

# Children, Young People & Skills Committee

Date: **13 September 2021**

Time: **4.00pm**

Venue **Council Chamber, Hove Town Hall**

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

**Co-optees**

Trevor Cristin, Simon Parr and Diana Boyd, Adam Muirhead, Louise Brown and Ben Skinner

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# AGENDA

## 13 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.*

## 14 MINUTES

9 - 20

To consider the minutes of the meeting held on 14 June 2021 (copy attached)

## 15 CHAIR'S COMMUNICATIONS

## 16 CALL OVER

(a) Items (20 – 27) 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.

## 17 PUBLIC INVOLVEMENT

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

- (a) **Petitions:** to receive any petitions presented to the full council or at the meeting itself;
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 7 September 2021;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 7 September 2021.

## 18 MEMBER INVOLVEMENT

21 - 24

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.
  - (i) Local Government & Schools Pay (referred from Council 15 July 2021)

## 19 SAFEGUARDING AND CARE ANTI-RACIST PRACTICE.

Presentation from Principal Social Worker (Tom Stibbs)

## 20 ANNUAL UPDATE ON OFSTED ACTION PLAN

25 - 30

Repo

Contact Officer: Tom Stibbs

Ward Affected: All Wards

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

31 - 38

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

Contact Officer: *Emma Jones*

Tel: 01273 295074

Ward Affected: *All Wards*

**22 PROGRESS REPORT ON HOME TO SCHOOL TRANSPORT SERVICE 39 - 52**

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

Contact Officer: *Lilla Cartwright, Regan Delf*

Tel: 01273 293504

Ward Affected: *All Wards*

**23 2020/21 FAMILIES, CHILDREN AND LEARNING PERFORMANCE REPORT 53 - 72**

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

Contact Officer: *Carolyn Bristow*

Tel: 01273 291288

Ward Affected: *All Wards*

**24 HARMFUL SEXUAL BEHAVIOUR & SCHOOLS 73 - 78**

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

Contact Officer: *Justin Grantham*

**25 PROPOSAL TO RELOCATE WEST HOVE INFANT SCHOOL 79 - 84**

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

Contact Officer: *Richard Barker*

Tel: 01273 290732

Ward Affected: *All Wards*

**26 SCHOOL OFSTED PRESENTATION 85 - 90**

**27 USE OF URGENCY POWERS SCHOOL ADMISSION ARRANGEMENTS 91 - 100**

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

Contact Officer: *Richard Barker*

Tel: 01273 290732

Ward Affected: *All Wards*

**28 ITEMS REFERRED FOR COUNCIL**

To consider items to be submitted to the 21 October 2021 Council meeting for information.



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### **FURTHER INFORMATION**

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

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

**4.00pm 14 JUNE 2021**

**COUNCIL CHAMBER, HOVE TOWN HALL**

**MINUTES**

**Present:** Councillor Clare (Chair); O’Quinn, Brown and Mr Parr Dioscescan representative

**PART ONE**

**1 PROCEDURAL BUSINESS**

**Arrangements for the Meeting That Afternoon**

Before proceeding to the formal business of the meeting and on welcoming all present to this meeting of Children Young People and Skills Committee the Chair explained that in line with current Government guidance this was a hybrid meeting. The debate and decision making rested solely with the four Members including the Diocescan voting co-optee who were in attendance in the Chamber.

**1a Declaration of Substitutes**

1.1 There were none.

**1b Declarations of Interest**

1.2 There were none.

**1c Exclusion of Press and Public**

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

1.4 **RESOLVED** – That there were no part two items.

**2 MINUTES**

2.1 **RESOLVED** – That the minutes of the meeting held on 8 March 2021 be agreed as a correct record.

**3 CHAIR'S COMMUNICATIONS**

3.1 The Chair gave the following communication:

“I want to start by acknowledging this is a stranger committee than usual, as many of our colleagues and co-optees have agreed to limit their attendance at this meeting. You will be missed – and I look forward to a time when it is safe to have us all return to this chamber.

While some members are not attending, I have agreed to reflect some of their comments today, and thus there may be occasions where I am reading statements on behalf of other committee members.

We have had some changes in committee members and I therefore wanted to thank the following former committee members who no longer sit on Children, Young People and Skills,

Cllr Dee Simson

Cllr John Allcock

And my former Deputy Chair, Cllr Elaine Hills who is now Deputy Chair on housing Committee

And with this, also welcome our new committee members

Cllr Anne Meadows

Cllr Jackie O’Quinn

And Cllr Joe John, who now serves as deputy on this committee. As she is not present at today’s committee, Zoe has asked me to say on her behalf:

*Thank you Chair for reading my message to the Children’s, Young People and Skills Committee*

*I am thrilled to be able to join the committee as the Deputy Chair and Chair of Corporate Parenting and I am disappointed not to be able to join my first meeting in person. I want to thank Cllr Hills for all the work she has done, I am aware I have very big shoes to fill! I look forward to supporting The Chair and working with Officers and colleagues across parties to support our services and networks for the people of our city. For the Green Group of Councillors, our roles and responsibilities are as follows:*

Cllr John will lead on safeguarding and care.

Cllr Lloyd will lead on health, SEN and disabilities

Cllr Nield will continue to lead on schools and early years

And alongside having an overview of the whole portfolio, I will lead on youth engagement, skills and employment.

I have a few matters to highlight before we move on to today’s agenda:

Firstly, I want to commend our social work team who are doing an incredible amount of work on anti-racist social work practice. The work was recently highlighted in a blog on the Government website, written by our Principal Social Worker Tom Stibbs.

Our Youth Offending Service, who recently had an inspection. The results of this will be published soon, and I want to congratulate you on the results ahead of publication.

On 30 June, there will be an apprenticeship graduation ceremony for apprentices who have completed their apprenticeship in Brighton and Hove between 1 January 2020 and 31 May 2021. If this is you, or you know of a former apprentice who this relates to

please do encourage them to book before 22 June. The Mayor will be speaking at the event on behalf of the city council.

A lot of work has continued on the SEND partnership board and SEND strategy. Thank you to all partners for their work on this and on improving outcomes for our young people with SEND.

On a matter of youth engagement, can I thank the Youth Council for inviting me to their recent meeting to listen to the work they're doing on the environment. I'm also really excited that they've been working with Epping Forest Youth Council recently, which is supported by the youth worker who supported me as a young person. The pandemic has increased youth unemployment so I'm really pleased that our youth employment hub has got a step further to opening. I look forward to visiting it in July.

During this meeting, the Government may well be announcing their plans regarding re-opening next Monday. Since the last Committee, Government have changed their rules regarding the wearing of masks in schools to some criticism. Previously, our local public health teams had more of a role to issue advice on this but now we have to seek permission from the Department for Education if there's an outbreak and we want to advise mask wearing again. While local public health teams, and local authorities like ours, who have challenged the Government previously are getting things right, the Government who are getting things wrong want to hold our hand through it.

This week is refugee week and today Kent County Council have stopped supporting UASCs who arrive at their ports. I wanted to reassure committee members of our commitment to take young people through the national transfer scheme and that we will continue to support them. Sadly, last week the government announced they would not make participation in the NTS mandatory so local councils who do not support refugees will continue to get away without doing so. As a city of sanctuary, we remain open.

I'd like to end by talking about One World Nursery—and the campaign to save it. One World Nursery is well regarded – it is a nursery of sanctuary and in the University of Brighton's Bronze Athena Swan award for equalities, One World is particularly highlighted. So it seems wrong that the University of Brighton is pressing ahead with the closure of this valued provision in the Moulsecoomb community. The One World Nursery campaign has the full support of the Green Group of councillors.

There has always been a need in our city for high quality nursery provision, but this has never been more important coming out of the pandemic. The government themselves have highlighted the need for good early years support. This is in part why we will be discussing our early help review later on the agenda but for One World, it doesn't seem like the decision has been made on the basis of the real quality of the provision.

It's been made due to the financial cost to the university of Brighton of the provision, ignoring the support it provides to staff & students who need care for their children and ignoring the links created to the community through having One World Nursery there. I would like to urge the university to reconsider, and keep One World open.

#### **4 CALL OVER**

- 4.1 It was agreed that all items appearing on the agenda be reserved for discussion with the exception of Item 9, - Environmental Education Strategy which was agreed without discussion.

## **5 PUBLIC INVOLVEMENT**

### **5a Petitions**

#### **School Places for Catchment Children – Item referred from Council Meeting, 25 March 2021**

- 5.1 It was noted that the petition referred to above had been considered debated at and referred from the Council meeting held on 25 March 2021 and was set out at pages 29 – 34 of the agenda.

- 5.2 **RESOLVED** – That the contents of the petition be noted and received.

### **5b Written Questions**

- 5.3 There were none.

### **5c Deputations**

- 5.4 It was noted that two deputations had been received.

#### **5c (i) Climate Change and Plant Based Days in Schools – Referred from Council, 25 March 2021**

- 5.5 It was noted that the deputation referred to above had been presented and referred from the meeting of Full Council held on 25 March 2021 and was set out at pages 35 – 38 of the agenda. The Chair explained that this item was covered by a report appearing elsewhere on the agenda and it was therefore recommended that the deputation be received and noted.

- 5.6 **RESOLVED** – That the contents of the deputation be noted and received.

#### **5c (ii) Anti – Racism Schools Strategy**

- 5.7 A deputation received from Mr Hart had been received and had been circulated as an addendum to the main agenda. Mr Hart was invited to address the Committee for five minutes in support of his deputation.

- 5.8 The Chair responded in the following terms:

“We apologise for our delay in response to your freedom of information request, it must be frustrating, but as it involves external providers we need to liaise with them and we will respond as soon as we are able to.

The council has pledged to be an [anti-racist council](#) with an immediate focus on addressing racial discrimination and disadvantage across all our public services and within our own organisation. The work is central to the council’s legal duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations between communities, as well as to encourage civic engagement by under-represented groups.

As a council we believe that racism is not just the product of individual bias or prejudice, but something embedded in our systems which is why the rich, ethnic diversity in our city is not represented in council or teacher employees. Talking about systemic racism is not divisive, but racism is.

Our racial literacy training for schools explains that we are all one human race, and that race is a social construct used for example to justify slavery and the holocaust. By understanding the history of racism, we will equip school staff to take steps to prevent and mitigate the experiences of racism in our communities.

Critical race theory is our lens for developing our understanding of the complexities of racism and not an ideology. There is nothing in our strategy that aims to engender guilt or victimhood and the development of critical thinking skills is one element of our educational input.

Staff training is just one aspect of the anti-racist schools strategy. In the latest version of the strategy it is made clear that the local authority does not plan to make any training offered to schools mandatory, although schools will be encouraged to work in partnership with us under the strategy. Schools are also free to engage any training provider to deliver training to their staff in line with school values and policy. The provider they have chosen has delivered a lot of training for the council and in Brighton & Hove schools and has received positive feedback.

Children and Young People’s Committee voted not only in support of the draft strategy but also the Notice of Motion that it was derived from. Last summer nearly 2000 people signed a petition which was debated at council and which specifically highlighted the need for work in schools and it is my understanding that people who engaged with the strategy were overwhelmingly in support of it. Since the engagement activity changes have been made to ensure visibility of communities who are racialised as white but also experience racism (Jewish community, Gypsy Roma Traveller communities). So I do not take your criticism that the public would not support this work.

I’m really proud of the work we are doing in our schools to be anti-racist, and the wider work across the council.

We accept that as a council we have a lot to learn and a lot to do to prevent and mitigate against the racism that pupils, students and their families have told us happens in our schools. We are proud of how Brighton & Hove schools are engaging with us and leading on this complex work and hopeful that our approach will make a difference. We note that your Deputation does not provide us with any idea of how we can respond to racism in Brighton.”

- 5.9 The Committee agreed to note the deputation response and that a copy of the response be provided to Mr Hart.

5.10 **RESOLVED** – That the deputation and response given to it be noted and received.

## **6 MEMBER INVOLVEMENT**

### **6a Petitions**

6.1 There were none.

### **6b Written Questions**

6.2 There were none.

### **6c Letters**

6.3 There were none.

### **6d Notices of Motion**

#### **Future Funding to Mitigate the Impact of Covid 19 on Children, Young People and Households.**

6.4 It was noted that the above notice of motion had been referred from the meeting of Council held on 25 March 2021 set out on pages 41 – 48 of the agenda. The Chair recommended that this a response to the notice of motion should form the subject of a report to a future meeting of the Committee.

6.5 **RESOLVED** – That the notice of motion be noted and that it form the subject of a report to a future meeting of the Committee.

## **7 NOTICE OF MOTION - MOULSECOOMB PRIMARY SCHOOL - SURVEY OF PARENTAL VIEWS**

7.1 The Committee considered a report of the Executive Director Families, Children and Learning prepared in response to the Notice of Motion put at and referred from Council on 25 March 2021 requesting that a special meeting of the Committee be held in order to consider the need to conduct a further urgent ballot of parents and carers of children at Moulsecoomb Primary School on whether they were in favour or opposed to the forced conversion of the school to an academy trust selected by the Regional Schools Commissioner.

7.2 It had not been possible to hold a special meeting of the Committee during the pre-election period and this matter was therefore being considered at the first Children, Young People and Skills (CYP&S) Committee meeting since the elections held on 6 May 2021. The report recommended that the Committee did not facilitate the holding of a further ballot by the school for the reasons set out in the report.

7.3 Councillor O'Quinn referred to comments conveyed to her by Councillor Grimshaw a fellow Committee member in whose ward the school was situated. Parents of children attending the school and living in the area had made their views very clear, with 93 of them had stated that they would remove children should a forced academisation of the

school take place. On that basis she did not consider a new/further ballot was necessary.

- 7.4 Councillor Brown considered that it would be beneficial to have a period of calm which would enable the school governing body to focus on taking the steps it considered were appropriate to represent the community and the best interests of the school under the Academy Order.
- 7.5 The Chair, Councillor Clare stated that the council would continue to support and provide support and guidance to the school as necessary. However, the appointment of the sponsor by the Department for Education and logistics of holding a further ballot during the pandemic and potential negative impact outweighed any possible benefits of holding a further ballot.
- 7.6 A vote was taken non each of the recommendations in turn.
- 7.7 **RESOLVED** - (1) That the Committee does not pursue a further ballot of parents and carers of children at Moulsecoomb Primary School; and
- (2) That the Committee note that the Department for Education have announced the appointment of Pioneer Academy Trust as the sponsor for the school.

**Note:** Councillor O'Quinn abstained from voting in respect of (1) above.

## **8 THE FUTURE OF SECONDARY SCHOOLS PLACES IN BRIGHTON AND HOVE**

- 8.1 The Committee considered a report of the Executive Director Families, Children and Learning which considered the future projection of secondary aged pupils needing places in the city's schools and compared this to the number of places currently available.
- 8.2 The report proposed that a pre-consultation engagement exercise was undertaken to consider what proposal should be put forward in a future formal public consultation regarding the admission arrangements for the city's secondary schools. The council was actively seeking to develop a strong consensus across the city about what action should be taken.
- 8.3 Councillor Brown stated that she supported the report recommendations considering that it was timely for the current problems to be addressed. It was explained in answer to further questions that the Executive Director explained that the Assistant Director, Education and Skills and herself had met with all secondary school heads, there had been no consensus and a variety of views had been expressed .
- 8.4 Councillor O'Quinn asked how many students who had been unsuccessful in obtaining places at Varndean had subsequently accepted places at other schools. The Executive Director explained that she did not have that information immediately available but would be able to provide that outside the meeting.
- 8.5 It was confirmed that based on existing predictions it was not envisaged that additional accommodation would be required, although the situation would continue to be

reviewed. It was very important to support the city's family of schools as whole and to seek to avoid actions which would have a detrimental impact on other schools. If non-L A schools altered their existing arrangements that could have a detrimental impact and the Executive Director confirmed that conversations were taking place with local academies and free schools.

- 8.6 In answer to further questions it was explained that the consultation timeframe which had been set was considered to be adequate and that feedback would be gathered on-line and from public meetings.
- 8.7 Councillor O'Quinn stated that new housing developments were planned across the city which included family units, it was important that this was taken account of when making future projections. It was confirmed that demographic projections were being made over a ten year period.
- 8.8 Mr Parr stated that projections for primary schools were lagging behind currently and The Executive Director explained that the Assistant Director, education and Skills and herself had met with all secondary school heads, a variety of views that needed to be addressed.
- 8.9 The Chair, Councillor Clare stated that the feedback collected would be used in order to inform the process with predictions made being kept under review. It was very important for people to feel that they had been consulted and had had the opportunity to have their say.
- 8.10 **RESOLVED** – (1) That the committee note the secondary school pupil forecasts from September 2022 – September 2031 detailed in Appendix 1 and recognise that from September 2028 – September 2031 these are illustrative and not calculated using a recognised methodology as detailed in a [previous committee report](#);
- (2) That the committee approve the recommendation to undertake a pre-consultation engagement between 21 June 2021 and 18 July 2021 including 8 public events held remotely in order to ensure early community involvement and a survey hosted on the council's [Have Your Say](#) portal; and
- (3) That the committee note that the responses will be used to inform future discussions about the admission arrangements for secondary schools which will be subject to public consultation.

## 9 ENVIRONMENTAL EDUCATION STRATEGY

- 9.1 This item was agreed without discussion.
- 9.2 **RESOLVED** – (1) That the committee notes the outline of the environmental education strategy funded by assigned £96,000 in 2021/22;
- (2) That the committee note the indicative allocation of funding to each area of the strategy as outlined in the report (Appendix 1); and



- (3) That the committee agree to receive a report at the CYP&S committee on the work undertaken as part of the Environmental Education Strategy no sooner than June 2022.

## 10 TRANS INCLUSION SCHOOLS TOOLKIT VERSION 4

- 10.1 The Committee considered a report of the Executive Director, Families, Children and Learning the purpose of which was to obtain approval to the final version (4) of the Trans Inclusion Schools Toolkit. It was noted that this had been informed by the consultation process and accompanying equalities impact assessment.
- 10.2 The Partnership Adviser, Health and Wellbeing, Sam Beal was in attendance accompanied by Ryan Gyngell, Project Manager of Allsorts. The toolkit had first been disseminated to schools in 2013 and had been developed in partnership with Allsorts Youth Project and schools for support with a small number of children and young people who were saying that their gender identity did not align with their agenda assigned at birth. At a similar time the City's Trans Needs Assessment had also identified a further need for improving school practice in this area. The toolkit had been written to provide guidance to schools on how to support trans, non-binary and gender exploring children and young people.
- 10.3 The process by which had informed this version of the toolkit was set out in the report. Consultation on successive versions of the toolkit had led to significant changes. Version 4 provided helpful advice to meet the needs of this vulnerable group and would need to be supported by staff training and communications to parents and carers from September 2021. The toolkit would be subjected to a process of regular review and updates.
- 10.4 Councillor O'Quinn was pleased to note that wide ranging views and input had been sought and that there was an emphasis on acceptance and anti-bullying. It was hoped that this document would provide a beacon which could be utilised by other authorities.
- 10.5 Councillor Brown also welcomed the document acknowledging the hard work which had taken place to identify gaps and to engage with a diverse range of consultees.
- 10.6 It was noted that there had been challenges in carrying out the consultation process during the current pandemic but that notwithstanding that Teams consultations had taken place with 12 young people in addition to the other consultees.
- 10.7 In response to questions, the Legal Adviser to the Committee explained that the draft toolkit had been the subject of legal advice and review in relation to the legal framework referred to therein. It had carefully measured against Statutory, Government and other guidance and would be updated in the light of any changes to that. It was a large document which it was intended would be used sensitively on a case by case basis.
- 10.8 Louise Brown was in attendance representing the Youth Council, stating that the document had been welcomed by young people particularly as the consultation had sought to identify where there were gaps and to seek to ensure that appropriate support was in place. The approaches suggested to address micro aggression as well as direct bullying would be beneficial to all students.

- 10.9 The Chair, Councillor Clare stated that the council was seeking to promote sensitivity and understanding via a number of means for example by providing gender neutral toilets and wide-ranging advice.
- 10.10 **RESOLVED** – (1) That committee agree the guidance for dissemination to Brighton & Hove schools in September 2021: and
- (2) That the Trans Inclusion Schools Toolkit should be reviewed on an annual basis or as necessary to consider feedback from school communities, and any updates required arising from changes to the law or relevant guidance.
- 11 EARLY HELP REVIEW AND DEVELOPMENT OF A CITY-WIDE STRATEGY TO SUPPORT CHILDREN, YOUNG PEOPLE, AND FAMILIES AT RISK OF DISADVANTAGE**
- 11.1 The Committee considered a report of the Executive Director of Families, Children and Learning which outlined the plans in place to develop a strategy to support children, young people and families at risk of disadvantage.
- 11.2 It was recognised that there were multiple factors creating and compounding issues of disadvantage for children, young people and families across the city, these often resulted in poorer educational, health and skills outcomes. Additionally, there were some of the city where levels of deprivation were significantly higher than others. The longer term impact of Covid for these families and communities was likely to be significant, particularly in relation to factors known to increase disadvantage, such as poverty, living conditions, unemployment, relationships, mental health and wellbeing.
- 11.3 Locally the council planned to lead multi a-agency review of early help with the aim of improving the coordination of services to improve the outcomes of disadvantaged families. This would include transforming the way data was shared across different services and organisations.
- 11.4 In answer to questions it was explained that the funding provided was not top-up funding and the sum of £25,000 referred to was as set out in the agreed budget. Councillor O’Quinn asked whether the company contracted was known to the Council. The Executive Director, Deb Austin confirmed that they had been used for the Adult Learning Disability Review. It was also confirmed that applications for national funding had been made, a response regarding whether that had been successful.
- 11.5 Councillor Brown stated that she was very pleased that the Government were supporting this initiative and sought further clarification regarding how the available funds would be allocated in order to avoid unnecessary duplication and overlap. It was explained that co-production lay at the heart of this including active engagement with families and stakeholders as was digital transformation which was intended to improve data sharing across organisations. It was recognised that the pandemic had created additional challenges and that families in these vulnerable groups were disproportionately affected.

- 11.6 The Chair, Councillor Clare commended the work carried out to date and the progress which had been made. It was important that an umbrella approach was used to tackle disadvantage and that a process taking on board many views was to be adopted.
- 11.7 **RESOLVED** - (1) That That the Committee notes the national requirements of the Supporting Families Programme;
- (2) That the Committee notes the proposal for a multi-agency programme to review and develop early help services to improve the outcomes of disadvantaged families. This will include reviewing children's centres and considering the option of children's centres delivering services for a wider range of children and families including developing a Family Hub model of support. Consultants will be used to support the review;
- (3) That the Committee notes plans to develop a strategy to support children, young people, and families at risk of disadvantage; and
- (4) That the Committee agrees to create a new task and finish cross-party Member working group to support and inform the Early Help review and strategy development.

## 12 ITEMS REFERRED FOR COUNCIL

- 12.1 There were none.

The meeting concluded at 5.27pm

Signed

Chair

Dated this

day of



**Subject:** Local Government & School Pay. Items referred from the Council meeting held on the 15 July 2021

**Date of Meeting:** 13 September 2021

**Report of:** Executive Lead Officer for Strategy, Governance & Law

**Contact Officer: Name:** Mark Wall **Tel:** 01273 291006

**E-mail:** [mark.wall@brighton-hove.gov.uk](mailto:mark.wall@brighton-hove.gov.uk)

**Wards Affected:** All

**FOR GENERAL RELEASE**

**1. SUMMARY AND POLICY CONTEXT:**

- 1.1 To receive the following Notice of Motion which was debated at and referred from the full Council meeting held on the 15 July 2021.

**2. RECOMMENDATIONS:**

- 2.1 That the Committee responds to the motion concerning Local Government & School Pay either by noting it or where it is considered more appropriate, calling for an officer report on the matter as requested, which may give consideration to a range of options.

**3. CONTEXT / BACKGROUND INFORMATION**

- 3.1 The following resolution from the full council meeting held on the 15 July 2021 for the committee to consider is detailed below:

**BRIGHTON & HOVE CITY COUNCIL**

**COUNCIL**

**4.30pm 15 JULY 2021**

**COUNCIL CHAMBER, HOVE TOWN HALL**

**MINUTES**

**Present:** Councillors , Mears (Deputy Chair), Allcock, Appich, Clare, Ebel, Evans, Fishleigh, Knight, Lloyd, Mac Cafferty, Nemeth, Shanks, Simson and Yates

**PART ONE**

## NOTICES OF MOTION

- 32.1 The Notice of Motion as listed in the agenda was proposed by Councillor Mac Cafferty and formally seconded by Councillor Shanks.
- 32.2 Councillor Allcock moved an amendment on behalf of the Labour Group which was formally seconded by Councillor Evans.
- 32.3 Councillor Clare stated that she could understand aspects of the amendment but could not accept the final bullet point and therefore could not support it.
- 32.4 The Deputy Mayor noted that the amendment had not accepted and put it to the vote which was carried by 5 votes to 1 with 6 abstentions.
- 32.5 The Deputy Mayor then put the following motion as amended to the vote:

This council notes

- Local government has endured central government funding cuts of more than 50% since 2010; meaning between 2010 and 2020, councils lost 60p out of every £1 receive from central government
- The efforts of public sector workers including council workers against the Covid-19 pandemic; and the additional expected costs and expenditure as councils aim to fully support their communities through the health crisis and beyond
- The efforts of local government workers to keep communities safe during the pandemic despite risk to themselves; e.g. in public health, in cleaning, waste and recycling; to ensure children are educated and to look after older and vulnerable people
- The contribution of school staff during the last year.
- That recent research shows that if the Government were to fully fund the unions' 2021 pay claim, around half of the money would be recouped thanks to increased tax revenue, reduced expenditure on benefits, and increased consumer spending in the local economy.
- Performance related pay progression in schools is not educationally sound and is usually discriminatory in outcome.

This council further:

- Agrees to support the campaign by Trade Unions for a proper, real-terms pay increase for local government; calling on government to fully fund this increase, without adding extra burden to local authority costs;
- Notes the importance of continued work to support our local staff, in line with work already underway such as the Fair and Inclusive Action Plan, People Promise and additional leave flexibility.
- Requests the Children, Young People & Skills Committee to revise the Council Schools Pay Policy to ensure that from 2021/22 onwards the policy progresses all teachers and school staff up the pay scale annually (and biennially for upper scale teachers) unless the staff member is subject to formal capability process.

32.6 The Deputy Mayor confirmed that the motion as amended had been **carried** by 10 votes to 3 with 1 abstention.





<b>Subject:</b>	<b>Ofsted Action Plan</b>		
<b>Date of Meeting:</b>	<b>13 September 2021</b>		
<b>Report of:</b>	<b>Executive Director Families Children &amp; Learning</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Tom Stibbs</b>	<b>Tel:</b> 01273 296049
	<b>Email:</b>	<b>Tom.Stibbs@brighton-hove.gov.uk</b>	
<b>Ward(s) affected:</b>	<b>All</b>		

**FOR GENERAL RELEASE.**

**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The purpose of this report is to update the committee on the progress that has been made in implementing the action plan from the Ofsted inspection of August 2018 and the focused visit in February 2020.

**2. RECOMMENDATIONS:**

- 2.1 That the committee notes this report and its contents including the next steps.

**3. CONTEXT/ BACKGROUND INFORMATION**

- 3.1 The positive development of social work practice for children and families in Brighton and Hove was recognised by [Ofsted's report of their inspection in July 2018:](#)

“The new model of practice has been embedded and is resulting in greater continuity of social work relationships for children and families. Outcomes for children are largely positive and, frequently, risks are reducing, particularly for hard-to-reach, vulnerable adolescents.... Social workers’ morale is high, and workers spoken to as part of the inspection told inspectors that they enjoy working in Brighton and Hove.”

For the first time, children’s social work services in Brighton and Hove were rated as good by Ofsted in 2018.

- 3.2 Ofsted returned to complete a [‘focused visit’ in February 2020](#). The inspectors concluded that we:  
“have built on what was working well and have taken steady steps to improve ... Small social work teams, called pods in Brighton and Hove, are embedded, are valued by social workers, and are working well.”
- 3.3 The Ofsted inspectors also identified areas of improvement as part of their visits. In 2018 these were:

- Case recording, including the recording of management oversight and supervision, to monitor children’s progress and outcomes effectively.
- The response to children in need, including clear plans with appropriate actions and timescales and regular reviews through network meetings.
- The progression of pre-proceedings work, in order to reduce unnecessary delay for children.
- The response to children who go missing from home and care, including the timeliness and recording of return home interviews to capture intelligence to inform service delivery.
- The allocation of private fostering and care leaver cases to workers, to allow timely statutory checks and regular visits and contact, in order to ensure that children live in safe arrangements to meet their needs.

3.4 In 2020 the areas for improvement were:

- Multi-agency attendance at strategy discussions in response to child protection concerns about children who are already open to the service.
- The recording of visits to children to ensure that these effectively capture children’s experiences and voices and are relevant to the plan.
- The follow-up to audits to ensure that the actions required are implemented to improve practice.

### **Updated Action to Address Improvement Areas**

- 3.5 Case recording, including the recording of management oversight and supervision, to monitor children’s progress and outcomes effectively:** an audit of the recording model for Children’s Social Work was completed by the Recording Steering Group and the action plan implemented. This included the introduction in June 2020 of new forms to record visits, ongoing work, and supervision. Regular quality assurance processes also include audit of recording and management oversight. While there continue to be areas for improvement in recording, progress is being made. For example, in Quarter 1 2021-22, 2% of the audited records were graded red (‘does not meet required standards’) and two-thirds were graded green (‘meets all required standards’). All of the records had clear evidence of management oversight. Only 47% of records were graded green at the time of the Ofsted inspection in 2018. The move to Eclipse, the new recording system, which is now planned for later in 2021, will support more creative and innovative ways of recording the voice and experience of children.
- 3.6 The response to children in need, including clear plans with appropriate actions and timescales and regular reviews through network meetings:** The Child in Need Strategy was launched in October 2019, placing a clear structure around this work, with a number of key requirements. This represented a new model for supporting, monitoring, and reviewing children in need. Again, there have been challenges in implementing this work, including due to the impact of Covid. However, there has been a significant improvement in work to support children in need since the last Ofsted inspection and the audits in Quarter 1 2021-22 showed that all children in need have a plan and 96% of children in need have

a plan which is clear in terms of actions and timescales. The audits also show that for four out of five children in need, all statutory processes, including multi-agency reviews, have been completed which is a 15% increase on 6 months previously. This improvement in the effectiveness of support to children in need also seems to be making a difference to the outcomes for children. For example, in the first quarter of this year, no children in need were rated red for outcomes and three-quarters were rated green, an increase from 50% the previous quarter.

- 3.7 The progression of pre-proceedings work, in order to reduce unnecessary delay for children.** This action has been marked as completed as a quarterly tracking process has been established to make sure that effective oversight is in place for children in pre-proceedings work.
- 3.8 The response to children who go missing from home and care, including the timeliness and recording of return home interviews to capture intelligence to inform service delivery:** This action has also been marked as completed as since the Ofsted inspection new missing procedures have been launched, in November 2018, and a missing children worker has been established, and is now embedded in the Extended Adolescent Service to increase the capacity to support return home interviews. There was a significant rise in the number of children who were reported missing last year as, rightly, the police stopped using the category 'absent' for missing children. There was an initial decrease when the first lockdown started but this has increased subsequently. A lot of work has been done with social work pods to improve performance for timely return home interviews for children with a social worker, which remains a struggle, and again the improved recording offered by Eclipse should help to improve this.
- 3.9 The allocation of private fostering and care leaver cases to workers, to allow timely statutory checks and regular visits and contact, in order to ensure that children live in safe arrangements to meet their needs:** This action has also been completed and all young people who are care leavers or who are in a private fostering placement are allocated to a named worker.
- 3.10 Multi-agency attendance at strategy discussions in response to child protection concerns about children who are already open to the service:** Again this area has been addressed. Social workers were reminded to include health and education representatives in strategy meetings and the impact of this was audited and, for example, in Quarter 4 2020-21 almost 90% of strategy meetings included a health representative.
- 3.11 The recording of visits to children to ensure that these effectively capture children's experiences and voices and are relevant to the plan:** as described above, this area has been addressed by the development and implementation of new forms that focus on the voice of the child and these will be transferred across to Eclipse and supported by the increased flexibility and creativity of the new system.
- 3.12 The follow-up to audits to ensure that the actions required are implemented to improve practice:** work is ongoing to address this area. Since the focused visit last year, the Quality Assurance Managers have been monitoring audit action plans. This shows that managers need to have a system in place to make sure that actions from audits do not get lost. The Quality Assurance Managers will

review audit actions 3 months after the audit to ascertain whether these actions have been completed.

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

- 4.1 This report highlights that significant progress has been made to address the areas of improvement identified by Ofsted in their last inspection, in July 2018, and the focused visit, in February 2020. Despite the impact of COVID, this progress has generally continued over the last year and a half and this is a testament to the hard work and commitment of practitioners. We do not know when the next Ofsted inspection will be, but we continue to make sure that the learning from previous inspections is taken forward. There remain some areas that require further work and next steps to address these include:

##### **Next Steps:**

- The implementation of the Eclipse recording system, which is now planned for late 2021 due to technical issues and the impact of the pandemic
- Further work by Heads of Service and Pod Managers to make sure that support to children in need is purposeful and progressed in a timely way
- Quality Assurance processes in place to make sure that actions arising from audits are completed.

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

- 5.1 Our model of social work practice was developed on feedback from families and included input from an advisory group of young people. We continue to work closely with the Children in Care Council and Youth Participation Service in evaluating and delivering our services. We are currently working to co-produce a Peer Mentoring Service for parents involved in social work services and an evaluation of our services led by families.

#### **6. CONCLUSION**

- 6.1 The committee is asked to note the contents of this report including the next steps.

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

##### Financial Implications:

There are no Financial Implications arising from the recommendations proposed in the body of this report.

*Finance Officer Consulted: David Ellis*

*Date: 28/7/21*

Legal Implications:

7.1

*Lawyer Consulted:*                      *Date:*

Equalities Implications:

7.2 Equalities impact assessments for staff and for children and families were completed in 2015 as part of the service redesign and the assessment for children and families is in the process of being reviewed.

Sustainability Implications:

7.3

Brexit Implications:

7.4

Any Other Significant Implications:

Crime & Disorder Implications:

7.5

Risk and Opportunity Management Implications:

7.6

Public Health Implications:

7.7

Corporate / Citywide Implications:

7.8

**SUPPORTING DOCUMENTATION**

**Appendices:**

**Background Documents**



<b>Subject:</b>	<b>Employment and Skills – Youth Employment Hub and Adult Education Hub Update</b>		
<b>Date of Meeting:</b>	<b>13 September 2021</b>		
<b>Report of:</b>	<b>Executive Director for Families, Children &amp; Learning</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Carla Butler</b>	<b>Tel: 01273 291281</b>
	<b>Email:</b>	<b>Carla.Butler@brighton-hove.gov.uk</b>	
<b>Ward(s) affected:</b>	<b>All</b>		

## **1. PURPOSE OF REPORT AND POLICY CONTEXT**

- I. This report provides an update on the implementation of the Youth Employment Hub, following a successful application to the Department for Work and Pensions, Flexible Support Fund. Approval to submit a bid was agreed at Policy and Resources Committee on 3 December 2020.
- II. The report provides an update on the council's Adult and Community Learning provision, funded by the Adult Education Budget, following the decision at Policy and Resources Committee on 30<sup>th</sup> April 2020, to bring it house.

## **2. RECOMMENDATIONS:**

- 2.1 That the committee note the progress in establishing the Youth Employment Hub and new Adult Learning Hub.

## **3. CONTEXT/ BACKGROUND INFORMATION - Establish a physical and virtual Youth Employment Hub in the city**

- 3.1 On the 3<sup>rd</sup> March 2021, the council adopted the City Employment and Skills Recovery Plan 2021-2022 [https://www.brighton-hove.gov.uk/sites/default/files/2021-04/7132\\_City\\_Skills\\_Employment\\_Recovery\\_landscape\\_v5.pdf](https://www.brighton-hove.gov.uk/sites/default/files/2021-04/7132_City_Skills_Employment_Recovery_landscape_v5.pdf) The plan highlighted the need to ensure that the national policy drivers announced by the government are implemented and delivered at a local level. For example, the 'Plan for Jobs', announced in July 2020, included a range of interventions:

- the Kickstart Scheme - a £2 billion fund to create new high-quality meaningful 6-month roles for young people aged 16-24 on Universal Credit,
- expanded youth offer - a 13-week programme to support people into work,
- an increase in dedicated youth employability coaches to help young people furthest from the labour market.

- 3.2 The success of delivering government interventions is dependent on the ability to engage with young people physically and virtually. Without access to professionals in appropriate physical space there is a risk of disengagement. In Brighton and Hove, young people have been disproportionately impacted by the pandemic, with a 180% increase in unemployment for 18–24 year-olds at the peak. In response to this and following a successful bid to the DWP Flexible Support Fund, the DWP and council have worked in partnership to open a Youth Employment Hub for young adults in the city. The purpose of the Hub is to provide a person centred and holistic support programme which responds to the economic and social impact of unemployment on 18-24-year olds by increasing skills and confidence and facilitating an increased uptake of traineeships/apprenticeships and employment.
- 3.3 The position of Youth Employment Hub Co-ordinator was created to develop the offer at the Youth Employment Hub and deliver the project outcomes. An experienced Youth Adviser was appointed in May and the Physical Hub opened on the 1<sup>st</sup> June 2021 at Montague House, in Kemp Town. The ongoing Covid restrictions are influencing how the Hub operates. DWP funding for the Hub has been agreed for one year, however, there a possibility of repeat funding for up to three years.
- 3.4 The Hub enables young people who are job centre customers on Universal Credit to see their DWP work coach in a welcoming and well-resourced space. Additionally, there is access to an IT suite and package of support available through city partners connecting to the hub virtually and physically. The Hub provides a positive environment for organisations to co-locate, further strengthening existing partnerships and improving local intelligence of demand and opportunity. This partnership approach should translate into positive outcomes for young people
- 3.5 The Hub is also a base for councils Employability Services (The Youth Employment Service and Supported Employment Team) to see clients. There are also plans for the National Careers Service to support clients through telephone and face to face appointments at the Hub.
- 3.6 In the first two months 114 young people received support at the Hub. By visiting the Hub, young people have been able to:
- Attend their appointments in an engaging and positive environment
  - Access information, advice and guidance from DWP Youth Coaches and BHCC staff offering employment support services such as the Youth Employability Service and Supported Employment Team
  - Access the internet, printing and scanning facilities
  - Get support with CV writing, job applications and interview practise
  - Access a quiet and safe space for advice, reflection, planning, and active job seeking
  - Access free pre-loved interview clothes through our partnership with Revival Work Clothes
- 3.7 Further activities planned at the Hub include:
- Employers interview sessions for kickstart opportunities



- Group sessions and courses
- Provider workshops and introductory sessions
- Opportunity fairs
- Young person led steering group
- Access information 24/7 through our virtual Youth Employment Hub (now launched – see 3.9)

3.8 Virtual stakeholder information sessions took place in June and July for employers, voluntary sector organisations, training and educational providers, and council internal teams, to explain how they can get involved in the Hub and to share information about the Virtual Hub. These sessions will continue to be held monthly for anyone who would like to find out more about the Hub. This Is Me (TIM Talk) networking sessions have also been introduced for professionals working with young people. These will be held on the first Wednesday of the month, to strengthen professional relationships and provide opportunities for interagency working to support young people in the city.

3.9 The virtual employment hub was launched on the 20<sup>th</sup> July 2021. It has been incorporated into the council's website to ensure it remains sustainable beyond the lifetime of the project. The DWP will refer young people to the site during the universal credit commitment meetings and in subsequent coaching meetings. The site includes helpful information and signposting aimed directly at young people. The online Hub can be found here [www.brighton-hove.gov.uk/youth-employment-hub](http://www.brighton-hove.gov.uk/youth-employment-hub). It enables clients to:

- Access a one stop multi-media shop of information and guidance
- signposting to services and resources
- message the Hub
- 24/7 accessibility
- Access to the Kickstart vacancies

3.10 Through both the virtual and physical offer clients will be able to access resources and information about employment, training, and personal development pathways to enable them to make informed choices about their future.

#### **4. CONTEXT/ BACKGROUND INFORMATION - Adult and Community Learning**

4.1 Adult and Community Learning is a broad range of learning that brings together adults, often of different ages and backgrounds, to pursue an interest, address a need, acquire a new skill, become healthier or learn how to support their children. Learning may or may not lead to a qualification or result in direct progression to other learning / training but will usually have wider progression outcomes.

4.2 The council receives an Adult Education Budget (AEB) to provide accredited and non-accredited courses allowing adults to achieve qualifications as well as tailored programmes of learning, which do not need to include qualifications. The Council receives a non-procured grant each year. Our budget for 2021/2022 has been confirmed as £569,988 the same as our 2021-2022 allocation.

4.3 Historically the Council subcontracted AEB funding to local providers in the City via a competitive procurement process. In 2020, following the Friends Centre

closure, a strategic decision was made to expand direct delivery of the Councils Adult Learning offer. For the academic year of 2020 - 2021 there has been a mixture of direct delivery and subcontracted provision whilst the recruitment of lead roles and tutors take place.

- 4.4 The Council has identified key priorities which have informed the development of our curriculum offer:
- 4.5 Delivery of a locally determined learning offer that conforms to the Education and Skills objectives set out in the City Employment & Skills Plan and Economic Strategy and meets the core values of 'no-one left behind' and supporting 'learn to earn' transitions.
- 4.6 Operating in the context of strong local partnerships to ensure plans and strategies are underpinned by engagement with communities, partnerships, networks Local Enterprise Partnerships, Local Skills Improvements Plans (LSIPs) and other key local stakeholders.
- 4.7 Ensuring curriculum delivery remains responsive to local need and is financially viable and operationally sustainable.

#### 20/21 academic year

- 4.8 Our subcontracted partners have included Creative Process, Functional Skills UK and Aspire. They have delivered qualifications in functional skills, Math's, English and Digital skills. The Councils in-house provision has focused on Family Learning, Employability and ESOL programmes.
- 4.9 Up until the end of June 2021 the Council has supported 418 enrolments, forecasted to hit 600 by the end of the academic year. Delivery has been a mixture of face to face and online learning. In April 2021, the first full face to face programme called First Steps was launched. First Steps is a coaching and mentoring programme with a focus on business start-up and how to obtain sustained employment for ESOL learners. The course was run in partnership with the International Women's Network, a local charity in the City. Over the duration of the 8-week course 13 women attended regularly from a range of nationalities. The course has been extremely successful with one student registering and starting a business during the course, another student has been offered a job in education. This pilot has really changed lives and will be run again in the new academic year.
- 4.10 A pre-entry ESOL programme for new families settling in the UK, a general pre ESOL course and a wellbeing cycle programme have also been run.

#### Brighton & Hove Family Learning

- 4.11 Family Learning provides free learning opportunities for families to increase attainment, skills and wellbeing. This included courses where parents/ carers and children learn together, or where parents learn new skills that will benefit the whole family. Family learning is usually delivered to groups in schools and other community settings, during the pandemic courses have been delivered online.

- 4.12 Family Learning tutors continue to run these courses live online and give plenty of opportunities for parents to get involved and ask questions. Most of the families we have supported over this academic year have self-referred, however, towards the end of the academic year there was increased appetite from school's, who are now in regular contact with the team. This is pleasing as in the new academic year we hope to recommence delivery in the school environment, with particular focus on parents within our priority community areas.

The proposed curriculum plan for 2021/2022

- 4.13 From September 2021, the council will be welcoming adult students to the new Adult Education Hub at Morley Street in central Brighton. The Hub will be equipped with 2 large training rooms, including a computer suite. Courses will be offered throughout the day and evening. Recruitment activities are underway to support the new in-house model.
- 4.14 The curriculum plan has been designed in collaboration with key stakeholders in the private, public and 3rd sector. The curriculum offer supports identified skills gaps in the city and will help those furthest away from the labour market into sustainable employment or into further education. The plan aligns with key objectives set out in the City Employment Skills Recovery Plan. The offer will consist of two curriculum areas:

FEME – Family Learning, English, Maths and ESOL - focussing on courses that meet the governments essential skills agenda with an offer from pre-entry up to Level 2 qualifications, with clear progression pathways into further and higher education.

WELL – Wellbeing, Workforce development, Employability and Leisure Learning - courses designed to deliver progression outcomes with focus on further education and sustainable employment. We are planning to deliver pre-employment courses under this curriculum area in several sectors including Health and Social Care and Service Industries. Both City Clean and City Parks have been involved in discussion around delivering pre-employment, Sector Work Based Academy Programmes (SWAPS) that may lead to job opportunities.

Courses will also be developed for clients of the councils Employability Services and Youth Employment Hub due to the strong collaborative ethos within the Skills and Employment Service.

## 5. Community Engagement

- 5.1 The Adult Learning and Skills Partnership has oversight of the Youth Employment Hub and the Adult and Community Learning Hub as they are key priorities in the City Employment and Skills Recovery Plan 2021-2023 of which the [members of the partnership](#) provide a governance. The organisations represented through the networks includes Community Works, The Hangleton and Knoll Project, The Trust for Developing Communities and Voices in Exile. Additionally, both Hubs are well connected across the city with organisations supporting young people and adult learners. In partnership with Brighton and Hove Buses, the Youth Employment Hub is currently being promoted at bus stops with digital poster functionality across the city. The Youth Employment Hub is being promoted in September's edition of the Brighton and Hove Magazine. The campaign will inform readers of the virtual and in person support available.

## 6. CONCLUSION

- 6.1 The Youth Employment Hub offers IT facilities, high quality services and provision in a welcoming physical environment, underpinned by a virtual hub offering information, sign posting, and facilities for direct contact. The Youth Employment Hub has had a successful start and the further activities planned will strengthen our response to the impact of youth unemployment in the city caused by the economic consequences of the pandemic.
- 6.2 The new Adult Education Hub at Morley Street is a significant and welcome development in the services strategy to move to in-house delivery. The curriculum plan has been created with partners to meet the needs of our residents and demands of local employers, it has been designed to create clear progression pathways into further education or into sectors with employment opportunities.

## 7. Financial Implications

This report provides an update on the implementation of the Youth Employment Hub and on the council's Adult and Community Learning provision.

The Youth Employment Hub funding of £183,905 is initially for one year to 31st May 2022 and it is important that the conditions of the grant are met and full details of the budget are provided.

The Adult and Community Learning Provision funding for 2021/22 is £569,988 and again it is important that the conditions of the funding and targets are met.

It is also key that the budgets are reviewed regularly in line with the Targeted Budget Management Timetable (TBM) to ensure there are no additional costs to the council during the financial year and that all the external funding is spent in line with the conditions of the grants.

*Finance Officer Consulted: David Ellis*

*Date: 05/08/21*

### 7.1 Legal Implications:

The law requires all young people in England to continue in education or training until at least their 18th birthday. The council have several statutory duties relating to youth participation to ensure all young people up to the age of 18 (25 for those with learning difficulties) participate in education or training, and these include: Raising Participation Age – encourage, enable and assist young people to develop a range of skills for adult life and reduce the likelihood of unemployment. To fulfil this duty councils are expected to provide strategic leadership in their area to ensure that there is a network of support available. The September Guarantee entitles all 16 and 17-year-old an offer of a suitable place in education or training, including a vocational offer. To achieve this councils are required to work with partners (schools, colleges and providers) to ensure that relevant processes are in place, and that each has a clear understanding of its responsibilities. Councils also have a statutory responsibility to track and record young people's progression in learning and training, and identify numbers of NEET (not in education, employment or training), or 'unknowns', and those at risk of becoming NEET at age 16. The report sets out the in person and virtual offer to promote prospects for employment and skills in the city.

*Lawyer Consulted: Natasha Watson      Date: 31.08.2021*

### 7.2 Equalities Implications:

The implementation of the Employability Hub is an additional service which the Council is delivering in partnership with the DWP. By providing this service to meet the needs of young people the Council is recognising inequality in the employment market. To enable the Council to consider the service from an equalities perspective on how it impacts service users and staff and, ensuring it meets its' duty as a public sector organisation it is recommended that an Equality Impact Assessment (EIA) is carried out. The service is also collecting equalities monitoring information, this should be utilised to identify areas of improvement for service delivery and accessibility, these can also be incorporated into the EIA's action plan.

### 7.3 Sustainability Implications:

Central locations are easy to get to by sustainable means - public transport, cycling or walking. This is beneficial as it supports the key council's policies and priorities i.e. Carbon Neutral 2030 ambition & Local Cycling & Walking Strategy (LCWIP). Utilising the existing council premises is the most sustainable solution.

### Any Other Significant Implications:

None

## Background Documents

1. City Employment Skills Recovery Plan <https://www.brighton-hove.gov.uk/content/business-and-trade/support-businesses/city-employment-and-skills-plan-2016-2020>)
2. Agenda Item 41 [Brighton & Hove City Council - Agenda for Policy & Resources \(Recovery\) Sub-Committee on Wednesday, 3rd March, 2021, 5.15pm \(brighton-hove.gov.uk\)](#)
3. Employment Hub Agenda 112 [Brighton & Hove City Council - Agenda for Policy & Resources Committee on Thursday, 3rd December, 2020, 4.00pm \(brighton-hove.gov.uk\)](#)
4. Adult Education Agenda 167 [Brighton & Hove City Council - Agenda for Policy & Resources Committee on Thursday, 30th April, 2020, 4.00pm \(brighton-hove.gov.uk\)](#)

<b>Subject:</b>	<b>Progress Report on the Home to School Transport Service</b>		
<b>Date of Meeting:</b>	<b>13 September 2021</b>		
<b>Report of:</b>	<b>Executive Director of Families, Children and Learning</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Regan Delf</b>	<b>Tel: 01273 293514</b>
	<b>Email:</b>	<b>Regan.delf@brighton-hove.gov.uk</b>	
<b>Ward(s) affected:</b>	<b>All</b>		

**FOR GENERAL RELEASE**

**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 To provide the Committee with an update and progress report on the Home to School Transport (HTST) service

**2. RECOMMENDATIONS:**

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

**3. CONTEXT/ BACKGROUND INFORMATION**

- 3.1 In 2019, the introduction of a new Dynamic Purchasing and Procurement of Operators System was problematic and resulted in a temporary but serious disruption to the service. It is acknowledged that the lead-in time for the new system to start from September 2019 was too rushed, Although most issues were resolved by November 2019, the resulting problems led to a significant loss of trust and confidence in the council from families and transport operators.
- 3.2 An independent investigation into the issues reported the following March 2020, making a series of recommendations to the council.
- 3.3 A Members' Policy Panel, with PaCC attendance, investigated issues, taking evidence from all parties, and reported with recommendations in November of 2020.
- 3.4 It has been acknowledged that the service needed to make sure going forward that children and families were explicitly at the heart of all its work and this is now made clear in all policy and practice.

- 3.5 Recommendations from the independent review and the Members' Policy Panel are being implemented as part of an action plan to restore trust and confidence in the service.
- 3.6 For over a year, the service has been working to a written co-production agreement with the PaCC, approved by the HTST Governance Board and included with background reports to this report. This ensures that all new policy and practice is co-produced in consultation with parent and carer representatives and that parents and carers are part of recruitment panels and key decision-making forums.
- 3.7 New governance arrangements were brought in to ensure all stakeholders were fully involved in the changes. Alongside the Members Policy Panel, a HTST Governance Board was set up with all stakeholders represented and meets half-termly. It is chaired by the Assistant Director, Education and Skills. The Governance Board will continue to monitor progress with the service, alongside 6-monthly reviews by the CYPS Committee.
- 3.8 The service has made major improvements over the past two years, which are outlined throughout this report.

#### **4. Co-production with the Parent Carers' Council**

- 4.1 A co-production working agreement was co-produced between PaCC representatives and the Home to School Transport Service and ratified by the HTST Governance Board in June 2020.
- 4.2 The working agreement ensures that:
- All policies and developments relating to HTST are co-produced with PaCC and written in parent carer accessible language.
  - All communications of significance with parents and carers are co-produced with PaCC
  - PaCC and families using transport are fully consulted on any changes to the service and their feedback is given full consideration and used to formulate policy and practice.
  - All new posts to the service are recruited with a PaCC representative on the Panel
  - An Amaze or PaCC representative is present at all Transport Panels determining eligibility for HTST
- 4.3. The HTST has valued the extensive and excellent input from the assigned PaCC representative, which has made a very significant contribution to service improvements.
- 4.3 An addendum by PaCC to this report is included below as supporting documentation to this report.

#### **5. Planning of Transport Arrangements for September 2021**

- 5.1 Social distancing measures have been in place throughout the academic year 2020/21 on all dedicated school transport, with most vehicles travelling at around 50% capacity.



- 5.2 Social distancing has never been mandated on Home to School Transport by the government, but has been advised, and the service has followed government advice closely throughout.
- 5.3 Despite the changing circumstances surrounding the pandemic, the service, with our transport providers, has run efficiently throughout and without interruption.
- 5.4 Very few children or transport staff have tested positive for COVID at any point in the pandemic, including the recent third wave, although more have been required to self-isolate.
- 5.5 At the time of writing this report, the most recent national guidance updated on 17 July 2021 states:  
*we no longer recommend maximising distancing and minimising mixing, but unnecessary risks such as overcrowding should be minimised*  
[Dedicated transport to schools and colleges COVID-19 operational guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/dedicated-transport-to-schools-and-colleges-covid-19-operational-guidance)
- 5.6 In the context of this current guidance from the government, we have reduced social distancing on transport from September 2021, but have taken care to ensure in planning our routes that vehicles are not over-crowded.
- 5.7 This position is subject to change pending new government or Public Health guidance. PaCC have asked us also to consider the position in the light of data over the summer.
- 5.8 Our top priority will always be the comfort, safety and wellbeing of children and young people. Children should be comfortable and arrive at school stress-free and ready to learn. No child's journey has been planned to exceed government guidance (45 mins for a primary child and 75 minutes for a secondary child under normal traffic conditions) unless placements are out of City and cannot be made in these timescales.
- 5.9 The service has agreed route planning principles with PaCC attached as an appendix to this report, which set out a commitment to place children and families at the heart of best practice in this respect.
- 5.10 Most existing routes have been rolled over for September 2021 unless either they do not offer good value for money; need to be organised in a more efficient way or the Service has children and young people becoming eligible for or leaving transport and new routes need to be formed.
- 5.11 the service is seeing a significant increase in the numbers of eligible children coming through for Home to School Transport and this will have significant capacity and budget implications going forward. The rise in children being diagnosed with complex SEND is a national as well as a local phenomenon and the follow-on implications for HTST are being felt nationally also
- 5.12 The service has a rolling online survey enabling parents and carers to feed back on the provision of HTST at any time.

## **6. COVID-19 Update**

- 6.1 Management of socially distanced routes has faced challenges over the pandemic period, but has been well managed by the Service and the Operators. The service regularly keeps operators up to date on changes to national and local guidance, as well as offering advice on lateral flow testing.
- 6.2 The service was also able to arrange early vaccination for those drivers and VPAs who were supporting clinically vulnerable children, as they were classified as care workers and therefore a priority group.
- 6.3 Grant funding to assist with social distancing and other COVID measures was provided by the Government over the pandemic but ceased at the end of the summer term 2021.
- 6.4 On all suspended routes between 4<sup>th</sup> January 2021 and 19<sup>th</sup> March 2021 the council paid supplier relief of 80% of the normal costs of suspended routes. Where those drivers/VPAs were classified as self-employed and eligible to claim under other COVID-related government schemes, 20% of normal costs were paid.
- 6.5. The aim of the relief was to sustain firms over this period and to ensure they had the means to pay and retain staff, such that the service could resume once schools fully re-opened.

## **7. Monitoring Contractual Compliance**

- 7.1 We have held termly contractor review meetings with our operators, where we have monitored the contract's Key Performance Indicators (KPIs) as well as checking insurance, DBS background checks, and training compliance.
- 7.2 Operators are responsible for vehicle compliance, and we have documented their own compliance programmes, as well as liaising with our licensing colleagues to ensure that they are represented at any school site spot checks.
- 7.3 Although we haven't had the opportunity to visit school sites as much as we would have liked due to COVID restrictions on school premises, we have been able to carry out essential visits to those sites where concerns have been highlighted. We will implement a full spot check programme in the Autumn Term.
- 7.4 Spot checks have addressed cleaning regimes in vehicles in response to the pandemic.

## **8. Training**

- 8.1 Prior to the Spring of 2020, Brighton and Hove had no training offer for transport staff.

- 8.2 Elements of training were contractually required but the service did not have a robust means of monitoring compliance with training or assessing the quality and suitability of training accessed independently by firms.
- 8.3 The service considers high quality training to be essential for the safety and wellbeing of children and young people on HTST and is mindful that parents and carers are of the same view.
- 8.4 Addressing this issue has therefore been a key priority for the service.
- 8.5 Over the last year, 9 modules for training drivers and vehicle passenger assistants have been written for the Home to School Transport service providers.
- 8.6 Online modules cover:
- Introduction to the role as a HTST Driver or Vehicle Passenger Assistant
  - Safeguarding on HTST
  - Equalities and the Equality Act
  - Special Educational Needs and Disabilities (SEND)
  - The Many Faces of Exploitation (HTST Relevant)
  - Behaviour on HTST
  - Autism
  - Language and Communication
  - Epilepsy

Further modules are being planned, including one in meeting social, emotional and mental health needs on transport.

- 8.7 5 of the 9 Operators on the HTST framework are 100% complete with all their drivers and vehicle passenger assistants for all 9 modules.
- 8.8 4 of the Operators have completed 70%+ of the modules. There is a deadline for the middle of August for this to reach 100%.
- 8.9 There is now a requirement of all online training modules to be completed by both existing and prospective transport staff when Operators bid on a route for September 2021 and afterwards.
- 8.10 Training is required to be refreshed every two years.
- 8.11 Webinars have been held with good attendance from a variety of Operators. HTST have been supported by an Epilepsy nurse specialist at Seaside View. A behaviour specialist at a Brighton and Hove SEND school and a SEND specialist teacher from BHISS. The webinar focus has been:
- Epilepsy Awareness
  - Behaviour and Learning disabilities
  - Autism Awareness
- 8.12 HTST have been working with external agencies such as Brighton and Hove Inclusion Support Service (BHISS) and the Parent and Carers Council (PACC) to extend the experience and knowledge shared with the operators, driver's and vehicle passenger assistants through the modules and online webinar's.

- 8.13 Bespoke support has been offered to a few operators where circumstances have requested or needed it.
- 8.14 Future webinars will be held from September focusing on communication and interaction and children and young people with primary needs of SEMH
- 8.15 Two operators were happy to celebrate with an informal awards ceremony for all staff for completing their training so quickly- obtaining a 'gold star' status.

## **9. Independent Travel Training**

- 9.1 The service has been working on the provision of a quality independent travel training offer to families of young people who would be able to benefit from this;
- 9.2 Independent travel training is recommended good practice in both national and local policies as promoting independence in young people as well as sustainable travel options.
- 9.3 Following consultation with stakeholders and with the involvement of the council's procurement team, a 'soft market testing' of potential external providers of independent travel training was carried out in the Spring term with interest expressed from just one local third sector provider. Although only one provider expressed interest at this early stage, it a provider with substantial experience in this area;
- 9.4 There are additional costs attached to setting up and running this programme. However, a successful well-targeted programme has the potential to improve young people's lives and make savings for the council in terms of the need for taxi transport.
- 9.5 The next step is to formulate an options paper and business case, as part of the council's Modernisation programme.
- 9.6 The business case will be approved by the HTST Governance Board before being presented to the Families, Children and Learning Modernisation Board by the end of December 2021.

## **10. Re-procurement of the Service post August 2023**

- 10.1 A Re-Procurement Board was established in May 2021 to consider options when the current framework contract finishes in August 2023
- 10.2 The Board has representation from key council services, including finance, legal and procurement, plus a PaCC and a Headteacher representative.
- 10.3 The work of the Board is being overseen by the Council's Corporate Modernisation Programme.
- 10.4 The Board has constructed a survey on the perceived strengths and weaknesses of the current system of procurement and the current contract for all stakeholders and this has been uploaded onto the council's consultation portal.

- 10.5 Stakeholders will be contacted and invited to complete the survey, with PaCC encouraging families to take part and share their experience of the front-line service.
- 10.6 Results will be analysed and feedback from different stakeholders will be used to consider the various options and to inform the business case.
- 10.7 The Board has also surveyed a wide range of other LAs on their practice, and from the responses is conducting in-depth interviews with a further six LAs to explore issues and ideas further.
- 10.8 The current timeline requires an options appraisal and business case with recommendations to be presented to CYPS Committee in March 2022, leaving a full four terms for implementation of the chosen way forward.

## **11. Summary and Priorities for further Improvement**

- 11.1 HTST has made significant progress over the past 2 years in improving to the service on offer and overcome the legacy of challenges from the difficult re-procurement exercise in the autumn of 2019.
- 11.2 Many new systems have been co-produced and brought in quickly to ensure rapid improvement and that children and young people were once more at the heart and centre of the service on offer. These have all been co-produced with PaCC and include:
  - Parent/ carer representation at Transport Panels
  - PaCC representation at all interview for HTST posts
  - Co-production working agreement with PaCC
  - New online systems for applications and information transfer
  - New comprehensive online training programme
  - New webinar support in key SEND areas
  - New permanent online system for families to provide on-going feedback on the service
  - A robust system of risk assessment
  - New more robust systems for investigations of concerns/ safeguarding issues
- 11.3 In addition, the service has expanded with permanent posts replacing temporary posts and new staff arriving in post.
- 11.4 Two posts in the service have proven difficult to recruit: the interim Head of Service and the Contracts and Service Development Manager. Attempts to recruit are on-going at the time of writing this report.
- 11.5 In the above context and despite considerable progress, the service has much work left to do and top priorities include:

- Reviewing the current system of procurement and considering any changes to be made;
- Consulting on an updated HTST and post-16 transport policy when the government revises the national policy and guidance;
- Providing a quality independent travel training option is available to all families for whom independent travel is an option, subject to a budget being secured for this;
- Finalising a value for money tool for assessing route prices and ensuring best value, while upholding good service standards;
- Extending compliance checks to include spot checks at all school and college sites;
- Reviewing and improving all new systems in the service and making sure they are effectively implemented, recorded and managed;
- Establishing a regular integrated survey of key stakeholders to provide a 360-degree perspective on the work of the service;
- Ensuring a balanced budget for 21/22 and onwards
- Finalising new policies and strategies currently in draft, notably:
  - HTST Sustainability Strategy
  - Revised Appeals Policy

## **12. COMMUNITY ENGAGEMENT & CONSULTATION**

- 12.1 The service now works with an agreed co-production policy with the Parent and Carers' Council (PacC) and is committed to on-going co-production of all communications, new policies and service developments with parents and carers.
- 12.2 The service runs an open parent survey online so families can give feedback on the service at any time.
- 12.3 A major consultation is on-going for all stakeholders in relation to re-procurement options from September 2023.

## **13 FINANCIAL & OTHER IMPLICATIONS: (DAVE)**

- 13.2 The HTST net budget for 2021/22 is £3.782m. This includes the additional permanent increase of £1.000m as agreed by P&R Committee and one-off funding of £0.400m for 2021/22 only to cover costs of social distancing. The impact of Covid-19 continues in this financial year with a number of measures still in place and this has been recognised by the extension of the additional school transport grant of which Home to School Transport has been allocated £0.098m.

It is anticipated that the additional funding, together with the improved route planning, should result in a break-even position in 2021/22. However, with increasing numbers of eligible children requiring transport, this budget could be subject to considerable pressure in future years.

*Finance Officer Consulted: Louise Hoten / Dave Ellis*

*Date: 19/10/20*

Legal Implications:

The council is under a legal obligation to provide home to school transport to those families which meet the eligibility criteria. The transport provided needs to be to a safe standard which identifies and meets the individual needs of the pupils concerned, as well as in general. Contractual arrangements, and management of the contract, both now and in terms of any further procurement, need to reflect the complexity of the service required, as described in the body of the report.

*Lawyer Consulted:*

*Natasha Watson*

*Date: 31.08.2021*

Equalities Implications:

- 13.4 The statutory duty on the council to provide free Home to School Transport for children and young people with complex special educational needs and disabilities (SEND) is aimed at ensuring their access to schooling is assured, especially given mobility issues and the fact that the nearest suitable school may be further than for children without SEND. In arranging transport, the council must comply with the Equalities Act of 2010 which requires that children and young people with SEND are not treated 'less favourably' than their peers and that there is no indirect discrimination against their parents and carers by requiring of them more than would reasonably be required of other parents.

Sustainability Implications:

- 13.5 The addition of up to 200 vehicles travelling twice a day at peak times across the City adds to pollution and in that context, it is important that transport providers invest in newer more environmentally sustainable vehicles.
- 13.6 The service is consulting on a draft sustainability plan, outlining its part in helping to meet the council's target of zero carbon emissions by 2030.
- 13.6 It is also important that the best and most efficient route planning minimises the numbers of vehicles needed by using the most suitable vehicles for each shared journey.
- 13.7 While the need to socially distance on transport has necessarily increased the number of vehicles on the road this year, the underlying number of vehicles for when routes return to normal has reduced this year.

Any Other Significant Implications:

- 13.8 None

Crime & Disorder Implications:

- 13.9 None

### Risk and Opportunity Management Implications:

- 13.11 There are continued risks related to the pandemic, with significant additional safety measures needed on transport. These are mitigated through risk assessments, careful guidance to our transport operators and parents, close consultation with Public Health, and appropriate measures to ensure compliance with national and local advice.
- 13.12 The service is expanding with a number of new posts and also permanent appointments replacing temporary ones. While this will substantially increase capacity to make and sustain improvements, there is a risk in the transition, which will be mitigated through thorough induction processes.

### Public Health Implications:

- 13.13 In relation to COVID-19, transporting children with SEND in the enclosed space of vehicles brings inevitable risk for children and staff, but the service has worked with transport providers to mitigate that risk as far as possible.
- 13.14 Guidance to operators is written in consultation with Public Health and advice sought from Public Health as needed.

### Corporate / Citywide Implications:

- 13.16 The issues that arose with the service in the summer and autumn of 2019 led to a loss of confidence in this area of the council's service amongst parents and carers of children with SEND, with schools and with transport providers.
- 13.17 Issues with the process of consultation and co-production with key stakeholders were highlighted and have been addressed for the future.

## **SUPPORTING DOCUMENTATION**

### **Addendum to report by the Parent Carers' Council**



a voice for parent carers in Brighton and Hove

Brighton 16th August 2021

### **PaCC Home to School Transport (HTST) Report**

(Addendum to Progress Report on the Home to School Transport Service for Children Young People Education & Skills Committee)

Date of Meeting: 13th September 2021



### Reflection On Service & Conditions During Covid

On behalf of Students and Families who receive the Home to School Transport (HTST) service, we acknowledge the hard work and commitment of the HTST Team, Operators and Schools & Colleges for pulling together in the most trying circumstances, not least with the additional logistical challenges of working from home. The uncertainty and stresses that have arisen due to the pandemic were sharply felt by all, and perhaps this year, more than ever, the 'travel bookends' of the day were critical aspects of trying to maintain Children/Young People's and their families' daily routines. We are also aware that over the period of the pandemic, some Crew members have passed away, and on behalf of the students & their families who knew and miss them, we wish to express our sincere condolences to their families and friends.

### Stronger Infrastructure

We are now working within a more cohesive structure where HTST and PaCC regularly meet at the Co-Production and Governance Meetings, and being able to monitor key performance measures together brings reassurance and encourages shared solutions, as well as helping PaCC to understand the 'back office' procedures. Our current arrangements do not facilitate any direct conversations with Operators, and this might be something for consideration moving forward, perhaps at a couple of key points of the year.

### Training

We are pleased with the comprehensive suite of co-designed training modules, which have (by necessity) been produced for online format, and can be found on the Council's Learning Gateway. We acknowledge that this isn't always a perfect substitute for face to face training, and we know that there are advantages (expedience, anywhere/anytime, easy to update, easy to refresh learning) but also disadvantages (ensuring proper engagement, rather than skimming, not suitable for First Aid Training), but feel that we now have a solid foundation upon which to build. We thank Jo Whittick (Clinical Nurse Epilepsy Specialist), Marina Brewerton (Hill Park School) and Sadie Gillett (BHISS) for their design and delivery of specialist training webinars which were extremely well received. We support the expectation that all Crews will have completed the training (as well as holding a DBS Certificate) in order to be able to work on HTST runs, and to undertake bespoke specialist training where identified by the Risk Assessments.

### Monitoring Contractual Compliance

We support the monitoring and enforcement of contractual compliance which is the foundation of a safe service. We're reassured by the safeguarding oversight provided by our special schools and colleges, who may - and indeed, have on rare occasions - observed and reported a concern. However, the service works with a number of settings across and beyond our city limits, so together we should also look at tightening Incident Reporting across those destinations too. We are keen to see a solution to the ongoing vacancy for the Contracts Manager role, with an eye on the potential changes to procurement on the middle horizon.

### Independent Travel Training (ITT) for Students

We are keen to progress this service development, which will be set out in the updated HTST Government Guidelines, that are pending. ITT is recognised as a key component of Preparation for Adulthood. 'Independence' does not look or feel the same for all young people, and setting parameters for what this service can and can't offer, and balancing our community's diverse needs and wishes, against the realities of budgetary

pressures will be challenging. PaCC recognises the investment required to set up ITT but would expect to see tangible benefits for young people's independence as they become adults, which in turn could mean less reliance on social care provision.

#### Re-Procurement for 2023 Service

PaCC are pleased to be actively involved, ensuring that any changes to the way the service is procured or delivered will always keep the needs of young Passengers top of mind. We recognise the financial constraints and legacy of the 2019 turbulence, but reiterate the need to recognise that the HTST Service must continue to accommodate increasing numbers of eligible Students without a drop in service standards. Close working with the Council's SEND Team (EHCPs, Appeals) ensures the Service can forecast with a fair degree of accuracy, but flexibility of any new Procurement system will be a critical measure, as well as tight monitoring and real time responsiveness to environmental factors that might impact the service (Covid being a case in point). The Service experienced by Passengers must always deliver to the clear guidelines and Laws set out by Government. There may be a period of transition ahead, but to Students and their Families any change must feel 'seamless,' regardless of how it is procured. This will be one of the measures of a successful re-procurement process, and PaCC will have a key remit to help to reassure Students and their Families around any changes.

#### Planning for September 2021: An Uncertain Time

The national and local Covid picture is an uncertain one. There is a tension between the current high levels of Covid locally, and the reversion to more of a normal service that means that vehicles will be fuller than the 50% capacity that has been running over the past school year. This may prove challenging for some Students who have become accustomed and thrived on quieter vehicles with fewer co-passengers. It may also create anxiety as well as potentially significant risk for some families who have medically vulnerable Children and Young People. At the time of writing, all 16/17 year old healthy Young People and (below them on the priority list) all CEV 12-15 year olds should have received their first Pfizer vaccination before 23rd August. As yet, this roll out hasn't commenced, so in all likelihood, there will be families who are feeling concerned that their Children haven't had their first vaccination or haven't had time to build up an antibody response. The close quarters of a 'fuller' vehicle for the duration of the journey (versus being in a ventilated classroom with outdoor breaks) could be a worry. We have agreed that we will review plans at the beginning of September within the prevailing conditions.

We note that there are currently a number of vehicles that will have 6 or 7 students on board. (7 x primary, 10 x secondary and 1 college run i.e. 18 runs in total). Runs can become more complex, both in terms of logistics and individual wellbeing, so the role of the VPA/s where allocated will be crucial. We are concerned that the additional pick ups/drop offs could take runs to/or beyond their upper limit (45mins/75mins for primary/secondary age students, as set out in the guidelines) and although families do their best to ensure that children are 'ready to board', the turnaround on larger runs will be tight, and delays are inevitable on 'difficult mornings', despite best efforts. We recommend that these busier runs are monitored and if changes are necessary to reduce stress or lateness, that tweaks are made. Feedback from schools Professionals as well as Families and of course, Students themselves, will help to assess wellbeing of the arrangements. The combined individual and 'vehicle cohort' Risk Assessments are a vital part of ensuring that these particular runs will be smooth.

### Budgetary Considerations

In order to achieve a balanced budget moving forward, it is essential that Councillors maintain their current understanding of the need to fulfil statutory HTST requirements as well as internal Brighton and Hove policy. We have welcomed the investment in this service to create a well run and effective service that fulfils its statutory responsibilities, as well as keeping the needs of the Children and Young People at its centre. We are in agreement with the top priorities as listed in the Officer's Report and finally, we would like to extend our thanks to Regan Delf in her ongoing temporary Lead role and the Home to School Transport Team for their hard work and commitment to delivering this vital service for Brighton & Hove's Children and Young People with Special Educational Needs & Disabilities.

Pippa Hodge (HTST Rep, PaCC)

Diana Boyd (Chair, PaCC)

**PaCC** | Amaze |Community Base, 113 Queens Road, Brighton BN1 3XG | Tel: 01273 234862 [paccbrighton.org.uk](https://paccbrighton.org.uk) | PaCC Facebook group |PaCC Twitter page

*The Parent Carers' Council (PaCC) is a parent-led forum, which represents parent carers with children and young people with any kind of physical disability, learning disability, complex or long-term medical/health condition, or special educational need. The group was formed to enable parent carers to work closely together to help improve services and support. It aims to help parents get more directly involved in the strategic delivery of services for disabled children in Brighton & Hove and now has over 500 signed up members. This report was developed through discussions with our Steering Group members and our ten partner groups: Barnado's Link Plus, Brighton Pebbles, Extratime, Fresh Youth Perspectives (FYP), Autism Support and Awareness Promotion (ASAP), mASCot, T21, Sweet Peas, Amaze Face 2 Face and Children's Hearing Services Working Group (CHSWG). Find out more here <https://paccbrighton.org.uk/>*



<b>Subject:</b>	<b>2020/21 Families, Children and Learning performance report</b>		
<b>Date of Meeting:</b>	<b>CYPS Committee 13<sup>th</sup> September 2021</b>		
<b>Report of:</b>	<b>Executive Director – Families, Children and Learning</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Carolyn Bristow</b>	<b>Tel: 01273 293736</b>
	<b>Email:</b>	<b>Carolyn.bristow@brighton-hove.gov.uk</b>	
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	<b>Email:</b>	<b>Daryl.perilli@brighton-hove.gov.uk</b>	
<b>Ward(s) affected:</b>	<b>All [If not All, insert affected wards]</b>		

**FOR GENERAL RELEASE**

**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The report sets out a summary of the performance of the Families, Children and Learning (FCL) directorate and provides an overview of business and improvement plans for the year ahead.

**2. RECOMMENDATIONS:**

- 2.1 That committee note the current performance of the directorate.
- 2.2 That the committee note the business and improvement plans for the year ahead.

**3. CONTEXT/ BACKGROUND INFORMATION**

**How we collect and report on performance information in Families, Children & Learning (FCL)**

- 3.1 The FCL Performance and Quality Assurance Framework is part of Brighton and Hove City Council's Performance Framework.
- 3.2 Along with other directorates in the Council, FCL manage a set of key performance indicators (KPIs) and directorate, service and team level business plans setting out key actions over the coming year(s).
- 3.3 The FCL Performance Board meets quarterly and has oversight of a wide set of 41 KPIs, the directorate plan, performance against FOIs and MP / member enquiries, EIA completion, Internal Audit recommendations, a service user / customer feedback report, a SEND performance dashboard, children's social care performance reports, a schools causing concern report and a quality assurance briefing. Exceptions reports are requested for both good performing areas and areas where there is declining performance. These reports ensure performance is challenged, learning is captured and improvements are made.

- 3.4 There are links to other Board meetings within the directorate including the SEND Partnership Board, Corporate Parenting Board, Adolescent Board, Education Partnership and Brighton and Hove Safeguarding Children Partnership. These boards all have datasets which enable them to scrutinise the work of FCL within their specialist area. In addition, FCL produce data sets and reports to Health and Wellbeing Board, in regard to children and young people's mental health and Community Safety Partnership Bard in regard to youth offending.
- 3.5 Within FCL each branch has its own datasets, at both a management/operational level and a strategic/SLT level. Each SLT review their datasets monthly to ensure delivery to the service plans and wider objectives. The FCL Performance Board oversees these reports strategically.
- 3.6 Due to the nature of the work of the directorate there is also considerable external oversight and scrutiny of services. A number of services across FCL, including social work, SEND, BHISS, education and substance misuse are required to submit data returns to either the Department for Education (DfE) or the Department of Health (DfH), further detail in 3.9 below. The Ofsted, HMIP and CQC inspection frameworks encompass a number of services within the directorate, with both Social Work and The Youth Offending Service being the focus of specialised inspection of these areas of work (and recently judged to be Outstanding by HMI probation), while the BHISS service and ru-ok are included in Ofsted and CQC inspections.
- 3.7 Ofsted request copies of service performance management reports as part of their inspection frameworks. In addition to the inspection framework there is an annual conversation with Ofsted, where FCL leaders have to evidence to Ofsted the work and improvements made over the previous year, across social work, education and SEND, as well as showing areas identified for improvement. Alongside this, FCL work with the Local Government Association and invite in Peer Reviews, most recently a Peer Review on Early Help in January 2020, alongside being part of the South East Sector Lead Improvement Programme. Through this programme we are linked to two other local authorities and provide each other with peer challenge.

### **External requirements of performance reporting**

- 3.8 Ofsted request copies of performance management reports as part of their inspection frameworks. They also use a Children's Services Analysis Tool (ChAT) to analyse our children's social care data and performance.
- 3.9 All Local Authorities are required to submit statutory returns to the Department for Education (DfE). These include:
- The SSDA903 return collects information about children who are looked-after by local authorities during the year ending 31 March; and for those who have recently left care, information as to their whereabouts on their 17th, 18th, 19th, 20th or 21st birthday.

- The children in need census covers all children who are referred to children's social care services even if no further action is taken. This includes children looked after (CLA), those supported in their families or independently, and children who are the subject of a child protection plan.
- The Adoption and Special Guardianship Leadership Board (ASGLB) data return collects information about children in the adoption process and (prospective) adopters and children in the special guardian process.
- Ofsted annual fostering data collection. Local authority (LA) fostering agencies and independent fostering agencies (IFA) are required to submit data about foster carers, recruitment and capacity of providers.
- The school census collects individual school characteristics and pupil records from all state-funded schools in England, 3 times a year.
- The annual school workforce census is a statutory data collection which collects data on all teaching and support staff in regular employment.
- All Youth Offending Teams submit a quarterly case-level submission to the Youth Justice Board for England and Wales (YJB)

### **Brighton & Hove City Council requirements of performance reporting**

- 3.10 FCL are key partners in the Council's performance management framework and follow the requirements on reporting as set out within the framework and above. These include the need to maintain directorate and service business plans, corporate and directorate KPIs and to consider other areas of the framework such as budget management, audit recommendations and workforce data. We cover these topics either in our quarterly performance board meetings or our weekly directorate management team meetings.

### **Performance summary of 2020/21 and our improvement plans**

- 3.11 Appendix 1 provides a summary of performance for the previous year. Some of our performance measures (timeliness of Strengthening Family Assessments, completion of Education, Health & Care plans and % of schools who are judged good or outstanding by Ofsted for examples) are compared with national performance rates. Some (number of children being home educated and how many of our foster carers are 'in-house' for examples) are ones where we monitor the trend and consider what further work or intervention is needed in those areas depending on what the data is telling us.
- 3.12 The performance of our critical KPIs is steady currently although we are never complacent and strive for improvement in most areas. We also work hard to steady areas that have had a great deal of improvement in recent years, to ensure that good performance is maintained.
- 3.13 The FCL [directorate business plan](#) sets out the vision and direction of travel for the service provision from 2021 to 2024.
- 3.14 The vision with our directorate plan is that we work as one Families, Children and Learning directorate and with others in the city delivering safe and whole family services, improving outcomes, developing inclusive and accessible provision and developing our staff.

- 3.15 The business plan details key areas of action for the directorate over the coming years. From improving and maintaining our 'business as usual' through to our significant change programmes such as the Early Help review, developing a Disadvantage Strategy for families, develop and implement an Anti-Racist schools strategy, deliver an environmental education programme, expand support in the city for autism children and deliver year one of the agreed SEND Strategy.
- 3.16 We also have separate and more detailed improvement plans for specific areas of work. One example of this is around our Ofsted improvement action plan, also detailed in a separate paper at this committee meeting.
- 3.17 We are always looking for new ways in which to record, report and analyse on our performance data. One new area we are exploring is the use of Microsoft Power BI. The FCL Performance Team has started to deliver performance reports using that, which provides users with interactive visualisations and business intelligence capabilities. This can lead to greater understanding of what the data is telling us and more creatively and freedom on how we can share performance data.

### **Impact of Coronavirus**

- 3.19 The pandemic saw swift and significant changes to how we delivered and measured our service delivery to residents in the city. We also had an increased interest in the detail on some of the work by our partners.
- 3.20 Since March 2020 we've had closer scrutiny and increased frequency of reporting around some of our key social care activity and on school attendance in the city.
- 3.21 Some of our service performance has been impacted by the pandemic. Both in terms of staff needing to adapt to different ways of working but also the impact of partner agencies doing the same. We have a children & young people recovery and renewal programme which considers the impact of the virus and coordinates actions around that.

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

- 4.1 Our Performance and Quality Assurance Framework has been recognised as an area of good practice by Ofsted and LGA Peer Challenge teams. "Regular, comprehensive performance reports enable senior leaders to monitor performance against key performance indicators. This is supported by learning from quality assurance audits, ensuring a focus on practice at monthly performance meetings, corporate parenting panel and the Children, Young People and Skills committee." Ofsted, July 2018.

"Performance support is excellent, with good systems and staff to support them. We were impressed with the integration of performance staff into senior management discussions and the opportunity to use performance staff to facilitate interrogating data at these meetings. Your performance team has established a system whereby instant performance reports are available at all levels on demand. Your numerous performance reports and the ability to get



information live and across levels and issues is excellent. We saw good use of this performance data at all levels of the organisation.” LGA Safeguarding Peer Review September 2016

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

- 5.1 The FCL directorate plan covers the significant change programmes and projects either in train or planned for the years ahead. These separate areas of work will be subject to detailed community engagement strategies as required. For example, the plan sets out how the SEND Strategy will be further implemented. During development this was subject to detailed community engagement activities and feedback loops continue to be built into the strategy review arrangements. Another area of work currently in development is the creation of a strategy to support families at risk of disadvantage. This work will include a thorough community engagement plan.
- 5.2 There are also various ways in which we routinely ensure that service user voice is captured and this is a further way in which communities can influence the strategic and operational work of the directorate. For example, the Corporate Parenting Board has representatives from the Children in Care Council who have access to the Corporate Parenting Board Performance Dashboard and can therefore be part of the discussions on service improvements and to celebrate achievements.

## **6. CONCLUSION**

- 6.1 It is a requirement to record and report on some of the datasets described here. There are internal and external expectations on that. Ofsted and others have highlighted our best practice in this area.

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

### Financial Implications:

- 7.1 There are no direct financial implications arising in this report.

*Finance Officer Consulted: Steve Williams*

*Date: 02/08/21*

### Legal Implications:

- 7.2 There are no legal implications arising from this report.

*Lawyer Consulted: Serena Kynaston*

*Date: 03/08/2021*

### Equalities Implications:

- 7.3 Much of the work of the directorate focusses on those most disadvantaged within the city. This involves recording and reporting on data around protected characteristics groups. This data informs both how we deliver our business as usual functions, via Equalities Impact Assessments and our significant change programmes such as implementing the SEND Strategy and any future changes to our school admissions arrangements.

#### 7.4 Sustainability Implications

By having a good grip on performance widely across the work of the directorate, it enables FCL leaders to understand how stable service areas are, both ones delivered by the council and those we commission. This means that issues in service delivery (such as staff capacity) can be identified and rectified at an earlier stage, if it is within our abilities to do so. This helps support sustainable and stable service provision across the city and for the families that need support the most.

### **SUPPORTING DOCUMENTATION**

#### **Appendices:**

1. Summary of FCL Corporate and Other Key Performance Indicators 20/21
2. Detailed list of FCL monitored KPIs 20/21
3. Summary of FCL directorate plan 2020/21
4. Definitions of the KPIs given in appendix 1

## Appendix 1: Summary of FCL Corporate and Other Key Performance Indicators 20/21



**98%**

of early years registered childcare providers are judged to be good or outstanding by Ofsted, above the England and South East average of 96%. There is a higher proportion of outstanding settings in the city (26%) compared to the south east (21%) and England (19%)



**91.4%**

of Strengthening Family Assessments completed during the year ending March 2021 were completed within 45 working days, above the target of 85% and the England average of 83.8%



**89.7%**

of schools in Brighton and Hove were judged to be good or outstanding, above the England average of 86.3%



**374**

Children in Care at 31st March 2021, down from 379 at March 2020



**437**

children in Brighton and Hove who were educated at home at March 2021, up from 273 at April 2019



**40**

First Time Entrants to the youth justice system during the year ending March 2021, up from 28 during the year ending March 2020



**4.4%**

of young people aged 16 – 17 who are Not in Education, Employment or Training (NEET) and whose NEET status is not known, below the England average of 5%



**62.4%**

of Education, Health and Care Plans issued between April 2020 and March 2021 met the 20-week timescale including exceptions, above the England average of 55.6%



**67.4%**

of children placed in foster care that are placed in-house, above the 2020/21 target of 67%



**7.9%**

of people with a learning disability (LD) in Brighton and Hove who are in receipt of Adult Social Care and were in paid employment at 31st March 2021, above the England average of 5.6%

Appendix 2 Detailed list of FCL monitored KPIs 20/21

Detailed separately.

Appendix 3: Summary of FCL directorate plan 2020/21

<b>FCL directorate plan - summary of end of 2020/21 performance</b>	
Directorate Plan action	End of year RAG rating
<b>Objective 1 Take a whole family approach to support safe and stable lives</b>	
Refresh and implement the whole family working / Early Help strategy aligning with our focus on disadvantage	Green
Deliver an efficient and effective social work and care service to keep children safe and to avoid escalation in need	Green
Deliver an efficient and effective social work and care service to meet the needs of adults with LD and to avoid escalation in need	Green
Promote the benefits of being a university city in respect of lifelong learning and transition into adulthood	Green
<b>Objective 2: Improve outcomes for disadvantaged and vulnerable people by promoting independence, resilience and learning</b>	
Support families to enable children with SEND to be independent and resilient	Green
Support families to enable Adults with LD to be independent and resilient	Green
Work with partners to meet the needs of children & young people with emotional well-being and mental health needs	Amber
Implement a co-produced SEND Strategy 2021-2026	Green

Introduce a programme to reduce the attainment gap for disadvantaged children including extending the successful Every Child a Reader programme and introduce the Every Child Counts programme	Amber
Develop in partnership with music and arts service Brighton Dome, the role of arts, music and cultural learning including encouraging schools to use the Artsmark programme	Red
Promote outdoor education and programmes to increase children's exposure to nature, theatre, music and physical activity	Green
Ensure that our services promote outcomes in the 'Every Child Matters' standards, assessed by our regulators such as Ofsted	Green
Through the Move On project increase the number of service users living independently with appropriate support	Amber
<b>Objective 3: Provide high quality and inclusive education, SEND and employment support and early years, social care and youth provision</b>	
Collaborate with education institutions and businesses to plan for future skills needs and increase the take up of apprenticeships	Amber
To deliver SEND services in line with the SEND Code of Practice and associated timescales	Green
Publish and implement a school organisation plan to ensure appropriate education provision is provided in the city	Amber

Support the city's early years and childcare providers, including our children's centres, nursery schools and nursery classes to provide high quality early years services and sufficient, accessible high quality childcare	Green
Establish a Local Education Board to coordinate and improve provision in our schools building on our Family of Schools model	Amber
Support continued improvement in the city's schools and maintain strong Ofsted ratings	Green
Support early intervention programmes in schools to address sex discrimination and sexual harassment'	Amber
Protect and improve special educational needs services and other centrally delivered support for schools including mental health	Green
Maintain services, including out of school services, for children with additional support needs or from disadvantaged groups including children with learning disabilities, and physical disabilities'	Green
Continue our extensive services for children in care and work to attract, support and retain foster carers	Green
Open two autism spectrum condition provisions	Amber
Maintain services for LGBTQ young people and ensure sexual health services and mental health support are delivered at youth centres across the city	Green
Give young people a stronger voice in future services	Green

Ensure that transition services are in place to support young people moving into adult services and that they are integrated	Green
Deliver the home to school transport improvement programme	Green
Protect funding and review youth services across the city to improve coordination, establish a central youth hub and deliver services directly where possible	Green
<b>Objective 4: Develop and engage with staff and stakeholders to deliver good quality services and change within the directorate and across council services</b>	
Develop the quality and impact of the Directorate's City and Council management and leadership	Amber
Directorates to work proactively to understand, engage with and respond effectively to the city's diverse communities and its changing demographic	Green
Directorate to actively support the corporate aim of diversifying the workforce at all levels, recruiting and retaining staff from all the city's communities	Amber
Defined accountability across the directorate to ensure timely and effective budget management including the delivery of spend to save proposals	Amber
Directorate delivery of excellent customer services as per council's Customer Experience Strategy	Amber
Ensure each service in the directorate has an up to date and relevant Business Continuity Plan (BCP) in place	Green



Ensure compliance within the directorate with the General Data Protection Regulation and the Data Protection Act 2018	Green
Deliver on a directorate wide performance and quality assurance framework to ensure that safe and effective services are provided	Green
Introduce a workload agreement to give teachers and professionals more time to teach	Amber
Work with schools to encourage access to sports facilities and kitchens during school holidays	Amber
Develop a framework for Care Leaver Accommodation for young people aged 16+	Amber
Ensure service users and stakeholders voice informs service delivery	Green
Drive the Directorate Modernisation Board to seek the most effective and efficient way of delivering our services and be well placed to take advantage of social, cultural, environmental and technological change.	Green

Appendix 4: Definitions of the KPIs given in appendix 1

Indicator	Branch	Polarity (high is good, low is good or trend)	Definition
% of early years registered childcare providers are judged to be good or outstanding by Ofsted	Education & Skills	High is good	Includes all registered settings, including childcare on non-domestic premises, on domestic premises and childminders
% of schools are judged good or outstanding by Ofsted (Corporate - Council)	Education & Skills	High is good	These figures do not include new schools awaiting their first ever inspection, independent settings and non-maintained special schools, which Ofsted has a duty to inspect
Number of pupils educated at home	Education & Skills	Trend	Elective Home Education (EHE) is where the parent has taken responsibility for the education of their child or children. The LA responsibility is to ensure that there are no children not receiving an education.
The combined figure for the percentage of young people aged 16 – 17 who are Not in Education, Employment or Training (NEET) and the percentage of those whose NEET status is not known [Quarterly YTD excluding September and October]	Education & Skills	Low is good	The current year to date combined figure for academic age 16 and 17 year olds not in education, employment and training (NEET) and for those whose status is not known. (September and October are excluded from this figure because they are statistically unreliable).
% of children placed in foster care that are placed in-house	Safeguarding & Care	High is good	The percentage of children who are placed in foster care that are placed with in-house foster carers, excluding kinship carers. Children allocated to the Specialist Community Disability Service as children with a disability fall under the remit of Health, SEN and Disabilities

Strengthening Family Assessments - % completed in 45 days (Corporate - council)	Safeguarding & Care	High is good	Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. Statutory guidance 'Working Together to Safeguard Children' was revised in 2013 giving local authorities more flexibility when assessing children. Previously local authorities carried out an initial assessment within 10 working days and (where needed) a more in-depth core assessment within 35 working days. Local authorities now have the flexibility to carry out a single continuous assessment within 45 working days.
Number of children in care (Corporate - council)	Safeguarding & Care	Low is good	Under the Children Act 1989, a child is looked after by a local authority if he or she falls into one of the following: is provided with accommodation, for a continuous period of more than 24 hours; is subject to a care order; and is subject to a placement order.
Number of first time entrants (FTE) to the youth justice system	Safeguarding & Care	Low is good	First time entrants are defined as young people (aged 10 – 17) who receive their first substantive outcome (relating to a reprimand, a final warning with or without an intervention, or a court disposal for those who go directly to court without a reprimand or final warning)

<p>% of EHC Plans issued within 20 weeks including exceptions (Corporate - council)</p>	<p>Health SEN &amp; Disability</p>	<p>High is good</p>	<p>Education, Health and Care (EHC) plans for children and young people aged up to 25 were introduced on 1 September 2014 as part of the Special Educational Needs and Disability (SEND) provisions in the Children and Families Act 2014. From 1 September 2014, any children or young people who are newly referred to a local authority for assessment are considered under the new EHC plan assessment process. Exceptions are when EHC plan production timescales overlap with school holiday periods, causing delays outside of control within the service.</p>
<p>% of people with a learning disability in employment (Corporate - city)</p>	<p>Health SEN &amp; Disability</p>	<p>High is good</p>	<p>This performance indicator is a snapshot of people of working age who are in receipt of social care services and have learning disability as their primary support need. These are the people furthest from the labour market (i.e. people with the highest social care needs).</p>





Please note that some measures are reported as rolling year figures and some are reported as quarterly figures.

No.	Measure	Polarity (high is good, low is good or trend)	2020/21 Amber Value	2020/21 TARGET (Green Value)	2020/21		Notes
					Result	RAG	
1	% of council-run childcare providers rated good or outstanding by Ofsted	High is good	80.0%	100.0%	100.0%	GREEN	
2	% of early years registered childcare providers are judged to be good or outstanding by Ofsted	High is good	95.0%	98.0%	98.0%	GREEN	
3	<b>% of schools are judged good or outstanding by Ofsted (Corporate - Council)</b>	High is good	85.7%	89.3%	89.7%	GREEN	
4	% of children achieving a Good Level of Development at the end of the Early Years Foundation Stage	High is good	n/a	n/a	Annual	n/a	Data not collected due to Covid-19
5	<b>The average progress 8 score for all pupils in state-funded schools at the end of Key Stage 4 (Corporate - Council)</b>	High is good	n/a	n/a	Annual	n/a	Data not collected due to Covid-19
6	<b>% of all pupils attending state funded schools achieving the 'expected standard' in reading, writing and maths at the end of Key Stage 2 (Corporate - Council)</b>	High is good	n/a	n/a	Annual	n/a	Data not collected due to Covid-19
7	% of pupils that studied at state-funded schools in Brighton and Hove at age 15 that achieved level 2 by age 19	High is good	n/a	n/a	80.6%	n/a	
8	% of pupils that studied at state-funded schools in Brighton and Hove at age 15 that achieved level 3 by age 19	High is good	n/a	n/a	58.3%	n/a	
9	% of eligible two year olds taking up early education places	High is good	TREND	TREND	82.0%	TREND	
10	Number of pupils permanently excluded from state schools	Low is good	TREND	TREND	4	TREND	2020/21 Academic Year
11	Number of fixed term exclusions in primary and secondary schools	Low is good	TREND	TREND	n/a	TREND	2020/21 Academic Year figure not yet available
12	Number of pupils educated at home	Trend	TREND	TREND	437	TREND	
13	Number of pupils educated otherwise than at school	Trend	TREND	TREND	61	TREND	
14	Number of school age pupils known to be missing education	Trend	TREND	TREND	40	TREND	
15	Number of families identified as part of the Stronger Families Stronger Communities programme who are 'turned around' (Phase 2)	High is good	325	382	382	GREEN	
16	The combined figure for the percentage of young people aged 16 – 17 who are Not in Education, Employment or Training (NEET) and the percentage of those whose NEET status is not known [Quarterly YTD excluding September and October]	Low is good	9.0%	7.0%	4.4%	GREEN	
17	Number of first time entrants (FTE) to the youth justice system	Low is good	51	26	40	AMBER	
18	% of re-referrals to Children's Social Care Front Door for Families	Low is good	24.8%	22.6%	23.6%	AMBER	
19	<b>Strengthening Family Assessments - % completed in 45 days (Corporate - council)</b>	High is good	83.1%	85.0%	91.4%	GREEN	
20	Strategy Meetings to ICPC (Initial Child Protection Conference) - % achieved in 15 days	High is good	76.9%	78.7%	88.8%	GREEN	
21	Number of children who were the subject of a child protection plan	Trend	TREND	TREND	269	TREND	
22	Number of weeks taken to complete care proceedings (Rolling year average)	Low is good	35	26	39	RED	
23	<b>Number of children in care (Corporate - council)</b>	Low is good	424	385	374	GREEN	
24	% of children missing in the quarter who had a return interview	High is good	TREND	TREND	71.4%	TREND	

Please note that some measures are reported as rolling year figures and some are reported as quarterly figures.

No.	Measure	Polarity (high is good, low is good or trend)			2020/21		Notes
			2020/21 Amber Value	2020/21 TARGET (Green Value)	Result	RAG	
25	% of former relevant young people (care leavers) aged 19, 20 and 21 who were in education, employment or training	High is good	52.0%	68.0%	64.3%	AMBER	2020/21 Provisional Outturn Figure
26	% of children in care receiving a timely health check assessment	High is good	TREND	TREND	83.0%	TREND	
27	% of children in care receiving a timely dental check assessment	High is good	TREND	TREND	23.0%	TREND	
28	% of children who cease to be looked after who are adopted	High is good	10.0%	12.0%	7.1%	RED	
29	The average time between a child entering care and moving in with adopters [days]	Low is good	486	426	323	GREEN	
30	% of children placed in foster care that are placed in-house	High is good	64.0%	67.0%	67.4%	GREEN	
31	<b>% of EHC Plans issued within 20 weeks including exceptions (Corporate - council)</b>	High is good	TREND	TREND	62.4%	TREND	
32	% of EHC Plans issued within 20 weeks excluding exceptions	High is good	TREND	TREND	66.7%	TREND	
33	Number of court disposals resulting in a custodial sentences	Low is good	8	6	6	GREEN	
34	Percentage of young offenders who re-offend	Low is good	TREND	TREND	37.8%	TREND	2019/20 Local Figure
35	<b>% of people with a learning disability in employment (Corporate - city)</b>	High is good	2.9%	5.9%	7.9%	GREEN	
36	% of people with a learning disability in settled accommodation	High is good	75.4%	77.4%	78.2%	GREEN	
37	Number of children in residential placements	Low is Good	31	26	42	RED	
38	% of young people with a learning disability turning 18 with a transition assessment in place	High is good	85%	100%	100%	GREEN	
39	Adults with learning disabilities in specialist hospital settings (CCG Funded Placements) - less than 10 inpatient stays in specialist hospital at any one time.	Low is good	n/a	10	8	GREEN	
40	The % of adults learning disability regulated services judged good or outstanding (Ofsted/CQC)	High is good	n/a	100%	100%	GREEN	
41	Number of Fixed Term Exclusions for children and young people with Special Educational Needs (SEN including school assessed and with EHCPs/Statements)	Low is good	TREND	TREND	Annual	n/a	2020/21 Academic Year figure not yet available



<b>Subject:</b>	<b>Harmful Sexual Behaviour &amp; Schools</b>		
<b>Date of Meeting:</b>	<b>13 September 2021</b>		
<b>Report of:</b>	<b>Deb Austin</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Justin Grantham</b>	<b>Tel: 07584581029</b>
	<b>Email:</b>	<b>justin.grantham@brighton-hove.gov.uk</b>	
<b>Ward(s) affected:</b>	<b>All</b>		

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

- 1.1 The purpose of this report is to update the committee on the work that has been implemented with schools and partners in the summer term of 2021 related to concerns around young people and Harmful Sexual Behaviours.

**2. RECOMMENDATIONS:**

- 2.1 That the committee notes this report and its contents including the next steps.

**3. CONTEXT/ BACKGROUND INFORMATION**

- 3.1 Over recent years, council teams and services supported by local community voluntary sector organisations such as Wise, RISE and Survivors Network have provided a range of support to education settings to improve their whole school approaches to gender equality and their ability to safeguard pupils and students and prevent sexist and sexual bullying and harassment, peer on peer abuse and other harmful sexual behaviours. This has included a training offer, PSHE education materials, small group and 1:1 interventions and Theatre in Education tours. Materials and guidance to support some areas of this work are hosted on [www.BEEM.org.uk](http://www.BEEM.org.uk)
- 3.2 In early April 2021, there were a number of referrals to the Front Door For Families made by a small number of secondary schools related to peer-on-peer Harmful Sexual Behaviour. Many of these were of an historical nature. It appears these referrals were triggered by the murder of Sarah Everard and the subsequent social media response including the Everyone's Invited campaign. There was also student led protests in two schools related to this.
- 3.3 In response, regular multi-agency meetings were held throughout the Easter Break and the summer term to manage the safeguarding issues and co-ordinate referrals. These 'Harmful Sexual Behaviours: recognition and response' meetings included representatives from the police, schools, social work and other relevant council and community and voluntary sector teams and services. These meetings

resulted in ensuring a robust and sensitive response through the schools, police and Social Care. The schools have fed back that the young women involved felt listened to and supported.

3.4 In July 2021 [Ofsted review of sexual abuse in schools and colleges](#), This concluded; 'This rapid thematic review has revealed how prevalent sexual harassment and online sexual abuse are for children and young people. It is concerning that for some children, incidents are so commonplace that they see no point in reporting them. This review did not analyse whether the issues are more or less prevalent for different groups of young people, and there may well be differences, but it found that the issues are so widespread that they need addressing for all children and young people. It recommends that schools, colleges and multi-agency partners act as though sexual harassment and online sexual abuse are happening, even when there are no specific reports.'

3.5 The group acknowledged, as does the recent [Ofsted Report](#) that more needs to be done to challenge existing misogynistic attitudes and the resulting harmful sexual behaviour experienced by girls in our schools. Therefore, the following actions were taken in the summer term:

- The Education Safeguarding Lead with the Head of Safeguarding met with all Secondary School Safeguarding Leads to discuss the issue, to ensure a consistent approach across the city.
- Information about resources and organisations that could support work to prevent and respond to harmful sexual behaviours was compiled and disseminated to schools. This included information on the role of the police and social work in decision making and links to relevant Department for Education guidance. It also reminded schools of support available from local services such as Wise, Survivors Network and the School Wellbeing Service.
- The secondary PSHE materials on gender stereotyping, consent, healthy relationships, sexist and sexual bullying, sexual exploitation and violence were reviewed to ensure they are up to date. Two well-attended PSHE network meetings were held to share and develop practice in this area of the curriculum. Two secondary schools have carried out student engagement activities to support the PSHE curriculum review.
- Links were made to the Violence Against Women and Girls agenda with the aim to ensure responses are coordinated alongside existing Corporate Plans
- Conversations with Family Coaches and Parenting Teams took place to ensure interventions that look at healthy relationships, consent and male privilege are strengthened with contemporary resources shared.

3.6 The Harmful Sexual Behaviours: recognition and response' meetings will continue into the autumn term with the following planned for the next academic year:

- Public Health will be working pan-Sussex to develop a response and a campaign
- The Safeguarding Education Lead with the Head of Safeguarding will meet with primary schools to discuss issues relevant to that age group

- Police are reflecting on their early intervention Reboot programme to include interventions in their work and restorative justice is being considered where appropriate to support to work in this area.
- The PSHE Service will continue to provide resources and training to ensure opportunities are provided for exploration and learning in this area in a way which avoids victim blaming and engages boys and young men. This will include a review of teaching and learning about pornography.
- Local authority guidance, reporting and recording of sexist and sexual bullying and incidents will be reviewed as part of the Anti-Racist Schools Strategy and work to review the recording and reporting of racist and religiously motivated incidents.
- Local survey data will be used to support forward planning. There is an aim to use the Safe and Well School Survey to include feedback on the work we have been doing.
- The Working Group will use the [NSPCC Harmful Sexual Behaviour Self Evaluation Tool](#) to demonstrate good practice in this area and to develop an Action Plan where there are any identified gaps.

3.7 Schools have identified a need for 1-1 support provision for boys and young men who are not receiving support through other routes, such as police, social work, youth offending. Interventions for perpetrators are being addressed through the Domestic Abuse, Sexual Violence and Abuse & Violence against Women & Girls (VAWG) Joint Unit, Brighton & Hove and East Sussex, via the Pan Sussex DV/SVA action plan, which is due to be finalised very soon.

#### **4. COMMUNITY ENGAGEMENT & CONSULTATION**

4.1 Consultation and engagement, through the Working Group, is happening with Schools and Partner Agencies including the CVS across the city.

#### **5. CONCLUSION**

5.1 There has been a quickly mobilised multi-agency response to the concerns around Harmful Sexual Behaviour. Schools have engaged well in the process and this work will continue through the Working Group to address issues around Healthy Relationships, Male Privilege, Toxic Masculinity and Consent.

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

6.1 Financial Implications:

This report provides an update on work that has been implemented with schools and partners in the summer term of 2021 and as such has no specific financial implications for the Council. Any additional services or support identified via the Pan Sussex DV/SVA action plan or by the working group may require extra

resources to be made available. Decisions on how this will be funded will need to be made when the recommendations are known.

*Finance Officer Consulted: David Ellis*

*Date: 1/9/21*

### 6.2.1 Legal Implications:

From September 2021 schools and colleges should implement advice provided by the Department for Education: *Sexual violence and sexual harassment between children in schools and colleges: Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads*. The advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred. The advice highlights best practice, statutory guidance and the legal framework. It is for individual schools and colleges to develop their own policies and procedures in line with their legal obligations, including the Human Rights Act 1998 and the Equality Act 2010, especially the Public Sector Equality Duty, and their local multi-agency safeguarding arrangements. The recent national Ofsted report found that prevalence of often unreported sexual harassment and online sexual abuse for children and young people is so widespread that it needs addressing for all children and young people. It specifically recommends that schools, colleges and multi-agency partners act as though sexual harassment and online sexual abuse are happening, even when there are no specific reports. As set out in the body of this report an effective approach requires a multi agency response. In 2021 the Home Office published the Tackling Child Sexual Abuse Strategy. The first principle of the strategy is that safeguarding is everyone's responsibility, and that a whole system approach is required. The national strategy includes a commitment to educate children and young people about healthy relationships and the digital world, including through the roll-out of Relationships, Sex and Health Education and the Media Literacy Strategy. The Ofsted report identifies that a carefully planned and implemented RSHE curriculum, sanctions and interventions to tackle poor behaviour and provide support for children and young people who need it, training and clear expectations for staff and governors, and listening to pupil voice, are central to addressing the issues. It is also essential to understand that some of what may be reported is a crime. The government has committed in their 2021 strategy to child and adult victims and survivors have access to the support services they need, including being better supported throughout the criminal justice system.

*Lawyer Consulted: Natasha Watson*

*Date: 31.8.2021*

### 6.3 Equalities Implications:

Equalities impact assessments for staff and for children and families were completed in 2015 as part of the service redesign and the assessment for children and families is in the process of being reviewed.

### 6.4 Sustainability Implications:

- 6.5 Brexit Implications:
- 6.6 Any Other Significant Implications:
- 6.7 Crime & Disorder Implications:
- 6.8 Risk and Opportunity Management Implications:
- 6.9 Public Health Implications:
- 6.10 Corporate / Citywide Implications:

## **SUPPORTING DOCUMENTATION**

**Appendices:**

**Background Documents**



<b>Subject:</b>	<b>Possible relocation of West Hove Infant School (Connaught Road site)</b>		
<b>Date of Meeting:</b>	<b>13 September 2021</b>		
<b>Report of:</b>	<b>Executive Director Families, Children and Learning</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Richard Barker</b>	<b>Tel: 01273 290732</b>
	<b>Email:</b>	<b>Richard.barker@brighton-hove.gov.uk</b>	
<b>Ward(s) affected:</b>	<b>All</b>		

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

- 1.1 The report seeks approval for a public consultation to be undertaken to consider the possible relocation of the West Hove Infant School (Connaught Road) classes to the Hove Junior School (Holland Road) site.

**2. RECOMMENDATIONS:**

- 2.1 That the committee agrees to a public consultation on the proposal to relocate the West Hove Infant School (Connaught Road) classes to the Hove Junior School (Holland Road) site with effect from January 2022.

**3. CONTEXT/ BACKGROUND INFORMATION**

- 3.1 West Hove Infant School is currently a 6-form entry school located on two sites. The Portland Road site has accommodation for four forms of entry and is predominantly full. The Connaught Road site has capacity for a further four forms of entry, but the Published Admission number is currently two forms of entry.
- 3.2 The governing body of West Hove Infant School have been concerned about the financial impact on the school's budget of maintaining the current provision at Connaught Road for a period of time. Especially as they have encountered a reduction in the number of parents making applications to the school and an increase in parents opting to move their children mid-year when places at other primary schools have become available.
- 3.3 The governing body have identified that parents make a choice to move their children from the school not because of the quality of education their children receive but the logistical issues of the linked infant and junior school sites being some distance apart.
- 3.4 The governing body have requested that the council consider the relocation of the Connaught Road pupils to the Holland Road site to address the negative impact on the school's budget of the current arrangement.
- 3.5 Since discussions began, the governing bodies of both West Hove Infants and Hove Junior schools have agreed to federate. The Hove Learning Federation will

be created on 10 September and will be one governing body responsible for both schools. Both governing bodies support the proposal to relocate to one site and this change to governance does not affect the proposals being made.

- 3.6 Hove Junior School is currently a 7-form entry junior school. There are four forms of entry at the Portland Road site and a further 3 forms of entry at Holland Road, although the site has the capacity to admit 4 forms of entry.
- 3.7 The Holland Road site was designed as a 4-form entry junior school which means it has 16 classrooms and a net capacity of 480 pupils, the table below shows the number of pupils in both the infant and junior schools at the present time which totals just 408.
- 3.8 If this proposal were to proceed and both the infant and junior elements were to co-locate on the Holland Road site, there would be the need for 14 classrooms to accommodate the 420 pupils which is less than the Holland Road site was initially designed to accommodate.
- 3.9 For admission arrangements, the two schools operate as linked schools with children in the infant school (Connaught Road site) having a higher priority for places at the junior school (Holland Road) than other children.
- 3.10 The number of existing classrooms at the Holland Road site and the availability of more outside space than is available at Connaught Road mean that a move to the current Hove Junior site is most appropriate.
- 3.11 Currently the numbers of pupils at West Hove Infant (Connaught Road) are:

Year group	Number of pupils
R	60
Year 1	48
Year 2	55
Total	163

- 3.12 Currently the number of pupils at Hove Junior School (Holland Road) is:

Year group	Number of pupils
Year 3	63
Year 4	47
Year 5	62
Year 6	73
Total	245

- 3.13 There are no proposals to make any changes to the accommodation at the Portland Road site.
- 3.14 [Statutory guidance](#) on making significant changes to maintained schools states that where the main entrance of the proposed new site for a school would be



more than two miles from the main entrance of the current school site the Local Authority can propose the transfer to an entirely new site following a set process.

- 3.15 The statutory process for making prescribed alterations to schools has four stages:

Stage 1 Publication – when proposals are launched

Stage 2 Representation - formal consultation which must be for 4 weeks

Stage 3 Decision - the Local Authority should decide a proposal within 2 months

Stage 4 Implementation – there is no prescribed timescale to when agreed alterations must happen.

- 3.16 It is calculated that the walking distance between the main entrances of West Hove Infant (Connaught Road) and Hove Junior (Holland Road) sites is 1.0 mile. The statutory process therefore does not apply. However, it is proposed that a consultation process is followed.

- 3.17 It is proposed that the consultation would start on 20 September and close on 25 October. Allowing a 5-week consultation period. A report will then come back to the Children Young People & Skills committee on 8 November 2021 with a summary of the responses received and a recommendation as to the next steps to take.

- 3.18 It is proposed that information events will be held during the period of consultation so that the proposals can be explained and any questions answered. In addition, the events will be an opportunity to receive comments from the public.

- 3.19 At the time of writing the report it is not clear whether these events will be held in person or online or a mix of both and will be dependent upon any restrictions in place regarding Covid. However, it is anticipated that events will be held at different parts of the day during the consultation period to allow for maximum participation from the public.

- 3.20 It is anticipated that events will be held on the following days at the times stated:

Wednesday 22 September	10:00
Thursday 23 September	18:00
Tuesday 28 September	13:30
Thursday 30 September	10:00
Wednesday 6 October	18:00
Thursday 7 October	13:30

- 3.21 It is recognised that this proposal is being made at a time when the future number of surplus primary school places in the city is a cause of concern. However, the need to consider a change to support the current financial position of West Hove Infant school is required. This does not mean that should a change be made; the school may not be affected by any future proposals put forward by the council.

- 3.22 Both Headteachers and governing bodies support these proposals and do not consider that a change of location will affect the provision of education that the

children receive. It is seen as an opportunity to enhance education delivery by providing a continuous learning provision from Reception through to Year 6 underpinned by a common ethos, vision and values.

- 3.23 It is expected that a move to the Holland Road site would require some minor changes to the outdoor space so that it is suitable for Reception aged children and some modifications to the existing internal space. Whilst the work is yet to be costed, it is not expected to exceed £100,000. This cost can be met by the education capital funding available.
- 3.24 If the consultation shows that there is support for the proposal the school will work with transport colleagues to update the School Travel Plan for the Holland Road site. The potential impact on the ongoing School Street road closure in place at Brunswick Primary School on Somerhill Road which prohibits general traffic at school drop off and pick up times will also be kept under review.
- 3.25 It is expected that the council's Health, SEN and Disability and Education & Skills services will be able to utilise the accommodation vacated at the Connaught Road site to better support pupils with additional needs and more details will be provided in due course.
- 3.26 It is not expected that the council will propose any change of use to the accommodation at Connaught Road.
- 3.27 There are no proposals to change the status of either West Hove Infant School or Hove Junior School. If changes are made the Holland Road site will accommodate classes of both schools on one site.

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

- 4.1 This report seeks approval for a public consultation on proposals to relocate the West Hove Infant School (Connaught Road) classes onto the Hove Junior School (Holland Road) site.
- 4.2 If no change was proposed the governing body of West Hove Infant school have identified that the school budget would move into a deficit that they would struggle to clear without a significant impact on the education provision of pupils at the school. It can be expected that this will then create budget pressures in the junior school and a similar impact on the education provision in future years.
- 4.3 A desktop exercise has demonstrated that the Connaught Road site could not accommodate the pupils currently on the Hove Junior (Holland Road) site without significant capital investment that has not been allocated within the capital plan.

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

- 5.1 This report seeks permission to undertake a public consultation on the proposals. Both governing bodies of West Hove Infant School and Hove Junior School support to the proposals to consider the re-location of the Connaught Road site.

- 5.2 A public consultation is proposed to run between 20 September and 25 October 2021. This will include a response form hosted on the council's website <https://consultations.brighton-hove.gov.uk/>.
- 5.3 In addition, there will be six public events scheduled at various times of the day between 22 September and 7 October. These will be an opportunity for the proposal to be discussed in more detail, answer any questions that people may have and allow for comments about the proposal to be captured.

## 6. CONCLUSION

- 6.1 The report proposes that a public consultation is undertaken to consider the re-location of the west Hove Infant (Connaught Road) site to the Hove Junior School (Holland Road) site with effect from January 2022.
- 6.2 Whilst the statutory guidance does not require a public consultation it is proposed that a 5-week community engagement event regarding these proposals is held between 20 September 2021 – 25 October 2021. A further report will come to the November CYP&S Committee providing an update on the outcome of the consultation and proposing next steps.
- 6.3 Both governing bodies are supportive of a proposal that it is expected will help to address the unfavourable budget position for West Hove Infant School forecast if the separate provision remains at the Connaught Road site. Which can be expected to transfer to the junior school over time.

## 7. FINANCIAL & OTHER IMPLICATIONS:

### Financial Implications:

- 7.1 The only costs associated directly with running a public consultation are officer time. The wider financial implications in terms of the benefit to the West Hove Infant School budget, and capital funding requirements are referred to in the body of this report.

*Finance Officer Consulted: Steve Williams*

*Date: 02/08/21*

### Legal Implications:

- 7.2 Paragraph 14 of Schedule 2 of the School Organisation (Prescribed Alterations to Maintained Schools) Regulations 2013 provides that a Local Authority is only required to go through the statutory process to transfer a school to a new site if the main entrance of the new site is more than two miles from the main entrance of the current site. As the Connaught Road site and Holland Road site are one mile apart there is no need to go through the formal statutory process outlined in paragraph 3.12 above.
- 7.3 DfE Guidance "Making Significant Changes ("Prescribed Alterations") to maintained schools (2018) makes clear that when making changes outside of the statutory process LA's are nevertheless required to adhere to the usual requirements of public law and must (i) follow a fair procedure which includes

open and fair consultation with parents and other interested parties, (ii) act rationally, and (iii) take into account all relevant and no irrelevant considerations.

*Lawyer Consulted: Serena Kynaston*  
Equalities Implications:

*Date: 02/08/2021*

- 7.4 The public consultation will seek to understand what implications there will be for current or future parents/carers of children who attend West Hove Infant School. The schools are linked and as such parents would expect to attend both the Connaught Road and Holland Road sites as part of their child's primary school education.

Sustainability Implications:

- 7.5 The report proposes a consultation on a change that may reduce the journeys between the infant and junior school sites for families with children at both schools and staff who may need to attend both sites.

Brexit Implications:

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

Any Other Significant Implications:

None

# Ofsted update 19/07/2021

## Schools inspected since last committee 2021

School	Date of Inspection	OE Grade	Previous grade
<b>Ofsted Section 8 Inspections</b>			
Moulsecoomb Primary School	24/02/21 and 5 & 6 /05/21		4
Balfour Primary School	02/03/21 and 15/06/2021		3
Homewood College	02/03/21		3

Ofsted announced that they would be conducting Section 8 monitoring inspections from January 2021 on schools which graded 4 / 3 (inadequate/ Requires Improvement). These do not change the school inspection grade but monitor the school's journey to "Good".

# Snapshot from June 2021

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

# Overview of School Ofsted Outcomes

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

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

# Ofsted Visits from Sept 2021

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

There is guidance for inspecting schools following the Covid19 pandemic.

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

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

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

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



# Overview of Early Years Ofsted inspections

- 99% of childcare providers on the Early Years Register in Brighton & Hove were judged good or outstanding. This is above the figure of 97% in England (Statistics for 31 March 2021, published June 2021).
- A high percentage of settings are judged as outstanding in Brighton & Hove, above national and local figures:
  - 25% (B&H), 19% (SE) and 18% (England).
- Three Ofsted inspections of nursery and preschool settings have taken place since March 2021.
- The Nest Nursery, previously Requires Improvement, has now been awarded a Good judgement.

## EY Ofsted inspections since last committee

Setting	Inspection date	Latest grade for overall effectiveness	Previous grade
Mini Adventurers Pre-School	13.5.21	2	n/a
The Nest, Hanover	16.6.21	2	3
Little Forest Nursery	18.6.21	1	n/a

<b>Subject:</b>	<b>Variation of Council's Admission Arrangements</b>		
<b>Report of:</b>	<b>Executive Director Families, Children &amp; Learning</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Richard Barker</b>	<b>Tel:</b> 01273 290732
	<b>Email:</b>	<a href="mailto:Richard.barker@brighton-hove.gov.uk">Richard.barker@brighton-hove.gov.uk</a>	
<b>Ward(s) affected:</b>	<b>All</b>		

## **1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The report confirms the urgent decision taken by the Executive Director Families, Children & Learning to vary the council's admission arrangements on 4 August 2021 to comply with the mandatory requirements of the new School Admissions Code coming into force on 1 September 2021.

## **2. RECOMMENDATIONS:**

- 2.1 That the Committee note the use of urgency powers on 4 August 2021 to vary the council's admission arrangements so that the highest priority is given to:

Looked after children and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

- 2.2 That previously looked after children are defined within this priority as: such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

## **3. CONTEXT/ BACKGROUND INFORMATION**

- 3.1 The Department for Education have updated the School Admissions Code and the draft Code and associated regulations were laid before Parliament on 13 May 2021.
- 3.2 The new Code will come into force on 1 September 2021.
- 3.3 Paragraph 1.7 of the new Code will require that highest priority is given to "looked after children and all previously looked after children, including those

children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted”.

- 3.4 This new provision will necessitate variations to the council’s determined admission arrangements to take effect from 1 September 2021.
- 3.5 The council will need to vary the admission arrangements for 2021/22 and the admission arrangements for 2022/23.
- 3.6 Without these variations, the council’s admission arrangements which have already been determined will no longer comply with the Code from 1 September 2021.
- 3.7 Currently the council’s highest priority is given to “Children in the care of a local authority (looked after children), and children who were looked after in England or elsewhere but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order)”.
- 3.8 Whilst the intention of the current wording is meant to meet the spirit of the requirement the council is required to adopt the description provided in the School Admissions Code

#### **4. COMMUNITY ENGAGEMENT & CONSULTATION**

- 4.1 As these variations will be necessary to comply with a mandatory requirement of the Code, it will not be necessary to consult on these changes or to refer a variation request to the school’s adjudicator.
- 4.2 The current admission arrangements were consulted upon in line with the Schools Admission Code and the current wording for the highest priority was determined in January 2019.

#### **5. CONCLUSION**

- 5.1 It is proposed that the council’s admission arrangements that have already been determined are varied to comply with the new admissions code from 1 September 2021.
- 5.2 It is proposed that the arrangements are varied so that the highest priority is given to: Looked after children and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
- 5.3 It is proposed that previously looked after children are defined within this priority as: such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear (to the admission authority) to

have been in state care outside of England and ceased to be in state care as a result of being adopted. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

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

### Financial Implications:

- 6.1 There are no financial implications in terms of funding the local authority receives from government. Individual school budgets are largely determined by pupil numbers and the change in legislation means there may be some indirect impact for certain schools in future years.

*Finance Officer Consulted: Steve Williams, Principal Accountant  
Date: 21/07/21*

### Legal Implications:

- 6.2 The school admissions code has been amended per the wording in the body of the report. This wording is therefore mandatory and must be adopted by the Council by 1 September to comply with the law.

*Lawyer Consulted: Natasha Watson, Principal Lawyer Date: 20/07/21*



This record relates to urgent decisions taken by Chief Officers under the Scheme of Delegation to Officers Paragraph 7(2).

## **RECORD OF URGENT DECISION TAKEN BY Executive Director Families, Children & Learning**

**SUBJECT:** Variation of Council's Admission Arrangements  
**CONTACT OFFICER:** Richard Barker, Head of School Organisation

### **REASONS FOR URGENCY AND WHY NOT PRACTICABLE TO HOLD A SPECIAL MEETING OR URGENCY SUB-COMMITTEE:**

The Department for Education have updated the School Admissions Code and the draft Code and associated regulations were laid before Parliament on 13 May 2021. The new Code will come into force on 1 September 2021.

Paragraph 1.7 of the new Code will require that highest priority is given to “looked after children and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted”. Previously looked after children are such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

This new provision will necessitate variations to the council's determined admission arrangements to take effect from 1 September 2021.

Currently the council's highest priority is given to “Children in the care of a local authority (looked after children), and children who were looked after in England or elsewhere but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order)”.

The council will need to vary the admission arrangements for 2021/22 (which were determined by CYPS committee in January 2020) and the admission arrangements for 2022/23 (which were determined in January 2021). Without these variations, the council's admission arrangements will no longer comply with the Code from 1 September 2021.

**DETAILS AND OUTCOME OF CONSULTATION WITH THE CHAIR/DEPUTY CHAIR OF RELEVANT COMMITTEE AND OPPOSITION SPOKES:**

Discussion with Cllr Hannah Clare and agreement given **23.07.21**

**26.07.21** – views of Cllr Jacquie O’Quinn & Cllr Vanessa Brown sought.

**26.07.21**– agreement given by Cllr Vanessa Brown

**27.07.21** - agreement given by Cllr Jacquie O’Quinn

**THE DECISION:**

That the council’s admission arrangements are varied so that the highest priority is given to: Looked after children and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. Previously looked after children are such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

**REASONS FOR DECISION:**

These variations to the council’s admission arrangements will be necessary to comply with a mandatory requirement of the new School Admissions Code.

Whilst the intention of the current wording is meant to meet the spirit of the requirement the council is required to adopt the description provided in the School Admissions Code.

**DETAILS OF ANY ALTERNATIVE OPTIONS CONSIDERED:**

No alternatives were considered as these variations to the council’s admission arrangements will be necessary to comply with a mandatory requirement of the admissions code.

**LEGAL IMPLICATIONS:**

The school admissions code has been amended per the wording in the body of the report. This wording is therefore mandatory and must be adopted by the Council by 1 September to comply with the law.

*Name Natasha Watson, Principal Lawyer*

*Date 20.7.21*

**FINANCIAL IMPLICATIONS:**



There are no financial implications in terms of funding the local authority receives from government. Individual school budgets are largely determined by pupil numbers and the change in legislation means there may some indirect impact for certain schools in future years.

Name Steve Williams, Principal Accountant      Date 21/07/21

**DATE OF NEXT COMMITTEE MEETING TO WHICH THE DECISION WILL BE REPORTED:**

Children, Young People & Skills Committee - 13 September 2021

**Date: 04.08.21**

**Signed:**



**Executive Director Families  
Children & Learning**

Logged by Democratic Services  
Officer for Annual Report:

Name:

Date:

<b>Subject:</b>	<b>Variation of Council's Admission Arrangements</b>		
<b>Report of:</b>	<b>Executive Director Families, Children &amp; Learning</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Richard Barker</b>	<b>Tel:</b> 01273 290732
	<b>Email:</b>	<a href="mailto:Richard.barker@brighton-hove.gov.uk">Richard.barker@brighton-hove.gov.uk</a>	
<b>Ward(s) affected:</b>	<b>All</b>		

## **1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The report outlines the need for the council's admission arrangements to be varied to comply with the mandatory requirements of the new School Admissions Code coming into force on 1 September 2021.

## **2. RECOMMENDATIONS:**

- 2.1 That the Committee note the use of urgency powers on XX July 2021 to vary the council's admission arrangements so that the highest priority is given to:

Looked after children and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

- 2.2 That previously looked after children are defined within this priority as: such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

## **3. CONTEXT/ BACKGROUND INFORMATION**

- 3.1 The Department for Education have updated the School Admissions Code and the draft Code and associated regulations were laid before Parliament on 13 May 2021.
- 3.2 The new Code will come into force on 1 September 2021.
- 3.3 Paragraph 1.7 of the new Code will require that highest priority is given to "looked after children and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted".

- 3.4 This new provision will necessitate variations to the council's determined admission arrangements to take effect from 1 September 2021.
- 3.5 The council will need to vary the admission arrangements for 2021/22 and the admission arrangements for 2022/23.
- 3.6 Without these variations, the council's admission arrangements which have already been determined will no longer comply with the Code from 1 September 2021.
- 3.7 Currently the council's highest priority is given to "Children in the care of a local authority (looked after children), and children who were looked after in England or elsewhere but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order)".
- 3.8 Whilst the intention of the current wording is meant to meet the spirit of the requirement the council is required to adopt the description provided in the School Admissions Code

#### **4. COMMUNITY ENGAGEMENT & CONSULTATION**

- 4.1 As these variations will be necessary to comply with a mandatory requirement of the Code, it will not be necessary to consult on these changes or to refer a variation request to the school's adjudicator.
- 4.2 The current admission arrangements were consulted upon in line with the Schools Admission Code and the current wording for the highest priority was determined in January 2019.

#### **5. CONCLUSION**

- 5.1 It is proposed that the council's admission arrangements that have already been determined are varied to comply with the new admissions code from 1 September 2021.
- 5.2 It is proposed that the arrangements are varied so that the highest priority is given to: Looked after children and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
- 5.3 It is proposed that previously looked after children are defined within this priority as: such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a

public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

**6. FINANCIAL & OTHER IMPLICATIONS:**Financial Implications:

- 6.1 There are no financial implications in terms of funding the local authority receives from government. Individual school budgets are largely determined by pupil numbers and the change in legislation means there may be some indirect impact for certain schools in future years.

*Finance Officer Consulted: Steve Williams, Principal Accountant  
Date: 21/07/21*

Legal Implications:

- 6.2 The school admissions code has been amended per the wording in the body of the report. This wording is therefore mandatory and must be adopted by the Council by 1 September to comply with the law.

*Lawyer Consulted: Natasha Watson, Principal Lawyer Date: 20/07/21*