

# **CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE ADDENDUM**

**4.00PM, MONDAY, 7 MARCH 2022**

**COUNCIL CHAMBER, HOVE TOWN HALL**

Agendas and minutes are published on the council's website [www.brighton-hove.gov.uk](http://www.brighton-hove.gov.uk). Agendas are available to view five working days prior to the meeting date.

Electronic agendas can also be accessed through our meetings app available through [ModernGov: iOS/Windows/Android](#)

This agenda and all accompanying reports are printed on recycled paper



# ADDENDUM

ITEM		Page
68	PUBLIC INVOLVEMENT	5 - 10
69	MEMBER INVOLVEMENT	11 - 12
73	SENDIASS – SPECIAL EDUCATION NEEDS & DISABILITIES INFORMATION, ADVICE AND SUPPORT SERVICES RECOMMISSIONING	13 - 14



# Brighton & Hove City Council

## Children, Young People and Skills Committee

## Agenda Item 68b

**Subject:** Written Questions

**Date of meeting:** 7 March 2022

A period of not more than fifteen minutes shall be allowed at each ordinary meeting for questions submitted by a member of the public.

The question will be answered without discussion. The person who asked the question may ask one relevant supplementary question, which shall be put and answered without discussion. The person to whom a question, or supplementary question, has been put may decline to answer it.

The following written question has been received from a member of the public:

**(1) Julia Basnett**

In relation to educational interventions that the council recommend, does this committee agree with me that contested political beliefs should not form the basis of Early Years provision?"



# Brighton & Hove City Council

## Children, Young People & Skills Committee

Agenda Item 68c

**Subject: Deputations from members of the public**

**Date of meeting: 7 March 2022**

A period of not more than fifteen minutes shall be allowed at each ordinary meeting of the committee for the hearing of deputations from members of the public. Each deputation may be heard for a maximum of five minutes following which the Chair will respond and the committee will give consideration to the matter.

Notification of two Deputations have been received. The spokesperson for each is entitled to speak for 5 minutes.

**(1) Deputation concerning colour blindness KS2 Video  
Spokesperson – Bola Anike**

Supported by:

K Soud

L Hammond

D Forest

R Beck

S Bell

**Wards affected: All**

**Deputation 1 - Bola Anike**

I feel the need to write this as a British Nigerian resident of Brighton, as a parent, and - not least - as someone who cares deeply about the UK's liberal education system (a system which, I believe, is the hallmark of any democratic society), I'd like to make the following points to this committee.

You may recall that, on November 4<sup>th</sup> last year, I wrote to the CYPS committee about a powerful and unifying primary school KS2 video resource (<https://www.youtube.com/watch?v=clgu7BGnFOg&t=10s>) which I feel very strongly about. I sent you a link and I hope you had time to watch the video. Naturally, I understand how hard working you all are but, as yet, I have not heard back from any of you. Perhaps today will be the day! It is my hope that the committee will agree to endorse this resource and formally recommend it to the city's primary schools.

Colourblindness is the approach to anti-racist education that informs the content of this KS2 video. This is a universalist approach rooted in the classic liberal tradition of equality before the law. It is an approach that promotes and emphasizes the content of a person's character over and above the colour of

their skin (or any other immutable trait). A commitment to colourblindness is not a denial that racism exists or that there remains important work to be done to reduce and combat discrimination.

I believe that the 'one race, the human race' message of this video resource chimes with our vibrant city today. It is fitting that voices of children from this city and of experts from our university contributed to the production of this video. Colour blindness is my creed and the creed of many parents not just in our city but across the UK and the world. It unites people across racial religious and ethnic divides.

The tendency to propagate so called 'anti-racist' beliefs that centre racial difference over anti-racist beliefs emphasising common humanity is at odds with the values of many black and minority ethnic parents.

Teaching our children that they must focus on things they cannot control over and above things they can is in my view, a recipe for despair. If our schools propagate what many of us regard as an unbalanced and harmful approach to identity and race, then at the very least in the interest of fairness and equality they must ensure the promotion of liberal alternative approaches as well.

I am aware of other black parents who desperately want this unifying approach to how race and anti-racism are taught by this council. I will email members with full direct quotes but, respecting confidentiality and the public nature of this Deputation I will paraphrase what one mother of an 8-year-old said:

"the best way forward is educating our children about how we are all one. Skin colour is not a detriment! We should respect and love one another the same. Let's celebrate the diversity of our one human race!"

This was from a mother whose child had been called cruel names by a classmate at school - names that picked on the colour of that child's skin. But this mother does NOT believe her child's experience to be an indictment on daily life in our amazing city nor on the country as a whole.

I believe as do many other parents I know that an undue partisan and biased focus on skin colour doesn't help us. Let the message be one of unity - we are all humans together, there is so much we have in common. So together let's make a future defined by what unites us rather than what divides us. Thank you.

### **Supporting information:**

KS2 video resource <https://www.youtube.com/watch?v=clgu7BGnFOq&t=10s>



**(2) Deputation supporting the Anti-Racist Strategy  
Spokesperson – Catherine Fisher**

Supported by:

C Fisher  
G Haley  
V Trainer  
A Ali  
J Stephens  
A Cole

**Wards affected: All**

On behalf of parents and carers from across the city, we want to express our support for the anti-racist education strategy currently under development in our city. We are proud that Brighton and Hove is taking a lead in this important and long-overdue area. Recent events, whether racist abuse at the Euros, ongoing allegations of racism in the Met police and the racism many of our children witness while online, while out and about, and indeed whilst at school, all illustrate just how needed it is.

We are disappointed at the attacks being made on the strategy, locally and in the national media many of which do not accurately represent the strategy and seem intended to provoke opposition. We have been sorry to see local Councillors sharing inaccurate articles on social media. And we are saddened that this scare-mongering has meant our schools have received abusive messages.

Brighton and Hove's anti-racist education strategy is about creating an education system and a society where everyone feels safe and equal. We understand that it has been developed with people affected by racism and addresses the urgent need to tackle issues that have historically led to inequalities for people of colour.

We agree with the 80% of teachers recently surveyed in a YouGov poll<sup>1</sup> who think that introducing more culturally diverse, representational topics is equally enriching and vital for white as well as ethnic minority students. It is important that all children have the opportunity to learn about black and ethnic minority achievement, giving them a more accurate and rounded world view.

The same survey revealed that 72% of teachers think the government should do more to support teachers in the teaching of cultural diversity in the curriculum. So, we are pleased that teachers in Brighton and Hove will be getting more support through the anti-racist education strategy.

Some of the opponents to having this strategy argue for the current "colour-blind approach" in schools that seems to advocate ignoring race and racism, making it somehow taboo to talk about difference or acknowledge the diverse

---

<sup>1</sup> <https://www.change.org/p/nadhimzahawi-make-the-teaching-of-bame-histories-and-experiences-mandatory-across-the-school-curriculum>

histories and experiences of individuals and groups in society and our schools.

The criticism from some newspapers, politicians and indeed some parents illustrates exactly why we need to get better at talking about race and racism. We can't tackle racism by pretending it doesn't exist.

All moves toward greater equality meet with resistance. This strategy is no different. We urge you to continue to develop and implement the strategy in order that all our children feel valued at school and in society and, are supported to develop the knowledge, understanding and skills they need to thrive in modern multi-cultural Britain and our interconnected world.

**Supporting information:**

<https://www.change.org/p/nadhimzahawi-make-the-teaching-of-bame-histories-and-experiences-mandatory-across-the-school-curriculum>

# Brighton & Hove City Council

## Children, Young People & Skills Committee

## Agenda Item 69b

**Subject: Member Questions**

**Date of meeting: 7 March 2022**

The question will be answered without discussion. The person who asked the question may ask one relevant supplementary question, which shall be put and answered without discussion. The person to whom a question, or supplementary question, has been put may decline to answer it.

The following written questions have been received from Members:

**(1) Councillor McNair**

According to the Daily Mail on 6th February 2022, “The Education Secretary Nadhim Zahawi has sent officials to investigate Brighton and Hove Council over reports that 'concerning' race theories are being taught in schools run by the Green-led local authority.” The Education Secretary has subsequently provided guidance to schools on how to approach the topic of racism.

1. Have Education officials started investigating the Council?
2. What kind of investigation is it?
3. Where does it sit in the legislative framework?
4. What feedback has been provided, or do you expect to be provided, to the council by the Department for Education?
5. How will the new guidance to schools on teaching racism affect the current teacher training material?
6. Is the Council concerned that its material might be breaking the Equalities Act?
7. Will the Local Authority be suspending its teacher training material while the Department for Education investigates its teacher training resources?



# Brighton & Hove City Council

## Children, Young People and Skills Committee

## Agenda Item 73

Date of meeting 7 March 2022

### OFFICER AMENDMENT

#### Arrangements for Council and Committee Meetings

That paragraphs 11.2 and 11.3 be amended as shown below in ***bold italics***

#### 11 Social Value and procurement implications

- 11.2 At all stages of the commissioning process Brighton and Hove City Council will work in line with the Public Services (Social Value) Act 2012 and consider the economic, social, and environmental improvements that the local area can benefit from through the Information, Advice and Support Service recommissioning. Providers will need to demonstrate how they will achieve and exceed the requirements specified by Brighton and Hove City Council. This will include promoting independence and choice, ***employing and training locally***, supporting the local economy, developing community partnerships and initiatives.
- 11.3 Brighton & Hove City Council evaluates social value differently to East Sussex County Council. East Sussex County Council is duty bound to score on its Social Value Charter whereas Brighton & Hove City Council have a 10% allocation in accordance with its Social Value Framework policy.

***We have since deliberated and negotiated with our partners in East Sussex County Council and got them to find a common ground between their Social Value Charter and Brighton & Hove's Social Value Framework policy, compromise and agree to and work with our 10% allocation to Social Value. This now means the joint evaluation panel of both local authorities will assess and score all questions, including Social Value, in a single combined evaluation process. This will eliminate any negative impact on potential economies of scale we aim to achieve via the joint procurement. This will create a win-win situation for both Brighton & Hove and East Sussex County Council.***

