the lead petitioner to present the petition calling on the Council to ensure that children across the city were given at least two secondary schools in their catchment area so that all children had a choice.
- 66.3 Ms. Fern thanked the Mayor and confirmed that the petition had 1,350 signatures and stated that the current situation was unfair and needed to be addressed to ensure that all children had the opportunity to attend a school in their area. As the situation stood, some children only had one choice and could then be faced with having to travel across the city, whilst by-passing other nearby schools. The petitioners believed that there should be a choice of schools within each catchment area and that children should then be guaranteed a place at a school in their area. She therefore called on the council to take action and to resolve this matter so that all children had at least two secondary schools in their catchment area and thereby a choice.
- 66.4 The Mayor thanked Ms. Fern and called on Councillor Chapman to respond to the petition.
- 66.5 Councillor Chapman thanked the petitioner and stated that he had been invited to meet with parents last year during the review of the arrangements that the cross-party Working Group was undertaking. He also noted that 90% of the schools across the city were either good or out-standing which was a positive situation for all parents. He stated that the question of admission arrangements was a difficult one to resolve. The need for a new secondary school had been identified and the council was working with the University of Brighton to find a suitable location. There had been an extensive consultation exercise and the Working Group had not reached a consensus in terms of the arrangements for catchment areas. However, once a suitable location was found, it was intended to review the proposals for catchment areas and to consult further on possible arrangements so that a workable solution could be found.
- 66.6 Councillor Brown stated that the current situation whereby some children had a choice of 3 schools and others only 1 was not viable and the need to know where the new school would be located was becoming imperative. There was a need for the Working Group to meet and to be able to put forward proposals for the revised catchment areas that would ensure a choice of schools for all children. She noted that the new school was likely to have a city-wide catchment area for its first year; but that would need to be taken into account when determining the catchment areas for the other schools.
- 66.7 Councillor Phillips welcomed the petition and stated that the need for broader catchment areas was evident so that a greater mix of children in schools would be achieved which would enable them to fulfil their potential.
- 66.8 Councillor Page stated that he was grateful for the petition as it had focussed councillors' minds on the issue and the unfairness of the current situation. He believed that every child should have a choice of schools within their catchment area and hoped that this could now be achieved.

- 66.9 Councillor Chapman noted the comments and stated that he hoped a meeting of the cross-party Working Group could be held shortly so that a way forward could be discussed and agreed.
- 66.10 The Mayor noted it was recommended to refer the petition to the next meeting of the Children, Young People & Skills Committee and therefore put the recommendation to the vote which were carried unanimously.
- 66.11 **RESOLVED:** That the petition be noted and referred to the Children, Young People & Skills Committee for consideration at its meeting on the 6th March 2017.

Ofsted update 21 February 2017

Schools inspected January 2017

School	Date of Inspection	OE Grade	Previous grade
Full inspections			
Brighton Aldridge Community Academy	30.11.16	2	3
Blatchington Mill	8.02.17	(not confirmed)	2
Monitoring visit (Section 8)			
Cardinal Newman	23.01.17	Taking effective action	3

Snapshot from 21 February 2017

	% of schools judged to be Good & Outstanding	National % schools judged to be Good & Outstanding	% Pupils in a Good or Outstanding School	% of schools judged to be Outstanding	National % Schools judged to be Outstanding
Primary	94.2	90	96.7	15.4	19
Secondary	80	78	72.9	0	23
Special	100	93.8	100	33.3	39
Colleges	100			33.3	
PRUs	100	86.8	100	0	18
All Schools (not colleges)	93.1	89	87.8	16.7	21

Subject:	Local Safeguarding Children Board Annual Report 2015-16		
Date of Meeting:	6 March 2017 – Children, Young People & Skills Committee		
Report of:	Ms M Brown, LSCB Business Manager		
Contact Officer:	Name:	Lisa Johnson	Tel: 29-1228
	E-mail:	lisa.johnson@brighton-hove.gov.uk	
Wards Affected:	All		

FOR GENERAL RELEASE

Action Required of the Children Young People & Skills Committee
To receive the item referred from the Health & Wellbeing Board

Recommendation:

That the Children, Young People & Skills Committee;

- 1) Notes the Local Safeguarding Children Board Annual Report

HEALTH & WELLBEING BOARD**4.00pm 31 JANUARY 2017****COUNCIL CHAMBER, HOVE TOWN HALL, NORTON ROAD, HOVE, BN3 4AH****MINUTES****PART ONE****56 LOCAL SAFEGUARDING CHILDREN BOARD ANNUAL REPORT 2015-16**

- 56.1 This item was introduced by Graham Bartlett, Chair of the Local Safeguarding Children Board (LSCB). Mr Bartlett highlighted some of the positive findings of the recent Ofsted inspection, which rated the LSCB as 'good', placing it in the top 30% of boards nationally. These include: the LSCB taking an active role in service design and planning; robust arrangements for disseminating the learning from Serious Case Reviews; and good relationships with key partners (including the Health & Wellbeing Board).
- 56.2 Challenges identified by Ofsted include: supporting young people who have been 'missing'; ensuring the effectiveness of early help services; and further developing relations with the Corporate Parenting Board. Partners have been active in all these areas in the past year.
- 56.3 In the past 12 months, achievements include: improving processes in a number of areas; the opening of a Paediatric Sexual Assault Referral Centre; the launch of a Child Sexual Abuse resource pack; developing more child-centred Child Sexual Exploitation services; and successfully delivering the "Chelsea's Choice" drama on CSE to Year 10 students across the city.
- 56.4 Pinaki Ghoshal added that the LSCB provides an important space for mutual challenge and also for reflection and learning from both good and not so good practice. He was happy to endorse the annual report.
- 56.5 Cllr Brown expressed her thanks to all involved in safeguarding services. In response to a question from Cllr Brown on learning from the recent Serious Case Review, Mr Bartlett told members that the review had found fault with the processes of services in another area rather than those in Brighton & Hove. Nonetheless, city services have taken the review findings on board. Mr Bartlett also assured Cllr Brown that there are robust arrangements in place to oversee grants for young people leaving care.
- 56.6 In response to a question from Cllr Page on the LSCB's role in early help, Mr Bartlett told members that national guidance is clear that safeguarding boards have responsibility for a range of services including early help.

56.7 Cllr Penn congratulated the safeguarding team on their positive Ofsted assessment and on the annual report. She also proposed that the annual report be referred to Children, Young People & Skills Committee for information. The Chair added her thanks to all involved in safeguarding.

56.8 **RESOLVED** – that the 2015/16 annual report of the Local Safeguarding Children Board be noted and referred for information to Children, Young People & Skills Committee.



Although a formal committee of the city council, the Health & Wellbeing Board has a remit which includes matters relating to the Clinical Commissioning Group (CCG), the Local Safeguarding Board for Children and Health Watch. Papers come from a variety of sources. The format for Health & Wellbeing Board papers is consequently different from papers submitted to the city council for exclusive city council business.

1. Formal details of the paper

1.1. Local Safeguarding Children Board Annual Report 2015-16.

1.2 Who can see this paper?

A final draft of the report was discussed at full Board in December 2016 and agreed. It will be publically available including on the LSCB web site <http://www.brightonandhovelscb.org.uk/>

1.3 31st January 2017

1.4 Author of the Paper and contact details:

Mia Brown, LSCB Business Manager

Email mia.brown@brighton-hove.gcsx.gov.uk

Telephone 07584217256

2. Summary

2.1 The LSCB is required to produce an annual report that outlines the progress it has made over the last year in respect to safeguarding and promoting the welfare of children and young people.

The report covers the period 1 April 2015 to 31 March 2016 and briefly summarises all the activity undertaken by, and on behalf of the Board over the past year.



Alongside our regular programme of audits and re-audits (which you can read in the full report, or view headlines in the executive summary on page 4) we have been undertaking, at various stages, four serious case reviews one of which was completed in the year. Our learning and development offers have come on leaps and bounds following the appointment of our Learning & Development Officer. See from page 30 for more on this.

Throughout the year a number of agencies that comprise the Board have faced challenges including the organisational churn and change of structural reform. You can read about their activity to improve outcomes for vulnerable children from page 43.

We were pleased with the outcome of our Ofsted Review, which graded us as Good and you will find more information about this detailed in the report.

Next year our activity will be focused on our oversight of missing children and taking over from a separate partnership board the lead role for evaluating the effectiveness of Early Help.

2.2 Each year the LCSB faces a number of challenges and while ours are listed out fully in page 7 of the report we would like to highlight some of our achievements:

- We have developed information sharing guidance to support professionals to understand responsibilities for legal and good information sharing. Developed following Case Reviews commissioned by the Board
- We facilitated a number of discussions as a result of the learning from our case reviews. This has included talking to Midwifery services about the need for booking forms to collect information from both expectant parents; with Sussex Police about their approach in cases of possible non-accidental injury, and with other partners about the notification of possible non-accidental injury to the Police out of hours. We have asked all agencies how their data reports provide an overview of performance and provide information about overdue safeguarding tasks, and challenged partners whose staff are co-located about their information sharing and recording processes
- We have developed our Case Review Subcommittee to ensure learning is shared from Critical Learning Reviews undertaken by the Youth Offending Service

2.3 In 2016/17 we know that the LCSB will continue to face challenges and an uncertain future. Ours are fully listed in page 7. However we would like to highlight:



- We still need to collate & analyse information from missing return interviews and further develop and embed the partnership response to children who are suffering, or at risk of, sexual exploitation and / or ‘going missing.’
- We will continue to look to improve links with the corporate parenting panel and better understand why thresholds for care or accommodation are reached.
- We want to work more closely with the Designated Persons Network to further strengthen the flow of information between the Board and the city’s schools.
- We want to further promote the emotional health and wellbeing of children and young people, and ensure they have access to effective mental health services

3. Decisions, recommendations and any options

It is recommended that the Board notes the report and supports the City Council in their contribution to keep children safe from abuse and neglect.

It is recommended that the Board note LSCB achievements and challenges on page 7.

3. Relevant information

- 3.1 It is a statutory requirement for the LSCB to publish an annual report evaluating the effectiveness of safeguarding arrangements for children and young people in the local area.
- 3.2 The LSCB continues to work in partnership with member agencies to protect children from abuse and neglect, and to minimise any adverse consequences of abuse. The annual report provides an assessment of the effectiveness of local arrangements to safeguard and promote the welfare of children.

4. Important considerations and implications

4.1 Legal

The Children Act 2004 requires each local authority to establish a Local Safeguarding Children Board (LSCB). There is a requirement under the Children Act 2004 (as amended by the Apprenticeship, Skills, Children and Learning Act 2009) that at least once in every 12 month



period, a LSCB must prepare and publish a report about safeguarding and promoting the welfare of children in its local area. The report is to be submitted to the Children and Young People's Committee, the Brighton & Hove Health and Wellbeing Board, and all member agencies.

Section 14(1) of the Act defines the objective of an LSCB as (a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area of the authority by which it is established, and (b) to ensure the effectiveness of what is done by each such person or body for those purposes. Whilst the LSCB has a role in coordinating and ensuring the effectiveness of local individuals' and organisations' work to safeguard and promote the welfare of children, it is not accountable for their operational work. Each Board partner retains its own existing lines of accountability for safeguarding and promoting the welfare of children by their services.

Natasha Watson; 18.01.17

4.2 Finance

The full financial breakdown, plus the budget forecast for 2016 -17, can be read in [Appendix 1](#) of the annual report. It is important to note that the LSCB budget does not represent the true costs of the Board's business and development work and some 'hidden' costs are subsumed within the City Council and other partners' budgets.

There are no financial implications directly resulting from the recommendations of this report. The financial information presented in the LSCB Annual report is accurate and a true reflection of the LSCB financial position within Brighton & Hove City Council's accounts.

Finance Officer: Brian Mcgonigle; Date: 17/01/17

4.3 Equalities

The LSCB through the City Council and other partner agencies will continue to work to ensure all children and families have access to safeguarding services – particularly those who are less able to communicate due to age, disability, language or for other reasons. The work of the Board contributes to improved community cohesion. Throughout the year there has been much public engagement work and the Board has developed a new website and other communication methods to increase community engagement with the work of the Board.

4.4 Sustainability



The LSCB is a statutory requirement and must be resourced over the forthcoming year.

4.5 Health, social care, children's services and public health

One of the key objectives of the LSCB is to improve outcomes and health and wellbeing for children and young people from diverse communities and groups, and for those who live in deprived geographical communities.

5 Supporting documents and information

Annual Report 2015 – 16



Brighton & Hove Local Safeguarding Children Board Annual Report 2015 / 2016



**Invited
Excited
Used
Blackmailed
Trapped**



Child Sexual Exploitation is never the child's fault

www.sussex.police.uk/CSE
#StopCSE

**Accepted
Loved
Controlled
Used
Trapped**



Exploitation is never the child's fault

www.sussex.police.uk/CSE
#StopCSE

**Flattered
Romanced
Groomed
Exploited
Controlled**




Child Sexual Exploitation is happening in Sussex

“CSE is a lot closer than you think. I feel like I've been asleep for the past 15 years”
(Taxi Driver from Barnardos CSE Training)

www.sussex.police.uk/CSE
#StopCSE



**Befriended
Accepted
Groomed
Exploited
Controlled**



Child Sexual Exploitation is happening in Sussex

“You don't want to think about it, especially when you have three daughters of your own”
(Taxi Driver from Barnardos CSE Training)

www.sussex.police.uk/CSE
#StopCSE

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Appendix 1: LSCB Budget 2015-16
Appendix 2: LSCB Membership 2015-16

Introduction from LSCB Chairperson



Welcome to the Brighton and Hove Local Safeguarding Children Board Annual Report for 2015/16.

As ever, this has been an incredibly busy and productive year for the Board and its partners. We welcomed a new Lead Member for Children, Young People and Skills, Councillor Tom Bewick and a new Chief Executive of the city council Geoff Raw. We also have new members from schools, including for the first time the independent sector. We are delighted too to now have a Learning & Development Officer, Dave Hunt, in post after a gap following his predecessor leaving. Dave has made such an impact in refreshing our multi agency training programme and improving its responsiveness to needs of our children.

Alongside our regular programme of audits and re-audits, we have been undertaking, at various stages, four serious case reviews one of which was completed in the year. Each of these lead from a tragedy affecting a young person so we owe it to their memory to take a long hard look at ourselves and challenge every agency to find better ways to work alone and in partnership to help prevent other young people coming to harm.

We know that, on the basis that Safeguarding is Everyone's Responsibility, we are not the only Board looking to improve the lives of our people. Therefore we have started to establish stronger links with the Safe in the City Partnership, the Safeguarding Adults Board, the Health and Wellbeing Board and the Corporate Parenting Board. In times when resources are stretched it is incumbent on us to work together so that no person or group falls through the gaps and that we ensure all receive the help and support they need when they need it.

We were delighted with the outcome of our Ofsted Review, which graded us as Good. This was an in depth and rigorous process which highlighted some real strengths but also provided us with challenges to take forward. Part of that will include improving our oversight of missing children and taking over from a separate partnership board the lead role for evaluating the effectiveness of Early Help. This will be a huge challenge, as we know the level of need in our city is high meaning that far too many children and families require the support of social workers. If we can bring that need down through harnessing and directing the great work that is already taking place, we will improve the chances of our children and young people to thrive and that must be our key aim. I hope you find this report informative and that it reassures you of the dedication that all our members share to work together to ensure our children are properly safeguarded. We know we have lots more to do to become even better, but we can only improve if we work tirelessly together putting the child at the heart of everything.

A handwritten signature in black ink, appearing to read 'G. Bartlett', with a stylized flourish underneath.

Graham Bartlett
Independent Chair Person, Brighton & Hove LSCB

Brighton & Hove Local Safeguarding Children Board Annual Report 2015-16 Executive Summary

This annual report outlines safeguarding activity and performance in Brighton & Hove between April 2015 and March 2016 and illustrates how we as a partnership, and individual agencies, continue to strive towards improving the lives of our children and young people. Highlights contained in the report are as follows:

Priority Area 1: Responses to specific safeguarding concerns

Child Sexual Abuse (CSA)

- As a result of LSCB quality assurance activity:
 - Social Workers now **record discussions** with health professionals as part of a Strategy Discussion in their patient management system.
 - **Multi Agency Meetings (MAMs)** are now held weekly at the MASH and attended by a health representative.
 - A **Child Sexual Abuse Pathway** has been revised between health and social work in conjunction with Sussex Police which now takes account of the issue of historical allegations not directly concerning the subject child.
- This year saw the development of the **Forensic Paediatric Child Sexual Abuse service** for children up until their 14th birthday.
- Professionals have been provided with a reminder, via a **LSCB CSA Resource Pack**, of the likely signs and indicators of CSA, local and national contacts to call for advice and a reminder of how to refer concerns about a child or young person.
- A **CSA & Harmful Sexual Behaviours Conference**, which examined a number of issues around Child Sexual Abuse, was attended by over 150 professionals from across the partnership.

Child Sexual Exploitation (CSE)

- The LSCB, along with Sussex Police & Children's Services, have been participating in the **See Me, Hear Me Project**.
- The LSCB has proactively recommended a tour of **Chelsea's Choice** (a play aimed at raising awareness of CSE) to all schools in the City, and through the Educated Other than at School team (EOTAS)
- Over the year we have strengthened our scrutiny of responses to the needs of **boys and young men**.
- To ensure a robust, co-ordinated multi-agency strategic approach to tackling CSE & issues impacting other groups of vulnerable children, we have developed a **Vulnerable Children's Strategy**.
- In partnership with The Wise Project we have provided **multi-agency training** on CSE. Two sessions of the first course *Child Sexual Exploitation: Prevention & Disruption* have run, delivering awareness training to 44 professionals across the partnership. Three of the follow on sessions *Child Sexual Exploitation: Working with Young People at Risk* have been delivered with 70 professionals attending across the partnership.

Neglect

- A **Quality of Care Assessment Tool**, which aims to drive improvement in the quality of assessments, planning and the management of risk for children who are neglected, has been piloted successfully with health and social care teams.
 - A **multi-agency learning review** looking into practice in relation to a long standing neglect case has been commissioned.
 - As a result of a **parental substance misuse audit**, which tested whether there is a robust interagency response to the needs of children impacted by parental substance misuse that keeps children safe, all agencies have been reminded of the pre-birth conference procedures, and systems have been tightened to support adult services, working with a pregnant mother, to notify midwifery. .
 - We published a **Neglect Bulletin** in February 2016 looking at the signs and risk factors around neglect and its effect on children & young people. This was circulated widely across the partnership, and helped promote our training on Child Neglect
-

Priority Area 2: Participation & Engagement

- **Lay members** have continued to provide additional scrutiny and challenge over the year.
 - **Quality assurance activity** has continued to ensure the views of **parents and carers are contributing to learning and practice**. The Domestic Violence & Abuse audit required auditors to assess how effectively families were involved throughout interventions, similarly the CSE audit assessed the level to which parents had been consulted and kept informed of the outcome of assessments and decisions.
 - **Quality assurance activity** has also continued to seek assurances that the views of **children and young people are contributing to learning and best practice**. The Domestic Violence & Abuse audit asked if the views of the child/young person had informed the work or plan, and asked auditors to consider how the weight given to their wishes & feelings balanced with the risk factors. Likewise, the CSE audit addressed the focus on the child/young person including their involvement in decisions made in respect of them
 - To support parents, carers and members of the public having an improved understanding of the values and statutory function of the LSCB partnership, to work together to keep children in Brighton & Hove safe from harm, the LSCB has continued, with Safety Net, to produce the **parent newsletter** 'Safety Rocks'. 10,000 copies are distributed to parents through primary schools, and a PDF version is now circulated to parents with children in secondary school. The LSCB **Board Briefing** continues to be hosted on the LSCB website post Board meetings.
 - LSCB Safeguarding Bulletins, , Managers Briefings, SCR Briefings, Twitter, Multi-Agency Training, Board Briefing's and the LSCB website are vehicles by which the Participation & Engagement has sought to support the **improved understanding of staff and managers** of the function of the LSCB.
 - This year has seen **greater involvement of staff and managers** in multi-agency quality assurance activity. Staff and managers have also informed learning and improvement via their active participation and contribution to serious case and learning reviews.
-

Priority Area 3: Service Responses

An Early Help Conference, held in December 2015, was an opportunity to assess how well the system is working and how the LSCB and LA are demonstrably 'dedicated to early help'.

- To support the Board to build a better understanding of the effectiveness of early help assessments and interventions (to ensure that children and young people with additional needs receive timely responses and that emerging difficulties are addressed at an early stage), an extensive **multi-agency audit** of early help took place. This comprised of three parts; an analysis of early help data set; a shallow dive of cases referred to the Early Help engagement team; and a multi-agency audit of 10 cases, involving ten agencies
- Auditors concluded that 58% of cases that had been referred to the MASH, and subsequently passed on to the Early Help Hub Engagement Team (EHHET), could have been made directly to the EHHET.
- The in depth multi-agency audit found evidence of strong multi-agency working, very child focused practice, and evidence that the voice of the young person has informed the work undertaken. For the majority of children and families, their outcomes have improved as a result of multi-agency early help, and in the majority of cases there was regular case supervision and management oversight of the case.

Priority Area 4: Accountability

- The annual **LSCB Performance & Effectiveness Survey** had encouraging results. Two notable areas of improvement from last year's survey included a clearer definition of the purpose of the LSCB and more robust reviewing of progress against the work plan.
- A **LSCB Development Day** took place in June 2015 where the LSCB Business Plan for 2016-19 was drafted. Partners reviewed all the activity over the past year including feedback from the Ofsted Review, an overview of the outcomes and impact of quality assurance activity, and findings from the serious case review and learning reviews undertaken over the past three years. Five key outcomes through partnership were agreed.
- Board & subcommittee structures have been kept under continuous review.
- There has been increased scrutiny of subcommittee work plans at Leadership, with **Lay Members** providing additional challenge on progress.
- Annual scrutiny of single agency audit activity, progress against action plans from single and multi-agency audit activity, and the continuous review of LSCB core and thematic data has been undertaken by the **Monitoring & Evaluation Subcommittee**.
- Continued scrutiny of **progress against learning** and serious case review action plans has been undertaken by the Case Review Subcommittee.

Additional discharge of functions:

The LSCB undertook, completed, published, and learned from a **Serious Case Review**. We have continued to act upon the learning and implemented the changes required in frontline practice to improve outcomes for our children.

This year saw an **Ofsted Inspection** of the Local Authority and a Review of the LSCB. Ofsted judged the arrangements we have in place to evaluate the effectiveness of what is done by the local authority and Board partners to safeguard and promote the welfare of children as **good**. This year we have been working hard to take forward the recommendations made to us.

In October 2015 the LSCB team were joined by a new **Learning & Development Officer** who has revolutionised our multi-agency training programme. Whilst still early days, we have seen a re-refresh our core training offers and the development of some new specialist courses

The past twelve months have seen continuing developments for our partners. Some agencies have been subject to national restructuring and others have restructured locally in response to changing needs and economic pressures. Our partner agencies have worked hard to improve outcomes for children and young people and are able to evidence this. Please see Appendix 1 for our partners reports.

Summary of Achievements

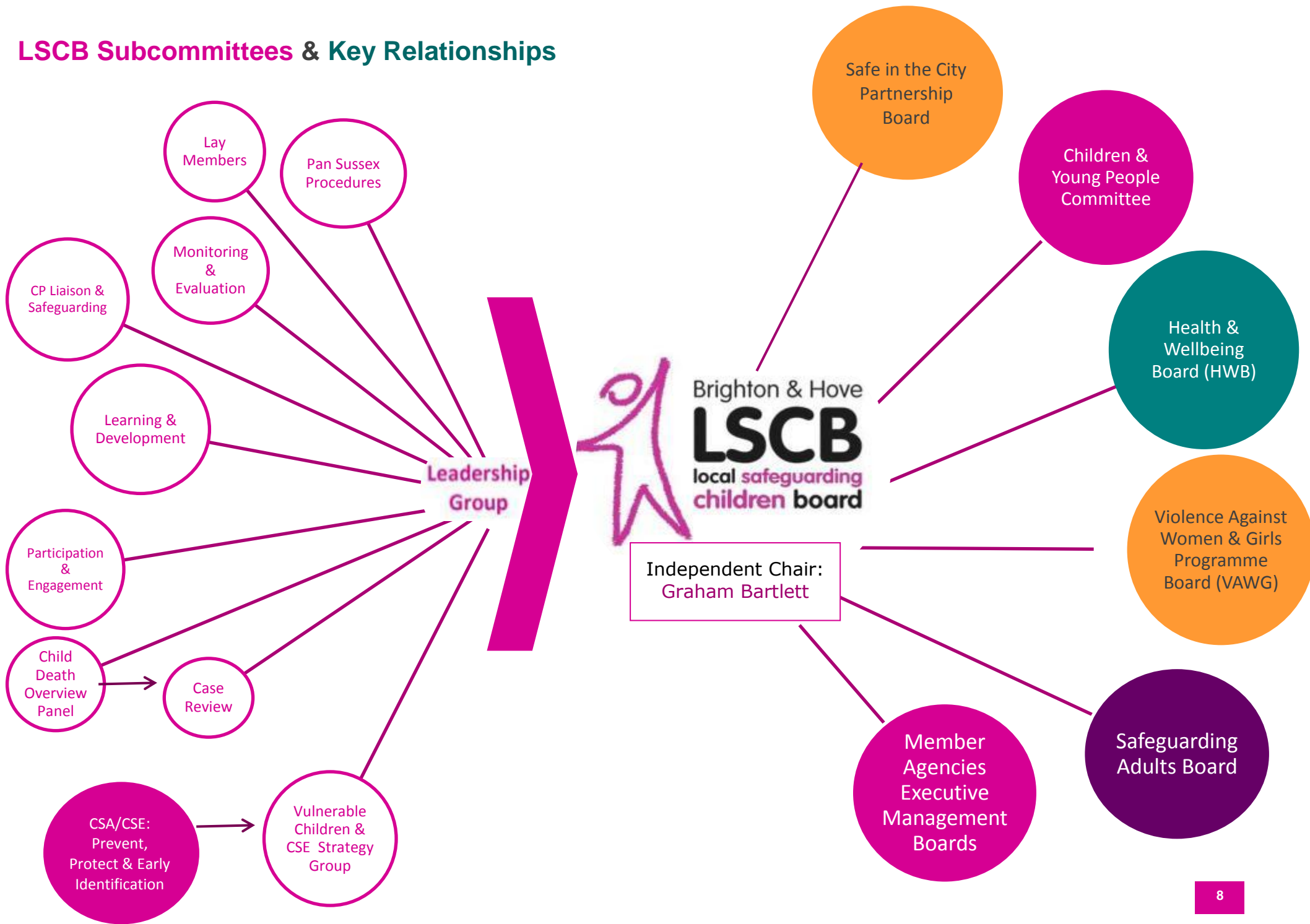
- We have developed [information sharing guidance](#) to support professionals to understand responsibilities for legal and good information sharing. Developed following Case Reviews commissioned by the Board
- We have improved our understanding of the effectiveness of early help assessments and interventions.
- We have increased our efforts to capture the voice of children, young people, families and practitioners in our quality assurance activity
- We have raised the profile of the LSCB with practitioners by continuing to produce LSCB newsletters and safeguarding bulletins and having a presence with our new LSCB Values banner at practitioner events and remaining prominent on Twitter.
- We have made huge progress on our multi-agency training programme
- We have developed our Case Review Subcommittee to ensure learning is shared from Critical Learning Reviews undertaken by the Youth Offending Service.
- We produced a [Child Sexual Exploitation multi-agency resource pack](#) and distributed it across the safeguarding network
 - We have worked hard to develop a more effective multi-agency dataset which, whilst still a work in progress, is used to routinely scrutinise operational partners' performance, and challenge and audit where necessary
 - We have (although there is always more to do) worked collaboratively with other strategic boards to address areas of common and interlinked issues and concerns.
 - We facilitated a number of discussions as a result of the learning from our case reviews. This has included talking to Midwifery services about the need for booking forms to collect information from both expectant parents; with Sussex Police about their approach in cases of possible non-accidental injury, and with other partners about the notification of possible non-accidental injury to the Police out of hours. We have asked all agencies how their data reports provide an overview of performance and provide information about overdue safeguarding tasks, and challenged partners whose staff are co-located about their information sharing and recording processes.

Summary of Challenges

- We still need to collate & analyse information from missing return interviews and further develop and embed the partnership response to children who are suffering, or at risk of, sexual exploitation and / or 'going missing.'
- We will continue to look to improve links with the corporate parenting panel and better understand why thresholds for care or accommodation are reached.
- We want to work more closely with the Designated Persons Network to further strengthen the flow of information between the Board and the city's schools.
- We want to strengthen links & work better, , with local communities and raise awareness of the importance of safeguarding for everybody across the city
- We want to further promote the emotional health and wellbeing of children and young people, and ensure they have access to effective mental health services
- We need to improve scrutiny of the LSCB budget via the Leadership Group
- A particular challenge for the LSCB has been engaging with sectors containing a number of relatively independent agencies (e.g. General Practitioners)
- We will never give up our aim to continuously promote the 'voice of the child' in the work of the LSCB and Partners



LSCB Subcommittees & Key Relationships



40

Review of Finances

All LSCB member organisations have an obligation to provide LSCBs with reliable resources (including finance) that enable the LSCB to be well organised and effective. In principle, members should share the financial responsibility for the LSCB in such a way that a disproportionate burden does not fall on one or more partner agencies. Locally, the City Council has contributed around 70% of funding.

No uplifts in funds were requested by the Board in 2015 - 16.

It is a requirement for LSCBs to undertake reviews of serious cases in certain circumstances (please see page 12). These reviews, whilst absolutely necessary because they highlight weakness, and strengths, in the safeguarding and child protection system, are costly and impact on the financial health of the Board. The LSCB spent **£65,799** on SCRs and Learning Reviews in 2015-16.

It is important to note that the LSCB budget does not represent the true costs of the Board's business and development work and some 'hidden' costs are subsumed within the City Council and other partners' budgets. Therefore it is estimated that:

- **£113,162** was spent by the LSCB on salaries and on-costs (e.g. national insurance and superannuation) for the LSCB Business Manager, Senior Administration Officer & Learning & Development Officer.
- **£18,880** was spent on the LSCB multi-agency child protection training programme for frontline practitioners.
- **£2,310** was spent on LSCB communications.

Core Funding Contributions

Funded By :	£
Brighton & Hove City Council	155,410
Contribution. from NHS Brighton & Hove CCG	43,780
Kent Surrey & Sussex Community Rehabilitation Company	5,572
The Police and Crime Commissioner for Sussex	12,338
Cafcass	550
Total Funding	217,650

The full financial breakdown, including contributions from by East Sussex Fire & Rescue Service, the NSPCC and income from our CSA Conference, plus the budget forecast for 2016 -17, can be read in Appendix 2

Our Activity: Monitoring & Evaluation

The LSCB has a key role in achieving high standards in safeguarding and promoting welfare, not just through coordinating, but also by evaluation to drive continuous improvement. Under Working Together to Safeguard Children (2015) LSCBs must quality assure practice, including through joint audits of case files involving practitioners, to identify lessons to be learned. The Monitoring & Evaluation Subcommittee support the Brighton & Hove [Learning & Improvement Framework](#) to strengthen and promote a learning culture across partner agencies.

The main focus of the subcommittee's work, in its five meetings in 2015-16, has been continuing to oversee a programme of multi-agency audits consolidating the LSCB's Quality Assurance Framework (QAF), including dissemination of findings from audits and tracking action plans, and scrutinising aspects of practice highlighted by the Management Information report.

Quality Assurance Framework

The [LSCB Quality Assurance Framework](#) (QAF) underpins the multi-agency audit programme. In 2015/16, efforts were made to improve feedback from service users and from practitioners, with a stronger focus on outcomes.

Summaries of findings from audits have been shared with staff in [briefings](#) and a tracking system is in place to track all actions from LSCB audits and learning reviews.

Multi-agency Audits:

Three multi-agency audits were undertaken in 2015-16:

- Network Meetings & Core Group Audit,
- Parental Substance Misuse Audit (see page 22)
- and an extensive multi-agency audit of early help (see page 28)

Single Agency Audits:

All agencies were requested to provide their audit schedules for 2015/16 and 2016/17. Where summaries were not returned the agencies have been challenged by the LSCB Chairperson.

The past year has seen continued progress in embedding the quality assurance framework, with improvements in audit process, dissemination of findings, tracking actions, and evidence of changes in practice as a result of audits. The commitment of all members of the group to conducting regular audits is to be commended.

**Helen Davies, Independent Chair,
Monitoring & Evaluation Subcommittee.**

Monitoring & Evaluation's Areas of Concern

An area of concern to the subcommittee and the LSCB has been the continued high number of children subject to repeat child protection plans in Brighton & Hove.

Another area of concern identified in management information is the high number of referrals and repeat referrals to Children's Services. The introduction of a MASH and Early Help Hub in September 2014 was intended to address some of the issues that had been identified as contributing to the high numbers. It took some time for accessible data about the workings of MASH to be available, but more recently the subcommittee has been scrutinising this data and will continue to do so, alongside the routine MASH audits.

In 2015-16, it was decided that the LSCB management information report would be presented to the LSCB at six monthly intervals.

Network Meetings & Core Group Audit

The focus of this multi-agency audit was to examine the effectiveness of multi-agency working through Network Meetings¹ & Core Groups². It explored the areas of enquiry raised by members of the Monitoring & Evaluation Subcommittee including; agency attendance, agency reports, agency challenge, outcomes for the child and meeting minutes.

Eighteen cases were audited. Overall, the practice was good, but 36% required improvement.

Positive findings included:

- in the majority of cases, meetings were held regularly and attendance at meeting by professionals is good
- multi-agency planning is judged to be good in the majority of cases including communication and information sharing
- the vast majority of Child Protection and Child in Need (ChiN) plans are SMART and in all but one case agencies are carrying out their agreed role

This audit included **practitioner feedback** and feedback from six parents. Reflection and feedback included:

- parents were able to engage and have input into the meeting
- meetings were an opportunity to discuss together a constructive way to support the family
- all the professionals have worked well together

The audit also focussed on **outcomes for the child**. For children subject to ChiN plans there was evidence that multi-agency working is leading to positive change for the children in three cases. For another three, contingency plans were being put in place, while for the remaining three, where parents were not engaging with the plan, they had been escalated to child protection conferences. For the children subject to a child protection plan, positive change was reported in six cases, while contingency plans were in place for the other three.

Recommendations included:

- frequency of meetings should be specified in the plan
- all actions should have a specific timeframe documented
- if practitioners are unable to attend a meeting, they should always be required to submit a report
- where appropriate, young people should be invited to attend the meeting
- minutes of the meeting should be kept simple with the focus on the child's plan
- a record of the meeting should be circulated to members within 2 weeks



¹ The Network Meeting provides an opportunity for professionals involved with a family to come together not only to share information, but also to help determine the direction of a case and the Child In Need (ChiN) Plan for a child.

² The Core Group is responsible for the formulation and implementation of the detailed Child Protection Plan (CPP), previously outlined at the conference.

Our Activity: Serious Case Reviews

As per *Working Together to Safeguard Children* (2015), LSCBs are required to consider whether to initiate a serious case review when a child dies (including death by suspected suicide) or is seriously injured, and abuse or neglect is known or suspected to be a factor. The main purpose of a serious case review is to learn lessons to improve the way in which agencies and professionals work both individually and collectively to safeguard and promote the welfare of children.

One Serious Case Review was published in 2015-16. Two Serious Case Reviews and one Learning Review have been initiated and findings are pending as at 31 March 2016.

Baby Liam: During the first seven weeks of his life Liam was injured on at least two occasions and experienced fractured ribs, a fractured femur and bilateral skull fractures. His Father was a care leaver from another area with history of volatile behaviours & substance misuse.

You can read the full review and the Board response and a short summary of the findings [here](#).

Learning from the Baby Liam SCR has now been included in the sessions of our multi-agency training programme on lessons from local and national SCRs.

Finding 1: Care leavers who are, or who become **parents**, need to be supported and their **children's** safeguarding needs

Finding 2: A full & detailed **history** on fathers, partners (male and female) & other significant adults (male and female) in the family should be sought when **gathering information**. It is also important to share this information about **pregnant women** and their **partners** with **Midwifery** and **Health Visiting** teams so as to enable **effective risk assessment**.

Finding 3: Where cases are held on **duty**, responses to children may be limited / task orientated with a lack of understanding of case history, analysis of risk and ownership of outcomes.

Finding 4: During **case transfers** there needs to be **easily accessible** case history information to **assess risk**.

Finding 5: Data systems need to support frontline managers in their daily management of tasks - including providing alerts for overdue work

Baby
Liam
SCR

Finding 6: Leaving Care Grants (LCGs) need oversight to ensure they enable **positive outcomes** for **care leavers**

Finding 7: Unplanned/ casual / **corridor conversations** which impact on decision making need to be **recorded**

Finding 8: All possible non accidental injuries need to be referred to the police.

Our Activity: Learning Reviews

In Brighton & Hove, Learning Reviews take place when, after an initial review of the case, it is decided that there are lessons to be learnt, but the threshold for a SCR is not met. The Learning Review consists of professionals from each agency involved with the child or family meeting together to share information, identify good practice and missed opportunities. Learning which might help to prevent similar events in the future is identified.

Ben

From the age of 11 Ben was reported to be self-harming. These reports of self-harming continued to be raised during the two years prior to an episode where he attempted to hang himself. Following the hanging incident Ben was left with life changing brain injuries and sadly Ben died in 2015.

Some of the findings from this learning review were shared with Brighton & Hove CCG and Public Health Commissioners:

- Many professionals view self-harm as not uncommon, seeing it as a single type of behaviour rather than occurring along a spectrum, which makes it less likely they will notice escalation and identify high risk, potentially life threatening, behaviour.
- There is inadequate choice in emotional wellbeing support and mental health service provision to meet the preferences of many young people, leaving them with the option of attending, or not, the available medically-focused option.

The review also prompted the Board to consider:

- Is there a common organisational deafness that minimises the chances of really hearing what teenagers are saying when they tell us concerns about their friends?

This learning was fed into existing workstreams underway across the partnership, such as the Emotional Health & Wellbeing (EHWB) steering group and the re-commissioning of mental health and emotional wellbeing services. Read below for more about this work from the Commissioner for Children, Young People and Public Health Schools Programme and the Commissioning Manager, Children's Mental Health & Wellbeing.

Child J

Child J was found hanging in the family home shortly after his 18th birthday. J had received services from children's social work, mental health services, drug services and youth services two years prior to his untimely death.

Following a review of Child J's journey through the safeguarding system the LSCB wanted assurance that Child and Adolescent Mental Health Services (CAMHS) can be appropriately accessed where there is a **dual diagnosis of mental health & substance misuse**, and that safeguarding procedures work.

Ofsted Review

An Ofsted review took place from 14 April– 8 May 2015 which judged the arrangements the LSCB have in place to evaluate the effectiveness of what is done by the local authority and Board partners to safeguard and promote the welfare of children as **good**. Ofsted recognised the journey the LSCB has been on over the past two years and described a “rigorous approach to evaluating the effectiveness of safeguarding arrangements in all of its partner agencies”. At the time 29% (17) of LSCBs were judged as good overall, 49% (28) as requiring improvement and 22% (13) as inadequate.

The good quality LSCB annual report reflects the board’s learning and self-evaluative ethos

The LSCB is an active and influential participant in informing and planning services for children and young people



Findings: Governance

....transparent, learning-focused multi-agency LSCB

- constitution and compact underpins the new arrangements
- Board identifies & shares cross-cutting intelligence & knowledge about particularly vulnerable groups of children (radicalisation & CSE)
- constructive relationships with other key strategic boards
- multi-agency section 11 challenge event rigorously tested compliance of partner agencies with core safeguarding policies

Findings: SCRs & CDOP

- targeted and achievable action plans.
- implementation of action plans is closely monitored
- learning from reviews is appropriately cascaded to the workforce
- Child Death Overview Panel is effective in scrutinising serious incident notifications & has strong links with Case Review Subcommittee

Serious case reviews commissioned in accordance with statutory criteria & thresholds applied correctly

...rigorous approach to evaluating the effectiveness of safeguarding arrangements in all of its partner agencies

Findings: Quality Assurance

- tenacious efforts to develop a multi-agency dataset
- audit findings & recommendations systematically & comprehensively disseminated across partnership
- intelligence from audits, serious case reviews & learning reviews used effectively to inform content of specialist multi-agency training programmes
- good Quality Assurance Framework supported by a complementary Learning Improvement Framework
- audit recommendations rigorously pursued & repeat audits scheduled

How we have responded to recommendations & shortfalls:

LSCB to collate & analyse information from missing return interviews

The National charity, Missing People has been commissioned by East Sussex County Council, West Sussex County Council and Brighton & Hove City Council to provide a Return Home Interview (RHI) Service and a 1-1 Support Service to children across Sussex from 1 April 2016 until 31 March 2019. Return Home Interviews aim to find out why young people went missing, what happened to them while they were away, and what support they need to keep them safe and prevent them going missing again

LSCB to build better understanding of the effectiveness of early help assessments and interventions

The LSCB Monitoring & Evaluation Subcommittee undertook a Shallow Dive. This was to test whether professionals, who make a Contact to MASH which does not meet the threshold for Social Work Intervention understand the thresholds, and to assess whether the child's emerging needs are appropriately met elsewhere when Contacts made to MASH do not meet the threshold for Social Work intervention (Early Help Hub and MASH Initial Review, April 2015). In addition to this we also carried out a multi-agency audit of the early help provided in a sample of Contacts (with the service) which resulted in early help intervention.

LSCB to continue to scrutinise and influence the reduction of the high number of repeat referrals and child protection

Monitoring & Evaluation have, throughout the year, continued to scrutinise the high number of repeat referrals and repeat plans via consideration of the Management Information Report and a multi-agency audit. Consideration of the issue has also been tabled for discussion at all three Board meetings throughout the year.

LSCB to improve links with the corporate parenting panel and better understand why thresholds for care or accommodation are reached

Our Business Plan 2016-19 now has an objective for the LSCB to be sighted on the work of other strategic Boards in the City, including the Corporate Parenting Board. In 2015 Children's Services undertook, via their Support Through Care team, an audit which focused on children in care and care leavers who become parents, and considered whether support and safeguarding issues were being appropriately addressed. The LSCB requested the Corporate Parenting Board be made aware of the findings from this work.

Business Plan to provide focus on children looked after living outside the Local Authority

Looked after children are, in most cases, no longer within the child protection system because they have been made safe. Where there remain child protection concerns, for example through CSE or radicalisation, we of course scrutinise the services they receive for example through the Vulnerable Children & CSE Strategy Group. Oversight and scrutiny of how Looked After Children are served is through the Corporate Parenting Panel. Ofsted judged performance of the Local Authority around Looked After Children as being good, observing that the thresholds for children to become looked after are appropriate and consistently applied

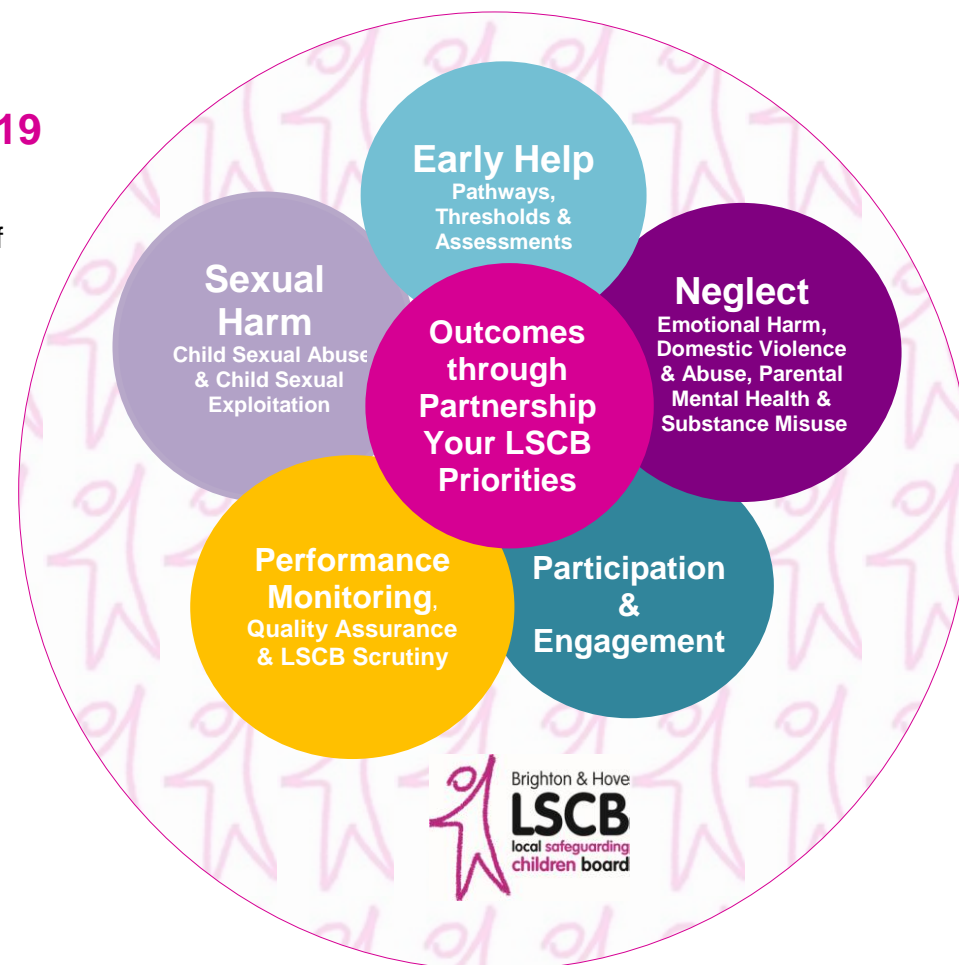
LSCB Development Day & LSCB Business Plan 2016-19

The LSCB held a Board Development Day in June 2015 where the LSCB Business Plan for 2016-19 was drafted. Partners reviewed all the activity over the past year, including feedback from the Ofsted Review, overview of the outcomes and impact of quality assurance activity, and findings from the serious case review and learning reviews undertaken over the past three years. Feedback from the annual LSCB Performance & Effectiveness Survey was also provided, you can read more on this on page 29. Five key outcomes through partnership were agreed

Priority Area 1: Child Sexual Abuse (CSA)

Paediatric Sexual Abuse Referral Centre (SARC)

Throughout the year the Board has been keen to hear updates on the implementation of the [Paediatric Sexual Abuse Referral Centre \(SARC\)](#) which was launched on 1 April 2015. From this date, the Brighton & Hove team has provided a Forensic Paediatric Child Sexual Abuse service every day of the week for children up until their 14th birthday. Issues regarding facilities and the sustainability of the staffing rota have been addressed by the SARC Board, and guidance has been produced for Police Officers and Social Workers on arranging medical examinations for possible Child Sexual Abuse.



Of the 2,868 single assessments completed in 2015-16, **161 (5.6%)** identified sexual abuse as a factor at the end of the assessment compared to 5.1% in 2014-15

Of the 392 children subject of a Child Protection Plan as of 31 March 2016, **13 (3.3%)** had Child Sexual Abuse recorded as a category of abuse compared to 5.8% (18 children) at 31 March 2015.

Multi-Agency Quality Assurance Activity

As a result of a multi-agency audit in 2014 an action plan has been progressed in 2015 and the following changes in practice have been made:

- Now social workers record discussions with health professionals as part of a Strategy Discussion in their patient management system.
- The MASH now has a health partner co-located in the hub to help facilitate the involvement of appropriate doctors and other medical professionals in all strategy discussions.
- A Child Sexual Abuse Pathway has been revised between health and social work in conjunction with Sussex Police which now takes account of the issue of historical allegations not directly concerning the subject child.

Communications

A CSA Multi-Agency Resource pack was produced to help prevent children and young people being subjected to CSA. This resource pack provides information and guidance for people who may encounter children or young people at risk of, or having experienced, CSA, including:

- A description of the likely signs and indicators of CSA
- Useful local and national contacts to call for advice
- A simple referral diagram showing how to refer concerns about a child or young person.

Training

During Safeguarding the City Fortnight a session was held on the purpose and function of the [Sussex Children's \(Sexual Abuse Referral Centre\)](#). Attendees commented on having learnt more about the entire SARC processes from referral to medical and beyond.

The Claremont Unit also ran a very popular session on [Children & Young People who Display Harmful Sexual Behaviours](#), and this was repeated in the LSCB training programme in the spring

CSA & Harmful Sexual Behaviours Conference

Our Child Sexual Abuse & Harmful Sexual Behaviours conference on 22 May 2015 was attended by over 150 professionals from across the partnership. This day examined a number of issues around Child Sexual Abuse. You can view the materials from the day [here](#). Issues discussed in presentations and workshops included:

- | | | |
|--|--|-----------------------------|
| Multi-agency investigation of CSA | Complexities of the legal issues | Procedures for CSA medicals |
| Barriers to communicating with under 5s to get evidence about sexual abuse | Developmentally Appropriate Interviewing | |
| Post Abuse Therapy | Harmful Sexual Behaviours | |

Priority Area 1: Child Sexual Exploitation (CSE)

Ofsted Review

Ofsted noted there was an effective child sexual exploitation strategy in place, and achievable plans to improve identification of children at risk of CSE at earlier stages. They commented that the newly established CSE Prevent & Early Identification Subcommittee is well positioned to progress this, and reported that the LSCB thoroughly evaluates intelligence & cross-cutting themes regarding particular groups of vulnerable children through the Vulnerable Children & CSE Strategy Group.

The Wise Project

The WiSE Project is a service for 13-25 year olds who are experiencing sexual exploitation or are at risk of it. The project is also a point of call for advice and guidance for those working with young people who have suffered from sexual exploitation.



THE WISE PROJECT

Working to prevent the sexual exploitation of children and young people

See Me, Hear Me Project (SMHM)

The University of Sussex was commissioned by the Office of the Children's Commissioner (OCC) to support the implementation & evaluation of the OCC's 'See Me, Hear Me' Framework for safeguarding children at risk of sexual exploitation in three English local authority sites.

The LSCB, along with Sussex Police & Children's Services, was invited to participate in the project towards the end of 2014.

The See Me, Hear Me Framework is a research-informed, multi-agency service model, designed to support professionals to make visible the experience of those children facing sexual exploitation, and to facilitate the creation of the relationships necessary for safeguarding to be made effective in each individual case.

The project aims to:

- *support* the implementation of the 'See Me, Hear Me' Framework
- *evaluate* the efficacy of the service model developed and the impact it achieves for children; and
- *recommend* ways in which the diffusion of the approach more widely might be achieved effectively across similar local authority areas, and in respect to safeguarding practice in general.

Chelsea's Choice

Brighton & Hove City Council have commissioned a not for profit social enterprise, AlterEgo Creative Solutions, to tour schools in Brighton & Hove with their highly innovative and acclaimed production '[Chelsea's Choice](#)'. The play highlights the very serious and emotional issue of child sexual exploitation by telling the story of a group of three students who discover the diary of a girl called Chelsea.

The 40 minute production and post-show Q&A raise awareness of:

- Healthy Relationships
- Safe Internet Use
- Risky Behaviour
- The Grooming Process
- Child Sexual Exploitation
- Where young people can go for help & advice



Performances were supported by specialist social workers and police officers, to ensure that children are in receipt of appropriate supports and services afterwards. Materials were produced for all year groups for use in PSHE lessons and tutor time to ensure all students had the opportunity to learn more about grooming, sexual exploitation, e-safety and healthy relationships. In April 2015 the LSCB Independent Chairperson wrote to all schools in the city to recommend the play and encourage them to invest in a tour of the show.

Training

The WISE Project deliver our CSE training, which is split into two sessions: [Preventing & Disrupting the Sexual Exploitation of Children & Young People](#) and [Child Sexual Exploitation: Working with Young People at Risk](#). This comprehensive training package, also supported by presentations from Sussex Police, covers recognition and awareness leading into how systems are put in place to disrupt this type of activity. This training has also been updated to consider and integrate the "See Me, Hear Me" principals, thus making sure that the voice of the young person or child is heard.

Multi-Agency Quality Assurance Activity

As reported in last year's Annual Report an audit looked in depth at six cases of young people at risk of CSE and this year we have, via the Vulnerable Children & CSE Strategy Group, been progressing the recommendations:

- looking at the need for a more robust response to the needs of boys and young men
- proactively identifying young people at risk of CSE through the regular review of child protection & child in need plans
- looking at ways to adapt support services for young people so that they are assertive, flexible and accessible
- continuing to raise awareness of CSE across the partnership

Next year the Monitoring & Evaluation Sub Committee will undertake another CSE audit to further test the effectiveness of multi-agency working with children who are being sexually exploited, or at risk or being sexual exploited. In response to the issues raised at the CSA/CSE Prevent, Protect & Early Identification Subcommittee, the audit will also assess whether the needs of children and young people with learning disabilities are being appropriately addressed.

CSA/CSE Prevent, Protect & Early Identification Subcommittee.

In January 2016 the *CSE: Prevent & Early Identification* and *CSE: Protect & Pursue* subcommittees merged into a single CSA/CSE Prevent, Protect & Early Identification subcommittee. The intention was to avoid duplication and make the meetings more streamlined and efficient.

This is a multi-agency meeting with the main aim of preventing, identifying early and disrupting the sexual exploitation of children.

There is a strong focus on:

- the driving factors behind CSE
- ensuring that Police operations and disruption of perpetrators is maintained
- learning from operations are captured to strategically manage the risk of CSE within the city
- ensuring that male and female victims are considered with equal measure
- ensuring that children with disabilities including learning disabilities are factored into the work of the subcommittee

Areas for improvement include:

- a focus on the needs/concerns of LGBT youth
- ensuring suitable membership
- striking an equal balance between prevent/early identification and protect/pursue

In January 2016 Dr Michelle Lefevre, Department of Social Work and Social Care, University of Sussex observed our first joint meeting, (as part of the work on the See Me, Hear Me Framework described above). Her reflections helped participants to consider the strengths and challenges in how the SMHM principals are being embedded within services.

A year on: Vulnerable Children & CSE Strategic Group

Throughout the year we have considered:

- The management of perpetrators
- Responses to the Rotherham Inquiry
- The private fostering annual report
- Progress on the implementation of the Sussex Paediatric SARC
- Changes to Modern Slavery legislation
- Scrutinised Police Strategic Needs Assessment on CSE & Benchmarking - identifying hotspots for the whole of Sussex providing each Divisional area with specific locations where CSE was being perpetrated.

Vulnerable Children Strategy

One of the group's first tasks was the development of an overarching vulnerable children strategy. The strategy aims to ensure a robust, co-ordinated multi-agency strategic approach to tackling CSE & issues impacting other groups of vulnerable children via five key objectives;

1. **Strategic Commitment** Across all Agencies
2. **Identification** - Improve Awareness, Understanding & Recognition
3. **Prevention** – Communication
4. **Protection** - Improve Effectiveness of Interventions
5. **Disruption** - Improve the Prosecution of Perpetrators

Missing & CSE Peer Review: Update on Action Plan

Brighton & Hove is a member of the South East Sector Led Improvement Programme, who have developed their own Peer Challenge process to support local authorities passionate about improvement. In 2014 Children's Services launched their new Missing Children Policy and Guidance, which provided a framework for those working with children and young people who are missing from home, care or education.

Main strengths were identified as:

- Children Services moved fast and far on this work over 12 months
- MASH set up is good and the joint leadership with Sussex Police was noted as good practice
- All involved have a good understanding of the links between Missing Children and children at risk of sexual exploitation (CSE)
- Missing from education protocols were well understood.

Areas for improvement

- Return interviews –process needed clarifying to avoid patchy practical application
- The number, membership and structure of the range of strategic and operational groups needed review and where possible rationalisation
- Work around CSE needed further development, in particular looking at how young men are affected locally
- Links with partners such as health and housing needed strengthening to create holistic solutions

Priority Area 1: Neglect & Emotional Harm

Domestic Violence & Abuse, Parental Mental Health & Substance Misuse

- A Lead Practitioner from Brighton & Hove City Council has been appointed to lead on the issue of Neglect, raising its profile and identifying best practice.
- A multi-agency learning review commissioned by the LSCB on a long standing neglect case continues. There will be an update on its findings in next year's annual report.
- The Named Nurse for Sussex Community Foundation Trust is the Board lead for the LSCB on Neglect.

Of the 2,868 **single assessments** completed in 2015-16, **520 (18%)** identified neglect as a factor at the end of the assessment, up from 416 (15%) in 2014-15

Of the 392 children subject of a **Child Protection Plan** as of 31 March 2016, **120 (30.6%)** had neglect recorded as a category of abuse compared to 95 children (30.7%) as at 31st March 2015

Quality of Care Assessment Tool

The Quality of Care Assessment Tool aims to drive improvement in the quality of assessments, planning and the management of risk for children who are neglected. This year the tool has been piloted across health and social care services. The Lead Practitioner will now be responsible for rolling this out across social work pods

The LSCB will want to ensure the Quality of Care Tool is evaluated and is effective in better supporting practitioners to measure progress and monitor the impact of interventions. We will want to see that the quality of assessments in neglect cases is sound, taking account of family history and considering the impact of neglect on the child.

Training

The LSCB Learning & Development Officer has worked with the Board Neglect Lead and Lead Practitioner to devise a Neglect training package, which supports use of the Quality of Care Tool. This has been delivered to social care staff.

This training aims to:

- Explore and broaden participants' understanding of child neglect
- Introduce participants to the benefits of taking a systems approach to improving professional practice
- Provide an opportunity to explore local multi-agency responses to child neglect through scenarios and discussion
- Help practitioners identify individual learning about child neglect and multi-agency working
- Look at aspects of the system which help and hinder good practice



Multi-Agency Quality Assurance Activity

There is evidence of parental substance misuse in 57% of serious case reviews (of serious or fatal child abuse)³. Serious Case Reviews highlight that professionals often focus on the issues faced by parents who misuse substances without considering the impact on their children.

Parental Substance Misuse Audit

The LSCB Monitoring & Evaluation Subcommittee agreed to undertake a Deep Dive of parental substance misuse (under Priority 1: Neglect) to test whether there is a robust interagency response to the needs of children impacted by parental substance misuse in Brighton & Hove, and if this keeps children safe.

It looked in depth at six cases involving children aged under 5 years living with parents who misuse substances, and the support they receive from agencies.

Positive findings included:

- overall, good early recognition of the risks to the child and concerns are acted upon in a timely way in all cases. Strengths particularly noted in the Midwifery Service
- there are good quality multi-agency assessments which consider all relevant historical information
- in all cases, an enhanced health visiting service was delivered
- in all cases, the child's plan specifically addresses the impact of parental substance misuse including the risks and needs of the child
- in all cases, the interventions with parents provided by adult substance misuse services are child focused
- in all cases, there is evidence of good partnership working

Recommendations included:

- adult services to be reminded that if they are working with a pregnant mother, they should always let the midwifery service know
- all agencies are to be reminded of the pre-birth conference procedures
- GPs should ensure that the information about parental substance misuse is included on the child's record, and that parent and child records are linked

Only one parent responded to the request for feedback so her input has not been included in the report. In 2016/17 a similar audit will be undertaken focusing on parental substance misuse and its impact on older children, which will include seeking the children's views of the services they and their parents receive.

As a result of this multi-agency activity:

- All agencies were reminded of the Pre-birth Conference procedures set out in Section 5.3 of the [Pan Sussex Child Protection & Safeguarding Procedures](#) - The pre-birth conference should be held at least 3 months before the estimated delivery date to allow planning and support for the pregnancy and the birth of the baby to be put in place.
- Information about parent's substance misuse is now included on the child's record & the mother and baby records are linked.

³ DCSF (2008) Analysing child deaths and serious injury through abuse and neglect: what can we learn? A biennial analysis of serious case reviews 2003-2005.

Priority Area 2: Participation & Engagement

LSCBs are responsible for “communicating to persons and bodies in the area of the authority the need to safeguard and promote the welfare of children, raising their awareness of how this can best be done and encouraging them to do so”. (*Regulation 5 of the Local Safeguarding Children Boards Regulations 2006*)

The Participation & Engagement subcommittee of the LSCB has continued to meet throughout the year, leading on the implementation and evaluation of our [communication strategy](#).

Evaluation of effectiveness of communications

A survey for partner agencies on LSCB Communications was circulated across the partnership. The aim of this was to help the Participation & Engagement subcommittee evaluate their activity against their limited budget and capacity. Results from this survey will be available in next year's annual report.

Measurable communication targets

The group have established that setting “targets” for our communications is problematic; we believe it is better to frame these as “objectives”, and look more closely at what we need to evaluate. This year our agendas have been focused to help facilitate this and ensure actions incorporate who and how a participation and/or engagement activity will be done as well as how it will be evaluated.

Child friendly annual report

Some members of Participation & Engagement were keen to progress a child friendly annual report. However, not all members were of the view that this would be read by our target audience. Instead we were looking to develop a video clip, however due to resource capacity of the LSCB Business Team this was not progressed during the year

Twitter

We have been sharing news and links about good safeguarding practice on twitter since January 2014, and we believe that we are now one of the most followed Local Safeguarding Children Boards on twitter with nearly 1200 followers as of 31 March 2016. On average we gain 1-2 followers per day, and during 2015-16 our tweets earned 278,606 impressions, with 1280 retweets and 811 likes.

Our most popular tweet, inspired by JK Rowling's Harry Potter books, is pinned to our profile page and embodies the importance of listening to children & young people, one of the key values of our Board. This has achieved 69 retweets and 50 likes and has been viewed over 10,000 times

#YourLSCB Communication Materials

Lay Members

Our five lay members have coordinated the following inter-related activity to ensure our Learning & Improvement Framework has been effectively implemented by:

- Being a member of a standing LSCB subcommittee & feeding back subcommittee activity to fellow lay members to support subcommittee interaction
- Making challenges to subcommittees about progress against their workplans
- Attending on a rotational basis the Leadership Group & LSCB Meeting

Next year we will be holding a Lay Member Conference for Lay Members across the South East Region to further explore the role and function of the lay member.



Board Briefings have been consistently produced after each main board meeting to summarise discussions held. These can be read at www.brightonandhovelscb.org.uk/board-briefings

Safety Rocks our joint newsletter for parents continues to be produced in association with [Safety Net](#) each term. An editorial team, including parent volunteers and LSCB Lay Members, meet each term to plan the content and consider how to get more feedback from parents. This year we included articles about online safety, healthy eating & body image, bullying, a parent's tips on "Morning Mayhem" for Child Safety Week, a child's story on moving to secondary school to talk about managing anxiety and an article to answer a question from a parent's on how to talk about upsetting subjects such as the refugee crisis. You can read previous editions at www.brightonandhovelscb.org.uk/parents/safety-rocks-newsletters



LSCB Bulletins continue to explore particular areas of concern in more depth. In June 2016 we published our [Self Harm Bulletin](#) to help professions recognise this and respond appropriately. This included an update on local work to deal with this concerning issue and signposts to national support. We continue to distribute our **Latest LSCB News** emails and over 200 people signed up to our newsletter via our website during 2015-16.

Staff Briefings, aimed at professionals working with children and families in Brighton & Hove continue to be circulated following quality assurance activity. Next year will see a review of the usefulness of this resource by professionals. These can be read at www.brightonandhovelscb.org.uk/manager-briefings

Case Review Briefings summarise what local case reviews have shown about the child protection system in Brighton & Hove. These can be read at www.brightonandhovelscb.org.uk/serious-case-reviews Our new format for these briefings, which asks professionals to reflect upon questions posed by the findings, has been adopted by other Safeguarding Boards as a way of sharing this important learning.

LSCB Website continues to be updated to ensure that it is in line with current legislation and guidance. All of our latest posts can be read on the LSCB website. Highlights include a series of "Day in the Life" articles for [World Social Work Day](#), our Safeguarding Blogs from the [Learning Together Fortnight](#), material from Safety Net's [Online Safety event](#) and information on [Listening to Children and Young People](#). During 2015-16 our website had an average of 70 visitors per day. Our most popular pages contain information on our training and serious case reviews, although the top page visited, aside from our homepage, was a post on the changes to [Working Together 2015](#) which had over 6200 views in that year.

In October 2015 we changed supplier for the [Pan Sussex Child Protection & Safeguarding Procedures](#) website. The new site is easier to navigate, and it gives the three LSCBs across the county access to update this at any time, allowing our procedures to be more responsive and remain more current than was possible under our previous contract.

The Board has made meaningful progress with effective and innovative initiatives to improve the engagement of children, young people and their families and also to increase public understanding of the Board's work. **Ofsted Review**

Initiatives supported during the year

Child Safety Week is run every year by the Child Accident Prevention Trust. To support the 2015 campaign on “Tea Time Terrors” we promoted this in our newsletters for professionals as well as being a main feature in the Summer edition of Safety Rocks.



Safer Internet Day took place in February 2015. We shared online safety messages on our website, twitter and newsletters. Board Member Tracey Bowers wrote about the activities undertaken at Herford Junior school to promote internet safety for the Safety Rocks Newsletter, and we also took part in Safety Net's [Online Safety City Event](#). In September 2015 we invited the Safer Internet Centre to hold their E-Safety Live workshops for professionals. These were attended by around 100 practitioners from across agencies, who were provided with an overview of the latest online safety information, from emerging trends and technologies to new resources and sources of support, as well as legal and law enforcement changes.



[Community Works Spring Conference](#) took place in June 2015, and the theme this year was safeguarding. Graham Bartlett spoke at this event and we had a stall with LSCB newsletters and a special [briefing](#) for the community & voluntary sector on the role of the LSCB.

National Safeguarding Day, organised by the National Council for Voluntary Youth Services (NCVYS), urge organisations to **stop** what they are doing, **look** at their safeguarding practices and **listen** to young people. The campaign's principles underpin everything we do at Brighton & Hove LSCB, and we encouraged our partners to make the time to focus on safeguarding on this day, 29 February 2016, by pledging to review their safeguarding policy and/or practice, run safeguarding sessions with young people, or offer space on their website for free advice, guidance or signposting on safeguarding.



Sussex Police CSE Campaign raised awareness of what CSE is to the public and targeted audiences, so that they would be able to spot the signs of CSE. Communications based on intelligence and extensive customer insight formed the foundations of the communications strategy. All work was developed with support of the Local Children Safeguarding Boards across Sussex. This campaign was rolled out in three phases between January and May 2016.



Involving Children & Young People

Learning Together to Safeguard the City

During the Learning Together to Safeguard the City Fortnight we invited young people to participate in two of the learning events.

Why do Young People choose not to access Mental Health services? took the format of a Q&A session and young people were invited to put questions to Commissioners and Managers of mental health services in Brighton & Hove. You can read a summary of the discussion [here](#).

Consent Based work with Adolescents was a workshop run by the Youth Offending Service, RUOK, and health, with young people. This looked at various issues that face professionals when working with adolescents around whether to share information with a parent, especially when adolescents talk about activities such as shoplifting, the recreational use of alcohol, experimenting with drugs, or becoming sexually active.

Quality Assurance Activity

To get a full picture of what is really happening, it is important to capture the experience of children and parents/carers, and the experience of frontline staff and managers. It is important to know how parents, carers and children feel treated by the professionals and agencies they interact with.

Staff and frontline managers will often know about the quality and impact of their own services, and those of partner agencies they work with.

It is important to have a constant feedback loop from the frontline to keep senior management and those with governance responsibilities 'reality based'; not just in terms of what is or is not working, but to assist with ideas for improvement so that changes can be made systematically.

Did I treat you with respect?

Did I listen to you and take account of your views?

Did I make a difference to your life in terms of keeping you safe and well?

The most important question that needs to be asked of children, parents and carers is what difference the interventions and services have made to their lives: are things better as a result and in what way?

Priority Area 3: Service Responses

The LSCB's influence was instrumental in the formation of the Multi-Agency Safeguarding Hub (MASH), the Early Help Hub, and the Threshold Document.

The MASH is a co-located multi-agency team consisting of social work staff, police, and staff from Early Help, Housing, Education, Youth Offending and a Health.

The Early Help Hub is a team of officers from a range of council services. It offers a new route for enquiry and referral, and supports professionals to target, coordinate and provide early help interventions to families that need additional support.

The Threshold Document, produced alongside the launch of MASH and the Early Help Hub, provides guidance for professionals and services users to help them:

- Identify and assess levels of individual need
- Clarify the circumstances in which a child might need referring to the Early Help Hub, the MASH, or another specific agency, to address their individual needs

Initial Review of early help arrangements

Our year started with an update from the Executive Director of Children's Services providing the Board with an update on the first three months of the Early Help Hub and Multi-agency Safeguarding Hub. The initial review was an early test of the impact and effectiveness of both the MASH and the EHH. This provided a close view on how the two systems were operating together to ensure referrals are made correctly, and looked at how cases are passed between the two hubs to provide an appropriate & proportionate response. You can read the findings of this initial review [here](#)

Performance Data

Working Together 2015 specifically outlines a responsibility for LSCBs to 'use data' to 'assess the effectiveness of the help being provided to children and families, including early help'. With this in mind, the Board has been routinely presented with progress reports on MASH and Early Help. Alongside the quality assurance activity mentioned above there was a thematic look at an Early Help dataset to support the Boards understanding of the story behind statistics.

Early Help Conference: How well we are doing and how do we move forward together?

An Early Help Conference was held in December 2015. This was an opportunity to assess how well the system was working and how the LSCB and LA are demonstrably 'dedicated to early help'. It considered if the city's early help systems are understood and used consistently by all agencies working with children, young people and their families. At the end of the session ideas for how to move forward as a city were discussed and agreed. This has remained a key area of continued focus for the LSCB over the year and beyond.

Referrals & Thresholds: Multi-Agency Audit of Early Help

An extensive multi-agency audit of early help comprised three elements:

- analysis of early help data set
- shallow dive of cases referred to the Early Help engagement team
- multi-agency audit of 10 cases, involving ten agencies

This was to support the Board to build a better understanding of the effectiveness of early help assessments and interventions to ensure that children and young people with additional needs receive timely responses and that emerging difficulties are addressed at an early stage.

The shallow dive looked at 114 cases that had been referred to the MASH and subsequently passed on to the Early Help Hub Engagement Team (EHHET).

The auditors concluded that 58% could have been made directly to the EHHET, so recommendations will be made to the LSCB in June 2016 in order to facilitate fewer contacts to the MASH.

The audit also found that the EHHET was mainly working at the right level with vulnerable children or those with high to complex needs.

It also concluded that the practice of the EHHET was at least 'good' in 57% cases in the shallow dive.

The in depth multi-agency audit focused primarily on adolescents and found many positives:

- strong multi-agency working
- very child focused practice, with evidence that the voice of the young person has informed the work undertaken
- for the majority of children and families, their outcomes have improved as a result of multi-agency early help
- in the majority of cases, there is regular case supervision and management oversight of the case

Key areas for development:

- addressing confusion reported by parents about who is doing what and which service is involved
- ensuring that the nominated lead professional is fulfilling their role

In this audit, seven parents provided detailed feedback to a student social worker. Overall, they found the team around the family approach helpful. Two expressed frustration at services no longer being available: a youth worker and a youth crime prevention officer.

Priority Area 4: Accountability

Annual LSCB Performance & Effectiveness Survey

In 2015 the LSCB undertook its annual performance and effectiveness survey to gauge how members rate the efficacy of the Board.

Chairing Arrangements & Board Structure

- Two notable areas of improvement from last year's survey included a clearer definition of the purpose of the LSCB, and more robust reviewing of progress against the work plan.
- 70% Strongly Agreed & 30% Agreed that the Chair provides decisive leadership & keeps the partnership focused on key tasks
- 60% Strongly Agree, 30% Agree & 10% Neither Agree nor Disagree, that the LSCB has a clear set of strategic aims and objectives in relation to safeguarding.

Membership & Representation

- Last time just under half of respondents said the LSCB subcommittee membership was stable & active with good partner representation. This year 100% either strongly agreed or agreed with the statement.
- A new question was added this year asking if all Board Members & Advisors pay due respect to confidentiality & data protection with regards to Board business. 80% either strongly agreed or agreed, 10% neither agree nor disagreed & 10% didn't know.

Roles & Responsibilities

- Last time 59% agreed there were clear lines between the LSCB business & professional practice, 80% now strongly agree or agree with the statement.
- 70% either Strongly Agree or Agree, 20% Neither Agree nor Disagree, & 10% Don't Know if frontline professionals have a clear understanding of roles & responsibilities for safeguarding
- 90% either Strongly Agree or Agree, & 10% Neither Agree nor Disagree, that Board decisions are clearly understood in terms of what will be done, by whom & by when.

Infrastructure to Support the Operation of the LSCB

- Last time 88% of respondents reported that the LSCB business support team responded to queries efficiently and appropriately. This year this increased to 100%.
- 80% Strongly Agree or Agree, & 20% Don't Know, if there is sufficient business support for the LSCB to function effectively
- 100% Strongly Agree or Agree that reports provided to the Board are well written with clear recommendations for action.

Subcommittees

All Terms of Reference have been reviewed, and membership and representation changes have been made as appropriate, to ensure that our subcommittees continue to be diverse, stable and active. Lay members have continued as standing members of the Monitoring & Evaluation subcommittee, Case Review subcommittee, Learning & Development subcommittee and the Participation & Engagement subcommittee

Our Activity: Learning & Development

The multi-agency annual training programme ensures training content is carefully designed to deliver specialist courses that complement learning priorities in Business Plan and the Learning & Improvement Framework **Ofsted Review, 2015**

Working together 2015 states that an LSCB “has a responsibility to develop policies and procedures in relation to the 'training of persons who work with children or in services affecting the safety and welfare of children...to monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children'.

Learning & Development Subcommittee

The last twelve months have been busy, the Learning & Development subcommittee have continued to monitor and evaluate training delivery, in line with the LSCB Learning & Development Strategy, reporting to the main LSCB regularly on progress and developments within the multi-agency training programme. Attendance at the subcommittee has maintained a good representation from the majority of Board partner’s agencies. The group has also benefited from the attendance of a Lay Member. A new Learning & Development Officer, who has significantly progressed all training work streams, has been in post since October 2015.

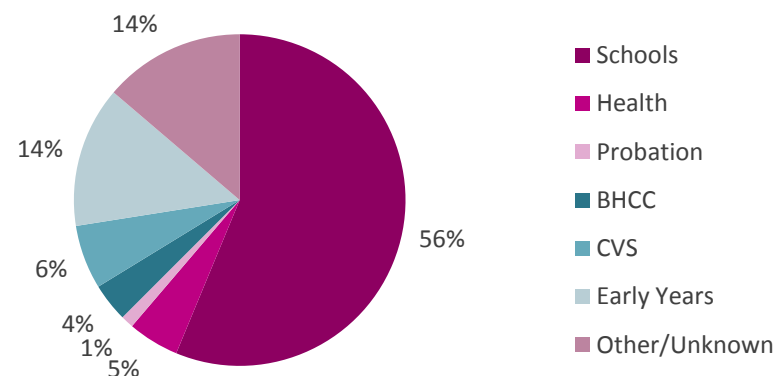
Multi-Agency Training Attendance

Between 31 March 2015 and 1s April 2016 the LSCB multi- agency training was attended by 421 practitioners. There were 81 who attended the core training courses and another 399 who attended the more specialised courses.

Core Child Protection Courses	No of courses	Attendance
Developing a Core Understanding	1	24
Assessment, Referral and Investigation	1	33
Child Protection Conferences and Core Groups	1	24
Total	3	81

It should be noted that there was a limited training programme being presented due to a vacancy, which was advertised in May 2015 with the new Learning & Development Officer taking up post in the autumn. Core training is now being presented on a continuous cycle of six sessions per year.

Attendance by agency at core Training 2015-16



Specialist Child Protection Courses	No of courses	Attendance
Domestic Abuse & Violence	8	91
Child Sexual Exploitation: Prevention and Disruption (Day 1)	2	44
Child Sexual Exploitation: Working with Young People at Risk (Day 2)	3	70
MAPPA – Multi Agency Public Protection Arrangements	2	28
Safeguarding Children with Disabilities	1	18
Neglect Training	2	44
Children & Young People who Display Harmful Sexual Behaviours	1	28
Serious Case Review Briefings – Baby Liam	3	76
Total	22	399

There have been various courses run since the beginning of the 2016-17 training cycle which have been well attended. The figures for these will be reflected in next year's report.

A priority over the past year has been to focus on the three core safeguarding training days. These have been reviewed, re-written where needed and added to, so that they are more interactive and reinforce the voice of the service user, by including them in person or via recorded interviews.

A specialised course concentrating on 'Hidden children' has been progressing over the year. This looks at safeguarding children and young people who are privately fostered, home educated, or from travelling families, as well as looking at the issues relating to immigration and migrant families. The four subjects made a full days training which was well received on its first presentation.

The new Learning & Development Officer has been able to re-establish and build a network of contacts within the partner agencies. This has benefitted both the LSCB and those other agencies, as we have been able to create and deliver a safeguarding awareness package to a larger number of staff, in particular to those who do not necessarily need to attend the three day core training, but do have a need to have a good level of awareness of the multi-agency safeguarding processes. This has led to those agencies providing their specialist knowledge into the LSCB delivery, with consideration being given to working with our neighbouring LSCB colleagues to deliver some training on a joint level.

This year the LSCB commissioned the delivery of an external "Train the Trainers" course. This was taken up by eleven staff, who all obtained their qualification. This enables the LSCB to provide the varied programme required and also means that the training pool is equipped to a consistent and recognised level of training skills. The LSCB training pool has increased in number to 36 practitioners & manager, all from agencies spanning the LSCB Partnership. The appointment of the LSCB Learning & Development Officer has meant that the support available for the trainers within the LSCB pool has been re-established.

Learning points from the Baby Liam Serious Case Review, and other national SCRs, have been assessed and incorporated into the training material where appropriate. We held three lunchtime seminars to share the learning from the Baby Liam SCR, which were well attended and received, and participants fed back that it was particularly beneficial to have these sessions facilitated by those involved in the Review.

The programme has been, and continues to be, expanded with important additions to progress the LSCB Business Plan or as a result of learning from case reviews including developing a session to raise awareness of child sexual abuse, and a full day training on Enabling & Supporting Compliance: Working with Disguised Compliance & Forceful Counter Argument in Safeguarding. This year we are also working with partners to revise and update our training on the impact of parental substance misuse, working with parents who have a learning disability, and working with families where mental health is an issue.

For more information on our training please visit www.brightonandhovelscb.org.uk/events

Learning Together to Safeguard the City

Thursday 26th November – Thursday 10th December 2015



Safe in the city
Brighton & Hove Community Safety Partnership



The **Learning Together to Safeguard the City** series of learning events were run over a period of two weeks beginning on the 26 November 2015, and culminated at the finale event on the 10 December 2015. It was delivered in partnership between the Safeguarding Adults Board, the Local Safeguarding Children Board and the Safe in the City Partnership Board, as well as Brighton & Hove City Council, other statutory partners including Sussex Police and Health, and charities and community groups. It brought together work around Safeguarding Children, Safeguarding Vulnerable Adults, and the wider campaign around the 16 Days of Action against Domestic and Sexual Violence alongside other forms of Violence against Women and Girls. In total 643 people registered to attend an event, which included:

- **Why do Young People choose not to access Mental Health services**
- **LGBT Domestic Abuse, increasing awareness & Understanding**
- **Safe at Home: The role of Housing Providers in Supporting Domestic Abuse**
- **Children & young People who display Harmful Sexual Behaviours**
- **Introduction to Sussex Police SIU**
- **An Introduction to Modern Slavery**
- **The Children's SARC: How we can help**
- **Male Rape Matters**
- **Learning from Domestic Homicide Reviews**
- **LSCB Learning reviews – implications for practice**
- **Violence Against Women and Girls in the BME Community**
- **WRAP: Workshop to raise awareness of Prevent**
- **Consent Based work with adolescents and their families**
- **Historic Allegations**
- **Vulnerable Migrants**
- **MASH: current referral process**
- **Q & A with Brighton's Caldicott Guardians**
- **Working together with Parents with a Learning Disability**



I think that it [fortnight] covered everything that I needed at the time and hope that something like this runs every year

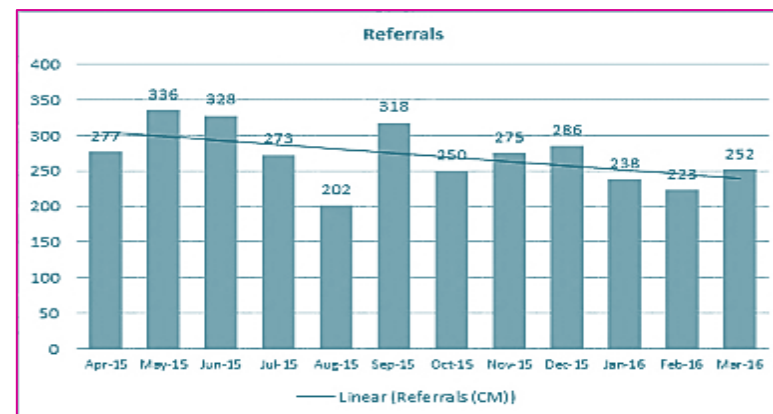
You can view the presentations from the fortnight [here](#) or read our [Everybody's Responsibility Blogs](#) where key people from across the partnership wrote about what safeguarding means to them

Our Activity: Performance Data

Referrals

There were **3,249 referrals** during the year ending 31st March 2016, a **significant decrease** from 7,283 during the year ending 31st March 2015

27.4% of referrals were from the Police (26.4% nationally), 18.5% were from schools (15.4% nationally), and 16.5% were from Health Services (14.9% nationally).



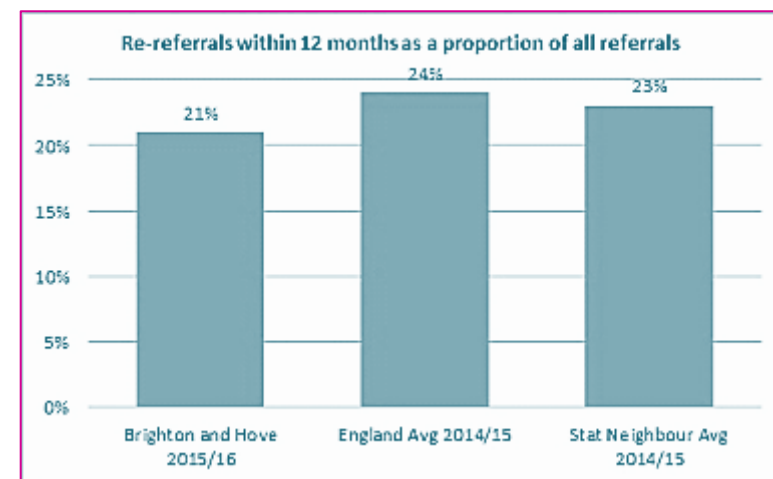
Re-referrals

The **re-referral** rate was **21%** for the year ending 31st March 2016, down from 32% last year. This is below the 2014/15 national average (24%) and statistical neighbour average (23%).

, On average 30% of referrals received by the MASH every month are re-directed to the Early Help Hub for support, although indications are that this figure is now decreasing. On average 30% of referrals received by the MASH move through to Social Work assessment, and this figure remains consistent.

This indicator has been affected by the change in definition of a referral to bring our reporting in line with other Local Authorities who have MASH's, and to avoid double counting. This was discussed at length at a Board meeting before being accepted as a new approach.

Brighton & Hove has a statistically high referral rate and this has increased over the past year with more recent signs of declining.



The high level of referrals should be considered in light of where the city lies in relation to deprivation, ranked 66th out of 324 local authorities in England. There are marked differences in levels of deprivation between Brighton & Hove and the rest of the South East.

It is recognised that the overall increase in referrals to Children's Social Work is a picture that has been echoed nationally.

- A number of factors are considered to be contributing to the increased demand upon the service, namely the impact of benefit reforms, the withdrawal of legal aid in respect of contact dispute and mediation, and increased awareness of Child Sexual Exploitation and potential radicalisation of young people for example.
- The impact of the Early Help Hub on reducing need and therefore re-referrals to the MASH in the longer term is currently under review with the LSCB.

Single Assessments

Of the **2,868 single assessments** completed during the year ending 31 March 2016, 1,400 (**49%**) were completed within 45 working days, down from 53% last year and below the 2014/15 national average of 81.5% and statistical neighbour average of 82.1%.

The average duration for a Single Assessment completed in December has decreased from 62.2 working days in April 2015 to 42.9 working days in March 2016

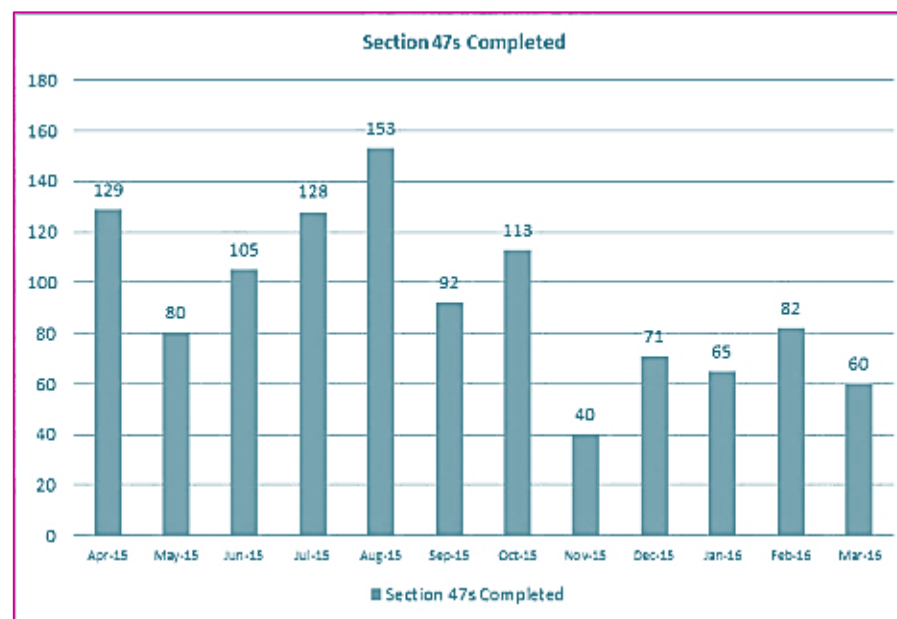
The high referral rate to MASH in Spring 2015 resulted in a high conversion rate to assessment as increased levels of need were identified.

The high level of single assessments resulted in a proportion of the single assessments being delayed as the level of higher risk cases increased. This was reflected in increasing numbers of children becoming subject to Child Protection Plans in the same period.

In October 2015 the Social Work service reconfigured into 16 Pods who are now responsible for overseeing a safeguarding response from start to finish. There are early signs that this system change has contributed to improved service delivery in terms of the timeliness of completed Single Assessments. The overall percentage of those assessments completed within 45 days is anticipated to increase further.

Section 47 Enquiries

- There were **1,118 section 47s** completed during the year ending 31 March 2016 compared to 832 during the previous 12 months.
- Of the section 47s completed in the last 12 months, 461 (**41.2%**) had an outcome of **No Further Action**.
- On average 44% of s.47's end in No Further Action within the South East benchmarking region. This suggests that Brighton & Hove are broadly in line with other Local Authorities in terms of conversion rates of s.47's to Conference. Brighton & Hove continues to initiate a high number of s.47 enquiries - this is believed to correlate with increasing numbers of children being made subject to child protection plans over the last year.
- With the introduction of the Social Work Pod system in October 2015 there are a number of new Social Work Managers overseeing s.47 enquiries and there is a need to ensure that thresholds are consistently applied across the management group.



Child in Need

As at 31 March 2016 there were 2,039 cases open to Children's Social Work. This represents **4%** of the 0-17 population. Nationally, 3.4% of the 0-17 population were a Child In Need as at 31 March 2016.

Child Protection Plans

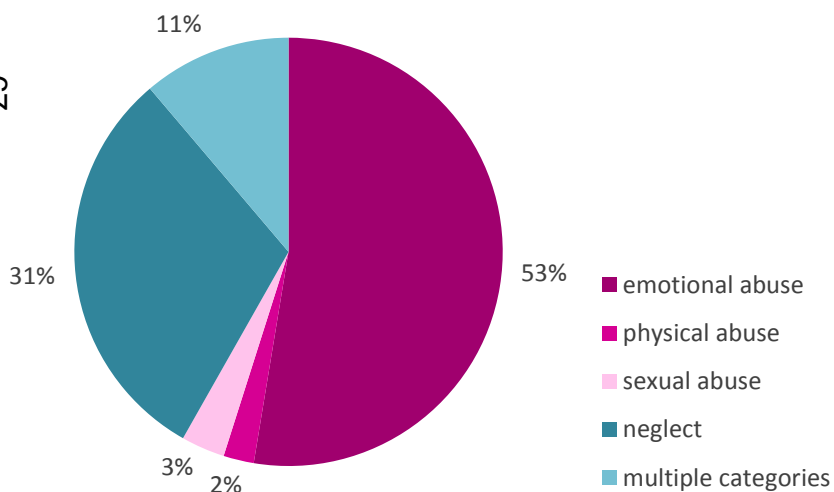
There were **392** children subject of a Child Protection Plan at 31 March 2016, up from 309 last year. This represents **0.77%** of the 0-17 population.

Nationally, 0.43% of the 0-17 population were subject of a Child Protection Plan as at 31 March 2015.

One in four children (25.7 per cent) who were subject of a Child Protection Plan in March 2016 **were not White UK/British**. 21% of children aged under 18 in Brighton and Hove were not White British at the time of the 2011 census.

Age of child on CP plan	Brighton & Hove	National Average
Unborn	2.8%	2.1%
Under 1	12.7%	10.5%
1-4 years	24.2%	28.5%
5-9 years	28.8%	29.7%
10-15 years	29.5%	26.1%
16 & over	2%	3.1%

Children subject to a Child Protection Plan at March 2016 by category of abuse



2.6% of children subject of a child protection plan had a category of **emotional abuse**, up from 49.8% at March 2015 and above the national average of 36.3%. The increase of children within this category is likely to be representative of the prevalence of domestic abuse as an underlying cause, which is a reoccurring theme in the cases where children become subject to a child protection plan for a second or subsequent time

30.6% had a category of **neglect**, below the national average of 44.5%.

The percentage of children with **multiple categories** has fallen from 12.9% at March 2015 to 11.2% March 2016, but remains above the national average.

Whilst the overall rate of children subject to a child protection plan remains high, there continues to be a gradual decrease in the numbers of children becoming the subject of a child protection plan, combined with an increase in plans coming to an end. It would be hoped that any reduction in numbers of children would be a gradual process, as large differences would lead to concerns over changes in thresholds. The decrease does coincide with the restructure of the social work teams, so potentially this could be an indicator that the new model of practice is showing an impact on evaluation and management of risk.

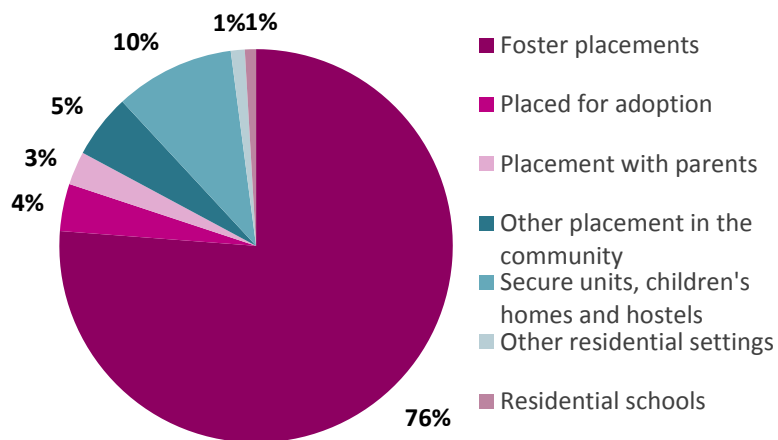
Ongoing audit activity indicates that thresholds for considering this cohort of children to be at risk of/suffering actual harm, are appropriate.

Children in Care

At 31 March 2016 there were **437** children looked after by the Local Authority., including 34 Unaccompanied Asylum Seeking Children. The number of children looked after, excluding UASC, has fallen from 462 in March 2015 to 403 in March 2016.

The number of children looked after represents **0.86%** of the 0-17 population compared to 0.6% nationally.

Children in Care by Placement Type



A number of children continue to live outside the geographical boundaries of Brighton & Hove, (some for reasons of safety or to remain in the care of relatives/existing carers), and work continues to take place with providers to increase local placement options particularly in relation to residential care for children with specific/complex needs. 56.5% of children are placed outside of Brighton & Hove, including the 12.1% of children placed more than 20 miles and 5.3% placed outside of Sussex.

The percentage of looked after children placed within 20 miles of their home address has increased from 79% at March 2015 to 82% at March 2016.

In the year ending 31 March 2016 there were **39** children **adopted** and **41** children **ceasing to be looked after** through becoming subject of a special guardianship order (SGO). **A total of 230 children ceased to be looked after.**

The age breakdown reflects an increase in the cohort aged 10 to 15 and over 16, reflecting national and local concerns about older children at risk of family breakdown due to issues such as risk of child sexual exploitation, missing episodes, substance misuse and youth offending.

A further pressure is the ongoing increase in Unaccompanied Asylum Seeking Children. This rose from 9 at 31 March 2015 to 34 at 31 March 2016. This is the highest number of UASC's that have been the responsibility of Brighton & Hove since 2008 reflecting the growing number fleeing war and persecution. It is likely in the current political climate the numbers of UASC are likely to continue to grow.

Children's Services Care Planning Panel is chaired by the Assistant Director and continues to oversee any admissions of children/young people into the care system, and continues to provide vigorous challenge to ensure that all other alternatives, including placement with family members with support packages, have been explored before agreeing to a child/young person becoming looked after

A business case for the development of this Adolescent Service is being progressed to further develop the work of the Adolescents Pod. A clear focus of this service is to use resources creatively within a multi-agency framework to ensure that there are robust intervention packages to prevent the need for children to become looked after

Our Activity: Private Fostering

Arrangements to Raise Awareness about Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled), by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

Given concerns about the level of 'hidden' private fostering, local authorities are required to raise public awareness of the requirement to notify the local authority of private fostering arrangements and therefore to reduce the number of 'unknown' private fostering arrangements.

In 2015-16 a number of initiatives were undertaken to highlight the notification arrangements to existing and potential private foster carers, voluntary and statutory agencies, and members of the public as follows:

- The Private Fostering Poster and flyer has been updated and circulated widely
- Information about Private Fostering was shared with professionals and members of the public via social media as part of Private Fostering Awareness Week (6-10 July 2015)
- A briefing to GPs about Private Fostering was issued via the CCG as part of the awareness week
- An article about Private Fostering was sent to School Governors
- Information about Private Fostering has again been included in the school admissions booklets
- Awareness about Private Fostering continues to be raised with schools via the Education Safeguarding Officer and questions about private fostering have been added in readiness for the next school safeguarding audit..
- The BHCC Private Fostering webpage was refreshed in June 2015
- Training about Private Fostering was refreshed and will be delivered by the PF Monitor and Social Worker as part of a one day LSCB programme called 'Hidden Children & Young People: Working with Invisible Families' commencing June 2016.
- BHCC continue to attend the Private Fostering Special Interest Group organised by CoramBAAF Adoption & Fostering Academy.
- PF Monitor continues to raise awareness about Private Fostering with Guardianship Agencies to ensure that the Local Authority is notified of any under 16 year olds living with host families for more than 28 days

The Brighton & Hove Ofsted Single Inspection Framework took place during 14 April – 8 May 2015. As part of the inspection, a report on children known to the local authority who are currently being privately fostered was submitted, and a sample of cases open to Private Fostering were examined by Inspectors. In addition the Deputy Lead Inspector met with the Private Fostering Monitor and the MASH Team Manager to discuss the cases, performance and other activity. The findings were positive overall and are published in the Ofsted report, June 2015 as follows;

Effective work identifies children living in private fostering arrangements. They and their carers are assessed by social workers to ensure arrangements are safe and needs are identified. This is mainly due to increased awareness of local language schools that arrange for children from abroad to live with local host families under private fostering arrangements. Appropriate support to privately fostered children is in place in almost all cases, although not all children are visited as regularly as they should be.

Private Fostering arrangements during the year	2012-13	2013-14	2014-15	2015-16
	17	34	45	43

Monitoring Compliance with Duties and Functions

The number of privately fostered children is constantly changing as new arrangements are referred and children move on - sometimes back to their parents - or when they reach 16 years (or 18 years if disabled).

Private Fostering activity has decreased from 45 to 43 in 2015/16.

At the start of the year (1 April 2015) there were 15 children reported as living in private fostering arrangements. During the year, 30 new notifications were received and 28 were confirmed as being private fostering within the definition.

All new notifications received an initial visit, with 93% taking place within 7 working days (regulation 4)⁴. The percentage of cases where visits to children were carried out within the timescales required by Regulation 8 of the Private Fostering legislation (which is at least 6 weekly in the first year) is 83% which is better than the England average of 67% (DfE: 2014-15).

All of these children in the 28 new private fostering arrangements confirmed during 2015-16 were aged 10 to 16. 3 of these children were born in the UK and 25 children were born overseas.

Twenty eight arrangements ended during the year, leaving a total of 15 children in Private Fostering arrangements at 31 March 2016.

Reason why the Arrangement Ended: (Using data fields proposed by Ofsted, Jan 14)	Number
Overseas child returned voluntarily to country of origin	6
Overseas child returned to country of origin via Home Office intervention	0
UK born returned to parents	0
Became 'looked after child'	0
Educational/sporting/vocational opportunity ended	0
Child turned 16 (or 18 if disabled)	13
Moved to another private fosterer	6
Other	3
Total	28

⁴ Note: The DfE no longer require the local authority to submit data on Private Fostering visits therefore the last data published on this was for 2014-15. For Reg 4 visits the national average was 80%.

Our Activity: Management Allegations of Adults Working with Children

The management of allegations should be seen in the wider context of safer employment practices, which has three essential elements:

- Safer recruitment & selection practices
- Safer working practices
- Management of allegations or concerns

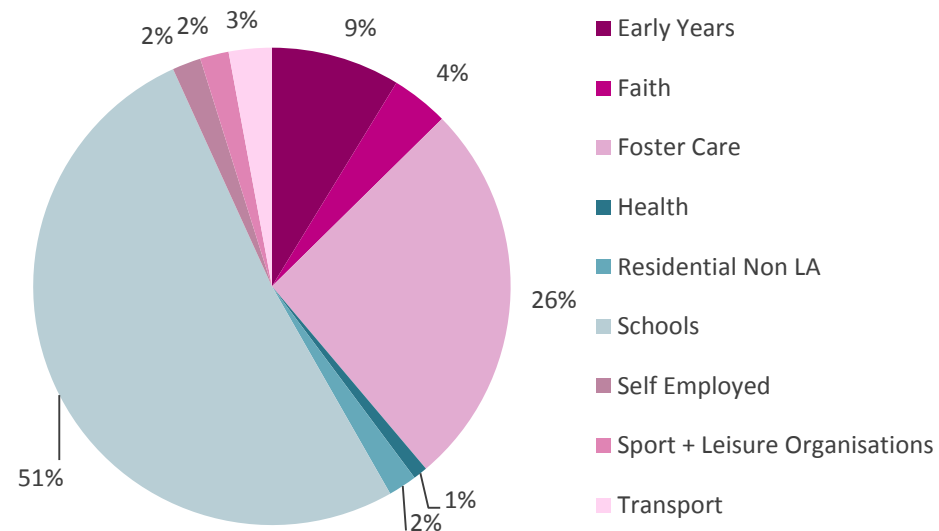
The Local Authority Designated Officer ([LADO](#)) has overall responsibility for the management of allegations of Abuse against Adults who work with Children. The LADO provides advice and guidance, liaises with the Police, Social Care Teams, regulatory bodies such as Ofsted, and other organisations as needed to ensure a fair and thorough process for both child and adult. Their aim is to provide a more consistent and appropriate scrutiny across diverse workforces and voluntary bodies, to contribute to a greater level of safeguarding for children, and natural justice to staff; and to enable appropriate referrals being made for barring decisions, and to build a safer workforce by removing practitioners who are likely to present a risk. The structure of the process was designed to bring independent advice to decision making.

Overall the total number of referrals (including suitability) for 2015-16 is 260. This represents an increase of 21 from last year with a similar increase from the previous year. Referrals to LADO's across the South East Network have continued to rise.

Referrals regarding all schools staff increased from 104 during 2014-15 to 134 in 2015-16. This is made up of 53 'allegations' and 81 'suitability'. This is a decrease in the number of 'allegations' by 8 and an increase of 38 in respect of 'suitability'. The proportion of referrals regarding concerns about school staff professional conduct and suitability suggests schools increasing safeguarding awareness and appropriately referring and seeking advice and guidance from the LADO when concerns about individuals arise.

A more worrying trend is the lack of referrals regarding Voluntary Organisations. There is only one regarding the 'suitability' of an individual due to a criminal investigation in their private life that was unsubstantiated. Since the LADO first reported to the LSCB in 2012, the referrals involving Voluntary Organisations has steadily declined from 13% in 2012, 7% in 2013, 4.5% in 2014 to 2.9% in 2015. This appears disproportionate to the increase in safeguarding referrals across all other agencies in the city. While the LADO continues to attend the EYS Network Meetings across the city and has input into Headteacher and Designated Safeguarding Leads training, the same cannot be said for voluntary organisations and suggests the LADO needs to raise the profile within this sector.

Allegations by sector 2015-16



Physical Restraint

The DfE issued non statutory guidance on 23 August 2011 on the *Use of Reasonable Force: Advice For Head Teachers, Staff And Governing Bodies and Search, Screening and Confiscation..* The key points in the guidance are that staff have a legal power to search pupils or their possessions without consent (prohibited items) and to use force; that lawful use of this power will provide a defence in any related criminal or legal action; and that suspension should not be an automatic response when accused of using excessive force.

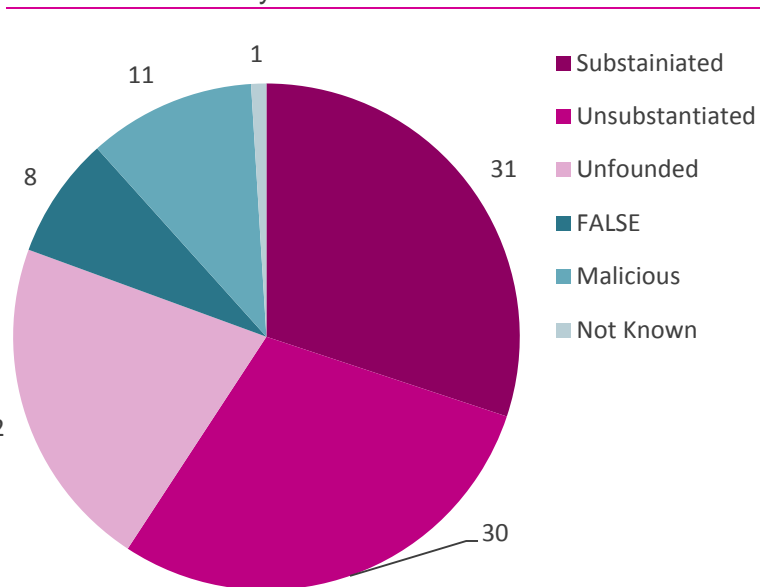
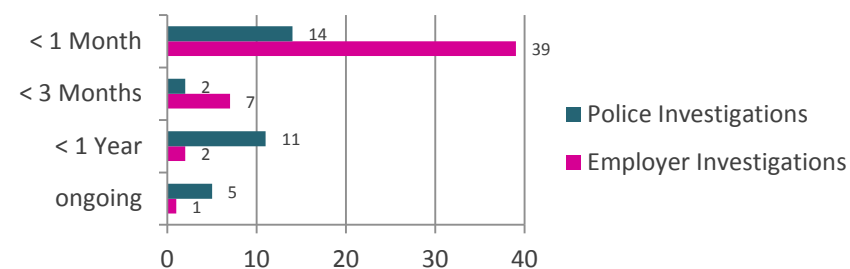
Allegations against teaching staff involving the use of restraint saw a significant increase and indicated a worrying trend in the previous year, so it is reassuring that referrals regarding the use of restraint this year have significantly decreased by 50% from a total of 30 in 2014-15. This is reflected in the combined maintained schools total, for both teaching & non-teaching staff, for this year reducing from 23 to 11. Of these cases 8 involved specialist SEN provision, and all but one were deemed malicious, unfounded or unsubstantiated. The substantiated case led to disciplinary procedures and the employer ceasing to use the employee's services, evidencing a robust stance regarding professional misconduct with regard to safeguarding.



Timescales – At Point of Conclusion

The start date for counting will be the date the allegation was referred to the LADO, Children's Social Work Service or the Police. The conclusion date is the point at which there is no further action to be taken by the employer, Children's Social Work Service, the Police or Courts regarding the allegation.

There were 49 internal investigations by the employer; and 32 Police investigations. There are 5 ongoing police cases ranging from June '15 to March '16; 4 of these cases are with the Crown Prosecution Service awaiting a charging decision. CPS turnaround is currently around 12 weeks. The LADO has concern that those police cases taking more than 3 months to complete has risen from last year.



Allegation Outcomes

The significant proportion of substantiated, unsubstantiated and unfounded allegations, vs false and malicious, indicate that referrals to the LADO continue to be made appropriately.

The actions taken by Early Years, Schools and Foster Carer organisations reflect these as being the three highest employer sectors involving regulated activity with children. This is equally reflected in the relative numbers of referrals made to the DBS and Ofsted. The LADO believes they have strong relationships with these organisations and a close working relationship with the Education Safeguarding Officer. This work reflects the significance of LADO advice involving the wider issues of safer recruitment, and practice guidance, offered to employers and evidence in the LADO quality assurance survey.

Of the 45 individuals 'suspended', only 8 of these were in response to allegations, the remainder involved disciplinary procedures. Of these 8 suspended individuals, 3 were reinstated, 1 resigned, 2 ceased to use their services, 1 dismissed, and 1 case is ongoing.

There has been only 3 instances of a pupil exclusion regarding an allegation against staff deemed to be either 'False' or 'Malicious' in a maintained school. These figures remain very low.

Substantiated: allegation is supported or established by identifiable evidence or proof
Unsubstantiated: not the same as a false allegation. It simply means that there is insufficient identifiable evidence to prove or disprove the allegation.
Unfounded: no evidence or proper basis which supports the allegation being made. This might indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw, or were not aware of all the circumstances.
False: a false allegation may be made by a pupil following an altercation with a teacher or a parent who is in dispute with a school. However there is sufficient evidence to disprove the allegation
Malicious: clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

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Our activity: Child Death Overview Panel (CDOP)

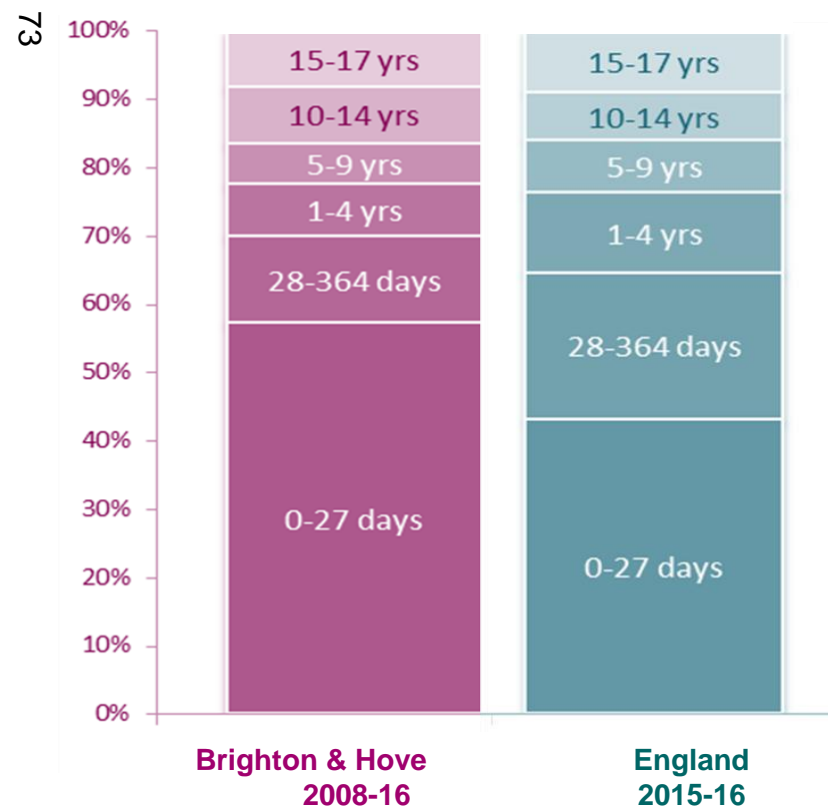
The Child Death Overview Panel (CDOP) is the inter-agency forum that meets every two months to review the deaths of all children normally resident in Brighton & Hove. The purpose of the review is to determine whether the death was deemed preventable, that is one in which there are identified modifiable factors which may have contributed to the death. These are factors defined as those, where, if actions could be taken through national or local interventions, the risk of future child deaths could be reduced. If this is this case the Panel must decide what, if any, actions could be taken to prevent such deaths in future.

Between April 2015 and March 2016 the CDOP was notified of **15 deaths** of children who were resident in Brighton & Hove which is an decrease in numbers of deaths since last year.

The CDOP met 5 times during 2015-16 to discuss child deaths in Brighton & Hove and a further 2 times for the neonatal panels. The CDOP has reviewed 17 cases from Brighton & Hove during 2015/16. There will always be a delay between the date of a child's death and the CDOP review being held. Of the reviews completed in 2015/16, 9 (53%) were completed within six months.

All deaths notified to CDOP from 1 April 2008 to 31 March 2016	
01/04/2008 - 31/03/2009	16
01/04/2009 - 31/03/2010	20
01/04/2010 - 31/03/2011	11
01/04/2011 - 31/03/2012	21
01/04/2012 - 31/03/2013	18
01/04/2013 - 31/03/2014	16
01/04/2014 - 31/03/2015	16
01/04/2015 - 31/03/2016	15
Total	133

Age profile of deaths notified to CDOP



Over the 8-year period April 2008 – March 2016 CDOP were notified of 133 deaths. On average, 17 deaths per year are notified to CDOP for Brighton & Hove. During this time around 3 in 5 deaths (57%) notified for Brighton and Hove were for babies aged under 28 days compared to 2 in 5 (41%) for East Sussex, which is similar to England (43%). Brighton & Hove had a significantly lower rate of deaths in babies aged 28-364 days, compared to the 2015/16 England rate however there is no statistical difference when the confidence interval is taken into account. There are no significant differences in the rates of deaths for the other age groups

Local Developments, Challenges and Achievements

The CDOP set itself a number of challenges with regards to improving its functioning. These included improving data collection regarding ethnicity for the CDOP process and developing the CDOP database to ensure that data could be extracted easily to inform the annual report and other learning. Both of these have been put in motion and recording of ethnicity in the last annual DfE data return was significantly improved. The data base has been adapted and it will make it easier in the future to provide more detailed data reports.

Collating learning on deaths resulting from self-harm and suicide across Brighton & Hove and East Sussex to inform future preventative work. This is being taken forward by Public Health via the existing Suicide Prevention Group(s) for each LSCB.

CDOP Recommendations to Brighton & Hove LSCB 2015-16

There were no recommendations made to the LSCB regarding the need for a serious case review. The following recommendations were made regarding matters of concern about the safety and welfare of children, and wider public health concerns:

- The LSCB asks agencies to review the guidance that is given to parents and young people about ensuring personal safety if taking drugs or alcohol. In particular, whether the risks of physical harm are identified and whether advice is given about ensuring that a friend who has not taken drugs is present and can provide support. This review to include looking at the guidance on "talk to Frank".
- The LSCB should ask BSUHT and the CCG (NHS England) to consider how to share the learning from this case about how to improve communication between agencies around end of life care planning for children with life limiting conditions where there is a Do Not Attempt Resuscitation (DNAR) agreement in place.

Progress on Recommendations from 2014-15

The LSCB were asked to seek re-assurance from Brighton & Sussex University Hospital Trust (BSUH) that their services were operating in accordance with NICE guidance on Feverish Illness in Children (2013) and that this is being monitored. The LSCB has since been assured, via the Brighton & Hove Clinical Commissioning Group and NHS England Area Team, that BSUH are operating in accordance with the NICE guidelines and that all staff have been reminded of the importance of listening to parents when they report that their children are acutely unwell and are encouraged to bring the child back for further assessment if the child's health does not improve or deteriorates.

There LSCB were recommended to request regular updates from the Brighton & Hove Clinical Commissioning Group on the implementation of the Action Plan relating to communication difficulties between community services, local hospital and tertiary centre until all the recommendations are achieved. The CCG has raised this matter via NHS England and through the designated network. Health providers have also been asked to alert the CCG to any new cases where communication is an issue, and as far as is known, there have been no new cases in the last 18 months.

National Developments

The DfE published the Wood Review of the Role and Functions of Local Safeguarding Children Boards, together with the government's response on 26 May 2016. The review found that the gathering and analysis of data on child deaths is incomplete and inconsistent, leading to a gap in knowledge. It suggests that child deaths need to be reviewed over a population size that gives a sufficient number of deaths to be analysed for patterns, themes and trends of death. It suggests greater regionalisation with consideration being given to establishing a national-regional model for CDOPs. The Government says that evidence suggests that over 80% of child deaths have medical or public health causation and that only 4% of child deaths relate to safeguarding. Therefore, it intends to transfer national oversight of CDOPs from the Department for Education to the Department of Health, whilst ensuring that the focus on distilling and embedding learning is maintained within the necessary child protection agencies.

Violence against Women and Girls Forum (VAWG)

The VAWG Forum aims to raise awareness of VAWG crime types and enable practitioners to stay up to date with local, regional and national policies that impact on the sector. Its role includes:

- **Networking** - providing mutual support and encouragement and developing a strong and effective partnership;
- **Sharing** effective practice and good news stories;
- **Working together** to overcome barriers to local delivery;
- Keeping up to date with, and helping to **inform**, Brighton & Hove, Sussex and national policy in relation to VAWG and related themes
- Providing strategy **advice, feedback** and **support** to the VAWG Programme Board, as well as influencing and lobbying for VAWG and wider policy developments.

The Forum's role in relation to the LSCB is to ensure that domestic violence and abuse, rape, sexual violence & abuse and harmful practices remain a priority. This includes:

- Contributing to the development & evaluation of safeguarding children policies, procedures & practices
- Promoting greater awareness of the impact of violence and abuse issues, developments and services, and disseminating information, policies and procedures to LSCB members
- Participating in LSCB meetings & development days, and supporting other LSCB activities and committees
- Identifying gaps in service provision and training needs for members of both forums
- Promoting effective communication between the LSCB and members of the Forum
- The VAWG Forum Chair also attends the Safeguarding Adults Board providing a link between adult and child safeguarding issues and these forms of violence and abuse.

What difference has the VAWG Forum / Members made to Safeguarding Children?

- Ensured that the safety of children and young people is recognised.
- Provided specialist support to children and young people affected by VAWG.
- Raised awareness of 'The Portal' Service (www.theportal.org.uk) and how people can access support
- Raised awareness of services providing support to specific communities, such as survivors from BME communities or those who identify as LGB or T, boys and men.
- Raised awareness of services providing support to perpetrators of domestic violence.
- Raised awareness of preventative / early help interventions
- Provided an opportunity for professionals and survivors to have their say as to what is required to make Brighton & Hove a fair city in their support of women and children affected by violence and abuse
- Provided a forum for information sharing and sharing of good practice for professionals.

Domestic violence and abuse

It is estimated that 7,639 women and girls aged 16-59, and 3,868 men and boys experienced domestic violence and abuse in the last year in our city

In making these estimates, it is important to note that while both women and men experience incidents of inter-personal violence, women are considerably more likely to experience repeated and severe forms of violence.

Of the 449 cases heard at the Multi-Agency Risk Assessment Conference (MARAC) in the year, there were 431 children associated with these cases.

Domestic abuse is a factor in second or subsequent episodes of being on a Child Protection Plan.

Locally, in July 2016, of 385 children subject of a child protection plan, 45% had parental domestic violence recorded as a factor.

A report produced for the LSCB noted that there have been 109 children in the last year who have become subject of a child protection plan for the second and subsequent time, with 25 going back on plans in less than a year. A high percentage of these were where the mothers had reported ending an abusive relationship who then resumed the relation with their abuser.

Brighton & Hove City Council: Families, Children & Learning

What have we done

In October 2015 a **relationship-based model of practice** was introduced and a Team Around the Relationship structure developed, which places the social worker's relationship with a family at the heart of a network of relationships supporting reflective practice. Children's social work services were redesigned into small teams, or pods, to support families from their first assessment and to provide a consistent service for the duration of the child's social work journey. This included the development of a specialist adolescent pod working with complex adolescents at risk of CSE or coming into care.

In February 2016, the interface between **Early Help and MASH** was reviewed and a new IT system has been commissioned that will enable progress of cases to be tracked and monitored and allow for more effective and responsive commissioning arrangements within Early Help. This will be online from September 2016.

In August 2015, the Children's Social Work Quality assurance Framework (QAF) was revised. Social workers are now required to quality assure their own case work in order to learn; critically analyse their own practice; and identify solutions. Other revisions to the QAF include new audit tools which focus on the child's journey (which is in line with the approach used by Ofsted) and improved systems for ensuring that intelligence from quality assurance activity informs learning & development.

There has been joint working between YOS, social work pods and police to stop young people arrested being **held in the cells** overnight.

A lot of work has been undertaken at our residential home for **children with disabilities** including mandatory Internet Safeguarding training, Radicalisation e-learning (Ofsted have praised resulting good practice), and their safeguarding policies have recently all been refreshed.

Schools are actively engaged in completing the annual safeguarding audit: This has been updated to include greater focus on Child Sexual Exploitation, Domestic Abuse, Female Genital Mutilation, The Prevent Duty, Private Fostering Arrangements and Self Harm. Information on safeguarding is shared well across our partnerships including, for schools in particular, through the Behaviour and Attendance Partnership and the Designated Safeguarding Leads Network.

Children Missing in Education are monitored through the CME Panel, which provides oversight and advice to relevant agencies to improve school attendance of individual children.

Investigations and deep dives have been completed at a number of individual schools in response to Ofsted or parental concerns around safeguarding.

The Educational Psychology Services and the Community CAMHs team have been working closely on a number of areas including a **CAMHs pilot in Secondary Schools**, leadership on various operational and strategic groups in the city e.g Early Help and Management of Risk and Multi-Agency Planning (Youth Offending Service), plus support to the Virtual School re emotional health and well-being

The Educational Psychology Service has been active in delivering Attachment aware training, attending Complex Case Panels with CCG. There has been enhanced joint working between the EPS and SEN around in Agency Placements.

Home visits to children who are **Electively Home Educated** are conducted within timescales: Checks with other agencies, including MASH where necessary, are included within these visits.

How well have we done it?

The **Ofsted Inspection** of services for children in need of help and protection, children looked after and care leavers in Brighton & Hove took place 14 April 2015 – 8 May 2015. This rated the service overall as Requires Improvement, with good ratings achieved for children looked after and achieving permanence; and leadership management and governance. Children who need help and protection were rated as Requires Improvement. Ofsted recognised that children are kept safe, that the service knows itself well and that improvement plans are appropriate.

The quality assurance framework was assessed by Ofsted as being well established, with learning routinely identified and disseminated from a range of sources. Compliance with the completion of audits by social workers and their managers has increased each quarter during 2015-16 and by Q4 this was 98% .

There has been an improvement in the percentage of regular audits (of social work practice) graded overall as good or outstanding. In quarter 4 (2015-16), sixty-eight percent of cases in the audit were judged overall to be good or better and the use of relationships to affect change was identified as a particular strength. Social workers have reported that the Team Around the Relationship 'is helping us to think differently about cases' and to feel contained.

What difference did it make?

Audit findings show that in the vast majority of social work cases (Q4: 86%) there is a good understanding of the child's experience; that direct work is being undertaken and there is strong evidence that the use of relationship based practice is having a positive effect on outcomes for children.

The new Early Help IT system will enable the service to better understand how targeted teams and universal services work together and record Early Help interventions, allowing more effective monitoring to inform commissioning arrangements.

The safeguarding audit with schools is increasingly becoming a vehicle for change, as opposed to monitoring. This is in part due to the feedback visits being provided. These will be planned differently for the coming year to ensure that 100% of schools receive one.

100% of maintained **schools** (including the academies and free school) submitted a safeguarding audit for the academic year 2014-2015 and that is looking the same for 15/16. 48 schools were given 1:1 feedback on their audit through a follow up meeting.

The Behaviour and Attendance Partnership and the Designated Safeguarding Lead Network meetings are dynamic and productive, with positive outcomes for student welfare.

Initial visits to families for new Elective Home Education referrals, and follow up visits are completed within timescales. Children with less than 30% attendance are discussed at the CME Panel

The EPS Attachment training positively was evaluated and there has been better linking and data sharing over cases and challenge/support to settings around meeting needs of children and young people. EP presence at meetings has enabled the voice of education, SEN and applicability of decision makings to help safeguard CYP

There has been positive evaluation from schools on the Mental Health Pilot and this is going to be rolled out to other schools

Feedback from parents about the service they have received from their social worker during is positive overall with parents saying that they felt that the work they did with the social worker was successful.

Drove Road continue to promote good relationships with staff and young people so they feel safe to talk to us and tell us about things that might be bothering them. There is evidence that highlights the good relationship between staff and the young person and staff knowing the procedure they need to follow. Also work continues on completing very detailed body maps for the young people, liaising with schools, parents and social workers.

The Behaviour and Attendance Partnership and the Designated Safeguarding Lead Network meetings allow for genuine and organic networking and sharing of practice between agencies, in addition to planned input around particular themes or issues.

The findings from investigations and deep dives in schools are shared across the Designated Safeguarding Lead Network, so that any learning can be widespread.

School staff have a better understanding of need e.g. Autistic Spectrum Condition (ASC) and are therefore more able to meet needs of CYP in schools

CAMHS Pilot has enabled school staff to have greater confidence in discussing Mental Health and needs of CYP being met in a more timely way

EPs knowledge and discussion has helped other professionals see the situation through a different lens/understand the needs of the CYP

Neglect

- The Principal Social Worker has identified a **Lead Practitioner** to focus on the issue of Neglect, raising its profile within the FCL directorate and identifying best practice.
- The **Quality of Care Assessment Tool** has been piloted and the Lead Practitioner will be responsible for rolling this out across social work pods
- A **learning review** was commissioned by FCL on a long standing neglect case – this has subsequently turned into an LSCB multi-agency learning review given the multitude of issues identified
- The Education Safeguarding Officer and Designated Persons network maintains links between **schools and the MASH** and social work pods, ensuring effective communication across services around Neglect.
- Child neglect features within the **school safeguarding audit**, and it is a part of the mandatory single agency **training: *Leading and Managing Safeguarding in Schools including Managing Allegations against Staff***, which all Headteachers and Designated Safeguarding Leads must complete: this in turn is disseminated to all school based staff on an annual basis
- **'Signs of safety'** training from Claremont looking at neglect has been adapted for disabled children and there is planning joint training with paediatricians/Children's Disability Service around neglect

Child Sexual Abuse

- A joint agency **CSA pathway** is in place which focuses on supporting the child and their family
- **Therapeutic support** from Clermont is available for all children referred into the paediatric Sexual Assault Referral Centre
- **Training** on child sexual abuse, sexual abuse and child protection and sexual violence and abuse – the impact of rape and sexual assault, are part of the core training programme available to FCL staff
- Child Sexual Abuse features within the **school safeguarding audit**, and the Education Safeguarding Officer and Designated Persons network maintains links between schools and the MASH and social work pods, ensuring effective communication across services around CSA.
- Child Sexual Abuse features within the mandatory single agency **training**: *Leading and Managing Safeguarding in Schools including Managing Allegations against Staff*, which all Headteachers and Designated Safeguarding Leads must complete: this in turn is disseminated to all school based staff on an annual basis.

Child Sexual Exploitation

- Senior operational management oversight on high risk CSE cases provided by co-chairing arrangements of **Red Op Kite** MaCSE meetings
- Development of Kite team into specialist **Adolescent Pod** dealing with high risk adolescents within the city, including those at high risk of CSE.
- **Schools Safeguarding Audit** Tool highlights CSE as a priority area. The Education Safeguarding Officer and Designated Persons network maintains links between schools and the MASH and social work pods, ensuring effective communication across services around CSA.
- Increased funding to WiSE to provide independent service for children at risk of CSE
- Engagement with Office of Children's Commissioner and Sussex University in a research programme into the efficacy of the **See Me Hear Me framework** as a model for working with children impacted by CSE.
- Child Sexual Exploitation features within the mandatory single agency **training**: *Leading and Managing Safeguarding in Schools including Managing Allegations against Staff*, which all Headteachers and Designated Safeguarding Leads must complete: this in turn is disseminated to all school based staff on an annual basis
- CSE is a **standing item** on the Behaviour and Attendance Partnership and Designated Safeguarding Lead Network meetings.
- **Chelsea's Choice**, a Theatre in Education production aimed at highlighting CSE with young people, was successfully delivered to all secondary schools for the second year running.
- Relationship based training focussed on tackling child sexual exploitation in **Children's Disability Service**
- Updated **residential safeguarding policy** at Tudor House to incorporate CSE, Radicalisation and Female genital mutilation.
- All Drove Road staff have undertaken CSE e-learning and SCO's and PM's have attended the one day training course.



Voluntary & Community Sector

Brighton & Hove has a vibrant, active and diverse Voluntary & Community Sector (VCS). The last Taking Account Survey 2014 by [Community Works](#) showed that there are at least 2300 CVS organisations & groups in the city of which 11% (253) define their main activity as working with children & young people.

These groups are often engaging and supporting the most vulnerable, marginalised and disadvantaged children, young people and families. For example; young carers, LGBTU young people, BME young people and their families, children and young people with special needs and disabilities and gypsy and traveller families. The sector also offers specialist support in relation to families affected by domestic violence, bullying, emotional well-being and mental health, substance misuse, sexual abuse and exploitation.

Brighton & Hove has a well-established VCS infrastructure organisation – Community Works, which provides a mechanism for bringing together the voice and concerns of the Third sector, including the Children and Young People’s Network of organisations.

Safeguarding support to the VCS sector in 2015 - 6

- Safeguarding training and support services are provided by local organisation [Safety Net](#). Between March 2015 and April 2016 500 workers and volunteers from the community and voluntary sector attended an introduction to safeguarding and child protection course. A further 2305 people from the CVS attended other safeguarding related courses provided by Safety Net.
- Community Works and Safety Net ran a number of safeguarding focussed events during the year including a safeguarding conference in June 2015 to update and get feedback from CVS groups on safeguarding developments and gaps in knowledge identified by the Section 11 audits.
- An online safety conference took place in February 2016 with presentations around the benefits and risks of the online world and asking the question: How could we make Brighton & Hove the online safety capital of the UK?
- The safeguarding quality assurance scheme Simple Quality Protects (SQP) is co-ordinated by Safety Net . 14 organisations achieved their award during the last year.

Sexual abuse and sexual exploitation

Local VCS organisations, [WiSE](#), [Survivors’ Network](#) and [Amaze](#) undertook partnership work around preventing child sexual exploitation of young people with learning difficulties. The project planned and delivered a series of sessions on healthy relationships for pupils at the Cedar Centre special school intended to reduce their vulnerability to sexual exploitation. The specialist organisation Amaze participated by helping the workers from WiSE and Survivors’ Network to adapt their approach to work with young people with learning difficulties. One of their interns (a disabled young woman) helped plan and deliver the sessions with support and supervision.



THE WiSE PROJECT
Working to prevent the sexual exploitation
of children and young people

Safety Net ran a project funded by Comic Relief for young survivors and young people aged 13-19 at risk of sexual violence and/or exploitation. 106 young people, 88 girls and 28 boys, took part in the project which worked mainly from referrals from secondary schools. The project provided a combination of non -therapeutic 1:1, small group work and residentials, with a focus on active and creative activities concentrating on building emotional resilience, safe risk taking & personal safety.

An independent evaluation of the project by Sussex University concluded that, “*All young people reported positive and beneficial changes to their feelings, attitudes, and self-concept as a result of their participation. The reported changes included being more confident, feeling better about themselves, valuing their friends more, and being more tolerant of others. They also reported greater understanding of their feelings, greater ability to identify to risks, and greater ability to problem solve and keep themselves safe*”.

Safety Net was also involved in a partnership piece of work with the BHCC Standards and Achievement Team to produce a curriculum pack for primary schools, called ‘Feeling Good, Feeling Safe’ which provides prevention education around building skills for emotional literacy, resilience, body awareness, safe touch, safe networks and problem-solving. The pack is being rolled out to schools across the city.



Neglect



Brighton Oasis Project (BOP) provides services for adults with substance misuse problems which impact on their ability to care for their children. This year for the first time they delivered the POCAR programme (parenting our children, addressing risk) to men; with 44 men and 73 women being referred to the programme by Children's Social Care this year.

The crèche opened 4 days a week to enable parents and carers to access treatment and support - throughout the year the crèche cared for 72 children from birth onwards

In February BOP held a Safeguarding Event identifying how their support contributes to improved outcomes for children in the city. 3 mothers who have engaged with POCAR spoke about the programme and identified how the support they had received was helping them.

The BOP therapeutic service for children affected by substance misuse in the family worked with 72 different children, 32 of those children completed therapy in the year. A newly funded project will aim to improve outcomes for under 2's. Staff were trained to deliver the 'Mellow Parenting' programme and the first cohort of vulnerable mothers assessed

Holiday activities were provided for children and young people who are affected by substance misuses. BOP also held its first residential weekend for 7 children.

The Young Women's Alcohol Project worked with Young Women aged 14-15 who were to experiencing problems with alcohol.



The Young Carer's Project secured a section in the council's school Safeguarding Audit to ask about recognition of young carers and engaged support with young carers. This should improve communication & identification of young carers by schools, and the Education Safeguarding Officer is promoting provision, support and referral pathways to schools and will communicate any school support needs. Support from the Young Carers project is now routinely included on CIN and CP support plans.



Daybreak provides family group conferencing (FGC's) for families in Brighton & Hove who are involved with Children's Social Care to support them to come together to work out solutions to a variety of problems and safety concerns.

Service providers are also able to share their concerns and other relevant information with the family who are then left in private to discuss the way forward and establish a mutually agreed safe, detailed and protective plan. FGC also encourage the 'voice of the child' to be heard and acknowledges their views and wishes.

- Daybreak accepted 158 FGC referrals from April 2015 to March 2016
- 241 children were referred and 74% of those children went on to have an initial FGC.
- Of the 177 children who had a meeting, 75% (132) children were on a Child Safeguarding Plan at the time of their initial meeting.
- Of the 110 meetings that were convened 100% produced a safe family plan that addressed the concerns raised by Children's Services, and was agreed by the children's social worker.
- 660 family members attended a FGC, with the average number of attendees being 6. Out of 131 feedback responses from service users, 99% were positive about the experience "*we will all make sure that M and E are safe and well looked after working together I find the family group conference very helpful*"
- 163 referrers and other professionals attended the meetings. Out of 55 feedback responses from professionals, 98% were positive about the experience:

'It felt like a really useful tool, in relation to working with a family that are normally more concentrated on undermining each other, than working together. To have a meeting that was focused purely on the children, and to ask for the family to work without professional intervention felt very positive and empowering'

Brighton & Hove Clinical Commissioning Group

What have we done?

As a Statutory Board Member the CCG has worked closely with the LSCB throughout the past year. The CCG employ and host the Designated Professionals: Doctor and Nurse for the Brighton & Hove System, and the the Named GP supporting primary care.

CCG Executive, designated and named professionals support the work of the LSCB by chairing the Case Review, Learning & Development, and Child Sexual Exploitation subcommittees. and in addition sit on numerous subcommittees, providing clinical expertise, substantial training and advice. CCG staff work closely with local authority, public health and CCG commissioners to ensure learning from case reviews influences strategic commissioning plans and the monitoring of existing provider contracts

To support new integrated ways of working we have provided leadership and pump primed funding to pilot a nurse working across BSUH, SPFT and SCFT in the MASH which led to a shared sustainable model of on-going support funded jointly between BHCCG, SCFT, SPFT, and BSUH. The liaison nurse and administrator is in post supporting the MASH and improving the information supplied from health agencies

This year we have increased the capacity of the Designated Safeguarding Adult practitioner with specific focus on supporting primary care in recognising and contributing to the safeguarding agenda, including a focus on supporting victims of domestic violence specifically where children are in the family. This professional also sits on the Channel panel and will be joined by the Designated Nurse/Doctor for Safeguarding. We have recently facilitated representatives from CAMHS to sit on the Chanel Panel which adds a mental health dimension.

The Designated Doctor supports Named Professionals and provider clinicians in perplexing and medically-unexplained cases and provides Children's Social Care with advice in cases of fabricated and induced illness. We have advised the provider Trusts and CCG on the planned medically unexplained symptoms/chronic pain pathway.

The Designated Nurse has led on the development of the FGM pathways and guidance, and the Designated Doctor is leading on the multi-agency response to FGM cases involving children.

How well did we do it?

The Designated Doctor provided clinical and safeguarding expertise in the commissioning & development of the Sussex Paediatric SARC.

Contributed to the development and introduction of the NHS pan Sussex assurance tool for monitoring provider compliance against safeguarding matrix

What difference did it make?

There is strategic leadership in place for named professionals, and safeguarding leads of independent health providers.

MASH has the support of a dedicated healthcare professional in early decision making.

Learning from LSCB case reviews and other programs such as Transforming Care (Winterbourne) has influenced the CCG commissioning of services for children and young people. For example a new pathway of care for supporting those traumatised by sexual and domestic violence, leading to a review of services to support the pathway from childhood for individuals with learning disabilities, and a review of CAMHS services.

Child Sexual Abuse

- The CCG sit on **Pan Sussex Strategic Board**. The Designated Doctor is the board lead for CSA and sits on the Sussex SARC board.
- The CCG safeguarding **training** includes ensuring all commissioning staff have an introduction to what is child sexual abuse and how to refer.
- Commissions a **therapeutic pathway** for victims requiring specialist support.
- As Commissioners we **monitor** providers of NHS services adherence to Pan Sussex policies.
- We continue to work with National Health Service England (NHSE) supporting the development and commissioning through them of the **Paediatric SARC** and the Designated professionals have identified and raised significant concerns about the processes and investigation of cases of CSA and FGM.

Child Sexual Exploitation

- Strategic lead for named professionals ensured independent providers are aware of the issues.
- Designated Doctor chairs the new merged LSCB CSE subcommittee.
- The Designated Nurse and Doctor provide supervision for all named professionals across the Brighton and Hove NHS providers and support the Health Advisor Group (HAG) and meet with independent providers where awareness raising and discussion of this issue takes place.

Neglect

- The Designated Professionals and Head of safeguarding have been key in ensuring Neglect is raised at appropriate strategic levels, which included referring a case to the SCR panel and lead to a learning review being commissioned.
- The Designated Nurse has supported the LSCB to plan a training programme on Neglect in association with Social Care Institute of Excellence
- Information on Neglect has been raised with independent providers

NHS England

NHS England South (South East) remains committed to safeguarding vulnerable children across the South East. As such we are actively involved in the delivery of the national safeguarding agenda and the implementation of the NHS England Safeguarding Vulnerable People in the NHS - Assurance and Accountability Framework. We continue to work collaboratively with key partners and remain active members of the National Safeguarding Steering Group and National CSE and FGM Sub Groups. We offer professional support in line with our safeguarding governance arrangements.

During 2015/16 we committed financial resources across the south east to support progress against the four national safeguarding priorities:

- Looked After Children (LAC)
- Mental Capacity Act and Deprivation of Liberty (MCA/DOLs)
- Female Genital Mutilation (FGM)
- Child Sexual Exploitation (CSE)

Additionally we invested further monies to support the development of the Named GP for Children role.

We have provided whole system leadership and gained assurance that NHS organisations who commission health care across the south east are working to safeguard children at risk of abuse or neglect. We continue to inform the long term national safeguarding strategy.

We have identified our priorities for 2016/17 and will continue to work collaboratively to drive improved outcomes for vulnerable children across the south east.

Sussex Community NHS Foundation Trust

What have we done?

This year SCFT has continued to strive to improve their systems such as training, supervision and governance arrangements in order to support practitioners to safeguard children whilst also developing new initiatives such as Health practitioner in the Multi Agency Safeguarding Hub (MASH) and Children's Sexual Assault Referral Centre (CSARC).

Improved organisational communication was achieved in relation to "What to do if you suspect a child is being abused" by the development of an SCFT leaflet which was included in every employees wage packet .

The Annual Safeguarding Children Report 2015-2016 which provides both assurance and evidence to the Board that the Trust is fulfilling its statutory responsibilities to safeguard children, and summarises achievements and challenges, has been approved by the Safeguarding Group and will go to the Board in the Autumn. The Three Year Safeguarding Plan 2016-2018 has been revised and has been approved by the Quality Committee.

The Section 11 Audit was completed and signed off by the Chief Nurse in March 2016. An action plan is in place to address the amber actions and is being monitored at the trust wide Safeguarding Steering group which meets regularly.

SCFT has been represented on the LSCB Board by the Chief Nurse or their delegated representative. In addition the Named Nurse and Doctor have continued to play an active role in the LSCB by attending the Board meetings as professional advisors to the Board lead, and being involved in a number of the subcommittees and short term working groups including the Monitoring & Evaluation Group, the Child Protection Liaison Group, the Learning & Development sub group and Preventing Child Sexual Exploitation

Named Professionals were part of Review Teams for Serious Case Reviews & Learning Reviews and SCFT practitioners were part of the case groups. Relevant findings to SCFT have been actioned and the learning from the reviews has been shared across Trust by incorporating relevant findings in training and discussion at team meetings.

How well did we do it?

This year there has been a strong focus on improving the training delivery, focusing both on compliance figures and also quality of the sessions . In accordance with the SCFT Safeguarding Children Training & Development Strategy & the Intercollegiate Document (RCPCH 2014) staff groups have received the appropriate level of training for their role. There has been an improvement in provision for staff to undertake safeguarding children training enabling compliance rates to increase to 100% for level 2 and 84% for level 3.

The delivery of regular safeguarding children supervision also continues to be a priority. As a consequence 98% Health Visitors and School Nurses, and 100% of Managers received supervision in the appropriate timeframe. This demonstrates a sound commitment to supervision delivery and uptake by practitioners. A Safeguarding Children Supervision re-audit was completed which demonstrates that a risk assessment model of supervision form was used in 94% of cases which is positive & demonstrates the rationale for decision making .

Single agency audits that were completed in order to assure the Board that SCFT processes are robust in relation to safeguarding children include the following:

- Single Combined Assessment of Risk Form (SCARF) and discussion in Supervision – This demonstrated that there had been a 20% increase from the previous audit of SCARFs being discussed by the Health Visitor with their manager in supervision
- NICE PH50 Domestic Violence & Abuse: How to respond effectively ? – Baseline data collected and action plan in place to increase use of leaflets, posters and training.
- CSARC audit to ensure that children who may have been sexually assaulted are screened appropriately for sexually transmitted diseases

SCFT hosted, managed and developed the MASH Specialist Nurse and Administrator posts, funded for a year by Brighton & Hove CCG. Within a six month period 1458 referrals were MASHed with health information which equates to approximately 3,000 per annum.

The sharing of SCARFs from Police to Health Practitioners has dramatically increased since the MASH Specialist Nurse has been in post, from Health Visitors and School Nurses only receiving 12 SCARFs in a 3 month period prior to the post being in place increasing to 198 being shared in a comparable three month period.

The Named Doctor is Sussex Children's SARC (CSARC) Clinical Lead and had developed the new service delivery model from April 2015 which aims to provide a welcoming child centred service to meet the specific health needs of children who have been sexually assaulted. It undertakes forensic medicals and historic cases in response to referrals from police or social workers, and provides follow up support, advice and referrals to sexual health and contraception services and or the children's independent sexual violence advisor (CISVA) as needed.

What difference did it make?

The Section 11 audit has evidenced that Sussex Community Foundation Trust continues to have safe and effective arrangements in place to safeguard and promote the welfare of children .

An increased number of staff have received good quality safeguarding children training which has been positively evaluated at the appropriate level in accordance with the Safeguarding Children Training and Development Strategy.

There is a high level of effective multiagency working through case reviews and multiagency sub groups which has resulted in changes to practice.

Improved sharing of information between health and social care: Health practitioners have reported via an audit that they feel more confident sharing information securely with the MASH health practitioner, and that they had more involvement in MASH decision making since the Specialist Nurse has been in post

Sharing of SCARFs in a timely way enables sharing of information between social care and health in the interest of the safety of the child and their family, helps the practitioner plan work with the family, and also ensures SCFT staff safety

Neglect

The Named Nurse is a lead for the LSCB on Neglect. Work undertaken by the SCFT Safeguarding Team includes:

- Supporting Social Care to pilot the Quality of Care Tool
- Working with Social Care for Excellence (SCIE) on their pilot training in Neglect
- Supporting the LSCB Trainer by helping to devise the current Neglect training package and co-facilitating the training day with social care

SCFT have also made a commitment to a neglect learning review with the Named Nurse being part of the review group and clinicians involved in the case group.

Health Visitors and School Nurses offer an enhanced service to support families where child neglect is an issue .

Within SCFT cases of child neglect are discussed within regular safeguarding supervision, and as an adhoc consultation, to enable practitioners to review the cases objectively, have clear outcome focused plans for the children, and to prevent drift.

Child Sexual Abuse

- The Named Doctor is Sussex Children's SARC Clinical Lead and has developed the new service delivery model from April 2015 which aims to provide a welcoming child centred service to meet the specific health needs of children who have been sexually assaulted. It undertakes forensic medicals and historic cases in response to referrals from police or social workers and provides follow up support, advice and referrals to sexual health and contraception services and / or the children's independent sexual violence advisor (CISVA) as needed. The service is available daily between 9am-5pm for referrals and Doctors are available from 10am-4pm for examinations, strategy meetings and advice.
- Training has been delivered by the CSARC operational lead, specialist nurse and CISVA to the West Sussex, East Sussex and Brighton & Hove police and social work teams and Brighton & Hove School Nurses and Health Visitors. This has received positive feedback and has enabled some useful discussion about management of cases. This has aimed to increase understanding and use of the CSARC service to improve the experience for the children who attend.
- SCFT Named professional and MASH Specialist Nurse give advice and support to practitioners working with Child Sexual Abuse cases .

Child Sexual Exploitation

- SCFT Named Professionals involved in the multiagency Strategic Child Sexual Exploitation groups
- Clinical Staff from the Looked After Children Health Team and Contraceptive and Sexual Health Team attend the operational multiagency groups to share relevant information and co-ordinate care plans.
- All children and young people who are identified as being at risk of child sexual exploitation by Op Kite are flagged on SCFT health record system
- Awareness of Child Sexual Exploitation has been incorporated into all SCFT safeguarding children training programs level 2 & 3 for year 2015/2016.

Sussex Partnership NHS Foundation Trust

What have we done?

We have provided safeguarding training for all clinical staff in the Trust at level three and have developed training specifically for CAMHS staff and for adult mental health staff in line with the intercollegiate document.

The Named Nurse has attended meetings when possible and has participated in the multi-agency review of the recent SCR and also submitted a section 11 report and attended the section 11 report challenge event.

We also arrange and attend 'safeguarding link practitioner' meetings across all of our areas.

In the Trust, we have reviewed our safeguarding policy and continue to have regular Trust wide safeguarding meetings in order to share information about safeguarding across Kent, Sussex and Hampshire.

We have changed the culture and the paperwork in the agency to ensure that safeguarding issues are raised and discussed at all team meetings and also raised and discussed in supervision

We have highlighted the role of the Named Nurses and Drs in being able to support staff with complex safeguarding issues. We have supported staff in escalating issues with partner agencies when necessary

How well did we do it?

The training has received positive feedback consistently and it is noticeable that more referrals are being made, and copied into the Named Nurse, as staff as they become more aware of their responsibilities with regard to safeguarding. Over 90% of CAMHS staff have up to date training and the number of adult mental health staff trained has risen by 50% in the past year.

The Trust safeguarding meeting functions well and is well attended. Safeguarding issues are discussed regularly in supervision and team meetings.

What difference did it make?

As above, more referrals being made appropriately, people reporting feeling more confident in their knowledge of safeguarding issues and how to manage them.

People are more aware that safeguarding is their business, whatever area of the Trust they work in.

Neglect

Raised awareness of the issue through training and dissemination of information.

The issue is highlighted in our safeguarding policy and discussed in our safeguarding meetings.

Child Sexual Abuse

We have provided training around CSA and disseminated information from partner agencies and also via our safeguarding meetings. The issue is highlighted in our safeguarding policy.

In our level three training for CAMHS staff, we have had a specialist session on CSA and have used SCRs where CSA has been an issue in the 'Learning from SCRs' part of our training programme.

Child Sexual Exploitation

We have included detailed information on CSE in our training package, including showing NHS England videos to demonstrate the issue of CSE.

In our level three training for CAMHS staff, we have had a specialist session on CSE and have used SCRs where CSE has been an issue in the 'Learning from SCRs' part of our training programme.

The Named Nurse has also been part of the SCR panel for the WS case review regarding CSE and has shared information appropriately to enhance our understanding and consider issues that we need to address as a service

Brighton & Sussex University Hospitals Trust

What have we done?

BSUH continues to ensure that arrangements are in place to meet the Section 11 of the Children Act 2004 (HMSO 2004) requirements. External monitoring of these arrangements is a responsibility of the LSCB (Local Safeguarding Children Board), Ofsted and the Care Quality Commission (CQC), and the CCG who meet with the Trust on a regular basis to discuss quality and service issues.

As a Statutory Board Member, BSUH has worked closely with the LSCB throughout the past year contributing to the Board and the subcommittees with 80 - 100% representation.

Learning

BSUH has been involved with the Brighton & Hove SCR, and learning this and national SCRs has been incorporated into the safeguarding action plan including;

1. Improving the maternity information gathering documentation relating to fathers.
2. Ensuring all staff are aware of how to access safeguarding advice and support throughout the day.
3. Continuing to make urgent referrals (in and out of hours) to local social services of serious life threatening injuries.

Team work

- BSUH has been part of the Health steering group working with the MASH health representative and contributed to the funding of the post.
- The paediatricians have worked hard to maintain a quality child protection medical service, providing detailed reports and opinions on possible non accidental injuries.
- The named nurse has been part of the working party developing the FGM risk assessment forms & part of the mandatory reporting to the Government for scoping exercise.
- BSUH has worked closely with RISE and the CCG by having a Health Independent Domestic Violence Advisor (IDVA) working in A&E, Maternity and sexual health, who takes referrals relating to victims of domestic abuse.
- The safeguarding nurse continues to support MARAC by attending and providing relevant information about hospital attendances.
- The specialist safeguarding liaison nurse was appointed in Sept 2015 and has continued to provide a quality risk assessment of all the discharge summaries for children attending the hospital and to provide timely communication with community health services & professionals linked to the child & family.

Training

- Over 130 training sessions were undertaken by the safeguarding team to enable the single agency training across the 7000 members of staff in BSUH
- New quarterly safeguarding raising awareness sessions have been introduced which are well attended and evaluated and cover a multitude of topics with speakers from all agencies.
- The online training has been introduced linked to 'e learning for health', which the Named Doctor helped to design.
- The safeguarding team continue to contribute towards the LSCB training pool.

Communication

- The monthly safeguarding newsletter is circulated for staff to raise awareness and to be used as a discussion prompt. The newsletter is circulated at the monthly nursing meeting.
- The BSUH web page has been updated giving links to many online services and training opportunities
- A wider staff audience has been reached directly via the monthly nursing meetings
- CP-IS is being introduced by means of smart cards so that staff in key areas can access the national spine to check if children have a CP plan. This will eventually replace the local flagging system currently in place

How well did we do it?

Having a Health representative as part of the MASH has promoted communication and sharing of information, and enabled improved multi-agency working & decision making. BSUH referrals to the MASH are usually well documented and result in a high proportion of assessments being undertaken (40-60%). Serious Case Reviews highlight that babies are very vulnerable to abuse & as such the maternity service continues to refer a high number of women and families with complex needs.

Having taken part in the LSCB Multi-Agency Audit about substance misuse it was pleasing to note that there is good early recognition of the risks to the child and concerns are acted upon in a timely way in all cases. Strengths were particularly noted in Midwifery where there is evidence of good risk assessment when mothers book into the maternity service.

In all cases where maternal substance misuse is identified by Midwifery, a referral is made to the 'One Stop' Clinic which is a specialist service for women who use alcohol and / or street drugs and certain prescribed drugs, at any time during pregnancy.

An audit of FGM recognition and referral showed that there was a good process for asking women about FGM but a need for co-ordinated documentation and pathway which helped inform the Pan Sussex risk assessments and flowchart.

The Named Doctor has completed an audit looking at imaging in children with suspected non-accidental injury.

What difference did it make?

The IDVA service in A&E/Maternity and sexual health clinic has resulted in increased referrals relating to domestic abuse.

The number of safeguarding referrals from the hospital and midwifery which convert to actual assessments is relatively high suggesting that staff are aware of the thresholds and vulnerable people.

The daily ward rounds continue to ensure staff are supported to assist families with safeguarding issues. Staff listen to the voice of the child by helping to co-ordinate safeguarding aspects of care, attending strategy meetings and case conferences.

The B&H commissioner secured some funding to improve the service of mental health support for children in B&H with long term health issues linked with BSUH, as well as more funding to improve the in-patient service of mental health support for children in B&H with self harm which has proved to be very successful.

Child Sexual Abuse & Exploitation

The Lampard report prompted BSUH to formulate an action plan & highlight the issues about CSE and sexual abuse.

We have raised awareness of Operation Kite in Sussex to staff across the Trust and highlight in our training the factors that make children more vulnerable to exploitation. The monthly newsletter raised awareness of CSE & child sexual abuse throughout the year

Information about professionals involved with young people discussed at Operation Kite is filed in their medical notes to alert practitioners of the need to share information.

The WISE risk assessment tool is available, and the Sexual health clinic has a specific risk assessment tool.

As in the previous year there are ongoing links to the B&H SARC with staff being aware of the need to recognise and refer.

The Named Nurse is a member of the LSCB vulnerable children group and the Prevent and Protect group which informs the Trust response to this issue.

The Goddard enquiry into sexual abuse started and BSUH has responded to the directive to keep patient notes which may be required for the inquiry.

Neglect

The Named Nurse took part on the SCIE neglect training programme and has used that information to update the training packs for staff.

The monthly newsletter has raised awareness of Neglect

Information related to Neglect informs part of both level 1 & 2 training sessions and a neglect case discussion is used for level 3 training.

The Trust has a nurse for homeless people who helps liaise with housing as this may have an impact on Neglect.

South East Coast Ambulance Service

South East Coast Ambulance Service NHS Foundation Trust is committed to promoting and safeguarding the welfare of all vulnerable people; recognising that everybody has the right to be protected from harm, exploitation and neglect within the context of the law and personal civil liberties. During 2015/16 the Trust has worked hard to implement the changes the Care Act introduced. Referral rates have risen again over the year with overall activity across the whole Trust increasing by 22% from 2014/15..

3 Key Achievements in 2015-16

- Increasing rates of safeguarding training to 90% across the Trust.
- Implementing a Trust-wide on-line reporting process for concerns. This has improved the quality and quantity of referrals being submitted.
- Improved Domestic Abuse awareness and training across the Trust with an extended Domestic Abuse pilot.

3 Key Challenges in 2015-16

- Capacity within the safeguarding team with staff being seconded into posts and the increasing workload resulting from increased reporting activity.
- Loss of the Domestic Abuse practitioner when the external pilot funding ended in December 2015 meaning that it was not possible to continue and expand on the work undertaken.
- Implementation of the Care Act within the Trust.

Future Plans 2016 -2017

The improved data gathering will be used to better understand reporting patterns within the Trust. We will also be piloting using this information within the appraisal process at a practitioner level, so that staff will be able to benchmark their activity within their own teams/station areas which will, in turn, help the Trust identify possible learning needs for a specific area or areas of good practice which could be shared across the whole organisation.



Sussex Police

What have we done?

The new Safeguarding Investigation Unit (SIU) continues to develop. The SIU has brought together trained detectives, with expertise and experience in investigating child abuse, together with other specialist roles, such as dedicated Sexual Offence Liaison Officers (SOLOS), missing person co-ordinators, and domestic abuse case workers. This approach ensures we can deliver effective and timely investigations as well as providing appropriate support to victims. The Complex Abuse Investigation Unit has now been introduced, providing specialist support to the SIU at Brighton by assuming responsibility for some complex and large scale investigations. This allows the SIU to focus on local child protection investigations.

How well did we do it?

The introduction of the new Safeguarding Investigating Unit in October 2015 was based upon the principle of a larger investigation team of Omni competent officers who would be dealing with Serious Sexual Offences, high Risk Domestic abuse, and child and adult safeguarding.

As would be expected there have been some initial teething problems around the training requirements that such an undertaking requires and the training program continues to roll out. There was a multi-agency training held for Brighton SIU in April 2016 where some of the issues around multi-agency working were addressed with partners. Inputs included Unexpected Child Deaths, Paediatric SARC, Stalking and MASH principles and procedures. The training program continues to address the specialist training that is required by SIU officers.

What difference did it make?

The development of the SIU is still in progress, including the introduction of new audit measures which will assist in quantifying the improvements the SIU has achieved.

One advantage of the new SIU system is that we are more consistently able to allocate and investigate those investigations with the most intensive safeguarding elements e.g. CSE, which historically sat with CID if this was not considered to be intra familial.

The establishment of the MASH has continued to be embedded into our day to day business and we have responded to feedback from partners by increasing the consistency of staff at the MASH.

Neglect

The police have continued to respond to referrals of neglect and contribute to joint investigations.

The local MASH has assisted us in better information sharing and early intervention in neglect and other safeguarding issues.

Child Sexual Abuse

The police have continued to respond to all allegations of sexual abuse whether made by children concerning current abuse, or adults reporting earlier abuse, and have emphasised that any victim making an allegation will be listened to, and where appropriate a criminal investigation initiated.

The continuing development of the SIU is providing additional resilience to investigate this sensitive area of child abuse.

Child Sexual Exploitation

The SIU DI and Missing persons / CSE team have continued to engage in the Red Op Kite meetings which identify and oversee the risk management of the most high risk cases. Also they have been involved in the quarterly reviews of Amber and Green cases that feed into that meeting cycle.

This year we have further developed an internal intelligence meeting cycle in which all CSE related intelligence is examined and tasked out to identify and target the most concerning perpetrators of CSE via the weekly tasking meeting held on the division.

Two separate Op Pipeline – CSE - trials have been held this year. Whilst both were unsuccessful at court, they were each underpinned and enabled by significant safeguarding and disruption successes and demonstrate an increased understanding of the local CSE picture.

A further example of this developing understanding of our CSE problem locally is Op Crossroad. This involved the sexual exploitation of several young boys linked to Dukes Mound. Again whilst no prosecutions were forthcoming there were significant safeguarding and disruption objectives met.

The DCI from the SIU is Co-Chair of the LSCB's CSE/CSA Prevent, Protect & Early Identification Subcommittee

CSE Communication Campaign

This campaign was rolled out in three phases between January and May 2016. The overall aim of the Pan Sussex CSE campaign was to raise awareness of what CSE is to the public and targeted audiences, so that they would be able to spot the signs of CSE. By offering specific guidance and support to these audiences, they will know how to report CSE and ultimately support the reduction of this type of crime.

Effective communications based on intelligence and extensive customer insight formed the foundations of the communications strategy. All work was developed with support of the Local Children Safeguarding Boards.

The campaign made use of outdoor media in high risk locations; Audience-specific posters in schools, GP surgeries, health clinics and libraries; Social media campaign on Facebook, Twitter, LinkedIn and Instagram #StopCSE, and web pages tailored for each audience on sussex.police.uk/cse

The police sought engagement with children via CSE school information packs and in Tag (a magazine by students, for students). They worked with children to produce 'Scarlett's Story' – a YouTube video about CSE.

Work was also done to engage with taxi drivers to encourage reporting, including distribution of 2000 air fresheners, and engagement with hotel staff via social media and forums.



National Probation Service

What have we done?

The National Probation Service is now into its third year of operation and continue to consolidate and build on our learning & experience to ensure continuous improvement in our Safeguarding practice.

During 2015/16 our staff have undertaken mandatory Safeguarding training. All staff have completed Civil Service Learning provided through our comprehensive E-learning safeguarding and domestic abuse courses. In addition all front line operational staff, including team managers have attended or are scheduled to attend class based safeguarding training.

Training and Development is consolidated with the use of reflective supervision in management one to one meetings with staff as well as reviews of safeguarding performance in quarterly appraisals. An appraisal objective for every operational member of staff is to attend at least one safeguarding training event a year. The culture of our organisation is to create a working environment where staff feel confident in raising and discussing any safeguarding concerns with colleagues and managers.

As in previous years, we continue to prioritise NPS staff attendance at Child Protection Conferences and reviews and fully participate as required in Child protection Plan core groups and professionals meetings. Additionally we ensure the welfare of the child remains paramount when

exercising our duties as the Responsible Authority within Mapp arrangements and is at the heart of all our sentence and risk management planning.

Nationally NPS have reduced the involvement of our middle managers with regard to engagement in MARAC. NPS Sussex however have continued our commitments to local arrangements to assist in reducing the potential of harm to children as a result of domestic violence and abuse.

We continue to significantly invest resources in supporting the work of partner agencies in the Prevent strategy to safeguard children from harm and abuse from exposure to extremist views. This is alongside our commitment to timely information exchanges with our partner agencies concerning individuals who come into contact with our service or who are under our direct supervision.

We continue to purchase services from the KSS Community Rehabilitation Company in the delivery of specific programmes with our offenders. In addition to these we commission other services from a range of providers to address service user needs with regard to substance misuse, mental health difficulties, housing and other areas that can impact negatively on the wellbeing and safety of children.

How well did we do it?

During 2015/16 we have made good progress in bedding in our new systems and processes. Our notifications from Court in relation to offender appearances and sentencing are robust and resilient.

We continue to work hard in producing good quality risk assessments, risk management plans and sentence plans. Our multi agency work with regards to Mappa and domestic abuse continue to work effectively.

Considerable investment has been made in updated training of our front line staff and feedback has been positive. We are making good progress in creating working environments where professional curiosity and discussion are encouraged and supported.

Offender cases where there are safeguarding concerns are regularly reviewed and good practice examples and learning points are shared with staff through our usual communication channels and good practice discussions.

NPS continues its senior management involvement with LSCB . We have demonstrated our commitment to the strategic management of CSE incidents and statutory services and responses as the Head of Sussex NPS has chaired the LSCB Vulnerable Children and CSE Strategic Management Board throughout 2015 /16.

What difference did it make?

Public protection is at the core of the work of the National Probation Service and our safeguarding role is at the front and centre of our practice. We are confident that the activity outlined in this review has made a positive contribution to safeguarding in the city.

Child Sexual Exploitation

Child Sexual Exploitation continues to be a high priority for the National Probation Service in our Safeguarding work.

All front line operational staff have now been trained in raising their awareness and identifying potential concerns with regard to CSE, not only in terms of direct work with convicted offenders of CSE, but also with our service users who have been or continue to be at risk of becoming involved in CSE and also the victims of CSE through our Victim Contact Scheme statutory duties.

We have ensured our Probation Officers are aware of the fact that CSE is one of the numerous MOs in child sexual abuse cases, and therefore remain cognisant that these cases should be managed primarily as a CSA case, particularly when considering the impact upon the victims.

We continue to work closely with our partner agencies in exchanging information in connection with any individuals or groups that raise potential concerns in relation to CSE. This ranges from first point of contact with our Court Duty staff through to custodial and community offender management.

Alongside the investment in training of our staff, we remain vigilant to the need for continuous professional development and learning from partner agency experience in this area of safeguarding.

Child Sexual Abuse

During 2015/16 the National Probation Service has undertaken the supervision of adult offenders sentenced to less than 12 months custody. This has brought us into contact with an even larger group of service users. All are subject to comprehensive risk assessments using a range of assessment tools that assist in identifying concerns in relation to child sexual abuse.

In addition to risk assessment and management, many offenders will be subject to home visit checks where the circumstances of the offender and their immediate family and other close relationships can be observed, early signs of potential abuse identified and action taken.

Neglect

We work closely with our service users who are parents or carers to offer support and advice in parenting and relationships. Many of our service users experience substance misuse addictions, mental health difficulties and are perpetrators of domestic violence.

We are aware that such criminogenic factors can contribute to the neglect of children in the home. As outlined in this review, we comprehensively assess service users with regard to safeguarding concerns and provide a wide range of services to tackle these criminogenic needs.

The welfare of children when working with parents or carers is our highest priority and is supported with regular information exchange and practice discussions with colleagues from partner agencies.

We have established systems and processes to identify concerns with regard to neglect that escalates to management for further oversight, review and response.



Kent Surrey & Sussex Community Rehabilitation Company

What have we done?

Over this last year KSS CRC has been embedding its operating model to ensure its three core functions, Assessment, Rehabilitation and Resettlement support the service users' journey from court to rehabilitation. The Senior Management Team has been consolidated with Suki Binning appointed as the Chief Executive. Heads of Service roles have now been established with Debbie Piggott taking over as KSS CRC Safeguarding Lead. A Child Sexual Exploitation Champion, Jane Port, has also been appointed to support staff and organisational development in this area.

The main aim of KSS CRC is to reduce reoffending and thereby protect the public. Recognising that safeguarding of children and adults is an important aspect to public protection, KSS CRC has revised its policies so that it now brings together all the key documents that fall within the safeguarding of children and adults under one set of overarching principles. In addition, to support clarity and best practice we have added, extremism, modern slavery, sex working, gangs, child sexual exploitation and trafficking (CSE) and female genital mutilation (FGM) as key strands to the policy.

KSS CRC has also revised its Continuous Professional Development & Supervision policy which applies to all staff across the organisation. Whilst this policy has been developed to ensure all staff are supervised

appropriately and their professional development is reviewed, it also clearly outlines an expected regular review of safeguarding practice to ensure that every staff member reflects on the quality of their practice, receives appropriate support and attends the required training.

KSS CRC have developed a Quality Assurance Audit and Performance Strategy which outlines the purpose, principles, strategies and key deliverables for quality assurance, which will include audits focused on safeguarding practice for both children and adults.

There have been three external inspections carried out by HM Inspectorate of Probation over the year. We received excellent feedback from the Ministry of Justice following our inaugural annual service review with them in July. Our operating model, use of management information and, in particular, performance improvements were highlighted as being impressive achievements.

In East Sussex we continue to work with East Sussex Children Services in the provision of our Building Better Relationships Domestic Violence Programme for perpetrators.

How well did we do it?

Our revised safeguarding policies bring together all the key documents in one safeguarding area in the eHandbook and on Intranet (our communication tool) available to all staff within KSS CRC. Managers were required to discuss the revised policies at their team meetings and also individually with staff in supervision. We continue to actively promote safeguarding training within the monthly Learning and Development Bulletin, during supervision and our poster campaign.

QA activities planned for 2016-17 include management case audit; an internal quality and impact inspection; internal operational assurance audits on risk management, enforcement, sentence planning; programmes and child safeguarding. As part of the supervision process, managers are

carrying out observations of the quality of responsible officer and receptionist interactions with service users. This work as stated above has been supported by the revised Continuous Professional Development Policy.

The Safeguarding Audit sample included at least one case from each responsible officer but due to the IT issues not all proposed cases were audited. 155 cases were audited in total which represented 83.3%. Half of the sample included known safeguarding cases, the other half did not, so that the extent that issues were being identified could be assessed. The majority of cases audited were community orders where the service user was assessed as posing a medium risk of serious harm.

What difference did it make?

The updated safeguarding policies and procedures support clarity and best practice, as well as ensuring that all staff understand their roles and responsibilities with regard to safeguarding and are up to date with their practice.

We continue to encourage staff to attend local safeguarding board training which has resulted in 41 members of staff attending courses over the last year. KSS CRC provide in-house safeguarding courses with every member of staff required to complete online Educare Child Protection Training every 2 years. 166 were enrolled for the period 2015/2016. 11 safeguarding workshops were held in-house.

The results of the Safeguarding Audit will be reported to the Senior Management Team in September 2016. It will give an insight into what is happening with practice across the CRC, a measure which we have not had since KSS CRC came into existence. It will also give us a measure against the safeguarding concerns raised by the NOMS sentence planning and risk audits and the improvements put in place. Further work is needed to continue to improve our safeguarding practice.

Neglect

Whilst KSS CRC does not work directly with children we have ensured that when home visits are completed with our service users staff are aware of things to consider when they meet children within the home. In addition, the revised safeguarding policies include additional strands to expand on wider environmental factors to consider.

Child Sexual Exploitation

KSS CRC has nominated a CSE champion. This role is held by our Learning and Development Manager. The Champion attends multi agency CSE champion meetings and disseminates information/communicates to staff via forums such as the Intranet, cascading to operational teams via senior probation officers/middle managers.

Child Sexual Abuse

The overarching KSS CRC Safeguarding Policy is linked to separate Children and Adult Safeguarding Policies with further links to information on child sexual exploitation; female genital mutilation; gangs; trafficking; sex working; modern slavery and extremism.

The policy clearly states where responsible officers are aware that service users have care of children they should be alert to welfare and safeguarding concerns. They should consider within available information, the parenting capacity and family and environmental factors and monitor children's living conditions where necessary.

Where there is an assessed medium risk of serious harm to a child, home visits should be completed on a regular basis. There are a number of factors listed that the responsible officer must consider when doing a home visit which include:

- physical and emotional deprivation of the child or children
- lack of positive relationship with protective/nurturing adult
- physical symptoms of a child, or adult in the family home
- expressions of despair of adult or child
- contact with an unknown adult outside of the usual range of the child's social contacts

Cases where there is a high risk of serious harm including children fall under the management of the National Probation Service (NPS). The updated procedures will assist our operational staff to identify cases at risk and escalate these to the NPS if they meet our threshold.

CAFCASS

Cafcass (the Children and Family Court Advisory and Support Service) is a non-departmental public body sponsored by the Ministry of Justice. The role of Cafcass within the family courts is to safeguard and promote the welfare of children; provide advice to the court; make provision for children to be represented; and provide information and support to children and their families. It employs over 1,500 frontline staff.

The demand upon Cafcass services grew substantially in 2015/16 with a 13% increase in care applications and an 11% increase in private law applications. The grant-in-aid provided by the Ministry of Justice was smaller than the previous year. Notwithstanding this, Cafcass has met all of its Key Performance Indicators.

The following are examples of work undertaken by Cafcass in 2014/15:

- Revision of both the Quality Assurance and Impact Framework and the Supervision Policy, which together set out the organisation's commitment to delivering outstanding services and the ways in which staff are supported to achieve this and the quality of work is monitored. The Framework integrates the impact of the work on the child into the grade descriptors so that evidence of positive impact is to be present, alongside compliance with the expectations of Cafcass and the Court, for an outstanding grade to be achieved.
- Implementation of the Equality and Diversity Strategy. This entails: a network of Diversity Ambassadors who support the development of staff understanding and skill; the holding of workshops; a themed audit on the impact of diversity training on practice.
- Extending the Child Exploitation Strategy introduced in 2014/15 to include trafficking and radicalisation as well as sexual exploitation. Key elements of the strategy include: Ambassadors (at a service area level) and Champions at a team level to have a 'finger on the pulse' of local issues and to support learning; training and research (including a study of 54 cases known to Cafcass in which radicalisation was identified as a feature).
- Working with a range of partners across family justice, children's services and the voluntary sector. Examples include Local Family Justice Boards (Cafcass chairs 12 of the 46 of these), the judiciary, the Adoption Leadership Board and the Association for Directors of Children's Services with whom Cafcass has developed the social work evidence template for use in care cases, and with whom we are developing good practice guidance for children who are accommodated by the local authority
- The development of innovations that are aimed at improving our practice and supporting family justice reform. These include: piloting the provision to our Family Court Advisers of consultations with a clinical psychologist; the extension of Family Drug and Alcohol Courts; *the supporting separated parents in dispute* helpline (a pilot across five service areas aimed at promoting out-of-court settlements of disputes where safe to do so).
- Contributing to the government review of Special Guardianship Orders, including a small piece of research that was included in the government's response to the consultation.
- A Service User Feedback Survey, which looked at the interim outcomes of children six to nine months after private law proceedings concluded. Specifically the survey looked into whether arrangements ordered by the court had sustained; how effective communication was between parents before and after court proceedings; and whether participants believed that the court order was in their child's best interests.



East Sussex Fire & Rescue Service

What have we done?

ESFRS seeks to increase safety of children and young people by carrying out our Home Safety Visits (HSV) to ensure a safe living environment, identify and refer any safeguarding issues, and work with children and young people to increase awareness to keep themselves safe.

There is ongoing access to Safeguarding Children E-learning packages which are compulsory for all staff, and completion is monitored and audited. ESFRS continues to make child safeguarding referrals as appropriate which are monitored and audited. Internal scrutiny is provided via an internal panel which meets every 6 months. We continue to work with partners both to increase ESFRS awareness of child safeguarding and to support work in this field via our Home Safety Visits which are aimed at increasing safety in the homes. ESFRS employs a Partnership and Inclusion coordinator for Brighton & Hove to attend relevant partnership meetings and build links in this area.

We are undertaking an increasing number of community safety projects in the city which are aimed at both increasing the knowledge of young people and their ability to keep themselves safe, and so have a safeguarding

element. An ESFRS firefighter from Roedean fire station acted as a mentor on the ACF Young Leaders Programme aimed at developing leadership skills for young people whilst also tackling emerging threats such as radicalisation. ESFRS is currently leading the Hoarding Sub-Group drafting a Partnership Hoarding Framework for the city which will include actions for agencies when children and young people are identified in this living environment. ESFRS organised jointly with BHCC a “Safety In Action” day on 23 June for pupils to learn safety messages in a practical environment including sessions by Sussex Police and an online safety session run by Safety Net led by young people. ESFRS is currently developing a themed project on learning disability to increase our home safety visits including for families where a child has a learning disability, and developing a ‘hazard room’ where young people will be able to attend the fire station to increase safety awareness. We are working in partnership with Sussex Cricket Club Academy and the Youth Offending Team to progress our safety awareness work for young people. We also have a dedicated Schools Team who undertake lessons in schools and work with young firesetters to raise safety awareness and the team is fully trained in relation to safeguarding issues.

How well did we do it?

Children and Young Families remains a targeted group on our Care Providers Scheme. We also undertake referrals via Child Protection Plans and a Home Safety Visit is considered for all families under the Integrated Team for Families referral pathway. Domestic Violence referrals, including those where children are present receive an enhanced safety visit and offer of specialist equipment.

All Junior Officers in the City have received a briefing on Safeguarding and Modern Slavery in the new Junior Officers Handbook to consolidate knowledge in this area.

Stats for Safeguarding children referrals: 16 Child Protection Safeguarding CTN's were reported for this period. Following a Home Safety Visit firefighters identified children living in a Hoarding environment and a referral into the Early Help Hub was made.

What difference did it make?

ESFRS continues to make safeguarding referrals in a timely manner ensuring these are referred to the correct agency. Referrals for Home Safety Visits received under our Care Providers Scheme and those received via child protection plans continue to be prioritised.

Stats for HSV for households with children present: 12 Child Protection referrals were received.

The Service is represented at a wide range of relevant Partnership meetings in the city including Prevent Board, Early Help Hub meetings, Domestic Abuse MARAC, Modern Slavery Meetings and Suicide Prevention Group.



Expenditure:

		Original Budget	Revised Budget	Actual	Forecast 2015-16	
Staffing	Training Manager	£30,900	£30,900	£14,078	£31,300	
	Business Manager	£50,000	£50,000	£49,985	£51,600	
	Admin Officer	£24,000	£24,000	£23,967	£24,600	
	Agency Cover	£0	£0	£1,165	£16,700*	*Employee costs to be allocated
	Independent Chair	£20,000	£20,000	£23,967	£20,000	
	Staff advertising	£0	£0	£400		
	Total Staffing	£141,400	£141,400	£113,162	£144,200	
Other costs	Serious Case Reviews	£10,200	£10,200	£65,799	£40,300	
	Venue Hire	£1,000	£1,000	£1,967	£1,000	
	Training	£24,740	£24,740	£17,259	£900	
	Insurance	£100	£100	£100	£100	
	Transport Costs	£200	£200	£157	£200	
	Printing	£2,000	£2,000	£2,486	£2,000	
	Office Stationery	£100	£100	£0	£100	
	Telephony	£300	£220	£479	£200	
	Computer Costs	£200	£200	£0	£200	
	Chronolater	£2,300	£2,300	£2,259	£2,300	
	Communications	£2,000	£2,000	£2,310	£2,000	
	Conferences	£1,000	£1,000	£488	£1,000	
	Hospitality	£200	£200	£290	£200	
	Child Death Review Panel	£10,000	£10,000	£10,000	£10,000	
	Monitoring & Evaluation Chair	£2,400	£2,400	£3,450	£2,600	
	Occupational Health Charge	£0	£0	£450	£0	
	DBS Checks	£0	£0	£44	£0	
	Miscellaneous	£0	£0	£1,387	£0	
	Total other costs	£56,740	£56,660	£108,925	£63,100	
Support Service Charges	£19,590	£19,590	£19,590	£30,800		

Income:

Funded By :	
	Brighton & Hove City Council £155,410
	Brighton & Hove CCG £43,780
core	Kent, Surrey & Sussex Community Rehabilitation Company £5,572
	The Police and Crime Commissioner for Sussex £12,338
	CAFCASS £550
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	Total partner contributions £196,508
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other	NSPCC LIPP Project £21,387
	ESFRS for publicity materials £1,855
	CSA Conference £4,542
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	Total other contributions £27,784
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	Total LSCB Income £245,433
	Total LSCB Expenditure £241,677
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	Final underspend -£3757

Please note that the Board has incurred costs relating to Serious Case Reviews during 2015-16 which will not be paid out until 2016-17 when the review is completed.

Statutory Members:

Graham Bartlett, Independent Chair of LSCB

Brighton & Hove City Council (BHCC):

Pinaki Ghoshal, Director of Families, Children & Learning
Helen Gulvin, Assistant Director: Children's Safeguarding & Care
Jo Lyons (Dr), Assistant Director: Education & Skills
Peter Castleton, Head of Community Safety

Sussex Police

Jason Tingley (T/ Detective Superintendent)

National Probation Trust

Andrea Saunders, Director of Public Protection

Kent Surrey & Sussex Community Rehabilitation Company

Debbie Piggott, Resettlement Director

Youth Offending Service

Anna Gianfrancesco, Head of Service

CAFCASS

Nigel Nash, Service Manager

East Sussex Fire & Rescue Service

Andy Reynolds, Director of Prevention & Protection

Schools

Richard Chamberlin, Roedean School
Tracy Bowers, Hertford Infant School

Advisors:

Ann White (Dr), Named Doctor, SCFT
Deb Austin, Head of Safeguarding, BHCC
Debi Fillery, Named Nurse BSUH
Eddie Hick, Child Protection and Safeguarding Manager, Sussex Police
Helen Davies, Chair LSCB Monitoring & Evaluation Subcommittee
Leonie Perera (Dr), Named Doctor, BSUH
Mia Brown, Brighton & Hove LSCB Business Manager

NHS England

Carol Cassam

Brighton & Hove Clinical Commissioning Group (CCG):

Soline Jerram, Director of Clinical Quality and Primary Care
Jamie Carter (Dr), Designated Doctor
June Hopkins, Designated Nurse
Mary Flynn (Dr), Named Doctor (GP representative)

NHS Trusts

Sherree Fagge, Chief Nurse, Brighton & Sussex University Hospitals (BSUH)
Susan Marshall, Chief Nurse, Sussex Community Foundation Trust (SCFT)
Helen Greatorex, Executive Director of Nursing & Quality, Sussex Partnership Foundation Trust (SPFT)
Jane Mitchell, South East Coast Ambulance Service Safeguarding

Domestic Violence Forum

Gail Gray, Chair, Brighton & Hove Domestic Violence Forum

Community & Voluntary Sector

Terri Fletcher, Director, Safety Net

Lay Members

Andrew Melrose (Professor)
Ella Richardson
Lorna Miller-Cooper
Signe Gosman
Stephen Terry (Rev).

Natasha Watson, Managing Principal Lawyer, BHCC
Rebecca Conroy, Principal, City College
Sue Kelly, Named Nurse, SPFT
Tom Bewick (Cllr), Lead Member, BHCC Children's Services
Tom Scanlon, Director of Public Health
Yvette Queffurus, Named Nurse, SCFT

Brighton & Hove LSCB

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Subject:	Special School and Pupil Referral Unit (PRU) Reorganisation Proposals		
Date of Meeting:	6th March 2017		
Report of:	Pinaki Ghoshal		
Contact Officer:	Name:	Regan Delf	Tel: 01273 293504
	Email:	Regan.delf@brighton-hove.gov.uk	
Wards affected:	All		

FOR GENERAL RELEASE**1. PURPOSE OF REPORT**

- 1.1 This report is the latest in a series taking forward wide ranging recommendations resulting from the 2014 review of special educational needs and disability (SEND) provision.
- 1.2 Proposals in this report relate to the planned re-design of special school and Pupil Referral Unit (PRU) provision. These proposals
- are based on a vision to improve the integrated education, health and care offer for our most vulnerable young people
 - re-design our existing six special schools and two Pupil Referral Units into three 'hubs' offering enhanced education, health support and extended day provision on one site
 - maintain and slightly increase the number of special school and PRU places available
 - consolidate provision so that it runs more efficiently and more sustainably into the future
- 1.3 In order to create the the integrated hubs, existing provision needs to merge. In law, this means that for each hub, one school expands and another closes. It is important to stress that the best of all schools will be retained in this process, that the overall number of places will not reduce and that specialist arrangements will continue to meet the needs of different groups of children.
- 1.4 Specifically the report provides
- (i) feedback on the recent formal representation period following the issue of statutory notices in respect of the proposals to extend the age range of both Hillside Special School and Downs View Special School down to age two, and seeks a final decision approving the change in age range.

(ii) feedback on the Local Authority's formal consultation on the proposal to close Patcham House Special School in August 2018 and seeks approval to proceed to publish statutory notices.

(iii) an update on other areas of the review, including the development of the new early years provision for children with very complex special educational needs within a mainstream nursery to release the current bases of Jeanne Saunders Centre and Easthill Park

2. RECOMMENDATIONS

2.1 That the Children, Young People and Skills Committee should confirm the proposal contained in the statutory notices and make a final decision to:

- i. extend the age range of Hillside School from the existing 4-16 years to 2-16 years with effect from September 2017
- ii. extend the age range of Downs View School from the existing 3-19 years to 2-19 years, with effect from September 2017

2.2 That the outcome of the formal consultation on the proposal to close Patcham House School should be noted and agreement be given to the publication of statutory notices to progress this proposal.

2.3 Formal Consultation – Integrated Hubs East & West

That the Local Authority should agree to proceed to formal consultation on the proposal to:

- i. expand, re-designate and extend the age range up to the age of 18 years for Hillside Community Special School and to close Downs Park Community Special School to form the integrated hub for learning difficulties in the west of the city
- ii. expand and re-designate Downs View Community Special School and close the Cedar Centre Community Special School to form the integrated hub for learning difficulties in the east of the city

2.4 Integrated Hub for Social Emotional Mental Health needs

To agree that the Local Authority should:

- i. consult on the creation of an integrated hub for pupils with social, emotional and mental health needs by merging the two Pupil Referral Units (PRUs) and bringing them together with Homewood College under the oversight of an executive headteacher.
- ii. begin a formal consultation on the expansion of pupil numbers and site of Homewood College and extension of the age range of pupils from 11-16 years to 5-18 years.

3. BACKGROUND INFORMATION

- 3.1 The LA began a wide ranging review of its provision for children with special educational needs in 2014. There have been a number of milestones as the review has progressed towards more specific proposals for change. The review's journey is outlined here:

February 2015

Joint Children & Young People Committee and Health and Wellbeing

Board - The committee approved the recommendations arising from the wide ranging review of special educational needs and disability in the Children's Services Directorate of the Council.

July 2015

Health and Wellbeing Board & Children Young People and Skills

Committee - The Board and Committee approved the proposal to merge the Special Educational Needs and Disabilities (SEND) Review in Children's Service and the Learning Disability (LD) Review in Adult Services.

November 2015

Joint Children & Young People Committee and Health and Wellbeing

Board - The joint meeting of the Health and Wellbeing Board and Children Young People and Skills Committee on 10 November 2015 gave approval for an engagement process with key stakeholders around proposals to integrate education, health and care provision in special schools and Pupil Referral Units.

January 2016

Children Young People and Skills Committee - The Committee approved the proposed timeline for the engagement process and subsequent actions to reorganise special provision for children with complex needs.

June 2016

Children Young People and Skills Committee - The Committee noted the results from the open engagement phase on special provision and approved the governance arrangements and an updated timeline for taking forward proposals.

October 2016

Children Young People and Skills Committee

The Committee agreed that the proposals that are the subject of this report should go out to formal consultation, including lowering the age range of Hillside and Downs View Community special schools and the proposed closure of Patcham House school.

January 2017

Children, Young People and Skills Committee - The Committee agreed to publish statutory notices to extend the age range of Hillside and Downs View Community Special schools. A further period of engagement about the structure of the new hubs began.

3.2 All planned changes are due to be incrementally implemented from September 2018 and will be completed by July 2020. This extended timescale will ensure minimum disruption to pupils already in the system. A revised timeline is attached as **Appendix 1**.

4. THE PROPOSAL TO CLOSE PATCHAM HOUSE SCHOOL AND THE OUTCOME OF THE CONSULTATION

4.1 The local consultation on the proposed closure of Patcham House School ran from 6th October 2016 to 4th December 2016. However, due to the tight timeframe between the close of the consultation period and the date of the Children, Young People and Skills committee, it was agreed that the outcome of the consultation would come to the March 2017 committee rather than the January 2017 committee to allow fuller consideration of the responses.

4.2 Statistically 38% of respondents were in favour of the closure, and 50% were against closure. Many of those against closure were staff, pupils and parents from the school. This is entirely understandable and it is undoubtedly the case that the school has provided well for many children over the years and continues to do so for the small number of current pupils on roll. Those in favour of the proposal tended to be looking at the whole matrix of provision and concerned about value for money in keeping such a small school going. **Appendix 2** gives information about the consultation process, and a more detailed breakdown of the respondents and their views.

4.3 SUMMARY OF THE MAIN ISSUES RAISED, WITH RESPONSES:

4.3.1 Why is Brighton & Hove proposing to close Patcham House?

Historically this school has been a valuable asset to the city’s provision for students with complex needs. However it has now become very small, requiring considerable financial subsidy and this questions its continued viability. The table below shows the past and predicted student numbers until the proposed point of closure.

Year	Commissioned place numbers	Student numbers *
2012	50	47
2013	48	36
2014	40	40
2015	36	38
2016	31	31
2017	22	20
2018	10	10 (estimated)
August 2018		2 (estimated)

**Since the consultation period began, admissions to Key Stage 3 have been restricted pending a decision about the school’s future.*

4.3.2 **To what extent has the city considered keeping the school open?**

Some respondents asked the LA to reinvest in the school to increase it in size and make it financially viable. As the DFE restricts the number of special school places it is prepared to fund within the LA, this would mean removing places from other more popular special schools and would in turn make them smaller. This would conflict with the overall drive of the wider SEND review to transform the city's provision into fewer schools (termed hubs) which are larger in size and can offer a wider range of services and create greater economies of scale. *National statistics: Special educational needs in England: January 2016* (Table 10) shows that the majority of Brighton & Hove current special schools are smaller than the national average.

Neither East nor West Sussex has expressed an interest in collaborating to keep Patcham House open. Both LAs have already made changes to some of their own special provision to create larger more viable schools offering a broader curriculum to match a wider range of pupil need.

4.3.3 **How will current pupils be affected by the closure?**

Under this proposal Patcham House School would close in August 2018 which would enable all the current Key Stage 4 pupils (nearly all pupils are in Key Stage 4) to complete their education at the school. The very small number of pupils at the school who are currently in Year 9 would be found alternative suitable placements as part of a personalised pathway worked out with their families over a carefully managed time scale. Early preparatory work for this has already begun, so that options are explored in advance of any decision to close the school.

4.3.4 **What alternative options will be available in the city in the future for similar secondary aged pupils with complex needs?**

Patcham House historically catered for children and young people deemed 'delicate' i.e. with long term physical health needs. Such schools were once commonplace nationally but over time most have closed as the pattern of children's needs has changed. Most children who need and can benefit from a mainstream curriculum now will be in mainstream schools with varying levels of support.

Locally one of the reasons for the falling roll at Patcham House is that the pattern of parental preference has changed over time in the city, and parent/carers have opted for placements at other provision for their children both special and mainstream.

Many of our secondary schools now have considerable experience and expertise in meeting the needs of those with complex learning difficulties. The Swan Centre at Brighton Aldridge Community Academy specialises in meeting the needs of those with language and social communication needs. In addition existing special provision at Hove Park School was reshaped in 2013 to create the Phoenix Centre Special Facility to cater for vulnerable pupils with social and communication difficulties and associated emotional needs. This has proved a successful addition to the capacity for this complex needs group offering inclusive opportunities as well as a more protected environment. The LA has listened to concerns expressed by parents, particularly those whose children are on the autistic spectrum, and is proposing the following:

- A new special facility catering for pupils with complex needs in a mainstream secondary school offering more capacity
- For those pupils who cannot cope with a protected mainstream environment, places will be available in the three integrated hubs
- For pupils with complex needs including autism/Asperger's Syndrome and challenging behaviour who need a mainstream curriculum, plans are being made to create bespoke provision for them within the SEMH hub

4.3.5 **What will happen to the money saved from the closure of Patcham House?**

The SEND review is not a cost-cutting exercise as all money remains ring-fenced to children with SEN and disabilities. However the review is addressing the way money is spent to ensure best value is gained for all children and this cannot be the case where schools have falling rolls year on year as it requires the LA to provide financial protection to ensure they can remain open. Proposals are to reduce significantly the annual spend on 'financial protection' for schools with falling rolls which are otherwise not financially sustainable. Over the last five years, this 'financial protection' has amounted to just over £1 million across the city's special schools, of which £580,000 has been for Patcham House. In the financial year 2016/7, the budget for the Patcham House School was £604,462, which includes 'financial protection' of £150,000.

4.3.6 **What will happen to the staff?**

The Local Authority very much values the experience and expertise of those working at Patcham House and wishes to retain this within the city as far as possible.

Once the period of consultation is over, all staff will have individual meetings to discuss their futures and any opportunities available. The LA does not have the authority to require all schools to give priority to re-deploying staff at risk, but will seek to use its influence constructively to find suitable opportunities for the valued staff who work at the school.

In the meantime, special school heads have agreed to give priority to Patcham House staff when vacancies arise. In planning the new Special Facility, the LA will be asking the successful school to also give priority to employing Patcham House staff and in informal discussion with schools bidding so far, all have agreed to consider this positively.

In terms of staff wellbeing at a difficult time, Public Health has offered a range of support services to staff and some funding for staff to organise support for themselves.

4.3.7 **What will happen to the site?**

As the school site has had spare room due to the falling roll, space has been used to offer temporary accommodation to the city's developing post 19 provision. In the longer term, the site may become surplus to requirements. However, at present no decision has been made about the site.

4.3.8 How can secondary aged students continue to access an appropriate and creative curriculum to match their needs?

Brighton & Hove is committed to ensuring that the needs of all the city's children and young people are met and can access a curriculum appropriate to their needs. There is a perception amongst some respondents that the creative and varied curriculum offered at Patcham House is only available there, but in fact, every special school in the city offers an array of diverse opportunities matched to the needs of individuals. This is evidenced in the very positive Ofsted reports that the city's special schools have received. The development of the hubs will enable this offer to be extended beyond the school day and to families.

4.4 CONSULTATION RESPONSES

- 4.4.1 All responses to the consultation on the closure of Patcham House School have been carefully reviewed, alongside three other significant elements of consideration:
- The analysis of the current and future budget position
 - The range of special provision that is or will be available for pupils with SEND similar to those whose needs have hitherto attended Patcham House school
 - The wide support for the plan to transform current school based provision into three hubs which provide integrated provision across education, health and care.

- 4.4.2 Taking everything into account, the LA is now recommending to Members that agreement is given to proceed with the publishing of statutory notices in respect of the closure of Patcham House with effect from August 2018. A copy of the proposed statutory information document and statutory notice are attached as **Appendix 3**

5. THE OUTCOME OF THE CONSULTATION ON LOWERING THE AGE RANGE OF HILLSIDE AND DOWNS VIEW COMMUNITY SPECIAL SCHOOLS FOLLOWING THE PUBLICATION OF STATUTORY NOTICES.

- 5.1 The consultation on these changes which ran from 5th October 2016 to 4th December 2016 received largely positive support from respondents. 69% of the respondents agreed with the proposal in respect of Downs View, and 70% in respect of Hillside. This change was intended to ensure
- more children being educated closer to home
 - wider access to an outstanding local maintained special school
 - no need for young children to be transported long distances by taxi
 - parents have a wider range of options for a suitable early educational placement for their very young child
 - more effective use of the council's resources
- 5.2 The outcome of that consultation was reported to Committee in January 2017, when the decision was taken to proceed with the publication of statutory notices on 20th January.

5.3 One response was received during the representation period following the publication of statutory notices, to supplement the views already received during the formal consultation. It is recommended that Members now agree to extend the age range of Hillside and Downs View schools to admit children from the age of 2.

6. THE CREATION OF THE NEW INTEGRATED HUBS FOR PUPILS WITH LEARNING DIFFICULTIES AND WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

6.1 As part of the wider SEND review, the LA proposed a reduction in the number of special schools from six to three through the creation of three 'hubs'. Two of these would be for pupils with complex learning difficulties in the east and the west of the city. The third hub would be to meet social, emotional and mental health needs and would link with the provision currently made in the Pupil Referral units. These proposals received widespread support in earlier consultations to reorganise special provision in the city. It is envisaged that each hub would offer a personalised approach to each child and their family and fully integrated services across education, health and care.

6.2 A table showing the current matrix of provision, with pupil numbers, is attached as **Appendix 4**

6.3 The table below shows the proposed creation of the new provision

Current Provision	Current Designation	New Provision	New Designation
Hillside Special School	SLD/MLD	Integrated Hub West	Learning Difficulties
Downs Park Special School	Complex Needs/LD		
Downs View Special School	SLD/PMLD	Integrated Hub East	Learning Difficulties
Cedar Centre Special School	Complex Needs/LD		
Patcham House Special School	Complex Needs	New Special Facility based in a mainstream Secondary School	Complex Needs
Homewood College	SEMH	Integrated Hub	SEMH
B&H PRU			
The Connected Hub			

Key
 * Merge to form 1 PRU
 SLD/PMLD – Severe/Profound & Multiple Learning Difficulties
 Complex Needs (LD) - Complex needs with Learning Difficulties
 SEMH – Social Emotional and Mental Health
 LD – Learning Difficulties
 SF – Special Facility

6.4 It is proposed that the hub for the west of the city would comprise Downs Park and Hillside special schools, and that for the east would be created from bringing Downs View school and Cedar Centre together. It is envisaged that the proposed extension of the age range of the west hub to 18 would deliver a broader range of opportunities for young people with complex needs, closely linked to local FE provision to complement that already made at Downs View Link College for those with the most severe and profound learning difficulties. The specific arrangements for the SEMH hub are separately referred to in paragraph 6.8

6.5 The vision for the hubs

The creation of the hubs is intended to bring the following benefits:

For the schools as a whole

- Joining up of key agencies in the planning, delivery and integration of services under a unified management approach
- Bringing together the combined strengths of the schools
- Better value for money in commissioning services and managing budgets
- Economies of scale and greater flexibility to make the most effective use of resources
- More flexible use of the sites of both schools
- Being able to offer greater flexibility in meeting the needs of pupils
- Being able to learn from good practice in LAs where similar changes have already happened

For the school leadership

- A larger school would allow recruitment to more attractive posts and help succession planning for high quality staff-particularly at a time of a shortage of specialist qualified staff
- A wealth of outstanding practice across both schools would ensure all pupils achieve their potential
- Increasing access to the curriculum and expertise and specialist staff that would be unaffordable to each school on their own
- A broader range of specialist staff
- One governing body across both schools would reduce the pressure on recruitment to governor vacancies
- Greater flexibility to respond to fluctuations in the numbers of referrals to the hub

For staff

- In future some members of staff could move or work across both sites, as part of their career development or talent sharing
- A broader and more sophisticated staffing structure would provide professional and career opportunities across the schools
- The opportunity to contribute to and learn from working within a more integrated team with professionals from all agencies
- Potentially more flexible working arrangements as what the new hub provides are extended

For the pupils and their parents

- Access to a broader and more exciting range of curriculum opportunities
- Support for families where children have very complex needs and challenging behaviour including in the home
- Wider options for children learning together - classes could be based on ability groupings, on individual personalised learning and on inclusive whole school activities
- A broader more inclusive peer group

- Minimum disruption to teaching and learning
- Access to health, social care and education staff working as one integrated team in one place to address the needs of children holistically
- A range of extended day opportunities based around each hub offering a wider curriculum and short breaks for families

6.6 Consolidation and efficiency

6.6.1 There are significant benefits to creating fewer special schools in the city, reducing the current number from six to three. Research into the limited comparative national data suggests the city has more than the average number of special schools in similar LAs and our special schools are on average smaller (*National statistics: Special educational needs in England: January 2016* (Table 10)). Many other LAs, including our most immediate neighbours, East and West Sussex, have already successfully integrated learning difficulty provision to create larger more sustainable provision. For example, Woodlands Mead in West Sussex opened in 2012 and has 250 places. The newly created South Downs Community Special School in East Sussex has 203 pupils. Currently large sums are being spent protecting the viability of two of the existing schools in Brighton & Hove and at a time when resourcing levels are under considerable scrutiny and pressure, this funding could be better spent differently and more effectively on the provision of services to the same population of children and young people.

6.6.2 There are multiple demands and pressures on the budget for children and young people with SEND which mean we need to find more efficient ways of working if we are to meet the needs of all children and young people with SEND going forward.

As a consequence of a higher than average number of special schools, there are inevitable additional cost associated with infrastructure and leadership and management, which could be managed more efficiently by consolidation of provision.

While some special schools are consistently over-subscribed, others have struggled to admit enough pupils to be financially viable without LA additional support. As a consequence of falling rolls for some special schools, the LA has had to find just over £1m in 'transitional protection' over the past five years effectively to help schools withstand a falling roll and enable them to balance their books. While we need our special provision to be financially viable, 'financial protection' is in reality much needed money that could have been used to meet the needs of children with SEN elsewhere. Under the most recent national funding formula for special schools, funding follows individual pupils in 'real time' and thus it is difficult for schools to be financially viable unless they can fill all their commissioned places and are of a sufficient size to withstand inevitable movements of pupils in and out of the school across the year.

6.6.3 New legislation (Children and Families Act 2014) has extended the age range for the maintenance of Education, Health and Care Plans (formerly Statements of SEN) for our most complex young people from 2-16 years to 0-25 years. There is also a

new requirement to create personal budgets for families and to improve the information, advice and guidance given to them. The new duties above are welcomed by the LA. However there has been no corresponding uplift in SEN national funding to LAs and this is creating an increasing year on year pressure on SEN budgets here and across the country.

Additionally a national rise in emotional and mental health problems for young people, with associated problematic behaviours, is leading to increased pressure on the provision we run for 'social, emotional and mental health' (SEMH) needs (formerly known as BESD – behavioural, emotional and social difficulties)

- 6.6.4 Thus, whilst the principle of this review has not been a cost cutting exercise, the intention has been to make savings from the economies of scale that would be achieved in management and back office costs across the new hubs, alongside savings generated from current funding allocated to transitional protection which would no longer be required. The total overall saving has been estimated at £700,000. It is anticipated that the closure of Patcham House will generate a saving of approximately £140,000 meaning that there would be a balance of approximately £560,000 - this being approximately 5% of the existing total special school budgets. A significant part of this would then be reinvested directly back into the Hubs in the form of increased health and therapy provision to improve the holistic education, health and care offer, family support and extended day activities.
- 6.6.5 There will also be some investment in the hubs for a limited range of additional 16-18 provision to meet complex and SEMH needs in partnership with local colleges.

6.7 **The proposed organisation of hubs for children and young people with learning difficulties**

There are two main ways in which the creation of the integrated hubs in the east and west of the city can be achieved.

- 6.7.1 **Federation:** A federation is a group of schools whose governing bodies decide to agree a formal partnership. Each school retains its own character, budget and performance tables. Federation has been used to describe many different collaborative groups, partnerships and clusters, both formal and informal. The federation can be 'hard' which requires a legal process in which a single governing body is formed for all the schools in the federation, or 'soft' which constitutes an extension of partnership and collaborative working. Under a 'soft' arrangement the governing bodies of all the schools maintain their independence and agree the terms of reference and membership of a joint committee, which meets separately from the governing bodies and acts as a channel for the exchange of idea and opinions. Any decision to federate is one for the individual school governing bodies to take, not the Local Authority.
- 6.7.2 **Merger:** A merger (or 'amalgamation') takes place when two existing maintained schools join together, creating a single school, with one Headteacher and one governing body. The legal process required to achieve a merger is for one of the

schools to close and the other school to enlarge (following the statutory processes as necessary) to accommodate the displaced pupils. It should not be regarded as a takeover, where one is wholly dominant and subsumes the other within it. The remaining school would retain its original school DfE number as it is not regarded as a new school. We recommend however that it should be renamed. This could ideally be led by suggestions from the pupils themselves.

6.7.3 **The options considered**

Informal ongoing consultation with stakeholders has focussed on the following range of options for the structure of the hubs:

6.7.4 *No change*

The option of maintaining the status quo was discounted because it would mean

- not acknowledging the support for change expressed during the consultation process
- not realising the vision for integration of service provision across the city and providing additional services
- a model of provision which does not reflect the current patterns of need or demand for places
- retaining too many small schools which will be financially unsustainable into the future
- difficulties in achieving any economies of scale

6.7.5 *Federation Model*

Creating the hub in the west of the city by the federation of Downs Park and Hillside, and that in the east by the federation of Cedar Centre and Downs View.

The implications of this option were actively considered and discussed with all parties, but also discounted because:

- it would not achieve the economies of scale in the terms of leadership, management and back office consolidation
- no sites would be released for either redevelopment or sale
- federation is a matter for individual governing bodies to decide upon and cannot be imposed by the LA – it also requires the unanimous agreement of the governing bodies concerned and there is not currently a unanimous view across governing bodies

6.7.6 *Merger Model*

Creating the hub in the west of the city by merging Downs Park and Hillside and that in the east by merging Cedar Centre and Downs View.

This is **the preferred option**, because;

- best value would be more easily achieved through streamlining and consolidating management structures, back office support and premises.
- it is similar to newer models of best practice around the country
- some sites could be released for sale or redeveloped in due course

- creating two hubs that have parity of provision in the east and west of the city gives the pupils the best continuity of education from 2-19+ and promotes balance in terms of parental preference and admissions
- there would be greater economies of scale when commissioning health and care services
- each hub will be able to provide a holistic package of support for pupils and their families though closer links with social care provision including local respite and short breaks provision
- the two hubs would be have sufficient pupils to guarantee financial viability in the future

6.7.7 Options for expansion and closure to achieve the merger

The changes to create the hubs would follow the process outlined in paragraph 6.7.2. Given that the LA aspires for all three hubs to offer outstanding provision, it is envisaged that for the proposed merger of Hillside/Downs Park, Hillside would be the school to remain open and be extended. For the hub in the east of the city, the school to remain open and to be extended would be Downs View. These decisions are based on Hillside and Downs View's consistent record of achieving an outstanding judgement in three successive OFSTED inspections. The LA recognises the sensitivity in `closing` any school and wants to reassure the community that the places for their children remain and this is the technical means only to make the changes proposed.

The new hubs would be renamed to create a new identity and signify a new beginning. Both Downs Park and Cedar Centre are well respected, successful schools rated as good by OFSTED, and the process to create the new hubs is in no way any comment on their value, but a way forward which will not result in any reduction in the number of school places and ensures that the needs of pupils continue to be met appropriately with minimum disruption.

6.7.8 The draft consultation paper for the proposed mergers is attached as Appendix 5.

6.8 The integrated hub for pupils with social, emotional and mental health needs

6.8.1 The city's intention has been to reconfigure existing provision made for those pupils with social, emotional and mental health difficulties, founded on the existing Homewood College, the Pupil Referral Unit situated at Lynchet Close and the Connected Hub situated at Tilbury House in order to create the new integrated hub for this vulnerable group.

6.8.2 The review consultation showed that there is a consensus that the principle of an integrated hub for children with SEMH is sound. The challenge for the Local Authority in discussion with stakeholders has been how to achieve this change within an appropriate statutory framework.

- 6.8.3 In order to create the new hub it is proposed that the Local Authority maintains the current provision at Homewood College, merges the two existing PRUs into one, and operates both provisions under the oversight of an executive Headteacher. It is not necessary to follow the same statutory processes set out in school reorganisation legislation to achieve a merger of the two PRUs, as PRUs do not come within the definition of maintained schools, and are not therefore within the scope of the legislation. However the local authority still remains under an obligation to carry out a consultation exercise on the proposed merger of the PRUs with those who are likely to be affected.
- 6.8.4 It will be key to develop or extend care, health and other services as part of the hub's offer, which could be either provided on-site or made available as part of a more coordinated and cohesive package of support planned around the needs of the pupil and family. These will complement the more innovative curriculum to ensure that the needs of every pupil are met and they can achieve their potential.
- 6.8.5 The possibility of a special facility within the SEMH hub is currently being explored, which would be designed to meet the needs of those very vulnerable students whose mental health and social communication needs preclude access to the wider school environment.
- 6.8.6 A proportion of the £5 million capital funding that has been secured to develop the new hubs will be used for a major uplift and refurbishment of the Homewood site to improve the facilities and curriculum offer in the new hub. The plans for development of the site will also explore options to include a more integrated adolescent service including social care, health and possible accommodation all co-located. The Homewood site will need to be supplemented by the use of other sites to enable the full range of SEMH needs to be met.

7. UPDATE ON OTHER AREAS OF THE REVIEW

7.1 Integrated provision

The vision for the three new hubs has at its heart integrated provision for children and young people, where services are planned and delivered by staff working together to help children with the most complex needs achieve their potential. £300,000 has been set aside for the 2018/19 financial year to increase the contribution already made by health, so that an enhanced health and therapy offer can be designed as part of a multi-professional team working within each hub.

7.2 New Special Facility (SF)

The LA has sought expressions of interest from mainstream secondary schools in the city to host a new special facility which would take up to 20 pupils with complex needs. These pupils would have Education, Health and Care plans and would require special arrangements over and above those normally made by a mainstream school but would also be able to access the full range of curriculum and other opportunities available in a mainstream school. The new special facility places would attract funding per place similar to that of a special school and would add to

capacity for inclusive provision to that already provided by the high quality and popular provision at other special facilities in the city.

The expressions of interest received were followed up with a visit to each school. Schools will now be invited to submit a formal bid to host the new SF with a view to a decision being made by the end of June 2017. The LA has drawn up some criteria which will be used in the decision making process to decide the host school for this new provision. It is intended that this new provision will open in September 2018.

7.3 Post 19 provision

7.3.1 Provision has already been developed through Downs View Link College for those students with complex needs beyond the age of 19. This arrangement is to be taken further forward through partnership arrangements with Metropolitan College (comprising the newly merged City and Northbrook College).

7.3.2 Currently all post 16 provision for those with the most complex needs is managed by Downs View. However, it is intended that all three hubs also develops post 16 provision, so that some pupils with complex needs and SEMH can benefit from extended school provision post 16. Downs View Link College would continue to be the provider of education for children from across the city until more severe, profound and multiple learning needs.

7.4. Early years

7.4.1 The review of early years provision for very young children with special educational needs and disabilities proposed that an inclusive integrated nursery with specialist health and care facilities on a mainstream nursery site should replace the current part-time specialist provision based at the Jeanne Saunders Centre and Easthill Park.

7.4.2 An options appraisal was carried out to determine the suitability of the sites available for siting specialist provision for very young children with SEND. This considered their location, access, and building/reprovision costs. Three possible locations were actively pursued. Discussions with senior leaders at each location were followed by a site visit with colleagues from the Property team. However, the challenging issues which surfaced in relation to each of these options are leading to the conclusion that a more creative solution needs to be developed to enable the city to continue to offer specialist support to very young children whose parents opt for a mainstream placement. It is proposed that a feasibility study on the suitability of sites identified for the new integrated nursery be carried out.

7.4.3 The extension of the age range of Hillside and Downs View will also increase the range of options that parents can consider if their child has significant special educational needs or a disability identified at an early age.

- 7.4.4 Negotiations have begun to engage the Charity Commission in the options for the re-provision of the assets currently invested in Penny Gobby House, the base for the Jeanne Saunders Centre.

8. COMMUNITY ENGAGEMENT & CONSULTATION

- 8.1 The ongoing engagement of the community at all levels both informally and formally has been one of the tenets of the review. Feedback from consultations events and other engagement activities has shown widespread support for Brighton & Hove's vision for SEN and Disability in the city.
- 8.2 The vision for the SEND review work was developed in partnership with key stakeholders:

Vision for SEN and Disability in the city

Brighton & Hove is committed to ensuring that all our vulnerable children and young people have the very best start in life and the best possible outcomes as they move into adulthood. Our vision is to provide inclusive fully integrated disability, care, health and education services of high quality to children and young people with special educational needs and disabilities, including behavioural, emotional and mental health difficulties. Services will be personalised to each child and family. Families will have as much choice and control over services and provision as possible. Streamlined well-integrated systems and efficiencies will enable the vision to be achieved within the value for money framework which the council is required to operate

- 8.3 There is wide representation of stakeholders across the governance, management and stakeholder arrangements for the review. A summary of this is attached as **Appendix 6**. A strength of the process has been the wish to use the experience, expertise and skills of wide range of stakeholders, including young people, parent/carers, and professionals from all agencies, including the voluntary sector.

9. CONCLUSION

Following a very extensive process of debate and consultation on the whole area of SEN and disability that began in 2014, changes are proposed in this report which would see our current six special schools and two Pupil Referral Units merge to form three integrated hubs. The vision is for these hubs to be centres of excellence offering education, health, support to families and extended day/ short breaks on site to our most vulnerable young people with SEND and their families.

10. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 10.1 The recommendations included in this report have implications for both revenue and capital funding.
- 10.2 The proposals state that the intention is to retain at least the same number of specialist placements for children with SEN and disabilities but to re-structure and re-organise provision. This approach will safeguard Dedicated Schools Grant (DSG) high needs block funding levels whilst, at the same time, delivering greater economies of scale resulting in reduced unit costs.
- 10.3 In particular, the plan to integrate provision will facilitate savings in revenue budgets relating to management and administration, and premises. Analysis of special school budget plans for 2016/17 has identified approximately £2.9m is currently spent in these areas and the proposals in the report seek to save £700,000 over a multi-year period starting in 2017/18. The reduction in costs and integration of provision will mean that the unit values for top-up funding in special schools will need to be reviewed and applied in accordance with the Government's operational guidance and the Schools and Early Years Finance Regulations.
- 10.4 It is anticipated that the closure of Patcham House will generate a saving of approximately £140,000 meaning that there would be a balance of approximately £560,000 - this represents 5% of the existing total special school budgets. A significant part of this would then be reinvested directly back into the Hubs in the form of increased therapy provision to improve the holistic education, health and care offer.
- 10.5 The proposal to integrate provision for children and young people with an Education Health and Care plan will allow more effective use of resource across the council's general fund, the DSG and joint-commissioning with partners in health. It will be necessary to ensure that the proposals are compliant with the relevant funding regulations, particularly should DSG funding be extended to support provision currently being delivered through core council funding.
- 10.6 In order to facilitate the necessary property changes a sum of £5m has been set aside in the capital programme to support the SEND review. The disposal of any surplus assets identified under this review may potentially generate capital receipts. Those receipts, less any disposal costs, will be ring-fenced to support capital investment through the Council's Capital Investment programme to enable the adaptations and improvements to the new provisions. The balance of receipts after the initial ring-fencing will be used to support the council's future corporate capital strategy.

Finance Officer Consulted:

Steve Williams

Date: 31/01/17

Legal Implications:

- 11.1 In order to achieve any reorganisation of provision the council must comply with School Organisation legislation- the Education and Inspections Act 2006 (EIA), associated regulations, and statutory guidance published by the Department for Education. Both the legislation and guidance set out the steps which the council must take before making any decisions on proposals to reorganise school provision.
- 11.2 **Patcham House School-** A formal consultation exercise has now been carried out with all interested parties. If the decision is taken to proceed with the proposed closure following this consultation, statutory notices must be published. There will then follow a period of four weeks within which any person may comment or object to the proposal. At the end of this representation period a decision on closure will need to be taken by the Children and Young People and Skills Committee within two months.
- 11.3 **Hillside and Downs View Special Schools** –A decision must now be made on the proposal to extend the age range of these two schools. The EIA 2006 sets out who decides proposals for prescribed alterations to schools. In the case of these proposals the decision is to be taken by the LA. The Children, Young People and Skills Committee will act as the Decision Maker for the Local Authority.
- DfE “Guidance for Decision-makers” (April 2016) provides that the decision maker must be satisfied that the appropriate fair and open consultation and representation period has been carried out and that the proposer has given full consideration to the responses received. The decision maker must consider all the views submitted, including all support for, objections and comments on the proposal.
- 11.4 **The Integrated Hubs-** In order to achieve the creation of the Integrated Hubs East and West it will be necessary to close Downs Park and Cedar Centre special schools and expand and redesignate Hillside and Downs View special schools. A formal consultation period must now take place on the proposals. How the consultation is carried out is not prescribed in the legislation, it is for the Local Authority to determine its nature and length. However the DfE Guidance “Opening and Closing maintained schools” (April 2016) recommends that it should last for a minimum of six weeks and if possible should avoid school holidays. The outcome of the consultation will be brought back to CYPS committee for a decision whether to proceed with the proposals and publish statutory notices.
- 11.5 **Integrated Hub for Social Emotional Mental Health needs-** Pupil Referral Units are not covered by the school organisation legislation therefore merger of the two PRU’s does not require the Local Authority to follow the same statutory procedures as required for the reorganisation proposals set out above. The Local Authority does however need to conduct a consultation exercise on the proposed merger, both with local schools and with existing pupils/parents before a decision can be made.

Lawyer Consulted: Serena Kynaston

Date: 17/02/16

Equalities Implications:

12. An Equalities Impact Assessment was compiled at an earlier stage of the SEND review and is being updated regularly as the proposals go through consultation.
- 12.1 The key points raised during consultation on the closure of Patcham House have been addressed in Section 4 in the main body of the report above with the summary of consultation responses attached as Appendix 2. These include:
 - Maintaining ratios of class staff to pupils
 - Maintaining or slightly increasing numbers of places
 - Maintaining specialist provision to meet the needs of different groups of people
 - For year 9 students at Patcham House school, working with them and their families to identify alternative provision through a personalised pathway
 - Creating new specialist provision or reshaping existing facilities to better meet needs.

Sustainability Implications:

13. A key driver in these proposals has been the sustainability of special provision. Some schools have become too small to survive financially without year on year additional funding. These proposals consolidate and streamline provision to create a sound and secure leadership and financial model for the future.

Risk and Opportunity Management Implications:

14. Risks have been noted in the directorate plan with mitigating actions.

Public Health Implications:

15. The creation of hubs, offering greater health support and extended day activities, plus more support for families in need, will help improve public health and wellbeing and reduce inequalities.

Corporate / Citywide Implications:

16. These proposals are fully in line with the priorities in the council's corporate plan as they relate to children and young people. Principally they address the development of strong multi-agency integrated partnerships and the provision of the right preventative support to children and families.

SUPPORTING DOCUMENTATION

Appendices:

Appendix 1

Revised timeline

Appendix 2

Feedback on the formal consultation phase re the proposal for the closure of Patcham House School

Appendix 3

Statutory information and statutory notice for the closure of Patcham House

Appendix 4

Table showing Brighton & Hove's current special provision.

Appendix 5

Draft consultation paper on the creation of the new integrated hubs

Appendix 6

Summary of governance and management arrangements for the SEND review

Appendix 7

Glossary of terms

Appendix 1 – Revised timelines

Timeline for lowering the age range of Hillside & Downs View special schools

Timescale	Action
<i>February – 22 April 2016</i>	<i>Phase 1 - Open engagement phase</i>
<i>6 June 2016</i>	<i>Committee asked to approve formal proposals for public consultation</i>
<i>6 October 2016 – 2 December 2016</i>	<i>Phase 2 - Public consultation phase</i>
<i>16 January 2017</i>	<i>CYPS Committee to make decisions on proposed changes and the publication of statutory notices to implement the lower age range for Hillside and Downs View</i>
<i>20 January 2017</i>	<i>Publication of statutory notice for the lowering of age range for Hillside and Downs View</i>
<i>20 January – 17 February 2017</i>	<i>Phase 3 – Representation period on lower age range for Hillside & Downs View</i>
6 March 2017	CYPS Committee to make final decision on the lowering age range of Hillside & Downs View CYPS Committee
<i>1st September 2017</i>	<i>Implementation of lowering the age ranges of Hillside & Downs View</i>

Timeline for proposed closure of Patcham House special school

Timescale	Action
<i>February – 22 April 2016</i>	<i>Phase 1 - Open engagement phase</i>
<i>6 June 2016</i>	<i>Committee asked to approve formal proposals for public consultation</i>
<i>6 October 2016 – 2 December 2016</i>	<i>Phase 2 - Public consultation phase</i>
6 March 2017	CYPS Committee to approve publication of statutory notices for the closure of Patcham House
<i>17 March 2017</i>	<i>Publication of statutory notice for the proposed closure of Patcham House</i>
<i>17 March – 14 April 2017</i>	<i>Representation period for closure of Patcham House</i>
<i>12 June 2017</i>	<i>CYPS Committee to make final decision on the closure of Patcham House</i>
<i>31 August 2018</i>	<i>Closure of Patcham House</i>

Appendix 1 – revised timelines cont.

Timeline for the proposed creation of the two integrated hubs in the east and west of the city for those with learning difficulties and the citywide hub for those for social, emotional and mental health needs

Timescale	Action
<i>February – 22 April 2016</i>	<i>Phase 1 - Open engagement phase</i>
<i>6 June 2016</i>	<i>CYPS committee given feedback from initial open engagement phase</i>
<i>July 16 – February 17</i>	<i>Extended period of consultation on the creation of Integrated Hubs East, West and that for social, emotional mental health needs</i>
6 March 2017	CYPS Committee asked to approve proposals for formal public consultation
13 March – 8 May 2017	Phase 2 - Formal consultation period on creation of Integrated Hubs East, West & that for social, emotional and mental health needs
12 June 2017	CYPS committee given feedback on formal consultation period and make decision whether to publish statutory notices for creation of Integrated Hubs East, West & that for social, emotional and mental health needs
23 June 2017	Publication of statutory notice periods
23 June - 21 July 2017	Phase 3 – Representation period for creation of Integrated Hubs East, West & that for social, emotional and mental health needs
18 September 2017	Final committee decision on creation of Integrated Hubs East, West & that for social, emotional and mental health needs
18 September 2017 – August 2018	Planning for the creation of the Integrated Hubs
September 2018 - July 2020	Implementation phase for the new hubs

Appendix 2

Special educational needs and disability (SEND) review

Feedback on the formal consultation phase re the proposal for the closure of Patcham House school

1. Introduction

The Local Authority conducted a formal consultation in respect of a number of elements of the reorganisation of special provision in Brighton & Hove. The period of consultation ran from 6th October until 4th December. This report provides information about the process of the formal consultation in relation to Patcham House and summarises the feedback on the proposals gathered during that period.

2. Consultation process

- 2.1 This phase consultation began on 6th October 2016, after the Children Young People and Skills Committee approved the process and timeline for this stage. This included:
- Designing a bespoke consultation plan for the proposals, to ensure that stakeholders have the opportunity to participate
 - Publishing a formal consultation paper with key questions to consider
- 2.2 The consultation was promoted through:
- The council website
 - Social media
 - The Local Offer
 - The schools' bulletin
 - The Wave
 - Amaze and Parent Carers' Council communications with parents
 - Patcham House School's communication channels
- 2.3 Feedback was invited:
- via the Council's consultation portal
 - via email,
 - in writing
 - and by leaving a voicemail on a consultation line
 - via personal telephone contact
- 2.4 For all proposals, respondents were asked two questions and were offered the opportunity to add their specific comments at the end of each question and more generally at the end of the consultation questionnaire.
- 2.5 Throughout the consultation we reviewed the number and range of responses in order to make sure that all groups were represented in responses and that everyone was aware of the consultation process.

3. Consultation arrangements for Patcham House

- 3.1 For this period of consultation a consultation plan was agreed with the Interim Executive Head of the CDP Federation. The following actions were agreed;
- A meeting with Patcham House staff, Assistant Director of Health SEN & Disability and HR representative from BHCC
 - Interim Executive Head to collate and submit feedback from staff
 - Consultative meeting with Unions
 - Patcham House Tutors to encourage students to respond via the online portal in tutor time
 - Council officers to call individual parents identified via Patcham House as willing to participate in telephone discussion
 - Patcham House to send text reminders to parents to encourage parents to submit their views via the online consultation portal,
 - A council officer to meet with students at the School Council meeting

4. Process for analysing responses

- 4.1 To analyse results volunteer parent and voluntary sector representatives joined officers to review the feedback from the consultation using an agreed framework to identify themes and record significant issues for further consideration
- 4.2 The information provided as part of this report is both statistical and from comments made by participants in the engagement period. From initial discussions with stakeholder groups it was clear that there was more interest in the comments than the statistical data. As a result this has been revisited and more information provided in the body of the report

5. Feedback

- 5.1 Respondents were encouraged to participate via the council's online portal but were also able to respond via email or a voicemail service. Both the email and the voicemail service were specifically created for SEND Review consultations and will continue to be open for the length of the review
- 5.2 105 responses were submitted via the online portal and the quantitative data in this report reflects these responses. Of the 105 respondents 6 identified as representing an organisation or group and 99 responded as individuals

		Frequency
Valid	No response	
	As yourself	6
	Representative of an organisation or group	99
	Total	105

- 5.3 The Feedback summarised in this document also reflects;
- Any written responses

- Any email responses received additionally were analysed and this was added to the bank of comments in the summary section at the end of this report. Feedback from telephone contact with parents and consultation events has been treated similarly.

5.4 There has been a wide range of respondents and this is demonstrated in the chart below. It is important to note that people could identify with more than one group or choose to not select a group at all. So the chart below should be viewed as the range of respondents.

Yourself: Please tell us in what capacity you are responding by ticking the box that you most identify with.	
	Frequency
Parents and carers	22
School staff	24
Children and young people	19
Special and mainstream schools	14
Residents	6
Local Authority staff	5
Early years providers	2
Sussex Community Trust	2
Further education colleges	1
Public health	1
Governors	1
Sussex Partnership Foundation Trust	1
The Roman Catholic Diocese of Arundel and Brighton	1
Trade Unions	1
No response	7
Other organisation or group: Speech and Language Therapy	1

5.5 The groups represented included; children & young people, parents & carers, special & mainstream schools and Sussex Community Trust.

Please tell us which group or organisation you are representing.		
	Frequency	
Valid	Children and young people	1
	Early Years Providers	1
	Governors	1
	Parents and carers	1
	Special and mainstream schools	1
	Sussex Community Trust	1
	Total	6

5.5 Consultation Portal Feedback

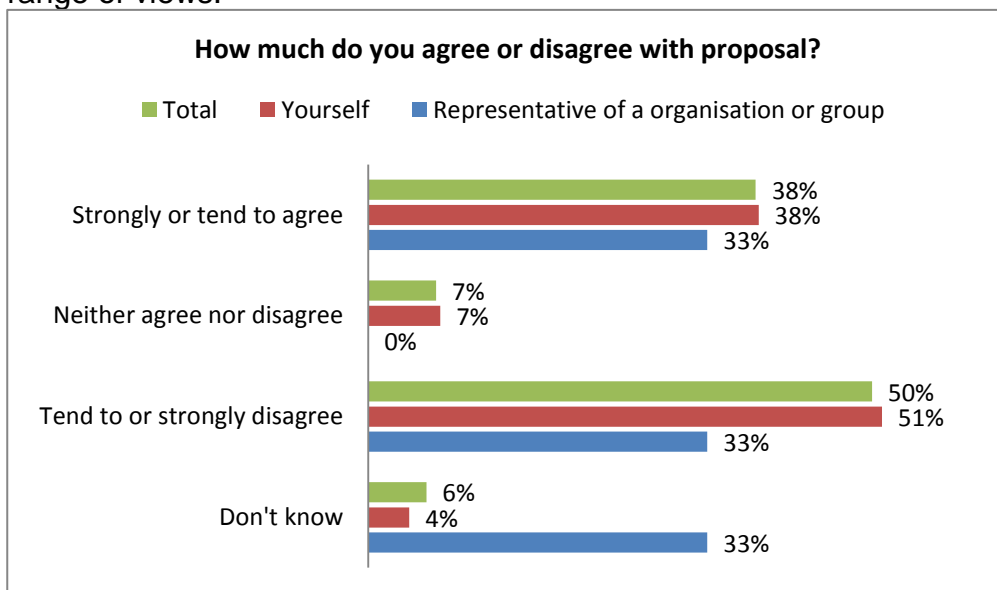
5.5.1 The following question was posed to consultees:

Patcham House has offered good and valued education and support for pupils with complex needs for many years. However in recent years, the number of pupils needing a place at the school has declined significantly. Almost all of the 20 remaining pupils are in their final two years of school. As a result it has become very difficult for the school leaders to balance the books without substantial extra funding from the Local Authority each year. This extra funding is very much needed to support pupils with SEN and disabilities elsewhere in the city. The proposal therefore is that Patcham House School for children with complex needs closes in July 2018. There are currently 20 pupils at the school and by closing the school in July 2018 almost all current pupils would finish their education at the school prior to closure. The small number of pupils in the current year 9 would be found high quality alternative provision following close consultation with their families.

It is proposed that a new secondary mainstream special facility (SF) would open in September 2018 for a similar number of children with complex needs (location to be agreed). This new Special Facility would complement the SFs already offering popular high quality specialist provision at Brighton Aldridge Community Academy, Longhill School and Hove Park School. Special facilities are units within mainstream schools for children with a variety of complex needs who might otherwise need a special school place. They offer specialist teaching and protected arrangements for more vulnerable pupils but also opportunities for accessing a mainstream curriculum and inclusive opportunities within and beyond the school day.

Summary of responses

This proposal was positively supported by 38% of individuals and 33% of the groups represented. There are a number of people that 50% of individuals and 33% of the groups disagreed with the proposed closure of the school, with the rest of respondents answered undecided/don't know. The chart below demonstrates the range of views.



Comments from positive respondents;

- Reflected an understanding of the school's current unsustainable position
- Supported the move to make provision for children in a bigger setting or to be part of the larger mainstream community.
- Referred to the need for students to access a broader curriculum than a school the size of Patcham House can currently offer
- Commented on the wisdom of recognising the financial realities and acting on them

Comments from negative respondents

- Expressed concern about the size and structure of the alternative provision
- Worried that pupils who struggle in large settings will not be offered a suitable alternative
- Foresaw greater likelihood of bullying and segregation from other pupils
- Stated how much they had valued Patcham House staff and wanted reassurance that their skills and expertise would not be lost to the city.
- Queried why the option of greater investment in the school to make it financially viable had not been the preferred option

Comments reflected an appreciation of the council's general need to use resources wisely, although suspicions remain about the proposal being a cost cutting exercise. A small number sought reassurance that other options had been explored (i.e. collaboration with neighbouring LAs). There was a balance of points related to inclusion- some preferring a small school environment and others feeling that children need to learn to be part of the larger mainstream community.

It is clear from their comments that a large majority of respondents considered the launch of a new Special Facility as the direct alternative to Patcham House. A small number suggested that further information about how the new special facility would work might give them greater confidence in the new provision

Key Quotes

"There are many pupils who for whatever reason cannot attend a large mainstream school, even if in a unit if this still requires them to access large parts of their week in the main body of the school"

"Delighted that you are being bold and are stopping propping up a school which is now not essential in the city. Nice to see that you are thinking about how your decision will affect individual children and making plans for each one"

"The numbers at Patcham do not warrant keeping the school open. However, it is not clear whether the new secondary facility would provide for current Patcham House students and their range of complex needs, or for a different cohort of children."

"When schools are so small, it is really tough to be able to offer every student the range of curriculum options that match their SEN and interests."

“Patcham House has provided outstanding provision for an ever increasing range of complex needs; it has risen to every challenge in a way that might not be possible in a mainstream school with a unit.”

“Think the need for a school like this is still very vital and needed”

“Vulnerable students can find the size of a mainstream school very difficult to cope with”

“there will always be some children that require specialist education delivered by staff with expertise and within a space that is fit for the needs of the children”

“I think the proposed new facility will need to have clear admissions criteria for which students it will be able to support effectively in consultation with the staff who work in the facility”

6. **Feedback from other consultation activity**

- 6.1 Comments that were raised as part of the online portal and analysed above have not been repeated in this section below. The section below summarises additional comments that were noted as part of the wider engagement plan agreed in 3.6.1
- 6.2 The Assistant Director, SEN, health and disability, along with a senior HR business partner met with Patcham House staff, including union representatives) on Wednesday 9th November. A number of issues arising from the meeting were later also clarified by email. This meeting was the commencement of an ongoing consultation with staff. Key points included;
- Concern that Patcham House has not been included in the integrated SEMH Hub
 - Questions on what will happen to pupils who would have attended Patcham House in the future
 - Suggestion on the need to bring back pupils from agency schools
 - Clarity requested on the staff for the new Special Facility
 - Clarity wanted in redeployment opportunities and loss of skills
- 6.3 The school had kept parents informed via their usual communication channels of the proposed changes and the consultation process. As pupils attending Patcham House live across the breadth of the city, discussion with the school’s executive head teacher resulted in the LA taking a more bespoke approach to engaging parents to ensure they had the chance to give their views. The school asked parents to volunteer to take part in a telephone discussion. Parents of 11 of the 22 registered pupils volunteered. During the discussions, it emerged that the majority of parents had already responded via the online portal.
- 6.4 Almost all parents opposed the closure of the school, and had valued the educational experience it had offered to their child. The main points raised centred around:
- The ability of a small school like Patcham House to offer personalised support and a curriculum matched to individual need

- Good staff/pupil ratios, with keyworkers who know the children well
- The impact of the traumatic experience of failure in previous placements had been difficult to manage
- The need in the LA for specialist provision for children on the autistic spectrum
- Anger at the proposed closure, but an appreciation that its timing would enable the vast majority of current pupils to complete their education there.
- The school's challenge to provide effectively for a wide range of competing need within very small classes (those who need stimulation alongside those who need a calm routine)
- The gender imbalance had presented challenges with such small numbers (increasingly fewer over time and currently only one female pupil)
- Understanding of the need for the council to use available resources wisely
- Support for the concept of wider multiagency hubs to be developed in the city, to provide the broader range of support that pupils need and an acknowledgement of the challenge to afford these

Copies of the discussion notes have been made available to Members.

6.5 A meeting of the School Council, open to all pupils, was held on 5th December. Eight pupils from Years 9-11 attended. All pupils present were unhappy about the proposal to close their school. They wanted to highlight the strengths of their school, which can be summarised as:

- The school's ability to flex to accommodate the needs of individual pupils for time out, withdrawal, avoiding sensory overload and relieving anxiety.
- A creative curriculum offer, which they appreciated and helped them achieve their long term goals
- The school's drive to increase their independence (travel training, life skills)
- Positive relationships with staff who know them well
- Specialist expertise of the staff
- A small school, in contrast to large size of mainstream schools where there is less structure

6.6 A note of the meeting has been made available to Members.

Appendix 3

Full statutory proposal information for the closure of Patcham House Community Special School

1. In accordance with section 15 (1) of the Education and Inspections Act 2006 Brighton & Hove City Council proposes to close Patcham House School with effect from 31st August 2018.

Local Authority (LA) details:

Brighton & Hove City Council
Hove Town Hall
Norton Road
Hove BN3 3BQ

School details:

Patcham House Community Special School
7 Old London Road
Patcham
Brighton & Hove City Council BN1 8XR

Patcham House is a registered community special school which currently makes day provision for boys and girls aged 11-16 with complex needs.

- 2. Implementation plan:**

It is proposed to close Patcham House School in August 2018. By this time, nearly all the pupils will have completed their Key Stage 4 education. Discussions will be held with the parent/carers of the very small number of remaining students, who would potentially complete Year 9 in July 2016 to plan their transfer to alternative provision at a time appropriate to their needs and taking into account parental preference.

- 3. Reasons for Closure**

Patcham House is one of the city's six special schools. It makes provision for students with a range of complex needs, including autistic spectrum conditions, speech, language and communication needs, mental health and other medical needs. All students have an Education, Health and Care plan (EHCP). Its students come from across the city. One student from a neighbouring Local Authority has also been placed at the school. It occupies a compact site in a residential area to the north of the city.

The school has in the past been a valuable asset to the city's provision for children and young people with special educational needs and disabilities. It is currently rated as good by OFSTED. However, in the Local Authority's drive to create a better, more holistic and sustainable service for the future, it needs to ensure that it has the right provision in the right place at the right time for all of the city's children with special educational needs and disabilities (SEND), whose needs the Local Authority must

now meet up to the age of 25, to comply with the new Children and Families Act 2014.

Thus there are a number of reasons for making this change within the timeframe given:

The demand for places in the city's special schools has changed over time.

Brighton & Hove is able to commission sufficient special school places across the city as a whole. However, some of the city's special schools are oversubscribed. Others, like Patcham House, struggle to admit sufficient students to be viable. The numbers in recent years have been reducing and it is now struggling to provide a broad and balanced curriculum. Many students who would in the past have attended Patcham House are now attending mainstream schools, either in the main body of the school or within a special facility. The Local Authority has given a commitment to parents that the overall number of places for pupils in special provision across the city will not decrease as a result of this proposed closure.

The Local Authority is also considering developing a new special facility, more inclusive provision which, although not a direct replacement for that provided at Patcham House, will extend the range of options to meet the diverse needs of vulnerable students who academically are able to access a mainstream curriculum, albeit with significant modification, support and intervention. This supports the core principles of the SEND review.

Date	Commissioned place numbers	Actual numbers	Boys	Girls	KS3	KS4
2012	46					
2013	36					
2014	40	36	30	6	17	19
2015	38	32	26	6	12	20
2016	20*	22	20	2	2	20
2017	10	10	9	1		10
July 2018		2	1	1		2

Diagram 1

**Since the consultation period began, admissions to key stage 3 have been restricted*

The Local Authority needs to make best use of its money

Patcham House has become very small and is not financially viable without significant transitional protection from the Local Authority. Over the past five years, the Local Authority has had to allocate an additional £580,000 of transitional protection to the school to enable it to balance its budget. In the current financial year, its core school budget of £604,462 includes £150,000 of subsidy. This subsidy is not sustainable and is not an effective use of resources.

The council is committed to reinvesting any funding which becomes available as a result of the closure of Patcham House into other services to meet the needs of children and young people with special educational needs and disabilities.

The Local Authority wants to develop more integrated services to improve the range of high quality provision available to the city's most vulnerable pupils

Children with complex needs in special provision need additional help from professionals in health and social care. Many parents tell the Local Authority that this is best provided where staff can work better together in a more integrated way. This is also what the new Children and Families Act 2014 expects Local Authorities to do. To be able to achieve this, Brighton & Hove needs to create economies of scale which are not possible at a school with so few students.

4. Patcham House in the context of wider review and change within the city

All Local Authorities have a statutory responsibility to keep SEND provision under review in order to be able to respond to the changes in need amongst the population of children and young people with these needs.

In 2014, Brighton & Hove City Council conducted a wide ranging review of its services for children with special educational needs and disabilities. The integrity of this review was overseen by a high level strategic Governance Board, and included parent/carers and young people, in line with the Local Authority's commitment to engage parents and young people effectively at all levels of strategic and decision making forums.

The process of consultation included a range of events for young people, parent/carers, education, social care and health staff, voluntary organisations alongside the opportunity, alongside the wider public, for them to submit views via the council's online consultation portal.

The outcome of that consultation was reported to the Children, Young People and Skills Committee and the Health and Wellbeing Board in February 2015. (Appendix 1 gives the link to this document) Recommendations emerging from the review centred around securing improvements in:

- Joint commissioning
- Integrated service delivery
- Support for families with disabled children
- Learning Support for children with SEN
- Transition to adulthood
- Emotional and mental health

Three project groups were established for each of the three areas of the proposals, notably provision for
Learning difficulties (LD)
Social emotional and mental health (SEMH)
Early years (EY)

(At a later date a parallel group was created for post 16 provision)

Each group consisted of a broad range of stakeholders who would be affected by the changes in some way and who together had a breadth of expertise and experience to support the LA in its intention to co-produce specific options for change on which to formally consult. The range of membership is can be found in the link at Appendix 2

In November 2015, a joint meeting of the Children, Young People and Skills Committee and the Health and Wellbeing Board (Appendix 3 gives the link to this document) gave approval to an engagement process with key stakeholders (the link to these minutes can be found at Appendix 4). The focus for this informal consultation was to reorganise special provision and Pupil Referral Units (PRUs) and to integrate education, health and care provision in special schools. The purpose of this was specifically to make the system more efficient and financially viable into the future, by the consolidation of the city's six special schools, one of which is Patcham House School, and two PRUs to form three integrated special provisions (hubs) across the city.

This engagement phase included:

- a consultation paper with key questions to consider
- public meetings and individual meetings as requested
- all meetings being recorded

The engagement exercise was promoted through:

- The council website and the Local Offer
- The schools' bulletin
- The Wave
- Health services' own internal communication channels
- Amaze communications with parents
- School newsletters

Direct communication with voluntary and community groups working with children and young people with specialist educational needs and their families

Feedback was also invited:

- via the Council's consultation portal
- via email,
- in writing
- and by leaving a voicemail on a consultation line

Members of the project groups were also able to maintain a link between stakeholder groups and the Local Authority's thinking.

The report on the outcome of the open engagement phase to Children, Young People and Skills Committee in June 2016 (the link to this document can be found at Appendix 5), showed that those who had been consulted included:

- Children and young people
- Parents and carers

- Special and mainstream schools
- Further education colleges
- Early years providers
- Teachers and other staff at the schools
- Local Authority staff
- Public Health
- The Clinical Commissioning Group
- Sussex Community Trust
- Sussex Partnership Foundation Trust
- Governors
- Trade Unions
- Local Community groups
- Neighbouring Local Authorities
- The Anglican Diocese of Chichester
- The Roman Catholic Diocese of Arundel and Brighton
- The Police Authority
- Neighbouring Local Authorities or any which maintain a statement of special educational needs or Education, Health and Care Plan (EHCP) in respect of a registered pupil at the school
- Local Members of Parliament

Feedback from the consultation is included in the document at Appendix 5.

At their meeting in June 2016, the Children, Young People and Skills Committee reviewed the feedback from the engagement phase, which showed strong support from all stakeholders on the principles behind the review

At the committee meeting on 3rd October 2016 (the link to this paper is in Appendix 6), a number of different options were considered to help achieve the Local Authority's vision of integrated provision in the light of the feedback from the consultation:

One of the options considered was to continue with the status quo of maintaining six small special schools and two Pupil Referral Units. This option was rejected as the matrix of needs has changed over time and there is no longer sufficient demand for some settings while other schools are oversubscribed. This leads to some schools becoming too small to run a full curriculum and to the Local Authority needing to provide significant amounts of 'protection' funding to keep schools afloat when this money is urgently needed for children with SEND elsewhere in the system.

This is particularly the case with Patcham House School, which has historically provided a good education to vulnerable pupils, but which has had a falling roll over a number of years as shown in diagram 1. The pupils that Patcham House School caters for have similar needs to those who are now successfully placed in the special facilities such as the Swan Centre at Brighton Aldridge Community Academy (BACA) and Phoenix Centre at Hove Park School. Greater inclusion has meant that schools like Patcham House School (whose original designation was to cater for 'delicate' pupils) have generally closed over time across the country.

There was a consensus that the principle of integrated hubs for children with learning difficulties, including those with SEMH was sound. To that end the Local Authority decided to explore further the appropriate model to achieve this integration, whether by merging the special schools or recommending that they federate under a single governing body. Thus at their meeting on 3rd October 2016 (minutes can be accessed via Appendix 7), Members agreed that that should be the subject of further consultation before formal proposals are presented. However, for children with social, emotional and mental health difficulties, Homewood College and the two pupil referral units would progress with the setting up of a single institution under unified leadership and governance, this to become the SEMH hub.

Patcham House School as a whole would not naturally fit within any of the hub arrangements and given its diminishing roll, financial unviability, and the intention to develop further a new special facility within a mainstream school, Members agreed to proceed with formal consultation to close the school in August 2018.

5. Formal consultation on the closure of Patcham House school

A formal consultation document was prepared, advertised and posted on the council's consultation portal. The online consultation was open from 5th October to 4th December 2016.

The formal consultation was widely publicised via:

- The council's website
- Social media
- Amaze- the local parent partnership organisation for SEND.
- School newsletters and their other usual communication channels (parenttext etc)
- Local multiagency SEND forums (ie SEND Partnership Board, PRU management committees)
- Regular meetings where SEND is the focus (ie special headteachers' forum, cross LA senior leadership groups)

Meetings were held with unions, Patcham House School staff, and the School Council. The LA employed a consultant to work with the governing body to explore the implications of the range of options for change.

Following discussion with the school, it was agreed that the Local Authority should offer to conduct a personalised telephone consultation for parents of registered pupils at Patcham House. The parent/carers of 50% of the current school population participated in this. Students at Patcham House completed the online consultation with the support of their tutor as a familiar adult.

Consultation letters were written to the three Local MPs and both East and West Sussex, as the neighbouring Local Authorities, although only West Sussex has a student currently at Patcham House school.

Analysis of the consultation feedback can be found via Appendix 8.

6. SUMMARY OF THE MAIN ISSUES RAISED, WITH RESPONSES:

Why is Brighton & Hove proposing to close Patcham House?

Historically this school has been a valuable asset to the city's provision for students with complex needs. However it has now become very small, requiring considerable financial subsidy and this has questioned its continued viability. Diagram 1 shows the past and predicted student numbers until the proposed point of closure. In order to come to a decision, all responses to the local consultation on the closure of Patcham House School have now been carefully reviewed, alongside three other significant elements of consideration:

- The analysis of the current and future budget position
- The range of special provision that is or will be available for pupils with SEND similar to those whose needs have hitherto attended Patcham House school
- The widely supported plan to transform current special school based provision into three hubs which provide integrated provision across education, health and care.

To what extent has the city considered keeping the school open?

Some respondents to the consultation asked the LA to reinvest in the school to increase it in size and make it financially viable. As the DFE restricts the number of special school places it is prepared to fund within the LA, this would mean removing places from other special schools and would in turn make them smaller. This would conflict with the overall drive of the wider SEND review to transform the city's provision into fewer schools (termed hubs) which are larger in size and can offer a wider range of services and create greater economies of scale. *National statistics: Special educational needs in England: January 2016* (Table 10) shows that the majority of Brighton & Hove current special schools are smaller than the national average.

Only one pupil attends Patcham House from a neighbouring LA at parental request. Neither East nor West Sussex has expressed an interest in collaborating to keep Patcham House open. Both LAs have already made changes to some of their own special provision to create larger more viable schools offering a broad curriculum to match a wider range of pupil need.

How will current pupils be affected by the closure?

Under this proposal Patcham House School would close in August 2018 which would enable all the current Key Stage 4 pupils (nearly all pupils are in Key Stage 4) to complete their education at the school. The very small number of pupils at the school who are currently in Year 9 would be found alternative suitable placements as part of a personalised pathway worked out with their families over a carefully managed time scale. Early preparatory work for this has already begun, so that options are explored in advance of any decision to close the school.

What alternative options will be available in the city in the future for similar secondary aged pupils with complex needs?

Patcham House historically catered for children and young people deemed 'delicate' with origins in children with long term physical health needs. Such schools were once commonplace nationally but over time most have closed as the pattern of children's needs has changed. Most children who need and can benefit from a mainstream curriculum now will be in mainstream schools with varying levels of support.

Locally one of the reasons for the falling roll at Patcham House is that the pattern of parental preference has changed over time in the city also, and parent/carers have opted for placements at other provision for their children. Many of our secondary schools now have considerable experience and expertise in meeting the needs of those with complex learning difficulties. The Swan Centre at Brighton Aldridge Community Academy specialises in meeting the needs of those with language and social communication needs. In addition existing special provision at Hove Park School was reshaped in 2013 to create the Phoenix Centre Special Facility to cater for vulnerable pupils with social and communication difficulties and associated emotional needs.

This has proved a successful addition to the capacity for this complex needs group offering inclusive opportunities as well as a more protected environment. The LA has listened to concerns expressed by parents, particularly those whose children are on the autistic spectrum, and is proposing the following:

- A new special facility catering for pupils with complex needs in a mainstream secondary school offering more capacity
- For those pupils who cannot cope with a protected mainstream environment, places will be available in the three integrated hubs
- For pupils with complex needs including autism/Asperger's Syndrome and challenging behaviour who need a mainstream curriculum, plans are being made to create bespoke provision for them within the SEMH hub

What will happen to the money saved from the closure of Patcham House?

The SEND review is not a cost-cutting exercise as all money remains ring-fenced to children with SEN and disabilities. However the review is addressing the way money is spent to ensure best value is gained for all children and this cannot be the case where schools have falling rolls year on year as it requires the LA to provide financial protection to ensure they can remain open. Proposals are to significantly reduce the annual spend on financial protection for schools with falling rolls who are otherwise not financially sustainable. Over the last five years, this financial protection (which in effect 'buys up' empty places at a school) has amounted to just over £1 million across the city's special schools, of which £580,000 was for Patcham House alone. In the financial year 2016/17, the budget for Patcham House School was £604,462, which included transitional protection of £150,000.

What will happen to the staff currently working at Patcham House?

The Local Authority very much values the experience and expertise of those working at Patcham House and wishes to retain this within the city as far as possible.

Once the period of consultation is over, all staff will have individual meetings to discuss their futures and any opportunities available. The LA does not have the authority to require all schools to give priority to re-deploying staff at risk, but will seek to use its influence constructively to find suitable opportunities for staff who work at the school.

In the meantime, special school headteachers have agreed to give priority to Patcham House staff when vacancies arise. In planning the new Special Facility, the LA will be asking the successful school to also give priority to employing Patcham House staff and in informal discussion with schools bidding so far, all have agreed to consider this positively.

In terms of staff wellbeing at a difficult time, Public Health have offered a range of support services to staff and some funding for staff to organise support for themselves.

What will happen to the site?

As the school site has had spare room due to the falling roll, space has been used to offer temporary accommodation to the city's developing post 19 provision. In the longer term, the site may become surplus to requirements. However, at present no decision has been made about the site.

How can secondary aged students continue to access an appropriate and creative curriculum to match their needs?

Brighton & Hove is committed to ensuring that the needs of all the city's children and young people are met and can access a curriculum appropriate to their needs. There is a perception amongst some respondents that the creative and varied curriculum offered at Patcham House is only available there, but in fact, every special school in the city offers an array of diverse opportunities matched to the needs of individuals. This is evidenced in the very positive Ofsted reports that the city's special schools have received. The development of the hubs will enable this offer to be extended beyond the school day and to families.

What impact will the proposed closure have on current Patcham House students?

The proposed school closure timeframe (closure in August 2018) will mean that all except two students will have completed their secondary education. For the two students who may remain on the school roll in July 2018, alternative suitable placements will be found as part of a personalised pathway worked out with their families over a carefully managed time scale, to allow them to successfully complete their KS4 curriculum to achieve the outcomes they deserve. Discussions with students at the School Council showed that they were generally unhappy about the prospect of the school closing, particularly as it would be unavailable to other students in the future.. The LA recognises the potential impact of the proposals on the stability of the students and will work with the parents /carers to develop a personalised plan for each individual student on roll to ensure that they get the services they need to be able to complete their education successfully.

What impact will the school's closure have on the community?

The school has been an integral part of the Patcham community over the years and it is acknowledged that it has served its community well. Few of the students live in the immediate locality and most travel to school independently from other parts of the city. There will continue to be travel across the Local Authority area for those with SEND, as the Local Authority is obliged to offer a school place appropriate to a child's need, when the most local provision is deemed unsuitable. Very occasionally neighbouring LAs have sought a place for particular students following parental request. However, this necessitates a long home to school journey for them.

The Local Authority has given a commitment that the overall number of places in special provision in the city will not diminish as a result of the proposed changes. Thus there will be sufficient capacity within other special provision in the city to accommodate students with similar needs to those currently attending Patcham House. These will be distributed across other special schools, the new or existing special facilities, or in exceptional cases, one of several independent providers in the area.

7. WHERE AND WHEN THE STATUTORY NOTICE AND FULL PROPOSAL INFORMATION WILL BE AVAILABLE

Brighton & Hove City Council will publish the statutory notice for this proposal on Friday 17 March 2017. The notice will remain in force for a period of four weeks i.e. until Friday 14 April 2017. Copies of the notice will be placed:

- at the entrance to the school
- in other places in the community; namely Patcham Village Post Office, Patcham Library and the Jubilee Library.

It will also be published in The Brighton & Hove Independent newspaper on Friday 17 March 2017.

A copy of the statutory notice is attached to this document.

On Friday 17 March 2017 the full proposal information (this document plus appendices) will be sent to the following recipients:

- The Secretary of State for Education
- The governing body of the school
- The Diocese of Chichester
- The Diocese of Arundel & Brighton
- Members of the Children and Young People Committee
- Local Ward Councillors
- The Members of Parliament for Brighton & Hove
- The parents/ carers of every registered pupil at the school

It will also be published on the council's website at the following address
www.brighton-hove.gov.uk/school-statutory-notice.

Any person may request a copy of the full proposal information either by writing to

Edd Yeo at Brighton & Hove City Council, Room 116 Hove Town Hall, Norton Road, Hove BN3 3BQ or by contacting him on 01273 294354 or via email at edd.yeo@brighton-hove.gov.uk.

8. HOW TO MAKE REPRESENTATIONS OR COMMENT ON THE PROPOSAL

Any person may object or make a representation or comment on the proposal. This can be done by writing to Regan Delf, Assistant Director Health, SEN and Disability Brighton & Hove City Council, 2nd Floor, Hove Town Hall, Norton Road, Hove BN3 3BQ before the closing date of 14 April 2017 or via email to her at regan.delf@brighton-hove.gov.uk

Following the closing date for representations, comments and objections, a report will be prepared for the Children and Young People's Committee to decide the proposal within two months i.e. no later than 14 June 2017. At the present time it is anticipated that the report will be considered at their meeting scheduled for 12 June 2017.

Appendix 1 Consultation Feedback February 2015

[Appendix 1 Link](#)

Appendix 2 Membership of group paper June 2016

[Appendix 2 Link](#)

Appendix 3 Joint HWB & CYPS Committee paper Nov 2015

[Appendix 3 Link](#)

Appendix 4 Minutes of HWB & CYPS Committee paper Nov 2015

[Appendix 4 Link](#)

Appendix 5 Consultation Feedback June 2016

[Appendix 5 Link](#)

Appendix 6 October 3rd CYPS Committee paper

[Appendix 6 Link](#)

Appendix 7 October 3rd CYPS minutes

[Appendix 7 Link](#)

Appendix 8 Feedback analysis of PH consultation

Brighton & Hove City Council
Statutory Notice: Proposal to close Patcham House Community Special School

Notice is given in accordance with section 15(1) of the Education and Inspections Act 2006 that Brighton & Hove City Council intends to discontinue (close) Patcham House Community Special School, 7 Old London Road, Brighton & Hove, BN1 8XR , from 31 August 2018.

The current age range of the school is 11 to 16. The Local Authority proposes to close the school from 31 August 2018. At this time nearly all of the pupils will have completed their Key Stage 4 education. Suitable alternative provision will be agreed for the very small number of pupils prior to the proposed closure at a time appropriate to their needs.

All applicable statutory requirements to consult in connection with this proposal have been complied with. Brighton & Hove City Council will implement the proposal.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Edd Yeo at Brighton & Hove City Council, Hove Town Hall Norton Road, Hove BN3 3BQ or by contacting him on 01273 294354 or via email at edd.yeo@brighton-hove.gov.uk. The Full Proposal is also on the council's website and can be found at http://www.brighton-hove.gov.uk/statutory_notices

Within four weeks from the date of publication of this proposal (i.e. by 14 April 2017), any person may object to or make comments on the proposal by sending them to Regan Delf, Assistant Director Health, SEN and Disability, Brighton & Hove City Council, Hove Town Hall Norton Road Hove BN3 3BQ before the closing date of 14 April 2017 or via email to regan.delf@brighton-hove.gov.uk

Signed: Pinaki Ghoshal

Publication Date: 17 March 2017



Appendix 4

Current (as at March 2017) special school and PRU provision in Brighton & Hove

Establishment	Caters for pupils with	Pupil Places 2016/17	Age Range	Costs
Hillside Special School (Portslade)	Severe and profound multiple learning difficulties	73	4-16	£1,735,329
Downs Park School CDP Federation (inc ASC units) (Portslade)	Moderate learning difficulties and complex needs	98 +18*	4-16	£1,807,954
Downs View Special School (Woodingdean) and Downs View Link College (Fiveways)	Severe and profound multiple learning difficulties	124	3-19	£3,009,227
Cedar Centre CDP Federation (Hollingdean)	Moderate learning difficulties and complex needs	65	11-16	£1,063,983
Patcham House School CDP Federation (Patcham)	Academically more able pupils with a range of additional complex needs	22	11-16	£604,462
Homewood College (Moulsecoomb)	Social, Emotional and Mental Health needs	45	11-16	£1,170,471
The Connected Hub - Alternative Provision (Fiveways)	Social, Emotional and Mental Health needs	34	Year 11	£476,000
B&H Pupil Referral Unit (Hollingdean and Dyke Road)	Social, Emotional and Mental health needs	54	Primary & Secondary	£977,000
Establishment – Post 19 Provision		Commissioned Numbers		
Post 19 Provision in Independent Sector	Severe learning difficulties	26	19+	£1,206,000
Establishment – Early Years		Commissioned Numbers		
Jeanne Saunders/Easthill Park (Hove and Portslade)	Complex needs, severe learning difficulties and disabilities	18	R-1	£271,000
TOTAL				12,321,426

*These 18 pupils are on roll at West Blatchington Community Primary school in the ASC unit, which is currently managed by Downs Park school.

Questions for the Formal Consultation – Creation of Integrated Hubs in Brighton & Hove

1. The creation of the Integrated Hub East

Downs View is a registered community special school which currently makes day provision for boys and girls aged 3-16 with severe and profound and multiple learning difficulties/complex needs. The school serves mainly, but not exclusively, the east of the city and all pupils have a Statement of special educational need or an Education, Health and Care Plan. The school also manages city wide provision for young people 16-19 with similar needs on a separate site at Downs View Link College.

Cedar Centre is a registered community special school which currently makes day provision for boys and girls with complex needs aged 4-16. The school serves mainly, but not exclusively the east of the city and all pupils have a Statement of special educational need or an Education, Health and Care Plan.

The proposal is to merge Downs View School, and Cedar Centre to create the new integrated hub in the east of the city.

Question

1 a) Do you agree in principle to the creation of an integrated hub in the East of Brighton & Hove that will accommodate pupils aged 2-19 with complex needs and learning difficulties?

Do you:	<u>Strongly agree</u> _____	please tick ✓
	<u>Tend to agree</u> _____	
	<u>Neither agree nor disagree</u> _____	
	<u>Tend to disagree</u> _____	
	<u>Strongly disagree</u> _____	
	<u>Don't know</u> _____	

If there is anything you want to tell us about the reason for your answer, you can write this here:

1 b) In order to achieve the new integrated hub, do you agree that we should close the Cedar Centre Community Special School and expand and re-designate Downs View Community Special School to form the integrated hub for children and young people aged 2-19 with complex needs and learning difficulties in the east of the city?

Do you:	<u>Strongly agree</u> _____	please tick ✓
	<u>Tend to agree</u> _____	
	<u>Neither agree nor disagree</u> _____	

Tend to disagree

Strongly disagree

Don't know

If there is anything you want to tell us about the reason for your answers, you can write this here:

2. Integrated Hub West

Hillside is a registered community special school which currently makes day provision for boys and girls aged 4-16 with severe and profound and multiple learning difficulties/complex needs. The school serves mainly, but not exclusively, the west of the city and all pupils have a Statement of special educational need or an Education, Health and Care Plan.

Downs Park is a registered community special school which currently makes day provision for boys and girls aged 4-16 with complex needs. The school serves mainly, but not exclusively the west of the city and all pupils have a Statement of special educational need or an Education, Health and Care Plan.

The proposal is to merge Downs Park School, and Hillside to create the new integrated hub in the west of the city.

Question

2 a) Do you agree in principle to the creation of an Integrated Hub in the West of Brighton & Hove that will accommodate pupils aged 2-18 with complex needs and learning difficulties?

Do you:

Strongly agree

please tick ✓

Tend to agree

Neither agree nor disagree

Tend to disagree

Strongly disagree

Don't know

If there is anything you want to tell us about the reason for your answers, you can write this here:

Question

2 b) In order to achieve the new integrated hub, do you agree that we should close Downs Park Community Special School and expand and re-designate Hillside Community Special School, and retain both sites to form the integrated hub for children and young people aged 2-18 with complex needs and learning difficulties in the west of the city?

Do you: Strongly agree _____ please tick ✓
 Tend to agree _____
 Neither agree nor disagree _____
 Tend to disagree _____
 Strongly disagree _____
 Don't know _____

If there is anything you want to tell us about the reason for your answers, you can write this here:

3. Integrated hub SEMH (Social emotional and mental health needs)

Homewood College is the city's special school for children and young people aged 11-16 with social, emotional and mental health needs. All pupils have a Statement of special educational need or an Education, Health and Care Plan.

The Pupil Referral unit is provision for those students who have been excluded from school or who are at risk of exclusion. It is based on the Lynchet Road site.

The Connected Hub is also Pupil Referral Unit provision specifically for those Y11 students who find it difficult to engage with a mainstream school's regular curriculum.

3a) Do you agree in principle with the creation of a new city wide hub for children and young people aged 5-18 with a range of social, emotional and mental health needs?

Do you: Strongly agree _____ please tick ✓
 Tend to agree _____
 Neither agree nor disagree _____
 Tend to disagree _____
 Strongly disagree _____

Don't know

If there is anything you want to tell us about the reason for your answers, you can write this here:

3b) In order to form the new integrated hub for children and young people aged 5-18 with social, emotional and mental health needs, do you agree that we should

(i) merge the Pupil Referral Unit and the Connected Hub?

Do you: Strongly agree please tick ✓
 Tend to agree
 Neither agree nor disagree
 Tend to disagree
 Strongly disagree
 Don't know

If there is anything you want to tell us about the reason for your answers, you can write this here:

(ii) extend the age range of Homewood College from 11-16 to 5-18

Do you: Strongly agree please tick ✓
 Tend to agree
 Neither agree nor disagree
 Tend to disagree
 Strongly disagree
 Don't know

If there is anything you want to tell us about the reason for your answers, you can write this here:

- (iii) Bring together Homewood College and the new PRU under the oversight of an executive headteacher?

Do you: Strongly agree _____ please tick ✓
 Tend to agree _____
 Neither agree nor disagree _____
 Tend to disagree _____
 Strongly disagree _____
 Don't know _____

If there is anything you want to tell us about the reason for your answers, you can write this here:

Appendix 6 - Special Educational Needs and Disability (SEND) Review – Arrangements for Governance and Management

1 Purpose

- 1.1 This document shows the governance and operational arrangements that are in place for the Special Educational Needs and Disability (SEND) review – Special Provision Reorganisation.

2 Strategic Groups

2.1 Cross Party Members and Stakeholders Steering Group

- 2.1.1 The work of the Special Educational Needs/Adults LD review and re-organisation crosses the Children, Young People and Skills Committee and the Health and Wellbeing Board. As a consequence two extraordinary joint Health and Wellbeing Board and Children Young People & Skills Committee have been held so far (February and October 2015) to consider reports and recommendations. One decision made as a consequence has been to have a cross party members' and stakeholder's reference group spanning the whole remit of the review which is able to meet between committee meetings during the intensive consultation and implementation phases.
- 2.1.2 The purpose of this group is to steer and oversee the implementation of all elements of the Special Educational Needs/Adults LD review in Children's Services including the parallel review in Adult Services. This cross party group will provide a valuable place for reflection and discussion prior to further reporting. It would also ensure engagement of councillors (and other partners) through the lifetime of these reviews to delivery.
- 2.1.3 This strategic governance group will work closely with the review and monitor the proposals as they progress to implementation.
- 2.1.4 The group is made of Councillors representing each party who are also members of either the Health and Wellbeing Board or the Children Young Person and Skills Committee. Additional members have been invited to represent Health, parents/carers as well as all relevant Local Authority officers in both children's and adult services.
- 2.1.5 It was agreed that the cross party reference group should merge with the Special Educational Needs and Disability Governance board. This means the new group includes parent representatives and young people. Meetings are scheduled at quarterly intervals until April 2017 and this group is likely to continue for the lifecycle of the review.

2.2 Special Educational Needs and Disability Partnership board

- 2.2.1 This board is a strategic partnership of representatives drawn from the statutory and voluntary sectors, parents and schools, which is tasked to develop, publish, implement and review a strategy for change and improvement for children and young people with SEN.

3 Operational Groups

3.1 We have divided the programme into three separate specialist areas each with a project group focussing on a specific part of the review:

3.2 Learning Difficulties Project Group

The purpose of the group is to enable wide participation of stakeholders and to make best use of their skills, expertise and experience to help the local authority develop further the proposals put forward in the November 2015 committee report (section 2.28).

- Integrate special provision across education, health and care for all children with complex special needs
- Offer an improved and innovative curriculum
- Make the system more efficient and financial viable into the future, by consolidation of the current six special schools and two PRUs to form three integrated special provisions across the city.

3.2.1 This group is made up of key specialists in the area of Learning Disability in Special Schools within Brighton & Hove including; Special School Head Teachers, Special School Governor representatives, Clinical Commissioning Group, Head of Children's Disability, Educational Psychologists, Voluntary Organisation representatives and Therapy Services representatives

3.3 Social Emotional and Mental Health Project Group

3.3.1 The purpose of the group is to enable wide participation of stakeholders and to make best use of their skills, expertise and experience to help the local authority develop further the proposals put forward in November 2015 committee report (section 2.28)

- Integrate special provision across education, health and care for all children with Social Emotional Mental Health needs.
- Offer an improved and innovative curriculum
- Make the system more efficient and financial viable into the future, by consolidation of the current six special schools and two PRUs to form three integrated special provisions across the city.

3.3.2 This group is made up of key specialists in the area of Social Emotional and Mental Health (SEMH) needs within Brighton & Hove including; Special School Head teachers, Pupil Referral Unit (PRU) Head Teachers, Chair of Governors, Social Work Service Manager, Representatives from; Clinical Commissioning Group, Community Child and Adolescent Mental Health Service (CAMHS), Parents, City College and Mainstream Governors.

3.4 Early Years Project Group

3.4.1 The purpose of the group is to enable wide participation of stakeholders and to make best use of their skills, expertise and experience to help the local authority develop further the proposals put forward in November 2015 committee report (section 3.4.2)

- That an inclusive integrated nursery with specialist health and care facilities on a mainstream nursery site shall replace the current part-time specialist nursery provision at the Jeanne Saunders/Easthill Park nursery.

3.4.2 This group is made up of key specialists in early years provision for special educational needs including representatives from parents, the Pre-School Special Education Needs Service, Education Psychology, the Child and Adolescent Mental Health Service, Special Education Needs Team, Sussex Community NHS Foundation Trust (Child Development Centre and health visiting), children's centres, early years providers including nursery schools, a school with a nursery class, a voluntary childcare provider and the Early Years and Childcare Team.

3.4.3 The scope of the Group has been expanded to consider the future of the specialist speech and language nursery which is based at Carden Primary School.

3.5 Special Educational Needs Programme Board

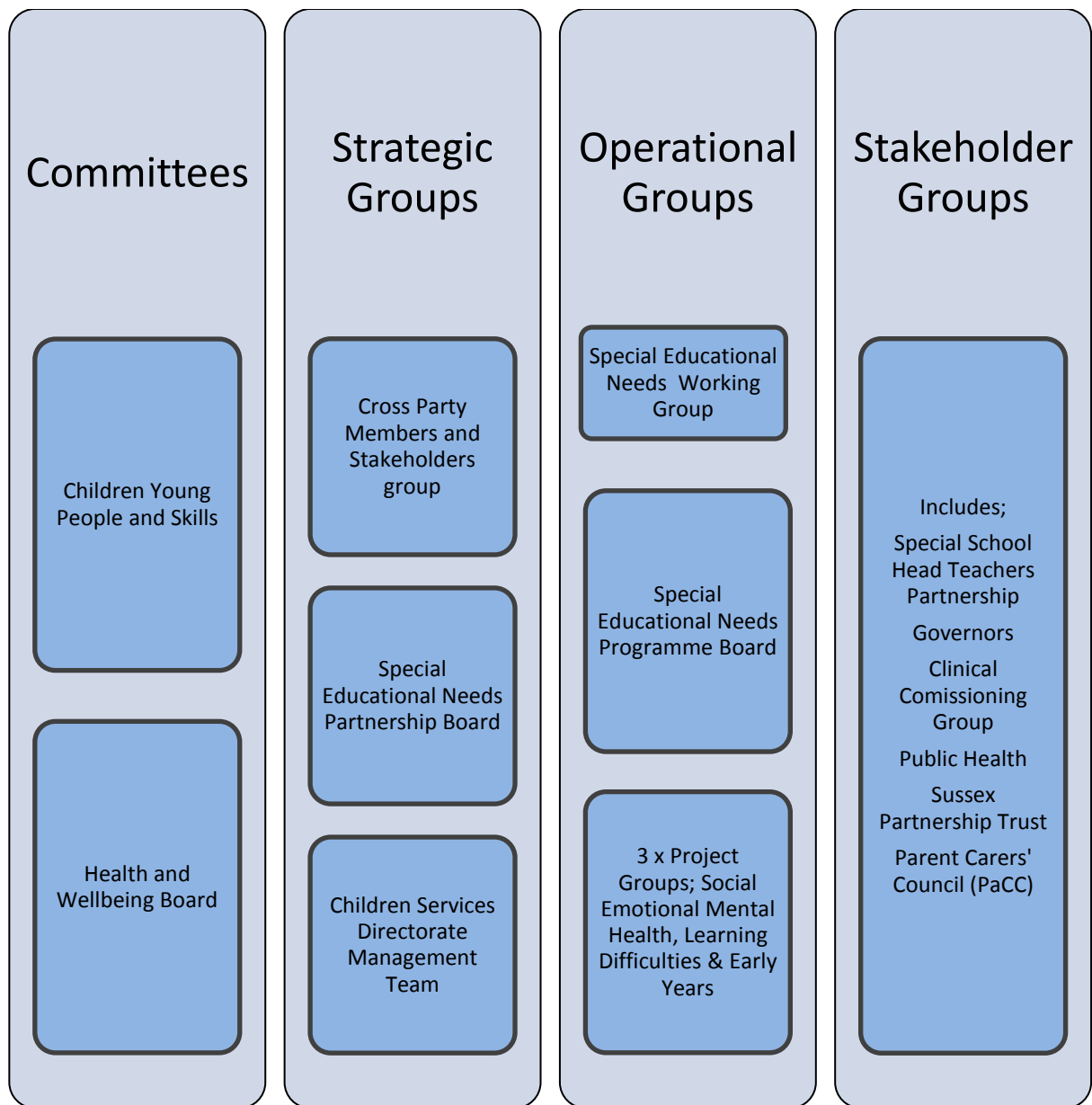
3.5.1 This group is made up of key representatives from internal departments (HR, Finance, Legal and Property) that will all be required to work together to make sure the changes are implemented successfully.

3.5.2 This group has met for the first time on 12 April 2016 and will meet every six weeks. Regularity of meetings is likely to increase at crucial stages of the review.

3.6 Special Educational Needs/Adults LD review Working Group

3.6.1 This small operational group is led by the Assistant Director responsible for the review. The purpose of this group is to review, plan and take forward the implementation of changes to special provision. This group will be informed by the work of the other groups associated with the review.

Diagram to show established Special Educational Needs/Adults LD review Governance arrangements



Appendix 7:

Summary of acronyms

ASC	Adult Social Care
BHPRU	Brighton & Hove Pupil Referral Unit
CAMHS	Child and Adolescent Mental Health Service
CCG	Clinical Commissioning Group
DSG	Dedicated Schools Grant (DfE grant to provide funding for schools)
DOLS	Deprivation of Liberty assessment
DVLC	Downs View Link College
EIA	Equality Impact Assessment
HNB	High Needs Block (LA funding for pupils with 'high needs')
LA	Local Authority
LD	Learning Disabilities
MLD	Moderate Learning Difficulties
OT	Occupational Therapy
PRU	Pupil Referral Unit
RAS	Resource Allocation System
SEMH	Social emotional and mental health
SEND	Special Educational Needs and Disabilities

Subject:	Consultation on Reducing Maintained School Nursery Classes		
Date of Meeting:	6th March 2017		
Report of:	Executive Director - Families Children and Learning		
Contact Officer:	Vicky Jenkins, Childcare		
	Name:	Strategy Manager – Free Entitlement	Tel: 01273 296110
	Email:	vicky.jenkins@brighton-hove.gcsx.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 The head teachers and governing bodies at Queen’s Park, Middle Street and St Mark’s primary schools propose to close their nursery classes.
- 1.2 The schools themselves propose closure of the nursery classes because of falling numbers of children and consequent significant pressure on school budgets.
- 1.3 For Queen’s Park and Middle Street as community schools the process is a statutory one, and the consultation would be followed by statutory notices with full proposals to raise the schools’ lower age range from three to four. Committee is asked to agree that this process is started.
- 1.4 For St Mark’s as a voluntary aided school the process is a non-statutory one and can be carried out by the governing body. In seeking to make this change the usual principles of public law must be followed; a fair procedure must be adopted, and all relevant considerations have to be taken into account. The school would be supported by the local authority in following the correct procedure.

2. RECOMMENDATIONS:

- 2.1 That in accordance with DfE statutory guidance ***Making ‘prescribed alterations’ to maintained schools (April 2016)*** the process is started for closure of the nursery classes at Queen’s Park and Middle Street primary schools immediately following this committee meeting. The local authority has to be the proposer regarding this alteration and the statutory process must be followed.
- 2.2 That, subject to findings from the initial consultation stage, a decision on whether or not to proceed to statutory notices with full proposals for Queen’s Park and Middle Street primary schools is delegated to the Chair of the Children, Young People and Skills Committee and the Executive Director - Families Children & Learning.

- 2.3 That at the end of the statutory notice period, a decision on whether or not to proceed with closure of the nursery classes at Queen's Park and Middle Street primary schools is taken at the June Children, Young People and Skills Committee.
- 2.4 That the committee notes that the governing body of St Mark's Voluntary Aided primary school intends to start the non-statutory process for closure of its nursery class and that the school will be supported by the local authority in doing so.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 Queen's Park, Middle Street and St Marks' primary schools have nursery classes which offer part-time free early education to three and four year olds (the early years free entitlement, EYFE). Each class has 50 places and offers parents morning or afternoon sessions. The offer is consistent with the universal entitlement to free early education of all three and four year olds, 15 hours a week, 38 weeks a year.
- 3.2 In recent years the number of children receiving their EYFE at maintained school nursery classes has fallen throughout the city. This appears to be the result of demographic changes in certain neighbourhoods, resulting in a lower number of young children living in the area, and/or parental preference for the more flexible early years provision which is offered by the private, voluntary and independent sectors (PVI). This provision tends to be open for longer hours and for more weeks a year and therefore more suited to the needs of working parents.
- 3.3 In addition all disadvantaged two year olds are now entitled to EYFE and have taken up this entitlement in the PVI sector which takes children from age two. Children then remain in PVI settings and do not move on to school nursery classes at the age of three. The schools have considered taking two year olds but feel they do not have the capacity to expand in this way.
- 3.4 In spring term 2017 of the 50 places available at each school, there were 19 children enrolled at Queen's Park nursery class, 16 at Middle Street and 20 at St Mark's.
- 3.5 Maintained schools receive a budget for their nursery classes based on the number of children who attended in the previous financial year, which is adjusted each term according to headcount. If numbers are lower than expected funding is clawed back from the school's budget. Early years funding cannot fund empty places. The number of children in a maintained school nursery class is always lowest in the autumn term as the previous cohort of children have left to go to school. Numbers grow through the school year as more children become eligible for EYFE as they reach the term after their third birthday.
- 3.6 For Queen's Park primary school nursery class the original 2016/17 budget was £67,449, but the clawback for the summer and autumn terms was £12,179. The original summer term estimate was based upon 36 children but there were only 30 on roll (out of a possible total of 50), and for autumn the budget estimate was 22 children but there were only 13 on roll; there are 19 on roll in the spring term which will result in further clawback.

- 3.7 For Middle Street primary school the original 2016/17 budget for the nursery was £58,539. For the summer and autumn terms a total of £11,037 was clawed back. The low number in the spring term will result in a clawback of around £4,000 resulting in funding for the financial year of around £43,000.
- 3.8 In 2015/16 St Mark's primary school had an overspend of £160,554. The latest forecast for this year indicates that the school is expecting to end the year with an increased deficit – up to a licensed deficit of £250k. In terms of the nursery class, this year the original budget was £52,107. This was an extremely low base and numbers have actually increased slightly during the year, meaning that for summer and autumn a further £12,737 has been allocated. However, the numbers are still low with only 20 children on roll in the spring term.
- 3.9 Because of low numbers budgets for all three schools are not sufficient to run their nurseries and so the head teachers and governing bodies have decided that their only option is to close.
- 3.10 The council greatly values the high quality of provision in these school nursery classes but is unable to offer additional funding.
- 3.11 Consultation regarding closure would be based on sufficient alternative provision for children in all three areas. In the Queen's Park area there are two other maintained providers very close the school; Tarnerland nursery school with 100 places for three and four year olds, and Royal Spa nursery school with 80+ places. In central Brighton where Middle Street is located there are two other maintained schools with nursery classes, St Paul's CE Primary (mornings only) and St Mary Magdalen Catholic Primary. Both also have low numbers of children and so these may be boosted by the closure of Middle Street.
- 3.12 In addition in Whitehawk where St Mark's is located there is council-run provision at Roundabout children's centre nursery about half a mile away and at Sun Valley children's centre nursery at the Valley Social Centre, as well as a range of PVI provision in Kemp Town.
- 3.13 For parents of young children in Brighton & Hove there is a wide range of high quality childcare available with PVI providers, as well as maintained provision. Our Childcare Sufficiency Assessment 2016 reported on childcare provision in the city and quality, based on Ofsted inspection judgements, is high compared with national data; at 31st August 2016 94 per cent of providers were good or outstanding, compared with 91 per cent in England as a whole. A parent survey in the CSA did not report any shortage of childcare. The Childcare Sufficiency Assessment is published on the council's website and can be viewed here.
- <https://www.brighton-hove.gov.uk/content/children-and-education/childcare-and-family-support/childcare-city>
- 3.14 Childcare provision is significantly market-based as parents can choose where to access their EYFE. The childcare market is constantly changing and adapting to differing entitlements and parental preferences. This is a very different picture from when nursery classes were established in schools when there was limited other provision and little choice for parents.

- 3.15 In September 2017 working parents of three and four year olds become entitled to 30 hours free childcare, which is double the existing EYFE. Working parents entitled to this additional childcare are likely to want provision which is offered outside school hours and terms, which is not on offer at these schools. St Mark's primary school feels that there are very few working parents attending the school who would be eligible for 30 hours free childcare.
- 3.16 The process for the proposal to close the nursery classes and raise the lower age range of these schools to four would start with consultation with
- Parents of pupils at the school
 - The governing body
 - Neighbouring schools and nurseries
 - Ward members
 - The local authority (which is the decision maker).
- 3.17 Consultation should take place after this committee's decision to proceed.
- 3.18 For Queen's Park and Middle Street primary schools following consultation a decision will need to be taken whether or not to proceed to the publication of a statutory notice. It is proposed that this decision is delegated to the Chair of the Children, Young People and Skills Committee and the Executive Director - Families Children & Learning.
- 3.19 The statutory notice has to be published in a local newspaper and at the entrances to the school as well as other appropriate venues such as libraries and post offices. Information would also be published on the council's and the schools' websites.
- 3.20 The full proposal in the statutory notice will include
- School and local authority details;
 - Description of alteration and evidence of demand;
 - Objectives (including how the proposal would increase educational standards and parental choice);
 - The effect on other schools, academies and educational institutions within the area;
 - Project costs and indication of how these will be met, including how long term value for money will be achieved;
 - Implementation and any proposed stages for implementation; and
 - A statement explaining the procedure for responses: support; objections and comments.
- 3.21 Following publication there is a four week representation period during which any person or organisation can submit comments on the proposal. A decision must then be taken on the proposals within two months of the end of the representation period. It is proposed that this decision be taken at the June meeting of the Children, Young People and Skills Committee.
- 3.22 The proposed timetable for Queen's Park and Middle Street Primary Schools is as follows

Date	Action
6 th March 2017	Decision of CYPS to proceed with process for closure of nursery classes
7 th March to 7 th April 2017	Consultation period
8 th April to 14 th April 2017	Analysis of responses received during the consultation Decision of Chair of the Children, Young People and Skills Committee and the Executive Director - Families Children & Learning whether to proceed to publication of statutory notices
21 st April 2017	Publication of statutory notices in Brighton & Hove Independent
21 st April to 19 th May 2017	Four week representation period following publication of statutory notices
12 th June 2017	Decision on whether to proceed with closure at Children, Young People and Skills Committee

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The alternative options considered included nursery classes moving to half time and waiting to see if the increase in the entitlement to 30 hours free childcare for the working parents of three and four year olds would increase the occupancy of the nurseries and/or taking two year olds in the nursery classes. The schools do not think that either option would result in a viable nursery class.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 Both schools have consulted their governors about the proposal to close the nursery classes. Middle Street also consulted parents about their views on 30 hours free childcare and found that parents were interested in this, but wanted wraparound care which the school does not have the space to include within the nursery.
- 5.2 This report proposes consultation regarding closure of the nursery classes and raising the schools' lower age range to four.

6. CONCLUSION

- 6.1 The committee agrees to start the process as outlined in the report for closure of the nursery classes at Middle Street and Queen's Park primary schools, in accordance with the timetable outlined in paragraph 3.22.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The low occupancy of the nursery classes means that the three schools are receiving an inadequate level of funding through the early years single funding formula to support full time (50 place) nursery classes. This is set out in paragraphs 3.6 to 3.8 above. As a consequence the schools are subsidising nursery provision from the wider school budget at a time when there are

significant pressures. In particular, Middle Street and St Mark's primary schools are currently operating within the context of a licensed deficit budget.

Finance Officer Consulted: Steve Williams

Date: 18/01/17

Legal Implications:

- 7.2 In order to remove the nursery provision and alter the lower age range in a community school the Local Authority must comply with the School Organisation legislation, (the Education and Inspections Act 2006), and statutory guidance, "Making 'prescribed alterations' to maintained schools" published by the Department for Education. As set out in the body of the report this statutory process requires the Local Authority to carry out consultation on the proposed changes, to publish statutory notices which are followed by a four week representation period, and to make a final decision within two months of the end of the representation period.
- 7.3 As St Marks's Primary is a voluntary aided school the legislation provides that governing body of the school are able to alter the lower age range of the school by following a non-statutory process. The DfE guidance stipulates that the governing body must ensure that an open and fair consultation on the proposal is carried out with parents and other interested parties, and that the governors consult with the Local Authority to ensure that the proposal is aligned with local place planning arrangements. A final decision can then be taken by the full governing body.

Lawyer Consulted: Serena Kynaston

Date: 08/02/2017

Equalities Implications:

- 7.3 Any equalities implications which emerged during the process of making the changes to these schools would be considered as part of the statutory process. Any equalities impacts on staff will be considered through the normal consultation processes which include one to one meetings for staff during which any concerns can be discussed.

Subject:	Education Capital Resources and Capital Investment Programme 2017/2018		
Date of Meeting:	CYPS 6th March 2017 P&R 23rd March 2017		
Report of:	Executive Director of Children's Services		
Contact Officer:	Name:	Richard Barker	Tel: 29-0732
	Email:	richard.barker@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 In order to determine an overall Capital Programme for Brighton & Hove City Council, each service is asked to consider its capital investment requirements, within the level of allocated resources for 2017/18.
- 1.2 The purpose of the report is to inform the Committee of the level of available capital resources allocated to this service for 2017/18 and to recommend a Capital Investment Programme for 2017/18.
- 1.3 To allocate funding available in the capital programme under Pupil Places and Condition investment for 2017/18.

2. RECOMMENDATIONS:

- 2.1 That the level of available capital resources totalling £39.947 million for investment relating to education buildings financed from capital grant be noted.
- 2.2 That Committee agree the allocation of funding as shown in **Appendices 1 and 2** and recommend this to Policy & Resources and Growth Committee on 23rd March 2017 for inclusion within the council's Capital Investment Programme 2017/18.
- 2.3 That Committee agree to recommend to Policy & Resources and Growth Committee that they grant delegated authority to the Assistant Director of Property & Design to procure the capital maintenance and basic need works and enter into contracts within these budgets, as required, in accordance with Contract Standing Orders in respect of the entire Education Capital Programme.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The Education Capital Programme forms part of the Council's full Capital Investment Programme which was presented to Policy Resources and Growth Committee on 9th February 2017 and Budget Council on 23rd February 2017.

Capital Finance Settlement

- 3.2 In December 2013, the Government announced a two-year settlement for the education Basic Need capital allocations for 2015/16 and 2016/17. The settlement for Brighton & Hove amounted to £24.679m over the two years.
- 3.3 On 12 February 2015 the Government announced a further one-year settlement for the education basic need capital allocation for the 2017/18 financial year of £11.445m. This provides for Brighton & Hove a basic need capital allocation of £36.124m over the three year period.
- 3.4 On 9th February 2015, the Government announced the capital maintenance settlement and Devolved Formula Capital Grant for 2015/16, with indicative allocations for 2016/17 and 2017/18. These figures were updated on February 12th 2016 which has resulted in a very slight increase (£828) in the allocation for capital maintenance and Devolved Formula Capital (£3,375).
- 3.5 Both basic need and capital maintenance allocations are funded entirely through capital grant.
- 3.6 The table below shows the allocations of capital grant funding announced for 2017/18 and 2016/17 grant forecast to be re-profiled into 2017/18 including those approvals in the Targeted Budget Management 2016/17 Month 9 report to Policy & Resources on 9th February 2017.

	2016/17 carried forward £m	2017/18 Settlement £m
Capital Maintenance Grant	0.138	4.909
Basic Need Funding	22.920	11.445
Devolved Formula Capital Grant* (To be confirmed)	0	0.535
Sub Totals	23.058	16.889
Total		39.947

This table only includes funding allocated for building related work. It does not include budgets managed by others.

*Devolved Formula Capital is passed directly to schools and therefore is not available for the Local Authority to spend.

- 3.7 Additional grant funding may be made available throughout the forthcoming financial year and will be reported separately if necessary.

Capital Resources

- 3.8 The level of projected resources must finance all capital payments in 2017/18 including existing approved schemes, new schemes and future year commitments.

- 3.9 In addition to the resources identified above, the Department for Education will allocate funding for expenditure at voluntary aided schools in Brighton & Hove under several programme headings.

Capital Investment Programme

- 3.10 Funding is now allocated under two headings only Capital Maintenance Grant (under which £4.909m, is available for expenditure on improving the condition of the school estate); and Basic Need Funding (under which £11.445m is available for providing additional pupil places in the 2017/18 financial year).
- 3.11 Capital re-profiling is shown in the table in para 3.6 above and any further slippage arising from the 2016/17 capital programme will be incorporated into the 2017/18 programme when the capital accounts are closed in April 2017 and will be funded from existing resources carried forward.
- 3.12 An overall summary of expenditure for 2017/18 is attached at **Appendix 2** and a more detailed explanation of each item is shown below.

Structural Maintenance and other property related priorities

- 3.13 Funding for structural maintenance consists £4.909m from Capital Maintenance Grant from the government. In previous years there was also £0.900m of Capital Expenditure from the Revenue Account (CERA). This funding was historically withheld with the permission of the Schools Forum, to meet some of the costs of structural maintenance.
- 3.14 Owing in changes to the way in which schools are funded Schools Forum no longer has the ability to allow the Local Authority to retain this funding. This has resulted in a reduction of funding for maintenance on school buildings of £0.900m per year going forwards.
- 3.15 The Local Authority has put together a Services to School offer to cover an integrated property function for schools that will allow schools to purchase the necessary property expertise needed to operate a building from the council. It is anticipated that this will allow the LA to recoup some of the lost £0.900m as some schools, but not all, will purchase this package.
- 3.16 It is currently anticipated that £0.300m will be recouped by schools purchasing this service. This funding will be used to augment the funding available for maintenance for school buildings.
- 3.17 Over the next year the council will continue to look for further opportunities to increase the amount of funding available to deliver the asset management function for our school buildings.
- 3.18 The capital maintenance funding will be used to address the most urgent and important items highlighted by the condition surveys of school buildings as well as a number of programmes to address specific safety and improvement priorities as set out in paragraphs 3.22 – 3.28 below.

- 3.19 The Capital Maintenance Grant settlement this year is based on the figures published in February 2016.
- 3.20 A major priority of the Asset Management Plan is to reduce the amount of condition related works required in schools. A rolling programme of works has been prepared which currently shows a backlog of £28.2m. It is recommended that £4.680m (£3.980m from capital maintenance plus £.0700m from Basic Need) from the total funding available is allocated to carry out structural maintenance works in the 2017/18 financial year.
- 3.21 The proposed programme is prioritised using the Department for Education (DfE) condition criteria. The highest level of priority is attached to the renewal or replacement of building elements which fall within Grade D (as being in bad condition, being life-expired and/or in serious risk of imminent failure) and within the 'Priority 1' or 'priority 2' definition:
- Priority 1 Urgent work, which will prevent immediate closure of premises and/or address an immediate high risk to the health & safety of occupants and/or remedy a serious breach of legislation
- Priority 2 Essential work, required within two years, which will prevent serious deterioration of the fabric or services and/or address a medium risk to the health & safety of occupants and/or remedy a less serious breach of legislation.
- 3.22 In the current year the total D1 priority work identified is approximately £2.766m excluding fees (£3.043m including fees). By allocating £3.980m from the Capital Maintenance Grant together with £700k from the Basic need allocation we will be able to address all the D1 and a significant number of D2 priority works.
- 3.23 The extent of the work at each school will be determined by the condition survey and detailed investigation and scoping of the problem to be addressed. There will also be discussion with each school on the timing and scope of the works.
- 3.24 A copy of the proposed structural maintenance programme is attached at **Appendix 1** to this report. This shows the estimated total cost of each programme of work (such as roof replacements, mechanical and electrical works etc.) but not the estimates for each individual element. This is because at the present time the amounts are pre-tender estimates and it would not make commercial sense to reveal these prior to going out to tender.
- 3.25 Legislation on both the control of legionella and asbestos in buildings has given rise to the need to carry out works on a rolling programme to school buildings to achieve compliance with the new legislation. It is recommended that £0.150m each be allocated to legionella and asbestos work.
- 3.26 It is recommended that £0.150m is allocated for works identified by the Fire Risk Assessments that are the responsibility of the Local Authority.

- 3.27 Issues regarding compliance in relation to ventilation in school kitchens have been raised for a number of years. Inadequate ventilation in a kitchen environment leads to very hot and humid conditions which raise the risk of accidents, hygiene problems and potential poor health of staff. It is recommended that £0.150m is allocated for this purpose.
- 3.28 It is also recommended that £0.100m is allocated to carry on with the rolling programme of surveys of school premises, £0.150m is allocated for advanced design of future projects, and £0.150m is allocated for adaptations to schools to accommodate pupils with special mobility or sensory needs.
- 3.29 The above allocations identified in paragraphs 3.22 – 3.28 will leave approximately £0.068m of the available resources for structural maintenance uncommitted this is considered prudent financial management at the start of the year.
- 3.30 In addition to the Local Authority responsibility for maintenance the schools also retain responsibility and funding for some maintenance items. This funding includes Devolved Formula Capital which the council receives from central government to passport to schools according to a formula. There is also an element in schools' delegated budgets relating to building maintenance.

Basic Need Funding

- 3.31 Basic need funding is provided to authorities who are experiencing increasing school rolls. The funding is provided to ensure that the Local Authority can meet its statutory obligation to secure a school place for every child that wants one.
- 3.32 The increase in pupil numbers that has been affecting primary places is now starting to impact on secondary numbers. A strategy for meeting this need has been developed with the Cross Party School Organisation Working Group and the Secondary and Continuing Education Partnership consisting of the ten secondary schools, the three colleges and the two universities. Projects to fulfil this strategy are now being worked up through consultation with these groups and will be funded from basic need capital grant, subject to approval through further reports to this Committee and the Policy Resources & Growth Committee.
- 3.33 Owing to factors beyond the control of the Local Authority funding allocated for the provision of secondary school places in 2016-17 of £5.0m was not able to be spent. This funding has been re-profiled for use in 2017/18 as reported in TBM 9.
- 3.34 It is anticipated at the present time that the LA will need to purchase a site for a new secondary free school. It is also possible that there may be the need to make adaptations to the existing secondary schools in the city. It is recommended that a total of £15.0m is allocated to the provision of secondary places in the 2017/18 financial year.
- 3.35 Further options that arise during the year will be presented to this Committee and Policy, Resources & Growth Committee so that the financial implications can be fully considered.

- 3.36 A review of provision for children and young people with special educational needs and disability is currently underway which could result in changes to special school provision within the city. An allocation of £2.5 million was included in 2016 / 17 financial year together with a similar allocation indicated for 2017 / 18. However the complexity of aspects of special school re-organisation means that delivery of these projects will take place over a period of time up to 2020. It is now recommended that an allocation of £7.5m is made from the 17/18 Basic Need allocation to meet the cost of any changes to the special school provision. It is likely however that this allocation will actually be spent over the next three financial years as the individual projects come forward.
- 3.37 As part of the SEND review it is likely that some buildings will be declared surplus and could be sold. Subject to completion of a satisfactory business case and agreement by Policy Resources & Growth Committee the funding raised by the sale of these buildings could also be used to meet the costs of changes to the remaining special school buildings.
- 3.38 An allocation of £0.5m was included in last years capital programme to allow the LA to meet any costs arising from projects procured by third parties. This money was not spent and it is recommended that this amount should be carried forward to 17/18 and the sum provisionally allocated for 2017/18 also be rolled forward to 2018/19.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The only option available would be to not make use of this funding to improve or extend the education property portfolio. This is not recommended as it would limit our ability to maintain, modernise and improve our school buildings property portfolio and to secure sufficient school places.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 There has been no specific consultation regarding the content of this report. When an individual project is developed the necessary consultation is undertaken and reported to the relevant committee.

6. CONCLUSION

- 6.1 The proposed capital Investment programme will enable us to continue to ensure that we secure school places in areas of the city where they are required and to improve the condition of our education property portfolio.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The report sets out the allocation of capital resources included in the Capital Investment Programme 2017/18 as approved by Budget Council on 23 February 2017 that were announced as part of the capital finance settlement in December 2014 and February 2015. The report also includes re-profiled budgets that were

approved at Policy Resources & Growth Committee on 9 February 2017 as part of the Targeted Budget Management 2016/17 Month 9 report. The schedule of investment for basic need includes works associated with the provision of an additional secondary school provision of up to £15.0 million for 2017/18. This is for the purchase of a site for a proposed new secondary free school. Any uncommitted resources will be reported back to this Committee with detailed plans in due course. The revenue implications of any capital investment will be met from existing revenue budgets in 2017/18 and future years' budgets.

Finance Officer Consulted: Rob Allen

Date: 15/02/17

Legal Implications:

- 7.2 There are no direct legal implications arising from this report. Individual projects may give rise to specific issues which will be covered by the individual reports referring to them.

Lawyer Consulted: Serena Kynaston

Date: 08/02/17

Equalities Implications:

- 7.3 There are no equalities implications arising from this programme which would impact disproportionately on any defined groups. New and refurbished buildings will conform with all relevant regulations and be fully accessible.

Sustainability Implications:

- 7.4 There are no direct environmental implications arising from this report. The environmental impacts of individual schemes are reported to Members when the detailed report is submitted to Policy, Resources and Growth Committee for final approval. The detailed planning of projects at educational establishments will take account of the implications of Brighton & Hove's policies in relation to sustainability issues generally.

Any Other Significant Implications:

- 7.5 None

SUPPORTING DOCUMENTATION

Appendices:

1. Structural maintenance programme
2. Summary of allocation of funding streams in Section 3 of this report

Documents in Members' Rooms

1. None

Background Documents

1. None

Crime & Disorder Implications:

- 1.1 The detailed planning of projects will take account of security issues

Risk and Opportunity Management Implications:

- 1.2 There are no risk issues in terms of resources or risks to children as a result of this proposal

Public Health Implications:

- 1.3 There are no public health implications arising from this report

Corporate / Citywide Implications:

- 1.4 The Capital Maintenance Grant identified in this report is evidence of the government's continuing support for the Council's work as a Local Education Authority. The Basic Need Funding is indicative that the DfE understands the issues of primary and secondary places we face in the city.

	CAPITAL MAINTENANCE			BASIC NEED			TOTAL			Scheme Totals	
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	Previous years	2016/17	2017/18		2018/19
CAPITAL RESOURCES											
2016/17	£4,909,255			£12,640,697							
2017/18		£4,909,255			£11,445,000						
2018/19			TBC			£0					
Revenue Contributions	£900,000										
Carried forward from previous years	£609,000	£138,255	£67,510	£11,179,000	£22,919,697	£17,434,697					
TOTAL CAPITAL RESOURCES	£6,418,255	£5,047,510	£67,510	£23,819,697	£34,364,697	£17,434,697					
CAPITAL COMMITMENTS											
Condition related works								£6,280,000	£5,680,000		£11,960,000
Legionella	£150,000	<i>£150,000</i>						£150,000	£150,000		
Asbestos	£150,000	<i>£150,000</i>						£150,000	£150,000		
Fire Risk Assessments	£150,000	<i>£150,000</i>						£150,000	£150,000		
Ventilation in Kitchens	£150,000	<i>£150,000</i>						£150,000	£150,000		
Condition works proposed by committee in March	£5,280,000	<i>£3,980,000</i>			£700,000			£5,280,000	£4,680,000		
Advanced design on future schemes	£150,000	<i>£150,000</i>						£150,000	£150,000		
Surveys (condition gas etc)	£100,000	<i>£100,000</i>						£100,000	£100,000		
Individual Pupil needs	£150,000	<i>£150,000</i>						£150,000	£150,000		
Bulge Classes							£30,000	£190,000	£0		£220,000
Furniture for bulge classes as children move through school				£10,000			£30,000	£10,000	£0		
Goldstone Primary School additional accommodation for 2012 bulge				£30,000				£30,000	£0		
Westdene additional accommodation from 2012 bulge				£150,000				£150,000	£0		
Relocation of mobiles currently on West Blatchington and Brunswick primary school sites					£150,000			£0	£150,000		£150,000
Refurbishment of mobile at Dorothy Stringer School					£80,000			£0	£80,000		£80,000
Additional Form of Entry at St Andrew's C E Primary				£510,000			£1,250,000	£510,000	£0		£1,760,000
Additional Form of Entry at Saltean Primary				£200,000			£1,250,000	£200,000	£0		£1,450,000
<i>Additional secondary provision</i>				£0	<i>£15,000,000</i>			£0	£15,000,000		£15,000,000
<i>Costs arising from projects undertaken by third parties</i>				£0	<i>£500,000</i>	<i>£500,000</i>		£0	£500,000	£500,000	£1,000,000
<i>To implement outcomes from the SEND review</i>				£0	<i>£500,000</i>	<i>£7,000,000</i>		£0	£500,000	£7,000,000	£7,500,000
TOTAL COMMITMENTS	£6,280,000	£4,980,000	£0	£900,000	£16,930,000	£7,500,000	£2,530,000	£7,180,000	£21,910,000	£7,500,000	£39,120,000
Outstanding balance	£138,255	£67,510	£67,510	£22,919,697	£17,434,697	£9,934,697					

Notes

Figures in italics are indicative at the present time

School	Works	Priority Grade	Budget Allocation
Asbestos works			£50,000
Mile Oak Primary School	Phase 2 of removal of asbestos ceilings and renewal of lighting	D1	
Patcham Infant School	Replacement of asbestos ceilings and removal of asbestos fascia's and soffits.	D1	
Drainage Works			£100,000
Benfield Junior School	Drainage renewal	D1	
Bevendean Primary School	Flood prevention works	D1	
Coldean Primary School	Flood prevention works	D1	
Homewood College	Flood prevention feasibility	D1	
Coombe Road School	Drainage improvement	D1	
Electrical Works			£377,500
67 Centre	Rerouting / renewal of electrical cables on south elevation.	D1	
Moulsecroomb Primary School	Incoming electrical supply reconfiguration to single supply	D1	
Benfield Primary School	Revenue Safeguarding	D1	
Middle Street	Rewire and replace lighting to Hall	D1	
Blatchington Mill School	Feasibility Block Electrical Installation	D2	
Blatchington Mill School	Electrical Power/Lighting Rewire Block Phase 1	D2	
Fairlight Primary School	Upgrade electrical supply	D2	
General Works			£487,110
67 Centre	Replace rotten timber cladding to east elevation.	D1	
Bevendean Primary School	Repointing repairs to Library walling	D1	
Blatchington Mill School	Replace fire escape to rear (west Block)	D1	
Blatchington Mill School	Replace wall ties to Theatre	D1	
Carden Primary School	Under-pinning works to corridor	D1	
Carlton Hill Primary School	Replace wall ties to west elevation flank walls	D1	
Coldean Primary School	Wall tie replacement/re-pointing	D1	
Downs Junior School	Re-pointing and masonry repairs	D1	
Downs Junior School	Damp-proofing works to boys toilets	D1	
Downs Junior School	Brickwork repairs, damp proofing etc. to resolve H&S issues in house CT house	D1	
Hangleton Primary School	Repointing and wall tie replacement (phase 2)	D1	
Mile Oak Primary School	Re-pointing/wall ties to CT house	D1	
Moulsecroomb Primary School	Basement railings, damp penetration & brickwork to basement	D1	
Patcham Junior School	Fascia/barge board renewal & asbestos removal	D1	
Queens Park Primary School	Render brick boundary wall	D1	
Rudyard Kipling Primary School	Repointing/wall tie replacement phase 2 south elevation?	D1	
St Luke's Primary School	Rebuild boundary wall/structural works to canopy	D1	
Stanford Infants	Replace cladding to CT house	D1	
Stanford Junior School	Masonry repairs	D1	
West Hove Junior School	Replace lintels to gable ends of hall (NEW ITEM)	D1	
West Hove Junior School	Cladding/detailing to first floor extension	D1	
Woodingdean Primary School	Repointing/wall ties North elevation, hall & store room	D1	
3 Varndean Cottage	Damp-proofing works to lounge and first floor bedroom	D1	
3 Varndean Cottage	Render repairs/brick stitching	D1	
Homewood College	Replace Kitchen to Caretakers House	D1	
Longhill School	Repair cavity trays to lift shaft	D1	
Middle Street Primary School	Cavity wall tie replacement to S & W elevations	D1	
Portslade Sports Centre	Reinstate damaged railing to fire escape	D1	
Brunswick Primary School	Replace cladding to Junior side	D1	
Hertford Junior School	PVCu cladding repairs (phase 2)	D2	
Jeanne Saunders Centre	Overboard ceilings basement kitchen, store and dormers	D2	
Jeanne Saunders Centre	Window lintel replacements to West Elevation	D2	
Longhill School	Repair spalling concrete to block 3	D2	

Mile Oak Primary School	Crack stitch, lintels and wall tie replacement	D2
Peter Gladwin Primary School	Refurbish CT kitchen	D2
Queens Park Primary School	Damp proofing inc. builder's works	D2
Royal Spa Nursery	Render repairs to monument (phase 3)	D2
Rudyard Kipling Primary School	Repointing/wall tie replacement phase 3	D2
Saltdean Primary School	Caretakers house - renew shiplap cladding	D2
St Luke's Primary School	Damp-proofing works to hall	D2
St Peters Infant School	Partial tanking to coincide with boiler renewal.	D2
Stanford Junior School	Repointing work to rear elevation (phase 3)	D2
West Blatchington Primary School	Repointing and flashing repairs	D2
West Blatchington Primary School	Damp treatment and external wall repairs (Otter Classroom).	D2
Mechanical Works		£1,118,500
Blatchington Mill School	Replace heating distribution for main building. Year 2	D1
Blatchington Mill School	Replace oil boiler/convert to gas	D1
Fairlight Primary School	Replace hot and cold water services distribution	D1
Homewood College	Install heating to classroom (formally	D1
Stanford Junior School	Resolve long dead leg issue	D1
Stanford Junior School	Replace boiler control panel	D1
Surrenden Pool	Improve air quality in pool hall (feasibility study)	D1
Longhill School	B Block replace lift	D1
Balfour Primary School (Infant site)	Replace fan coil units	D2
Balfour Primary School (Junior)	Replace Hall Boiler	D2
Benfield Junior School	Install heat pumps to reception class area	D2
Brunswick School (Junior site)	Replace boilers (Somerhill)	D2
Coldean Primary School	Replace incoming lead water main	D2
Downs View School	Replace main boiler plant	D2
Downs View School	Investigate reports of constant temperature failures on H&C water	D2
Hertford Junior School	Replacement heating, H&C water system	D2
Middle Street Primary School	investigate / feasibility into hot and cold water failures	D2
Moulsecoomb Primary School	Full survey feasibility to heating, hot and cold water distribution systems	D2
Moulsecoomb Primary School	Replace Main Boilers	D2
St Luke's Primary School	Install gas supply	D2
St Luke's Primary School	Replace kitchen boilers & dining block radiators	D2
Kitchen Ventilation		£60,000
Hertford Infant School	Install kitchen ventilation system	D2
Middle Street Primary School	Kitchen ventilation install filter/heater	D2
Resurfacing works		£206,000
Lynchet Close PRU	Resurface Playground	D1
Benfield Junior School	Resurface front carpark & adapt drainage	D1
Carlton Hill Primary School	Resurfacing to paved activity areas	D1
Longhill School	Tarmac repair road near Focus Centre	D1
Balfour Primary School (Junior)	Resurface playground 30P	D1
Brunswick Primary School	Resurface front entrance driveway	D1
Blatchington Mill School	Resurface road adjacent to kitchen	D2
Blatchington Mill School	Resurface access road/path to rear of site	D2
Brunswick Primary School	Resurface Infant playground	D2
Downs View School	Resurface playground	D2
Homewood College	Resurface Playgrounds	D2
Homewood College	Resurface Playgrounds	D2
Toilet Works		£255,000
Blatchington Mill School	Refurbish girls & boys toilets to changing rooms	D1
Coombe Road School	Toilet refurbishment 0/047 & room 0/039	D1
Fairlight Primary School	Toilet refurbishment 1st floor girls/boys first floor	D1
West Hove Junior School	Refurbish boys toilet	D1
Stanford Junior School	Refurbish girls toilets in basement & damp-proofing works	D1
Brunswick Primary School	Boys & Girls year 3 toilet refurbishment	D2

Brunswick Primary School	Girls 1st Floor toilet refurbishment (Davigdor)	D2		
Carlton Hill Primary School	Refurbish boys WC Yr 6	D2		
Fairlight Primary School	Toilet refurbishment 2nd floor girls/boys	D2		
Roofing Works			£1,608,000	
Balfour Primary School (Junior)	Replace tiled roofs above classrooms (final phase)	D1		
Bevendean Primary School	Renew flat roof to hall	D1		
Blatchington Mill School	Replace flat roof covering above library & 2no foodtech classrooms	D1		
Carden Primary School	Flat roof replacement above main roof and corridors (final phase)	D1		
Downs Infant School	Recover flat roofs classrooms - two storey section (final phase).	D1		
Downs View School	Replace flat roof coverings (phase 2)	D1		
Hangleton Primary School	Replace flat roof coverings	D1		
Hove Park School	Replace roof above gym/ (Lower site)	D1		
Hove Park School	Replace roofs generally above classrooms (Upper school)	D1		
Middle Street Primary School	Flat roof replace (final phase 5)	D1		
Mile Oak Primary School	Replace flat roof covering to CT House	D1		
Patcham Junior School	Recover pitched roof to main building (final phase)	D1		
Patcham Junior School	Recover flat roof to corridor	D1		
Queens Park Primary School	Recover flat roof above boiler room	D1		
Rudyard Kipling Primary School	Replacement of Roof Lights (9Nr)	D1		
Rudyard Kipling Primary School	Replace flat roof coverings phase 2 - toilet block	D1		
Saltdean Primary School	Renew flat roof above lower hall	D1		
Stanford Infants	Flat roofing works (final phase) and cladding	D1		
Stanford Junior School	Recover high flat roof above staffroom	D1		
Surrenden Pool	Replace rooflights	D1		
West Hove Junior School	Pitched roofing works to main building - Facing Portland Road (phase 3)	D1		
Woodingdean Primary School	Recover flat roofs phase 4 and repair valley gutter above Canteen	D1		
			TOTAL	£4,262,110
			Overall D1 Total	£2,766,110.00
			Overall D2 Total	£1,496,000.00
			Inc. fees	£4,688,321

Subject:	Annual Standards Report		
Date of Meeting:	9 March 2017		
Report of:	Executive Director, Children, Families & Learning		
Contact Officer:	Name:	Ellen Mulvihill	Tel: 01273 294410
	Email:		
Ward(s) affected:	All		

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

- 1.1 This report contains an analysis of the End of Key Stage results for children and young people for the 2016 academic year;
- 1.2 This report briefs members on the interventions implemented to sustain improvements made and to address areas of under-achievement, particularly as they relate to disadvantaged pupil outcomes;
- 1.3 The local authority has a statutory duty to 'know schools well' and to intervene in schools causing concern, where there are significant concerns about pupils' progress or wellbeing;
- 1.4 The report provides members with information related to the new assessment measures for Key stages 2 and 4.

2. RECOMMENDATIONS

- 2.1 To note the report and endorse the focus across the City on improving outcomes for all children and young people, particularly those from disadvantaged backgrounds.
- 2.2 Members are asked to note the changes in the curriculum, assessment and benchmark measures for Key Stages 2 and 4 and for determining the performance of disadvantaged groups which means that there is significant difficulty in establishing trends when not comparing like with like.

3. CONTEXT/ BACKGROUND INFORMATION**3.1 School Effectiveness**

For Early Years and Foundation Stage (EYFS) and Year 1 Phonics, the Brighton & Hove results are just below the national average but are improving year on year over a three year period. For Key Stage 1 and Key Stage 2 tests, Brighton & Hove is above the

national average. This is also the case for the new measures at Key Stage 4, Attainment 8 and Progress 8.

Brighton and Hove is ranked in the top 25 local authorities nationally for Key Stage 2 outcomes and ranked 45th out of all 152 Local Authorities for the percentage of young people achieving A*-C in English and maths in our secondary schools.

The difference in performance between the disadvantaged pupils and the national non disadvantaged pupils is higher than for the national average. This has been identified as a significant issue in the south east region and for coastal strip areas more specifically. Brighton & Hove performs better than other areas along the south coast.

The percentage of schools judged to be good or outstanding in the city has risen to 80% in secondary schools and 94.2% in primary schools. These are both above the national average;

The percentage of pupils currently attending a school judged to be good or outstanding is 87.9% against a national average of 87.1%;

We continue to focus on the schools which we believe may be vulnerable to losing their judgement of 'Good' as well as supporting and challenging schools which are currently 'Requiring Improvement' to get to 'Good' at their next inspection.

4. SUMMARY OF OUTCOMES

4.1 Early Years foundation stage profile – (4 to 5 year olds)

All pupils

The Brighton & Hove percentage of pupils achieving a good level of development is below the national and statistical neighbour average. Brighton & Hove is in 113th place out of 151 local authorities in England (data is not available for the Isles of Scilly);

To achieve a good level of development a pupil must achieve the expected level in all the early learning goals within areas of communication and language, physical development, personal, social and emotional development, literacy, and numeracy.

Pupils Eligible for Free School Meals

The Brighton & Hove percentage of pupils eligible for free school meals achieving a good level of development is above the national and statistical neighbour average. Brighton & Hove is in 95th place out of 150 local authorities in England (data is not available for City of London and Isles of Scilly).

Pupils with Special Educational Needs

In Brighton & Hove the percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving a good level of development is above national. The statistical neighbour average and local authority rank is not available due to suppression of 107 out of 152 local authority results to protect the privacy of individuals;

The percentage of pupils with SEN support achieving a good level of development is below the national and statistical neighbour averages. Brighton & Hove is in 100th place out of 150 local authorities in England (data is not available for City of London and Isles of Scilly).

Pupils with English as an Additional Language

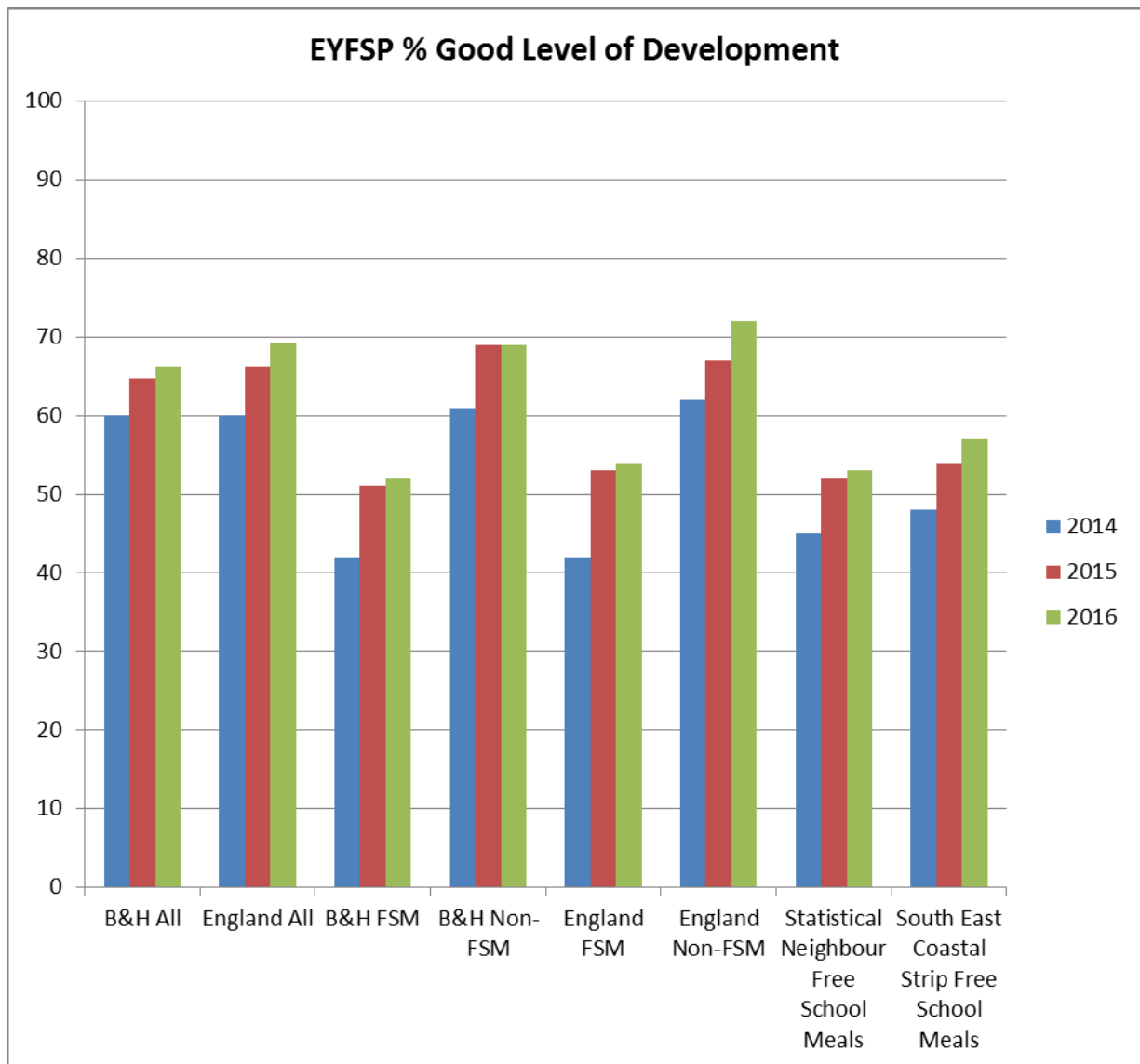
The percentage of pupils with English as an additional language achieving a good level of development is below the national and statistical neighbour average. Brighton & Hove is in 104th place out of 145 local authorities in England where data is available.

Other groups

The percentage of girls and boys achieving a good level of development are below their respective national groups, but boys are further below their national group than girls. The percentage of pupils with ethnicities classified by the government as Mixed, Asian, Black and Chinese achieving a good level of development are further below their respective national groups, than pupils with ethnicities classified as white.

EYFSP % Good Level Development	2014	2015	2016
B&H All	60	65	66
England All	60	66	69
B&H FSM	42	51	52
B&H Non-FSM	61	69	69
England FSM	42	53	54
England Non-FSM	62	67	72
Statistical Neighbour Free School Meals	45	52	53
South East Coastal Strip Free School Meals	48	54	57

**Statistical Neighbour refers the average of results for Leeds, Sheffield, York, Bath and NE Somerset, Bristol, Bournemouth, Reading, Portsmouth, Southend on sea, and Bromley. South east coastal strip refers to the average of results for Medway, Kent, East Sussex, West Sussex, Portsmouth, Southampton, Hampshire, and Isle of Wight.*



4.2 Year 1 phonics check (age 6)

All pupils

The Brighton & Hove percentage of pupils meeting the required standard for Phonics decoding is below national and statistical neighbour averages. Brighton & Hove are ranked joint 102nd out of 150 local authorities (data is not available for City of London and Isles of Scilly).

Pupils Eligible for Free School Meals

The percentage of pupils eligible for Free School Meals meeting the required standard for Phonics decoding is below the national average but above the statistical neighbour average. Brighton & Hove are ranked joint 84th out of 150 local authorities.

Pupils with Special Educational Needs

The percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan meeting the required standard for Phonics decoding is above national and statistical neighbour averages. Brighton & Hove are ranked joint 53rd out of the 133 local authorities with data available;

The percentage of pupils with SEN support meeting the required standard for Phonics decoding is below national and statistical neighbour averages. Brighton & Hove are ranked joint 99th out of 150 local authorities.

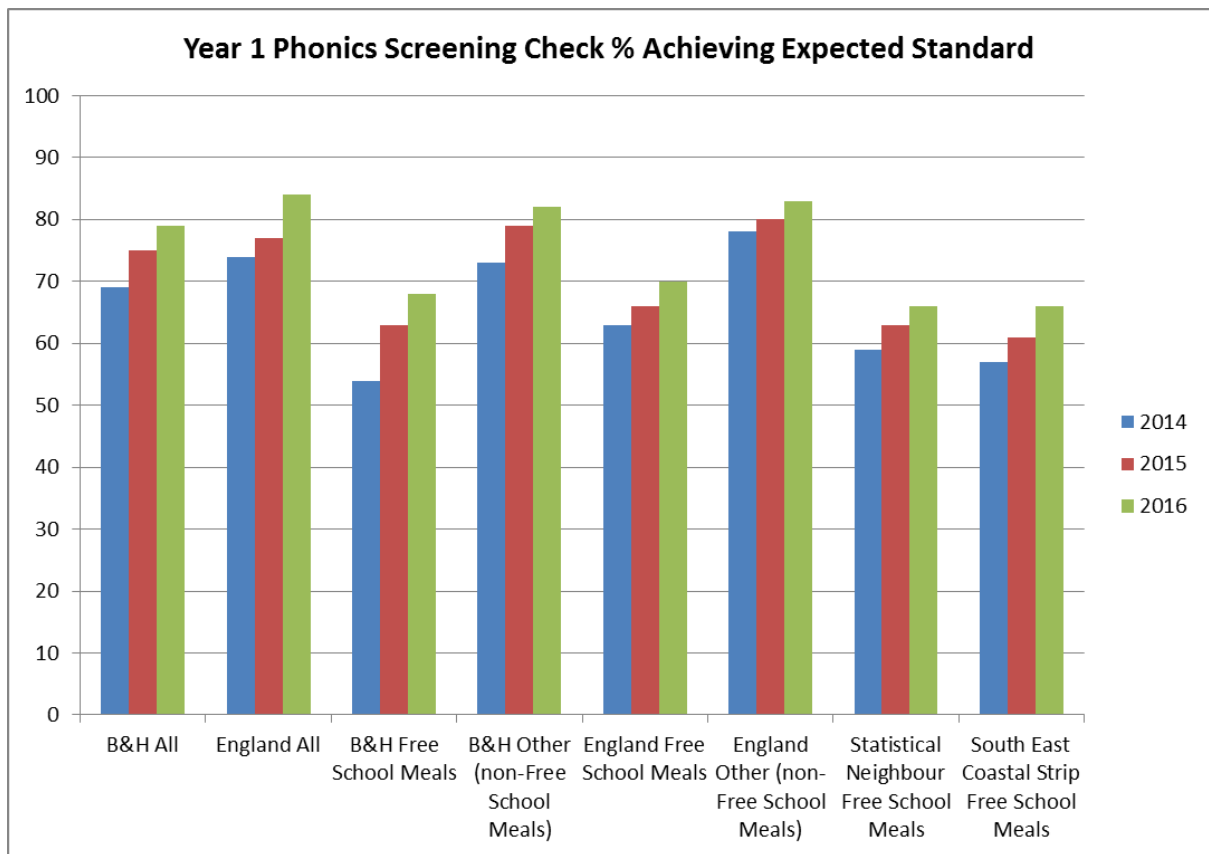
Pupils with English as an Additional Language

The percentage of pupils with English as an additional language meeting the required standard for Phonics decoding is below national and statistical neighbour averages. Brighton & Hove are ranked joint 93rd out of 150 local authorities.

Other

The percentage of pupils with ethnicities classified by the government as Mixed, Asian, Black and Chinese meeting the required standard for phonics decoding are below their respective national groups.

Year 1 Phonics Screening Check % Achieving Expected Standard	2014	2015	2016
B&H All	69	75	79
England All	74	77	84
B&H Free School Meals	54	63	68
B&H Other (non-Free School Meals)	73	79	82
England Free School Meals	63	66	70
England Other (non-Free School Meals)	78	80	83
Statistical Neighbour Free School Meals	59	63	66
South East Coastal Strip Free School Meals	57	61	66



4.3 Key Stage 1 outcomes (7 year olds)

All pupils

The Brighton & Hove percentage of pupils achieving the expected standard and higher standard in reading, writing and mathematics combined is slightly below national;

The percentage of pupils achieving the expected standard or working at greater depth in reading is above national and the statistical neighbour average. Brighton & Hove is in joint 58th place for the expected standard and joint 41st place for the higher standard out of 150 local authorities in England (data is not available for City of London and Isles of Scilly);

The percentage of pupils achieving the expected standard or working at greater depth in mathematics is above national and above the statistical neighbour average. Brighton & Hove is in joint 55th place for the expected standard and joint 64th place for the higher standard out of 150 local authorities in England;

The percentage of pupils achieving the expected standard or working at greater depth in writing is above national and the statistical neighbour average. Brighton & Hove is in joint 65th place for the expected standard out of 150 local authorities and joint 76th place for the higher standard out of 150 local authorities in England.

Pupils Eligible for Free School Meals

In Brighton & Hove the percentage of pupils eligible for Free School Meals achieving the expected standard in reading is above the national and statistical neighbour averages;

The percentage of pupils eligible for Free School Meals achieving the expected standard in writing is below the national average but above statistical neighbour average;

The percentage of pupils eligible for Free School Meals achieving the expected standard in mathematics is below the national average but above statistical neighbour average.

Pupils with Special Educational Needs

In Brighton & Hove the percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standard in reading is below the national and statistical neighbour averages;

The percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standard in writing is above the national average but below the statistical neighbour average;

The percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standard in mathematics is equal to the national average and above the statistical neighbour average;

The percentage of pupils with SEN support achieving the expected standard in reading is below the national and statistical neighbour averages;

The percentage of pupils with SEN support achieving the expected standard in writing is equal to the national average and above the statistical neighbour average;

The percentage of pupils with SEN support achieving the expected standard in mathematics is equal to the national average and above the statistical neighbour average.

Pupils with English as an Additional Language

In Brighton & Hove the percentage of pupils with English as an additional language achieving the expected standard in reading is below the national average but above the statistical neighbour average;

The percentage of pupils with English as an additional language achieving the expected standard in writing is below the national average but above the statistical neighbour average;

The percentage of pupils with English as an additional language achieving the expected standard in maths is equal to the national average but above the statistical neighbour average.

Other

Pupils with ethnicities classified by the government as Black are below their national group for the percentage achieving the expected standard in reading, writing and mathematics. Pupils with ethnicities classified by the government as Mixed are below

their national group for the percentage achieving the expected standard in writing. Pupils with ethnicities classified by the government as Asian are below their national group for the percentage achieving the expected standard in mathematics.

4.4 Key Stage 2 outcomes (11 year olds)

All pupils

The Brighton & Hove percentage of pupils achieving the expected standard and higher standard in reading, writing and mathematics combined is above national and the statistical neighbour average. In both these attainment standards, Brighton & Hove is in 22nd place out of 150 local authorities in England (data is not available for City of London and Isles of Scilly);

The percentage of pupils achieving the expected standard and the percentage of pupils achieving the higher standard in reading is above national and the statistical neighbour average. Brighton & Hove is in 6th place for the expected standard and 9th place for the higher standard out of 150 local authorities in England;

The progress score in reading is significantly above national, and is in 16th place out of 152 local authorities in England;

The percentage of pupils achieving the expected standard in writing based on teacher assessment is above national and the statistical neighbour average. Brighton & Hove is in 40th place out of 150 local authorities in England. The percentage of pupils writing at a greater depth within the expected standard was above the national and statistical neighbour average. Brighton & Hove is in 14th place out of 150 local authorities in England;

The progress score in writing is significantly above national, and is in 64th place out of 152 local authorities in England;

The percentage of pupils achieving the expected standard in mathematics is equal to national and above the statistical neighbour average. For the percentage of pupils achieving the higher standard in mathematics, Brighton & Hove is below the national and the statistical neighbour average. Brighton & Hove is in 67th place for the expected standard and 66th place for the higher standard out of 150 local authorities in England;

The progress score in mathematics is significantly below national, and is in 108th place out of 152 local authorities in England.

Disadvantaged pupils

In Brighton & Hove the percentage of disadvantaged pupils achieving the expected standard in reading, writing and mathematics is below the national average for this group. The difference of Brighton & Hove disadvantaged pupils achieving the expected standard to national other pupils is greater than the national difference, and is in 76th place out of 152 local authorities in England;

The percentage of disadvantaged pupils achieving the expected standard in reading and the progress score is above the national average for this group. The difference of Brighton & Hove disadvantaged pupils achieving the expected standard to national other pupils is less than the national difference, and is in 31st place out of 152 local authorities in England;

The percentage of disadvantaged pupils achieving the expected standard and the progress score in writing is below the national average for this group. The difference of Brighton & Hove disadvantaged pupils achieving the expected standard to national other pupils is greater than the national difference, and is in 86th place out of 152 local authorities in England;

The percentage of disadvantaged pupils achieving the expected standard and the progress score in mathematics is below the national average for this group. The difference of Brighton & Hove disadvantaged pupils achieving the expected standard to national other pupils is greater than the national difference, and is in 121st place out of 152 local authorities in England.

Pupils with Special Educational Needs

In Brighton & Hove the percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standard in reading is equal to the national average for this group, but the progress score is below the national average. For the expected standard Brighton & Hove is in 71st place out of 152 local authorities in England;

The percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standard in writing is above the national average for this group, and the progress score is equal to the national average. For the expected standard Brighton & Hove is in 30th place out of 152 local authorities in England;

The percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standard and the progress average score in mathematics is below the national average for this group. For the expected standard Brighton & Hove is in 92nd place out of 152 local authorities in England;

The percentage of pupils with SEN support achieving the expected standard and the progress score in reading is above the national average for this group. For the expected standard Brighton & Hove is in 14th place out of 152 local authorities in England;

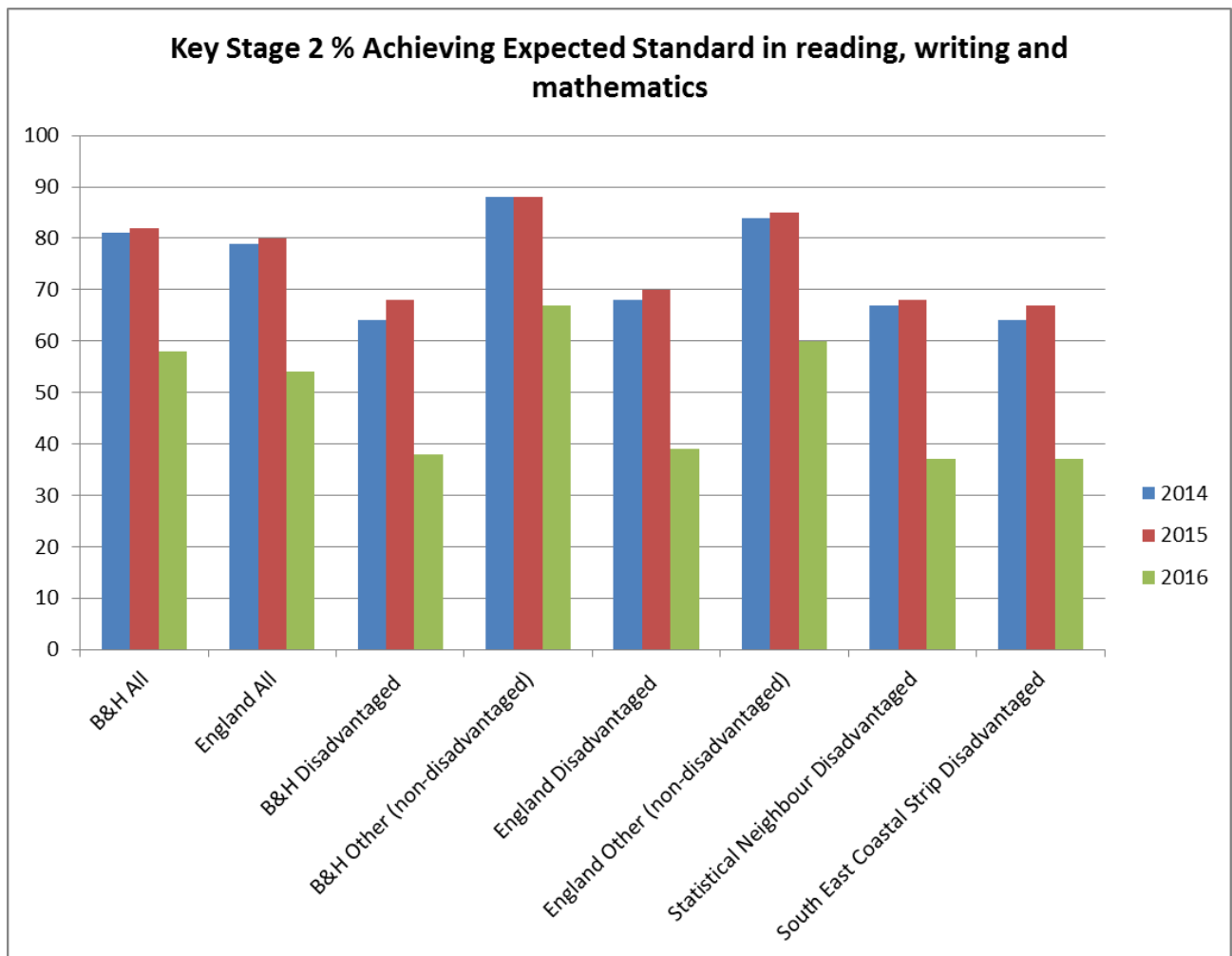
The percentage of pupils with SEN support achieving the expected standard in writing is above the national average for this group, and the progress score is similar to the national average for this group. For the expected standard Brighton & Hove is in 45th place out of 152 local authorities in England;

The percentage of pupils with SEN support achieving the expected standard in mathematics is above the national average for this group, but the progress score is below. For the expected standard Brighton & Hove is in 73rd place out of 152 local authorities in England.

Other groups

The average progress score in reading, writing and mathematics is below the respective national group for pupils of White and Black Caribbean, Black Caribbean and Black African ethnicity, but outcomes are varied and low progress is associated with disadvantaged pupils.

Percentage of pupils achieving the expected standard in reading, writing and maths	2014	2015	2016
B&H All	81	82	58
England All	79	80	54
B&H Disadvantaged	64	68	38
B&H Other (non-disadvantaged)	88	88	67
England Disadvantaged	68	70	39
England Other (non-disadvantaged)	84	85	60
Statistical Neighbour Disadvantaged	67	68	37
South East Coastal Strip Disadvantaged	64	67	37



4.5 Key Stage 4 – GCSE results (16 year olds)

All pupils

The Brighton & Hove Attainment 8 average score is above the national average, and below the statistical neighbour average. Brighton & Hove is in 64th place out of 151 local authorities in England (data is not available for City of London);

The Progress 8 score is above the national average for state-funded schools and the statistical neighbour average. Brighton & Hove is in 50th place out of 150 local authorities in England (data is not available for City of London and Isles of Scilly);

The English attainment and progress average scores are above the national average, and equal to the statistical neighbour average. Out of 150 local authorities, in English attainment Brighton & Hove is in 51th place, and in English progress 57th place;

The mathematics attainment and progress average scores are above the national average, and above or equal to the statistical neighbour average. Out of 150 local authorities, in mathematics attainment Brighton & Hove is in 57th place, and in English progress 45th place. There is an upward trend in mathematics attainment and progress, and it is now similar to English;

The attainment and progress average score for the open qualification element are below national and the statistical neighbour average and this is associated with lower entries in non-GCSE qualifications and higher unfilled open qualification slots;

The attainment and progress average score for English Baccalaureate qualification element are above national and the statistical neighbour average.

Disadvantaged pupils

The Attainment 8 and Progress 8 average scores for disadvantaged pupils are below the national average for this group. The difference of Brighton & Hove disadvantaged pupils to national other pupils is greater than the national difference, although this difference is diminishing over time;

English and mathematics attainment and progress average scores for disadvantaged pupils are also below the national average for this group. There is an upward trend in mathematics attainment and progress, and relative progress in mathematics is now similar to English, although relative attainment in mathematics is below English.

Pupils with Special Educational Needs

All attainment and progress average scores for the pupils with a Statement of Special Educational Need or an Education, Health and Care Plan are significantly below the national average for this group;

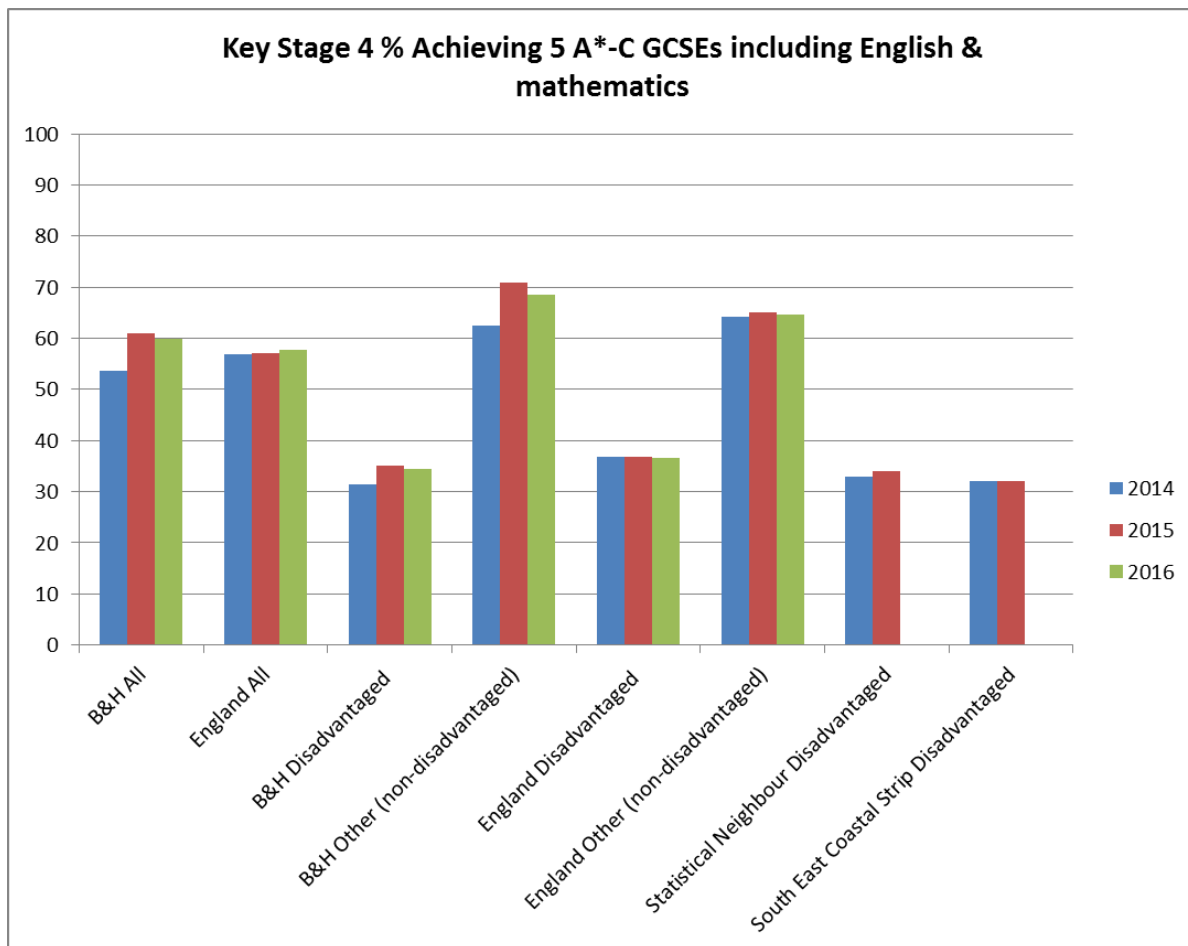
All attainment and progress average scores for pupils with SEN Support are above the national average for this group;

When these SEN groups are combined then in Brighton & Hove all attainment and progress average score for pupils with Special Educational Needs are above national average for this group.

Other groups

Average progress scores are below the respective national groups for pupils of White and Black African and Indian ethnicity. Outcomes are varied for pupils of White and Black African ethnicity, but low progress is associated with disadvantaged pupils.

Percentage of Pupils Achieving 5 A*-C GCSEs Including English and Maths	2014	2015	2016
B&H All	54	61	59
England All	57	57	57
B&H Disadvantaged	31	35	35
B&H Other (non-disadvantaged)	62	71	69
England Disadvantaged	37	37	37
England Other (non-disadvantaged)	64	65	65
Statistical Neighbour Disadvantaged	33	34	-
South East Coastal Strip Disadvantaged	32	32	-



**Analysis from the Department of Education has shown for local authorities the indicator of 5+ A*-C GCSEs including English and maths is correlated to the new indicator of Attainment 8. 5+ A*-C GCSEs including English and maths has been used here to show the trend over time.*

5. Conclusion and Next Steps

- 5.1 The upward trends in Early Years and Foundation stage and Year 1 phonics; the above national average performance for Key Stage 2 and 4 outcomes, and for the percentage of 'good' and 'outstanding' schools, is a positive reflection on the school improvement strategy and partnership working across the city. There are, however, key priorities that remain with regard to outcomes for disadvantaged pupils and Maths performance. Despite intervention and some improvement these are ongoing areas for development and scrutiny and feature prominently both implicitly in general intervention and explicitly in focused events and strategies. A feature for 2016/17 is to aim for consistency and to raise performance in the everyday practice rather than releasing strategies which lead to short term unsustainable projects and gains.
- 5.2 Each school has been allocated a prioritisation level which has a specified action plan outlining the support for those schools thought to be at risk. The use of Strategy Board Meetings and individual meetings with Heads and chairs of governors allows the LA to challenge outcomes appropriately;

- 5.3 A new system of school improvement and intervention which fully incorporates the partnership and schools supporting schools systems within the LA has been devised and will be implemented in April 2017. National Leaders of Education (NLE), Local Leaders of Education (LLE), National Leaders of Governance (NLG) and Local Leaders of Governance (LLG) will be deployed in our schools to ensure that the most successful and current practitioners are sharing their expertise and informing the LA challenge function;
- 5.4 The creation of 'Schools at a Glance' data sheets has meant that schools and all professionals who are involved in schools can easily and accessibly identify priorities and intervene collaboratively and effectively to address these;
- 5.5 We are consulting on a new 'Reducing the Differences Strategy' to address the under-performance of disadvantaged children and young people in the city. Significant work has already been undertaken with Head teachers and governing bodies to identify and disseminate good practice and to highlight and challenge schools where outcomes are not good enough. As part of this strategy, it is proposed that a working party is created consisting of councillors, Heads across all phases, chairs of governors, parents, professionals and children and young people to provide strategic oversight and hold the LA and schools to account;
- 5.6 We propose that in the first instance there is a citywide focus on addressing the correlation between poor attendance and under achievement for disadvantaged groups. The plan needs to galvanise the wider council and community to prioritise this area in their work as the complexity of the issue requires a creative and collaborative solution which fully incorporates but is not limited to schools;
- 5.7 A city wide Maths event will identify the successful practice across the city and establish links between the schools and within the clusters to facilitate good continuing professional development (CPD), effective planning, moderation and assessment. The event will be led by the Sussex Maths Hub;
- 5.8 There will be significant investment in work on 'poverty proofing' educational settings and in the school day generally. It is expected that this work will be co-designed with Heads and other key stakeholders to address the barriers to learning for disadvantaged groups and to deliver tangible and quantifiable improvements in performance;
- 5.9 A programme of governor events will be held and reviews will be conducted to strengthen the knowledge base and capacity of our governors to challenge and support their own schools to improve outcomes;

COMMUNITY ENGAGEMENT & CONSULTATION

Community engagement options will be considered as an integral part of the ongoing work to further raise standards.

FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best outcomes for pupils and any activities must be met from within their existing delegated budgets. Schools also have Pupil Premium funding from the government and must use this to support their disadvantaged pupils to narrow the attainment gap.

There are no financial implications for the LA as a result of the recommendations in this report.

Andy Moore: 01273 293460

Legal Implications:

Local Authorities have a statutory duty under section 13A of the Education Act 1996 to ensure that their functions in relation to the provision of education are exercised with a view to promoting high standards. This report informs the committee how the Council is seeking to fulfil this duty.

Serena Kynaston: 01273 291537

SUPPORTING DOCUMENTATION

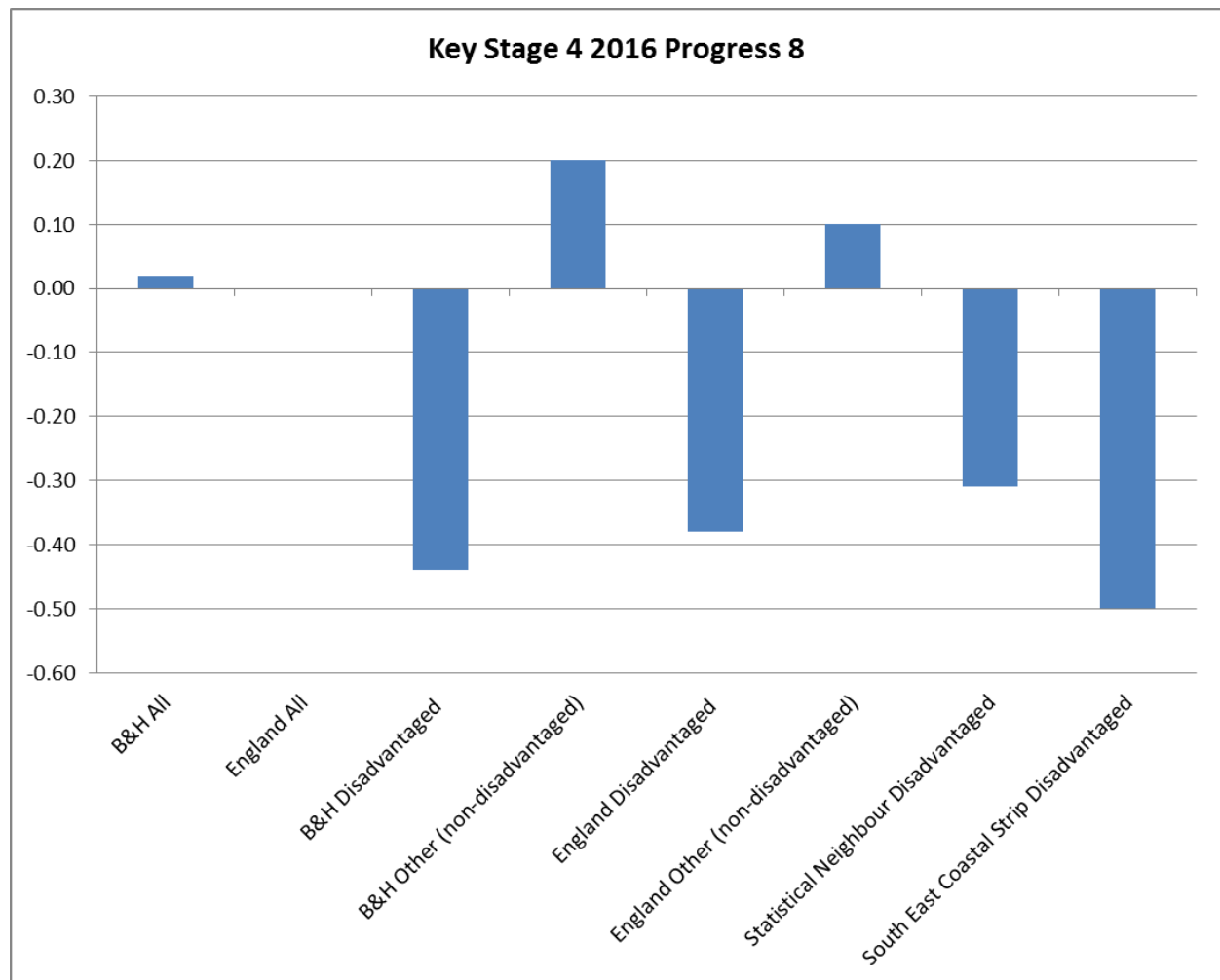
Appendices:

1. Additional data analysis of performance for the 2016 academic year.

APPENDIX 1:

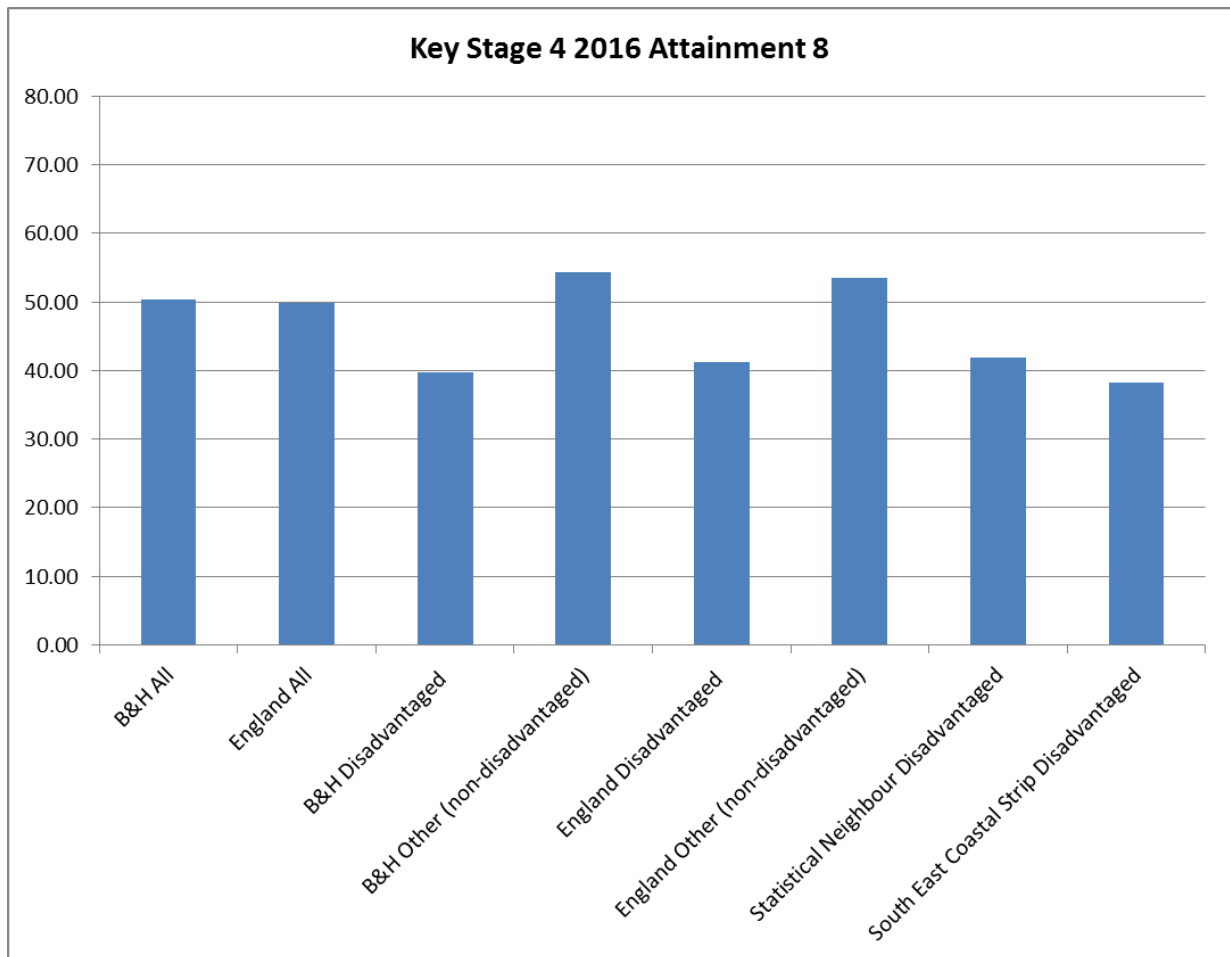
Progress 8 Summary

Progress 8	2016
B&H All	0.02
England All	0.00
B&H Disadvantaged	-0.44
B&H Other (non-disadvantaged)	0.20
England Disadvantaged	-0.38
England Other (non-disadvantaged)	0.10
Statistical Neighbour Disadvantaged	-0.31
South East Coastal Strip Disadvantaged	-0.50



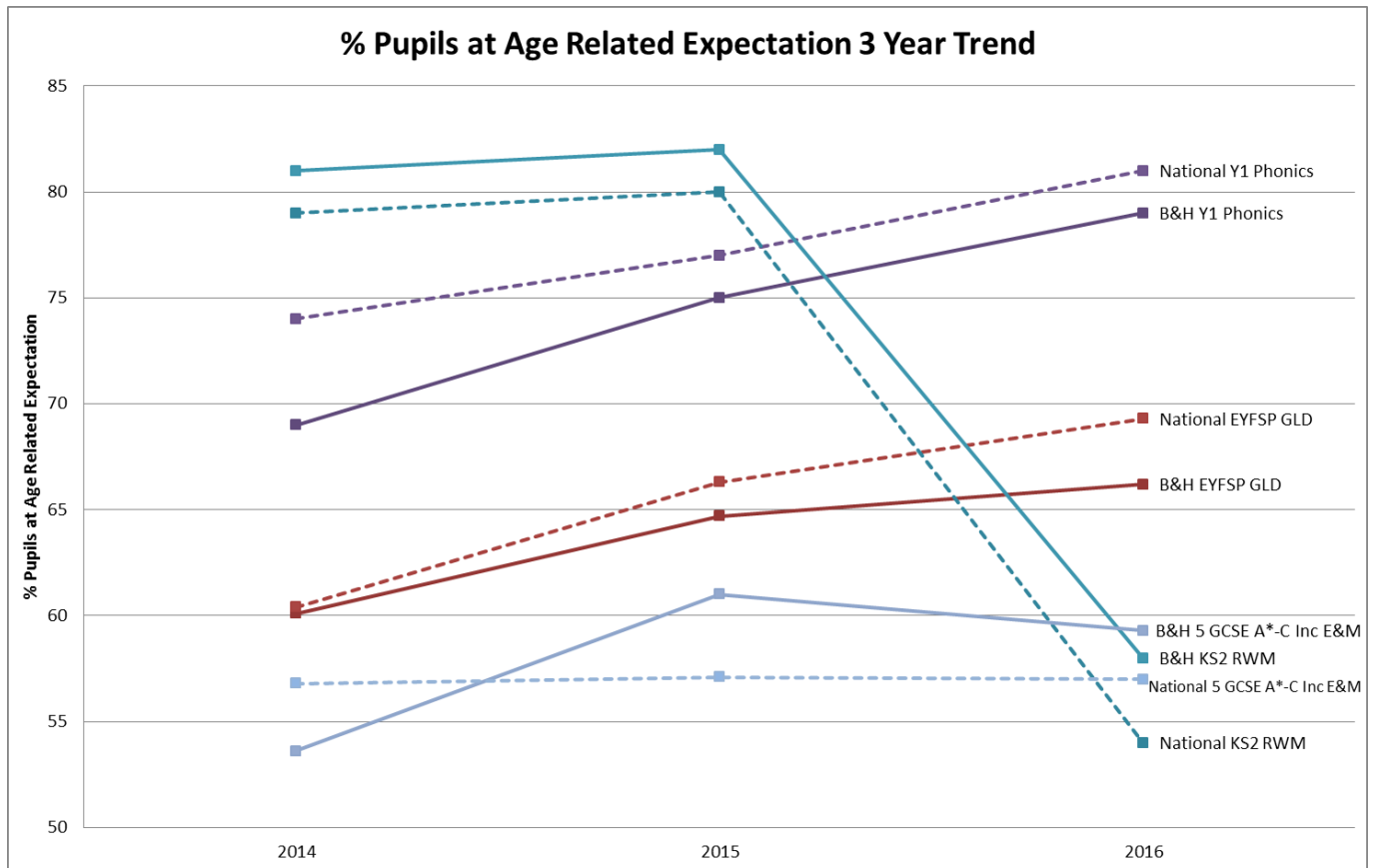
Attainment 8 Summary

Attainment 8	2016
B&H All	50.40
England All	49.90
B&H Disadvantaged	39.80
B&H Other (non-disadvantaged)	54.30
England Disadvantaged	41.20
England Other (non-disadvantaged)	53.50
Statistical Neighbour Disadvantaged	41.86
South East Coastal Strip Disadvantaged	38.33



Summary of Brighton & Hove Age Related Expectations Over Time

Age Related Expectations	2014	2015	2016
B&H EYFSP GLD	60.1	64.7	66.2
National EYFSP GLD	60.4	66.3	69.3
B&H Y1 Phonics	69	75	79
National Y1 Phonics	74	77	81
B&H KS2 RWM	81	82	58
National KS2 RWM	79	80	54
B&H 5 GCSE A*-C Inc E & M	53.6	61	59.3
National 5 GCSE A*-C Inc E & M	56.8	57.1	57



Coloured coded summary of Brighton & Hove results compared to national

Green highlights where the Brighton & Hove 2016 result is above national or similar to the national result for the respective group, and red highlights below national for the respective group.

		All pupils	Pupil with Free School Meals or Disadvantaged pupils	Pupils with a Statement of SEN or EHCP	Pupil with SEN support	White	Mixed	Asian	Black	Chinese
Early Years	Foundation Stage Profile	Red	Green	Green	Red	Red	Red	Red	Red	Red
Key Stage 1	Phonics attainment	Red	Red	Green	Red	Green	Red	Red	Red	Red
	Reading attainment	Green	Green	Red	Red	Green	Green	Red	Red	Green
	Writing attainment	Green	Red	Red	Red	Green	Red	Green	Red	Green
	Maths attainment	Green	Red	Red	Red	Green	Green	Red	Red	Green
Key Stage 2	Reading attainment	Green	Green	Red	Green	Green	Green	Red	Red	Red
	Writing attainment	Green	Red	Green	Green	Red	Green	Red	Red	Green
	Maths attainment	Red	Red	Red	Green	Green	Red	Red	Red	Red
	Reading progress	Green	Green	Red	Green	Green	Green	Red	Red	Red
	Writing progress	Green	Red	Red	Green	Red	Red	Red	Red	Red
	Maths progress	Red	Red	Red	Red	Red	Red	Green	Red	Red
Key Stage 4	Attainment 8	Green	Red	Red	Green	Green	Red	Red	Red	Green
	English attainment	Green	Red	Red	Green	Green	Red	Red	Red	Green
	Maths attainment	Green	Red	Red	Green	Green	Red	Red	Red	Green
	Progress 8	Green	Red	Red	Green	Green	Green	Green	Green	Green
	English progress	Green	Red	Red	Green	Green	Red	Green	Green	Green
	Maths progress	Green	Red	Red	Green	Green	Green	Green	Green	Red

Subject:	School Funding		
Date of Meeting:	06 March 2017 Children Young People and Skills Committee		
Report of:	Pinaki Ghoshal, Executive Director of Families, Children & Learning		
Contact Officer:	Name:	Richard Barker, Head of School Organisation	Tel: 290732
	Email:	Richard.barker@brighton-hove.gov.uk	
Ward(s) affected:	All		

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

- 1.1 To inform the committee of the proposed changes in school funding in the move to a National Funding Formula from 2019/20.
- 1.2 To update the committee on the work with schools to support them in addressing the funding pressures it is expected they will encounter.

2. RECOMMENDATIONS:

- 2.1 To note the move to a complete National Funding Formula from 2019/20 and the anticipated impact this will have on the city's schools.
- 2.2 That the committee agree that the actions being taken to support schools in their preparation for changes to school funding are appropriate and proportionate.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 In broad terms the funding of schools and the services provided by the Local Authority (LA) to support them are funded by three areas, the council's General Fund, the Education Services Grant (ESG) and the Dedicated Schools Grant (DSG).
- 3.2 The Schools Forum is made up of representatives from schools and academies. There is also some representation from non-school organisations, such as nursery and 16-19 education providers. The forum acts as a consultative body on some issues and a decision making body on others.
- 3.3 The forum acts in a consultative role for:
 - changes to the local funding formula (the LA makes the final decision)
 - proposed changes to the operation of the minimum funding guarantee
 - changes to or new contracts affecting schools (e.g. school meals)
 - arrangements for pupils with special educational needs, in pupil referral units and in early years provision

- 3.4 The forum decides:
- how much funding may be retained by the LA within the DSG (e.g. for providing an admissions service or providing additional funding for growing schools)
 - any proposed carry forward of deficits on central spend from one year to the next
 - proposals to de-delegate funding from maintained primary and secondary schools (e.g. for staff supply cover, insurance, behaviour support)
 - changes to the scheme of financial management

Education Services Grant

- 3.5 The ESG has been paid at one per pupil rate to cover the duties an LA has for all pupils within its schools, including academies and another per pupil rate to cover the duties of all pupils attending a maintained school. Academies receive a separate amount of ESG for the pupils attending its school.
- 3.6 The government recently announced the full phasing out of ESG, from September 2017 removing this £2.9m grant from the LA and creating another budget pressure.
- 3.7 The funding paid to cover the duties the LA has for all pupils (retained duties) in the financial year 2017/18 was transferred to the DSG and in October the Schools Forum agreed that this cost should be met by the DSG to alleviate the substantial pressure on the council's General Fund budget. The figure, updated for pupil numbers is £0.492m.
- 3.8 The council has received £1.007m for the other element of the ESG to cover the academic year 2016/17.
- 3.9 Subsequently the LA has been notified of a provisional allocation of £0.123m in school improvement monitoring and brokering grant to cover the period September 2017 to March 2018 of the academic year 2017/18.

Financial Year	ESG (or equivalent) Funding
2016/17	£2.9m
2017/18	£1.622m

- 3.10 It is proposed that under the new funding arrangements a Central School Services Block of funding will be created to fund the LA's retained duties for both maintained schools and academies and the schools block funding currently held centrally by LAs, such as school admissions.
- 3.11 The DfE have also announced a £140m Strategic School Improvement Fund that will be accessible to schools and Academies. No further details about how this funding can be accessed have been released yet.

Dedicated Schools Grant (DSG)

- 3.12 The DSG budget allocation received by the council is split into three notional blocks – schools, early years and high needs. The blocks are not ring-fenced but the DfE will continue to ring-fence the DSG as a whole. The Schools Block has

been calculated using pupil numbers from the October 2016 School Census. The Early Years Block (EYB) continues to be funded on January headcount data. The High Needs Block (HNB) covers funding for education provision for high needs pupils and students from birth to 25, in line with the new SEN and Disability legislation.

- 3.13 As decided by the Schools Forum, in total, £4.335m is not allocated to individual school budgets. A further £0.118m is taken from the Early Years and High Needs block to fund some central provision.

Schools Block

- 3.14 In calculating a formula by which the total amount of Schools Block funding is distributed to individual schools only certain factors are allowed. The Schools Forum is consulted upon those that the LA chooses to use and the relative amounts of each one. For example the amount paid for each primary aged pupil and each secondary aged pupil, the size of a lump sum payment to each school and the amount paid for each child in care.
- 3.15 For 2017/18, the overall allocation of funding to schools has increased by over £2m and this is due to an increase in pupil numbers and a reduction in funding returned to the Local Authority.

High Needs Block

- 3.16 The LA is responsible for the allocation of the High Needs Block (HNB) and the majority of funding in this block is delegated to/used to support maintained schools or paid directly to establishments for the provision of education.
- 3.17 The LA is now analysing the implications for the HNB in 2017/18 and will be finalising budget commitments and allocations in this block prior to the start of the financial year.
- 3.18 As in 2016/17, all special schools will receive a base funding level of funding of £10,000 per commissioned place. In addition to this and according to national funding policy, the LA will pay a locally agreed 'top-up' to special schools if and where necessary, which will vary between provisions depending on the complexity of pupils' needs in the particular establishment.
- 3.19 In the financial year 2013/2014 top-up funding was allocated for 266 pupils, however, in the current year this is expected to increase to almost 400 pupils.
- 3.20 Despite the large increase in the number of pupils for who top-up funding is being allocated, the total number of pupils with Statements/EHC plans over the same time period is largely unchanged creating a financial pressure in the HNB.

Early Years Block

- 3.21 Funding for early years free entitlement (EYFE) places for two, three and four year olds comes from the Early Years Block of the Dedicated Schools Grant (DSG). The government has allocated all local authorities early years funding based upon a national formula. Brighton and Hove's allocation for three and four

year olds equates to an increase of 4p per hour on the amount for 2016/17 and at £4.45 is significantly below the published national average amount of £4.78.

- 3.22 There has been a drop in the number of children attending nursery classes in the city over a number of years which has led to empty places and funding pressures. Some schools have reduced to part time opening or are proposing to close their classes. The increase in the entitlement to 30 hours of free childcare for 3 and 4 year olds with working parents may increase demand from September 2017. New funding rates will come in from April 2017 and will apply to all EYFE hours, including the additional 15 hours to which three and four year olds of working parents will be entitled from September 2017 (30 hours free childcare).

Proposals for a National Funding Formula

- 3.23 The DfE has launched a consultation on its detailed proposals for a National Funding Formula (NFF) for schools, High Needs and LAs, to take effect from April 2018. As part of the consultation exercise an indication of the likely impact of the NFF has been published.
- 3.24 In 2018/19 the DfE will calculate notional individual budgets for schools according to the national formula. These will then be aggregated and allocated to local authorities for distribution to schools according to the locally agreed formula in consultation with the Schools Forum.
- 3.25 In 2019/20 the DfE will calculate individual budgets for schools according to the national formula and there will be no local influence on the allocation to the city's schools. LAs will continue to make decisions about how to spend their High Needs, Early Years and Central School Services Blocks.
- 3.26 The schools NFF will comprise 12 factors and the High Needs formula will comprise 9 factors. Appendix 1 illustrates the proposed formulas and how the factors compare to what is used at present.
- 3.27 The high level information on a first year of any NFF transition would indicate a 0.1% increase in school and academy funding in Brighton and Hove, with individual schools gaining or losing depending upon individual circumstances.
- 3.28 In the proposals it is expected that a lump sum amount of £110k will be allocated for all schools. Currently in Brighton and Hove the lump sum is £150k. Many smaller schools are likely to be affected by this proposal because they are unlikely to recoup the £40k amount through funding being allocated via pupil led factors.
- 3.29 The amount of the lump sum is one of the specific questions asked in the consultation document alongside questions about the primary to secondary funding ratio and the proportion and weightings allocated to the various factors.
- 3.30 In overall terms, under the new formula, the HNB for Brighton and Hove is indicated to be at the same amount as it is currently.

- 3.31 The Central School Services Block will be funded according to a per pupil rate and will be adjusted by area costs, with the addition of a deprivation factor to recognise the challenges of providing some central services in areas of high socio-economic deprivation.
- 3.32 Initial indications are that this funding will be 5.3% lower for the council from 2018-19 compared to the 2016-17 baseline figure.
- 3.33 The council doesn't support the use of the general labour market (GLM) methodology to calculate the Area Cost Adjustment. The GLM geography means a single factor is calculated for Brighton and Hove and East Sussex. However previous work undertaken by the Department for Communities and Local Government as part of a review demonstrated that wages in Brighton and Hove were statistically significantly higher than East Sussex.
- 3.34 As both formulas use GLM the council responded in the first consultation that a separate factor should be calculated for Brighton and Hove using wage data for the city alone.

Impact of NFF on Brighton and Hove Schools

- 3.35 It is clear that schools in Brighton and Hove will face increasing financial pressures along with other schools in the country.
- 3.36 It is anticipated that in Brighton and Hove 19 primary schools and 5 secondary schools will gain from the National Funding Formula. The illustrative data in Appendix 2 indicates that 33 primary schools and 4 secondary schools will lose.
- 3.37 Since 2013/14 the level of school balances have been falling. Whilst it would be concerning for schools to have built up a significant balance of uncommitted reserves, a prudent level of contingency and saving for specific projects is appropriate.
- 3.38 In 2015/16 the level of balances was £4.367m it is forecast to be £1m in 2016/17. Overall schools in Brighton and Hove will have fewer reserves to support them in meeting the income pressures that are anticipated.
- 3.39 If required, school balances are used to 'license' deficit budgets in specific schools. There are 11 schools with licensed deficit in 2016/17 totalling £1.4m. In 2017/18, it is expected that the amount of licensed deficit available to the city's schools is less than amount predicted to be needed in 2017/18.
- 3.40 Work is on-going to ensure that the amount of deficit a school is seeking to have licensed is as minimal as possible. This includes supporting and challenging schools to secure further in year savings in the remaining months of 2016/17 as well as seeking to minimise expected spend in 2017/18.
- 3.41 An 'early warning' system based on monthly monitoring of school budgets is in place and ensures that an updated picture is available from which an assessment of risk can be made. This informs discussions between colleagues in Schools Finance and Education and Skills and what appropriate course of action to follow.

- 3.42 A recent National Audit Office report stated that the DfE estimates that mainstream schools will have to find savings of £3.0 billion (8.0%) by 2019-20 to counteract cumulative cost pressures, such as pay rises and higher employer contributions to national insurance and the teachers' pension scheme.
- 3.43 It expects that schools will need to make efficiency savings through better procurement (estimated savings of £1.3 billion) and by using their staff more efficiently (the balance of £1.7 billion).
- 3.44 The report also mentions that there is a risk that schools may already be making poor decisions about how to cope with the financial pressures.
- 3.45 A session for all Headteachers and Business Managers entitled School Funding: Understanding the changes and planning for the future was held on 24 January 2017. The session outlined the proposals being put forward and asked school leaders to consider how this should be approached in partnership, as an education family.
- 3.46 Three themes were explored:
- Workforce: Spend the right amount of money on the right things
 - Working in partnership: Being well placed to access opportunities and know where expertise lies
 - Effective organisation: Ensuring viability in the long term
- 3.47 Four Headteachers shared their experiences. Feedback from the session is being collated and, following on from this event, a specific session is planned with school governors on 8 February.
- 3.48 The Schools Forum will be meeting to consider the response to the NFF consultation on 13 March prior to the consultation closing on 22 March.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 Under delegated powers from the LA, Governing Bodies and Headteachers are expected to achieve good outcomes for their pupils, put effective governance in place and manage their financial affairs efficiently and sustainably.
- 4.2 The DfE acknowledges this freedom and expects schools to have capacity to cope with new policies.
- 4.3 Schools could be left to manage the implications of the changes in school funding on their own however concerns have been expressed in the National Audit Office report about whether schools are making the correct decisions in the face of financial pressures.
- 4.4 The partnership approach developed in the city with a "family of schools" approach ensures there is support from colleagues in schools as well as from the LA to ensure no school is left behind.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 As previously stated, an information session with Headteachers and Business Managers was held on the 24 January 2017. A session with governors is due to be held on 8 February 2017.
- 5.2 The Schools Forum will respond to the consultation taking place and considers the impact of the proposed changes on the city's schools as part of its agenda items at its regular meetings.

6. CONCLUSION

- 6.1 In line with the national picture, the amount of balances held by schools in Brighton and Hove has been reducing in the last few years. The number of schools indicating that they are having difficulty in balancing their budgets is increasing.
- 6.2 The likely impact of the NFF is that there will be a slight increase in school funding in Brighton and Hove but more primary schools will lose from the change than gain.
- 6.3 The LA has started a dialogue with schools about addressing the pressure of school funding and has led a session with school leaders on three themes associated with this, workforce, partnership working and school organisation.
- 6.4 It is expected that the scale of budget deficits in 2017/18 will be greater than the proportion of balances held by schools, under Brighton and Hove's Scheme for Financing Schools.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 There will be financial implications for all schools and academies in Brighton and Hove with the introduction of the National Formula Funding (NFF) in 2019/20, and at this stage high level information says that in total, schools will gain by around 0.4% of the overall school budgets. Given that things will change between now and 2019/20 it is almost impossible to say what this will mean for individual schools. The key element for smaller schools will be the reduction in the lump sum amount from the existing £150k to £110k in the NFF, as they are likely not to be able to make this up via other elements of the formula.

Finance Officer Consulted: Andy Moore

Date: 25/01/17

Legal Implications:

- 7.2 National government is currently consulting on proposals to deliver school funding by a national local funding formula from April 2018. This report notes the anticipated impact on the city's schools and the support being offered by the Local Authority. There are no specific legal implications arising.

Lawyer Consulted: Serena Kynaston

Date: 27/01/17

Equalities Implications:

- 7.3 This report is for information. There are no equality implications linked to the purpose of this report.

Sustainability Implications:

- 7.4 This report is for information. There are no equality implications linked to the purpose of this report.

SUPPORTING DOCUMENTATION

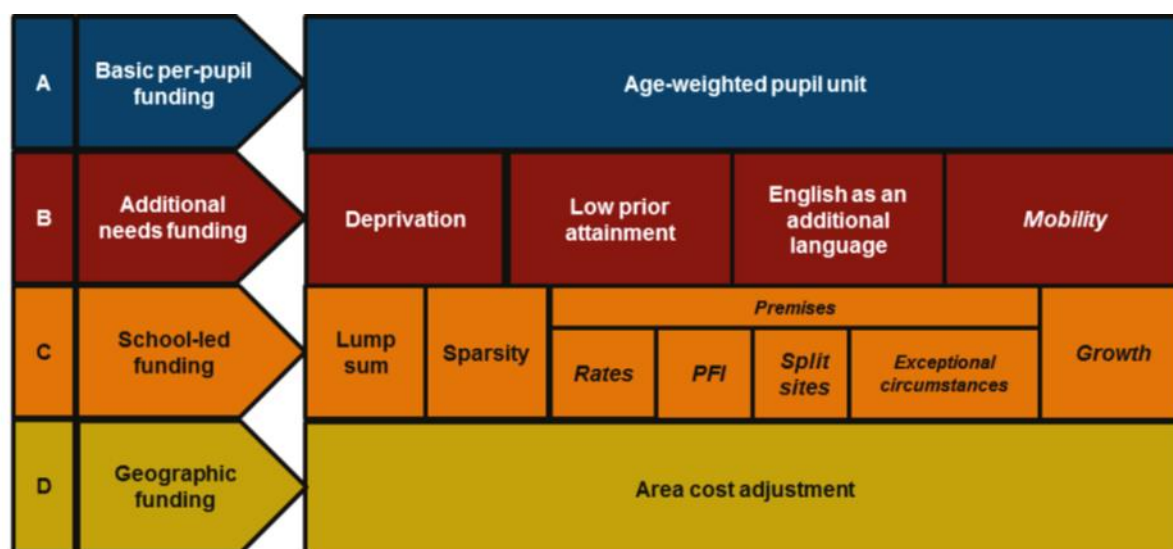
Appendices:

1. Illustration of the National Funding Formula and High Needs Formula

Background Documents

1. Financial Sustainability of Schools, National Audit Office
<https://www.nao.org.uk/report/financial-sustainability-in-schools/>
2. National Funding Formula consultation, DfE:
<https://consult.education.gov.uk/funding-policy-unit/schools-national-funding-formula2/>
3. The High Needs Block consultation, DfE:
<https://consult.education.gov.uk/funding-policy-unit/high-needs-funding-reform-2/>

Illustration of the National Funding Formula



The details of the individual factors of the NFF are listed below with a comparison to the current funding model in Brighton and Hove.

Factor	B&H 2016/17	NFF proposal	Difference
AWPU	73.97%	72.5%	-1.47%
Deprivation	9.08%	9.3%	0.22%
Low Prior Attainment	6.11%	7.5%	1.39%
Lump Sum	7.24%	7.1%	-0.14%
English as an additional language	1.04%	1.2%	0.16%
Sparsity	N/A	0.08%	0.08%
Mobility	0.08%	0.1%	0.02%
Premises	2.07%	1.8%	-0.27%
LAC	0.26%	Into Pupil Premium	-0.26%
Growth Fund	0.45%	0.5%	0.05%

Illustration of the High Needs Formula

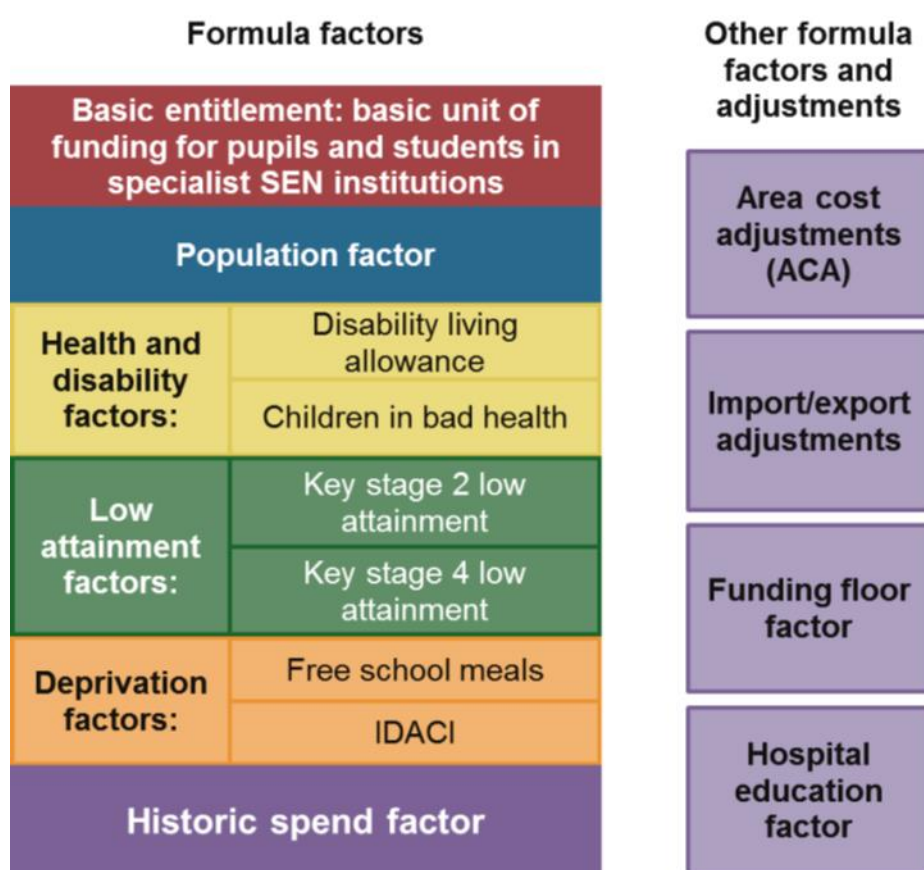


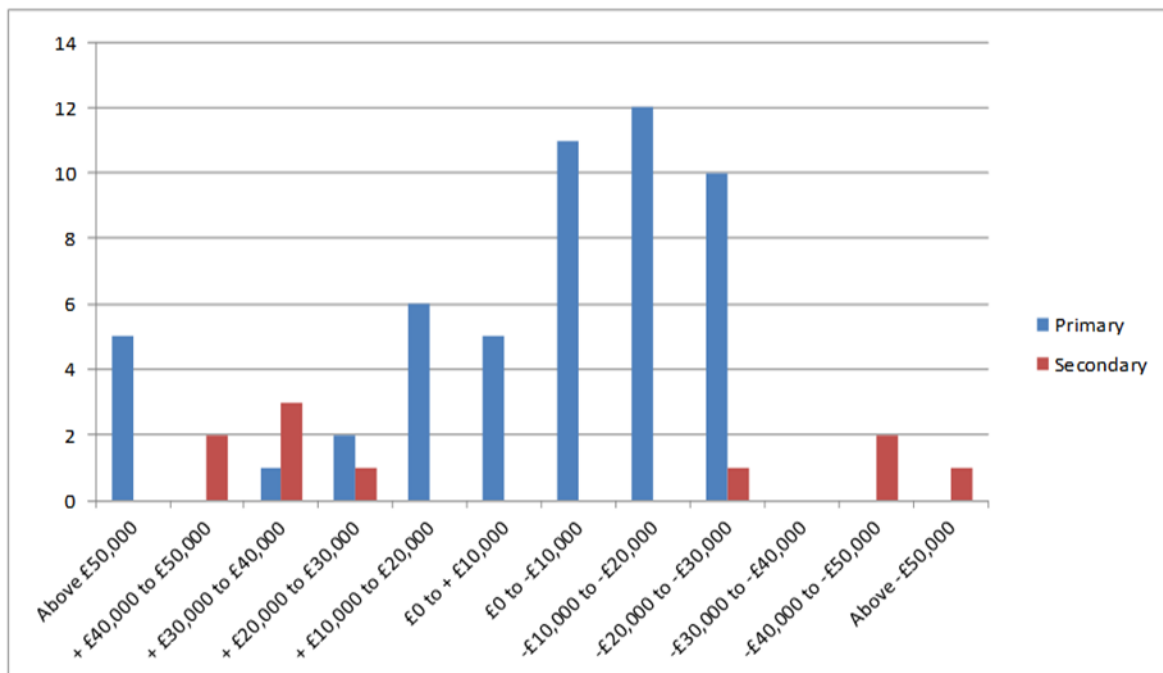
Figure 7: High needs national funding formula factor weightings

Formula factor	Proposed weightings			Data we have used for illustrative allocations
	SEN (90%)	AP (10%)	Com-bined	
1. Population	50%	50%	50%	Latest population aged 2-18 projection for 2018 from the Office for National Statistics (ONS)
2. Deprivation				
a. Free school meals (FSM) eligibility	8.3%	25%	10%	Number of children eligible for FSM
b. Income deprivation affecting children index (IDACI)	8.3%	25%	10%	Number of children in bands A-F from 2014 ONS population estimates
3. Low attainment				
a. Key stage 2 (KS2) results	8.3%	0%	7.5%	Number of children not achieving level 3 or above in KS2 tests in 2011-15
b. Key stage 4 results	8.3%	0%	7.5%	Number of children not achieving 5+ A* to G GCSEs in 2011-15
4. Health and disability				
a. Children in bad health	8.3%	0%	7.5%	Number of children and young people declared as in bad or very bad health in the 2011 census
b. Disability living allowance (DLA)	8.3%	0%	7.5%	Number of children aged 0-15 for whom parents receive DLA

Appendix 2

Brighton & Hove Primary and Secondary Schools
Range of Potential Gains / Losses through National Funding Formula Using Illustrative Data Provided by DfE

	Range	Primary	Secondary
GAIN	Above £50,000	5	0
	+ £40,000 to £50,000	0	2
	+ £30,000 to £40,000	1	3
	+ £20,000 to £30,000	2	1
	+ £10,000 to £20,000	6	0
	£0 to + £10,000	5	0
LOSE	£0 to -£10,000	11	0
	-£10,000 to -£20,000	12	0
	-£20,000 to -£30,000	10	1
	-£30,000 to -£40,000	0	0
	-£40,000 to -£50,000	0	2
	Above -£50,000	0	1
	Total Gaining	19	6
	Total Losing	33	4
		52	10



Subject:	Poverty-proofing the School Day		
Date of Meeting:	Children, Young People and Skills Committee		
Report of:	Pinaki Ghoshal		
Contact Officer:	Name:	Hilary Ferries,	Tel: 293738-
	Email:	Hilary.ferrries@brighton-hove.gov.uk	
Ward(s) affected:	All		

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

- 1.1 This report outlines the proposals to address the Fairness Commission's recommendation 49: 'The council, working with city schools, should bring to Brighton & Hove the 'Poverty-proofing the School Day' initiative to ensure no child misses out on the opportunities and experiences at school because of low family income.'
- 1.2 The decision about implementation will be made by the Policy and Resources Committee in February 2017 and is to offer the Poverty –proofing the School Day initiative to all schools in the city. The resource required of £150k has been identified as part of the budget strategy, subject to approval of the budget at Council on the 23 February 2017.

2. RECOMMENDATIONS:

- 2.1 That the Committee supports the proposed method for the introduction of Poverty-proofing the School Day
- 2.2 That the Committee is kept informed of the progress of the initiative through regular reports.

3. CONTEXT/ BACKGROUND INFORMATION**3.1 National Context**

The Child Poverty Action Group outlines the impact of poverty on outcomes for children and young people and in particular for education.

- 'Children from poorer backgrounds lag at all stages of education.
- By the age of three, poorer children are estimated to be, on average, nine months behind children from more wealthy backgrounds.
- According to Department for Education statistics, by the end of primary school, pupils receiving free school meals are estimated to be almost three terms behind their more affluent peers.
- By 14, this gap grows to over five terms.

- By 16, children receiving free school meals achieve 1.7 grades lower at GCSE.’

3.2 Local Context

It is the case in Brighton & Hove that there is a gap between the outcomes for pupils in disadvantage and their peers and all schools have ‘diminishing this difference’ as a key priority. The Brighton & Hove Fairness Commission considered these issues and one of the recommendations of the Commission is to introduce ‘Poverty-proofing the School Day’ into the City.

3.3 Background to Poverty-proofing the School Day

This project started in 2011 when Children North East sought to better understand what child poverty looks and feels like from a child and young person’s perspective. With funding from the Webb Memorial Trust they distributed 1,348 disposable cameras across the North East and asked children and young people to tell them what poverty looked like where they live. 11,000 images were returned which powerfully conveyed strong themes and confirmed that child poverty is definitely not a thing of the past.

The feedback they gave showed that discrimination in schools was one of the biggest issues they faced. Children North East in partnership with the North East Child Poverty Commission with funding from VONNE’s Policy and Representation Partnership, started to develop a way to ‘Poverty Proof the School Day’. They developed a toolkit that has as its main aims to reduce the stigma and discrimination children and young people experiencing poverty face in schools; as well as to remove barriers to learning to support schools to reduce their attainment gap. The Toolkit can also be helpful to schools in helping to decide and plan the most effective way to spend their pupil premium allocation.

The process involves talking with all children and young people in the school, an online survey for governors, parents and staff and then the team work with the school leadership to develop an action plan, individually tailored to each school, to identify and remove barriers to learning, reducing the stigma and discrimination faced by pupils.

3.4 Impact of Poverty-proofing the School Day

The evaluation of the report, carried out by researchers at Newcastle University in February 2016, available on line at www.povertyproofing.co.uk and attached identified the following impact.

Key Findings of the evaluation of ‘*Poverty-proofing the School Day*’

1. There is evidence of and real concern in schools about the rising costs of the school day.
2. This is a high impact programme, which has revealed a huge array of generic issues that are routinely, if unintentionally, stigmatising children living in poverty and contributing to the increasing cost of the school day.
3. The audit is challenging but highly effective, delivering to the school a rare opportunity to give voice to its most disadvantaged pupils and their families and see their practices through the eyes of all pupils, parents and staff.

4. There are numerous benefits for the school as a result of going through this process, including a shift in whole school ethos and culture and the opportunity to make changes in response to the action plan, with maximum impact on pupils.
5. There is early evidence of increased attendance and attainment of disadvantaged pupils as a result of removing barriers to learning.
6. The audit provides a constructive opportunity to review pupil premium spending and through this and other actions, reduce the cost of the school day for pupils in real terms.
7. These impacts are dependent on the third party nature of the audit. Whilst it is very important to share good practice in this area, it is unlikely that the same benefits will be derived if a school reviews these issues in isolation through a self-evaluation process.
8. Whole school buy in, including senior leadership and Academy Trust or LA as appropriate, is crucial.
9. The fee is good value for money given the array of benefits the school derives from this programme, the whole school learning and shift in school culture which result, and the likely long-term impacts.

3.5 Introducing Poverty-proofing the School Day to Brighton & Hove schools: the proposal

3.5.1 The Fairness Commission considered several options for the introduction of Poverty-proofing the school day and have opted to offer this process to every school in the city. They are aware that Brighton & Hove school leadership teams are mindful of the costs that families face in the school day and that there are many examples of good practice in addressing this across the city. The Poverty-proofing process brings with it a strategic approach that could further develop good practice in this area citywide as well as a discussion based on the evidence that is collected in the school.

3.5.2 The Assistant Director, Education and Skills has written to school leaders outlining the process and asking school leaders for expressions of interest in being amongst the first schools to be part of the process.

3.5.3 The estimated cost of introducing the Poverty -proofing the School Day process to all school is £150,000 over two years. This is broken down as follows:

Element	Costs
The initial poverty proofing for five schools, includes quality assurance	10,000
The license for poverty proofing costs 14,000 a year and we would be looking to improvement this over a two year period, so would need two years	28,000
A lead for the role working 0.5 over two years. This person could be appointed, seconded from the LA or from a school.	70,000
The formal training programme for the teams that carry out the process and this costs £10,000. There are no limits to the number of people who can take part in the training and we would look to invite school staff. Supply costs for school staff would be paid and an expectation of a certain time commitment and an element of backfill would be needed for council staff	40,000

Total	148,000

3.5.4 Implementation

Each school will have a team of at least two people working with staff and the community. This is to avoid concerns that were raised in several schools in the pilot about leading questions or other bias from the researchers. The table below shows the estimated total days that the poverty proofing team would be in each school. This has been allocated by size of schools to ensure that the team can speak to all members of the school community and will be reviewed as the project is delivered. Teams will vary in size from two people for half a day in one form entry primary schools to an allocation of five days of time for large secondary schools. The number of people in these teams will be agreed with the schools. Some schools in the pilot trained pupils as researchers and schools may wish to consider this.

	Time in days	Number of schools of this size	Total days
Nursery schools	1	2	2
250 or less place pupil primary school and nursery schools	1	19	19
251 - 400 pupil primary school and all special schools	2	20	40
401 - 500 pupil primary school	3	9	27
501 – 1000 pupil primary school	4	10	40
Secondary school – group less than 1000 pupils	4	4	16
Secondary school –more than 1000 pupils	5	6	30
			174

3.6 Consultation

The impact and evaluation of Poverty Proofing the School Day shows that it can make a real difference to the experience that young people have at school and it links well to the citywide priority to raise achievement of the most vulnerable. However, it is only effective if school leaders and school communities engage positively, are prepared to have hard conversations and take action. It is important that school leaders have ownership of the process. We are consulting school leaders to assess the level of commitment to the project.

We will:

Write to all heads and chairs of governors in the city explaining the project and asking for an expression of interest

Speak at a range of headteacher and governor meetings in the spring term to enable questions to be asked and discussions be had.

Invite headteachers to be part of a small steering group for the project

3.7 Conclusion

The evidence is that Poverty-proofing the school day can make a positive difference. The evaluation report states that it has the most impact when schools engage fully with it and are not afraid to have the hard conversations that arise during the process about their schools and are able to hear the voices of all. Whilst Poverty-proofing will be offered to all schools, the council cannot insist that all schools engage. The goal is to make a difference to the lives of the most vulnerable, and the team will work to support and challenge schools to achieve this.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The Fairness Commission has been presented with four options to consider and school leaders are also being consulted on the most effective option to introduce Poverty-proofing to schools in the city.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 Headteachers are being consulted on the best way to introduce this initiative. The Poverty-proofing process involves hearing the voice of the whole school community through on line surveys and interviews, so option one provides the greatest element of community involvement.

6. CONCLUSION

- 6.1 Poverty-proofing the School Day does have positive evaluations and could be an additional tool for schools to ensure that poverty is not a barrier to success at school. The achievement of vulnerable groups, such as those who are defined as disadvantaged is a priority citywide and as a result the Fairness Commission are considering the best option to take forward for the city that will make the most difference to the outcomes for families and young people.
- 6.2 The Children, Young People and Skills Committee will be kept informed of the outcomes of decisions made by the Policy and Resources Committee

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The estimated cost of £150,000 over two years, has been identified, within the Education & Skills branch of the Families, Children & Learning budget for 2017/18 & 2018/19.

Finance Officer Consulted: Andy Moore

Date: 19/01/17

Legal Implications:

There are no legal implications arising from this report

Lawyer Consulted: Serena Kynaston

Date: 25/01/17

Equalities Implications:

- 7.1 Poverty-proofing the School Day is to ensure the voice of pupils and stakeholders is heard so schools can take further action to ensure that barriers to learning are minimised.

Sustainability Implications:

- 7.2 Poverty-proofing the School Day contributes to the health and happiness of the community

Any Other Significant Implications:

- 7.3 None

SUPPORTING DOCUMENTATION

Appendices:

1. Full evaluation of Poverty-proofing the School Day

2.

Documents in Members' Rooms

1. None

Background Documents

1. None

Crime & Disorder Implications:

- 1.1 Engaging young people in school and making them feel included could reduce crime

Risk and Opportunity Management Implications:

- 1.2 This is an opportunity to hear the voices of the community and use a successful tool to support educators in their work. Research shows that where schools engage positively then there is most impact. There is a risk with options 2,3 and 4 that not all schools are given this opportunity. There is also a risk that schools will not engage. Consultation with schools around the best way to introduce Poverty-proofing the School Day will mitigate this risk.

Public Health Implications:

- 1.3 Overcoming poverty will make a difference to the health of children and young people at school and in their futures.

Corporate / Citywide Implications:

- 1.4 Poverty-proofing the School Day supports the citywide priority to raise achievement of the most vulnerable pupils and the corporate priority 'Live a good life'

**Poverty Proofing
the School Day:**
Evaluation and Development
Report

Laura Mazzoli Smith and Liz Todd
February 2016



Poverty Proofing the School Day: Evaluation and Development Report

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Summary

Aims

The aim of *Poverty Proofing the School Day* is to remove barriers to learning which exist because of the impacts of living in poverty. The *Poverty Proofing* audit consists of a whole-school evaluation, a written report and action plan and training for staff and governors. It is aimed at uncovering institutional and cultural practices which stigmatise pupils who live in poverty.

Action plans

Most of the issues raised in the action plans were generic across the schools. These included extensive issues around ability/behaviour and setting, bullying, uniform, exams, extra-curricular activities, support for parents and families, food, homework, resources, transport, tutor groups/support for pupils, and school leadership and governance.

Immediate benefits of the *Poverty Proofing* process

Going through the process afforded schools an opportunity to reflect on the fact that *children living in poverty were being unwittingly stigmatised multiple times during the school day*. Benefits also included schools getting access to student and parent voice, having an external viewpoint of the school, a better understanding of issues around poverty, and support on pupil premium spending.

Changes made

Schools could make some changes quickly and relatively easily in relation to the action plans, such as reorganising the administration of free school meals, or setting up breakfast clubs and providing more access to IT facilities for instance. Children North East were available to provide ongoing support with respect to making changes.

Impacts of *Poverty Proofing*

There is evidence of impacts in relation to the programme aims in many of the schools, including improved attendance and attainment, greater take up of free school meals, more effective use of pupil premium funding, a less costly school day, and an increase in the uptake of school trips and music tuition by the most disadvantaged pupils.

Barriers and Recommendations

The programme was thought of very highly by most of the schools that have completed it so far. Not all schools remained engaged with the programme however and it was found to be very challenging at times even for those that did. This highlights both the difficulty in meeting the challenges of reducing stigmatization around poverty but also the fact that schools are part of a wider society in which the impacts of living in poverty on everyday life are profound. Ways in which the programme can be adapted to ensure greater buy-in, but also the wider societal context are considered.

Evaluation

This report is the result of an evaluation of the *Poverty Proofing the School Day* audit process run by Children North East. This evaluation was carried out by Laura Mazzoli Smith and Liz Todd and

was funded by Newcastle University Institute for Social Renewal. It was based on analysis of poverty proofing actions plans, observations of the process, and interviews with a range of practitioners.

Critical Issues

Whilst the programme has shown that it can be successful in meeting its aims and in highlighting the extent of the stigmatization that occurs during the school day for pupils living in poverty, as well as the increasing costs of the school day, it also raises a number of larger issues. The action plans provide schools with recommendations to reduce stigma and cost within their school, however a number of the issues covered are arguably issues that local authorities, government and also society must address. They are issues which go beyond the school gate and which schools cannot therefore be expected to address alone. This report includes an examination of these broader challenges and considers the issues arising in school action plans in wider societal context.

Key Findings of the evaluation of *Poverty Proofing the School Day*

- There is evidence of and real concern in schools about the rising costs of the school day.
- This is a high impact programme, which has revealed a huge array of generic issues that are routinely, if unintentionally, stigmatising children living in poverty and contributing to the increasing cost of the school day.
- The audit is challenging but highly effective, delivering to the school a rare opportunity to give voice to its most disadvantaged pupils and their families and see their practices through the eyes of all pupils, parents and staff.
- There are numerous benefits for the school as a result of going through this process, including a shift in whole school ethos and culture and the opportunity to make changes in response to the action plan, with maximum impact on pupils.
- There is early evidence of increased attendance and attainment of disadvantaged pupils as a result of removing barriers to learning.
- The audit provides a constructive opportunity to review pupil premium spending and through this and other actions, reduce the cost of the school day for pupils in real terms.
- These impacts are dependent on the third party nature of the audit. Whilst it is very important to share good practice in this area, it is unlikely that the same benefits will be derived if a school reviews these issues in isolation through a self-evaluation process.
- Whole school buy in, including senior leadership and Academy Trust or LA as appropriate, is crucial.
- The fee is good value for money given the array of benefits the school derives from this programme, the whole school learning and shift in school culture which result, and the likely long-term impacts.

Background

Poverty Proofing the School Day developed from a project run by Children North East in 2011, in which children living in poverty said what they most wanted was an end to discrimination at school. This is within a wider context of concern about the rising cost of the school day, such as from The Teachers' Union NASUWT report *The Cost of Education* and a recent analysis by the Children's Society which has shown that education-related costs make up a large proportion of the family budget (Holloway et al 2014). It is also within a context where the Institute for Fiscal Studies has predicted that child poverty will increase in the years to come (Joyce 2014) and that the impact of the cost of the school day on poorer students will get worse (Bragg et al 2015).

Poverty Proofing the School Day is an audit for schools, developed by the charity Children North East with the North East Child Poverty Commission. The aim of the programme is to remove barriers to learning which exist because of the impacts of living in poverty:

Poverty Proofing Website
www.povertyproofing.co.uk

Poverty Proofing the School Day will support schools to identify and overcome the barriers to learning that children and young people from families with less financial resources face. It will enable schools to develop an action plan to reduce the stigma and discrimination pupils experience.

There was a pilot in four North East schools (both primary and secondary schools) in 2013-14 and from this the kinds of questions now asked in the audit were developed. Peer researchers were used in the pilot secondary schools, a team of young people in each year group trained to carry out the audit and support the school in implementing actions.

In 2014-15 13 schools signed up for the audit at a developmental fee. The process consists of:

- an external evaluator speaking to all pupils in the school in small groups;

- an online questionnaire available for all parents, staff and governors;
- face to face interviews with parents, staff and governors in situations where they request this and/or this is beneficial;
- a written report and action plan based on responses to the questions posed;
- a training session for staff and a training session for governors;
- ongoing support from Children North East to implement the action plan.

Going forward Children North East hopes to develop a sustainable national model with regional delivery partners and they are developing accreditation for those schools that have completed the audit through a quality mark. They would then join an online community of good practice in which they will continue to receive support and be able to share best practice with other schools.

This evaluation was carried out by Laura Mazzoli Smith and Liz Todd within the Centre for Learning and Teaching of Newcastle University and funded by Newcastle Institute for Social Renewal. It is based on the following:

- observations of the process of working with young people in two schools;
- interviews with two Head teachers and two Deputy Head teachers in three schools;
- interview with a Chair of Governors;
- interview with Children North East staff;
- interview with the Local Authority Advisor in North Lincolnshire;
- observation of a staff training session;
- attendance at a Schools North East dissemination event;
- analysis of all parental, staff and governor questionnaire data;
- analysis of all school action plans.

This allowed the evaluation team direct access to the process and/or the views of staff in six of the 13 schools that have participated so far and indirect access to data from all. Of the six schools where primary data was gathered, the proportion of pupils eligible for pupil premium ranged from 27% to 80%.

What is distinctive about the *Poverty Proofing* approach?

Most distinctive about this approach is that *all* pupils in a school are interviewed in focus group sessions, which do not shy away from dealing with the difficult issues around poverty. All parents, staff and governors are invited to fill out questionnaires, paper and/or online and all the staff and governors receive a training session run by Children North East on poverty. The audit is therefore based on a whole-school consultation and as is explored further below, hearing directly from children living in poverty about their experiences is unusual.

Whilst this may sound onerous, particularly for a large school, the process is managed well, with pupils being taken out of lessons in small groups for a short focus group, over a number of days, so that at any one point there is little impact on school life. Schools did not state that they found the process onerous or disruptive, rather the opposite, stating that they valued this rare opportunity to hear from the whole school community.

The audit is explicitly values-led and unflinching in its exploration of all aspects of poverty, based on a well evidenced and strongly articulated set of arguments around the negative impacts of poverty on learning (see the Critical Issues section at the end of this report). It is aimed not at finding individuals who discriminate against pupils living in poverty, but at the institutional and cultural practices which do this and as such the focus is on whole-school impact at the level of practices and behaviours, but also beliefs and ethos.

The process is also distinctive in that in some schools, particularly in the pilot phase, it has trained and supported pupils to go into partner schools and carry out part of the audit as peer researchers.

What has the *Poverty Proofing* initiative revealed?

The action plans available from participating schools have detailed a range of areas in which action points emerged. Each action plan detailed on average in excess of 30 issues/barriers to learning and whilst

some issues were pertinent to particular schools, most were generic across all the schools. Many are school processes and practices which appear to be minor and which could therefore be easy to change, but the negative impact on pupils was shown to be great. Most of the changes advised in the action plan can be carried out with no, or little, financial implications for the school. The areas raised in the action plans covered elements of much of school life, including:

- setting
- bullying
- uniform
- examinations
- extra-curricular activities
- school support for parents and families
- staff relationships with/ support for pupils
- food
- homework
- resources
- transport
- school leadership/governors.

Particularly significant issues and therefore areas of greatest concern, as detailed in the case studies below, involved uniform, the administration of free school meals (FSM) and the cost of extra-curricular trips and activities. Table 1 below contains some case studies of the kinds of issues raised in these areas, along with examples of what schools are doing to address them.

The list of issues that were picked up in the action plans can appear to be daunting, as so many areas of school life are implicated, but as this report will highlight, many issues can be easily addressed. It is important to note that the range of areas addressed in the school action plans highlights how many ways there are for a child living in poverty to feel further marginalised at school and how easy it clearly is for schools to overlook some of the practices and processes which can lead to stigmatization. It was notable that schools regularly commented on the fact that they had not been aware of the impact of some school practices on pupils living in poverty and they were often surprised to find out that pupils and parents had a different perspective on these. This disparity between school perceptions and pupil/parent perceptions is clearly very significant.

It was notable that in many of the schools actions could be taken quickly and relatively easily to address some of the key areas of concern arising in the action

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plans. It could be argued therefore that there is an inverse relationship between the level of stigma a child feels as a result of some school practices and the relative ease with which these practices can be changed. It must also be said that many of the items in the action plans were areas that staff had already given consideration to. An example of this was the administration of FSM. Yet in some of these areas staff were also unaware that stigma continued to be experienced and taking action would involve a degree of problem solving on the part of the staff. Later in this report some of these issues are also contextualized in the light of what wider society can do, as not everything picked up in the *Poverty Proofing* action plans can - or should - necessarily be dealt with solely by schools.



Table 1: Case studies demonstrating impacts of Poverty Proofing the School Day

<p>Uniform</p> <p><i>One of the schools using young people as peer researchers heard from pupils at a neighbouring school that the cost of their school uniform was too high. As a result it was brought down. The school has also become more proactive about discretely giving pupils uniform when they clearly do not possess it, rather than resorting to punishment. They even take their pupils to the local shoe shop to replace their shoes and have an account at the school uniform supplier to buy items for pupils whenever these are needed.</i></p> <p><i>One of the schools noticed for the first time, as a result of Poverty Proofing, that some of their pupils had never attended school on charity dress-up days, so the number of these has been cut and</i></p>
--

other ways to raise money for charity found. This school has also started a second-hand uniform shop at school.

However attempts to change uniform policy are not easy. In one of the participating schools for instance, the action plan highlighted the fact that pupils were routinely spending £100 on trainers and those who could not afford this felt stigmatized. The Head teacher therefore decided to buy standard school trainers for all pupils, but this was very unpopular, even with the pupils and their families who could least afford expensive trainers. The school has now moved to a policy that all pupils must wear black shoes, avoiding trainers altogether.

Extra-curricular activities

Concern was felt in one school about the fact that parents were often worried about a letter potentially coming home any day asking for money for a trip. This was exacerbated with siblings in school and challenging as these costs could not be planned for. As a result this school has instigated an audit of all the trips for which money is being requested, as they realised there was no central information held. They are responding by reconsidering the value of all their trips and looking into a way of notifying parents at the start of a school year about what trips are due to take place, giving them a longer timeframe in which to pay.

It was highlighted to another school that they had been charging pupils for a fieldtrip which is a compulsory part of coursework and this is illegal.

Pupils in another school had also talked about how lists of those still owing money for trips was routinely read out in class, stating that the trips could not happen without payment, yet this does not accord with the voluntary nature of the contribution. This school will no longer publically discuss payment for trips and is looking at more proactive ways of supporting parents who find these payments difficult and also of subsidising trips.

Food

In one school the administration of school lunches clearly marked out the children on FSM through a list of highlighted names in the dinner hall and classrooms. These children, when paying for their

lunch, also lost any change that they were owed, as they were unable to carry this forward like children not on FSM. The audit pointed out that this was discriminatory and changing this could enable children to purchase extra snacks at break-time or breakfast at the low cost breakfast club.

Another school reorganised the administration of their lunches, moving to a cashless, anonymous system. They immediately stopped selling bottled water at break-times and are more proactive about encouraging eligible children to claim FSM, recognising that family circumstances can frequently change.

A further school has collected a range of different lunch boxes which they now put FSM in for taking on trips, to replace the stigmatizing paper bags which had been the norm. Lunch-time has been lengthened to ensure pupils have adequate time to eat a hot meal and the school council has been involved in improving the dining experience and tackling some of the myths that were held about the school meals, which deterred children eligible for FSM from claiming them.

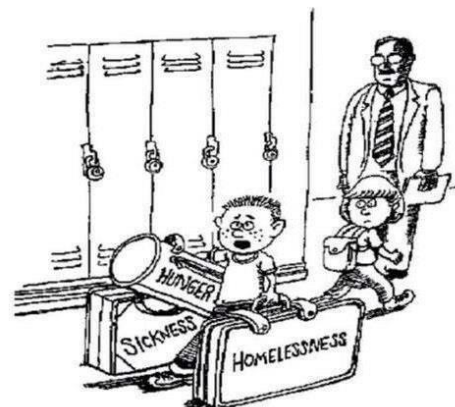
- gaining extensive student, staff and parental voice;
- an external viewpoint of the school not from Ofsted;
- a more nuanced understanding of the impacts of poverty which they believed would continue beyond the action plan i.e. there was a shift in the school's ethos;
- the opportunity to discuss issues around poverty, which some staff had rarely had before;
- support with spending of pupil premium funds e.g. information about the Sutton Trust – Education Endowment Fund (EEF) Teaching and Learning Toolkit;
- changes in staff attitudes to parents in poverty (including reception staff, administrators, cleaners, dinner staff);
- focus on 'in-work poverty' as well as pupils on FSM;
- improved attendance and attainment in some schools as a result of this cultural shift (these impacts are explored further below);
- time and support to make changes which were not previously seen as priorities.

Particularly successful was the peer researcher aspect employed in some of the schools. One of the schools involved in this exchange of young people highlighted that it was only because of the expertise of Children North East that this was possible and that they would have struggled to manage anything like this on their own. It was the impact of hearing about their school from neighbouring pupils which they found particularly powerful, stating that what this gave to the school was 'invaluable' and could not have been learnt any other way.

What are the benefits of the process for schools?

Negative impacts on children living in poverty were felt in almost all areas of school life. Many schools are aware of the effects of poverty on children and all had taken action within their schools already. However, the schools we spoke to were not aware of the extent of the effects of poverty on the school day. Therefore the greatest single benefit of going through the process was the opportunity to reflect on the fact that *children living in poverty were being stigmatised multiple times during the school day*. Far from schools deliberately maintaining stigmatising practices, they were often unaware of the impact of some of their practices on pupils living in poverty and were only too pleased to have these issues brought to the fore, even if it was a challenging process. Schools also reported significant additional benefits as a result of the process itself:

**“Could someone help me with these?
I’m late for math class.”**



**Headteacher/Chair of governor/LA
Adviser quotes about *Poverty Proofing***

This has been one of the most impactful programmes we have ever been involved with.

The strengths of the audit are that every child, parent, teacher and governor gets spoken to and that views come primarily from pupils, not Ofsted. A positive is that you have help from Children North East to implement the action plan, including online resources.

It was worth every penny and good value compared to other things that have been paid for in the past.

It is not a package, it is a process leading to a shift of ethos.

This is the best thing I've heard in 40 years!

What are schools doing in response to the action plans?

There were many 'quick wins' in response to the action plans, with other issues being harder to tackle. In fact some of the changes to school processes and practices which were instigated happened before the schools even received their action plans. The conversations and external focus were themselves a significant spur to change some things and the speed with which some of the schools made changes reflects how importantly they viewed the evidence of stigmatization, but also how relatively easy it was to effect change in some areas.

Actions which schools were able to implement relatively quickly included:

- instigating a self-audit of all trips being run in school to find out how much money was being asked for in each year;
- reorganising the administration of FSM;
- implementing free breakfast clubs/setting up homework clubs using pupil premium funds to subsidise places;
- providing a free snack and drink to all pupils before examinations;
- reviewing the numbers of non-uniform days being held and replacing some of these with alternative fund-raising activities in school;
- reviewing what resources were needed from home to complete projects or homework and ensuring that homework largely did not rely on the acquisition of other resources;
- improving IT access in and after school and removing rewards for completing tasks online;
- distributing free uniform and PE kits/ changing the manner of distribution of uniform and other resources;
- not discussing any costs or debts with pupils publically or sending debt letters home with pupils;
- challenging staff over whether asking pupils to write about their holidays or presents was appropriate and fair to all.

There are also more challenging, long-term issues which schools are grappling with, as follows.

- A perceived increase in the number and cost of school trips. Several schools are considering an annual statement to parents who can then budget and/or pay in advance and are also re-examining the educational rationale for some of their trips.
- Changes to uniform. Schools have not always found it easy to reduce the burden of school uniform costs. Some changes to uniform have been controversial, even with parents who are most likely to benefit from cheaper uniform. There are also questions about uniform changes which are arguably wider than just single-school decisions. If some individual schools decide to 'level-down' the costs of their uniforms so these are all available from a supermarket, whilst others do not, what does this mean in terms of between-school equality for pupils if some

school uniforms are obviously far cheaper than others?

- A reduction in internet-based homework/ access to phones or other technology in school. Again if some schools 'level-down' their expectation of pupils to use the internet for instance, does this disadvantage these pupils in comparison with pupils from other schools that are not doing this or who are actively increasing expectations on pupils to access technology and the internet in their work?

The influence of *Poverty Proofing* outside of the North East

In North Lincolnshire the challenge for many schools is the small number of pupils on FSM and despite good results overall, the lower attainment of these children. The view from the Local Authority Advisor was that 'on paper North Lincolnshire doesn't need Poverty Proofing, but morally it does,' as conversations about poverty were not part of conversations about closing the attainment gap. *Poverty Proofing* has therefore made these pupils visible, as well as those living in in-work poverty.

In North Lincolnshire there is now a licensed delivery partner for the Children North East poverty proofing audit process. The audit is carried out by two adults, with the aim of preventing bias or misinterpretation. To date, six schools have taken part in the pilot. Eighteen staff at the LA have been trained to do the audit and there is a waiting list of 30 schools, but since LA staff fit this in alongside their roles, there is a lack of capacity at the moment to meet demand. As a result, generic aspects of good practice and top tips are available on the LA website and schools are being given an hour's 'taster' to keep them interested and also to give them ideas about things they can start to do while they are on the waiting list.

The impact of *Poverty Proofing* in North Lincolnshire has been considerable, with schools keen to take part and excellent feedback from those who have. In order to secure senior leadership buy-in, schools sign a contract agreeing to complete and act on the audit. The impact in North Lincolnshire shows that the

programme is just as effective and important with schools that have fewer numbers of children living in poverty.

Poverty Proofing is mentioned in Sunderland's Child and Family Poverty Joint Strategic Needs Assessment as something that should be promoted more widely. *Cost of the School Day* is a Glasgow Poverty Leadership Panel project which ran during 2014-15, inspired by the success of *Poverty Proofing the School Day*. It has so far been run in eight Glasgow schools with 339 young people and 111 staff.

Head Teacher, Glasgow, involved in *Cost of the School Day*

The main impact of the project in our school is a change of mind-set. Rather than going ahead and doing things, we're really thinking carefully about costs and financial impact on our children and families - the phrase 'cost of the school day' comes up constantly now in our planning and discussions. It's not just an initiative or project where we go back to normal after it's finished, there's been a real shift in our thinking.

Impacts of *Poverty Proofing*

The programme is still in its early stages so there are no longitudinal data about the longer term impacts and cumulative evidence over a number of years will be important to collect. However as noted above, there are already significant benefits for schools, which come purely from taking part in the programme, even before they have made significant changes as a result of the action plan.

In carrying out this evaluation it is clear that for many of the schools that have taken part, this has been a transformative experience which they cannot praise highly enough, whilst also being a very challenging process as well. One school told the evaluators that they had previously 'put things out without necessarily being aware of what the impact on

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disadvantaged pupils would be’ but after the programme, they ‘now consider the impact first.’

There is some evidence of specific impacts in line with the programme aims as set out in Table 2 below. Much of this is hard to evidence causally. However, for some of the actions a theory of change from actions to attainment can be argued in those situations where actions lead to a noticeable increase in school attendance. For example, in one school a child’s lack of money for the bus fare meant she was attending only 2 days a week. The school bought her a bus pass and attendance is now almost 100% and she is able to attend many after school activities.

A causal theory of change is less easy to demonstrate when the impacts are seen in response to a cultural shift in the school and as a result of numerous actions. The point here is that the process itself initiates a culture in which these actions are taken. So whilst it is difficult to argue as yet that there is a causal link between *Poverty Proofing the School Day* and increased attainment for the most disadvantaged pupils for instance (not least because of all the other initiatives going on in school), there is good evidence to demonstrate that the programme makes possible a culture in which the right actions can be taken to enable this to happen.

Several of the schools that have taken part state that they have seen improved attendance and attainment of their most disadvantaged pupils in response to this cultural shift and the multiple actions that have been taken. As one Head teacher said about the school culture in relation to poverty ‘the attainment gap shrinks when we get it right’.

In one of the pilot schools the impact of changes made in response to the action plan could also be seen at departmental level as a result of a very strong infrastructure, with each faculty and department having someone responsible for pupil premium and the *Poverty Proofing* action plan linked to this, as well as overall at senior management level. The staff said that the impact was being felt at departmental level because they could clearly see the structure and they knew who they were answerable to.

Table 2: Evidence of the impacts of *Poverty Proofing the School Day*

Impact on pupils and families living in poverty	Evidence to date
Improved pupil attendance	In one school, a 5% rise in attendance overall and a 7% rise for pupils on FSM (almost 50% of the school cohort). In the 6 North Lincolnshire schools absence of pupils on FSM fell in every school but one after the initiative, whilst the absence of the other pupils rose in every school but one.
Improved attainment	Evidence from 7 North Lincolnshire schools of greater increases in the attainment levels of pupils on FSM at KS1, KS2 and KS4 than all other pupils overall.
Improved take up of FSM	In one school take up of FSM is now almost 100% since changes were made to its administration, far in excess of anything the school has known previously.
More effective use of pupil premium spending	Staff training sessions were opportunities for schools to learn about and scrutinise their pupil premium spending. Some schools changed their priorities for these funds as a result. Some schools were introduced to useful tools such as the EEF Toolkit for the first time.
Improved knowledge of pupil/parent issues	The difference between what pupils/parents said and what staff said revealed areas of ‘blindness’ where schools were not aware of issues, directly leading to changes being made for the most disadvantaged learners.
Less costly school day	Some schools have provided evidence of where they have written to parents saying that they do not need to buy resources, PE kit or pay for activities that they would

	previously have had to pay for, as these will now be subsidised or removed, having a direct impact on the cost of the school day.
Increase in pupils on FSM attending school trips and extra-curricular activities	In one school, as a result of changing the payment process, there has been an increase in the number of pupils on FSM attending the Y5 and Y6 residential trips. Several schools have set up free/50p breakfast clubs and/or homework clubs with increases in pupils on FSM attending.
Increased access to musical instrument tuition	One school is funding 3 terms of free musical instrument tuition for all pupils (most of which are on FSM) as this is one of the activities pupils from poorer families are least likely to benefit from.
Removing the ceiling on attainment in the curriculum	In several schools better resources were enabling pupils to score more highly in coursework (e.g. DT). On removing the requirement to bring in resources from home, all pupils have the same possibility of achieving.

proofing process but we did find evidence that spending efforts were more appropriately and effectively directed.

Many schools already subsidise trips and after school activities although others would like to do so but lack an adequate budget. For some the poverty proofing process was able to inform ways that subsidies were operated and provide a further opportunity to discuss the extent of subsidy needed.

There are examples of pupil premium funding being used to pay for a breakfast club for the year in one school for instance and clothing in another. Before *Poverty Proofing* some schools stated that it was harder to argue that these kinds of support were needed to close the attainment gap as there was little evidence of a direct link to learning, but since the initiative, they are being justified by schools on the grounds of ‘removing barriers to learning’, with the specific aim of improving the attendance and therefore attainment of their most disadvantaged pupils.

In some cases changes are beneficial in terms of cost. One school in North Lincolnshire has made changes to a charity fund-raising day, which led to double the funds usually raised by this event. By not specifying how much money children should bring in, those with little or nothing were not under pressure, whilst those willing and able to bring in more clearly did. Another school set up a second hand uniform shop in response to their action plan, from which some pupils get to take free uniforms and others donate money and/or their uniform on leaving the school.

Cost of Poverty Proofing to schools

Other than the initial spending on the initiative, costs to schools to implement changes as a result of the action plan have been low or negligible. Where activities or clubs are being subsidised or fully funded, this is often due to reprioritising pupil premium funding and pupil premium funds have been used in response to the action plans in all the schools.

Many schools already spend funding, in some cases of significant amounts, on school uniform including shoes and sports ware. We found no evidence that such spending increased as a result of the poverty

Barriers to engaging with Poverty Proofing

Although most of the schools that signed up for the *Poverty Proofing* process were fully engaged one school did not complete it and another did but did not follow up on the action plan. A range of stakeholders were asked about the barriers to engaging with this programme and the following issues and suggestions about possible changes to the programme as it develops arose.

- The lack of personal experience of poverty of many staff/governors in the school was said

to have made the audit process harder in several schools.

- Having worked hard to do well against Ofsted criteria, several schools were not receptive to yet more scrutiny. One Chair of Governors said about *Poverty Proofing* in relation to Ofsted: 'This process and the demands on the school for self-evaluation and reflection were quite different'.
- Some staff felt the questions posed to pupils and parents during the audit were leading and they disengaged as a result. However, Children North East state that the impacts of poverty are often difficult to speak about and therefore explicit opportunities have to be provided for pupils to speak up which may make people feel uncomfortable. The delivery method in North Lincolnshire uses two adults to run the focus groups in order to avoid this.
- Some staff found it difficult to accept the conclusion of unwitting stigmatization as it felt judgemental and they disengaged as a result. Yet there is no doubt that it is and largely has to be a challenging process in order to reveal problematic practices.
- Some staff could not see a connection to learning and felt they were being asked to do yet more to support areas that were not directly connected with learning (although this tended not to be the case with senior leaders and Headteachers who were receptive to the benefits to learning in the main).
- In the case of Academies, one issue identified was the fact that some decisions needed to be taken at Academy level and as such, were out of the hands of the senior leadership team or Principal.
- Lack of senior leadership buy in and support was a real problem, as staff needed to be supported throughout the process - where this was not led by the Head teacher in one school, the programme was not completed.
- Some schools feel they are highly aware of the poverty experienced by their pupils and that they already take all the action that is possible given the demands on their time and their available budget. This was stated particularly by a school for which the majority of pupils were eligible for FSM.

Arguably schools engaging with and paying for the audit are already fairly forward thinking with regards to wanting to tackle discrimination around poverty. Even for some of these schools however the process was demanding. There is therefore a significant challenge in getting schools which are not open to the idea of exploring the impact they have on pupils living in poverty to get involved.

Schools that have been through *Poverty Proofing* appear to be the best advocates, as was seen at an event organised by Schools North East, which attracted around 100 schools in the region to hear from those who had been 'poverty proofed' and get ideas about what they could do to improve their own practice.



Conclusions and recommendations

Overall the programme is clearly very impactful. There is evidence of significant impacts on school culture and ethos and some evidence of direct impacts on pupils and their families. The *Poverty Proofing* initiative suggests that small but widespread changes, viewing all practices through the lens of poverty, does play an important part in eradicating barriers to learning for pupils that are economically poor.

There now needs to be longitudinal analysis of the impact of the initiative over time, as this evaluation is carried out at an early stage, where schools are still implementing aspects of the action plan, so it is too

early to argue for long-term, sustained benefits. However it is clear that the process itself is central to the benefits and impacts discussed here and a number of schools talked explicitly about how it was the fact that it was third party led that made the difference (see quote in box below).

Assistant Head Teacher and Head of Department, participating school

Even now, although we obviously have more expertise, I think we would value someone coming in who could work with students and who wasn't one of us because they [pupils] could say things to her [Poverty Proofing auditor] which they couldn't say to us. They're more open with someone from outside and that's what we wanted...and it wasn't a problem for us because we wanted to engage with that.

They [pupils] do speak the most amazing amount of common sense and that's what we need to hear.

A key conclusion of this evaluation is therefore that it is not necessarily enough for a school to adopt a self-audit of these issues. Whilst this may be an important step towards preparing for the *Poverty Proofing* audit, in order to begin to raise an awareness of the impacts of a school's practices on pupils living in poverty, the defining feature of this programme is the third party collating of whole school voice.

Given the evidence already accruing of benefits to schools and impacts on pupils, their families and school staff, it therefore seems desirable for schools to be encouraged to take part in the programme. Children North East plans to make this programme available nationally through regional delivery partners. At the same time it is important to develop the programme in such a way as to increase uptake by schools, particularly those least likely to bring the challenges of poverty and learning to the fore and ensure their likely completion of the programme.

Messages for other delivery partners

As it stands the programme has had impact and was well received by most of the schools that have participated so far. However as stated several schools did not fully complete the programme and/or expressed some concerns about it. During the course of the evaluation, suggestions therefore arose for ways in which the programme could be made easier to engage with without loss of impact. These suggestions are outlined here, but it should be noted that they are possible ways to expand the programme based on feedback from some schools only.

- Use of a team of two people to carry out the audit to avoid concerns raised in several schools about leading questions or other bias.
- Delivery of the action plan through a familiar member of staff alongside the delivery partner and through a focus on areas of good practice alongside areas of concern, so as not to alienate staff or governors.
- Our observations of the programme led us to believe that conversations about poverty were sensitive to the likelihood that children and indeed adults living in poverty would be part of the discussions. Many children spoke openly of their experiences of poverty and this was handled well. One school however felt that the process should avoid discussing some of the harsh realities of living in poverty with primary aged pupils in particular, such as reduced life expectancy.
- Ensuring Local Authority and/or Multi-Academy Trust and/or Head teacher/senior management buy-in e.g. through a signed contract at the outset (in North Lincolnshire the programme had greater credibility because it was linked to pupil premium funding and so it was viewed more as a school improvement initiative than a social/pastoral one, but this was in the context of a proactive and supportive LA).
- Continued use of student peer researchers working between schools, as in the North East pilot, as this was particularly well received by the schools who took part in it.
- Involvement of the school council in the implementation of the action plan, particularly where widespread myths are being picked up about particular school practices or school meals for instance.

- Immediate access to other schools who have taken part to share good practice as soon as the school action plan is received, for instance through an online forum, so that schools do not feel overwhelmed by how much there is to change or isolated without readily accessible examples of good practice to draw on.
- Greater access by all schools to the generic issues raised, which should act as a lever to encourage greater numbers of schools to buy into the programme and to prepare them for taking part.
- Acknowledgement of where issues may be more appropriate to address at local or national level and therefore where schools could work with other schools or local authority/regional networks/government to implement changes (e.g. in regards to school uniform policy and school trips, as discussed below).

What can schools do now?

Poverty Proofing the School Day Top Tips www.povertyproofing.co.uk

Ensure all activity and planned activity in schools does not identify, exclude, treat differently or make assumptions about those children whose household income or resources are lower than others.

Given that so many of the issues raised were generic to all the schools, sharing good practice is not only important for the schools who engage, but also for other schools to begin to consider. This evaluation highlights how going through the process conferred added benefits however, particularly in engaging the whole school staff in a cultural shift. There are good reasons therefore to continue to expand the programme as a whole school audit across the country so that schools can buy into it.

Meanwhile it is important for schools to begin to consider some of the generic issues emerging. As discussed, an issue frequently raised was the number of school trips for which parents need to contribute. There was a perception in some schools that trips

were becoming more common and/or destinations more expensive and that overall schools were unclear when and how much parents were being asked for. In addition there were examples of children being singled out in class to pay their contribution, yet this is and should be voluntary.

There was also evidence from the children interviewed in several of the schools that they would sometimes not pass their parent/s a letter about a school trip requesting a financial contribution in the knowledge that this would cause stress and anxiety. This has been documented elsewhere (Ridge, 2002) and is important for schools to be cognisant of with respect to the way in which funding for trips is requested.

This is part of a wider awareness of children's coping strategies to manage and negate the impacts of poverty on their lives that schools should be aware of (Hooper et al 2007). This is particularly the case where these strategies can be misconstrued and punished as something else e.g. forgetfulness, truancy, poor academic performance. It is therefore not only the practices of schools in relation to lessening the stigma of poverty which should be widely shared, but also those of pupils too, as highlighted by the *Poverty Proofing* audit. Children are necessarily active and resourceful in mediating the effects of poverty (Ridge 2011).

Another area of concern was the increased number of non-uniform days, either for charity fund-raising, or for specific events such as World Book Day. Pupils are routinely asked to dress up on World Book Day for instance, but the fact that supermarkets now sell costumes of popular children's characters points to the commercialization of this and other events. In this instance it is somewhat ironic given that World Book Day is ostensibly about literacy and literature, but dominant in the minds of some families is the commercialization of the event and the pressure to spend money. Schools can remain cognisant of this by asking whether these more costly activities genuinely contribute to learning, or whether, as in this example, commercialization might even detract from the central focus of the event.

A further key area of concern is the increasing cost of uniform in some schools and the requirement to use a particular supplier for instance. The recommendations in the *Poverty Proofing* action plans that schools reduce uniform costs and enable parents to purchase uniform at a supermarket mirror those made elsewhere, such as in the Children's

Commission on Poverty report *At What Cost? Exposing the Impact of Poverty on School Life* as well as the Department for Education guidance on cost effective uniform. Schools do indeed need to reflect on uniform costs, but this is arguably a wider issue than one just for a single school to grapple with. If some schools, particularly those with large numbers of pupils living in poverty, 'level down' uniform costs, this may improve equal access to the same uniform within these schools, whilst creating more inequality between schools, if other schools continue to require their pupils to wear bespoke blazers and logoed uniform. Is this then an issue which is important to tackle nationally so that guidance to schools effects a levelling across schools and not only within them?

There may be a consensus amongst school leaders and other stakeholders that it is important for schools to expect their pupils to wear high quality uniform, arguably particularly for the most disadvantaged children, but if this is the case, then there must also be appropriate subsidy. A pupil has to eat during the school day and a subsidised meal for the poorest is the appropriate policy response. If a child is also expected to wear a high quality, expensive uniform with no choice in the matter, or the risk of bullying or punishment for incorrect uniform, then a subsidised uniform for the most disadvantaged children is arguably also the appropriate policy response here.

This is another reason why issues such as these must be taken up on a larger platform than just individual school level, or well-meaning actions taken by individual schools, such as these in relation to school uniform, could create additional inequalities.

Critical Issues

The discussion above points to the fact that poverty cannot be tackled by schools alone. There has been a long-running debate in education about how far schools can compensate for society, in the sometimes misrepresented words of Basil Bernstein (1970) and the issues raised by *Poverty Proofing the School Day* are at the sharp end of this debate.

Poverty clearly needs to be tackled by structural changes that lead to improvements for example in skills, jobs, incomes and housing. Most people would agree that schools are only part of such a structural solution (Cummings et al 2011; Raffo et al 2007), but

this evaluation has highlighted that teachers have differing perspectives on how far schools are or can be part of this. Yet given the wider context, it is vital that this remains a priority area for schools.

The wider context is that child poverty in the UK is increasing as a result of such policies as the 'bedroom tax' (Moffatt et al 2015) and because of higher inflation rates faced by poorer households (Joyce 2014) within a post-recession era. This is also in a context where children living in disadvantaged households are more likely to have additional household responsibilities (Wikely et al 2007) and where there is a growing prominence of in-work poverty.

Given that publicly funded education is supposed to be free, it appears that we are witnessing the impact of the creeping increase in the cost of state education. In 2012-13 the proportion of children in poverty living with a working parent in the UK was 61% (Joyce 2014). Poverty is not an easy subject to talk about anyway as it exists in an atmosphere of denial and moral condemnation (Shildrek and MacDonald 2013). Add to this the perceptions of some working families, highlighted by the *Poverty Proofing* audit, who feel invisible as a result of being in in-work poverty with little associated support and it is clear that the question of what schools can do to support pupils living in poverty is particularly pressing.

Yet this question has not been investigated in detail and the fact that most of the negative impacts of the school day on pupils living in poverty were as a result of stigmatization which schools were largely unaware of, highlights further the way in which these problems can too easily remain hidden. This is not easy to do something about yet this evaluation demonstrates that it is possible, though not easy, to create a programme which brings these issues to light and finds out what schools can do in terms of the costs of the school day.

This report demonstrates, crucially, that in tackling the impact of poverty there are very real effects on pupils' ability to learn. It highlights that the tendency to create a divide between schools working towards educational ends and social/pastoral ends is a false one. Of key importance therefore is how *Poverty Proofing the School Day* demonstrates that what schools can sometimes designate as social or pastoral support *directly impacts on ability to learn*. The issues raised here are very real barriers to learning and should be dealt with by schools as such, but in

addition, they should be seen as impacts of living in poverty that are also widely stigmatized at a societal and cultural level.

Of key significance about *Poverty Proofing the School Day* is that children are asked to talk about their experiences of living in poverty directly. This is very unusual, yet as stated in a review of research exploring the lives of children living in poverty (2011):

the reality of how a child living in poverty experiences the school day in twenty-first century Britain.

Professor Tess Ridge, Department of Social and Policy Sciences, University of Bath

Without a good understanding of how poverty and disadvantage are experienced, interpreted and mediated by disadvantaged children, there is the possibility that policies will falter or fail to constructively address the social, material and personal impacts of poverty in childhood. It is therefore vital to engage with low-income children and take account of their views in the development of policies and the commissioning of services.

The pervasive effects of poverty within school meant that children's secure social integration within school was threatened, and children's narratives of school life were often infused with anxiety, uncertainty and a sense of unfairness.

Schools cannot be viewed in isolation of course and attempts to reduce the cost of the school day should be considered in wider context. A difficult balancing act for schools is therefore to situate any actions they take in the wider context of other schools and this will inevitably mean difficult conversations about what pupils should fund and what schools should subsidise.

Yet there is ample evidence about the comprehensive ways in which poverty can structure and restrict everyday childhood experiences leading to anxiety, unhappiness and insecurity (Ridge, 2011). Inevitably therefore this will include children's experiences of being in school as is evidenced in this report. It is to be hoped that *Poverty Proofing the School Day*, in-depth and child-oriented in its processes and practical and applied in its recommendations, signals a sea-change in how schools understand and engage with

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Biographical Details

Laura Mazzoli Smith and Liz Todd are members of the [Research Centre for Learning and Teaching](#) (CfLaT), based in Newcastle University School of Education, Communication and Language Sciences. They have expertise in evaluation, research and project management on a local, national and international basis. Laura Mazzoli Smith is a researcher in CfLaT and her most recent publication with Liz Todd and Karen Laing is a chapter entitled 'Educating urban youth: fair or foul?' in S. Davoudi and D. Bell (Eds) *Justice and Fairness in the City* published by Policy Press. Liz Todd is Professor of Educational inclusion and her most recent book is *Beyond the School Gates*, published by Routledge with C. Cummings and A. Dyson. CfLaT has a strong orientation towards applied research and impact, developed through a range of work exploring a variety of innovations, and is widely recognised as an effective University partner in developing research-led practice.



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Subject:	Brighton & Hove Education Partnership Proposal		
Date of Meeting:	6 March 2017		
Report of:	Executive Director, Families Children and Learning		
Contact Officer:	Name:	Hilary Ferries	Tel: 293738
	Email:	Hilary.ferries@brighton-hove.gov.uk	
Ward(s) affected:	All		

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

- 1.1 This report outlines the proposal for the next stage in the development of the Brighton & Hove Education Partnership. Following approval from Committee in summer 2016, there has been an engagement period with headteachers and governors from July to December 2016. The attached document gives more details of the engagement. This paper proposes a pilot phase of the Brighton & Hove Education Partnership to begin in April 2017.

2. RECOMMENDATIONS:

- 2.1 That the Committee notes the feedback from the engagement phase on developing the Brighton and Hove Educational Partnership.
- 2.2 That the Committee approves the proposed approach and timeline for development of the partnership.

3. LOCAL AND NATIONAL CONTEXT

- 3.1 There is already strong and effective partnership working in Brighton & Hove. This is seen in all areas of education in the city and has contributed to improved outcomes for pupils at all key stages and a higher than national percentage of schools judged to be good or outstanding by Ofsted (December 2016).
- 3.2 There is committed and excellent leadership and a great deal of high quality teaching, learning and assessment practice in schools and colleges and wider partners. School to school support is growing, both informally and formally and there is a strong cadre of National Leaders of Education and National Leaders of Governance. Since the last committee meeting four of the city secondary schools have been awarded teaching school status on a national pilot and there is also an application for teaching school status from a group of schools in Portslade and Hove, led by Benfield Primary School.
- 3.3 The further development of citywide partnership working could bring this together to accelerate the pace of improvement, maintain and develop partnership working and keep the Brighton & Hove education 'family' together. This would

avoid fragmentation and give a strategic voice to school and college leaders and education partners in creating a strong future for learners and promote effective and efficient ways of working for partners.

- 3.4 Nationally the education landscape is changing at rapid pace. There is a drive for the development of a self-improving schools led system, the growth of teaching schools and in some parts of the country significant structural change with free schools and multi academy trusts. The White Paper 'Educational Excellence Everywhere' (March 2016) proposed further changes in this area. However in May 2016 the government acknowledged that this approach was not appropriate for all and further legislation was not pursued to force schools to become academies. The statutory role of Local Authorities (LA) in relation to school improvement also remained and there was an acknowledgement that there would be a dual system operating with trusts and LAs responsible for schools in different areas

4 The Brighton & Hove Education Partnership: the recommended approach

- 4.1 It is recommended that there is further development of partnership working, through the Brighton & Hove Education Partnership. The main aim will be to focus on continuing improvement of outcomes for all young people across the city. The approach proposes the coming together of the different partners in the city, initially through a memorandum of understanding.

More detailed proposals are in the attached paper as appendix one. It is proposed that the Brighton & Hove Education Partnership will work to improve outcomes in the city through:

- the identification and addressing of agreed citywide priorities: where there are areas that everyone is seeking to improve, everyone can work together,
 - Building a self-improving school improvement system: ensuring every school is on track for success
 - supporting and facilitating further partnership working through the sharing and brokering of best practice. The partnerships have a range of different strengths but this is not always shared across the city. This is limiting possible development and the pace of change could be faster if there was a pooling of the intelligence and practice. The Brighton & Hove Education Partnership will bring this together.
- 4.2 All education partners in the city will be invited to join the partnership. There is a wide range of providers in the city. In addition to the two universities and three Further Education colleges, there are also maintained schools, academies and their sponsors and a standalone Bi lingual Free School. There are Church of England and Catholic schools and we would also wish the two dioceses to be partners as we move forward.
- 4.3 It is proposed that initially there will be no cost to join the partnership. The Council will contribute continued advice, coordination and facilitation through the Senior Advisor Education Partnership and clerking and administration. We will also endeavour where appropriate to direct any council funding that is available

linked to the agreed priorities with an expectation there is match funding or resource provided from the partnership. Financial arrangements will be reported to Schools Forum and considered by the Schools Block Working Group.

- 4.4 Governance will be through a strategic group of education leaders from across the city. They will agree priorities and set direction. Priority Task and Finish groups from across the city will form to address the priorities and Ongoing Development Groups will be in place to lead on areas, such as school improvement and leadership.
- 4.5 One of the main elements to develop is an effective communication system, so different partners can access easily what is happening in the city and for the growing body of knowledge and development opportunities. The proposal is that is developed by a working group of school leaders in partnership with the Sussex Learning Trust who have the funding, capacity and expertise to do this.
- 4.6 It is not proposed at this stage to make the partnership into a formal legal entity. Leaders will sign up to a memorandum of understanding.
- 4.7 It is proposed that pilot arrangements start in the summer term 2017. Feedback from the engagement period made it clear that school leaders and governors wanted to understand better what the Brighton & Hove Education Partnership would add. It is proposed that the partnership is reviewed in spring 2018 to assess progress and to explore whether the informal status is still appropriate.

5 ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 5.1 The engagement paper included a number of options within it, such as the development of a formal entity and exploring trust status. The response from the engagement was at this time this was not the avenue they wished to explore. The full analysis of the engagement phase is in the attached paper.

6 COMMUNITY ENGAGEMENT & CONSULTATION

- 6.1 The engagement phase had two main elements. There was an online portal open to all school and college leaders and governors. This was to ascertain whether there was an appetite to create the partnership along the lines of principles and values suggested by headteachers and to suggest different ways forward to enable the co- construction of the approach the partnership will adopt.
- 6.2 The second element was through face to face meetings carried out by the Senior Adviser, Education Partnerships. She attended over forty meetings including meetings with individual headteachers and principals, school partnerships, the university staff, Diocesan Directors of Education and governors' meetings. A full list is in the attached paper, but the main themes were:
 - That there is a commitment to partnership working, but that the advantages of this approach need to be made clear.
 - Clear benefits for membership without replicating or duplicating existing work.
 - A preference to see the partnership in action first, before formally committing

- Little interest in making this a formal entity at this stage, but an interest in knowing more about what this entails.
- 6.3. The attached document gives more detail about the reasons why we think the partnership is a good approach, the engagement process and the suggested structure of the Brighton & Hove Education Partnership that arose from the engagement. It also identifies some practice from other parts of the country and some reasons why we may want to explore the idea of a legal entity in the future.

7. CONCLUSION

- 7.1 The engagement phase showed that there is commitment to the development of a Brighton & Hove Education Partnership. In the rapidly changing education landscape it has the potential to further improve outcomes for young people and strengthen and cement the existing partnerships. It gives the opportunity for a city voice in education. It also addresses the research that shows that school to school support and development is a positive way forward.
- 7.2 The engagement gave the message that school leaders would like to see the proposed model before finally agreeing to it and this paper recommends that Committee approve a pilot phase, starting in the summer term 2017 and a review and consultation about the future form in 2018. Committee is asked to support the recommendations.

8. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 8.1 Given the changing landscape in relationship with schools and the local authority, the relationship will need to change. The initial plan is not to charge schools to join the partnership, however where there are specific projects, contributions from schools will be required. Officer time to support the partnership will be met from existing resources.

Finance Officer Consulted: Andy Moore

Date: 19/01/17

Legal Implications:

- 8.2 The setting up of an Education Partnership will assist the Local authority in fulfilling its statutory duty in relation to promoting high standards in schools and among other providers so that children and young people achieve well and fulfil their potential as defined by section 13A of the Education Act 1996.

Lawyer Consulted: Serena Kynaston

Date: 21/02/17

- 8.3 Equalities Implications:

The proposed Brighton & Hove Education Partnership is committed to improving outcomes for all pupils, particularly those in vulnerable groups. It is underpinned by strong moral purpose for the good of all.

- 8.4 Sustainability Implications:
Improving outcomes for young people will contribute to improved health and happiness. Giving opportunities for staff will improve the workplace
- 8.5 Any Other Significant Implications:
The Brighton & Hove Education Partnership will be committed to the development of a self-improving schools system which reflects the potential changing responsibilities of the Local Authority for school improvement.

SUPPORTING DOCUMENTATION

Appendices:

1. Brighton & Hove Education Partnership: The Proposed Approach

Documents in Members' Rooms

1. none

Background Documents

Appendix 1

- 1.1 Crime & Disorder Implications:
By improving outcomes for children and young people in the city this may lead to greater engagement in the community.
- 1.2 Risk and Opportunity Management Implications:
If nothing is done there is a risk that there may be a fragmentation of the education providers in Brighton & Hove which could lead to a drop in outcomes and a slowing of the pace of improvement.
- 1.3 Public Health Implications:
Improving outcomes for children and young people could lead to better health and well-being.
- 1.4 Corporate / Citywide Implications:
The Brighton & Hove Education Partnership would support the priorities of a good life and a vibrant economy.

**Proposals for the Development of the Brighton & Hove Education Partnership:
Achieving Excellence Together
Spring 2017**



Snowpup December 2016



Children's Parade May 2016

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Proposals for the development of the Brighton & Hove Educational Partnership

Introduction

The purpose of this document is to share with all education partners the rationale for and the initial design, structure and ways of working of the Brighton & Hove Education Partnership.

This document has been divided into three sections. The first section describes the current partnership arrangements in Brighton and Hove and the potential benefits of citywide partnership working. The second summarises the results of the engagement carried out in the summer. The third section sets out the proposed approach for the Brighton & Hove Education Partnership.

Background

In June 2016 the Children, Young People and Skills Committee agreed an engagement with stakeholders on the possibility of developing the Brighton & Hove Education Partnership. This began with an engagement phase with school leaders and governors from June to December 2016. This included an online portal for responses and a series of face to face meetings and discussions with individual education leaders, partnerships and larger groups.

This engagement period has confirmed that there is commitment to developing the Brighton & Hove Education Partnership further. This paper outlines the proposed approach and ways of working which has been developed from the outcomes from the engagement.

Reasons for Change

Nationally the education landscape is changing at rapid pace. There is a drive for the development of a self-improving schools led system, the growth of teaching schools and, in some parts of the country, significant structural change with free schools and multi academy trusts. The White Paper 'Educational Excellence Everywhere' (March 2016) proposed further changes in this area. However in May 2016 the government acknowledged that this approach was not appropriate for all and further legislation was not pursued that would force all schools to become academies. The statutory role of Local Authorities (LA) in relation to school improvement also remained and there was an acknowledgement that there would be a dual system operating with trusts and LAs responsible for schools in different areas.

There are also plans to introduce a national funding formula for schools and schools and education providers are under significant budget pressures. A National Audit Office report into the financial sustainability of schools has warned that mainstream schools will need to reduce spending by an average of 8 per cent per pupil by 2019-2020. Staff pay rises, higher employer contributions to national insurance and pension schemes are examples of rising industry costs. The Department for Education's overall budget is protected in real terms, but does not provide for funding per pupil to increase in line with inflation. Alongside this is the planned introduction of the National Funding Formula beginning in 2018-19, with full implementation in 2019-20. It is proposed that school budgets will be set using national factors, without the application of any local adjustments. This means some schools in Brighton and Hove gaining and others losing funding, possibly bringing into question the financial viability of some of the city's schools in their current form.

Population changes are also bringing about challenges to schools as pupil numbers in various areas of the city shift to reflect demographic changes. The needs of the pupils in the city are also changing, requiring changes in the provision of education for these pupils encapsulated by the SEND review, all of which further impacts on the challenges schools in the city are facing. Council budgets are also under pressure and there have been significant reductions to the Education Services Grant reducing LA capacity to provide education support in the same way as we have done previously.

There is strong education partnership working that has developed and improved over time in the city with a developing school led system, including effective school to school support. Teaching School Alliances (TSA) are a key part of the strategy for developing this system led approach. With the development of the Pavilion and Downs Teaching School Alliance, made up initially of five secondary schools, and a potential Teaching School Alliance based at Benfield, there are likely to be opportunities for the local TSA to contribute further and access funding for opportunities for school to develop practice together.

Brighton & Hove City Council is committed to working with partners and continuing to have a strong strategic role in education in the city as well as being a champion for children, young people and adults. There has been a positive acknowledgement that education can be a route out of poverty and as a result the Council is committed to maintaining a presence in education, whatever the national agenda. There are strong local views from the local education partnership and parent communities that structural change is not the only driver for school improvement.

The changes to the education landscape outlined above require education partners in Brighton and Hove to continue to work together collaboratively to address the challenges they face and to future proof our local education system. The further development of the Brighton & Hove Education Partnership is an opportunity to do this to further improve outcomes for children and young people in the City and to 'Achieve Excellence Together'. There are examples from across the country of education partnership approaches developing in this way and early indications from these areas is that this is a positive route to follow (appendix one).

The proposed timetable for development

The development of the Brighton & Hove Educational Partnership approach was discussed and debated at a meeting of education partners on 2 February 2017 and with governors at the Governor Strategic Partnership on 8 February 2017. As a result, changes have been made. The proposed approach and consultation process will be discussed at Children, Young People and Skills Committee on 6 March where we will seek formal agreement to progress the partnership. If this is agreed, we will begin a pilot structure and way of working in the summer term 2017. We will then consult on the final structure in 2018. Our approach will also be shared with other Local Authorities, the Ofsted link HMI and the Regional Schools Commissioner for comment.

We will write to parents, young people and other stakeholders to inform them about the Brighton & Hove Educational Partnership and there will be a dedicated email address to receive feedback.

Timescale

The timescale proposed for the Brighton & Hove Education Partnership is:

6 March 2017	a paper to Children, Young People and Skills Committee outlining the approach and seeking agreement to proceed
March and April 2017	inform stakeholders of the Brighton & Hove Education Partnership pilot
April 2017	form the pilot structure and agree ways of working
Summer 2017	launch of the pilot Brighton & Hove Education Partnership approach
Summer 2018	partnership board considers future form – including moving to a legal entity
Autumn 2018	final proposals to Children, Young People and Skills Committee for the future form
January 2019	the Brighton & Hove Education Partnership is formally created in the agreed structure / form

Section One: Current partnership arrangements: the benefits of the Brighton & Hove Education Partnership

1 Current Partnership arrangements

1.1 There is a wide range of partnerships, both formal and informal in the city. All schools and colleges are working in partnership groups. There is a Primary Schools Phase Partnership, Secondary Schools Partnership, Special Schools Partnership and the College Accord. The Universities have positive partnerships and relationships with schools across the local area. There are eight Church of England schools, (in the Diocese of Chichester) who are in a partnership and seven Catholic schools (in the Diocese of Arundel and Brighton) in a partnership. There are several academy sponsors, including Aldridge Education and City College and free school sponsors including the Russell Education Trust, who have partnerships with schools and institutions nationally. There is also a stand-alone Bi-Lingual free school.

1.2 There is already strong and effective education partnership working in the city. This has contributed to improved and still rising outcomes for pupils at all key stages and a higher than national percentage of schools judged to be good or outstanding by Ofsted (December 2016). As a result Brighton & Hove is judged to be a 'light touch' Local Authority by Ofsted. All colleges and universities are also judged to be good or outstanding.

There is very effective leadership of schools and colleges and much high quality teaching, learning and assessment practice in classrooms. School to school support is growing, both informally and formally and there is a strong cadre of National Leaders of Education and National Leaders of Governance. There are some schools in the city that currently have partnerships in the city with Teaching school Alliances, such as the Woolstonbury Alliance, Inspire Alliance and Millais Alliance. With the development of the Pavilion and Downs Teaching School Alliance, made up initially of five secondary schools and a potential teaching school based at Benfield, there are likely to be opportunities for the local TSA to access funding for opportunities for schools to develop practice together.

1.3 The Local Authority leads its education work and fulfils its statutory duties through a number of partnership meetings and events such as the Primary Phase Headteacher meetings, Secondary and Continuing Education meetings, the Citywide School Improvement Board (made up of chairs from the clusters / partnerships), the Future of Learning Group, Primary Headteacher Meetings, School and College Leader Business meetings, Governor Strategic Partnership meetings and annual School and College Leaders Conference and a governors' conference. There are also statutory groups such as School Forum.

1.4 There are seven schools partnerships which are largely geographical, although some schools have chosen to join partnerships in different areas. Full details of membership are in Appendix 6. These partnerships fulfil a range of functions including some school improvement, including headteachers working in 'triads' to support and challenge each other, subject networks, family support. Each partnership has its own vision and aims.

- City Partnership
- Deans Partnership
- Hove Partnership
- Partnership for Leading and Learning
- Portslade Partnership
- Preston and Patcham Partnership
- Unity Partnership (formerly known as the Moulsecoomb Cluster)

There are phase specific partnerships which include:

- Primary Phase Group
- The Primary NLE Team for school to school support
- Special Schools Partnership
- Infant Schools Partnership
- Junior Schools Partnership
- The Brighton and Hove Colleges Accord (consisting of the City's three FE Sector Colleges)
- Deanery Partnerships (the Catholic and Church of England schools)

Case Study example: The Primary NLE Team for school to school support.

There are currently three primary National Leaders of Education in the city. They have formed a group, with the Head of Standards and Achievement, to ensure that there is support for schools in challenging circumstances. The group has now invited headteachers from across the city to become Brighton and Hove Leaders of Education and this team will work with all primary leaders to ensure that all schools have the support and challenge they require to improve.

There are also networks of groups which collaborate on key issues including:

- 16-19 Curriculum & Quality Group
- 11-16 Curriculum Deputies
- IAG (information advice and guidance)
- Strategic Data Group
- Assessment Group
- Joint meetings are planned on Y11 destinations for the 11-16 and 16-19 groups
- Curriculum reform and assessment for the 11-16
- Strategic data leads group (secondary)
- Behaviour and Attendance Partnerships
- Special Educational Needs Forum
-

These partnerships have many strengths and are making good progress in their areas of development. However the breadth of the ongoing work and the impact of this working is not always shared more widely, which can mean duplication and fragmentation, for example if a partnership has had success in tackling attendance, other partnerships could learn from what they have done. There is a need to more effectively create a 'golden thread' from our overall vision and aims through the work of these groups so that everyone is focussed on the agreed challenge and so there is better consistency in ways of working and sharing of best practice across the partnership. Sometimes schools are not engaged and become isolated and we want to make sure that the future partnership achieves its goal of no school left behind.

2. Why have an Educational Partnership? How can it add value?

There are a number of reasons why we believe that the further development of an education partnership approach, including all educational partners in the city coming together, is the best way to proceed. At the heart of this model is the aim of all partners to improve outcomes for children, young people and adults with a partnership approach better than before, that makes the most of the resources available and addresses the challenges we face together.

2.1 Identify and address citywide priorities in the most effective way, with everyone playing a part: A strategic group made up of members from the different partnerships will meet regularly to identify and address the enduring challenges, or 'wicked issues' that face the city, such as the underachievement of the most vulnerable and transition between different phases of education and oversee the work done on these. This will enable joint working on citywide issues and a joining up of activity.

2.2 Strengthen the 'whole city family' of education in the city: This approach will not only be a means for deepening existing commitment to collaboration for school improvement and wider education issues, but will also cement existing ties and ways of partnership working. It will bring everyone together whether a community, faith, free school or academy or a wider education partner and make sure that no school / setting is left behind.

2.3 Recruitment, development and retention of educational professionals: Working together we can ensure that Brighton & Hove is an attractive place to train, to teach, to lead. A strategic approach to recruitment would be one aspect of this, with the partnership considering options to bring quality staff into the city. Retention of staff is also key and this could be achieved through the development of a leadership continuum, giving staff opportunities for development in different ways through talent spotting, offering development both as school to school support, and shadowing and secondments. This would build a strong and committed workforce. Teaching schools have a vital part to play in this area and would be the bedrock of one of the Ongoing Development Groups outlined in the structure.

2.4 Develop strategic leadership and their 'voice' for education: The partnership will give education leaders a stronger, strategic citywide voice in the development of education and learning in the city and further develop a partnership model where leaders are developing education in the city together and leading the way regionally and nationally.

2.5 Develop a self-improving school improvement system: The Local Authority has statutory duties to: promote high standards, know schools well and to intervene in schools causing concern. We would want the partnership to work with the LA to ensure the system for school improvement is in line with best practice and research, challenging and fit for purpose going forward and this is likely to be one of the Ongoing Development Groups.

2.6 Encourage and support research and innovation: bringing together partners, having confidence to work in new ways and try new things will support the development of a research community. The partnership will look nationally and internationally at the very best, researching what will be best for our children and young people and developing new knowledge. The university communities will be active partners in this aspect of the partnership.

2.7 Sharing good innovative and developing practice. This will enable all members of the partnership to know what is happening across the city and share projects, outcomes, research

and practice. This has the potential to improve the pace of learning because institutions / partnerships will not be working alone.

2.8 Celebrate learning and the education of the ‘whole person’: There are already citywide events that promote and celebrate the arts and sport, such as the Children’s’ Parade and Let’s Dance. The partnership could build on and develop opportunities for spiritual, moral, .social, cultural, physical and creative development to celebrate all aspects of education.

2.9 Take advantage of funding opportunities and economies of scale: the Brighton & Hove Education Partnership will have the breadth and capacity to bid for funding for the city as a collective group. From discussions with the Regional Schools Commissioner we are already aware of the greater opportunities we may have to access funding as a city partnership from the 140 million pounds that will be available nationally for school improvement. There will also be benefits to pool funding and resource focussing on the opportunities the economies of scale will bring. We are increasingly being seen as a city with good practice across all phases of education with expertise to offer beyond Brighton & Hove. With strategic leadership from the Brighton & Hove Education Partnership this has the potential to bring further funds into the city to reinvest locally. Where a range of partners are looking for similar services, the numbers can enable potentially lower costs – for example negotiating positive rates through joint procurement, which one local partnership has just done successfully with supply teaching costs.

2.10 Provide a more dynamic and strategic vehicle for the changing educational and political landscape: The creation of a partnership could enable schools to adapt and take advantage of the changing landscape – to hold on to their beliefs about what is good learning, to lead education in line with their principles and to shape the future of education in the city.

2.11 Address the wider challenges in the city: the partnership would have the opportunity to address the wider challenges in the city such as poverty, housing social emotional and mental health – to provide a strong educational voice to work across partnerships to improve life chances for children and young people.

Section Two: Outcomes from the engagement phase: summer and autumn 2016

2.1 Introduction

The Local Authority conducted an informal engagement to seek the views of key stakeholders in Brighton & Hove. This ran from July 2016 to 16th December 2016. The full report is in appendix 2 and this provides information about the process of consultation, summarising the feedback on the proposals gathered during that period.

The engagement process began in July 2016, following agreement from the Children Young People and Skills Committee to the process and timeline for this stage. It included:

- A consultation portal used to gain the views of headteachers & governors
- Meetings with existing school partnerships and individual headteachers, principals and leaders
- Meetings with governors
- Meetings with universities and colleges
- Meetings with unions
- A bespoke email address for open responses
- Gaining learning from other areas of the country.

2.2 The online portal

There were five questions in the online portal, designed to seek the view of participants on the following areas and an opportunity for open comment:

- The idea of a more formal partnership model
- The principles of a new partnership model
- The most important elements of the partnership
- Initial thoughts on some of the suggested models
- Initial thoughts on membership and governance representation

2.2.1 40 responses were submitted via the online portal and the quantitative data in this report reflects these responses. 67% of respondents either agreed or strongly agreed with the principle of investigating a new, more formal partnership model.

There were several comments which identified that the proposals:

- Needed more clarification on exactly what the partnership would be
- Should retain the strengths of existing models
- Use examples from other successful partnerships nationally
- Allow schools to maintain their individuality.

2.2.2 67% of respondents either agreed or strongly agreed with the identified principles

The comments identified that the proposed principles:

- Required more information about the proposed partnership
- Wanted to build on the principles to create a shared vision for the new partnership.
- Were too generic to all educational providers
- Missed outcomes and that aspect needed to be stronger
- Overall the principles should be more ambitious.

2.2.3 Question 3 asked about the important elements of a proposed partnership and there was a clear message about not creating a costly, bureaucratic structure.

2.2.4 Question 4 asked about the possible models and this did not result in a clear preferred model. Headteachers and governors wanted to know more about the different models. Four respondents identified Limited Company by guarantee as a model to explore, but most of the comments required more information to make an informed choice

2.2.5 Question 5 which asked about membership and governance showed that the vast majority of respondents felt that:

- All schools, colleges and universities in the city should be given the opportunity to become members
- Their rights and responsibilities would be set out in the Articles of Association and membership rules
- Each member school and the LA would be voting members
- School representatives would be major members of the steering group.

67% of respondents agreed that other schools, colleges and educational establishments outside Brighton & Hove could join the partnership at an agreed future date.

2.3 Meetings – face to face engagement

2.3.1 As part of the engagement, alongside the online portal the Senior Adviser, Education Partnerships attended over forty meetings with partnerships, governors and individual headteachers. This was approximately 150 people overall. A full list of these meetings and an analysis is in appendix 3. The themes that emerged through these more informal meetings were that:

- There is a strong interest in keeping the ‘education family’ together and a commitment to partnership working
- Headteachers and governors would like to see a model on which to comment
- The model should be based around improved outcomes for pupils
- It should provide added value to headteachers and not duplicate what is already happening.
- It should build on successful existing partnership work
- The principles were the right ones
- All Brighton & Hove schools should be able to join in their current form.

2.3.2 There was not a great of interest in developing a formal entity. Respondents did not feel that there is a place for this at the moment, but a significant number said this was because they did not know enough about it and they would welcome more information.

2.4 Summary

The face to face engagement phase gave strong messages of support from headteachers and governors about our proposal to further develop the Brighton & Hove Education Partnership and these have been incorporated into the outlined approach that we will trial from the summer term 2017.

Section Three: – the proposed approach to the development of the Brighton & Hove Education Partnership:

The Brighton & Hove Education Partnership: ‘Achieving Excellence Together’

3.1 Introduction

Brighton & Hove City Council, Children, Families and Learning is seeking to further develop partnership working in Brighton & Hove, through establishing the Brighton & Hove Education Partnership. This will include all education partners in the city. This is in order to:

- Improve outcomes and achievement for children and young people across the city: to be the best
- Cement and build upon the strong moral purpose and partnership working that already exists
- Achieve excellence by using the expertise and energy of all to address key priorities for children and young people
- Maintain and develop the ‘whole city family’ of education and learning through an excellent communication system / platform to enable partners to access information and find out about practice that they may wish to explore or engage with.

3.2 The Brighton & Hove Education Partnership will work to improve outcomes in the city through:

- The identification and addressing of agreed citywide priorities: where there are areas that everyone is seeking to improve, partners can work together to achieve more.
- A focus on a schools-led school improvement system: ensuring every school is on track for success through an early intervention and preventative system, a strong improvement focus and school to school support.
- Supporting and facilitating further develop partnership work through communicating, sharing and brokering best and innovative practice.
- Opportunities to trade within the partnership and potentially beyond. Either through the contribution of time or with agreed cost structure, partners will be able to access services from other partners to address their identified needs.

3.2.1 Outcomes to be achieved

- We want to improve the way we work together within and across phase to enable our young people, aged 0 – 25, to have a high quality relevant pathway that meets their needs, is dynamic, exciting and challenging.
- Improve the performance of children and young people from vulnerable groups – diminishing the differences
- Reduced exclusions and improved attendance
- We will benchmark our performance against our statistical neighbours, the region and other significant groups, seeking to be in the top quartile for all areas.
- We will continue to aim for every institution to be judged at least good and increase the percentage of outstanding to be in the top three LAs as judged in HMCI’s Annual regional report.
- We will develop areas of excellence in the city for all areas of education: whilst league tables are important, we value the ‘whole child’ and acknowledge the importance of the broader curriculum, participation in events such as ‘Let’s Dance’, Children’s Parade etc.

3.2.2 The Principles for the partnership were proposed and agreed by leaders with the central aim of achieving the best outcomes for all young people:

- Ensure that the diverse nature of the city is reflected
- Be ambitious and aspirational for all pupils to achieve well
- Be inclusive: No child should be left behind
- Be collegiate: No setting / partner should be isolated and the partnership should work for the good of all
- Be flexible and have a structure / arrangement that works for all
- Be outward facing, so we look beyond the city
- Have challenge and rigour
- Have a shared and open culture based on trust, honesty and transparency
- Be not for profit – any profit should go back into the system
- Be innovative and not afraid to take risks
- Be democratic - everyone should have a voice
- Enable all members to retain their own identity

3.3 Proposals for the Structure of the Brighton & Hove Education Partnership: How it will work

3.3.1 Membership

It is proposed that all members of the education community in Brighton & Hove will be members of the partnership. Membership will be through the signing of the Memorandum of Understanding. A draft MOU will be discussed and agreed by the pilot board that will be formed in April 2017.

3.3.2 Governance

The Brighton & Hove Education Partnership will not create extra layers of bureaucracy. There will be a review of existing groups and meetings and some will be disbanded and realigned. There will be one strategic board, made up of members from across the education family. It will meet regularly to discuss strategic direction, identify / agree citywide priorities using the data from the city and suggestions from partnership members and to receive reports about the impact of activity from different partnership initiatives. It is proposed that there will be a 'rotating chair' for the group.

The proposal is that this board consists of educational representatives from across the city.

3.3.3 Priority Task and Finish groups will be convened to lead on the priorities, made up of representatives of the relevant partners. They will draw up plans to address the priorities. This will give economies of scale for development opportunities and a wide pool of people to share and develop them together. These groups will meet approximately half termly to review progress and keep the priority plans on track.

3.3.4 Ongoing Development Groups will be in place to focus on and grow aspects of the partnership such as professional development, assessment, communication, school improvement and others that will be decided.

3.3.5 A recurring theme in the engagement period has been the need for better and shared communication between groups. One of the first aims of the Brighton & Hove Education Partnership will be to set up an easy to access intranet / communication system that will enable good communication and information sharing. The intention is to create a shared online space where ideas, initiatives, resources and case studies can be uploaded to a portal. There are a range of partnerships of schools in the city, and this portal could support both information and knowledge exchange, from these groups such as the IAG group, curriculum groups and cluster groups,

promoting opportunities and events. To be successful, this would need to be user generated, and relevant to educators, and a way of keeping everyone informed about policy and educational reforms. Sussex Learning Network has offered to support the development of this approach and a group of headteachers are working with them to make it relevant and user friendly.

3.3.6 How is this different from existing practice?

One of the themes of the engagement has been for the consultation to outline how this is different to what we already do in the city. We believe that this model will support and enhance the existing partnership through bringing groups together for:

- A central strategic discussion
- Shared thinking
- Citywide agenda
- An excellent communications system / intranet that all can access

3.3.7 Task and Finish Groups for priorities

Once the priorities are agreed there will be an invitation for membership of task and finish groups. These groups will steer and lead the identified priorities. Membership of these groups will be interested partners. Examples of these groups could be Diminishing Differences , Transition, Leadership in the City.

3.3.8 Ongoing Development Groups

There are elements of the partnership that will be continually developing and improving. These will be identified by members. Membership will be interested parties and they will steer and lead the groups. Examples of these would be the Primary School Improvement Group and Chairs of Partnerships.

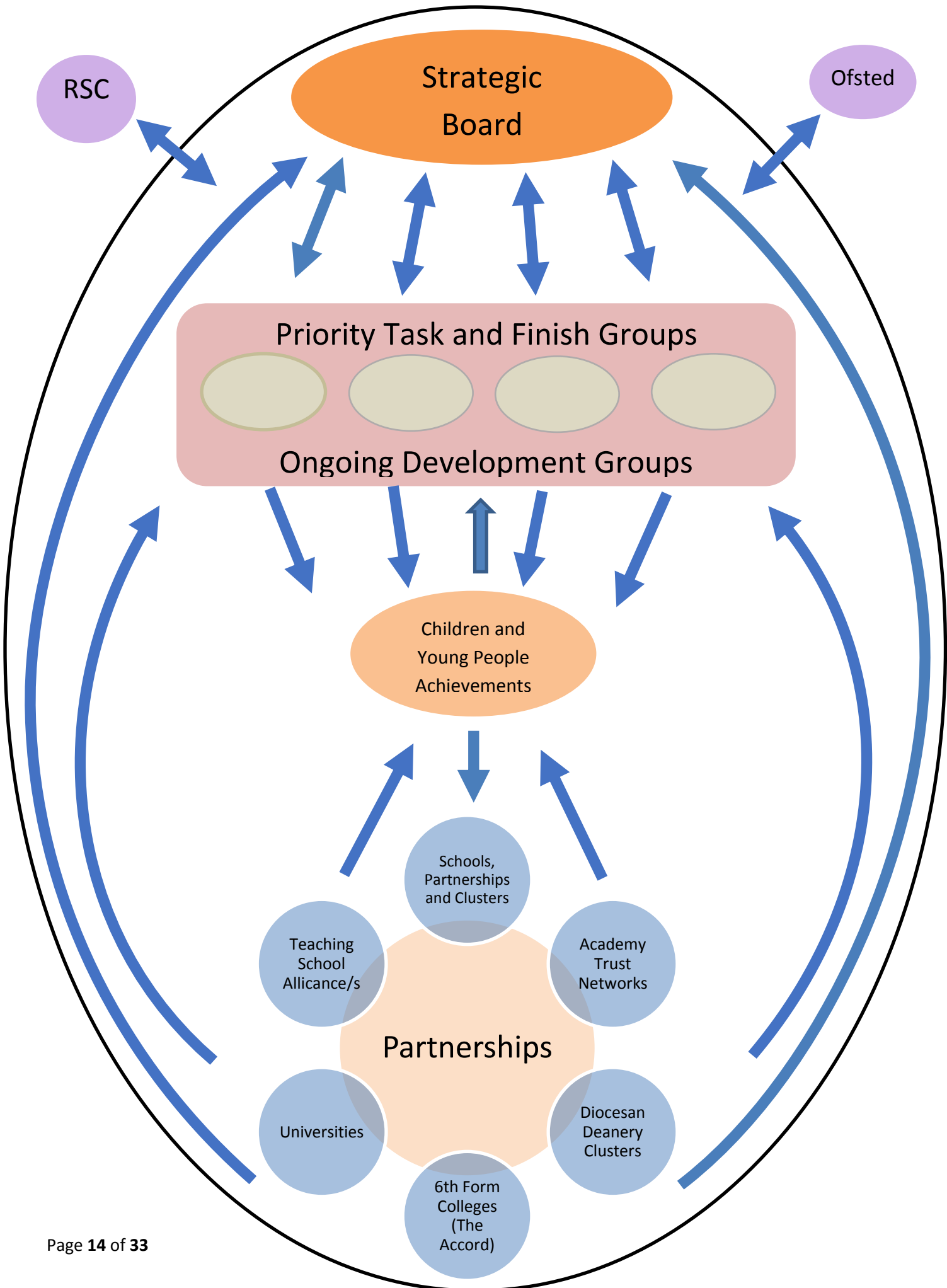
3.3.9 Membership reports

There will also be work in partnerships and institutions that is not part of current citywide priorities, but that is important and could influence future priorities. These will be shared with the Strategic Board and posted on the intranet.

3.3.10 The diagram on the next page shows how the Brighton & Hove Education Partnership will operate.

It represents how the different groups will work together and how the system will link to achieve its aims.

Starting to work with this structure in a pilot phase will enable the groups to review the effectiveness of the different elements and make sure it is fit for purpose. Any amendments and developments can be made before coming to consultation in 2018.



3.4. Finance and costs to members

- 3.4.1 A real concern arising from the engagement was the potential cost of the partnership. It is proposed that there will be no costs to members to join the partnership. The LA will contribute continued advice, coordination and facilitation through the Senior Advisor Education Partnership and clerking and administration. We will also endeavour where appropriate to direct any council funding that is available linked to the agreed priorities with an expectation there is match funding or resource provided from the partnership. Financial arrangements will be reported to Schools Forum and considered by the Schools Block Working Group.
- 3.4.2 To make the partnership sustainable members may wish to contribute a number of days to the partnership and the projects. This would enable schools to work together on projects without any monetary costs, other than release time.
- 3.4.3 Where there are citywide priorities, or where a group of members want to work together on one aspect of development, they may agree to put funding into the area they wish to develop. These projects will have costed action plans and the group will report on progress to the Strategic group for information.
- 3.4.4 The partnership could bid for funding for citywide projects and where numbers of members wish to purchase similar goods or services there could be economies of scale.
- 3.4.5 The funding for the partnership will be kept under review by a small group. It is recommended that in the first instance this is the sub group of the Schools Forum.

3.5 A legal entity?

- 3.5.1 There was not a high level of enthusiasm to develop the partnership as a formal legal entity. This is therefore not proposed as this stage, but more information will be given over the next year and the proposal is to review this in 2018.
- 3.5.2 Other areas in the country have created a legal entity and they have found this helpful. Reasons for considering a legal entity are at Appendix 5 and will be discussed by the Strategic Board during the first year to decide whether this might be a positive way forward. If this in the case it will be included in the final consultation.

Appendix 1: The development of Educational Partnerships nationally

Introduction

As part of the engagement process, we have researched what is happening across the country. There are many examples of different areas in the country working to develop partnership – system led and some examples are outlined below, with references for those who wish to read further.

1. Camden Learning: limited company

In 2014 there was a co-design of the schools' led system by heads, officers and chairs – where expertise is systematically grown and distributed.

In 2015 The System went live with smaller council resource, growing school & teaching school resource and management and governance systems.

In 2016 they consulted and established *Camden Learning* as a Schools Co. Ltd. by guarantee where each school and the Council is a member.

In 2017 they will consider options going forward with the possibility of developing an umbrella over a mixed ecology of LA/VA schools and feds, academies & MATs.

The vision

Enable every Camden child to achieve the best possible educational outcomes in all areas of their lives, to develop growth mindsets, high aspirations and the ability to work independently and with others

Help every Camden child to have the best start in life and let no child get left behind

Ensure that throughout their education learners are provided with inspiration for their adult lives and opportunities to translate high expectations into the best possible study and work destinations

Attract and **develop** and **retain** the very best education leaders and practitioners for our schools and services

Operate for the good of the community and in the interests of pupils, teachers, parents, leaders, governors and partners

Empower the Camden family of schools to continue to work together collectively to secure sustained educational improvement

Enable the Council to provide strong civic governance in order to secure the best outcomes

Costs to join

This partnership is for schools. There are three levels of membership that come with increasing number of services. Level 1 has no cost, Level 2 costs £6000 and Level 3 costs £11,000

<http://schoolsupportservices.camden.gov.uk/catalogue/52/camden-learning-membership/>

2. Portsmouth Education Partnership Pulling Together: Achieving More

Portsmouth has just consulted on the formation of the Portsmouth Education Partnership:

They have stated that discussions with headteachers, governors, teaching schools and Academy Trust leaders have indicated a strong appetite for collective arrangements in the City, led by schools, to take

forward joint projects and programmes that matter to Portsmouth and which can make a difference in terms of raising standards and improving outcomes for children and young people.

Principles:

They have proposed guiding principles which include:

- Shared accountability and collective responsibility for all pupils in Portsmouth,
- Promoting a culture of openness and trust
- Ensuring that all available resources are well used and duplication is avoided.

Priorities:

Some priority areas have already been developed and include:

- Creating more options for schools and academies to receive the highest quality challenge and appraisal
- Co-ordinating school improvement support and making effective use of system leaders
- Teacher recruitment and retention, including career pathway development
- Leadership development at all levels
- Curriculum development and subject networks
- Inclusion
- Recruiting and supporting volunteers working in schools
- Collective interface for Multi Academy Trusts that operate in the City

Structures

It is proposed that a Strategic Board be established to steer the work of the Partnership and develop and agree the strategic vision and priorities, with a rolling chair and support from the Senior Adviser, Education Partnerships. Below that Strategic Board, an Operational Group could sit which would meet every half term and which would be accountable to the Strategic Board. The Operational Group would be the engine of the Partnership, responsible for analyzing the data and proposing priorities / areas of action.

Membership of the Partnership would be open to all schools and a range of partners.

Resources

In the first two years the local authority will be investing resources both in terms of staff time and funding. This includes the contract with the Portsmouth Teaching School Alliance to deliver school improvement on behalf of the local authority for its maintained schools but embedded as part of the Partnership. Schools will not be asked to help resource the work of the Partnership overall. Individual projects may require full or part funding from participating schools. As and when local authority funding ceases to be available, it will be for schools to decide whether the Partnership is a structure which they wish to underpin financially and if so how.

<https://www.portsmouth.gov.uk/ext/the-council/transparency/portsmouth-education-partnership.aspx>

3. Tower Hamlets

Tower Hamlets has developed Tower Hamlets Education Partnership (THE).

Their vision is to deliver sustainable high-quality services with a shared moral purpose.

The vision and values of THE Partnership lie at the heart of the collaboration between members and form the basis for each member's participation.

Vision

THE Partnership's vision is that their schools and other educational settings should build on an existing culture of collaborative working — initially focused on school improvement — to enable all the borough's children and young people to experience the best possible educational opportunities, outcomes and life chances.

Values

The core values to which THE Partnership members are committed are: Aspiration Trust, Equality and Transparency

Aspiration

- Promoting and striving for excellent outcomes for all children
- Continuous improvement in the quality of teaching and learning
- Developing best practice
- At the forefront of school improvement, both nationally and internationally

Trust and support

- Collegiality and mutual support as part of a family of schools
- Investing in collaborative working within THE Partnership
- A voice for all members
- Supporting one another as critical friends to improve teaching and learning and outcomes for children and young people
- Innovation through working together

Equality and inclusion

- Equal opportunities
- Fairness in operation and decision-making
- Fair admissions and fair access policies
- Promoting and supporting cohesion and integration
- A voice and involvement for parents, for children and young people, for school staff and for the wider community
- Transparency and accountability
- Open and transparent partnership governance and decision-making
- Welcoming challenge from each other, local people and elected representatives
- Working to agreed accountability measures
- Promoting and supporting cohesion and integration
- A voice and involvement for parents, for children and young people, for school staff and for the wider community

Transparency and accountability

- Open and transparent partnership governance and decision-making
- Welcoming challenge from each other, local people and elected representatives
- Working to agreed accountability measures

Costs to join

For the first year there have been no costs to join THE. From April there will be a cost of £5 per pupil.

<http://api.the-partnership.org.uk:8080/wp-content/uploads/2016/04/Propectus-1.pdf>

4. Octavo - Mutual Trading Company

The Octavo Partnership is a mutual venture between Croydon Council, Croydon Headteachers' Association and staff to deliver high quality education support services in Croydon and beyond. They are committed to operating on a not-for-profit basis whereby any profits are reinvested into developing services or into educational research to benefit the learning community. They offer a range of services that include school improvement, education finance, education welfare and many others

<http://octavopartnership.org/>

Appendix 2: Feedback on the consultation portal from Headteachers and Governors on the proposals for developing a Schools led partnership model for school improvement in Brighton & Hove

1. Introduction

The Local Authority conducted an informal consultation to engage with and seek the views of key stakeholders; school and college headteacher, principals and governors on proposals to establish a formal partnership between Schools, Colleges and Further Education providers in Brighton & Hove. The period of consultation ran from July 2016 to 16th December 2016. This report provides information about the process of consultation and summarises the feedback on the proposals gathered during that period.

2. What was this consultation / engagement about?

There were five questions in the consultation and they were designed to seek the view of participants on the following areas;

- The idea of a more formal partnership model
- The principles of a new partnership model
- The most important elements of the partnership
- Initial thoughts on some of the suggested models
- Initial thoughts on membership and governance representation
- An opportunity for open comments about any of the proposals

3. Consultation process

3.1 This phase consultation began in July 2016, after the Children Young People and Skills Committee approved the process and timeline for this stage. This included:

- Creating a consultation portal that would be used to gain the views of headteachers & Governors
- Meeting with existing School partnerships
- Meetings with unions and colleges
- Create bespoke email address for open responses
- Gaining learning from other Local Authorities
-

3.2 The consultation was promoted through:

- The council website
- The schools' bulletin
- Email communications to headteachers & Governors

3.3 Feedback was invited:

- Via the Council's consultation portal
- Via email
- In writing
- In person

3.4 For all proposals, respondents were asked five questions and were offered the opportunity to add their specific comments at the end of each question and more generally at the end of the consultation questionnaire.

3.5 Throughout the consultation period we reviewed the number and range of responses in order to make sure that all groups were represented in responses and any further work to make sure all stakeholders were aware of the consultation process.

3.6 Process for analysing responses

3.6.1 To analyse results Local Authority officers met to go through all consultation responses and have summarised below for each question

3.6.2 The information provided as part of this report is both statistical and from comments made by participants in the engagement period. From initial discussions with stakeholders it was clear that there was more interest in the comments than the statistical data. As a result this has been revisited and more information provided in the body of the report.

4. Feedback submitted on the consultation proposals

4.1 Respondents were encouraged to participate via the council’s online portal but were also able to respond via email. The email address was specifically created for Brighton & Hove Education Partnerships consultations and will continue to be open.

4.2 40 responses were submitted via the online portal and the quantitative data in this report reflects these responses. All respondents used the online consultation portal to give their views. The spread of headteachers and Governors is identified below;

Are you a headteacher or school governor?			
		Frequency	Valid Percent
Valid	headteacher	22	55.0
	Governor	18	45.0
	Total	40	100.0

5.1 Consultation Portal Data - Question 1

Question

Do you agree in principle that Brighton & Hove should be looking at a new more formal partnership model?

Summary of response

12 respondents took the opportunity to comment on this question.

67% of respondents either agreed or strongly agreed with the principle of looking at a new more formal partnership model

Comments identified that the proposals:

- Needed more clarification on exactly what the partnership would be
- Should retain the strengths of existing models
- Use examples from other successful partnerships nationally
- Allow schools to maintain their individuality

There were some concerns by a small number of respondents about

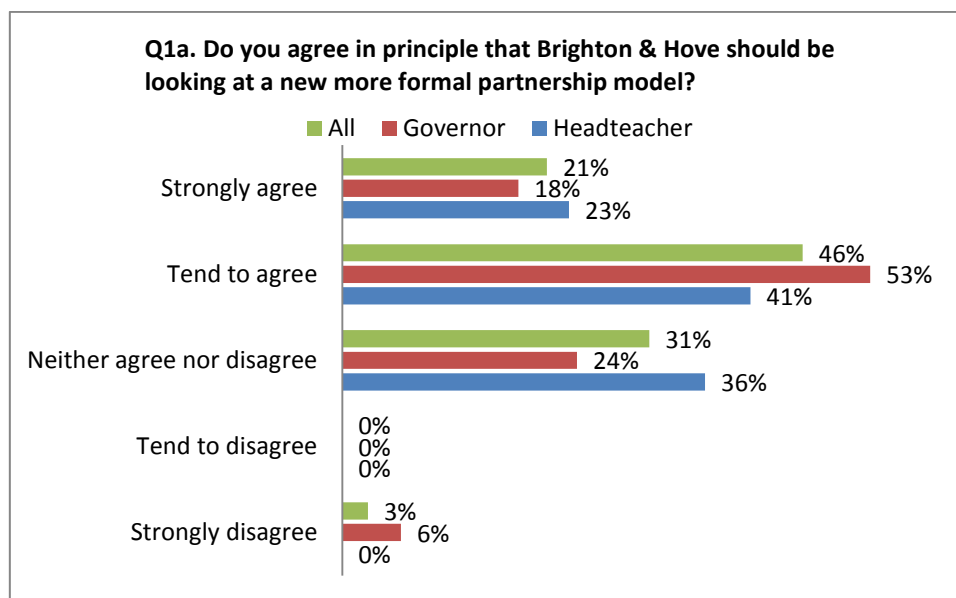
- How all schools and academies would fit into the model
- Engaging all headteachers in the partnership approach.
- Monitoring of Schools by Local Authority and how that would look in the new model

Key Quotes

"I would want the school to be able to maintain its own identity within a formal partnership."

"I think that it's important to retain as many as possible of the strengths of the present network of schools, colleges and local authority"

"Such partnerships have been in place for many years in LAs such as Surrey"



5.2 Consultation Portal Data – Question 2

Question

Do you think the principles below are the right ones for Brighton & Hove?

Summary of response

9 respondents took the opportunity to comment on this question

67% of respondents either agreed or strongly agreed with identified principles

Comments identified that the proposals:

- Required more information
- Wanted to build on the principles to create a shared vision for the new partnership

There were some concerns by a small number of respondents:

- That the principles are too generic to all educational providers
- That the principles missed outcomes
- That the principles needed to be stronger

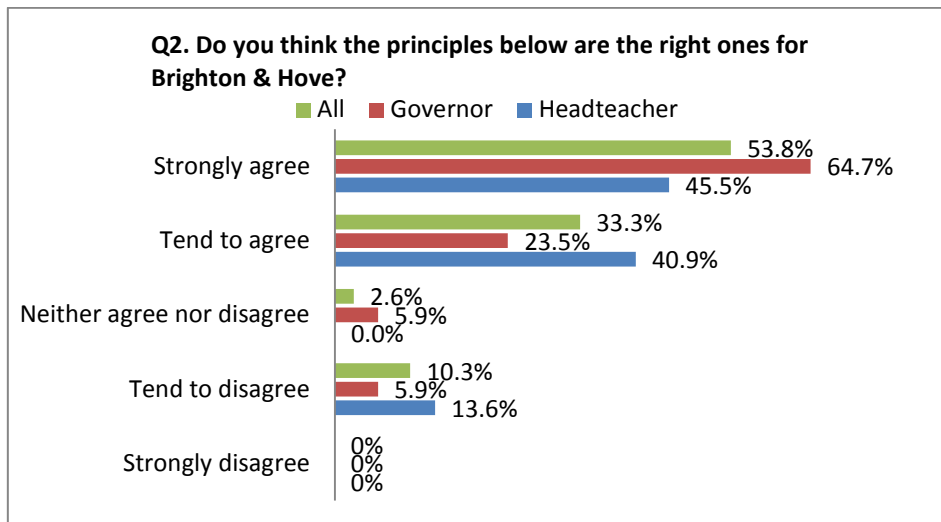
Key Quotes

"Whilst each of these aims are in themselves worthy, the spread and lack of cohesion between them betrays a lack of a central vision"

"The above list are principles that are generally right for all education institutes and therefore are not particularly helpful gauge of the particular vision and direction that Brighton and Hove would go"

"there is nothing about outcomes and how these will be judged."

“The most successful networks of schools have an easily understood, easily challenged, and very visible agreed shared purpose.”



5.3 Consultation Portal Data – Question 3

Question

What are the three most important things to you from the list below?

1. All Brighton & Hove Schools join *in their current form* if they choose to do so?
2. Exposure of schools to risk is limited
3. Any partnership is easy to establish?
4. Is it easy to manage? How the ongoing burden of regulation is low maintenance
5. Any profit would go back into the organisation
6. Governance would be flexible and agreed by partnership
7. The organisation could employ staff?
8. The organisation could trade and enter into contracts - either itself or through a subsidiary?

Summary of response

6 respondents took the opportunity to comment on this question.

The top 3 most important things were;

1. All Brighton & Hove Schools join in their current form if they choose to do so
2. Is easy to manage
3. Exposure of schools to risk is limited

Comments identified that the proposals:

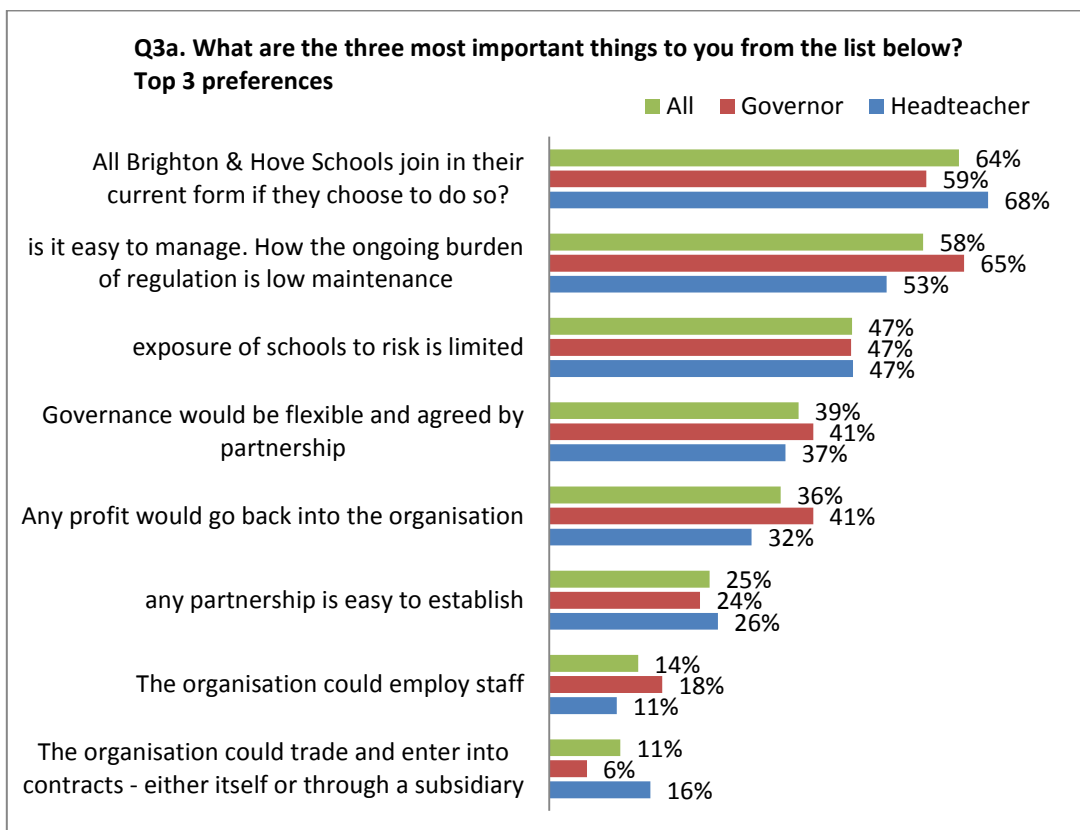
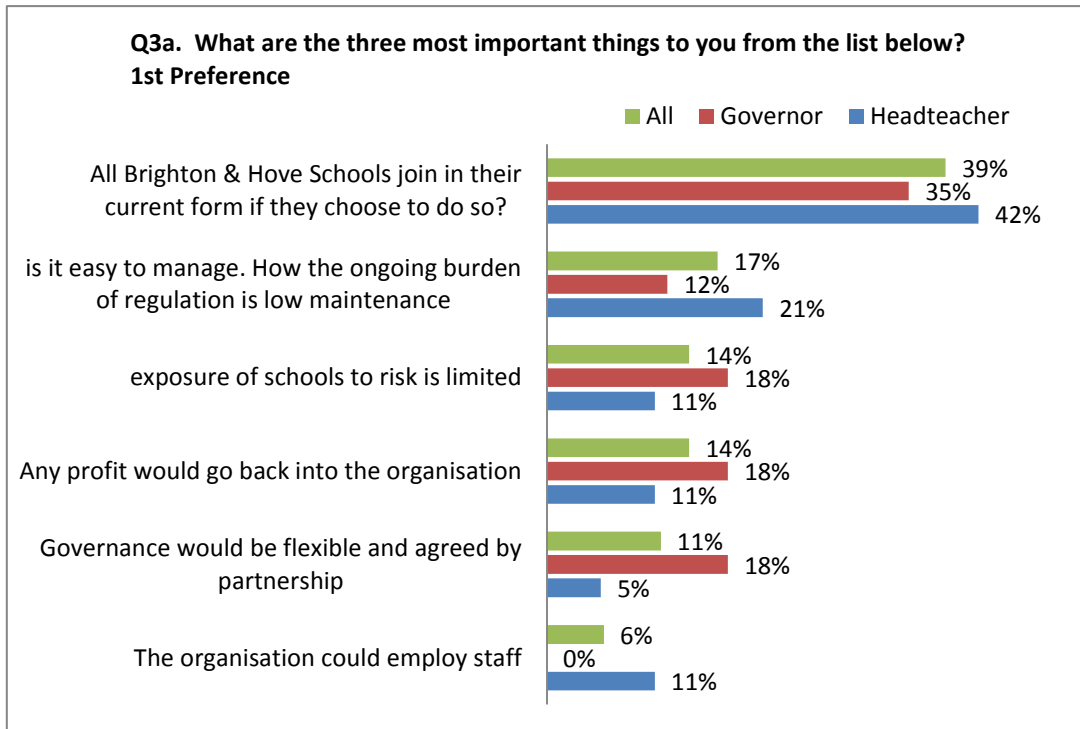
- Should not add new burden on schools within the partnership
- Should not be costly and overly bureaucratic
- Should be centred on student outcomes

Key Quotes

“Any new structure most not add any more burden on the schools within the partnership, it has to stream line in it's operation”

“If this turns out to be costly and overly bureaucratic level of management it really would be unwelcome and pointless.”

“I do want a form of partnership that is centred on student outcomes, reversing disadvantage



5.4 Consultation Portal Data – Question 4

Question

From the summary of models, is there one that you think we should explore further for Brighton & Hove

Summary of response
<p>10 respondents took the opportunity to comment on this question.</p> <p>There were 9 responses to the models. 4 identified Limited Company by guarantee as a model to explore</p> <ul style="list-style-type: none"> • Most of the comments required more information to make an informed choice • Some wanted even more options shared <p>There were some concerns by a small number of respondents about</p> <ul style="list-style-type: none"> • The cost of entering any partnership • The speed at which things can be done
Key Quotes
<p>“Think should be given all of the options- not just the join Brighton's model.”</p> <p>“Any governance must represent all partners, and have an open approach in delivering it's services to the whole partnership. Must not cost any more to any of it's partners, both within the finances, time and resources.”</p> <p>“There has been no discussion as yet of the costs of this partnership proposal and as schools are facing reduced budgets”</p>

ID	Q4a. – From the summary of models, is there one that you think we should explore further for Brighton & Hove
3	Limited company by guarantee
9	Not at present further information is required
11	One that arises exclusively from the needs of the participating institutions
17	Limited company by Guarantee
26	Charitable interest organisation
29	Cost of the partnership to each school and a scale of charges
30	All should be explored at this stage
32	Limited company by guarantee
41	Limited company by guarantee

5.5 Consultation Portal Data – Question 5

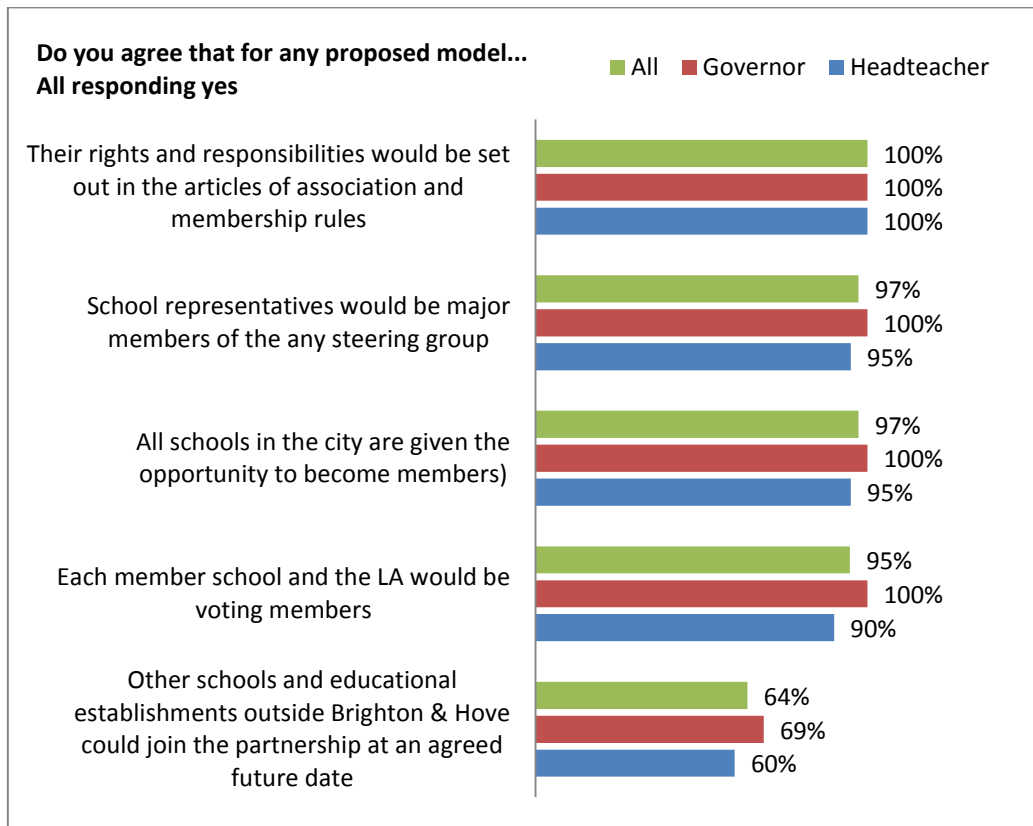
Question

Do you agree that for any proposed model:

- All schools, colleges and universities in the city are given the opportunity to become members?
Yes No
- Their rights and responsibilities would be set out in the Articles of Association and membership rules.
Yes No
- Each member school and the LA would be voting members.
Yes No
- School representatives would be major members of the any steering group?
Yes No
- Other schools, colleges and educational establishments outside Brighton & Hove could join the partnership at an agreed future date
Yes No

Summary of response

6 respondents took the opportunity to comment on this question and all were very brief comments with a few words. As a result they have not been summarised below.



5.6 Consultation Portal Data – Question 6

Question

Is there anything else you would like to say at this stage?

Summary of response

6 respondents took the opportunity to comment on this question. Most comments acknowledged that they have given their comments in earlier questions

Comments identified that the proposals:

- Needed more clarity
- Questioned what a new partnership would bring to existing partnerships
- Include visits to other local authorities as an example

Key Quotes

“Many schools are already in strong partnerships that carry out many of the functions of school improvement therefore why would they need to join another group.”

“if this formal partnership comes with layers of bureaucracy it will be expensive and we need to be clear that it adds value.”

Appendix 3: Summary of Engagement Meetings

Feedback on the engagement meetings with headteachers and governors on the proposals for developing a Schools' led partnership model for school improvement in Brighton and Hove

The Senior Adviser, Education Partnerships attended a wide range of meetings with individual headteachers, partnerships and city wide events to discuss the development of a Brighton & Hove Education Partnership. The table bellows shows the different meetings.

When	Who	Number of attendees
26 April	All Headteachers and CE Diocesan Director of Education	100
4 May	Citywide School Improvement Board	10
9 May	Catholic Diocesan Director of Education	2
9 June	CYPS committee – paper to get agreement to engagement phase	
13 July	Governor engagement event	37
July	Secondary Schools Partnership	9
July	Special Schools Partnership	6
9 September	Union Consultative Group	14
13 September	Secondary and Continuing Education Meeting	8
19 September	Citywide school improvement Board	12
27 September	Learning Skills and Employment Partnership: Future of Learning group	5
4 October	School and college leaders annual conference (Christine Gilbert from Tower Hamlets Education Partnership was speaker)	85
13 October	Governor Strategic Partnership	50
20 October	Primary Headteacher CE school	1
20 October	Primary Headteacher – Headteacher,	1
2 November	Head of School of Education and Deputy Head of School, University of Brighton -	2
3 November	Deans Partnership	7
4 November	Principal BHASVIC	1
7 November	Primary Headteacher	1
9 November	Hove Partnership	14
14 November	Secondary Headteacher	1
17 November	Primary Headteacher	1
17 November	Academy Principal	1
17 November	Portslade Partnership	8
23 November	Primary Headteacher CE Deanery chair	1
23 November	Primary Headteacher	1
24 November	Primary – Headteacher	1
25 November	Partnership in Leading and Learning	10
2 December	Citywide School Improvement Board	5
2 December	Secondary Headteacher Chair of secondary partnership	1
2 December	NLG	1
7 December	Primary Headteacher Chair of Catholic Deanery	1
7 December	Secondary Headteacher	1
9 December	Primary Headteacher	1
13 December	Academy Principal PACA	1

15 December	Secondary Headteacher	1
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Feedback from these meetings was varied. The majority of the headteachers were supportive, but keen to see 'what it would look like' so that they could comment and feedback on it, and have more clarity about the proposals. The majority were keen to develop partnership working, but some questioned the added value that it would bring, how to avoid added bureaucracy and be more meetings. Part two of this paper addresses these issues and outlines the approach that has been developed in light of the feedback.

Appendix 4: Brighton & Hove Education Partnership - Questions and Answers

Why are we considering these changes?

Outcomes and attainment across schools, (including academies and free schools), colleges, universities and wider educational establishments in Brighton & Hove are positive. There is a strong existing 'family of schools' partnership approach that is delivering successful outcomes to children and young people across the city. The role of the local authority, schools and wider educational settings of Brighton & Hove are integral in the successful delivery of these outcomes. Changes in the national and local context means the current partnership model needs to be reviewed, with new options presented & evaluated, to ensure we continue to offer the most effective schools-led partnership delivery approach across all our whole family of schools and educational settings.

How will it affect existing partnership arrangements?

There are a number of existing successful educational partnerships and network groups in Brighton & Hove developed through different membership criteria such as geographical location, phase of school and specific strategic focus and interest. The purpose of the new Educational Partnership is to ensure these partnerships can successfully continue and further develop to provide a more integrated and consistent schools-led approach that incorporates educational establishments and schools of all status and phase across the city.

Can we not continue as we are and why should schools join this partnership?

The purpose of the new Educational Partnership is not to replace existing partnerships and network groups within the city. The model aims to strengthen current partnership working through a more integrated citywide schools-led approach. With the upcoming changes in the educational landscape there is a risk of greater fragmentation across educational settings in the city. By joining a citywide partnership, Brighton & Hove can continue to develop the 'family of school's approach based on a shared vision, principles and values rather than being dictated by changing school status and external factors. The primary purpose of the partnership is not to simply replicate a 'status quo' but to provide a model that delivers improved outcomes for children and young people across the whole city.

What do you mean by 'a more formal partnership'

The model proposes to build on existing partnerships. There are several criteria that 'more formal' arrangements could encompass:

- An agreed shared vision, principles and value
- Clearer and more defined roles and responsibilities
- Easier to share information and resources across education settings, clusters and partnerships.
This can include staff and teacher training
- More consistency across agreed work, interventions and outcomes
- Greater school-to-school challenge, scrutiny and accountability
- Clearer shared governance and budget allocation.

Is this proposed model to allow the LA to become a MAT or academy sponsor?

The primary purpose of exploring different models is to retain an effective longer-term integrated school improvement partnership across the city that ensures all schools and educational settings are both fully represented and supported to achieve their full potential, whatever their status. The position of the local authority remains that the delivery of this self-improving system should be schools-led. However the local authority has been an integral part of the current citywide school improvement system and wish to retain an active involvement – a view which has been echoed by many schools and educational establishments. The purpose of the initial engagement was to gather the views of key educational stakeholders about both the possible model going forward and the role of each stakeholder - including the local authority - within this

partnership arrangement. It is not within the remit or powers of these partnership proposals to determine either academy sponsor or MAT status. As such, it is not a consideration of this engagement or consultation.

How will it affect current governing bodies?

It is important to clarify the purpose of this engagement process is to gather feedback from stakeholders about possible partnership arrangements and not to decide on a particular model. Therefore at this stage on the consultation it is difficult to answer all questions with absolute clarity.

However the purpose of proposing a more formal partnership arrangement is to provide integrated citywide support and challenge across the family of schools and settings. It is not to be a directly running individual or groups of schools. Therefore it would not take on any governance responsibilities of the member schools themselves.

What are the membership and governance arrangements of the proposed partnership?

Details about the particular governance structure or arrangements have not been identified in this initial scope of the engagement process. If the decision of this initial engagement is to formally consult about a new model then details about the possible governance arrangements will be provided through the consultation with the opportunity for collective feedback.

What is the purpose of this engagement process and what happens next?

The purpose of the initial engagement was to seek the views from key stakeholders: schools and college headteachers, principals and governors about the proposal to develop a more formal schools-led model for school improvement in Brighton & Hove. This initial engagement period closed on 16 December 2016. Further conversations were held with headteachers and governors where the results of the engagement were shared and discussed. As a result of this, a report with the key findings and a proposal to start the Brighton & Hove Education Partnership approach in pilot form from summer 2017 will be presented to the Children, Young People and Skills Committee on 6 March 2017. The structure and approach is based on the findings of the initial engagement process.

Appendix 5: A legal entity?

Creating a legal entity is not part of the current proposal. Respondents in the engagement phase asked for more detail. It is proposed that the partnership starts work and creating a legal entity is considered later to discuss whether this might be a possible way forward. Some reasons for considering the creation of a legal entity are:

1. Making the entity more stable through having formally recognised posts (such as the non-executive directors of a company or the trustees of a charity) which attract a suite of legally defined responsibilities, and which must be filled even if individuals move on from the organisation, rather than relying on goodwill of leaders.
2. Brighton & Hove City Council is to some extent supporting and driving the model. Establishing a legal entity in which education partners have the controlling share would shift the focus of strategic leadership away from the Council and towards schools themselves, enabling collective decision making. It would also mean that any legal vehicle to be used must reflect the collaborative principle upon which it is based, ensuring the vehicle is accountable to its membership.
3. Setting up a legal entity of which all members of the education family belong would have an important symbolic value. Establishing a legal entity would provide a vehicle to enable everyone, irrespective of legal status to remain part of the family of Brighton & Hove, working together to improve educational outcomes because they share a common ideal not simply because they are located in the same city.
4. It would enable the partnership to do certain things that it could not do in the proposed form.
 - It could employ staff in its own right
 - It could second staff to and from schools on a full or part time basis
 - It could enable staff currently employed by the Council on school improvement or other school support services to be employed directly
 - It would enable the partnership to develop its own leadership capacity thus securing its own future, for example by appointing a Chief Executive Officer or equivalent
 - It would enable the partnership to enter into contracts and to carry out trading activities in its own right. This may facilitate the trading of services with other areas or enable joint purchasing agreements to be made on behalf of all members
 - The local authority could decide to delegate (or contract) some of its education functions to the partnership with agreement from schools.

Appendix 6: Partnerships in Brighton & Hove – November 2016

Partnership	Schools in Partnership
City Education Partnership	Carlton Hill Primary
	Elm Grove Primary
	Fairlight Primary
Chair Julie Aldous	Middle Street Primary
	Patcham Infant
	Patcham Junior
	Royal Spa
	St Bartholomew's CE Primary
	St Mark's CE Primary
	St Mary Magdalen RC Primary
	St Paul's CE Primary
	Turnerland
Hertford Infants	
Portslade Partnership Co Chair Helen Horsley	Benfield Primary
	Brackenbury Primary
	Mile Oak Primary
	Peter Gladwin Primary
	St Mary's Catholic Primary
	St Nicolas CE Primary
	St Peter's Community Primary
	Kings School
	PACA
Co Chair Jackie Brooks	Downs Park
	Hillside
Deans Partnership	Our Lady of Lourdes RC Primary
	Rudyard Kipling Primary
	Saltdean Primary
	St Margaret's CE Primary
Chair Jonathan Whitfield	Woodingdean Primary
	City Academy Whitehawk
	Longhill
	Downs View
Hove Partnership	Aldrington CE Primary
	Brunswick Primary
	Goldstone Primary
Chair Emma Lake	Hangleton Primary
	Hove Junior

	St Andrew's CE Primary
	Stanford Infant
	West Blatchington Primary
	West Hove Infant
	Blatchington Mill Secondary
	Hove Park Secondary
Partnership in Leading and Learning	Balfour Primary
	Downs Infant
	Downs Junior
Facilitator / coordinator Joan Marshall	Hertford Junior
	Queens Park Primary
	St Luke's Primary
	St Martin's CE Primary
	Stanford Junior
	Dorothy Stringer
	Varndean
Unity Partnership	Bevendean Primary
Chair Stuart McConnachie	Coldean Primary
	Coombe Road Primary
	Moulsecoomb Primary
	BACA
	Homewood College
Preston & Patcham	Carden Primary
Chair Rachel Breem	Cottesmore St Mary's Catholic Primary
	St Bernadette's Catholic Primary
	St John the Baptist Catholic Primary
	St Joseph's Catholic Primary
	Westdene Primary
	Cardinal Newman Catholic School
	Patcham High
	Patcham House
	Cedar Centre

