

Children, Young People & Skills Committee

Date: **8 March 2021**

Time: **4.00pm**

Venue **Council Chamber, Hove Town Hall**

Note: in response to current Government Regulations this meeting is being held as a virtual meeting for councillors and accessible via Skype. Public speaking and engagement opportunities will be made available.

The meeting will also be webcast live to the internet.

Members: **Councillors:** Clare (Chair), Hills (Deputy Chair), Allcock (Opposition Spokesperson), Brown (Group Spokesperson), Grimshaw, Hamilton, Lloyd, McNair, Nield and Simson

Contact: **Lisa Johnson**
Democratic Services Manager
01273 291228
lisa.johnson@brighton-hove.gov.uk

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

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

This agenda and all accompanying reports are printed on recycled paper

AGENDA

PART ONE

Page

69 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.

70 MINUTES

7 - 24

To consider the minutes of the meeting held on 11 January 2021 (copy attached)

71 CHAIR'S COMMUNICATIONS

72 CALL OVER

- (a) Items (75 - 84) 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.

73 PUBLIC INVOLVEMENT

25 - 30

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 2 March 2021
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 2 March 2021

Referred from Full Council held on 28 January 2021:

- (i) Class Divide

74 MEMBER INVOLVEMENT

31 - 32

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;
 - (i) Cllr Allcock – School Staff
- (d) **Notices of Motion:** to consider any Notices of Motion referred from Council or submitted directly to the Committee.

75 CHILDREN'S SOCIAL WORK MODEL OF PRACTICE

33 - 44

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

Contact Officer: Tom Stibbs
Ward Affected: All Wards

76 YOUTH SERVICE GRANTS COMMISSIONING PROGRAMME (1ST OCTOBER 2021 TO 31ST MARCH 2025)

45 - 66

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

Contact Officer: Deborah Corbridge *Tel: 01273 29*
Ward Affected: All Wards

77	CENTRAL YOUTH HUB	67 - 116
	Report of the Executive Director Families Children & Learning (copy attached)	
	<i>Contact Officer: Deborah Corbridge</i>	<i>Tel: 01273 29</i>
	<i>Ward Affected: All Wards</i>	
78	HOLIDAY ACTIVITIES AND FOOD PROGRAMME	117 - 164
	Report of the Executive Director Families Children & Learning (copy attached).	
	<i>Contact Officer: Vicky Jenkins</i>	<i>Tel: 01273 296110</i>
	<i>Ward Affected: All Wards</i>	
79	SCHOOL OFSTED PRESENTATION	165 - 172
80	EDUCATION CAPITAL RESOURCES AND CAPITAL INVESTMENT PROGRAMME 2021/22	173 - 192
	Report of the Executive Director Families Children & Learning (copy attached)	
	<i>Contact Officer: Richard Barker</i>	<i>Tel: 01273 290732</i>
	<i>Ward Affected: All Wards</i>	
81	UPDATE MOUSLECOOMB PRIMARY SCHOOL	
	Report of the Executive Director Families Children & Learning (copy to follow)	
82	HOW THE COUNCIL, SCHOOLS AND OTHER PROVIDERS RESPONSE TO THE PANDEMIC IS PROCEEDING AND WHAT COULD BE DONE BETTER.	193 - 198
	Report of the Executive Director Families Children & Learning (copy attached)	
	<i>Contact Officer: Natasha Marris</i>	
	<i>Ward Affected: All Wards</i>	
83	SCHOOL UNIFORM	199 - 218
	Report of the Executive Director Families Children & Learning (copy attached)	
	<i>Contact Officer: Joyti Azad</i>	
	<i>Ward Affected: All Wards</i>	
84	INTERNATIONAL WOMEN'S DAY	
	<i>Verbal Presentation</i>	

85 ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 25 March 2021
Council meeting for information.

ACCESS NOTICE

In response to the current situation with Covid-19 and the easing of Regulations, this Committee meeting will be held virtually via Skype and web cast simultaneously.

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

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

For those members of the public wishing to actively take part in the meeting a link will be emailed so that they can join the meeting.

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

WEBCASTING NOTICE

This meeting may be filmed for live or subsequent broadcast via the Council's website. At the start of the meeting the Chair will confirm if all or part of the meeting is being filmed. You should be aware that the Council is a Data Controller under the Data Protection Act 1998. Data collected during this web cast will be retained in accordance with the Council's published policy.

Therefore, by joining the meeting via the link provided you are deemed to be consenting to being filmed and to the possible use of those images and sound recordings for the purpose of web casting and/or Member training. If members of the public do not wish to have their image captured, they should ensure they do not use the skype video facility and provide a static image.

FURTHER INFORMATION

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

Date of Publication - Friday, 26 February 2021

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

4.00pm 11 JANUARY 2021

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present: Councillor Claire (Chair), Hills (Deputy Chair), Allcock (Opposition Spokesperson), Brown (Group Spokesperson), Grimshaw, Hamilton, Lloyd, McNair, Nield and Simson

Other present: Mr T Cristin, Mr A Muirhead, Mr S Parr, Ms L Brown and Mr B Skinner

PART ONE

51 PROCEDURAL BUSINESS

(a) Declarations of Substitutes

51.1 Mr S Parr was present as a substitute for Ms B Connor

(b) Declarations of Interest

51.2 Councillor Nield declared that she had previously volunteered at Stanford Infant and so would refrain from voting on recommendation 2.8 in Item 61 - School Admission Arrangements 2022-23.

(c) Exclusion of Press and Public

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

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

52 MINUTES

52.1 **RESOLVED:** That the Minutes of the meeting held on 9 November 2020 be agreed and signed as a correct record.

53 CHAIR'S COMMUNICATIONS**53.1** The Chair gave the following communication:

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

We have two addendums to the main agenda. Please note that Item 67A is an additional item regarding the Executive Director's use of Urgency Powers regarding Council Nurseries and that can be seen in Addendum 2.

On Saturday 2 January, Brighton and Hove City Council made the tough decision to advise our primary schools to close to all but vulnerable children and the children of key workers. We did this because we were worried about rising case numbers and that we wanted to protect our community. But we did this with concern – knowing that this would cause challenges to some families, particularly with short notice and that we may end up in the position that Greenwich Council did before Christmas, being challenged legally by Government.

On Sunday 3 January, the Government said schools were safe and on Andrew Marr, the Prime Minister issued a challenge to us. Just one day later, the Prime Minister issued a directive for all primary schools across England to close - after many primary schools had been open for just one day.

We said at the start that we were making the brave decision that Government weren't willing to make, based on concerns for safety, of staff, families and in recognition of the shocking rise in cases in our city. And we heard huge relief from our community when they did make that decision – and that we had made the call a few days earlier; given that the government's announcement meant children had gone into school and then back out again within 24 hours. Having reviewed the data on the rise in cases – at that time, telling us of an increase in cases across all ages and up to 700% increase since the end of the November lockdown. However we still felt there is inconsistency in the guidance and later in the week we made the decision to close council-run nurseries to all but vulnerable children and the children of key workers. The same justification for schools applied – we need to protect our wider community and the public health figures were showing it.

The figures for cases among 0-4 year olds were very similar to 5-9, but even if you weren't looking at the children themselves, it's about staff, its about families and it's about those in the community. It's about decision makers making the decisions needed to bring down rates of transmission, so we are ready to open when it is safe to do so.

As a council, we can do little about private early years providers. But we know many are concerned about the effect on the community from remaining open to all children. Sadly without support from Government, making this call will come at a financial cost to them.

I am grateful to Cllrs of all parties for their engagement over this issue. Cllr Allcock and I also wrote to the children's minister Vicky Ford, asking her to reconsider the

government's decision to not advise early years providers to close and to not reimburse them as they did during the lockdown period last year.

As of yet, we are waiting for Government to change their mind on early years too. We may well see it in the coming days. Today, the Chief Medical Officer Chris Whitty said in the press that parents and carers should avoid sending children to nurseries where possible.

This is a testing time for families and we have also focused on ensuring provision is in place to support families in need through our approach. Government should do similar.

Similarly, you may recall that at the last committee I raised the situation with exams this year and green councillors had written to Government to ask them to cancel this year's examinations. We welcome the decision that has finally been made – as we will highlight in a joint notice of motion with the Labour Group today. But we advised in our letter that early notice was welcome to enable schools to prepare. Once again they delayed and delayed and delayed the right decision. We're still waiting on BTECs.

It shouldn't be up to local councils to have to challenge Government's decisions to make them do the right thing. The Government has received feedback from schools and unions about what measures – particularly around exams – would support students and school staff in combatting the virus.

Our focus locally is on managing the response to the virus and taking reasonable and effective measures to keep our community safe as far as we can. But sadly it has been repeatedly proven that we are left waiting for government guidance or action.

I want to thank Brighton and Hove City Council's education and skills team who have been supporting schools and early years providers through the many last-minute changes from Government over the last 9 months. And of course, the schools and providers themselves who have shown great resolve in tackling the pandemic and are now delivering high-quality online learning for most pupils, while still delivering face-to-face learning for the children of critical workers and vulnerable children.

I wanted to highlight that members of this committee will spot there are two papers on today's agenda which relate to our social work provision. Coming in as chair, I felt that this committee needed this oversight of children open to social work – because there are many children who we are not corporate parents for, that we still support. Over the next few committees you will see more reports on this – and I hope that committee members use this opportunity to challenge and ask questions on what is a vital part of the work delivered by the families, children and learning directorate.

This agenda today has some papers which are emotive and difficult and involve councillors making tough decisions on behalf of the community. In particular, I know that many may be upset by decisions made on school admissions.

As Chair, I attended one consultation meeting for each school, and I want to thank colleagues on this committee who also attended various sessions. Councillors have also had oversight of all written responses to the consultation. Councillors on the school organisation working group in particular have poured over these tough decisions and

weighed up all the responses. More than anything, we want to avoid closing a school – this is my absolute priority - and this is why we have taken this approach.

This is the last meeting of this committee ahead of all councillors meeting to set the budget in February. We as an administration have sought to prioritise avoiding the worst of cuts to our city's children and families. This doesn't mean that there aren't any cuts in our directorate at all – but as our plans become clear over the coming weeks you will see that despite the inadequacies of Government funding, we are prioritising protecting the most vulnerable.

Many on this committee will know that youth engagement is of particular importance to me. So firstly, to welcome Ben Skinner and Louise Brown who are attending today on behalf of Brighton & Hove Youth Council and will present to us later on their work. But secondly to say that today, we look to be the first council to sign up to the Power of Youth Charter – something which is a real sign of our commitment to listening to young people. Work on listening to young people on decisions is never over – and I'd welcome thoughts from any young people themselves on the decisions we make and how we make them.

I'd finish by saying that if I have any further sway over the next decision that Government make, I'd ask them to consider releasing the Youth Investment Fund. Nearly 18 months ago they announced vital funding for youth services that they haven't yet delivered on. And in the pandemic, it's needed more than ever.

54 CALL OVER

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

- Item 58 – Update on Hidden Children Strategy
- Item 59 – Power of Youth Charter
- Item 60 - Hertford Infant and Nursery School: Raising Lower Age Range of School from Three to Four Years and Closure of the Nursery Class
- Item 61 - School Admission Arrangements 2022-23
- Item 62 – School Ofsted Presentation
- Item 63 – Introduction of a Charging Policy for Children who are Accommodated at the request of their parents under Section 20 of the Children Act 1989
- Item 64 - Kinship Care Support Offer
- Item 67 - Trans Inclusion Schools Toolkit Version 4

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

- Item 65 – Families, Children and Learning Fees and Charges 2021/22
- Item 66 – Compensation Payment for Early Years Providers
- Item 67A – Council nurseries only open to critical worker and vulnerable children

55 PUBLIC INVOLVEMENT**55(a) Petitions****(i) Objection to PAN Proposal Benfield Primary School**

- 55.1 Mr S Theobald presented a petition on 'Objection to PAN Proposal Benfield Primary School'. The wording of the petition was:

We the undersigned petition Brighton & Hove Council to reject the proposal to reduce the number of pupil places, based on a number of arguments already submitted to the council, through both consultation and follow up correspondence.

We strongly object to the proposal, we have already petitioned (successfully) against this in 2017 and we want to reiterate as before, that Benfield primary, which is stronger now than ever, is a child centric, well run, successful school that provides the diversity and choice that we need in this area.

- 55.2 The Chair gave the following response:

There is already a report on this matter on the agenda today - Item 61 – *School Admission Arrangement 2022/23* and I therefore suggest that this petition is noted.

- 55.3 **RESOLVED:** That the Petition be noted.

(ii) Closure of Hertford Infant Nursery

- 55.4 Ms G Lain and Ms G Austen presented a petition on 'Closure of Hertford Nursery'. The wording of the petition was:

Reconsider the closure of Hertford Infants Nursery Provision in September 2021.

Why is this important?

The nursery is an integral part of a child's education and means that each child in the local area can attend the same site when they start nursery age 3 through to when they transfer to junior school. Transition becomes easier as friendships span through from the nursery setting into the infants. The nursery also offers the option of 15 free hours over term time, ensuring parents and carers can avoid additional costs which private settings often incur.

There are also plenty of families ready and waiting to use the existing provision and also those that would be happy to consider nursery and reception children coming together in their education setting if this helps keep the nursery open

55.5 The Chair gave the following response:

There is already a report on this matter on the agenda today - Item 60 - *Hertford Infant and Nursery School: Raising Lower Age Range of School from Three to Four Years and Closure of the Nursery Class* and I therefore suggest that this petition is noted.

55.6 **RESOLVED:** that the Petition be noted

(iii) Reduce the Costs of Secondary School Uniform in Brighton & Hove.

55.7 This petition had been presented by Ms E Daniels at Full Council held on 17 December 2020 and referred to this Committee. The wording of the petition was:

In our city, we already had some areas with high levels of child poverty. The economic impacts of the COVID crisis have made this situation even worse. 33,000 people were furloughed in our city and by June 2019 the numbers of households on Universal Credit had risen from 5,860 in February 2019 to 14,180 in May 2019.

Secondary schools in Brighton and Hove have branded items which you can only source from a single supplier. My daughter's school have branded PE socks at £7 a pair, white polo neck shirts with a tiny logo at £8.95 (available for £4 on the high street without the logo). Without the branding you can save nearly £40. In addition, people need to have multiple items such as 2 or 3 polo necks to send their kids to school clean and smart.

We challenge the heads to reduce the number of items with branding on to save hard pressed families money. No new uniform should cost more than £55 for mandatory items. Poverty means that every penny spent on uniform is taken from something else that child needs. Providing discounts using pupil premium helps, but that could be spent on enrichment such as free school trips.

Please listen to the city's families and act.

55.8 The Chair gave the following response:

An officer report will be provided for the next CYPS Committee in March 2021 as agreed at Full Council, and I therefore suggest that the Petition be noted.

55.9 **RESOLVED:** That the Petition be noted.

55(b) Written Questions

55.10 There were none.

55(c) Deputations

55.11 There were no Deputations.

56 MEMBER INVOLVEMENT**(a) Petitions**

56.1 There were none

(b) Written Questions

56.2 There were none

(c) Letters

56.3 There were none

Notices of Motion**(i) Power of Youth Charter**

56.4 The Notice of Motion had been proposed and debated at Full Council on 17 December 2020 and had then been referred to this Committee.

56.5 The Chair noted that Item 59 'Power of Youth Charter' related to this matter and therefore suggested that the Notice of Motion and issues agreed by Full Council be noted.

56.6 **RESOLVED:** That the Committee agreed to note the Notice of Motion and the issues agreed by Full Council.

(ii) Supporting Schools Through the Pandemic

56.7 The Chair stated that they had agreed to accept a late Notice of Motion and asked Councillor Nield to present it.

56.8 Councillor Nield introduced the Notice of Motion which stated:

This committee welcomes the Government's

- announcement on Monday 4 January that schools would move to remote learning for a further lockdown period, for all except vulnerable children and the children of critical workers*
- decision to cancel SATs, GCSEs and A Level examinations this year and commitment to a different method of assessment from last year's widely criticised algorithm*

The committee notes the:

- *Government have allowed individual providers to make decisions on how they will assess BTECs*
- *impact of moving education online which brings significant challenges for learning and the wellbeing of pupils*

Therefore, this committee requests:

- 1. A report at the March committee detailing how the Council, schools and other providers are responding to the pandemic, including through supporting home learning, and access to food and devices*
- 2. That the Director of Families, Children and Learning writes to the Secretary of State and the Shadow Secretary of State for Education requesting that:*
 - o School and nursery staff are prioritised for vaccination, along with critical workers who support children and young people, such as social workers and youth workers*
 - o Schools receive additional funding to address increased costs from the pandemic such as increased cleaning costs, which they can currently only claim under strict criteria for the last lockdown period and increased use of supply staff*
 - o BTEC exams are cancelled in line with GCSE and A-Levels, and other forms of safe and fair assessment are considered*
 - o Additional funding is issued to NHS trusts to increase mental health and wellbeing support*

56.9 Councillor Allcock seconded the Notice of Motion.

56.10 **RESOLVED:** That the Committee agreed to the requests as set out in the Notice of Motion.

57 SEND SUMMER AND HALF TERM ACTIVITIES

57.1 Ms Zoe Ansty (Manager of BHCC Outreach Service) and Ms F England (Parent and Carers Council (PaCC)) gave a presentation on activities held during the Summer holidays and October half-term in 2020 for children and young people with SEND. The Committee were advised that due to the ongoing pandemic it had been highlighted by PaCC that there was a need for an increase in the availability of holiday activities. This led to a city-wide development of activities through the voluntary sector, Brighton & Hove City Council and PaCC partner groups. The activities were funded by combining budgets from within the Families, Children & Learning Directorate. The activities provided included various sports events, day trips for families, kayaking, circus workshops and play sessions as well as online activities such as music workshops and peer support sessions. In total 92 different events were held during the summer, which were attended by over 203 people from the ages of 5 to 25, and during the half term multi-sport activities were held at Mouslecoomb Primary School which were attended by 53 people from ages 6 to 18. It was noted that both the summer and half term activities were attended by more males than females and the reasons for that would be looked at when future activities were planned to encourage more females to attend. The families and young people fully supported the provision and said that attending the provision had many benefits including allowing them to meet up with their friends, helping to reduce isolation, gave the young people something to look forward to, provided exercise and allowed them to take part in activities which were different from the norm. For the

families of the young people it provided support during the holidays and gave some respite to parents and carers.

57.2 The Chair was pleased to announce that Brighton & Hove City Council had been allocated just under £800k in the Holiday Activity and Food Programme. This programme aimed to make free places available to children who were eligible for free school meals, and would be the equivalent of four hours a day for four days a week for six weeks of the year. As a Local Authority there was some flexibility on how the provision would be delivered and so it was hoped that some of that funding could be used to offer further activities in the future.

57.3 The Chair thanked Ms Ansty and Ms England for the interesting presentation.

57.4 **RESOLVED:** The Committee agreed to note the presentation.

58 UPDATE ON THE HIDDEN CHILDREN STRATEGY

58.1 The Committee considered the report of the Executive Director Families Children & Learning which provided an update on the Hidden Children Strategy that was brought to the Children Young People & Skills Committee on 17 September 2018. The report was introduced by the Head of School Organisation and was joined by Ms D Boyd from PaCC, Ms R Cook (Amaze) and Ms M Banks (Asc-Mascot) who spoke on their own experiences.

58.2 Councillor Hills noted the rise in the number of children who were home educated, and that some of those would be vulnerable children, and asked if a full Equalities Impact Assessment (EIA) would be undertaken when the new officer was in place. The Head of School Organisation confirmed that would be done. She noted that some children did fall through the net and so had an incomplete schooling and asked if there would be a catch-up procedure in place to assist them. The Head of School Organisation said that it would depend on each child, but they would be supported to return to school and officers would sign-post families to assistance which was available.

58.3 Mr Muirhead asked how the Local Authority could ensure that any impact Covid may have on the hidden children agenda was kept to a minimum. The Head of School Organisation said that there would be a focus on minimising the impact of Covid and would be something which the Steering Group would look closely at. Mr Muirhead noted that whilst the term 'hidden children' was widely used it also had the possibility of alienating some parents and stakeholders and asked if the language used could be reviewed. The Head of School Organisation said he aware of those concerns and confirmed that the terminology would be reviewed.

58.4 Councillor Brown said that it was important to have more contact with families of hidden children to ensure that they were receiving the required level of education, but noted that the Local Authority did not have the right to enter those family's home without being invited in and hoped that person in the new role would be able to have more contact with those families. The Head of School Organisation agreed and said that officers would continue to engage with all home-educated children.

58.5 Councillor Nield noted that the most common reason cited by parents or carers for electing to home educate their child(ren) was due to health concerns related directly to Covid-19, and asked how many of those parents had a general concern about their children being exposed to the virus and how many were worried because their children had a specific medical condition such as asthma and so would be more vulnerable, and how many parents/carers were likely to allow their children to return to school once the pandemic was over. The Head of School Organisation said he didn't have that information but would provide after the meeting.

58.6 RESOLVED: That the committee

- (i) Noted the progress on the original hidden children strategy as detailed in the report and in Appendix 1.
- (ii) Noted the actions being taken to recruit to a the new post of hidden children officer and the future focus on early identification and support, preventative and restorative action, re-engaging pupils who have been out of education and the monitoring and tracking of children and young people at risk of becoming hidden.

59 POWER OF YOUTH CHARTER

59.1 The Committee considered the report of the Executive Director Families Children & Learning regarding the Power of Youth Charter. The report was introduced by the Integrated Team for Families Manager and was accompanied by Ben Skinner and Louise Brown who are members of the Youth Council and who explained why they felt the Charter was important. The Committee were advised that the word 'appropriate' was missing from the end of Recommendation 2.3.

59.2 Councillor Lloyd said he supported the initiative to mentor young people and felt that it would be beneficial to all parties.

59.3 Councillor Allcock said he was in favour of mentoring and asked Louise and Ben whether they felt young people would want to have some input into other Committee run by the Council, and how people from disadvantaged backgrounds could be included more. Louise said that many children were interested in politics and suggested that going into schools to speak to pupils to talk about youth participation, and publishing information on social media would be useful. Young People would be interested in joining all the committees. Ben agreed and said that it was important to bridge the gap between the Youth Council and the Council, and more information on the Council's website would be very useful.

59.4 Councillor Hills also supported the idea of mentoring and said that it would be beneficial to everyone to have young people's voices heard when decisions were being made at committee meetings. It was important to encourage as many children to be involved and asked what social media platform would be best to use. Ben suggested that all social media platforms could be used, but many young people used Instagram and noted that the Youth Parliament had an Instagram page.

59.5 Councillor McNair said he would be happy to mentor a young person.

59.6 Mr Muirhead said that the voluntary youth sector full supported the Power of Youth Charter and meaningful engagement with young people would have lasting gains for everyone in the City.

59.7 RESOLVED: That the Committee

- (i) Noted the purpose of the Charter and agreed to sign up to this on behalf of the Council;
- (ii) Agreed to regularly monitor progress made towards actions it would take to deliver on the Charter commitments;
- (iii) Agreed to Councillors being invited to mentor young people wanting to learn how to be more involved in local politics and offer opportunities to shadow them where appropriate.

60 RAISING LOWER AGE RANGE OF HERTFORD INFANT AND NURSERY SCHOOL FROM THREE TO FOUR YEARS AND CLOSURE OF NURSERY CLASS

60.1 The Committee considered the report of the Executive Director Families Children & Learning regarding raising the lower age range of Hertford Infant School from three to four years and the closure of the Nursery Class. The report was introduced by the Childcare Strategy Manager who was joined by Ms Z McGuigan (Head Teacher) and Ms R Attwell (Governing Body).

60.2 Councillor Nield asked if there would be sufficient nursery provision in the local area offering free nursery places if this one closed and was advised that there was alternative provision in the local area.

60.3 RESOLVED: That the committee confirmed the proposal contained in the statutory notice to raise the lower age range by one year from three to four years and close the nursery class at Hertford Infant and Nursery School with effect from 1st September 2021.

61 SCHOOL ADMISSION ARRANGEMENTS 2022/23

61.1 The Committee considered the report of the Executive Director Families Children & Learning regarding the proposed school admission arrangements for the City's schools, for which the Council is the admission authority, for the academic year 2022-23. The report was introduced by the Head of School Organisation.

61.2 Councillor Brown accepted that it was always a difficult decision to reduce the Published Admission Number (PAN) for a school and accepted that the recommendations in the report had not been taken lightly. The Conservative Group would support the reduction in PAN for most of the schools listed in the report but did not agree with reducing PAN for West Blatchington Primary School. The report states that if the PAN were lowered there be insufficient places for 3 pupils living in that area should all pupils express a preference to attend their local school. In addition, West Blatchington Primary has only just reopened in their new building and should be given at least one further year to see if its popularity and numbers increase, and it was the only primary school in the City to have an autistic spectrum unit.

- 61.3 Councillor Simson agreed with Councillor Brown's comments and said that West Blatchington had only been operating on its new site for one year and the Council did promote local schools for local children, and if the PAN was reduced that may not be possible. She asked what help the school had been given to the school to increase its pupil numbers. The Head of School Organisation said that officers had been supporting the Head Teacher and Governors, but it was not possible to recommend one school over another to parents and carers.
- 61.4 Councillor Hills noted that reducing the PAN was not a reflection on how well a school was performing, and if the decision was taken to reduce the admission number the infrastructure would still be in place to increase the PAN in the future if needed. If action were not taken now the Schools Adjudicator may get involved and schools may be closed
- 61.5 Councillor Hamilton said that this was a difficult decision for Councillors to make but there were too many places for the number of children in the city, and if the admission numbers was not reduced at some schools it would be necessary to close schools and it would then be very difficult to open them again if additional places were required.
- 61.6 The Chair noted that some schools on the list were agreeable with the reduction in PAN and that some of the consultation meetings had been less well attended than others and confirmed that she had attended at least one of the consultation meetings at each of the schools.
- 61.7 RESOLVED:** That the Committee –
- (i) Agreed to make no changes to the council's school admission arrangements or secondary school catchment areas, except for the changes listed in sub-paragraphs 2.2- 2.10 in the report, which would result in a reduction in the total of primary school places in the city by 240 places and a reduction of secondary school places by 120 places;
 - (ii) Agreed to a change to the Published Admission Number (PAN) for Balfour Primary School from 120 to 90 pupils;
 - (iii) Agreed to a change to the Published Admission Number (PAN) for Benfield Primary School from 60 to 30 pupils;
 - (iv) Agreed to a change to the Published Admission Number (PAN) for Brunswick Primary School from 120 to 90 pupils;
 - (v) Agreed to a change to the Published Admission Number (PAN) for Downs Infant School from 120 to 90 pupils;
 - (vi) Agreed to a change to the Published Admission Number (PAN) for Goldstone Primary School from 90 to 60 pupils;
 - (vii) Agreed to a change to the Published Admission Number (PAN) for Moulsecroomb Primary School from 60 to 30 pupils;

- (viii) Agreed to a change to the Published Admission Number (PAN) for Stanford Infant School from 90 to 60 pupils;
- (ix) Agreed to a change to the Published Admission Number (PAN) for West Blatchington Primary School from 60 to 30 pupils;
- (x) Agreed to a change to the Published Admission Number (PAN) for Hove Park School from 300 to 180 pupils;
- (xi) Agreed to make no change to the co-ordinated scheme for admissions or to the “relevant area”.

62 SCHOOL OFSTED PRESENTATION

- 62.1 The Head of Education Standards & Achievement and the Head of Early Years and Strategic Lead for Whole Family Working provided an update on the latest Ofsted inspections for schools in the City.
- 62.2 The Head of Education Standards & Achievement advised the Committee that the normal inspection regime was still suspended by Ofsted. However last term interim visits did take place at four schools: St Bartholomew’s CE Primary, Hertford Infant, Moulsecoomb Primary School and St Joseph’s Catholic Primary School. These were visits which commented on children’s return to schools but made no judgement. Three of those reports had been published and the final one, for Hertford Infant, would be published in due course. Ofsted announced in December that this term they would start monitoring visits for ‘Requires Improvement’ and ‘Inadequate’ schools and had issued guidance on how those visits would take place. The Head of Early Years and Strategic Lead for Whole Family Working added that it was similar for Early Years inspections in that they hadn’t taken place, but there had been one interim visit to the Nest Nursery School, which had previously been graded as ‘Requires Improvement’ and they found that all identified actions had been met. The Council were waiting for further information from Ofsted on when and how inspections could recommence.

62.3 RESOLVED: That the report be noted.

63 INTRODUCTION OF A CHARGING POLICY FOR CHILDREN WHO ARE ACCOMMODATED AT THE REQUEST OF THEIR PARENTS UNDER SECTION 20 OF THE CHILDREN ACT 1989

- 63.1 The Committee considered the report of the Executive Director Families Children & Learning regarding the introduction of a Charging Policy for children who were accommodated at the request of their parents under Section 20 of the Children Act 1989. The report was introduced by the the Head of Safeguarding & Performance.
- 63.2 Councillor Grimshaw was pleased to note that the Head of Service may apply discretion on the payments made.
- 63.3 Councillor Hills said that this would always be a difficult decision for parents/carers to make and asked if officers worked with families to avoid the children going into care

and asked why the number of children in this situation had increased. The Head of Safeguarding & Performance said that significant support was given to families. The increase in number was due to a number of reasons but was sometimes due to a parental breakup and the child could not then be accommodated by either parent. Often the time children were in care was short.

- 63.4 The Chair noted that in the draft policy there was reference to 'County Council' and confirmed that that wording would be amended.

63.5 RESOLVED: That the Committee approved the introduction of the Charging Policy, pending ratification at Policy and Resource Committee, as set out in Appendix 1 to the report to seek to recoup partial costs in defined circumstances when a child becomes Looked After at the request of parents.

64 KINSHIP CARE SUPPORT OFFER

- 64.1 The Committee considered the report of the Executive Director Families Children & Learning regarding the current support offer to Kinship Care and Family & Friends placements in Brighton and Hove. The report was introduced by the Head of Service - Fostering Adoption & Permanence.

- 64.2 Councillor Hills asked how long the process of moving from Foster Care to Kinship Care would take, and referred to paragraph 3.11 and asked if the 34 who had moved out of the care of the Local Authority onto Special Guardianship Orders and asked if that was from the 35 or 49. The Head of Service - Fostering Adoption & Permanence advised that the length of time taken would vary for each child and would depend on how long the care proceedings but there was a target of 26 weeks, but due to the current pandemic it was taking longer. The number of children was 34 out of 35.

- 64.3 Councillor Grimshaw asked if people undertook the additional training whether the enhanced money would continue permanently, and if they were receiving the additional money would that mean that the child would continue as being classed as 'in care' and have the support of a social worker? If that was the case, would the involvement of a social worker may be why people didn't go for the extra training. The Head of Service - Fostering Adoption & Permanence advised that the additional money would continue. With regard to not undertaking the training it was more the case that the carers defined themselves as family members rather than viewed as a foster carer and so did not want the close supervision of having a social worker.

- 64.4 Councillor Allcock noted that the Council was acknowledged nationally as an 'exemplar of good practice in its assessment and support to Kinship Carers' and asked what that meant. The Head of Service - Fostering Adoption & Permanence said that the Council were seen as doing their best, offering the right level of support and providing a good level of payment. CoramBAAF (family placement organisation) and the Department for Education have both visited Brighton & Hove to look at our processes. The Lawyer to the meeting added that the Council was not only cited as an exemplar of good practice but had also formulated best practice guidance which was published last year and had been endorsed by the Department for Education, the Association of Directors for Children's Services and the President of the Family Division and had changed practice nationally.

64.5 RESOLVED: That the Committee noted the report.

65 FAMILIES, CHILDREN AND LEARNING FEES AND CHARGES 2021/22

65.1 The recommendations in the report were agreed without discussion.

65.2 RESOLVED: That the Committee

- (i) Agreed the position on fees charged for nurseries as detailed in section 3.3 of the report;
- (ii) Agreed the position on fees and charges for Childcare Workforce Development as detailed in section 3.4 of the report;
- (iii) Agreed the position on fees and charges for the Early Years Quality Improvement Programme as detailed in section 3.4.7 of the report;
- (iv) Noted the position on the charges for school meals as detailed in section 3.5 of the report.

66 COMPENSATION PAYMENT FOR EARLY YEARS PROVIDERS - RECORD OF URGENT DECISION

66.1 The recommendation in the report was agreed without discussion.

66.2 RESOLVED: That the Committee noted the use of officer urgency powers by the Interim Executive Director, Families, Children & Learning to agree the recommendations for funding compensation payments for early years providers:

- a. Providers of EYFE for two-year olds to be compensated at 100% of the difference between autumn 2020 hours, and an average of their total hours from autumn 2017, 2018 and 2019;
- b. Private, voluntary and independent providers of EYFE for three and four year olds to be compensated at 60% of the difference between autumn 2020 and autumn 2019 hours and maintained providers (schools) to be funded at 100%;
- c. The small number of childminders who may be eligible to apply for compensation will be considered individually.

67 TRANS INCLUSION SCHOOLS TOOLKIT (4TH EDITION)

67.1 The Committee considered the report of the Executive Director Families Children & Learning which provided an update on the progress of version 4 of the *Trans Inclusion Schools Toolkit*. The report was introduced by the Partnership Adviser Health & Wellbeing and was accompanied by Mr R Gingell (Allsorts).

67.2 Councillor Grimshaw thanked Mr Gingell for attending the meeting and was pleased that the toolkit which was a valuable resource for schools who were supporting children.

- 67.3 Councillor Nield said that the toolkit was an important document for all children at school not just for those who were transitioning.
- 67.4 Councillor McNair said that he was a member of SACRE and thanked officers for ensuring that they had had an opportunity to feedback on the possible changes to the toolkit. He said that the document raised a number of issues including whether gender was socially constructed, some possible confusion between the words for 'sex' and 'gender' and the insistence that teachers use gender neutral language which he did struggle with. It was important that all Council documents were balanced and accurate, which he was sure this document would be and that they were inclusive of all children in their approach otherwise it could be undermined. He asked whether all members of different faith communities had responded to the consultation and asked if SACRE would have the opportunity to see the final document before it came back to this Committee. The Partnership Adviser Health & Wellbeing confirmed that there had been changes to the toolkit in response to the comments from the faith community, and she would send out the latest version to SACRE as requested.
- 67.5 Councillor Allcock said that the Toolkit was very good, and reviewing the document was helpful and gave an opportunity for debate on the issues covered. He was pleased to note that other local authorities now used this toolkit.

67.6 RESOLVED: That the Committee

- (i) Agreed that the *Trans Inclusion Schools Toolkit* is needed to support schools in supporting trans and gender exploring children and young people;
- (ii) Noted the progress in reviewing the Trans Inclusion Schools Toolkit V4 and agree that it is released for wider consultation;
- (iii) Agreed that a final version of the report is presented to June 2021 CYPS committee for sign off.

67A Council Nurseries Only Open to Critical Workers and Vulnerable Children

- 67.1 The recommendation in the report was agreed without discussion.
- 67.2 RESOLVED:** That the Committee noted the use of officer urgency powers by the Interim Executive Director, Families, Children & Learning to agree that Council nurseries should only be open to critical worker and vulnerable children from 7 January 2021.

68 ITEMS REFERRED FOR COUNCIL

- 68.1 RESOLVED:** That no items were referred to the next meeting of Full Council.

The meeting concluded at 7.50pm

Signed

Chair

Dated this

day of

DEPUTATIONS FROM MEMBERS OF THE PUBLIC

A period of not more than fifteen minutes shall be allowed at each ordinary meeting of the Council for the hearing of deputations from members of the public. Each deputation may be heard for a maximum of five minutes.

Deputation Referred from Full Council held on 28 January 2021:

(1) Deputation: Class Divide**Spokesperson – Carlie Goldsmith**

Supported by:

Lisa Petitt, Will McInnes, Catherine Mercer Darren Snow, Dave Bailey and Curtis James



Class Divide is a grassroots campaign fighting to urgently bring attention and change to the deeply unjust educational attainment gap between young people from the communities of Whitehawk, Manor Farm and Bristol Estate and their counterparts in the rest of Brighton and Hove. The campaign is made up of parents, residents, experts and supporters who have experienced these problems or have expertise in education. For more information about the campaign see www.classdivide.co.uk.

Class Divide wants Brighton and Hove City Council to:

1. Face the problem by producing an annual report on the school outcomes and attainment of children living Whitehawk, Bristol Estate and Manor Farm that is presented to the Children, Young People and Skills Committee and shared with the community and online.
2. Address the issues revealed by publishing a plan that specifically addresses what actions will be taken to reduce the identified educational inequalities experienced by children, young people and adults in our area. This should include closing gaps in attainment, exclusion, access to learning across the life-course, and levels of financial investment. Subject the plan to annual review and make it available to the community.
3. Find a solution by training all school leaders and school staff on the experiences of working-class children.
4. Our children are two times more likely to get excluded from school so we want you to Improve your response and work with schools to reduce the rate of school exclusions and the placement of our children in alternative schools to the Brighton

and Hove average, with a plan for further reduction by moving away from punishment approaches to behaviour management towards models informed by an understanding of the social and emotional development of children.

5. Offer ongoing support and give local people a second chance by providing local learning and training opportunities and develop advocacy support for parents struggling to keep their children in school.

Brighton & Hove City Council data shows that in 2019 less than 1 in 4 (37%) young people from Whitehawk, Manor Farm and Bristol Estate equipped with basic grades at GCSE English and Maths, leaving school at a serious disadvantage to the citywide average of 69%. A basic grades gap of 32% . [1]

- The basic grades gap is not confined to English and Maths. Attainment 8 - a measure of a pupil's average grade across a set of eight subjects - for young people from Whitehawk, Manor Farm and Bristol Estate was 32.2 in 2019 compared to 47.6 for young people in the rest of Brighton and Hove. [2]
- Children and young people from the East Brighton communities of Whitehawk, Manor Farm and Bristol Estate are twice as likely as their counterparts across Brighton and Hove to be excluded from school at least once. [3]
- They are three times more likely than other children in Brighton and Hove to be educated at a special school or pupil referral unit. [4]
- IMD, 2019 data shows the most advantaged area for education, skills and training in Brighton and Hove was ranked 32,690 out of a total of 32,844 areas in England. By contrast, North Whitehawk ranked 134. The gap between the most advantaged area and North Whitehawk is 32,556 ranked places . The same data shows South Whitehawk ranked 238 and Central Whitehawk 260. [5]
- The pandemic will make the basic grades gap worse. Families in the East Brighton communities of Whitehawk, Manor Farm and Bristol Estate will be hit hard by Covid-19. Many will lack the resources to support homeschooling or make up the gaps in learning caused by school closures in the first wave. In addition, some families will need additional support to help their children and young people learn because of the lasting legacy educational disadvantage has had in the area, for example, local authority figures show that 51% of households in our area hold Level 1 qualifications (GCSE grades 3,2,1 or D,E,F,G) or No Qualifications compared to 27% of households in the rest of Brighton and Hove . [6]
- East Brighton is in the top 10% least economically advantaged areas in the country [7]. Figures show that in 2017 43% of children living in the ward live in poverty, the highest level of child poverty in any ward in Brighton and Hove. [8]

[1] Local Authority data

[2] Ibid

[3] Ibid

[4] Ibid

[5] Index of Multiple Deprivation 2019

[6] Local Authority data

[7] Index of Multiple Deprivation 2019

- [8] Valadez-Martinez, L. and Hirsch, D. (2017) Compilation of child poverty local indicators, update to September 2017, [online] Available at <http://www.endchildpoverty.org.uk/poverty-in-your-area-2018/>.

BRIGHTON & HOVE CITY COUNCIL

COUNCIL

4.30pm 28 JANUARY 2021

VIRTUAL

MINUTES

Present: Councillors Robins (Chair), Mears (Deputy Chair), Allcock, Appich, Atkinson, Bagaeen, Barnett, Bell, Brennan, Brown, Childs, Clare, Davis, Deane, Drutt, Ebel, Evans, Fishleigh, Fowler, Gibson, Grimshaw, Hamilton, Heley, Henry, Hill, Hills, Hugh-Jones, Janio, Knight, Lewry, Littman, Lloyd, Mac Cafferty, McNair, Miller, Moonan, Nemeth, Nield, O'Quinn, Osborne, Peltzer Dunn, Phillips, Pissaridou, Platts, Powell, Shanks, Simson, C Theobald, West, Wilkinson, Williams and Yates

PART ONE

90 DEPUTATIONS FROM MEMBERS OF THE PUBLIC.

- 90.1 The Mayor reported that two deputations had been received from members of the public and that he would invite the spokespersons to introduce their deputation and for the relevant Chair to respond.

90.2 – 90.6 related to the first deputation

- 90.7 The Mayor then invited Dr Carlie Goldsmith as the spokesperson for the second deputation to come forward and address the council. Dr Goldsmith said that she was presenting the deputation on behalf of the Class Divide campaign, which were a politically independent group of people working together to bring attention to the educational attainment gap between young people from communities in Whitehawk, Manor Farm and the Bristol Estate compared to their counterparts in the rest of the city. Brighton was known as a fair and inclusive city but there were inequalities in the educational attainment of children. A Freedom of Information request showed that in 2019 there was a 32% basic grades gap in Maths and English GCSE between children in Whitehawk, Manor Farm and Bristol Estate and the rest of the city, but there was currently no dedicated transparent plan by the Council to address the disparity. The deputation set out five things they wanted the Council to address.
- 90.8 Councillor Clare thanked Dr Goldsmith for raising this important issue. The Green Administration has made it clear that improving the lives of disadvantaged young people in our city is a priority – one that has for too long not progressed as far as it should have. It is clear to me that the outcomes for young people from the communities of Whitehawk, Manor Farm and Bristol Estate have for too long been left unaddressed – or that

attempts to address them haven't tackled the issue. We must review the actions we've taken previously so we don't repeat the same mistakes. I have only been Chair of the Children, Young People and Skills committee for six months, but I believe that there is an apology to be made. It's one that's on all of our heads. All Councillors should be willing to admit the truth – that only 37% of young people from Whitehawk, Manor Farm and the Bristol Estate achieve A-C equivalent in English and Maths, compared to 69% across the city. That is a 32% gap. And a gap that needs to be addressed. All Councillors should be willing to admit that it is unacceptable that action has not been taken. All Councillors should be willing to apologise for any part we have played in this. For my part, I say to your community that I am sorry. And I hope I can speak for everyone else too. I hope that our commitment to do something about this now will begin to repair the mistrust and hurt your community has. But ultimately, I believe that what will truly repair that hurt is by making concrete action. In doing this, we are fully committed to working together and co-producing our response to this challenge with communities, schools and other partners to narrow the gap in achievement for young people from these communities. We will do this for young people living in all deprived areas of the city – which includes Whitehawk. I therefore can't, and don't wish to address the aims of your deputation in full yet – because I want the council to work with you on our plans to address the problem you have highlighted. I firmly believe, as I think you do too, that this issue goes wider than education. To improve education outcomes, we need to look wider at the causes of poverty and their impact on families. Looking at the wider picture is an approach I hope we can take as our plans progress. Right now because of the scale and importance of the project, we have delayed the production of a disadvantaged strategy while the recruitment of our Executive Director of Families, Children and Learning is ongoing. This recruitment should conclude in the next few weeks and once the new director is in post, we will be resuming this work with them as a top priority. Finally, I feel it is also important to note that the negative impact of poverty on educational outcomes is a national issue. The council and schools are limited by insufficient funding it receives from central Government to address poverty and addressing disadvantaged outcomes. From inadequate planning to support schools with remote learning, to needing a footballer to challenge them into providing meals over the holidays, this Government needs to wake up to the reality of child poverty in Britain today – rather than slamming charities who step in to help it, like UNICEF. We will continue to lobby Government where their support is inadequate, recognizing that local councils are best placed to take this action – but we cannot do so without the financial backing to do it right.

- 90.9 The Mayor thanked Dr Goldsmith for attending the meeting and speaking on behalf of the deputation. He explained that the points had been noted and the deputation would be referred to the Children Young People & Skills Committee for consideration. The persons forming the deputation would be invited to attend the meeting and would be informed subsequently of any action to be taken or proposed in relation to the matter set out in the deputation.
- 90.10 **RESOLVED:** That the deputation be noted and referred to the Children Young People & Skills Committee.

Children Young People & Skills Committee

8 March 2021

Agenda Item 74(c)

Brighton & Hove City Council



Councillor John ALLCOCK
Labour Group Member for Goldsmid Ward
C/o Hove Town Hall
Norton Road
Hove
BN3 3BQ

23 February 2021

Dear Geoff,

I am submitting the following letter under Council Procedure Rule 23.3 to be included on the agenda for the Children and Young People and Skills Committee meeting on 8th March 2021.

On the 22nd January you and Councillor Phélim Mac Cafferty issued a council corporate briefing stating that at Policy & Resources Committee on 21st January, councillors voted to award all council staff a special "Thank You Day", an additional day of leave to be taken in the 2021/2022 business year – April 2021 to the end of March 2022. This was a way of showing appreciation and recognition for the 'care and compassion, dedication to the city and excellent public service to their colleagues, councillors and the communities we serve'.

In para 3.13 of the report to Policy and Resources Committee on 21st January officers reported *that*:

A key consideration has been the potential impact on schools, where annual leave arrangements are different from those applying to non-school staff. Additional leave is harder to accommodate, and also likely to be less impactful. Feedback from the Schools Block Working Group (a representative group of Headteachers) confirmed that individual governing bodies would be determining appropriately how to thank staff in schools and using their delegated authority they will determine how to recognise the work of their staff.

Following the announcement of the decision to award the *Thank You Day* to Council staff, trade unions received a significant number of queries from staff in schools who were upset and disappointed that they are not being treated the same as the rest of the Council's workforce and asking why.

I believe there is no contractual or statutory reason why an additional day off could not be granted and that this is at the discretion of the school/governing body.

I understand that there are operational issues about how this could be managed in a school environment, but that there are definitely ways that the *Thank You Day* for both teachers and support staff could be realised during the 21/22 financial year.

The impact of Covid-19 on our city's economy has been profound. We know how tough this time has been for many in our community. We have learnt how much we desperately need good public services. We understand how important it is to value our Public Sector staff including teachers and others who work in schools that have remained open to the children

of critical workers and vulnerable children, and also shown dedication and innovation in supporting families with home-schooling and remote learning.

I am calling on Councillor Clare as Chair of the Children and Young People and Skills Committee and the Leader of the Council, to:

- Strongly advise Headteachers and Governing bodies to identify a consistent approach across schools to provide the opportunity for all their staff to take the *Thank You Day* at an appropriate time during the next financial year, offering council officer support in achieving this if required.
- Issue a public statement on behalf of the Council thanking all school staff and governing bodies for their incredible work during the pandemic and confirming that it is the council's advice that all school staff be granted the *Thank You Day* to show appreciation and recognition for their commitment.

Best regards

Councillor John Allcock

Subject:	Children’s Social Work Model of Practice		
Date of Meeting:	8 March 2021		
Report of:	Executive Director Families Children & Learning		
Contact Officer:	Name:	Tom Stibbs	Tel: 01273 296049
	Email:	Tom.Stibbs@brighton-hove.gov.uk	
Ward(s) affected:	All		

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

- 1.1 The purpose of this report is to update the committee on implementation and progress of the changes that were introduced in children's social work services in October 2015.

2. RECOMMENDATIONS:

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

3. CONTEXT/ BACKGROUND INFORMATION**Why have a model of practice?**

- 3.1 In 2015, Brighton and Hove, like nearly all local authorities, delivered social work via large social work teams based on divisions within our processes. This meant that families had to have a number of changes of social worker and prevented continuity of relationship between a family and a social worker. As a management team, we were aware that we were not performing how we wanted to in terms of children's social work at that time. We knew this due to feedback from families and social workers, as well as from our own quality assurance processes. For example, we had a high number of complaints from families involved in social work services. Social workers told us that they did not have enough support and guidance from managers and did not have time to build relationships with families. And the numbers of children who were open to social work, had a child protection plan, or who were in our care were all significantly higher than the national average and the average for local authorities with similar demographic factors as Brighton and Hove.
- 3.2 This was confirmed by Ofsted in the report of their inspection in May 2015, which concluded that our services required improvement to be rated as good.

The model of practice

- 3.3 In line with evidence from Ofsted and the Department for Education, the Senior Leadership Team in children's social work services believed that the development of a clear and consistent vision of good social work practice would lead to the improvement of services. We, therefore, worked with our practitioners, families, and other local authorities and the University of Sussex to develop a [vision of what good social work practice would look like in Brighton and Hove](#) and to redesign our services to support this. We created a model of relationship-based social work that we call the 'Team Around the Relationship'. We moved to the new model of practice on 26 October 2015. Relationship-based practice is built on the idea that a social worker's relationship with the family is the most powerful tool to facilitate change and that these relationships, when they are trusting, empathic and authoritative, can be reparative.
- 3.4 The model of practice is premised on providing continuity and consistency for families so that they do not have to experience changes of social worker and they know how to access support. We, therefore, created small social work teams that work with families all their way across their journey with us so that a child can have the same social worker from their first assessment until they end their involvement with social workers. Small teams, called pods, also mean that social workers can work together to support each other and get to know the families that they are working with. This allows social workers to collaborate and share skills with each other in order to support families. Small teams, including group supervision and a flatter management structure, also means that social workers experience more support regarding the emotional impact of their work from their managers and peers.
- 3.5 The social work pods that work directly with families are supported by social workers who work in specialist teams such as adoption, fostering, and our adolescent services. A key part of our model is that social workers should not need to make numerous referrals to other practitioners and that support should be offered by the 'team around the relationship'. We have developed a 'Partners in Change Hub' to support the social work pods in providing specialist interventions for families as early as possible in our processes. This reduces the need for intensive social work interventions and expensive independent expert assessments in court proceedings. This specialist support is key to helping social workers to support families to achieve positive changes.
- 3.6 The service redesign was completed within the existing budgetary envelope.
- 3.7 A structure chart for Safeguarding and Care and a flowchart for support from children's social work are included as appendices to this report.

Evaluation of the model of practice

- 3.8 Since we introduced the model of practice we have undertaken a programme of ongoing evaluation. This has included a programme of regular audits, collecting feedback from children and families, and independent evaluations with the University of Sussex and the Centre for Social Work Practice.

- 3.9 The model was formally evaluated in July 2017, in association with the University of Sussex. The evaluation, [Empathy, tenacity & compassion: an evaluation of relationship-based practice in Brighton & Hove](#), found that in general:
- families have a better experience of social work;
 - social workers feel more supported and more able to make a difference for families;
 - relationship-based practice seems to be supporting safe and stable family lives for children, and;
 - the model of practice appears to have decreased demand for social work and high-level interventions during a time of increasing national demand.
- 3.10 As an example of the change in how families experience social work, the number of Stage 1 complaints made by adults and children about children's social work was 101 in 2015-6 and in the last year this was 29. We believe that this is as a result for families knowing, not just their allocated social worker, but other social workers, the manager, and the business support officer in the pod. This enables families to talk to someone who knows them when they have concerns, even if their social worker is not available, and this will often mean that these concerns do not grow and become complaints.
- 3.11 The model of practice has also made a difference in terms of the experience of staff. For example, in our annual 'your voice: social work survey' last year 89% of practitioners responded that they felt safe and supported by the organisation, an increase from 64% in 2016. In addition, at 16 November 2020 the average number of children allocated to each social worker was 14. This has decreased from between 18 and 19 children in October 2015.
- 3.12 At the time of the service redesign almost 20% of social workers were employed on an agency basis costing in excess of £1.6m a year. We no longer employ any agency social workers in children's social work and currently have a full establishment. This is supported by regular ongoing recruitment and an annual recruitment of a cohort of newly-qualified social workers.
- 3.13 The successful implementation of the model of practice also leads to improved outcomes for families and these can be illustrated by tracking indicators of these outcomes such as:
- the number of children open to social work has reduced by 24% since October 2015
 - the number of children with a child protection plan has decreased by 13%
 - and there are 18% fewer children in our care.
- 3.14 These reductions also ensure that the branch can achieve its identified savings.
- 3.15 The impact of the model of practice was also considered as part of [Ofsted's report of their inspection in August 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. 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.”

Current challenges

- 3.16 COVID has had a significant impact on social work and the families that social workers are supporting. The vulnerabilities of individuals, children and families are often heightened by the impact of COVID.
- 3.17 Social workers and other practitioners within Safeguarding & Care provide essential services to children and families in the city and have continued to support families. When we initially moved into the lockdown in March, this support was offered virtually except for the children identified as at most risk. However, this has moved to most children and families having support provided on a face to face basis by social workers and we have been able to maintain this position since the first lockdown was eased.
- 3.18 While virtual working provides a challenge to relationship-based practice, it is important to emphasize that the model of practice has made a difference to social workers and families during the impact of COVID. For example, practitioners have talked about how the pod structure, and relationships within pods, helped when we quickly moved to working virtually in March and that continuity of relationships with families allowed social workers to offer support even when this needed to be virtually. This was reflected in the feedback from ‘your voice: social work survey’ this year. For instance, despite being completed during the first lockdown, 88% of respondents said they felt safe and supported and 91% said they were comfortable talking to their manager and that their manager was supportive.
- 3.19 The model of practice was implemented within the context of a reduction in funding for local authorities and implementation of the model has facilitated a significant reduction in costs associated with agency staff, legal fees and placements for children in care based on the outcomes described above.

Next steps

- 3.20 Some of the key priorities for children’s social work services currently include:
- Taking forward the work of the anti-racist project in Safeguarding & Care, which will include an action plan based on 3 working groups: staff support; how we work with families; and the voice of children, families and carers. This will also be supported by providing bespoke learning opportunities for social workers and other practitioners on anti-racist practice, making sure that a Black, Asian or Minority Ethnic member of staff is included on all recruitment panels, and by embedding the new Lead Practitioner for Anti-Racist Practice post. The new post-holder started in November 2020. We have also been chosen, along with adult social care, to be one of the pilot sites for the [Workforce Race Equality Standards for Social Care](#) from April 2021

- Increasing the involvement of families in the evaluation of the service and the development of parental advocacy or peer mentoring
- Embedding robust multi-agency support for children in need through the new child in need processes
- Moving to a new recording system, Eclipse, in Spring 2021. The new system is easier to use, saving social workers time, and will allow creative work with families to be captured, creating more child focused records

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

4.1 Not applicable

5. COMMUNITY ENGAGEMENT & CONSULTATION

5.1 Please see references in Section 3 above.

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:

7.1 There are no Financial Implications as a result of the recommendations of this report.

Finance Officer Consulted: David Ellis

Date: 26/11/20

Legal Implications:

7.2 The report sets out the model of social work practice being used in the City with families and their children who need help and protection. The relationship with a social worker has been widely recognised as a key factor in preventing children from requiring care, and in ensuring that children are protected in a timely way when required. This is essential to the successful delivery of social work to ensure the council meets a range of statutory duties, including duties to look after children to whom all councillors have a particular duty of care.

Lawyer Consulted: Natasha Watson

Date: 30.11.2020

Equalities Implications:

7.3 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:

7.4

Brexit Implications:

7.5

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

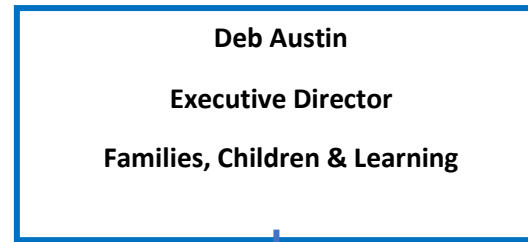
SUPPORTING DOCUMENTATION

Appendices:

1. Structure Chart for Children's Safeguarding
2. Flow Chart for Safeguarding and Social Work

Background Documents

Childrens Safeguarding & Care



**Assistant Director
(Health, SEN &
Disability)**

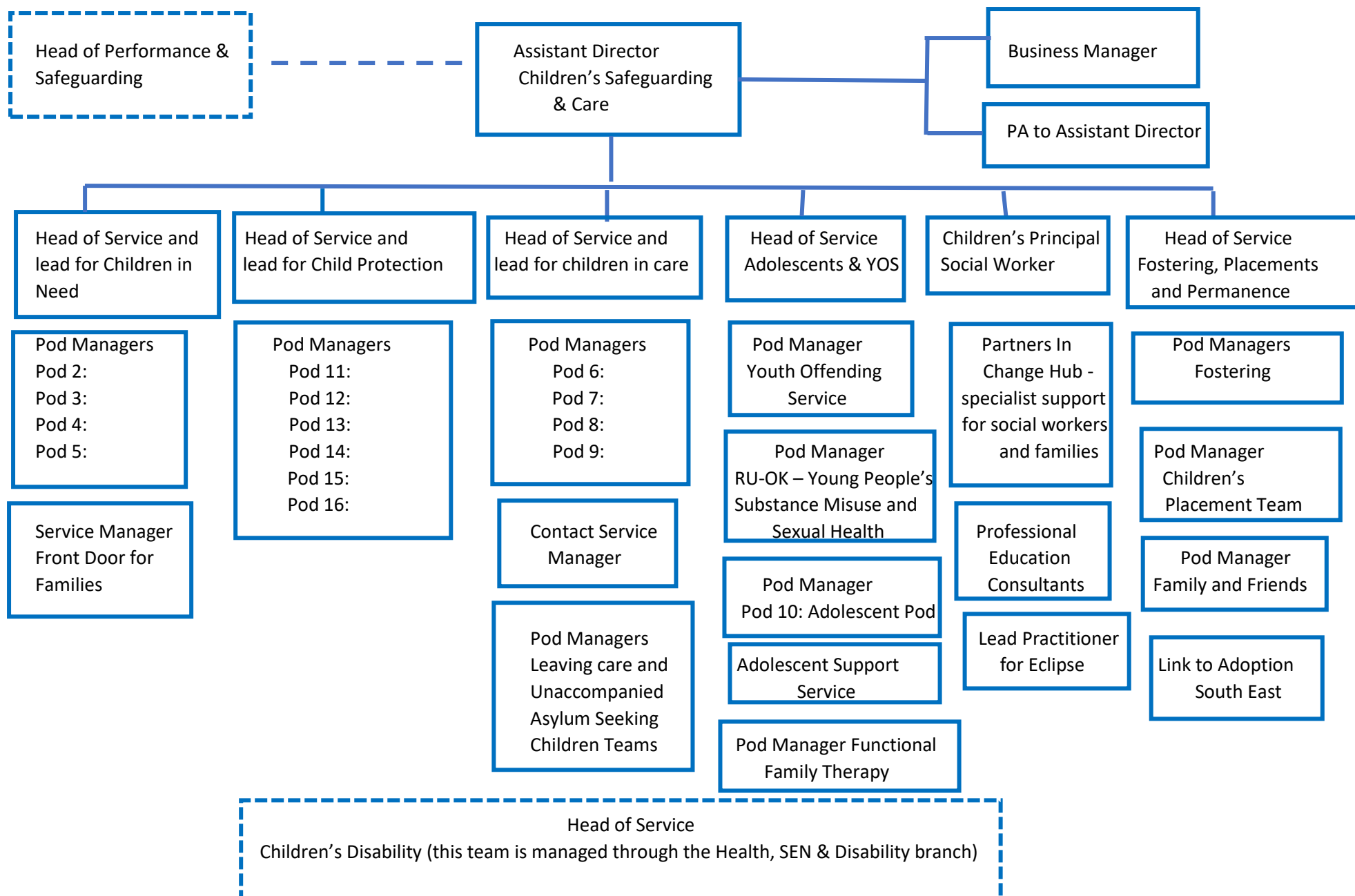
**Assistant Director
(Education & Skills)**

**Assistant Director
(Children's Safeguarding
& Care)**

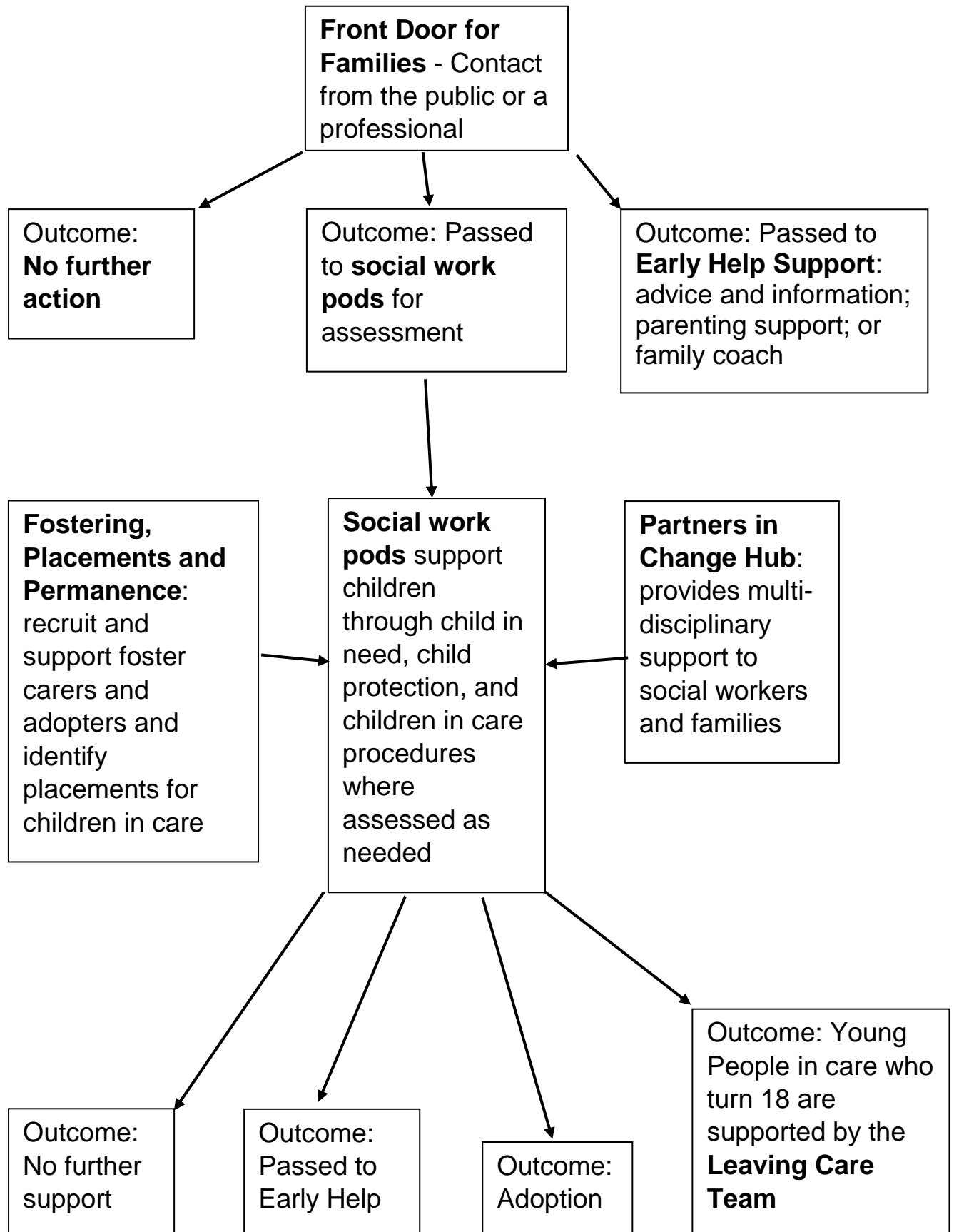
**Head of Service
(Performance &
Safeguarding)**

**Service Manager
(Directorate Policy &
Business Support)**

**Policy & External
Partnerships Manager
(temporary line
Management)**



PROCESS FOR SAFEGUARDING SOCIAL WORK



Subject:	Youth Service Grants Commissioning Programme (1st October 2021 to 31st March 2025)		
Date of Meeting:	8th March 2021		
Report of:	Executive Director for Families, Children & Learning		
Contact Officer:	Name:	Debbie Corbridge	Tel: 01273 292953
	Email:	deborah.corbridge@brighton-hove.gov.uk	
Ward(s) affected:	All wards		

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 The purpose of this report is to provide the Committee with a proposed Youth Service Grants Programme commissioning prospectus along with timescales for the re-commissioning process and request agreement to proceed.

2. RECOMMENDATIONS:

- 2.1 That the Committee notes and agrees the proposed Youth Service Grants Programme commissioning prospectus and timescales
- 2.2. That the Committee agrees that the Council commence the Youth Service Grants Programme re-commissioning process as outlined in the proposed timeline.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The current Youth Service Grants Programme is due to come to an end 30th September 2021 after it was agreed to extend the current Youth Service Grants Programme for a further 6 months
- 3.2 The current programmes annual budget is £400,000 (£250,000 from the Housing Revenue Account). £16,000 contributes to the ASPIRE database which enables users to manage their casework and report on outcomes.
- 3.3 The Youth Review Report was presented at the Children, Young People and Skills Committee on 14th September where it was agreed that:
- Neighbourhood provision should remain and not be impacted on if any future investment towards a central youth hub is agreed
 - Brighton Youth Centre (BYC) is recognised as one of the key youth providers in the city and for the Council to decide how to support with its refurbishment or rebuild by exploring all options
- 3.4 The current Youth Service Grants Programme funding allocation is distributed as follows:

Lot	Annual contribution
Area 1: Hangleton, Portslade & West Hove Lead Provider – Hangleton & Knoll Project	£79,000
Area 2: Whitehawk and the Deans Lead Provider – Trust for Developing Communities	£61,000
Area 3: Moulsecoomb & Patcham Lead Provider – Trust for Developing Communities	£88,000
Area 4: Central Hove & Brighton Lead Provider – Brighton Youth Centre	£99,000
Equalities: LGBTU - Allsorts	£19,000
Equalities: BME - BMEYPP	£19,000
Equalities: Disability - Extratime	£19,000
Total	£384,000

- 3.4 It was agreed at the Children, Young People and Skills Committee in November 2020 that the findings and recommendations of the Youth Review will inform the Youth Service Grants recommissioning process.
- 3.5 A project group, including officers from Procurement, Housing and Legal was set up to manage this process and have met regularly. This project group have reported to the Youth Cross Party Working Group.
- 3.6 The focus of the Youth Service Grants Programme 2021 – 25 is the:
- Council's commitment to working in partnership with communities and the Third Sector to support young people via the provision of good quality youth services
 - Findings of the Youth Work Review 2020
 - Outcomes outlined in the National Youth Agency's 'Theory of Change for Youth Work' 2018
 - Delivery of the desired outcomes, building on the assets of the Third Sector, promoting enterprise and social value
 - Recovery from the impact of Covid-19 on young people.
- 3.7 It is proposed that this is a 42-month grants programme, with an option to extend for a further two years, subject to an annual review, achievement of the defined outcomes and annual council budget setting in February of each year.
- 3.8 The total budget available for youth provision in the financial year 2021-22 is £250,000 from Housing, £303,200 from Families, Children & Learning; therefore, a **total amount of £553,200** being available to commission youth services and smaller projects.
- 3.9 In 2020-21 £130,000 was available for the Youth Led Grants Programme, £16,000 was required to fund the data management system used to collate and monitor performance of the Youth Service Grants Programme and £10,000 to maintain and support delivery of services the Youth Bus (managed by Hangleton & Knoll Project).
- 3.10 To enable the 2021-25 Youth Service Grants Programme to increase the funding available to the three equality and four area lots, it is planned to redistribute £20,000 from the Youth Led Grants Programme into the Youth Service Grants Programme, leaving a total of £110,000 for smaller annual grants.
- 3.11 The total amount available for the Youth Service Grants Programme is £416,800 (see breakdown of funding below).

Youth Led Grants Programme	£110,000
Youth events	£400
Youth Bus	£10,000
Aspire	£16,000
Youth Service Grants Programme	£416,800
<u>Total</u>	<u>£553,200</u>

3.12 The funding for each of the four area-based lots has been apportioned based on the number of council tenancies and the number of young people aged 11 to 19 per area. This amounts to a 10% increase for Areas 1, 2 and 3 and a 16% increase for the three equality groups. As the Council is exploring investing in a Central Youth Hub that will provide city wide services to young people, the increase in the central area is less than the other three area lots (1%).

Lot	Year 1 (part) 1 Oct 2021 - 31 Mar 2022	Year 2 1 Apr 2022 - 31 Mar 2023 (subject to confirmation)	Year 3 1 Apr 2023 - 31 Mar 2024 (subject to confirmation)	Year 4 1 Apr 2024 – 31 Mar 2025 (subject to confirmation)
Area 1: Hangleton, Portslade & West Hove	£43,450	£86,900	£86,900	£86,900
Area 2: Whitehawk and the Deans	£33,550	£67,100	£67,100	£67,100
Area 3: Moulsecoomb & Patcham	£48,400	£96,800	£96,800	£96,800
Area 4: Central Hove & Brighton	£50,000	£100,000	£100,000	£100,000
Equalities: LGBTU	£11,000	£22,000	£22,000	£22,000
Equalities: BME	£11,000	£22,000	£22,000	£22,000
Equalities: Disability	£11,000	£22,000	£22,000	£22,000
Total	£208,400	£416,800	£416,800	£416,800

3.13 The commissioning principles clearly indicate that project proposals need to:

- To have equality, diversity and inclusion embedded in their activities, governance and management arrangements with plans on how they will promote inclusion within their service
- Promote a culture of collaboration and joint working with all youth provision and specialist services that support young people, particularly around mental health, including council provided services
- Recognise the impact of Covid-19 on young people and support needs for recovery
- Commitment to increasing the participation and volunteering opportunities for young people, subsequently recognising and rewarding achievement
- Work alongside the Council to seek opportunities to bring organisations together to collaborate on cross-city strategic and operational projects which will improve outcomes for Brighton & Hove's young people
- Work with the Council and young people to publicise the Youth Service Offer widely, using methods that young people will use
- Contribute to social, environmental and economic value in the city

3.14 The proposed timeline is as follows:

Tender issued	26 th March 2021
Tender return deadline	14 th May 2021
Evaluation panel	4 th June 2021
Issue notifications to applicants	12 th July 2021

- 3.15 The evaluation panel will consist of a representative from Housing, Communities Equality & Third Sector, Adolescent Service, Education and Skills and young people.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The findings of the youth review clearly indicate the value and need for investment in neighbourhood youth provision and equality programmes, therefore diverting £20,000 (15%) from the Youth Led Grants to the Youth Service Grants Programme is a practical solution to increasing the equality and area based youth service funding. The significant amount of £110,000 funding for the Youth Led Grants Programme remains (this was increase from £90,000 in 2019-20 to £130,000 in 2020-21).
- 4.2 The commissioning principles reflect the 2020 Youth Service Review findings and recommendations
- 4.3 Another option is for the Youth Led Grants Programme funding to remain the same (£130k) and reduce the proposed increase in Area and Equality groups funding proposed

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 The findings from the recent Youth Review informed this commissioning framework; the review included several consultation events with young people and other stakeholders and an online survey for young people to complete.
- 5.2 Young people will be involved in reviewing and evaluating the bids.

6. CONCLUSION

- 6.1 The proposed Youth Service Grants Programme commissioning prospectus reflects the voice of young people, the Council's priorities, the council's commitment to working in partnership with communities, promoting enterprise and social value and addressing the impact on young people from Covid-19.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The confirmed budget for Youth Service Grants in the financial year 2021-22 comprises £0.250m from Housing and £0.303m from Families, Children & Learning; giving a **total amount of £0.553m** available for the commissioning of youth services and smaller projects. There are no significant risks identified within the proposals detailed in this report other than the ongoing inclusion in the budget plans of £0.250m from Housing. Any future decision made by Housing

which may impact on their ability to fund Youth provision to this level will need to be considered in the context of this report.

Finance Officer Consulted: Name David Ellis

Date: 12/02/21

Legal Implications:

- 7.2 In making any decision about the commissioning of services for the youth of the city the council must have due regard to the relevant statutory guidance and legislation. Specifically the duty within Section 507B of the Education Act 1996 sometimes described as the “sufficiency duty” that the council “must, so far as reasonably practicable, secure for qualifying young persons in the authority's area access to—(a)sufficient educational leisure-time activities which are for the improvement of their well-being, and sufficient facilities for such activities; and (b)sufficient recreational leisure-time activities which are for the improvement of their well-being, and sufficient facilities for such activities.” It is not prescribed which services and activities for young people local authorities should fund or deliver or to what level. Statutory guidance is also explicit that local authorities must take steps to ascertain the views of young people and to take them into account in making decisions about services and activities for them. The report sets out the basis for the Youth Service Grants Programme re-commissioning process.

Lawyer Consulted:

Name Natasha Watson

Date: 25/02/21

SUPPORTING DOCUMENTATION

Appendices:

1. Draft Youth Service Grants Programme 2021-25 Framework

Youth Service Grants Programme 2021-2025

Ref: BHCC -



Contents

Page

Overview	3
Key Policy and Strategic Documents	4
Service Requirement	8
Area and Equality Lots	12
Quality Standards	14



Overview

Introduction

Welcome to the Youth Service Grants Programme 2021-2025 published by the Families, Children & Learning Directorate of Brighton & Hove City Council.

The Budget Council meeting of 25th February 2021 agreed funding for youth work for 2021-22 (to be confirmed). The Council's Youth Service Grants Programme 2021-2025 focusses on the findings of the Youth Work Review 2020 and outcomes outlined in the National Youth Agency's Youth Work Enquiry (2019); 'Theory of Change for Youth Work'. The Programme has been developed based on the learning from the Council's discretionary grants programme, the Third Sector Investment Programme including the Communities and Third Sector Commission 2020-2023 and other relevant commissions.

The approach and funding investment demonstrates the Council's commitment to working in partnership with communities and the Third Sector to support young people via the provision of good quality youth services; providing non-formal education that focuses on the personal and social development of participants and increases youth participation; enabling young people to develop their voice and influence decision making in a meaningful way.

The Youth Service Grants Programme 2021-2024 aims to assist organisations financially so that they can deliver the desired outcomes, building on the assets of the Third Sector, promoting enterprise and social value. We expect applications to the fund to show very clearly how their proposals will help achieve the outcomes.

The key principles were developed from the findings of the Youth Work Review 2020 and we are therefore confident that this Youth Service Grants Programme 2021-2025 is targeted on the most important issues facing Brighton & Hove young people during the next few years, including supporting the recovery of the impact of Covid-19 on young people.

This will be a forty-two-month programme, starting 1st October 2021, with an option to extend for a further two years. It is important that organisations have the opportunity to deliver an effective programme over a period of years confident that resources will continue to be there to support them.

Before applying to the Youth Service Grants Programme, applicants should refer to:

- Brighton & Hove Children, Young People & Skills Committee Priorities
- Brighton & Hove Youth Work Review 2020
- National Youth Work Curriculum 2020
- Brighton & Hove City Council Communities and Third Sector Development Policy
- The Equality Act 2010
- The Public Services (Social Value) Act 2012 and the Social Value Guide

Informing the Programme: Key Policy and Strategic Documents

Youth Service Grants Programme Outcomes

In Brighton and Hove we see commissioning as the process by which commissioners ensure that appropriate services are available at the right quality and cost to meet needs and deliver strategic outcomes now and into the future.

The Youth Service Grants Programme outcomes have been developed and informed through a range of processes:

- Youth Work Review 2020 Brighton & Hove
- Housing requirements for neighbourhoods with Council tenants
- National Youth Agency's 'Theory of Change for Youth Work' 2018
- Using good practice and innovation to add value and maximise resources

Focussing on outcomes promotes the results and positive changes which are important to young people either individually or as a community. Many organisations funded by the Council during the past few years will have experienced a greater focus on demonstrating the impact of their activities in their reporting back.

It is recommended that applicants familiarise themselves with the following:

Brighton & Hove City Council's Children, Young People & Skills Committee Priorities

The Brighton and Hove City Council 2020 to 2023 Corporate Plan outlines its commitment to deliver high quality youth services by:

- Identifying Council owned premises suitable for partners to offer youth services.
- Maintaining services for refugees and LGBTU young people and ensure that sexual health services and mental health support are delivered at youth centres across the city.
- Protecting funding and review youth services across the city to improve coordination, establish a central youth hub and deliver services directly where possible.
- Giving young people a stronger voice in future services.

The Families, Children & Learning Directorate Plan is available here.

<https://www.brighton-hove.gov.uk/sites/default/files/2021-02/FCL%20Directorate%20Plan%202020-24%20refreshed%2026Nov20.pdf>

Brighton & Hove Youth Work Review 2020

It was agreed at the Children and Young People and Skills Committee on 13th January 2020 that a review of current youth services in the city would be undertaken and that the findings of this review be presented back to Committee to be discussed and a proposal agreed.

The review took place between May and July 2020, during the Covid-19 pandemic and included hearing the views of a wide range of young people and other stakeholders across Brighton and Hove. The report contains the findings and recommendations from this review.

The full report is available [link required](#)

National Youth Work Curriculum 2020

This document sets out a youth work curriculum framework for England. Its purpose is to enable a greater understanding of youth work practice, provide an educational framework and act as a reference tool to be used by decision makers, policy makers, commissioners, youth workers and young people.

It is illustrated by examples of youth work practice from young people and youth workers that highlight how the curriculum is fluid and flexible and how it underpins high-quality youth work. Examples from young people show the difference that having trusted relationships and opportunities has made to them.

The youth work curriculum is underpinned by the description of youth work articulated in the National Occupational Standards for Youth Work 2019:

- Engaging with young people to facilitate their personal, social and educational development and enable them to gain a voice, influence and a place in society. Youth Workers help young people to engage with their local communities, taking account of cultural diversity. They support the young person to realise their potential and to address life's challenges critically and creatively.
- Youth work may take place in a variety of settings including community venues, uniformed groups, schools, youth cafés and on the street, whilst using numerous approaches such as outdoor pursuits, drama workshops, health initiatives, peer education and single issue and single focused gender work to engage with young people. Youth work may be carried out by volunteers or via paid employment in the sector.

The full report is available here [0923-NYA-Youth-Work-Curriculum-DIGITAL1.pdf](#)

Joint Health and Wellbeing Strategy

The Brighton & Hove Joint Health & Wellbeing Strategy (2019-2030) sets out our vision for improving the health and wellbeing of local people, including young people and communities and reducing health inequalities, together with the core principles which will guide local action to deliver the vision. It presents a shared view of where we are and of the challenges and opportunities that we face.

Youth Service Grants Programme 2021-2025

The strategy focuses on improving health and wellbeing outcomes for the city and across the key life stages of local residents including starting and living well.

Eight principles will guide the delivery of our Health & Wellbeing Strategy:

- Partnership and collaboration
- Health is everyone's business
- Health and work
- Prevention and empowerment
- Reducing health inequalities
- The right care, in the right place, at the right time
- Engagement and involvement
- Keeping people safe

We want to make health and wellbeing everyone's business. Therefore, local organisations and communities should use the strategy to develop actions that will contribute to improving health and wellbeing.

The full report is available here, <https://www.brighton-hove.gov.uk/health-and-wellbeing/about-public-health/brighton-hove-joint-health-and-wellbeing-strategy-2019>

Brighton & Hove City Council Communities and Third Sector Development Policy

The policy sets out how the Council wants to work to ensure that the city has an increasingly efficient and more effective Third Sector that enables citizens and communities to have a strong voice in decision making about public services and supports community resilience and wellbeing through independent citizen and community activity. Furthermore, the policy describes the approach that the Council takes in ensuring that its culture and systems enable a collaborative and productive relationship with the Third Sector so as to make the best use of its flexibility, creativity and added value.

The full policy is available [here](#).

Equalities

The Equality Act 2010 simplifies and strengthens the law around tackling discrimination and inequality. The public sector equality duty ensures that all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all. It ensures that public bodies consider the needs of all individuals in their work, and the impact of all their functions, when shaping policy, delivering services and in relation to employees. The Equality Duty covers the following protected characteristics and, by association, those who care for them: Age, Disability, Sex, Gender Reassignment, Race, Religion and Belief, Sexual Orientation, Pregnancy and Maternity, and Marriage and Civil Partnership (in respect of having due regard to eliminate discrimination).

Some groups and communities in the city find it more difficult to have their voices and experiences heard, and therefore may require additional support and resource in order to feedback, participate and help shape and improve local services.

Commissioners are committed to engaging with the widest possible range of people and groups in order to inform the development, commissioning and review of services.

Guidance on the public sector Equality Duty can be found [here](#).

Social Value

The Public Services (Social Value) Act 2012 encourages all public bodies to consider how their commissioning might improve the environmental, social and economic well-being in the area. It expects commissioners to think about how scarce resources can be allocated and used to best effect and reminds them to look not only at the price of a service but also at the collective benefit to a community as a result of a service being commissioned.

In July 2016 Brighton and Hove City Council's Neighbourhood, Communities and Equalities Committee and the Clinical Commissioning Group Governing Body endorsed a new 'Social Value Framework' for the city and a new Social Value Guide for Commissioners, Contract & Procurement Teams and Providers. Please see the attached documents entitled '**Brighton and Hove Social Value Framework**' and the '**Brighton & Hove City Council Social Value Guide for Commissioners/Contract & Procurement Officers & Suppliers.**' You are advised to read the Social Value Framework and identify the most appropriate social value outcomes.

As part of this grants process, we have considered social value and how it can be incorporated into the Grants Programme. Consequently, whilst applications will still be evaluated against value for money and quality criteria, they will also be measured in terms of the contribution they will make to social value in the city.

Current Service

The current Youth Service Grants Programme is due to come to an end 30th September 2021, after it was agreed to extend the current Youth Service Grants Programme for a further 6 months

The focus of this programme is to fund projects that support outcomes identified in the Brighton & Hove Youth Work Review 2015, equality outcomes and outcomes for Council tenants. The current grant agreements are monitored; with six monthly data and narrative reports being compiled and analysed. In addition, meetings with the service providers take place on a quarterly basis.

The current programmes annual budget is £400,000 (£250,000 from the Housing Revenue Account). £16,000 contributes to the ASPIRE database which enables

Youth Service Grants Programme 2021-2025

users to manage their casework and report on outcomes. The current funding is distributed as follows:

Lot	Annual contribution
Area 1: Hangleton, Portslade & West Hove Lead Provider – Hangleton & Knoll Project	£79,000
Area 2: Whitehawk and the Deans Lead Provider – Trust for Developing Communities	£61,000
Area 3: Moulsecoomb & Patcham Lead Provider – Trust for Developing Communities	£88,000
Area 4: Central Hove & Brighton Lead Provider – Brighton Youth Centre	£99,000
Equalities: LGBTU - Allsorts	£19,000
Equalities: BME - BMEYPP	£19,000
Equalities: Disability - Extratime	£19,000
Total	£384,000

Service Requirements

Commissioning principles

Through the findings of the Youth Review 2020, the Council has agreed the following principles.

All project proposals need to:

- To have equality, diversity and inclusion embedded in their activities, governance and management arrangements with plans on how they will promote inclusion within their service
- Promote a culture of collaboration and joint working with all youth provision and specialist services that support young people, particularly around mental health, including council provided services
- Recognise the impact of Covid-19 on young people and support needs for recovery
- Commitment to increasing the participation and volunteering opportunities for young people, subsequently recognising and rewarding achievement
- Work alongside the Council to seek opportunities to bring organisations together to collaborate on cross-city strategic and operational projects which will improve outcomes for Brighton & Hove's young people
- Work with the Council and young people to publicise the Youth Service Offer widely, using methods that young people will use
- Contribute to social, environmental and economic value in the city

All bids will be assessed against these criteria. Applicants should be aware that these principles will need to be clearly evidenced in the bid.

Provision

This funding is to:

- Provide safe physical, digital and outreach spaces in the community that delivers open access, non-formal education to young people that will support their personal and social development through activities that young people need, want and value.
- Deliver regular activities and opportunities for young people to participate in decision making forums, social action and volunteering.
- Provide targeted and specialist youth work to engage young people with specialist needs, disadvantaged young people or marginalised population groups.
- Work in partnership with the Council, other youth providers and specialist agencies, acting as a bridge and supporting young people to access other services and being part of a multi-agency group where appropriate.
- Empower young people to co-design and co-produce activities, projects and services
- Work closely with organisations who work with young people from protected groups, such as those who identify as LGBTU, who have a disability or are BAME, utilising their specialist knowledge to improve inclusion.

Youth Service Grant Programme Outcomes

Youth services supported by the Brighton & Hove City Council should be working to achieve the following outcomes (adapted from the National Youth Agency's 'Theory of Change for Youth Work' 2018).

	Intermediate outcomes
Knowledge and Skills	Increased self-awareness and emotional intelligence Improved social and communication skills Greater empathy and understanding of other people Acquired knowledge, planning and problem solving
Attitudes and capabilities	Increased aspiration, confidence and agency Increased independence, resilience and determination Informed attitude to risk More positive about people from different backgrounds
Social behaviours	Engaged in more positive activities, more often Increased willingness to take action to help others Improved decision making, voice and advocacy Democratic engagement
Community	Needs identified early and access to support services Increased social capital and more positive relationships, peers and intergenerational Increased sense of belonging and community cohesion
Collective impact	Stronger families, friendships and civil society Active citizenship, respect and equality of opportunity Improved education, employment, health and mental wellbeing

The intermediate outcomes will lead to young people in the longer term:

- Being safe and secure in the modern world, including digital
- Become skilled and equipped to learn and earn
- Have positive health and wellbeing
- Be happy and confident in their future
- Become active in their communities and civil society
- Have democratic engagement and their views respected

Equality Outcome

In addition to the targeted funding for each of the three protected characteristics that are being funded through this Grants Programme, there is a general equalities outcome for VCS organisations that wish to apply for funding for any of the lots, including the area based projects, and this is that:

- All children and young people with Protected Characteristics (including BME, disabled, LGBTU) or with multiple disadvantages feel safer and more supported in the project than before.

Housing Outcomes

The Housing Revenue Account is funding a proportion of this Grants Programme and there must be clear outcomes for Council tenants and their families from this Programme.

Three key priorities have been identified and this investment seeks:

- The reduction in **anti-social behaviour** in communities with council house tenancies
- Improving the **social inclusion** of young people in communities with council house tenancies
- Supporting young people in communities with council house tenancies to improve their readiness for **employment**

Data Management

Applicants should note that they will be required to use a central ICT system to manage their casework and report on outcomes. The system is currently Aspire which is hosted by East Sussex County Council. The system may change during the life of the agreement. The Council will meet the licence costs for applicants' use of the system.

The Supplier undertakes to process the Council's Data in compliance with the Data Protection Legislation. The Supplier will notify the Council of any breaches of Council

data as soon as possible upon becoming aware of them and no later than 72 hours following becoming aware of the breach.

The provider must have in place appropriate organisational structures, policies and processes in place to understand, assess and systematically manage security risks to personal data so as to comply fully with all applicable Data Protection Legislation.

Personal data must be processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures. The Provider may be required to enter into a data sharing agreement with the Council.

The Supplier should be certified to ISO/IEC 27001:2013 or be able to demonstrate that its policies, procedures and information risk management processes are of an equivalent standard.

The Council and Supplier will agree on the location of data hosting at the time of contact signing. The Supplier undertakes not to take any actions to change the location of data storage or other processing without written permission from the Council.

The Supplier will not transfer data to any country or territory outside the European Economic Area (EEA).

The Supplier will host the data in accordance with National Cyber Security Centre ("NCSC") Cloud Security Principles.

Funding

The funding period is from 1st October 2021 to 31st March 2025. Funding will be subject to an annual review, achievement of the defined outcomes and annual council budget setting in February of each year.

Lot	Year 1 (part) 1 Oct 2021 - 31 Mar 2022	Year 2 1 Apr 2022 - 31 Mar 2023 (subject to confirmation)	Year 3 1 Apr 2023 - 31 Mar 2024 (subject to confirmation)	Year 4 1 Apr 2024 – 31 Mar 2025 (subject to confirmation)
Area 1: Hangleton, Portslade & West Hove	£43,450	£86,900	£86,900	£86,900
Area 2: Whitehawk and the Deans	£33,550	£67,100	£67,100	£67,100
Area 3: Moulsecoomb & Patcham	£48,400	£96,800	£96,800	£96,800
Area 4: Central Hove & Brighton	£50,000	£100,000	£100,000	£100,000
Equalities: LGBTU	£11,000	£22,000	£22,000	£22,000
Equalities: BME	£11,000	£22,000	£22,000	£22,000
Equalities: Disability	£11,000	£22,000	£22,000	£22,000
Total	£208,400	£416,800	£416,800	£416,800

Investment through this Youth Service Grants Programme will be offered on a forty-two month basis. There will be an option to extend for a further 2 years, however, as noted above, the levels of funding will be subject to annual council budget setting.

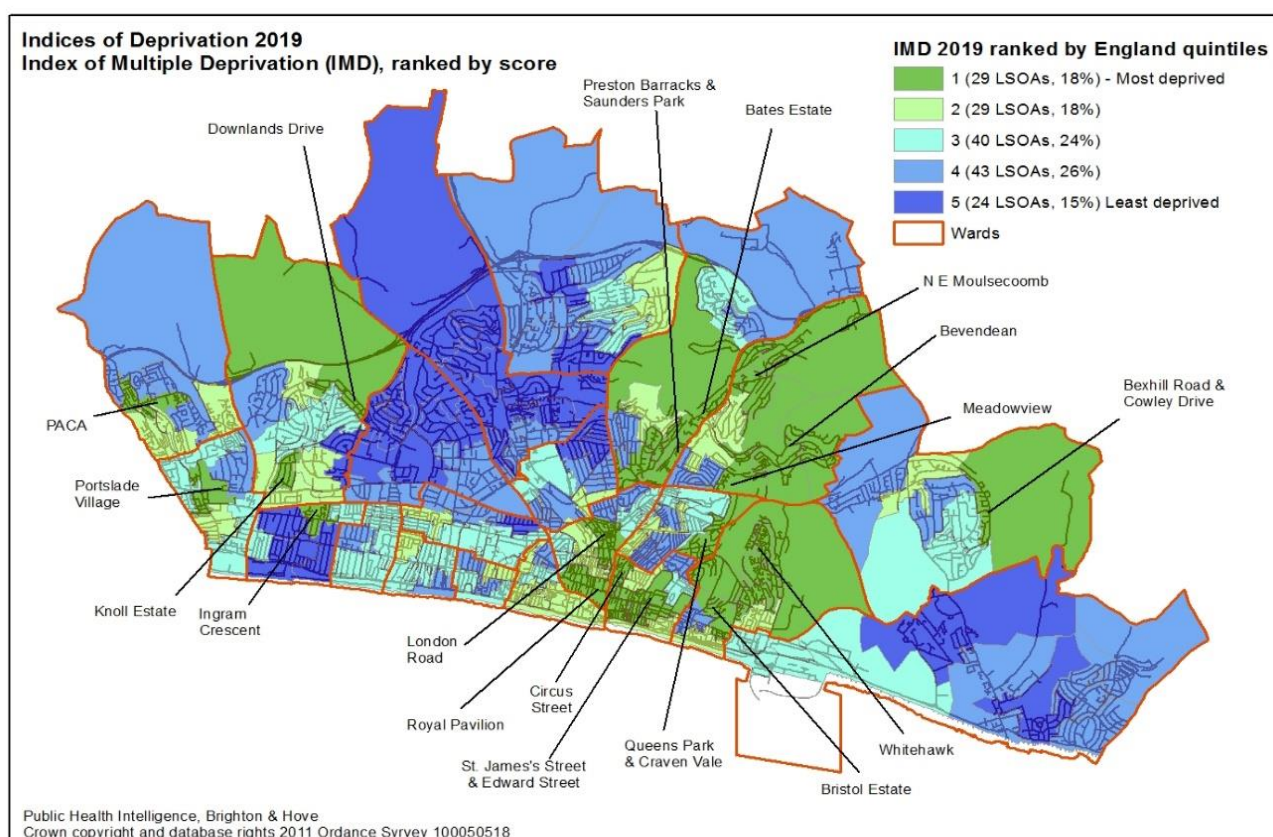
The Council may, at its discretion, withhold some of the funding available if there is potential for a lack of suitable or sustainable provision.

Please note that the maximum sum available to fund this Programme is indicated in the above table. Applications exceeding this amount for any lot will not be considered.

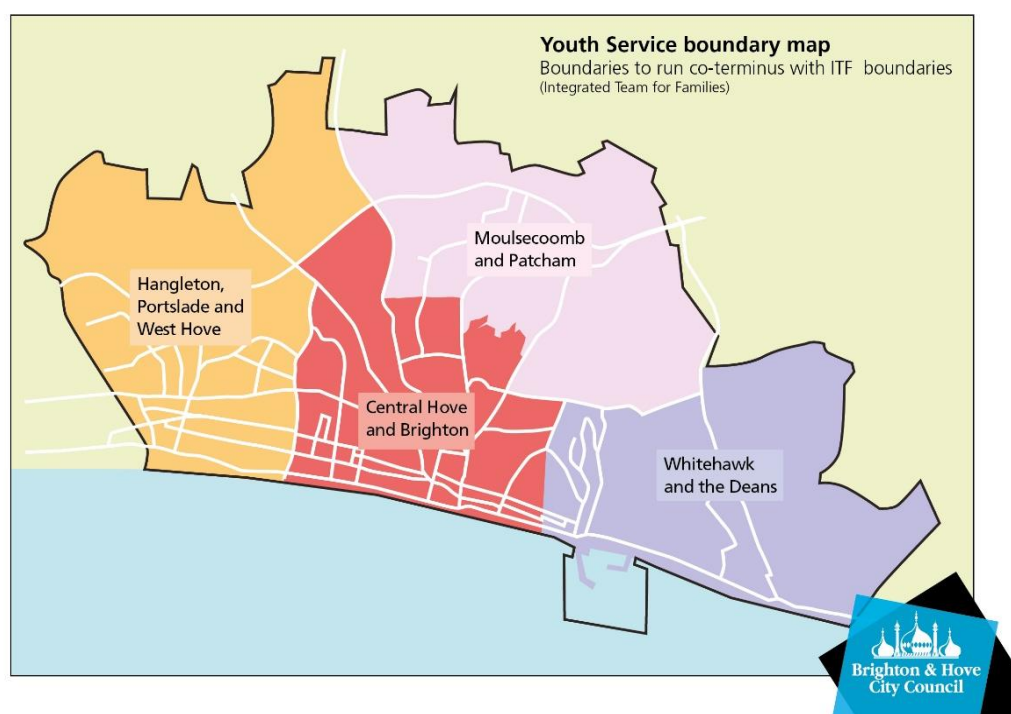
The funding for each of the four area-based lots has been apportioned based on the number of council tenancies and the number of young people aged 11 to 19 per area.

Area and Equality Lots

It is acknowledged through past monitoring data that area based provision can attract young people from other areas, particularly in the central area, however, there is an expectation that any providers will be operating from at least one base within this area, particularly those areas within the city identified as deprived (see below).



The geographical areas that each of the four area-based lots covers is shown on the map below. Proposals for lots 1 to 4 may take the form of a partnership application. An organisation may be part of more than one partnership and as such apply for funding in more than one lot. An applicant may not be a member of more than one partnership bidding for the same lot.



The local wards comprising each of the four geographical areas are:

Hangleton, Portslade & West Hove:

- Hangleton and Knoll
- Hove Park
- North Portslade
- South Portslade
- Westbourne
- Wish

Whitehawk and the Deans:

- East Brighton
- Rottingdean Coastal
- Woodingdean

Moulsecoomb & Patcham:

- Hollingdean and Stanmer
- Moulsecoomb and Bevendean
- Patcham

Central Hove and Brighton:

- Brunswick and Adelaide
- Central Hove
- Goldsmid
- Hanover and Elm Grove
- Preston Park
- Queen's Park
- Regency
- St. Peter's and North Laine
- Withdean

A ward map is available [here](#).

Quality Standards

The Council will measure and evaluate performance by:

- Producing a performance monitoring report every six months based on quantitative data, including number of young people using services, demographics of users, numbers of council house tents and outcomes, entered by providers on Aspire.
- Youth providers producing a six-monthly narrative report providing qualitative information using an agreed template
- An annual review with each provider focussing on performance against:
 - the Council's principles (see page 8 of this document)
 - service provision, including where it is based
 - number of young people accessing services
 - outcomes achieved
 - value for money
 - training opportunities for staff and volunteers
- Unannounced and planned visits to publicised activities

An annual performance report will be produced by the Council and presented to the Children, Young People and Skills Committee for feedback and comment.








Performance Framework



A draft monitoring template is shown below. The template will be developed in consultation with organisations that are awarded grants and will be used to monitoring performance.

Outcomes Monitoring Form

Name of project:

Reporting period:

Performance Indicator	Progress	RAG Rating
Achieving the agreed outcomes	<i>Example of how we measure progress</i> -6 monthly monitoring report measure success from distance travel tool on Aspire -6 monthly narrative report -Feedback from young people and parents	
A range of physical, digital and outreach activities and sessions in place regularly for young people	-6 monthly narrative report -Aspire data -Publicity -Unannounced visits -Feedback from young people and parents	
Meeting targets on number of young people reached	-6 monthly monitoring report (Aspire data recording young people's attendance and frequency of use)	
Activities are accessible and inclusive	-Inclusion plan in place and progressing with actions -Collaborating effectively with equality group leads -Data from 6 monthly monitoring report -6 monthly narrative reports -Feedback from young people and parents	
Reaching and targeting young people living in the highest areas of deprivation and council house tenancies	-6 monthly monitoring report (reports via postcodes, numbers living in council house tenancies and living in areas of high deprivation)	
Young people engaging in a range of participation opportunities and being rewarded for achievements	-6 monthly narrative report (involvement in delivery of services, local/national campaigns, consultations etc.) -Attendance/engagement with Youth Wise -Engagement in other participation opportunities -Evidence of rewarding achievement by, e.g. digital badges	
Collaborating effectively with other agencies	-Evidencing good pathways into and from specialist agencies -Working well with other youth providers to ensure a coordinated response to young people's emerging need	

	-Regularly attending quarterly Youth Grant Providers meetings.	
Skilled, knowledgeable workforce	-Nationally recognised, qualified youth workers in place, with tasks including supporting unqualified youth workers -All staff have access to appropriate training	
Improving the environmental, social and economic well-being in the area	-6 monthly narrative reports	

DRAFT

Subject:	Central Youth Hub		
Date of Meeting:	8th March 2021		
Report of:	Executive Director for Families, Children & Learning		
Contact Officer:	Name:	Deborah Corbridge	Tel: 01273 292953
	Email:	deborah.corbridge@brighton-hove.gov.uk	
Ward(s) affected:	(All Wards)		

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

- 1.1 The purpose of this report is to provide this Committee with information on the option to form a partnership with OnSide and Brighton Youth Centre (BYC) to bid for funding from the Government's Youth Investment Fund (YIF) to develop a Youth Zone in the city and outline the Council's financial commitment if there is agreement to proceed.

2. RECOMMENDATIONS

- 2.1 That the Committee agrees that the Council can enter into a non-legally binding Memorandum of Understanding with Brighton Youth Centre and OnSide as a basis to submit a funding application and to develop proposals for a Youth Zone in the centre of Brighton.
- 2.2 That the Committee agrees to submit a joint funding application with OnSide and Brighton Youth Centre to the Youth Investment Fund.
- 2.3 That the Committee notes that any revenue the council commits to this scheme will not detract from the existing neighbourhood focused Youth Service Grants to areas 1, 2 and 3.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The Brighton and Hove City Council 2020 to 2023 Corporate Plan outlines its commitment to deliver high quality youth services, including:
- Identify Council owned premises suitable for partners to offer youth services.
 - Protect funding and review youth services across the city to improve coordination, establish a central youth hub and deliver services directly where possible.
- 3.2 It was agreed at the Children and Young People and Skills (CYPS) Committee on 13th January 2020 that a review of current youth services in the city would be undertaken that would include considering the development of a central Youth

Hub in the city, working in partnership with OnSide and BYC to develop their site as a Youth Zone.

- 3.3 The Youth Review Report was presented at the CYPS Committee on 14th September 2020 where it was agreed that Brighton BYC is recognised as one of the key youth providers in the city and for the Council to decide how to support with its refurbishment or rebuild, exploring all options.
- 3.4 In September 2019 the Government announced a £500m Youth Investment Fund to help build new youth centres and refurbish existing centres; as well to support the provision and coordination of high-quality youth provision. On 14th February, in a webinar hosted by the National Youth Agency, the Minister for Civil Society (Baroness Barran) stated that the £500m YIF has been delayed; however, £30m capital funding from the YIF will be released in 2021-22.
- 3.5 The Youth Cross Party Working Group have been presented with various options and met with BYC's CEO and Trustees. The preferred option is to form a partnership with OnSide and BYC to bid for funding from the YIF and secure the capital and revenue costs.
- 3.6 OnSide is a charity that aims to build a network of 21st century Youth Centres (Youth Zones) giving young people quality, safe, accessible and affordable places to go in their leisure time (see appendix i for more detail). They started in the North West, with the first Youth Zone built in 2008 and have expanded to projects in the South East with three Youth Zones that opened in London in 2019. OnSide secure charitable donations which match local authority capital and revenue investment
- 3.7 The Council has been approached by OnSide and BYC in partnership to support the development of a Brighton and Hove Youth Zone in the centre of the city. Other OnSide projects have generally started with Council identifying a vacant site, which it owns, in a central location. The vacant site would then form part of the capital investment offer from the local authority.
- 3.8 For Brighton and Hove this model is incompatible as there is no centrally located vacant site which the authority owns or that would become available in the next 12-18 months. BYC owns the site that it is based on. The location is suitable for this project and is close to central bus routes that open up to the rest of the city. The BYC board members are supportive of a proposal to develop a partnership with OnSide and the Council to develop a Youth Zone on this site.
- 3.9 The council own three youth buildings; 67 Centre in Moulsecoomb, Coldean Centre and Portslade Village Centre; all currently used by commissioned youth services. There are no council owned buildings in the centre of the city that would be suitable for offering traditional youth services.
- 3.10 BYC attracts large numbers of young people (1189 individual young people were recorded as visiting the centre in 2019/20); it is popular and highly valued and young people travel across the city to attend but it is run down and in urgent need of investment. As well as improving the condition of the building there is a need to make it accessible. BYC also want to create better facilities and 7 day a week opening with a full programme. The review findings included a consensus

that funding needs to be found for this, however this should not be at the expense of neighbourhood provision.

- 3.11 As set out in the legal implications, the legal and procurement implications of these proposals need further consideration, but the following paragraphs set out a possible legal structure for the project. There will be further reports to this committee and to Policy & Resources Committee, seeking approval to progress the project, if the funding bid is successful. The recommendations in this report are to approve the next steps of agreeing a non-legally binding Memorandum of Understanding and to submitting a funding bid. The committee is not asked to make any commitment to proceed with the project at this stage.
- 3.12 The total cost of the capital required to build a Youth Zone is £8.4 million and the revenue £1.3 million per annum. This has significant funding implications for the Council, with an expectation that the Council contribution would be £4.8m capital; with funding from the Youth Investment Fund, this could reduce to £2.7 million and annual revenue of £200k for three years.
- 3.13 The Council's annual contribution to the total £1.3 million revenue required per annum would be £200,000. OnSide would commit to securing £1 million per annum towards the revenue costs for the first 3 years and the additional £100k would be generated from membership and entrance cost. After the 3 years BYC Youth Zone charity would be responsible for securing the £1 million pounds (by retaining private donors/funding from the local business community or recruiting new ones) and the Council would not be committed to continue contributing £200k.
- 3.14 BYC has indicated that subject to agreeing a partnership with OnSide and match funding from the Council there would be an option of selling the Council the land and building, for a nominal amount, to protect the Council's investment. The Council would then lease the site, again at a nominal cost, to a new charity established to run the Youth Zone.
- 3.15 Onside has been successful in securing the required capital and revenue funding for the 13 Youth Zones already developed and operating in the country, attracting large numbers of young people to their centres and evidencing overwhelmingly positive support that the OnSide model works; and their members are happier, healthier and more involved in their local communities (see appendix ii)

4 ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The Council has an opportunity to work in partnership with OnSide and BYC to develop a state-of-the-art youth centre (Youth Zone) in the city that would attract 3 to 4 thousand young people (based on attendance from other Youth Zones).
- 4.2 Other options considered included:
- A housing development on BYC's site with substantial youth space; however, BYC had previously explored this option and deemed this neither financially viable nor compatible with the 7 day a week youth services that would be on offer

- BYC applying for funding from the Youth Investment Fund without forming a partnership; if this meets the funding criteria (this would not be BYC's preference)
 - The Council to support a £2 million fundraising campaign to refurbish BYC
- 4.3 Brighton Youth Centre offers the ideal city centre location on which to build a Youth Zone; the recent Youth Review noted that young people are travelling into the city centre to attend BYC and others would be willing to if the activities or services available met their needs.
- 4.4 Working in partnership with OnSide and BYC to bid for funding from the Youth Investment Fund would maximise the investment opportunity in this project.

5 COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 As part of the recent Youth Review consultation events, young people and stakeholders focus groups were held where there was agreement that BYC attracts large numbers of young people who travel across the city to attend but it was run down and in urgent need of investment and funding for this should be to be found, as long as it wasn't at the expense of neighbourhood provision.

6. CONCLUSION

- 6.1 In a challenging financial climate securing the capital investment of £4.8 (without securing funding from the Youth Investment Fund) or £2.7 million (with a successful bid), in addition to identifying a £200k per annum revenue costs will be difficult. However, the creation of a Brighton Youth Zone would significantly improve the youth offer to young people living in the city and would bring in an additional capital investment of £5.7 million capital (with a successful bid) and further £3 million revenue over 3 years.

7. FINANCIAL & OTHER IMPLICATIONS

Financial Implications:

- 7.1 The financial plan provided by OnSide requires £8.400m capital investment and ongoing revenue funding of £1.300m per year. Detailed costings and service plans will need to be developed to verify the final financial commitment required.
- 7.2 The 2021/22 budget proposals currently include £0.150m to cover match funding for both the capital financing and operational running costs. The budget proposals assumed £0.074m funding for financing the borrowing required to raise £2.100m capital (repaid over 50 years) based on an early estimate. However, the more detailed financial plan and estimates now available indicate that the match funding capital investment requirement will be £2.700m. This will require the capital financing element to be increased from £0.074m to £0.095m. This leaves £0.055m per annum to fund the match funding for operational running costs.
- 7.3 With regard to operational running costs, the project will require £0.600m revenue funding over the initial 3 years of the project. Assuming the full service will commence in 2023/24, a cumulative budget of £0.165m would therefore be

available in the first year. The remaining £0.325m shortfall over the 3 years can be borrowed from reserves and paid back over a period of 6 years utilising the annual budget of £0.055m. However, it is recommended that if the council's financial position is better than projected at the end of the current financial year, consideration should be given by Policy & Resources Committee to setting aside one-off resources to increase the funding available to meet this match funding commitment as far as possible.

- 7.4 The funding model is reliant on significant contributions of £1m per annum being raised from local sponsorship and donations. Any shortfall in this funding would be subject to remedial action and discussions with OnSide to secure alternative sources of funding and/or mitigate the costs of the project as far as practicable.

Finance Officer Consulted: David Ellis

Date: 22/2/21

Legal Implications:

- 7.5 The legal structure of the project needs further detailed consideration. In particular, the provision of funding which is contingent on works being carried out is likely to be a works contract which is caught by the Public Contracts Regulations 2015 (PCR). The threshold for works is currently £4,733,252 so if the Council's contribution exceeds this figure, then it will not be permissible to directly award the contract to Onside, BYC or a new charity formed by them. The Council will therefore need to carefully consider alternative options if this project progresses and the Council's contribution will exceed that figure. Similarly, if the Council provides revenue costs contingent on youth services being provided on the site, there is a risk that it is a services contract which will be caught by the PCR.
- 7.6 The Council's legal team will also review the Memorandum of Understanding and ensure that it is not legally binding as Policy & Resources Committee will need to approve any legally binding agreements which have budgetary implications.

Lawyer Consulted: Alice Rowland

Date: 23/2/21

Equalities Implications:

- 7.7 Each Youth Zone provides local young people, including those with a disability, affordable access to high-quality sports, arts and leisure facilities and activities, seven days a week, 52 weeks a year.
- 7.8 This universal offer is complemented by crucial, targeted services that support employability, wellbeing and health, helping those young people who need additional support.
- 7.9 Data collected across the network of Youth Zones shows that 1 in 10 young members have a disability or additional needs.

SUPPORTING DOCUMENTATION

Appendices: An Introduction to OnSide Youth Zones
 OnSide Youth Zones Network – Ambition and Impact

Documents in Members' Rooms: None **Background Documents:** None



AN INTRODUCTION TO
ONSIDE YOUTH ZONES





INVESTING IN **YOUNG PEOPLE**

A SOCIAL CRISIS

It is apparent that where you are born can still determine where you get to. Despite attempts by successive governments, the social divide is widening. Young people from disadvantaged neighbourhoods are still more likely to get worse grades, earn less, and live shorter lives. This waste of young people's potential is having serious and lasting consequences, both for the individuals themselves and for local communities, as is apparent from increasing levels of youth violence and levels of mental health issues amongst teenagers.

Unless something is done to broaden the aspirations and opportunities for these young people, there is a real danger that they will become a 'lost generation', ill-equipped for the demands of the modern workplace, with many trapped into negative and often dangerous life choices.



ONSIDE: A NATIONAL NETWORK

OnSide exists to provide all young people, and particularly those living in poverty, with an equal opportunity to build their confidence and develop their passions and interests, enabling them to positively transition to adulthood and live fulfilling lives.

OnSide is giving young people safe, affordable and inspiring places to spend time away from home and school. We do this through our network of 21st century, sustainable youth provision, known as Youth Zones.

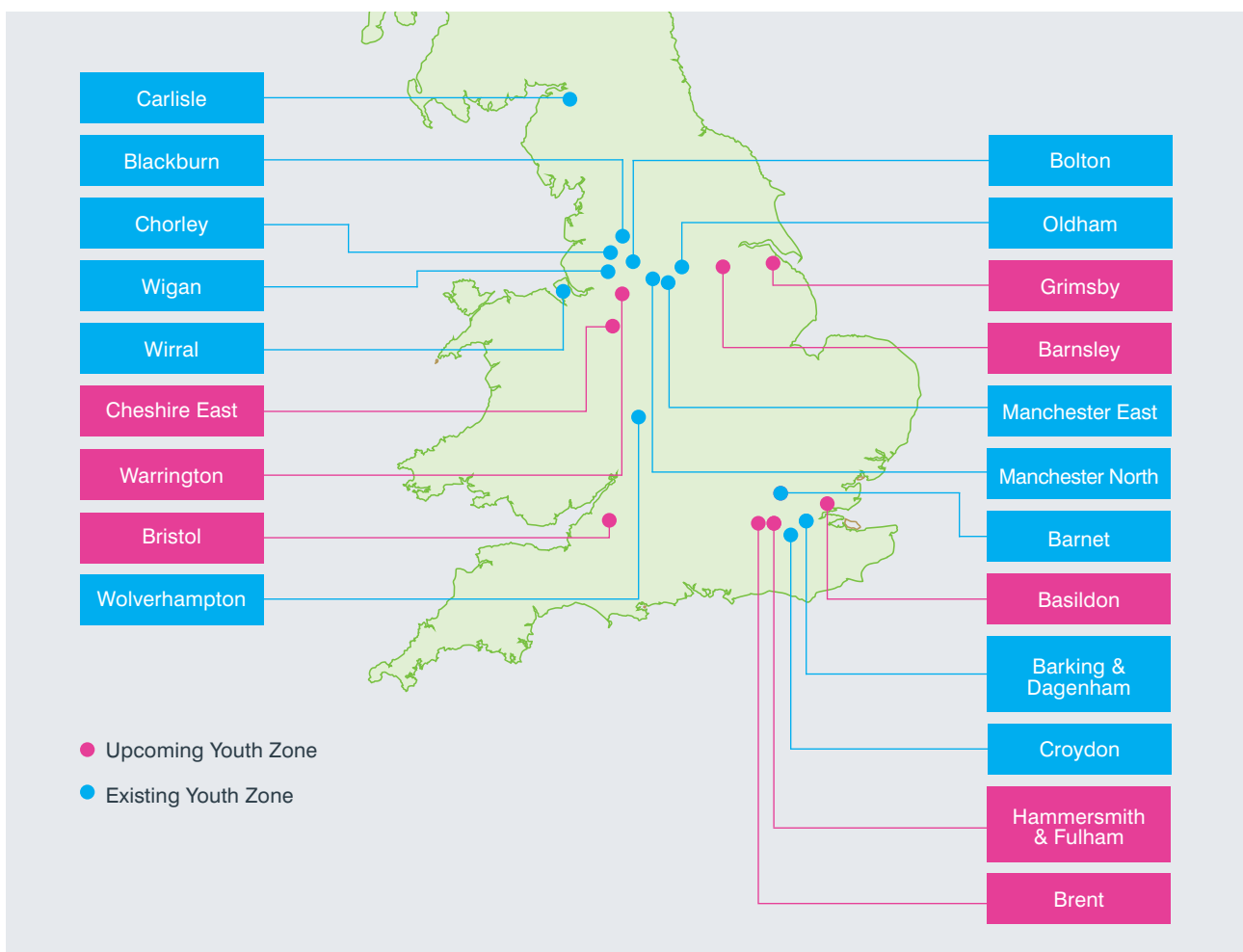
Over 50,000 young people from some of the country's most disadvantaged communities visit OnSide's open Youth Zones across the country.

With the impact of Youth Zones established, from reductions in anti-social behaviour of up to 77% and 91% of local businesses feeling a Youth Zone has improved the local environment, we are extending the network with 8 new sites currently in development.

“

The thing that makes Mahdlo (Oldham's Youth Zone) stand out for me isn't actually that it's a youth centre, rather it's a centre for young people. It covers their emotional wellbeing, their social wellbeing; it gives them confidence, it raises their ambition, it gives them support and it brings together the wider community.”

Jim McMahon MP,
former Leader of Oldham Borough Council.



WHAT IS A YOUTH ZONE?

All Youth Zones are independent, local charities, set up exclusively for the benefit of young people. They provide state-of-the-art facilities for those aged 8 – 19 (or up to 25 for those with additional needs), 7 days a week, throughout the year, for 50p entry and £5 annual membership.

Well over 4,000 young people become members of each Youth Zone in the first year, with 150-250 attending every night. Located in prominent, accessible and neutral locations, each Youth Zone is easily reached from some of the country's most disadvantaged communities.

Youth Zones provide social, sporting and artistic spaces, including a 3G all weather pitch, large sports hall, climbing wall, dance studio, music and multimedia suites, employability and enterprise rooms and a large recreation area and café. And the building is just the start:



- **Youth Zone are “Always There for Young People”.**

Open 7 days a week, we will run at least 20 sports and arts activities every day – always supported by trained staff.

- **Youth Zones are proven to prepare young people for the future.** 85% of Youth Zone members say their Youth Zone helps them prepare them for the future, and 72% report better marks in class. Youth Zones also deliver the National Citizen Service and OnSide's national 'Get A Job' employability programme through which 84% of participants find work, training or education.



- **The Youth Zone will be a hub for community cohesion, through which other youth services can deliver their work.**

Youth Zones break down societal barriers. Partnership with local clubs and services, including the police, help other organisations achieve greater impact.

- **The Youth Zone will provide positive outlets for young people to channel their energy.**

An independent study of existing Youth Zones by Amion Consulting found anti-social behaviour around the Youth Zones reduces by between 30 and 77%.

- **The Youth Zone will benefit young people's physical and emotional wellbeing.**

Amion's research into how Youth Zones impact young people's physical and emotional wellbeing found significant benefits, with emotional intelligence and resilience increasing by 26% over the 12-month period of the study. 89% of young people say they are more confident since joining the Youth Zone, and 90% say they get on better with people.





HOW ARE THEY ESTABLISHED?

Working with local authorities, communities and businesses, OnSide puts in place the five key foundations for a sustainable and effective youth organisation:

1. Owned by local young people and the community

– young people are involved at every stage of a Youth Zone's development, including designing the brand, informing the design & layout, and recruiting the staff. Local community organisations become partners, working alongside the Youth Zone's staff and volunteers to deliver to young people. The Youth Zone becomes a true community asset as a result.

2. Run by staff and volunteers with the right values

– recruitment of each Youth Zone's 50 staff and 100 volunteers is values-driven, seeking out individuals who are ambitious for and respect young people, and who embrace the scale and impact that a Youth Zone can have on a community.

3. Strong core leadership

– A new trustee board is established to lead each Youth Zone, made up of leading local figures from the business, community and public sectors. This provides a unique mix of business focus, sound financial planning, local knowledge and partnerships to each Youth Zone.



4. A professional operating model

– the business focus is seen in how each Youth Zone operates. From a focus on monitoring & evaluation, the use of best-in-class membership databases and financial systems, to the training of staff and volunteers in a network-wide Talent Academy, all Youth Zones benefit from a professional, road-tested operating model, which frees staff and volunteers to focus on supporting all young people who enter through the doors.

5. Sustainable core funding

– and finally, Youth Zones' unique funding model, providing a sustainable base on which to deliver this scale of activities and support for young people, as described below.



HOW ARE THEY FUNDED?

In the face of increasing financial pressures faced by local authorities, the creation of a Youth Zone offers a viable, alternative way to deliver high-quality universal services for young people. Each Youth Zone is typically funded through a partnership between:

1. OnSide

, which commits to raising £4.35m one-off capital investment and £900k p.a. revenue funding for 3 years, predominantly from private donors including local and national businesses, philanthropists, charitable foundations and other organisations.

2. The local authority

, which contributes the remaining £4.35m one-off capital¹ and £400k p.a. revenue for the first 3 years, as well as granting a long-term lease at peppercorn rent for the land for the Youth Zone.

This shared initial responsibility ensures that each Youth Zone starts from a sound financial footing and can concentrate solely on its offer to young people.

¹A Youth Zone formally approved by autumn 2022 will cost £8.7m to build, depending on where it is in the country. With inflation, capital costs anticipated for projects formally approved in subsequent years are: £9m - 2023; £9.3m - 2024. We always ask the local authority to contribute 50% of the capital costs and OnSide will fundraise the remaining capital amount required.



YOUTH ZONE SITES:

OnSide Youth Zones provide flagship facilities for young people in prominent positions in the heart of town and city centres. They are landmark buildings which make strong visual statements and are finished to a high internal specification, with the best equipment, and a clear focus on the quality of the environment and facilities.

A significant feature in the success of Youth Zones is their carefully chosen location with three key criteria considered:

- **Accessibility** – close to areas of deprivation and easily accessed by young people on foot, bike or by public transport
- **Prominence** – a prominent site not only increases attendance because everyone knows where and what the Youth Zone is, but also makes an important statement to young people, letting them know they are valued and that a significant investment has been made for their benefit
- **Neutrality** – we avoid locations with territory issues or considered as ‘someone’s patch’ as this would make the Youth Zone very popular to those living in the locality but completely inaccessible to others

Town centre locations or in cities with distinct townships, high street or other central sites are often the best choice and provide an immediate benefit in areas with fading high streets or retail areas, where anti-social behaviour and young people gathering is causing issues: footfall increases, youth crime reduces, and, local businesses report increased feelings of community safety and pride in their environment.

In short, the search is for available, safe and affordable sites which will, with the right design, construction, facilities and staff, support the participation of the largest possible number of young people, especially those living in poverty and/or experiencing disadvantage.

New Youth Zones are currently being developed in across Yorkshire and Humberside, London and in our first ‘seaside’ city.

IMPACT OF YOUTH ZONES:

In addition to the universal, open access sessions delivered by every Youth Zone, each facility also delivers bespoke projects targeted to meet the needs and priorities of young people in the local community. For example, tackling knife crime, self-harm, substance misuse and/or teenage pregnancy, plus many more.

From our experience of the 14 Youth Zones operating across the network, OnSide can confidently predict the following outcomes for young people and communities:



Analysis by Amion Consulting, Economic, social and regeneration specialists, have conducted assessment of the social impact generated by the Youth Zones, using the Housing Associations Charitable Trust (HACT) social value methodology. Results show, on average, £2.03 of social value generated for every £1 spent on running a Youth Zone.

To hear more about these new, life-changing facilities for young people, please contact:

Clare Kanakides,

OnSide's Relationship Development Manager

07732 603030

or clare.kanakides@onsideyouthzones.org



Company Registration No: 06591785 | Registered Charity No: 1125893
Registered office: Suite GB, Atria, Spa Road, Bolton. BL1 4AG



AN INTRODUCTION TO
ONSIDE YOUTH ZONES





INVESTING IN **YOUNG PEOPLE**

A SOCIAL CRISIS

It is apparent that where you are born can still determine where you get to. Despite attempts by successive governments, the social divide is widening. Young people from disadvantaged neighbourhoods are still more likely to get worse grades, earn less, and live shorter lives. This waste of young people's potential is having serious and lasting consequences, both for the individuals themselves and for local communities, as is apparent from increasing levels of youth violence and levels of mental health issues amongst teenagers.

Unless something is done to broaden the aspirations and opportunities for these young people, there is a real danger that they will become a 'lost generation', ill-equipped for the demands of the modern workplace, with many trapped into negative and often dangerous life choices.



ONSIDE: A NATIONAL NETWORK

OnSide exists to provide all young people, and particularly those living in poverty, with an equal opportunity to build their confidence and develop their passions and interests, enabling them to positively transition to adulthood and live fulfilling lives.

OnSide is giving young people safe, affordable and inspiring places to spend time away from home and school. We do this through our network of 21st century, sustainable youth provision, known as Youth Zones.

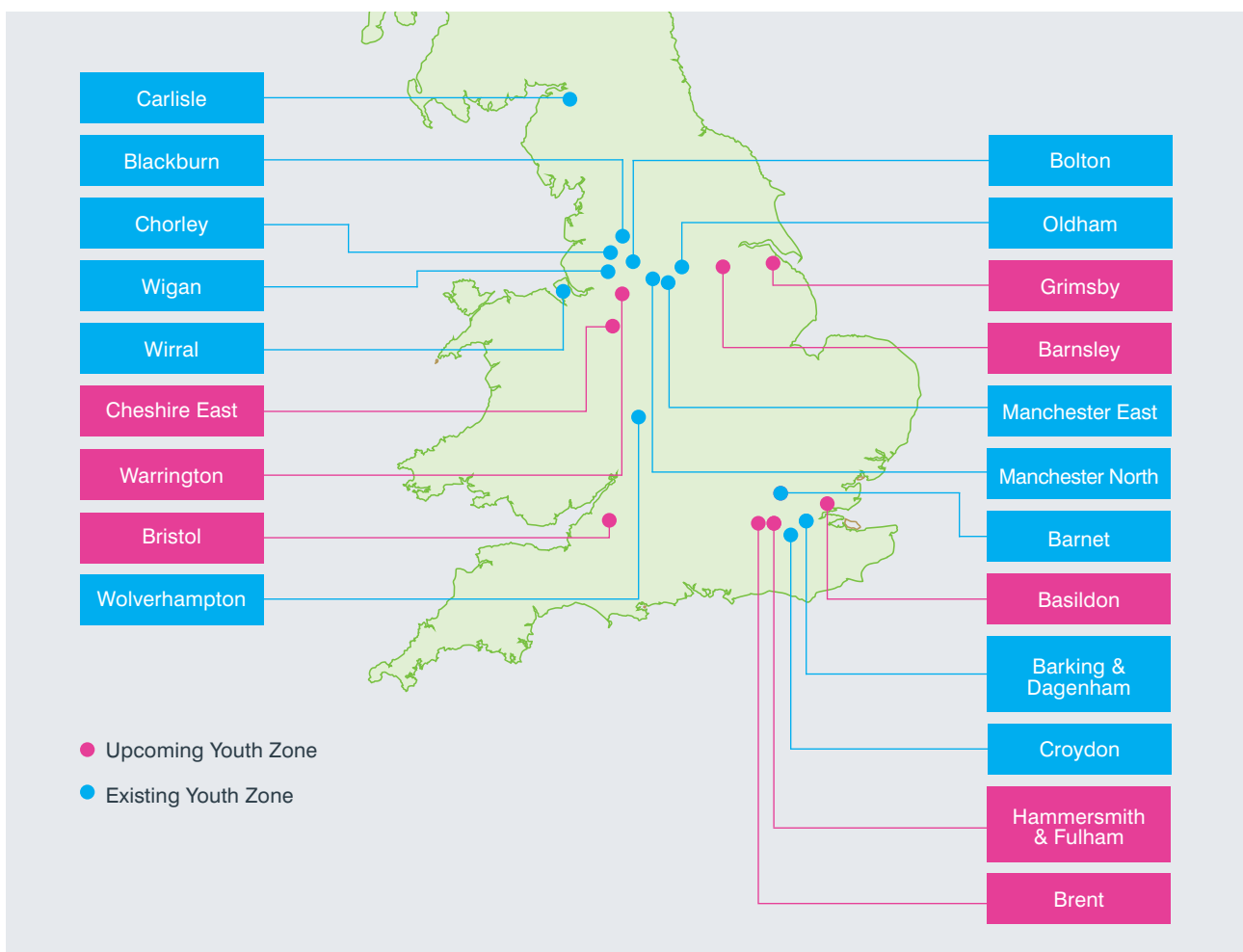
Over 50,000 young people from some of the country's most disadvantaged communities visit OnSide's open Youth Zones across the country.

With the impact of Youth Zones established, from reductions in anti-social behaviour of up to 77% and 91% of local businesses feeling a Youth Zone has improved the local environment, we are extending the network with 8 new sites currently in development.

“

The thing that makes Mahdlo (Oldham's Youth Zone) stand out for me isn't actually that it's a youth centre, rather it's a centre for young people. It covers their emotional wellbeing, their social wellbeing; it gives them confidence, it raises their ambition, it gives them support and it brings together the wider community.”

Jim McMahon MP,
former Leader of Oldham Borough Council.



WHAT IS A YOUTH ZONE?

All Youth Zones are independent, local charities, set up exclusively for the benefit of young people. They provide state-of-the-art facilities for those aged 8 – 19 (or up to 25 for those with additional needs), 7 days a week, throughout the year, for 50p entry and £5 annual membership.

Well over 4,000 young people become members of each Youth Zone in the first year, with 150-250 attending every night. Located in prominent, accessible and neutral locations, each Youth Zone is easily reached from some of the country's most disadvantaged communities.

Youth Zones provide social, sporting and artistic spaces, including a 3G all weather pitch, large sports hall, climbing wall, dance studio, music and multimedia suites, employability and enterprise rooms and a large recreation area and café. And the building is just the start:



- **Youth Zone are “Always There for Young People”.**

Open 7 days a week, we will run at least 20 sports and arts activities every day – always supported by trained staff.

- **Youth Zones are proven to prepare young people for the future.** 85% of Youth Zone members say their Youth Zone helps them prepare them for the future, and 72% report better marks in class. Youth Zones also deliver the National Citizen Service and OnSide's national 'Get A Job' employability programme through which 84% of participants find work, training or education.



- **The Youth Zone will be a hub for community cohesion, through which other youth services can deliver their work.**

Youth Zones break down societal barriers. Partnership with local clubs and services, including the police, help other organisations achieve greater impact.

- **The Youth Zone will provide positive outlets for young people to channel their energy.**

An independent study of existing Youth Zones by Amion Consulting found anti-social behaviour around the Youth Zones reduces by between 30 and 77%.

- **The Youth Zone will benefit young people's physical and emotional wellbeing.**

Amion's research into how Youth Zones impact young people's physical and emotional wellbeing found significant benefits, with emotional intelligence and resilience increasing by 26% over the 12-month period of the study. 89% of young people say they are more confident since joining the Youth Zone, and 90% say they get on better with people.





HOW ARE THEY ESTABLISHED?

Working with local authorities, communities and businesses, OnSide puts in place the five key foundations for a sustainable and effective youth organisation:

1. Owned by local young people and the community

– young people are involved at every stage of a Youth Zone's development, including designing the brand, informing the design & layout, and recruiting the staff. Local community organisations become partners, working alongside the Youth Zone's staff and volunteers to deliver to young people. The Youth Zone becomes a true community asset as a result.

2. Run by staff and volunteers with the right values

– recruitment of each Youth Zone's 50 staff and 100 volunteers is values-driven, seeking out individuals who are ambitious for and respect young people, and who embrace the scale and impact that a Youth Zone can have on a community.

3. Strong core leadership – A new trustee board is established to lead each Youth Zone, made up of leading local figures from the business, community and public sectors. This provides a unique mix of business focus, sound financial planning, local knowledge and partnerships to each Youth Zone.



4. A professional operating model – the business focus is seen in how each Youth Zone operates. From a focus on monitoring & evaluation, the use of best-in-class membership databases and financial systems, to the training of staff and volunteers in a network-wide Talent Academy, all Youth Zones benefit from a professional, road-tested operating model, which frees staff and volunteers to focus on supporting all young people who enter through the doors.

5. Sustainable core funding – and finally, Youth Zones' unique funding model, providing a sustainable base on which to deliver this scale of activities and support for young people, as described below.



HOW ARE THEY FUNDED?

In the face of increasing financial pressures faced by local authorities, the creation of a Youth Zone offers a viable, alternative way to deliver high-quality universal services for young people. Each Youth Zone is typically funded through a partnership between:

1. OnSide, which commits to raising £4.35m one-off capital investment and £900k p.a. revenue funding for 3 years, predominantly from private donors including local and national businesses, philanthropists, charitable foundations and other organisations.

2. The local authority, which contributes the remaining £4.35m one-off capital¹ and £400k p.a. revenue for the first 3 years, as well as granting a long-term lease at peppercorn rent for the land for the Youth Zone.

This shared initial responsibility ensures that each Youth Zone starts from a sound financial footing and can concentrate solely on its offer to young people.

¹A Youth Zone formally approved by autumn 2022 will cost £8.7m to build, depending on where it is in the country. With inflation, capital costs anticipated for projects formally approved in subsequent years are: £9m - 2023; £9.3m - 2024. We always ask the local authority to contribute 50% of the capital costs and OnSide will fundraise the remaining capital amount required.



YOUTH ZONE SITES:

OnSide Youth Zones provide flagship facilities for young people in prominent positions in the heart of town and city centres. They are landmark buildings which make strong visual statements and are finished to a high internal specification, with the best equipment, and a clear focus on the quality of the environment and facilities.

A significant feature in the success of Youth Zones is their carefully chosen location with three key criteria considered:

- **Accessibility** – close to areas of deprivation and easily accessed by young people on foot, bike or by public transport
- **Prominence** – a prominent site not only increases attendance because everyone knows where and what the Youth Zone is, but also makes an important statement to young people, letting them know they are valued and that a significant investment has been made for their benefit
- **Neutrality** – we avoid locations with territory issues or considered as ‘someone’s patch’ as this would make the Youth Zone very popular to those living in the locality but completely inaccessible to others

Town centre locations or in cities with distinct townships, high street or other central sites are often the best choice and provide an immediate benefit in areas with fading high streets or retail areas, where anti-social behaviour and young people gathering is causing issues: footfall increases, youth crime reduces, and, local businesses report increased feelings of community safety and pride in their environment.

In short, the search is for available, safe and affordable sites which will, with the right design, construction, facilities and staff, support the participation of the largest possible number of young people, especially those living in poverty and/or experiencing disadvantage.

New Youth Zones are currently being developed in across Yorkshire and Humberside, London and in our first ‘seaside’ city.

IMPACT OF YOUTH ZONES:

In addition to the universal, open access sessions delivered by every Youth Zone, each facility also delivers bespoke projects targeted to meet the needs and priorities of young people in the local community. For example, tackling knife crime, self-harm, substance misuse and/or teenage pregnancy, plus many more.

From our experience of the 14 Youth Zones operating across the network, OnSide can confidently predict the following outcomes for young people and communities:



Analysis by Amion Consulting, Economic, social and regeneration specialists, have conducted assessment of the social impact generated by the Youth Zones, using the Housing Associations Charitable Trust (HACT) social value methodology. Results show, on average, £2.03 of social value generated for every £1 spent on running a Youth Zone.

To hear more about these new, life-changing facilities for young people, please contact:

Clare Kanakides,

OnSide's Relationship Development Manager

07732 603030

or clare.kanakides@onsideyouthzones.org



Company Registration No: 06591785 | Registered Charity No: 1125893
Registered office: Suite GB, Atria, Spa Road, Bolton. BL1 4AG



ON SIDE YOUTH ZONES NETWORK –

Ambition and Impact



Introduction

OnSide Youth Zones primarily focus on providing open access youth services to all young people from across their borough/ district regardless of socio-economic background, ethnicity or culture. Additional targeted services support young people facing challenges or personal struggles to succeed.

“I am doing more sport and I feel happier and healthier.”

Mahdlo, Female, Aged 15

“The staff are amazing and want the very best for the youngsters. They go above and beyond to truly make a difference to young people’s lives - especially those who are disadvantaged.”

Stakeholder, Mahdlo

Young people and their families tell us about the transformative effect we have on their lives. We sought to quantify this through an independent evaluation. The findings of that research report (published in late 2019) have prompted us to reflect on what we are working to achieve, how we achieve it and the evidence we have of our impact to date. We will continue to work towards these goals making a tangible difference to young people across the country.



Goal 1:

Give young people a safe exciting place to go to have fun, build their social networks and support their personal development

Youth Zones deliver a high quality universal youth offer that enables all young people to come together, meet new people and participate in developmental activities that build confidence, self-esteem, social skills, communication skills, and team working skills. By engaging in new experiences or taking on challenges they learn from experience, problem solve and overcome setbacks, building resilience and motivation.



How we achieve the goal

Provide high quality affordable spaces for all young people to come together to have fun, make new friends and grow in some of the most deprived parts of the country.



Increase the Network of Youth Zones to provide more young people with a safe place to grow.



Provide 40hr plus of meaningful activities through a universal youth offer in each Youth Zone that enables young people to engage at a 'try', 'train' or 'team' level to support personal and social development.



Provide youth work support to help young people believe in themselves, make positive life choices and gain the skills they need to 'live, learn, work and achieve'.



Work in partnership with a network of public and voluntary sector organisations enabling the multiplier effects of joint working and resources to have greater impact, with each organisation strengthening each other's work.



Evidence

- **100%** of stakeholders said that the Youth Zones provided a safe place for young people to have fun and grow
- **95%** of young people said they felt safe at their Youth Zone (4% said 'sometimes')
- **92%** of parents of 2 year plus members said their child had learnt new things

Confidence

- **77%** of members are more self-confident
- **100%** of stakeholders said their Youth Zone improved young people's confidence

Social Skills

- **75%** of members have more friends, this increases to **87%** of those eligible for FSM
- **73%** of young people 14 plus feel less isolated as a result of their membership
- **68%** of members say they are better at mixing with people who are different from them
- **100%** of stakeholders said that it improved young people's social skills

Emotional skills

- **66%** of young people thought they were better at bouncing back from setbacks and disappointments

Analysis of outcomes by gender, disability, ethnicity and age show no significant differences with the exception of cohesion which is stronger for Junior members. The strength of impact does increase with length of membership across all indicators. Those who have been members for two years or more are around twice as likely to 'strongly agree' that there has been an impact compared with those who have recently joined.

"I just have more of a social life, met lots of people, do lots of different activities, I have fun with my friends & learn new things"
As a result, "I feel it has helped me grow which made me think more sensibly & behave better in general."

Wigan Youth Zone, Female, Aged 11



Case study

D is a 16 year old member of Mahdlo. Prior to coming to the Youth Zone she reports she was "getting into trouble, being stupid". She has now been attending for over 3 years and goes 4-6 times a week, taking part in a wide variety of activities including sports, the gym, climbing and art. She tells us the Youth Zone has had a major impact on many aspects of her life. "Just coming here has done me good I am more active, I feel happier, [and have] more friends. It's changed my personality, I've done so much better. This place has been amazing for my confidence". This has helped her do better at school. "I went back to school & listened more. I've done better in exams. I'm better at school, better at home and my mum & dad are happier with me."

Goal 2:

Help young people to lead healthier, happier lives

We support young people to improve their physical health, emotional health and wellbeing, and emotional self care (healthy behaviours).



How we achieve the goal

Provide a varied engaging and developmental sports offer, universally available every session, that both supports young people to move from inactive to active and increase their activity levels.



Support a significant proportion of disabled young people to access the Youth Zones engaging in sport and increasing social interactions.



Provide a full holiday provision - often with subsidised places for disadvantaged young people.



Support the 'influencing factors' on young people's mental health and wellbeing through our universal offer including; social connections and inclusion, having a sense of purpose, feeling in control, healthier lifestyles, resilience, meaningful participation, addressing bullying and cohesive communities'.



Delivering targeted interventions to support emotional health and wellbeing preventing escalation e.g. mentoring to build resilience and emotional intelligence; tailored fitness programmes, cookery and nutrition training to improve physical health; and learning and employability initiatives'.



Evidence

Health

- **78%** of under 13s thought they were healthier and **66%** of over 13s; (perhaps reflecting a greater awareness of healthy lifestyles and decreasing levels of physical activity)
- **65%** of those with a disability considered they were healthier
- **95%** of stakeholders considered that it helps people lead healthier, happier lives



Physical Health

- **70%** of members believe that they are more healthy physically
- More young people are doing more activity for more days per week. Those doing little or no exercise has halved (**34% to 18%**) and those doing significant physical activity (4 days or more per week) has almost doubled (**21% to 37%**)
- **100%** of stakeholders said that it moved people from inactive to active lifestyles



Emotional health & wellbeing

- **73%** feel happier about their lives (**89%** for those on free school meals)
- **100%** of stakeholders said that it improved young people's mental health



Emotional self care

- **74%** of young people aged 14 and over said they understand more about the dangers of smoking, drugs and alcohol
- **97%** of stakeholders said that it supports young people to make healthier choices



The Way Mentoring

C is an incredibly witty, intelligent and competitive individual, with a sharp sense of humour and an infectious laugh however he was struggling to interact with peers and manage his anger; he was also experiencing several health-related complications. He was referred to the mentoring programme and matched with Mentor N based on their common interests, similar personalities and Mentor N's previous experience supporting young people with emotional & behavioural difficulties. Since being matched C has made great progress, doing many active pursuits together that C didn't ever think he would be capable of including his mentor teaching him how to ride a bike; something C was adamant he wouldn't be able to do at the beginning of their match.

C has now graduated from the mentoring journey with outcomes including:

- A healthier lifestyle which resulted in mentee C not needing medical intervention
- Techniques for managing his reaction to situations that make him angry
- Increased self-confidence and social skills

Goal 3:

Enable young people to better face the challenges of life

We support young people to develop the emotional intelligence (self-awareness, self-regulation, motivation, empathy, social skills), problem solving skills, confidence and resilience to deal with the challenges they face, to strengthen their wellbeing and promote success in life.



How we achieve the goal

Provide a safe environment, supportive relationships, positive adult role models and positive experiences through the universal offer.



Deliver universal and targeted activities that enable young people to overcome challenges and achieve.



Deliver targeted programmes such as mentoring and key working to support young people to develop the ability to understand and manage emotions and build resilience.



Offer more specialised 'trauma informed' support through our targeted programmes and partnerships for those experiencing adversity (e.g. counselling and key worker support for those at risk of child criminal exploitation or experiencing adverse childhood experiences).

Evidence

Self Awareness

- **77%** know what their strengths and weaknesses are (asked of those 14yrs plus)



Ability to manage own emotions

- **59%** are better able to control/manage their feelings better



Empathy

- **65%** are better at understanding how other young people are feeling enabling them to show greater levels of empathy and understanding



Resilience

- **73%** of young people feel less isolated (asked of those 14yrs plus)
- **66%** thought they were better at bouncing back from setbacks and disappointments
- **92%** considered that they had a trusted adult who they could speak to



- **78%** of parents consider that the Youth Zone has had a positive impact on their child's life, a figure which rises to **95%** amongst those whose children have been attending more than 2 years
- **71%** of parents of 2 year plus members believe that their child's membership had had a positive impact on their family life. This figure rises to **79%** amongst frequent attenders (4 or more times per week)

Case study

K's story illustrates the importance of being there for young people through their personal journeys to strengthen and increase the long term impact of targeted programmes. "K, age 14 was referred to Manchester Youth Zone's 'Senior Choices Programme' after several reports of anti-social behaviour. With the support from course leaders K returned to mainstream schooling. Whilst on the programme, the police reported that there were zero complaints received about K and his teachers reported he was making great progress.

After completing the programme, his attendance at school dropped dramatically and the anti-social behaviour restarted culminating in an arrest; it became apparent that more support was needed. A meeting with all professionals working with the family resulted in K being placed back on the Senior Choices Programme.

K opened up about his involvement with drugs and older gang members and openly said that he feels lost when he's not on the programme. Whilst on it, he has positive role models to speak to about what is going on in his life, and he gets to go out and do normal things that someone his age should be doing.

He is now involved in community volunteering with the Youth Zone and has returned to school.



Goal 4:

Support young people to raise their aspirations and fulfil their potential

We support young people to be ready to learn and work by raising; aspirations, sense of self-esteem and self-efficacy, communication and interpersonal skills, and fostering a determination to succeed. Young people have a better understanding of the career opportunities available, the skills required, an improved sense of how their life experiences can be valuable in the workplace and are supported to move into employment, education or training.



How we achieve the goal

Provide a range of experiences and opportunities that support young people's personal and social development increasing their self-esteem and belief they can change their lives.



Support young people to address the challenges they face enabling them to better engage in education or sustain employment.



Build understanding of the opportunities available locally and how to access them through universal provision e.g. careers events and targeted programmes.



Provide targeted educational support for those disengaging with education to help re-motivate and build a stronger sense of self belief for example Inspiring Futures and employer mentoring.



Deliver employability programmes, such as Get a Job, to support young people to be more work ready and access meaningful employment or training opportunities, in line with their aspirations.



Evidence

Aspirations

- A 2015 study showed a **17.2%** increase in aspirations amongst Youth Zone members



Ready for work/learning

- **78%** say staff and volunteers at the Youth Zone encourage them to prepare for the future
- **68%** feel better prepared for the future – this increases to **79%** amongst frequent attenders
- **66%** are more confident in getting the qualifications/experience needed
- **66%** are clearer about what they need for the job/work they want in the future
- **58%** report getting better marks in class/perform better at work/training
- Results were particularly strong for White British members. National research shows white working class pupils achieve the lowest GCSE grades and are most likely to be Not in Education, Employment or Training (NEET)*
- High levels of improvement in aspirations and preparedness for the future amongst White British members were strongly positive findings
- For both our Inspiring Futures and Get a Job programmes **87%** of participants reported an increase in workplace skills and attributes



*Sutton Trust: Class differences, 2016

Achievement

- 17 of the 20 schools with a high density of young members attending a YZ, for which there was data, had improved their Attainment 8 Scores or had seen less decline than the national average
- Of the 1,669 NEET young people who have participated on Get a Job across the OnSide Network, 83% moved into employment, education or training (**24%** of participants had a disability or additional need)
- **97%** of stakeholders consider that the Youth Zones effectively support all young people to achieve their potential



Case study

D, a 13 year old male member at The Hive in Wirral who attends 2-3 times a week, reports he is doing better in school because of the Youth Zone. He has said if it wasn't for the Youth Zone he would be at home playing video games now he is active playing football and climbing which has helped him feel 'happier, more confident' and less isolated. "Playing with other people has made me see how other people talk and behave and I can learn how to mix well with a variety of people. I'm more pushed to meet more people, then I have more confidence to push myself in school. I'm more confident to ask questions or to go into situations I'm uncomfortable in. I can concentrate longer". As a result he reports he is enjoying school more, getting better marks and feels more prepared for the future.

Goal 5:

Strengthen communities by supporting young people to be empowered, active, responsible citizens

We increase social cohesion and build a sense belonging through our universal offer.
We develop leadership skills and support young people to feel empowered and be more active in their community. We promote positive behaviours to create safe communities.



How we will achieve the goal

Bring diverse young people together strengthening social bonds and building awareness and understanding of different cultures and communities within our universal and targeted programmes e.g. through celebrating diversity and 'hate crime' awareness projects



Aim to challenge stereotypes of young people and champion young people's perceptions.



Support young people to have a 'Voice' in the development and running of the Youth Zone, locally within their community and nationally.



Deliver citizenship based programmes to help young people feel more connected to their local community and empowered to achieve change.



Provide opportunities for young people to 'give back' to their community either by volunteering in the Youth Zone or in the local area.



Support young people to understand consequences and make positive choices in their engagement with their community.



Evidence

- **90%** of stakeholders said we strengthened local communities by supporting young people



- **94%** said Youth Zones raised pride in the local area
- **97%** of stakeholders thought that their area was better since their Youth Zone opened
- **66%** of parents of 2 year plus members believe that their child's membership made a positive difference to the community

Citizenship

- **65%** of members felt more a part of their community as a result of attending their Youth Zone
- **65%** felt that they could make a positive difference to their community
- **97%** of stakeholders said it was good or very good at encouraging people to volunteer/ take part in social activity



Cohesion

- **65%** say they are better at mixing with people who are different from them
- **97%** of stakeholders said that it made a positive contribution to community cohesion



Amongst stakeholders:

- **96%** said that their Youth Zone had made an impact on supporting them achieve their objectives
- **97%** of stakeholders said that the Youth Zone worked effectively with them in their role



Safer Communities

- **66%** of members say they are more likely to stay out of trouble
- Local stakeholders credit the Youth Zones with reducing crime and anti-social behaviour for example:
 - Greater Manchester Fire and Rescue Service credited the Youth Zones as having made a significant contribution to the significant fall in deliberate secondary fires started.
 - In Oldham police reported a **30%** reduction in ASB involving young people and a **40%** decline in young people being victims of street crime
 - In Wigan police reported a **77%** reduction in ASB in nearby Mesnes Park post Youth Zone opening
 - Chorley - Police report a **49%** reduction in nuisance & criminal behaviour by young people since opening



Case study

Tyler, aged 14 and a friend became litter picking sensations cleaning up the streets of Blackburn. He was inspired by the Youth Zone's Youth Ambassador Project to become more involved in their community through social integration, social action and team building. Tyler explained "Through doing the Youth Ambassador Project I gained the confidence to believe that I could make a difference in my community. I bought myself a litter picker and set off around the streets, all together we have collected 44 bags of rubbish. When I finish doing my local area I want to go into different areas and make a difference there. I had noticed a lot of litter lying around the streets, it makes the area look really scruffy and I was worried about the harm it would cause to wildlife. After researching I found the 'Keep Blackburn Tidy' page on facebook and knew this was something I could get involved with". The boys have since gone on to set up their own social media pages to persuade others to get involved with cleaning up the streets of Blackburn with Darwen.



Company Registration No: 06591785 | Registered Charity No: 1125893
 Registered office: Suite GB, Atria, Spa Road, Bolton. BL1 4AC



ON SIDE YOUTH ZONES NETWORK –

Ambition and Impact



Introduction

OnSide Youth Zones primarily focus on providing open access youth services to all young people from across their borough/ district regardless of socio-economic background, ethnicity or culture. Additional targeted services support young people facing challenges or personal struggles to succeed.

“I am doing more sport and I feel happier and healthier.”

Mahdlo, Female, Aged 15

“The staff are amazing and want the very best for the youngsters. They go above and beyond to truly make a difference to young people’s lives - especially those who are disadvantaged.”

Stakeholder, Mahdlo

Young people and their families tell us about the transformative effect we have on their lives. We sought to quantify this through an independent evaluation. The findings of that research report (published in late 2019) have prompted us to reflect on what we are working to achieve, how we achieve it and the evidence we have of our impact to date. We will continue to work towards these goals making a tangible difference to young people across the country.



Goal 1:

Give young people a safe exciting place to go to have fun,
build their social networks and support their personal development

Youth Zones deliver a high quality universal youth offer that enables all young people to come together, meet new people and participate in developmental activities that build confidence, self-esteem, social skills, communication skills, and team working skills. By engaging in new experiences or taking on challenges they learn from experience, problem solve and overcome setbacks, building resilience and motivation.



How we achieve the goal

Provide high quality affordable spaces for all young people to come together to have fun, make new friends and grow in some of the most deprived parts of the country.



Increase the Network of Youth Zones to provide more young people with a safe place to grow.



Provide 40hr plus of meaningful activities through a universal youth offer in each Youth Zone that enables young people to engage at a 'try', 'train' or 'team' level to support personal and social development.



Provide youth work support to help young people believe in themselves, make positive life choices and gain the skills they need to 'live, learn, work and achieve'.



Work in partnership with a network of public and voluntary sector organisations enabling the multiplier effects of joint working and resources to have greater impact, with each organisation strengthening each other's work.



Evidence

- **100%** of stakeholders said that the Youth Zones provided a safe place for young people to have fun and grow
- **95%** of young people said they felt safe at their Youth Zone (4% said 'sometimes')
- **92%** of parents of 2 year plus members said their child had learnt new things

Confidence

- **77%** of members are more self-confident
- **100%** of stakeholders said their Youth Zone improved young people's confidence

Social Skills

- **75%** of members have more friends, this increases to **87%** of those eligible for FSM
- **73%** of young people 14 plus feel less isolated as a result of their membership
- **68%** of members say they are better at mixing with people who are different from them
- **100%** of stakeholders said that it improved young people's social skills

Emotional skills

- **66%** of young people thought they were better at bouncing back from setbacks and disappointments

Analysis of outcomes by gender, disability, ethnicity and age show no significant differences with the exception of cohesion which is stronger for Junior members. The strength of impact does increase with length of membership across all indicators. Those who have been members for two years or more are around twice as likely to 'strongly agree' that there has been an impact compared with those who have recently joined.

"I just have more of a social life, met lots of people, do lots of different activities, I have fun with my friends & learn new things"
As a result, "I feel it has helped me grow which made me think more sensibly & behave better in general."

Wigan Youth Zone, Female, Aged 11



Case study

D is a 16 year old member of Mahdlo. Prior to coming to the Youth Zone she reports she was "getting into trouble, being stupid". She has now been attending for over 3 years and goes 4-6 times a week, taking part in a wide variety of activities including sports, the gym, climbing and art. She tells us the Youth Zone has had a major impact on many aspects of her life. "Just coming here has done me good I am more active, I feel happier, [and have] more friends. It's changed my personality, I've done so much better. This place has been amazing for my confidence". This has helped her do better at school. "I went back to school & listened more. I've done better in exams. I'm better at school, better at home and my mum & dad are happier with me. "

Goal 2:

Help young people to lead healthier, happier lives

We support young people to improve their physical health, emotional health and wellbeing, and emotional self care (healthy behaviours).



How we achieve the goal

Provide a varied engaging and developmental sports offer, universally available every session, that both supports young people to move from inactive to active and increase their activity levels.



Support a significant proportion of disabled young people to access the Youth Zones engaging in sport and increasing social interactions.



Provide a full holiday provision - often with subsidised places for disadvantaged young people.



Support the 'influencing factors' on young people's mental health and wellbeing through our universal offer including; social connections and inclusion, having a sense of purpose, feeling in control, healthier lifestyles, resilience, meaningful participation, addressing bullying and cohesive communities'.



Delivering targeted interventions to support emotional health and wellbeing preventing escalation e.g. mentoring to build resilience and emotional intelligence; tailored fitness programmes, cookery and nutrition training to improve physical health; and learning and employability initiatives'.



Evidence

Health

- **78%** of under 13s thought they were healthier and **66%** of over 13s; (perhaps reflecting a greater awareness of healthy lifestyles and decreasing levels of physical activity)
- **65%** of those with a disability considered they were healthier
- **95%** of stakeholders considered that it helps people lead healthier, happier lives



Physical Health

- **70%** of members believe that they are more healthy physically
- More young people are doing more activity for more days per week. Those doing little or no exercise has halved (**34% to 18%**) and those doing significant physical activity (4 days or more per week) has almost doubled (**21% to 37%**)
- **100%** of stakeholders said that it moved people from inactive to active lifestyles



Emotional health & wellbeing

- **73%** feel happier about their lives (**89%** for those on free school meals)
- **100%** of stakeholders said that it improved young people's mental health



Emotional self care

- **74%** of young people aged 14 and over said they understand more about the dangers of smoking, drugs and alcohol
- **97%** of stakeholders said that it supports young people to make healthier choices



The Way Mentoring

C is an incredibly witty, intelligent and competitive individual, with a sharp sense of humour and an infectious laugh however he was struggling to interact with peers and manage his anger; he was also experiencing several health-related complications. He was referred to the mentoring programme and matched with Mentor N based on their common interests, similar personalities and Mentor N's previous experience supporting young people with emotional & behavioural difficulties. Since being matched C has made great progress, doing many active pursuits together that C didn't ever think he would be capable of including his mentor teaching him how to ride a bike; something C was adamant he wouldn't be able to do at the beginning of their match.

C has now graduated from the mentoring journey with outcomes including:

- A healthier lifestyle which resulted in mentee C not needing medical intervention
- Techniques for managing his reaction to situations that make him angry
- Increased self-confidence and social skills

Goal 3:

Enable young people to better face the challenges of life

We support young people to develop the emotional intelligence (self-awareness, self-regulation, motivation, empathy, social skills), problem solving skills, confidence and resilience to deal with the challenges they face, to strengthen their wellbeing and promote success in life.



How we achieve the goal

Provide a safe environment, supportive relationships, positive adult role models and positive experiences through the universal offer.



Deliver universal and targeted activities that enable young people to overcome challenges and achieve.



Deliver targeted programmes such as mentoring and key working to support young people to develop the ability to understand and manage emotions and build resilience.



Offer more specialised 'trauma informed' support through our targeted programmes and partnerships for those experiencing adversity (e.g. counselling and key worker support for those at risk of child criminal exploitation or experiencing adverse childhood experiences).

Evidence

Self Awareness

- **77%** know what their strengths and weaknesses are (asked of those 14yrs plus)



Ability to manage own emotions

- **59%** are better able to control/manage their feelings better



Empathy

- **65%** are better at understanding how other young people are feeling enabling them to show greater levels of empathy and understanding



Resilience

- **73%** of young people feel less isolated (asked of those 14yrs plus)
- **66%** thought they were better at bouncing back from setbacks and disappointments
- **92%** considered that they had a trusted adult who they could speak to



- **78%** of parents consider that the Youth Zone has had a positive impact on their child's life, a figure which rises to **95%** amongst those whose children have been attending more than 2 years
- **71%** of parents of 2 year plus members believe that their child's membership had had a positive impact on their family life. This figure rises to **79%** amongst frequent attenders (4 or more times per week)

Case study

K's story illustrates the importance of being there for young people through their personal journeys to strengthen and increase the long term impact of targeted programmes. "K, age 14 was referred to Manchester Youth Zone's 'Senior Choices Programme' after several reports of anti-social behaviour. With the support from course leaders K returned to mainstream schooling. Whilst on the programme, the police reported that there were zero complaints received about K and his teachers reported he was making great progress.

After completing the programme, his attendance at school dropped dramatically and the anti-social behaviour restarted culminating in an arrest; it became apparent that more support was needed. A meeting with all professionals working with the family resulted in K being placed back on the Senior Choices Programme.

K opened up about his involvement with drugs and older gang members and openly said that he feels lost when he's not on the programme. Whilst on it, he has positive role models to speak to about what is going on in his life, and he gets to go out and do normal things that someone his age should be doing.

He is now involved in community volunteering with the Youth Zone and has returned to school.



Goal 4:

Support young people to raise their aspirations and fulfil their potential

We support young people to be ready to learn and work by raising; aspirations, sense of self-esteem and self-efficacy, communication and interpersonal skills, and fostering a determination to succeed. Young people have a better understanding of the career opportunities available, the skills required, an improved sense of how their life experiences can be valuable in the workplace and are supported to move into employment, education or training.



How we achieve the goal

Provide a range of experiences and opportunities that support young people's personal and social development increasing their self-esteem and belief they can change their lives.



Support young people to address the challenges they face enabling them to better engage in education or sustain employment.



Build understanding of the opportunities available locally and how to access them through universal provision e.g. careers events and targeted programmes.



Provide targeted educational support for those disengaging with education to help re-motivate and build a stronger sense of self belief for example Inspiring Futures and employer mentoring.



Deliver employability programmes, such as Get a Job, to support young people to be more work ready and access meaningful employment or training opportunities, in line with their aspirations.



Evidence

Aspirations

- A 2015 study showed a **17.2%** increase in aspirations amongst Youth Zone members



Ready for work/learning

- **78%** say staff and volunteers at the Youth Zone encourage them to prepare for the future
- **68%** feel better prepared for the future – this increases to **79%** amongst frequent attenders
- **66%** are more confident in getting the qualifications/experience needed
- **66%** are clearer about what they need for the job/work they want in the future
- **58%** report getting better marks in class/perform better at work/training
- Results were particularly strong for White British members. National research shows white working class pupils achieve the lowest GCSE grades and are most likely to be Not in Education, Employment or Training (NEET)*
- High levels of improvement in aspirations and preparedness for the future amongst White British members were strongly positive findings
- For both our Inspiring Futures and Get a Job programmes **87%** of participants reported an increase in workplace skills and attributes



*Sutton Trust: Class differences, 2016

Achievement

- 17 of the 20 schools with a high density of young members attending a YZ, for which there was data, had improved their Attainment 8 Scores or had seen less decline than the national average
- Of the 1,669 NEET young people who have participated on Get a Job across the OnSide Network, 83% moved into employment, education or training (**24%** of participants had a disability or additional need)
- **97%** of stakeholders consider that the Youth Zones effectively support all young people to achieve their potential



Case study

D, a 13 year old male member at The Hive in Wirral who attends 2-3 times a week, reports he is doing better in school because of the Youth Zone. He has said if it wasn't for the Youth Zone he would be at home playing video games now he is active playing football and climbing which has helped him feel 'happier, more confident' and less isolated. "Playing with other people has made me see how other people talk and behave and I can learn how to mix well with a variety of people. I'm more pushed to meet more people, then I have more confidence to push myself in school. I'm more confident to ask questions or to go into situations I'm uncomfortable in. I can concentrate longer". As a result he reports he is enjoying school more, getting better marks and feels more prepared for the future.

Goal 5:

Strengthen communities by supporting young people to be empowered, active, responsible citizens

We increase social cohesion and build a sense belonging through our universal offer.
We develop leadership skills and support young people to feel empowered and be more active in their community. We promote positive behaviours to create safe communities.



How we will achieve the goal

Bring diverse young people together strengthening social bonds and building awareness and understanding of different cultures and communities within our universal and targeted programmes e.g. through celebrating diversity and 'hate crime' awareness projects



Aim to challenge stereotypes of young people and champion young people's perceptions.



Support young people to have a 'Voice' in the development and running of the Youth Zone, locally within their community and nationally.



Deliver citizenship based programmes to help young people feel more connected to their local community and empowered to achieve change.



Provide opportunities for young people to 'give back' to their community either by volunteering in the Youth Zone or in the local area.



Support young people to understand consequences and make positive choices in their engagement with their community.



Evidence

- **90%** of stakeholders said we strengthened local communities by supporting young people



- **94%** said Youth Zones raised pride in the local area
- **97%** of stakeholders thought that their area was better since their Youth Zone opened
- **66%** of parents of 2 year plus members believe that their child's membership made a positive difference to the community

Citizenship

- **65%** of members felt more a part of their community as a result of attending their Youth Zone
- **65%** felt that they could make a positive difference to their community
- **97%** of stakeholders said it was good or very good at encouraging people to volunteer/ take part in social activity



Cohesion

- **65%** say they are better at mixing with people who are different from them
- **97%** of stakeholders said that it made a positive contribution to community cohesion



Amongst stakeholders:

- **96%** said that their Youth Zone had made an impact on supporting them achieve their objectives
- **97%** of stakeholders said that the Youth Zone worked effectively with them in their role



Safer Communities



- **66%** of members say they are more likely to stay out of trouble
- Local stakeholders credit the Youth Zones with reducing crime and anti-social behaviour for example:
 - Greater Manchester Fire and Rescue Service credited the Youth Zones as having made a significant contribution to the significant fall in deliberate secondary fires started.
 - In Oldham police reported a **30%** reduction in ASB involving young people and a **40%** decline in young people being victims of street crime
 - In Wigan police reported a **77%** reduction in ASB in nearby Mesnes Park post Youth Zone opening
 - Chorley - Police report a **49%** reduction in nuisance & criminal behaviour by young people since opening

Case study

Tyler, aged 14 and a friend became litter picking sensations cleaning up the streets of Blackburn. He was inspired by the Youth Zone's Youth Ambassador Project to become more involved in their community through social integration, social action and team building. Tyler explained "Through doing the Youth Ambassador Project I gained the confidence to believe that I could make a difference in my community. I bought myself a litter picker and set off around the streets, all together we have collected 44 bags of rubbish. When I finish doing my local area I want to go into different areas and make a difference there. I had noticed a lot of litter lying around the streets, it makes the area look really scruffy and I was worried about the harm it would cause to wildlife. After researching I found the 'Keep Blackburn Tidy' page on facebook and knew this was something I could get involved with". The boys have since gone on to set up their own social media pages to persuade others to get involved with cleaning up the streets of Blackburn with Darwen.



Company Registration No: 06591785 | Registered Charity No: 1125893
 Registered office: Suite GB, Atria, Spa Road, Bolton. BL1 4AC

Subject:		Holiday Activities and Food Programme	
Date of Meeting:		8th March 2021	
Report of:		Executive Director, Families, Children and Learning	
Contact Officer:	Name:	Vicky Jenkins, Childcare Strategy Manager	Tel: 01273 296110
	Email:	vicky.jenkins@brighton-hove.gov.uk	
Ward(s) affected:		All	

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

- 1.1 The report informs the committee of the new government funded Holiday Activities and Food programme for children who are eligible for benefits-related free school meals, which will start in Brighton & Hove during the Easter holidays 2021

2. RECOMMENDATIONS:

- 2.1 That the committee notes the programme and agrees the proposed approach

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The Holiday Activities and Food (HAF) programme is a new national government initiative which will fund all local authorities to offer enriching activities and free healthy meals to children eligible for benefits-related free school meals.
- 3.2 HAF projects ran as a pilot in the past three summers in a limited number of local authority areas in the country.
- 3.3 The HAF programme will run for one week at Easter, four weeks in the summer and for one week at Christmas 2021.
- 3.4 The total funding for the programme for FYs 2020/21 and 2021/22 is £780,000. Grant terms and conditions from the DfE state that up to 10% of the grant can be used to fund central costs. A programme manager and a part-time support officer are being recruited, which are both fixed term posts in accordance with the programme timescale.
- 3.5 DfE guidance is that the programme should be made available to all school-age children (aged four to 16) who are eligible for free school meals – approximately 6,200 children in the city. The DfE have not given any guidance on unit costs. An initial budget has been developed from the DfE's grant for Brighton & Hove, based on providing places for 20% of eligible children and young people at Easter and 40% over the summer. This level of provision should be possible within the DfE's funding allocation. Some additional funding will be available to support places for children with special educational needs and disabilities. More work will be done to develop information on unit costs and to look at other sources of funding.

- 3.6 The key elements of the programme, outlined by the DfE are:
- Enriching activities
 - Healthy food ([meeting school food standards](#))
 - Physical activities ([meeting physical activity guidelines](#))
 - Nutritional education
 - Inclusive of children with SEND
 - For four hours a day and for four days a week
- 3.7 The DfE wants children attending to
- Eat more healthily
 - Be more active
 - Take part in engaging and enriching activities
 - Be safe and not isolated
 - Have greater knowledge of health and nutrition
 - Be more engaged with school and other services
 - Have greater knowledge and awareness of holiday club provision
- 3.8 The programme in Brighton & Hove will be led by early years and childcare, in the FCL education and skills section, working closely with the Family Information Service and public health, with oversight from a city-wide steering group of stakeholders including representatives from education, social work, youth provision, family support, children's disability services, public health, schools, the voluntary and community sector, and the police. Meetings of the HAF steering group were held in February and March.
- 3.9 The **HAF programme for Easter 2021** will be run as a pilot because of the limited time available to set up a full programme, and because of the potential limitations of Covid-19. In addition the HAF funding available is insufficient for all FSM children in the city to be offered the programme.
- 3.10 The aim for Easter is to provide as many places as possible which:
- provide places in wards with the highest number of children eligible for free school meals
 - ensures that both primary and secondary school children and young people are provided for
 - is accessible to and meets the needs of the diverse range of children and young people in the city, including those with SEND, and
 - can be offered within the budget available
- 3.11 An application form for funding to offer HAF activities for Easter 2021 has been developed in consultation with the council's procurement team and sent to a wide range of providers. Potential providers include Ofsted registered holiday playschemes, schools, youth providers, activity providers including sport, dance, music, art and drama and community organisations which already provide food and activities.
- 3.12 Information events were held for providers in week commencing 22nd February and the deadline for applications is 8th March 2021. The council has asked for applications for funding for:

- direct activities for children (and families, where appropriate) alongside a meal in a school or community setting
- if this is not possible as a result of Covid-19 restrictions in operation at the time, to be able to adjust their offer to provide on-line or home-based activities for children and families together with food parcels. This could include packed lunches or carefully sourced food that families can cook alongside an accompanying recipe and support to prepare the meal. This approach may also be appropriate for families who are reluctant for their children to attend face to face provision because of Covid-19.

3.13 The aim is to publicise activities to families from 17th March 2021.

3.14 A fuller programme will be developed for the summer and Christmas holidays.

3.15 Schools will play a critical role in both offering activities and engaging with children and families to ensure awareness and high take-up, as will community groups with work with more disadvantaged children and families.

3.16 The aim is for the HAF programme in Brighton & Hove to provide a comprehensive offer of activities which will be attractive to a wide range of children and families with a particular focus on those who are more disadvantaged.

3.17 The HAF is not a replacement for holiday food vouchers for FSM children. The funding is insufficient to fund food for all children and the programme will only run for six weeks of the year. DfE has been clear that HAF funding must not be used to buy food vouchers but can be used for food parcels linked to activities if necessary because of Covid-19 restrictions.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

4.1 The DfE have set out clear guidance for how the programme should be run. Because of the short lead-in time, Covid-19 and current limited staff capacity the programme will be more limited at Easter, with wider provision developed and delivered in the summer holidays.

5. COMMUNITY ENGAGEMENT & CONSULTATION

5.1 A steering group has been established.

5.2 For the summer the programme will include consultation with children and families to ensure that activities offered are those which are attractive to children, particularly those with SEND, and from more disadvantaged groups.

6. CONCLUSION

6.1 Committee is asked to note the HAF programme in Brighton & Hove and agree the proposed approach

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

7.1 Expenditure will need to be contained within the grant funding resources, including the costs of the programme manager and support officer. Grant funding

is not guaranteed beyond 2021/22 and so the posts will be recruited on a fixed term basis. A Grant Determination Letter was issued by the Department for Education in February 2021.

Finance Officer Consulted: Steve Williams

Date: 29/01/21

7.2 Legal Implications:

The holiday activities and food programme is now expanded to every local authority in England and Wales. The requirements of the HAF programme are as set out in the report. The programme will cover the Easter, summer and Christmas holidays in 2021. Local authorities are asked to ensure that the offer of free holiday club provision is available for all children eligible for free school meals, but the government guidance makes clear that it is not envisaged that in practice all eligible children will participate.

Lawyer Consulted: Natasha Watson

Date: 23/02/21

7.3 Equalities Implications:

The HAF programme will ensure that children with SEND and more disadvantaged children, including children with English as an additional language, have access to the programme, through working with specialist groups and organisations which support these children and families.

DfE guidance states that if local authorities are offering the programme comprehensively across their full geographical area and are fully meeting demand from FSM eligible children, the DfE can be approached for written approval to use up to 15% of allocated funding to provide free or subsidised holiday club places for children who are not in receipt of benefits-related FSM but who are considered to be in need of this provision, for example LAC, children with EHCP, otherwise vulnerable or living in areas of high deprivation. Brighton & Hove will act accordingly.

7.4 Sustainability Implications

Sustainability implications include ensuring that provision is included in the areas with the largest numbers of free school meal children and ensuring that food meets school meals standards.

SUPPORTING DOCUMENTATION

Appendices:

1. DfE Guidance
2. DfE Grant Determination Letter
3. HAF Application form Easter 2021



Department
for Education

Grants to fund local coordination of free holiday activities and healthy food for disadvantaged children during 2021

Guidance for local authorities

February 2021

Contents

Context	4
Background	4
Aims and objectives	4
Coordination of HAF programme	5
Funding	7
Eligibility	9
Community and voluntary organisations	10
Standards for holiday provision	Error! Bookmark not defined.0
Impact of Covid-19	Error! Bookmark not defined.2

Change log

Version	Issued date	Page number	Changes made to LA guidance 2021
1.0	February 2021		Final version issued to begin 2021 delivery

Context

1. This document provides information for local authorities delivering the Holiday Activities and Food programme (HAF) in 2021.
2. On 8 November 2020, the Government announced that the Holiday Activities and Food programme, which has provided healthy food and enriching activities to disadvantaged children since 2018, will be expanded across the whole of England in 2021.
3. The programme will cover the Easter, summer and Christmas holidays in 2021, and we will make up to £220m available to local authorities for the programme. It will be available to children in every local authority in England and will build on the success of the local holiday programmes that the Government have been funding since 2018.

Background

4. School holidays can be particular pressure points for some families because of increased costs (such as food and childcare) and reduced incomes. For some children that can lead to a holiday experience gap - with children from disadvantaged families less likely to access organised out-of-school activities; more likely to experience 'unhealthy holidays' in terms of nutrition and physical health and are more likely to experience social isolation.
5. Free holiday clubs are a response to this issue and evidence suggests that they can have a positive impact on children and young people. It also shows they work best when they provide consistent and easily accessible enrichment activities, when they offer more than just breakfast or lunch, and when they involve children (and parents) in food preparation.

Aims & objectives

6. In 2021, we will be providing grant funding to all local authorities across England to coordinate free holiday provision - including healthy food and enriching activities - for children who receive benefits-related free school meals. It will be optional for eligible children to attend this provision if they wish.
7. As was the case in previous years, the focus of the programme will be on children eligible for benefits-related free school meals. Local authorities are asked to ensure that the offer of free holiday club provision is available for all children eligible for free school meals in your area though we would not expect all eligible children to participate.

8. The aim of the programme is to make free places available to children eligible for free school meals for the equivalent of at least four hours a day, four days a week and for six weeks a year. This would cover four weeks in the summer and a week's worth of provision in each of the Easter and Christmas holidays in 2021.
9. Local authorities and their providers will have flexibility about how they deliver this level of provision to best serve the needs of children and families in their area. For example, in the Christmas and Easter holidays, local areas could spread a week's worth of provision across a two-week period. In the summer, you may wish to spread the equivalent number of hours over a longer period. There will also be flexibility in how the programme can be delivered to older children, for example it might be later in the day or through shorter sessions.
10. We also encourage local authorities to make the holiday clubs available to any children not eligible for free school meals, who can pay to attend. This might be through operating bespoke provision, or operating as part of already existing holiday provision in the area, with the likelihood of a mixed arrangement depending on the local supply and demand for provision.

Coordination of HAF programme

11. Local authorities will receive grant funding to deliver the HAF programme in their area. This will cover the provision of the free holiday places and the coordination of the programme locally. Some local authorities may coordinate it themselves, and others may choose to work with another organisation to coordinate the provision on their behalf. We recognise and greatly value the important role that community and voluntary organisations have played in this programme over the last three years, and we encourage all local authorities to work with a wide range of partners in the delivery of this programme.
12. Based on the experiences of our HAF coordinators in previous years, we believe the key elements of the role of coordinating holiday provision should involve:
 - a. mapping the holiday provision in your area to ensure that holiday provision exists and is supporting the areas of greatest need;
 - b. establishing a steering group to support implementation and delivery that should include representatives from a wide range of local bodies, including local police and other uniform services, local public health officials, school leaders, youth services, social services, charities and the voluntary sector:

- c. drawing in wider support to enhance the local programme, for example bringing in funding from other sources such as philanthropists, sponsors, food providers as well as supermarkets and local businesses providing these organisations fit with the values and aspirations of the programme;
- d. developing a local plan for provision in your area, based on what you know about local supply and demand;
- e. ensuring that sufficient, adequate provision is available across your area for children with SEND/additional needs;
- f. awarding funding to holiday club providers in order to ensure there is enough provision to meet demand;
- g. supporting all providers to meet our framework of standards (including safeguarding requirements and meals that meet school food standards) and to improve the quality of their provision;
- h. working with families to reduce dependency by providing nutritional education for children and educating families around purchasing and preparing healthy meals on a sustainable basis;
- i. promoting and advertising provision, including working with local schools and other agencies to encourage the most at need children to attend;
- j. working with other local services or agencies to ensure a joined-up and efficient approach (e.g. signposting, sharing resources); and
- k. building local partnerships and sharing learning and good practice among local partners.

13. It should be noted that some areas will already have well developed models for coordinating holiday provision and as a result we recognise that they may not need to take all of the above steps.

14. What we're trying to achieve through this programme is for children who attend provision:

- a. To eat more healthily over the school holidays;
- b. To be more active during the school holidays;
- c. To take part in engaging and enriching activities which support the development of resilience, character and well being along with their wider education attainment;
- d. To be safe and not to be socially isolated;
- e. To have greater knowledge of health nutrition; and
- f. To be more engaged with school and other local services.

15. We also want to ensure that the children and families who participate in this programme develop their understanding of nutrition and food budgeting as well as being effectively signposted towards other information and support for example health, employment and education.
16. As with our previous programmes, you will have flexibility as to how you deliver this in your area, providing you reach the aims and objectives set out above.

Funding

17. We know that there are administrative costs associated with the setting up and running the HAF programme and ensuring you have sufficient staff. As set out in the grant determination letter, we expect that LAs will not spend more than 10% of the total funding allocated on the costs associated with running the programme.
18. The remaining 90% should be used to fund places for FSM eligible children and this 90% can be used flexibly.
19. Funding can be used to support a comprehensive, inclusive and accessible offer (e.g. setting up new provision where needed, paying for additional staff to expand existing provision or to meet additional needs etc.)
20. Funding can also be used to support quality improvement, for example, money to bring in activity providers such as sports coaches or money to establish partnerships with catering organisations.

Capital Expenditure

21. Funding can also be used to purchase equipment for the programme, for example, to improve the catering or sports equipment at an individual club. However, only where this expenditure meets our criteria for classification as capital expenditure, the amount you spend on this should be limited to 2% of your overall programme expenditure.
22. Capital expenditure is classed as:
- a. Individual assets worth over £2,500
 - b. Grouped assets, that is assets of a similar nature that are purchased at the same time, which cost £2,500 or more overall
 - c. Bulk assets, for example a bulk purchase of equipment where the value of the individual item is below the set value, which cost £2,500 or more overall.

23. Any equipment that does not meet the above criteria, will not be classed as capital expenditure and will not therefore be subject to the 2% cap mentioned above in paragraph 21.

Payments and reporting

24. In order to derive maximum learning from the funded activity, and in order to best meet the Department's policy objectives for this funding, LAs will be responsible for gathering management information from the providers and clubs they fund about the children and families they are supporting. Following each holiday period (Easter, Summer and Christmas) we will ask for LAs to report on their activity over the holiday period.

25. The requirements for LAs are set out in the grant determination letter which we will use to monitor performance at a high level. LAs will have the autonomy to set other performance indicators to measure their own performance (or that of partners).

26. Payments will be made by Department for Education at the following milestones:

- a. In March 2021 (the 2020-21 allocation listed in Annex A), upon satisfactory receipt of a delivery plan from the Authority by 19 February 2021 setting out the intended scale and reach of their programme for Easter 2021;
- b. In June 2021 (up to 50% of the 2021-22 allocation), upon satisfactory receipt of a report by 14 May 2021 detailing the delivery of their programme at Easter 2021 along with a delivery plan for Summer 2021;
- c. In November 2021 (up to 30% of the 2021-22 allocation), upon satisfactory receipt of a report by 15 October detailing the delivery of the programme at Summer 2021 along with a delivery plan for Christmas 2021;
- d. In February 2022 (up to 20% of the 2021-22 allocation), upon satisfactory receipt of a report by 29 January detailing the delivery of the programme at Christmas 2021 along with final report for the whole 2021 programme and a certificate of expenditure/statement of grant usage.

27. The above reports will be provided in accordance with guidance and templates issued by the Department, and will include data on the children and families attending clubs in each local authority area.

28. Local Authorities will be required to work with the Department and with any support organisation appointed to work on behalf of the Department in relation to the monitoring and delivery of the Programme.

29. All of the data and information collected by the clubs and providers should all be collected in strict adherence to GDPR.
30. An evaluation will be undertaken this year to evaluate the impact the programme has had and will focus on delivery across the summer. This will be undertaken by a national provider and will be subject to a tendering process. We expect all LAs to cooperate with the evaluation of the HAF programme.

Support for LAs

31. The DfE HAF LA Implementation team will support LAs in delivering the HAF programme, focusing initially on the Easter holidays. Each LA will have access to a named contact who they will be able to contact with queries and requests for support. As part of the package of support, group meetings, regular communications and the sharing of resources and best practice will be promoted and facilitated.
32. We are also procuring a national support contract which will be in place from April 2021. The Department launched an invitation to tender (ITT) on 7th January 2021 for a support contractor to provide support, advisory and performance monitoring services to assist local authorities with ensuring holiday provision for school-age children. Once in place, the support contractor will work closely with the Department and local authorities across England to provide practical planning and delivery advice from Spring 2021 onwards.
33. We encourage LAs to work closely with neighbouring LAs and to establish clear cross border working protocols to ensure that adequate provision and support is offered to children from surrounding LAs.

Eligibility

FSM eligible children

34. As with previous years, the primary focus of the programme will be on school-aged children eligible for benefits related Free School Meals, and LAs must ensure that the offer of free holiday club provision is available for all children eligible for free school meals in their Local Authority area. This does not mean they are all required to attend as the provision is voluntary.
35. The free holiday club places must be targeted at children who are eligible for and receiving benefits-related free school meals.

Other children and families with need

36. If you can demonstrate that:

- i. you are offering the programme comprehensively across the full geographical area; and
- ii. fully meeting demand from free school meal eligible children in the area:

Then you can seek approval from the Department to use up to 15% of your programme funding to provide free or subsidised holiday club places for children who are not in receipt of benefits-related free school meals but who are considered by the local authority as vulnerable or in need of this provision. For example, this may include children assessed as being in need, looked-after children, children with an EHC plan (education, health and care), children assessed as otherwise vulnerable, or children living in areas of high deprivation.

Community and Voluntary organisations

37. We recognise and greatly value the important role that community and voluntary organisations have played in this programme over the last 3 years. We encourage all local authorities to work with a wide range of partners in the delivery of this programme.

38. Some local authorities may coordinate the programme themselves, and others may choose to work with another organisation to coordinate the provision on their behalf.

39. Where LAs work with community and voluntary organisations whether as a coordinator or as a delivery partner, we expect this to be done on a cost recovery basis so that these organisations are fully funded for the work they undertake.

Standards for holiday provision

40. We have developed a framework of standards over the past few years that are designed to provide a benchmark of what we expect from those delivering the HAF programme.

41. One of the key elements of the role of a HAF programme coordinator will be to improve the quality of provision across the local area and to ensure that providers are supported to meet the high-level standards.

42. We acknowledge that it may be difficult for some providers to meet all of these standards from the outset. We are keen to build capacity and capability in the system and we are keen that local authorities support providers during the period leading up to the holidays in order that they will meet the standards. In support of

this, local coordinators will be able to award funding to providers that don't meet the standards at the start of the grant period as long as they put a specific plan in place to ensure that the standards are met before the start of the holidays.

43. We expect all providers who are funded through the HAF programme to meet our framework of standards. The standards that we expect for 2021 providers are:

- a. **Food:** clubs must provide at least one meal a day (breakfast, lunch or tea) and all food provided at the club (including snacks) must meet [school food standards](#). Our expectation is that the majority of food served by providers will be hot, however, we acknowledge that there will be occasions when this is not possible and that a cold alternative should be used. All food provided as part of the programme must comply with regulations on food preparation and take into account allergies and dietary requirements and preferences as well as any religious or cultural requirements for food.
- b. **Enriching activities:** clubs must provide fun and enriching activities that provide children with opportunities to develop new skills or knowledge, to consolidate existing skills and knowledge, or to try out new experiences. This could include: physical activities such as football, table tennis, cricket; creative activities such as putting on a play, junk modelling, drumming workshops; or experiences such as a nature walk, visiting a city farm etc. Authorities should consider how they can support providers to deliver a rich and varied mix of fun and enriching activities which are age-appropriate.
- c. **Physical activities:** clubs must provide activities which meet the Physical Activity Guidelines on a daily basis.
- d. **Nutritional education:** clubs must include an element of nutritional education each day aimed at improving the knowledge and awareness of healthy eating for children. These do not need to be formal learning activities and could for example include activities such as getting children involved in food preparation and cooking, growing fruit and vegetables, and taste tests.
- e. **Food education for families and carers:** clubs must include at least weekly training and advice sessions for parents, carers or other family members which provide advice on how to source, prepare and cook nutritious and low-cost food.
- f. **Signposting and referrals:** clubs must be able to provide information, signposting or referrals to other services and support that would benefit

the children who attend their provision and their families. This could include sessions, information provided by:

- i. Citizen's Advice
 - ii. School Nurses, dentists or other healthcare practitioners
 - iii. Family Support Services or Children's Services
 - iv. Housing Support Officers
 - v. Jobcentre Plus
 - vi. Organisations providing financial education
- g. **Policies and procedures:** clubs must be able to demonstrate and explain their safeguarding arrangements and have relevant and appropriate policies and procedures in place in relation to:
- i. Safeguarding
 - ii. Health and Safety
 - iii. Insurance
 - iv. Accessibility and inclusiveness
 - v. Where appropriate, clubs must also be compliant with the Ofsted requirements for working with children

Ofsted registration

44. Holidays clubs **may** need to register with Ofsted and there are benefits associated with doing so, but it is not a requirement for clubs and providers participating in the HAF programme and we know that not all will need or want to do that. Guidance on the exemptions to Ofsted registration are set out here [Registration exemptions - Childminders and childcare providers: register with Ofsted - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/registration-exemptions-childminders-and-childcare-providers).

45. Families may be eligible for tax free childcare or the childcare costs element of Universal Credit, through which families may be able to claim back up to 85% of their childcare costs if they are attending and paying for extra childcare at Ofsted registered settings. Further information is available via this link: <https://www.gov.uk/help-with-childcare-costs/universal-credit>

Impact of COVID-19

46. The Department acknowledges that delivery of the programme at Easter could potentially be impacted by COVID-19. In some cases, face-to-face delivery of holiday clubs may not be possible in the Authority's area and remote delivery of the programme may, in some circumstances, be more viable.

47. If the Authority cannot hold face-to-face holiday clubs as a result of COVID-19, the Authority may operate flexibly to ensure that eligible children still receive the type of support detailed in paragraph 14 and 15. For example, this may involve children receiving food parcels that provide healthy meals, activity packs along with access to online support if they are unable to congregate in holiday clubs due to COVID-19. Our LA implementation team will work with LAs to keep them up to date on the impact of changes as the programme progresses.



Department
for Education

© Crown copyright 2021

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: [000-000-000]



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk

8 February 2021

SECTION 31 GRANT DETERMINATION FOR THE HOLIDAY ACTIVITIES AND FOOD PROGRAMME 2021: No 31/5325.

This Determination is made between:

- (1) The **Secretary of State for Education** and
- (2) The upper tier **local authorities** listed in Annex A.

The Secretary of State determines, as set out in Annex A, the authorities to which grant is to be paid and the amount of grant to be paid.

Pursuant to section 31(3) and 31(4) of the Local Government Act 2003, the Secretary of State determines that the grant will be paid subject to the conditions in Annex B.

The Senior Responsible Owner for this grant, Helen Waite, will require your nominated responsible officer to confirm at the end of each financial year that the funding has been properly expended.

Purpose of the Grant

The purpose of the grant is for local authorities to make free places at holiday clubs available in the Easter, summer and Christmas school holidays in 2021. This will be made available to children in the local authority area who are eligible for and receive benefits-related free school meals.

The core aims and objectives of the programme are outlined in Annex B.

Before making this determination in relation to the upper tier local authorities in England, the Secretary of State obtained the consent of the Treasury.

For all enquiries about the Holiday Activities and Food Programme, please contact HAF.Programme@education.gov.uk

Signed by authority of the Secretary of State for Education

Helen Waite
For and on behalf of Department for Education
School Food and Flexible Childcare Division
2 St Paul's Place
Sheffield
S1 2FJ
Web: www.education.gov.uk

Annex A: Maximum allocations for local authorities

	Local authority name	2020/21 FY	2021/22 FY	Total maximum allocation
201	City of London	£500	£4,500	£5,000
202	Camden	£84,810	£758,510	£843,320
203	Greenwich	£115,340	£1,031,600	£1,146,940
204	Hackney	£142,640	£1,275,740	£1,418,380
205	Hammersmith and Fulham	£57,030	£510,050	£567,080
206	Islington	£101,960	£911,930	£1,013,890
207	Kensington and Chelsea	£42,280	£378,170	£420,450
208	Lambeth	£134,430	£1,202,340	£1,336,770
209	Lewisham	£104,040	£930,500	£1,034,540
210	Southwark	£154,870	£1,385,160	£1,540,030
211	Tower Hamlets	£181,530	£1,623,600	£1,805,130
212	Wandsworth	£84,320	£754,180	£838,500
213	Westminster	£71,310	£637,810	£709,120
301	Barking and Dagenham	£113,290	£1,013,250	£1,126,540
302	Barnet	£117,000	£1,046,420	£1,163,420
303	Bexley	£80,650	£721,360	£802,010
304	Brent	£84,960	£759,880	£844,840
305	Bromley	£81,330	£727,400	£808,730
306	Croydon	£180,640	£1,615,620	£1,796,260
307	Ealing	£128,620	£1,150,370	£1,278,990
308	Enfield	£150,190	£1,343,330	£1,493,520
309	Haringey	£97,300	£870,210	£967,510
310	Harrow	£61,970	£554,270	£616,240
311	Havering	£81,510	£728,990	£810,500
312	Hillingdon	£104,060	£930,730	£1,034,790
313	Hounslow	£100,860	£902,120	£1,002,980
314	Kingston upon Thames	£35,200	£314,800	£350,000
315	Merton	£68,650	£613,990	£682,640
316	Newham	£192,920	£1,725,490	£1,918,410
317	Redbridge	£89,990	£804,900	£894,890
318	Richmond upon Thames	£36,990	£330,870	£367,860
319	Sutton	£66,850	£597,920	£664,770
320	Waltham Forest	£104,660	£936,090	£1,040,750
330	Birmingham	£823,010	£7,360,950	£8,183,960
331	Coventry	£150,700	£1,347,890	£1,498,590
332	Dudley	£127,800	£1,143,070	£1,270,870
333	Sandwell	£194,340	£1,738,140	£1,932,480
334	Solihull	£99,760	£892,210	£991,970
335	Walsall	£180,940	£1,618,350	£1,799,290
336	Wolverhampton	£188,140	£1,682,750	£1,870,890

340	Knowsley	£96,370	£861,890	£958,260
341	Liverpool	£263,230	£2,354,300	£2,617,530
342	St. Helens	£73,500	£657,420	£730,920
343	Sefton	£99,790	£892,550	£992,340
344	Wirral	£148,270	£1,326,120	£1,474,390
350	Bolton	£149,620	£1,338,200	£1,487,820
351	Bury	£73,450	£656,960	£730,410
352	Manchester	£384,880	£3,442,320	£3,827,200
353	Oldham	£136,290	£1,218,980	£1,355,270
354	Rochdale	£117,160	£1,047,900	£1,165,060
355	Salford	£132,240	£1,182,730	£1,314,970
356	Stockport	£87,370	£781,420	£868,790
357	Tameside	£116,860	£1,045,170	£1,162,030
358	Trafford	£66,370	£593,590	£659,960
359	Wigan	£132,290	£1,183,190	£1,315,480
370	Barnsley	£108,360	£969,140	£1,077,500
371	Doncaster	£138,740	£1,240,860	£1,379,600
372	Rotherham	£120,740	£1,079,930	£1,200,670
373	Sheffield	£267,960	£2,396,590	£2,664,550
380	Bradford	£288,290	£2,578,490	£2,866,780
381	Calderdale	£93,130	£832,940	£926,070
382	Kirklees	£191,840	£1,715,800	£1,907,640
383	Leeds	£355,240	£3,177,210	£3,532,450
384	Wakefield	£128,280	£1,147,290	£1,275,570
390	Gateshead	£85,440	£764,210	£849,650
391	Newcastle upon Tyne	£171,030	£1,529,680	£1,700,710
392	North Tyneside	£79,300	£709,280	£788,580
393	South Tyneside	£75,860	£678,500	£754,360
394	Sunderland	£137,290	£1,227,870	£1,365,160
420	Isles Of Scilly	£500	£4,500	£5,000
800	Bath and North East Somerset	£48,390	£432,770	£481,160
801	Bristol City of	£185,930	£1,662,920	£1,848,850
802	North Somerset	£50,800	£454,310	£505,110
803	South Gloucestershire	£58,330	£521,670	£580,000
805	Hartlepool	£63,000	£563,500	£626,500
806	Middlesbrough	£105,340	£942,130	£1,047,470
807	Redcar and Cleveland	£69,990	£625,960	£695,950
808	Stockton-on-Tees	£91,500	£818,350	£909,850
810	Kingston upon Hull City of	£147,730	£1,321,330	£1,469,060
811	East Riding of Yorkshire	£91,650	£819,720	£911,370
812	North East Lincolnshire	£77,810	£695,940	£773,750
813	North Lincolnshire	£69,890	£625,050	£694,940
815	North Yorkshire	£132,680	£1,186,720	£1,319,400
816	York	£38,550	£344,780	£383,330
821	Luton	£106,660	£953,980	£1,060,640
822	Bedford	£57,690	£515,970	£573,660
823	Central Bedfordshire	£58,490	£523,150	£581,640

825	Buckinghamshire	£109,260	£977,240	£1,086,500
826	Milton Keynes	£100,600	£899,730	£1,000,330
830	Derbyshire	£281,580	£2,518,430	£2,800,010
831	Derby	£133,640	£1,195,270	£1,328,910
838	Dorset	£99,480	£889,700	£989,180
839	Bournemouth, Christchurch and Poole Council	£102,760	£919,110	£1,021,870
840	Durham	£239,730	£2,144,130	£2,383,860
841	Darlington	£49,090	£439,040	£488,130
845	East Sussex	£165,790	£1,482,840	£1,648,630
846	Brighton and Hove	£78,560	£702,670	£781,230
850	Hampshire	£333,870	£2,986,070	£3,319,940
851	Portsmouth	£95,840	£857,220	£953,060
852	Southampton	£120,630	£1,078,900	£1,199,530
855	Leicestershire	£147,940	£1,323,150	£1,471,090
856	Leicester	£159,920	£1,430,290	£1,590,210
857	Rutland	£6,410	£57,330	£63,740
860	Staffordshire	£224,390	£2,006,900	£2,231,290
861	Stoke-on-Trent	£148,700	£1,329,990	£1,478,690
865	Wiltshire	£106,890	£956,040	£1,062,930
866	Swindon	£77,030	£688,990	£766,020
867	Bracknell Forest	£21,840	£195,360	£217,200
868	Windsor and Maidenhead	£26,790	£239,580	£266,370
869	West Berkshire	£34,550	£308,990	£343,540
870	Reading	£50,390	£450,660	£501,050
871	Slough	£59,100	£528,620	£587,720
872	Wokingham	£26,750	£239,240	£265,990
873	Cambridgeshire	£183,930	£1,645,020	£1,828,950
874	Peterborough	£107,360	£960,250	£1,067,610
876	Halton	£82,390	£736,860	£819,250
877	Warrington	£72,570	£649,100	£721,670
878	Devon	£180,380	£1,613,340	£1,793,720
879	Plymouth	£104,880	£938,030	£1,042,910
880	Torbay	£56,330	£503,780	£560,110
881	Essex	£404,270	£3,615,790	£4,020,060
882	Southend-on-Sea	£68,900	£616,270	£685,170
883	Thurrock	£66,980	£599,060	£666,040
884	Herefordshire	£40,680	£363,810	£404,490
885	Worcestershire	£161,770	£1,446,820	£1,608,590
886	Kent	£530,560	£4,745,300	£5,275,860
887	Medway	£112,140	£1,002,990	£1,115,130
888	Lancashire	£423,670	£3,789,260	£4,212,930
889	Blackburn with Darwen	£73,980	£661,630	£735,610
890	Blackpool	£89,230	£798,060	£887,290
891	Nottinghamshire	£259,860	£2,324,210	£2,584,070
892	Nottingham	£181,060	£1,619,380	£1,800,440
893	Shropshire	£68,660	£614,110	£682,770
894	Telford and Wrekin	£84,630	£756,920	£841,550

895	Cheshire East	£88,630	£792,710	£881,340
896	Cheshire West and Chester	£105,150	£940,420	£1,045,570
908	Cornwall	£163,220	£1,459,810	£1,623,030
909	Cumbria	£127,220	£1,137,830	£1,265,050
916	Gloucestershire	£155,560	£1,391,310	£1,546,870
919	Hertfordshire	£280,230	£2,506,340	£2,786,570
921	Isle of Wight	£41,000	£366,660	£407,660
925	Lincolnshire	£253,930	£2,271,100	£2,525,030
926	Norfolk	£267,080	£2,388,720	£2,655,800
928	Northamptonshire	£205,930	£1,841,860	£2,047,790
929	Northumberland	£103,580	£926,400	£1,029,980
931	Oxfordshire	£142,260	£1,272,320	£1,414,580
933	Somerset	£151,230	£1,352,560	£1,503,790
935	Suffolk	£221,030	£1,976,920	£2,197,950
936	Surrey	£213,400	£1,908,650	£2,122,050
937	Warwickshire	£167,090	£1,494,460	£1,661,550
938	West Sussex	£166,190	£1,486,370	£1,652,560
	National support partner			Up to c£2,000,000
	Contingency fund for local delivery			Up to c£19,000,000
Total		£20,000,000	£178,878,660	£219,878,660

ANNEX B

1. In this Annex:

“the Programme” means the use by the Authority of as much of the grant money identified in Annex A as it deems necessary to meet the aims and objectives outlined in paragraphs 4-10;

“the Department” means the Department for Education;

“the Authority” means any local authority listed in Annex A;

“the Secretary of State” means the Secretary of State for Education;

2. The grant is only paid to the Authority to support eligible expenditure (see paragraphs 4 to 10 below).
3. The Authority must have regard to any guidance issued by the Department, including the guidance available on gov.uk: [Holiday Activities and Food Programme](#)

Eligible expenditure

4. Eligible expenditure means payments made, or committed to, by the Authority or any person acting on behalf of the Authority, under the Programme.
5. The purpose of the grant is for local authorities to make free places at holiday clubs available in the Easter, summer and Christmas holidays 2021 to children in their local authority who receive benefits-related free school meals.
6. The holiday club places will be available for the equivalent of at least 4 hours a day, 4 days a week, 6 weeks a year. This covers four weeks in the summer, plus a week's worth of provision in each of the Easter and Christmas holidays. Local authorities have flexibility about how they spend this grant and deliver this provision to best serve the needs of the children and families in their areas. Further information for local authorities is available on gov.uk: [Holiday Activities and Food Programme](#)
7. The clubs should meet our programme standards (as set out in our published guidance) will meet the following core aims and objectives:
- **Healthy meals:** holiday clubs must provide at least one healthy meal a day and must meet the [School Food Standards](#) throughout the day.
 - **Enriching activities:** holiday clubs must provide fun and enriching activities that provide children with opportunities to develop or consolidate skills or knowledge, to consolidate existing skills and knowledge. Clubs must also

provide physical activities which meet the [Physical Activity Guidelines](#) on a daily basis.

- **Nutritional education:** holiday clubs must improve children's knowledge and awareness of healthy eating and offer advice and training to parents on how to source, prepare and cook nutritious and low-cost food.
 - **Signposting and referrals:** clubs must be able to provide information, signposting or referrals to other services and support that would benefit the children who attend their provision and their families.
 - **Policies and procedures:** clubs must be able to demonstrate and explain their safeguarding arrangements and have relevant and appropriate policies and procedures in place in relation to: safeguarding, health and safety, insurance, accessibility and inclusiveness. Where appropriate, clubs must also be compliant with the Ofsted requirements for working with children.
8. The free holiday club places must be targeted at children who are eligible for and receiving benefits-related free school meals. If the local authority can demonstrate that a) it is offering the programme comprehensively across its full geographical area and b) fully meeting demand from free school meal eligible children in its area, then the local authority can seek written approval from the Department to use up to 15% of its funding to provide free or subsidised holiday club places for children who are not in receipt of benefits-related free school meals but who are considered by the local authority as in need of this provision. For example, this may include children assessed as being in need, looked-after children, children with an education, health and care plan (EHC), children assessed as otherwise vulnerable, or children living in areas of high deprivation.
9. The Authority can spend up to 10% of its funding on its administration costs for the local coordination of the Programme. At least 90% of the funding must be spent on the provision of free holiday club places for eligible children.
10. The Authority must indicate that the programme is funded by the Department for Education in any publicity or press materials.

Payment and reporting arrangements

11. Payments will be made by Department for Education at the following milestones:
- In March 2021 (the 2020-21 allocation listed in Annex A), upon satisfactory receipt of a delivery plan from the Authority by 19 February 2021 setting out the intended scale and reach of their programme for Easter 2021;
 - In June 2021 (up to 50% of the 2021-22 allocation), upon satisfactory receipt of a report by 14 May 2021 detailing the delivery of their programme at Easter

2021 along with a delivery plan for Summer 2021;

- In November 2021 (up to 30% of the 2021-22 allocation), upon satisfactory receipt of a report by 15 October detailing the delivery of the programme at Summer 2021 along with a delivery plan for Christmas 2021;
- In February 2022 (up to 20% of the 2021-22 allocation), upon satisfactory receipt of a report by 29 January detailing the delivery of the programme at Christmas 2021 along with final report for the whole 2021 programme and a certificate of expenditure.

12. The above reports will be provided in accordance with guidance issued by the Department and will include data on children attending clubs in each local authority area.
13. The Authority will work with the Department and with any support organisation appointed to work on behalf of the Department in relation to the monitoring and delivery of the Programme.
14. The payments will take account of expenditure already made or committed, along with proposed future activity, as indicated in the reports mentioned in para 9. If the Authority has not spent and does not plan to spend its maximum allocation, the Department will reduce the overall payment to the Authority to reflect the actual expenditure. The overall annual payment will not exceed the maximum allocation listed for each Authority in Annex A.
15. If at any time the Authority becomes aware that the allocation for each period no longer reflects the pattern of actual eligible expenditure, the Authority must inform the Department as soon as possible. The Secretary of State reserves the right to alter the timing or amount of grant payments accordingly.
16. The Recipient will not overspend on the Programme, over and above their maximum funding allocation, without the prior written approval of the Department. Unauthorised overspends will not be reimbursed by the Department. Any identified overpayment of funds will be returned to the Department for Education as soon as identified.
17. The Authority's nominated responsible officer must confirm at the end of each financial year that the funding has been properly expended.
18. The Authority must maintain a sound system of internal financial controls. If the Authority has any grounds for suspecting financial irregularity in the use of any grant paid under this Determination, it must notify the Department immediately, explain what steps are being taken to investigate the suspicion and keep the Department informed about the progress of the investigation. For these purposes "financial

irregularity” includes fraud or other impropriety, mismanagement, and the use of grant for purposes other than those for which it was provided.

Records

19. The Authority must maintain reliable, accessible and up to date accounting records with an adequate audit trail for all expenditure funded by grant monies under this Determination.
20. The Authority and any person acting on behalf of the Authority must allow:
 - a) the Comptroller and Auditor General or appointed representatives, or b) the Secretary of State or appointed representatives, free access at all reasonable times to all documents (including computerised documents and data) and other information as are connected to the grant payable under this Determination, or to the purposes for which grant was used, subject to the provisions in paragraph 22.
21. The documents, data and information referred to in paragraphs 19 to 23 are such which the Secretary of State or the Comptroller and Auditor General may reasonably require for the purposes of ‘spot checking’ administrative costs or significant amounts paid under the Scheme or a financial audit of any department or other public body or for carrying out examinations into the economy, efficiency and effectiveness with which any department or other public body has used its resources. The Authority must provide such further explanations as are reasonably required for these purposes.
22. Paragraphs 19 to 21 do not constitute a requirement for the examination, certification or inspection of the accounts of the Authority by the Comptroller and Auditor General under section 6(3) of the National Audit Act 1983. The Secretary of State and Comptroller and Auditor General will seek access in a measured manner to minimise any burden on the Authority and will avoid duplication of effort by seeking and sharing information with local auditors.
23. The Authority must have a system of internal financial controls to safeguard against fraud and theft (which shall be developed and maintained in accordance with generally accepted accounting practices having regard to the amount of funding and the size of the authority) and shall require that internal/external auditors report on the adequacy or otherwise of that system. All case of fraud or theft (whether proven or suspected) relating to the funded activities must be referred to the Department.

Recovery of Grant

24. If the Authority fails to comply with any of these conditions, or if any overpayment is made under this grant or any amount is paid in error, or if any of the events set out in

paragraph 25 occurs, the Secretary of State may reduce, suspend or withhold grant payments or require the repayment of the whole or any part of the grant monies paid, as may be determined by the Secretary of State and notified in writing to the Authority. Such sum as has been notified will immediately become repayable to the Secretary of State who may set off the sum against any future amount due to the Authority from central government.

25. The events referred to in paragraph 24 are:

- a) the Authority purports to transfer or assign any rights, interests or obligations arising under this Determination without the prior agreement of the Secretary of State,
- b) any information provided in any application for grant monies payable under this Determination, or in any subsequent supporting correspondence is found to be significantly incorrect or incomplete in the opinion of the Secretary of State,
- c) it appears to the Secretary of State that other circumstances have arisen or events have occurred that are likely to significantly affect the Authority's ability to deliver the Scheme,
- d) the Authority's Section 151 officer is unable to provide reasonable assurance that the Statement of Grant Usage, in all material respects, fairly presents the eligible expenditure in the Period in accordance with the definitions and conditions in this Determination, or
- e) the Authority fails to provide the delivery plans, reports or certificate of expenditure specified in this Grant Determination and its Annexes.

Impact of COVID-19

26. The Department acknowledges that delivery of the programme at Easter could potentially be impacted by COVID-19. In some cases, face-to-face delivery of holiday clubs may not be possible in the Authority's area and remote delivery of the programme may, in some circumstances, be more viable.

27. If the Authority cannot hold face-to-face holiday clubs as a result of COVID-19, the Authority may operate flexibly to ensure that eligible children still receive the type of support detailed in paragraph 7. For example, this may involve children receiving healthy meals and/or activity packs at home if they are unable to congregate in holiday clubs due to COVID-19.

28. In the event of disruption to the planned programme:

- a. Should the services be impacted regionally or locally, due to direct order from the Government or the Department, and be unable to be delivered, the Authority will be able to use its funding through this programme to meet any reasonable accrued and unrecoverable costs. The Authority shall make all reasonable endeavours to recover any costs where provision cannot go ahead as planned. The Authority shall return any recoverable costs to the Department where these have not been spent on provision in accordance with this programme.
- b. Should the services be impacted regionally or locally, due to direct order from the Government or the Department, the Supplier shall proceed with the provision of services to the extent possible, but shall make all reasonable endeavours to cancel services where delivery is not possible, and shall only be eligible to receive a portion of the grant available to them in line with the services delivered. The Authority shall return any recoverable costs to the Department where these have not been spent on provision in accordance with this programme.
- c. Should the Supplier, acting unilaterally, (i.e. not acting under instruction from the Government or Department) choose to reduce the scale of their provision (in whole or in part) due to the impact of Coronavirus, the Supplier shall only be eligible to claim a portion of the grant available to them in line with the services delivered.

Brighton & Hove City Council

Holiday Activities and Food (HAF) Programme 2021

Information and Application Form for Easter 2021

1. Overview

The Holiday Activities and Food (HAF) programme is a new national government initiative from the Department for Education which will fund local authorities to offer enriching activities and free healthy meals to children in the city aged four to 16 who are eligible for benefits-related free school meals (FSM).

DfE guidance can be found [here](#).

This is an exciting new programme for the city's most disadvantaged children, young people and their families. The council is seeking to work in partnership with activity and food providers in the city to make the holidays healthy and fun for children and young people.

The HAF programme will run for one week at Easter, four weeks in the summer and for one week at Christmas 2021.

This is information and an application form for holiday activity and food providers in the city who wish to apply for funding to run activities for four days in the Easter holidays 2021.

Because of the short timescale, limited budget, and the difficulty planning programmes as a result of Covid-19, the Easter 2021 HAF programme in Brighton & Hove is being run as a pilot. The council is not anticipating being able to offer the HAF programme to all eligible children in the city at Easter.

The council is aiming to reach as many children and young people as possible, also ensuring that there is sufficient provision across the city for children with special educational needs and disabilities (SEND).

2. Our approach in Brighton & Hove

This information is for holiday activity and food providers who would like to apply to deliver the HAF programme at Easter 2021. Information relating to the summer and Christmas holidays will be issued later in 2021.

The council wants to offer a programme of enriching activities with healthy food which:

- provides for those in wards with the highest number of children on FSM as shown on the map in appendix 1
- ensures that both primary and secondary school children and young people are provided for
- is accessible to and meets the needs of the diverse range of children and young people in the city, including those with SEND, and
- can be offered within the budget available.

HAF provision should run for four hours a day, for four days, Monday to Friday over the Easter 2021 school holidays which run from 6 to 16 April 2021¹. The four days of session delivery do not have to run consecutively and can be delivered split across both weeks of the Easter holidays. Sessions do not have to be at a particular time of day (for example providers may wish to run afternoon/evening sessions for older children and young people).

Providers must follow any Covid-19 restrictions in place at Easter. The council is interested in proposals from those who can offer

- direct activities for children (and families, where appropriate) alongside a meal² in a school or community setting
- if this is not possible as a result of Covid-19 restrictions in operation at the time, to be able to adjust their offer to provide on-line or home-based activities for children and families together with food parcels³. This could include packed lunches or carefully sourced food that families can cook alongside an accompanying recipe and support to prepare the meal. This approach may also be appropriate for families who are reluctant for their children to attend face to face provision because of Covid-19.

The council is not seeking applications from providers who only wish to offer food and not the activities element of the HAF programme.

The deadline for applications is 10 am Monday 8 March 2021

3. HAF Programme Requirements

The council would like proposals from providers who can deliver the DfE's HAF programme requirements, which are:

Enriching Activities

Clubs must provide fun and enriching activities that provide children with opportunities to develop new skills or knowledge, to consolidate existing skills and knowledge, or to try out new experiences. This could include physical activities such as football, table tennis, cricket; creative activities such as putting on a play, junk modelling, drumming workshops; or experiences such as a nature walk, visiting a city farm etc.

Food

Clubs must provide at least one meal a day (breakfast, lunch or tea) and all food provided at the club (including snacks) must meet school food standards. The expectation is that most of the food served by providers will be hot, however, we acknowledge that there will be occasions when this is not possible and that a cold alternative should be used. All food provided as part of the programme must comply with regulations on food preparation and take into account allergies and dietary requirements and preferences as well as any religious or cultural requirements for food.

¹ Excluding bank holidays

² See link to school food standards below

³ As above

*The council is investigating whether hot or cold food parcels can be provided centrally, but it is not guaranteed that this will be possible. **Please note that applications which offer food only will not be considered.***

Physical activities

Clubs must provide activities which meet the physical activity guidelines on a daily basis.

The council's Active for Life team can provide information for providers to use with children if they do not have experience in this area.

Nutritional education

Clubs must include an element of nutritional education each day aimed at improving the knowledge and awareness of healthy eating for children. These do not need to be formal learning activities and could for example include activities such as getting children involved in food preparation and cooking, growing fruit and vegetables, and taste tests.

The council's healthy food team can provide information for providers to use with children if they do not have experience in this area.

Food education for families and carers

Clubs must include at least weekly training and advice sessions for parents, carers or other family members which provide advice on how to source, prepare and cook nutritious and low-cost food.

The council's healthy food team can offer information for providers to use with children and families if they do not have experience in this area.

Signposting and referrals

Clubs must be able to provide information, signposting or referrals to other services and support that would benefit the children who attend their provision and their families.

The council's Family Information Service is preparing resources for providers to use which will be shared with providers prior to the start of the programme.

Policies and procedures

Clubs must be able to demonstrate and explain their safeguarding arrangements and have relevant and appropriate policies and procedures in place in relation to:

- safeguarding
- health and safety
- insurance
- accessibility and inclusiveness, including addressing equality and diversity

-
- where required, clubs must also be compliant with the Ofsted requirements for working with children⁴
 - Covid-19 risk assessment following the government guidance relevant to your provision

The council is not looking for one provider to cover all children and families and knows that the HAF programme will be a collective effort between a number of providers and will include providers working in partnership. Awarding funding to a range of providers will allow the HAF programme to reach more FSM families, age ranges, and areas of the city as well as diversify the content.

A key requirement is to provide food and activities around food. Providers unable to do this may still submit an application for funding, but priority will be given to providers who can provide food.

Applications do not need to cover the complete age range of four to 16 years old. HAF activities should be age appropriate. The council is open to all suggestions and proposed plans that meet the HAF aims and objectives.

The council particularly needs applications from providers who can include children with SEND.

4. Equality, diversity, and inclusion

Successful applicants must comply with the Equality Act 2010 which simplifies and strengthens the law around tackling discrimination and inequality. The public sector equality duty ensures that all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all. It ensures that public bodies consider the needs of all individuals in their work, and the impact of all their functions, when shaping policy, delivering services and in relation to employees. The equality duty covers the following protected characteristics and, by association, those who care for them: age, disability, sex, gender reassignment, race, religion and belief, sexual orientation, pregnancy and maternity, and marriage and civil partnership (in respect of having due regard to eliminate discrimination).

Some groups and communities in the city find it more difficult to have their voices and experiences heard, and therefore may require additional support and resource in order to feedback, participate and help shape and improve local services.

Applications should include how you will meet the needs of diverse groups.

Guidance on the public sector equality duty can be found [here](#).

5. Funding available

⁴ Details on Ofsted registration are in Appendix 2. It is the responsibility of applicants to check that they are compliant with Ofsted registration requirements

The council's aim is to reach as many FSM eligible children as possible at Easter 2021. The funding needs to be stretched to enable this. In accordance with DfE guidance applications are welcomed from organisations which can draw upon other sources of funding to support HAF activities.

For the Easter 2021 holidays approximately £80,000 is available for HAF activities and food. This will also cover funding for some HAF activities run by the council.

The council recognises that different types of provision will have different costs. For Easter 2021 the suggested HAF funding is £10 per child per four hour session, with an additional £2.30 for food. Applications are welcomed with lower costs as this will result in the provision of more places. Applications with higher costs will be considered where a rationale is provided. Funding cannot be spent on food vouchers.

The council anticipates a lower rate of funding per child per session where parents attend with their children, because of the lower numbers of staff needed in these circumstances.

For children with SEND who need additional support to attend activities applications may be made to the council's [childcare inclusion fund](#).

6. Eligibility

The HAF funding is for children eligible for benefits-related free school meals. Places may also be offered to children not eligible for FSM whose parents can pay for them to attend or where funding is available from other sources.

The council has set up a system for providers to check FSM eligibility with us when parents apply for a place with you.

7. Timeline

Task	Date
Application form sent to providers	22 February 2021
Evening Q&A session for providers	6.30 pm 24 February 2021
Daytime Q&A session for providers	10.00 am 25 February 2021
Deadline for receipt of applications	10.00 am 8 March 2021
Providers informed of funding decisions	15 March 2021
Easter school holidays	6 to 16 April 2021

8. Scoring and assessment of applications

Applications will be assessed by an evaluation panel. Applicants should ensure that they answer each question on the application form as part of their submission.

Applications will not be considered if organisations do not attach the policies outlined in questions 15-17.

Applications will be scored initially according to the following criteria, based on the information given the application form.

The responses will be scored as:

Score	Basis for award of score
5	Excellent Demonstrates clearly and convincingly how all the council's requirements will be met.
3	Good Demonstrates how most of the council's requirements will be met.
1	Satisfactory Provides only limited assurance that the council's requirements will be met.

Scored questions will be assessed by the evaluation team, which will agree on a single moderated score for each question. Scored questions will carry a **weighting**, as indicated in each question.

The formula used to calculate the weighted scores for each scored question is:

$$\text{Question Weighted Score (\%)} = (\text{Bidder's score} / 5) \times \text{Question Weighting.}$$

The weighted scores for each question will then be added together to give an overall weighted score for quality

Assessment criteria (based on your answers to questions in Section 2 below)		Weighted
1	Ability to provide enriching activities four hours a day, four days a week and the provision of physical activities which meet physical activity guidelines (Question 1)	40%
2	Provision of healthy food which meets school food standards (Question 2)	30%
3	Social value: ability to address the growing inequalities within the city's young people and meet the diverse needs of children, young people, and families (Question 3)	30%
	Total	100%

Following scoring, award decisions will be made based on a combination of the below considerations:

- the score achieved by the application
- ensuring provision offered matches the location of children and young people with FSM in the city
- the value for money offered by each application
- children and young people with SEND can access provision
- as many children and young people as possible can access the programme, including both primary and secondary age
- there are a range of organisations across the city
- there is a virtual offer available if Covid-19 restrictions make this necessary.

The council reserves the right to use its discretion in awarding funding. There may be instances where lower scoring applications are awarded funding in order to ensure a mixed offer that meets council priorities.

9. Support

If you have any questions, please email Haf@brighton-hove.gov.uk

10. Completing your application

If you would like to apply for HAF funding for activities and food for four days during the Easter 2021 holidays please complete the form below and email to Haf@brighton-hove.gov.uk by **10 am 8th March 2021**.

11. Information about Brighton & Hove City Council

The Council's Corporate Priorities

The Council's Corporate Plan 2020 – 2023, 'A fairer city, a sustainable future', has identified six main areas of focus for the council:

- **A city to call home:** improved access to good quality council and private housing and reduction of homelessness and rough sleeping.
- **A city working for all:** build community wealth, so that all residents and local organisations benefit from prosperity in the city, working with partners across the Greater Brighton city region and the Coast to Capital Local Enterprise Partnership.
- **A stronger city:** work with all our communities to make the city a great place for all to live and thrive, a fair and inclusive city where people feel safe, supported and valued.
- **A growing and learning city:** provide high quality education and services for children, young people and families with valued partner organisations so that everyone lives happy, safe, healthy and positive lives.
- **A sustainable city:** improve public open spaces, promote biodiversity, transport, support the growth of a circular economy locally and take all actions required to make our city carbon neutral by 2030 to tackle climate emergency.
- **A healthy and caring city:** offer the very best quality of services, ensuring that the most vulnerable residents in the city are prioritised and everyone has a strong say in how their local health and wellbeing services develop, supporting the physical and mental health of our residents.

The council is a fully inclusive organisation and applications are welcomed from Black, Asian, Minority Ethnic and Refugee (BAMER) organisations, and organisations staffing people with disabilities.

The council committed to ensuring applicants pay their employees the Real Living Wage (as defined by the Living Wage Foundation) where relevant and proportional.

The council is committed to maximising the social, economic and environmental benefit of all public investments and takes into account the following when we award a contract or design a service.

-
- social benefit
 - economic benefit
 - environmental benefit

More information about Brighton & Hove City Council is available on our [website](#).

Supported Employment and Social Value

As part of a consistent effort to widen and upskill the city's workforce, the council encourages applicants to consider the recruitment of residents with disabilities, in long term unemployment or young adults not in education.

Positive outcomes of this recruitment activity would qualify towards the social value commitment required for this funding. This commitment fulfils the recommendations of the Public Services (Social Value) Act 2012 applied by the council in line with its Corporate Social Responsibility.

For more information on Social value please find the Brighton & Hove Social Value Framework and Social Value Guide on the council's website:

<https://www.brighton-hove.gov.uk/content/life-events-and-communities/community-and-voluntary-sector-support/social-value>

The council's Supported Employment team is dedicated to enable this recruitment activity, by giving free advice to employers and prospective employees within disadvantaged categories.

This team strives to match suitable applicants with your organisation's job opportunities, provides assistance with identifying any adjustments needed, supports the employees in their training and your organisation in managing the employee's performance.

For more information on the team's work please call 01273 295961 or visit the council's website:

<https://www.brighton-hove.gov.uk/content/social-care/health-and-wellbeing/supported-employment>

Supported employment creates a more diverse workforce and empowers disadvantaged prospective employees and is therefore a welcome positive step towards community development.

The Living Wage

The council is a real Living Wage employer. As such the council is committed to pay its employees a minimum hourly wage calculated according to the cost of living, based on a basket of household goods and services, and adjusted each year.

This is a voluntary commitment by employers, separate from the statutory National Minimum Wage and National Living Wage.

The council also encourages applicants to become real Living Wage employers to support fair payment of salaries to the workforce and increase employers' social responsibility.

For more information on the real Living Wage and how to become a Living Wage employer please refer to the Living Wage Foundation website: <https://www.livingwage.org.uk/>.

Application Form for HAF Easter 2021

Section 1

About your organisation

Question	Your answer
Organisation name	
Contact name	
Position	
Email address	
Telephone number	
Registered address	
Web address	
Type of organisation (e.g. maintained school, private provider, voluntary sector organisation)	
Has the organisation traded under any other names?	YES/NO (delete as appropriate and provide details)
Your Ofsted registration number(s) (where relevant)	

Section 2

Your application in detail

Question	Information needed	Your answer
1	a) Details of the enriching activities you will offer children and families. b) Details of how your activities which meet the <u>physical activity guidelines</u> on a daily basis c) If applicable, details of how you will change your offer to one which is online or home-based if Covid-19 restrictions at Easter 2021 do not allow face to face provision.	
2	Details of the one meal a day to be provided that meets <u>school food standards</u>	

3	<p>a) Details of your experience of providing similar activities for children and young people in receipt of FSM.</p> <p>b) Details of your experience of providing similar activities for children and young people with SEND.</p> <p>c) Social Value: How you plan on addressing the growing inequalities within the city's young people and meeting the diverse needs of children, young people, and families.</p>	
4	Age range you will provide for	
5	Number of hours per day, number of days and dates of provision over the Easter 2021 holidays	
6	Full postal address of location for activities	
7	Number of children, young people and families you can offer provision to each day	
8	Total number of children and families you can offer provision to at Easter 2021	
9	How will you promote, advertise and recruit eligible children and families	
10	How you will monitor and record delivery against programme requirements	
Please details how you will provide the following elements of the programme⁵		

⁵ Please see section 3 HAF programme requirements on pages 2 to 3 above for information about meeting items 13 to 16 below

11	One meal a day which meets school food standards	
12	Nutritional education each day aimed at improving the knowledge and awareness of healthy eating for children	
13	Weekly training, advice sessions for parents, carers or other family members on how to source, prepare and cook nutritious and low-cost food	
14	Signposting or referrals to other services and support that would benefit the children who attend their provision and their families.	
Please confirm that you have enclosed the following policies and procedures with your application, and detail how you ensure that these will be followed while offering HAF activities		
15	Safeguarding	
16	Health and safety	
17	Insurance	
18	Staff and volunteers have appropriate DBS checks	
19	Covid risk assessment following the guidance relevant to your provision	

Section 3

Your costs and payments

Please complete the table below to show your costs per child or young person per session. You should show the cost for the activity and the cost for food. If you are providing more than one activity, or activities on more than one site, please use a separate line for each

Name of HAF programme or activity	Cost per child per session for activities	Cost per child per day for food	Number of children you can provide for each day	Number of days you will deliver HAF activities at Easter 2021	Total amount of funding applied for

--	--	--	--	--	--

Please give information below on how you have arrived at your costs, including information on any funding from other sources to support HAF delivery. Please explain if you need any other costs to run at Easter 2021.

--

The council will pay based on the number of children and young people eligible for FSM who book to attend sessions up to an agreed maximum number. The council will also ask you for the numbers who attend.

If you need a minimum amount of funding to ensure you can run your programme, please explain this here.

Minimum amount of funding	Explanation including the number of places to be provided with the minimum funding

Section 4

Equalities and Diversity

19	Does your organisation have policies in place to ensure compliance with the Equality Act 2010 relating to equal opportunities, discrimination and harassment?	YES/NO (delete as appropriate)
20	In the last three years has your organisation been the subject of formal investigation by any statutory body in relation to your employees?	YES/NO (delete as appropriate and provide details if "yes")
21	Do you have a responsible person nominated for equal opportunities/discrimination/harassment control?	YES/NO (delete as appropriate)
22	Do all your staff receive training on equal opportunities, discrimination and harassment issues, proportionate to their responsibilities and roles?	YES/NO (delete as appropriate)
23	Does your organisation carry out equalities monitoring?	YES/NO (delete as appropriate and provide details of monitoring categories used if "yes")
24	Does your organisation provide a minimum of the Living Wage for all staff? Details about the Brighton Living Wage can be found here, and more information regarding the Living	YES/NO (delete as appropriate)

	Wage can be found at this website https://www.livingwage.org.uk/	
25	Does your organisation have a policy in place to address a situation where volunteers/employees are experiencing or perpetrating gender-based violence, domestic abuse and sexual violence and other VAWG crime types?	YES/NO (delete as appropriate)
26	Does your organisation have a complaints process that deals with customer dissatisfaction in a timely and objective way, focusing on remedies and which uses customer feedback as a source of service improvement? The complaint process should be well publicised, accessible, easy for clients to understand and give information about how to escalate a complaint	YES/NO (delete as appropriate)

Section 5

Declaration

Please ensure that a person who is authorised to act on behalf of your organisation completes the following declaration

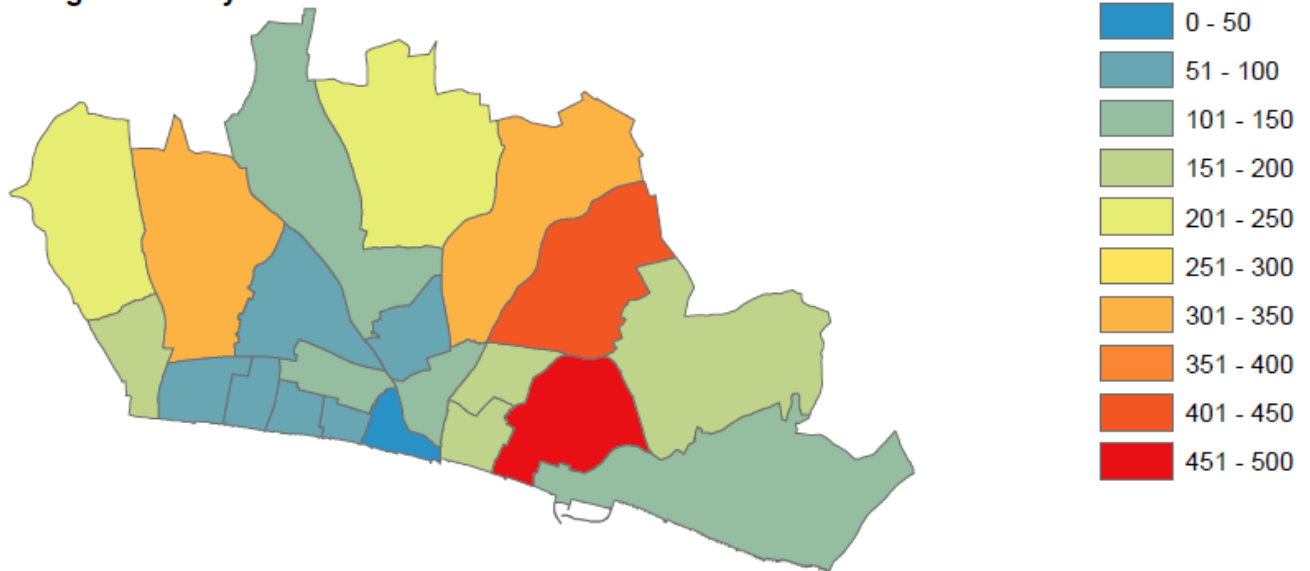
I confirm that the information given in this application is accurate and true

Name	
Position (job title)	
Telephone number	
Signature	
Date	

Appendix 1

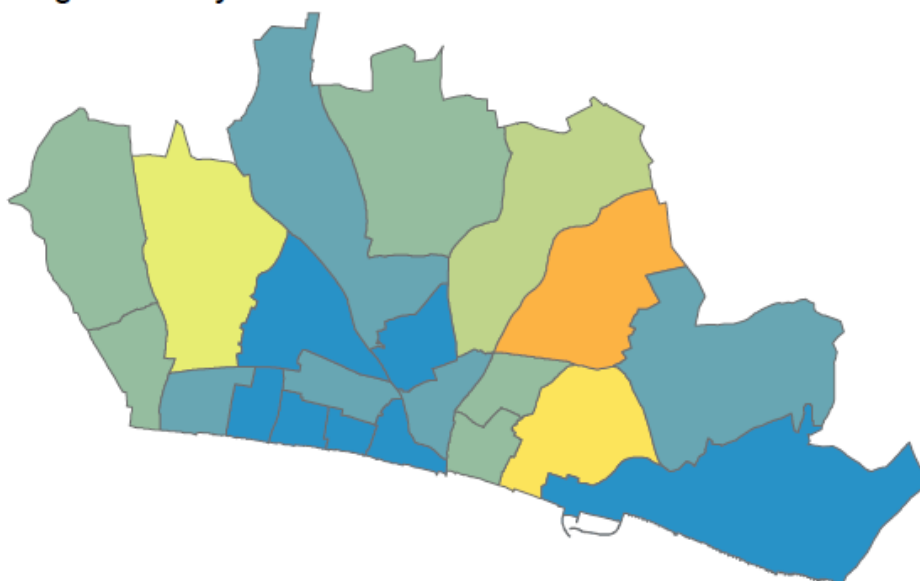
Map of children with FSM in the city

Primary School Age October 2020 School Census
Number of Children with Free School Meals
Living in the City



* Includes 3845 pupils at state-funded schools in Brighton & Hove, including special schools. Primary school age is National Curriculum years of Reception, 1, 2, 3, 4, 5 and 6.

Secondary School Age October 2020 School Census
Number of Children with Free School Meals
Living in the City



* Includes 2314 pupils at state-funded schools in Brighton & Hove, including special schools. Secondary school age is National Curriculum years of 7, 8, 9, 10 and 11.

Wards in Brighton & Hove



Appendix 2

Ofsted

Holidays clubs may need to register with Ofsted and there are benefits associated with doing so; however, it is not a prerequisite for providers participating in the HAF programme.

Guidance on Ofsted registration exemption is set out [here](#)

Ofsted update 23 February 2021

Schools inspected since last committee 2020

School	Date of Inspection	OE Grade	Previous grade
Ofsted Section 8 Inspections			
Moulsecoomb Primary School	24/02/21		4

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 October 2020

	% of schools judged to be Good & Outstanding	National % schools judged to be Good & Outstanding	% Pupils in a Good or Outstanding School	% of schools judged to be Outstanding	National % Schools judged to be Outstanding
Primary	88.5	87.8	89.1	11.5	16.6
Secondary	100	76.4	100	0	20.5
Special	66.7	90.4	89.5	66.7	38.4
Colleges	100	-	-	-	-
PRUs	100	85.0	100	0	18.6
All Schools (not colleges)	89.7	86.3	93.5	14.7	19.0

National figures as at end of October 2020 Ofsted Monthly Management data ²

Overview of School Ofsted Outcomes

As at end July	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	19.0%	67.3%	10.1%	3.6%

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

Ofsted Interim visits

During the Autumn Term Ofsted completed interim visits. These are now finished:

Further information re Ofsted Interim Visits can be found at [Ofsted Vimeo](#) and the [Ofsted page on interim visits](#)

Ofsted state:

“These interim visits are to reassure and inform parents, government and the public about how schools are managing the return to full education for all pupils.

Interim visits will help parents and the public to understand how individual schools are returning to the school’s normal curriculum. We will not be evaluating what leaders did during the spring and summer term 2020, when schools were not open to all pupils, but we may need to understand the broad context of its impact on the school.

The lead Her Majesty’s Inspector (HMI) will write a short letter after each interim visit. The letter will summarise briefly the discussions inspectors had with leaders. This is to provide parents with information about what leaders are doing to help pupils back into full-time education. Letters will not provide any evaluation or graded judgement. They will be published on our [reports website](#). We will also use our findings from the visits to report to the Secretary of State and the public on the picture across schools in England.”

The following schools received a visit:

- 9th December 2020 – St Bartholomew’s CE Primary School [50159706 \(ofsted.gov.uk\)](#)
- 1st December 2020 – Hertford Infant School [50159428 \(ofsted.gov.uk\)](#)
- 20th October 2020 – Moulsecoomb Primary School [50156735 \(ofsted.gov.uk\)](#)
- 1st October 2020 - St Joseph’s Catholic Primary School [50155769 \(ofsted.gov.uk\)](#)

Ofsted Visits from Jan 2021

<https://www.gov.uk/guidance/january-2021-maintained-schools-and-academies#how-we-will-select-schools>

Some schools will receive monitoring visits in the Spring Term. Note a monitoring visit does not change the grading of a school.

These will take place for schools:

- that were judged as requires improvement at (at least) their last 2 consecutive section 5 inspections;
- judged as inadequate, including those subject to a live directive academy order;
- Ofsted also say they “may also carry out some monitoring inspections of other schools judged as requires improvement, at regional directors’ discretion and based on our risk assessment.”

Overview of Early Years Ofsted inspections

- 98% of childcare providers on the Early Years Register in Brighton & Hove were judged good or outstanding. This is above the figure of 96% in England (August 2020).
- A high percentage of settings are judged as outstanding in Brighton & Hove, above national and local figures:
 - 26% (B&H), 21% (SE) and 19% (England).
- One interim Ofsted visit has taken place at The Nest Nursery School, currently graded Requires Improvement. Ofsted report that all identified actions from the previous report have been met. The visit took place on 12.10.20.
- Ofsted 'will not carry out assurance inspections until national restrictions allow us to inspect on site'.
- Routine graded inspections will resume in the summer term of 2021. Under new arrangements, all early years providers will be inspected in a 6-year window from the date of their last inspection.

EY Ofsted inspections since last committee

Setting	Inspection date	Latest grade for overall effectiveness	Previous grade

Subject:	Education Capital Resources and Capital Investment Programme 2021/2022		
Date of Meeting:	CYPS 8 March 2021 P&R 18 March 2021		
Report of:	Executive Director of Families, Children & Learning		
Contact Officer:	Name:	Richard Barker	Tel: 01273 290732
	Email:	richard.barker@brighton-hove.gov.uk	
Ward(s) affected:	All		

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

- 1.1 In order to determine an overall Capital Programme for Brighton & Hove City Council, each service is asked to consider its capital investment requirements, within the level of allocated resources for 2021/22.
- 1.2 The purpose of the report is to inform the Committee of the level of available capital resources allocated to support education buildings and to recommend a capital programme for 2021/22 in respect of School Condition Allocation (SCA) and Basic Need funding.

2. RECOMMENDATIONS:

- 2.1 That the level of available capital resources totalling £9.916 million for investment relating to education buildings financed from capital grant be noted.
- 2.2 That Committee agree the allocation of funding as shown in Appendices 2 and 3 and recommend this to Policy & Resources Committee on 18 March 2021 for inclusion within the Council's Capital Investment Programme 2021/22.
- 2.3 That Committee agree to recommend to Policy & Resources Committee that they grant delegated authority to the Assistant Director of Property & Design to procure the capital maintenance and basic need works and enter into contracts within these budgets, as required, in accordance with Contract Standing Orders in respect of the entire Education Capital Programme.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The Education Capital Programme forms part of the Council's full Capital Investment Programme which was presented to Budget Policy & Resources Committee on 11 February 2021 and Budget Council on 25 February 2021.

- 3.2 The capital finance settlement from central government includes Basic Need, School Condition Allocation (SCA) and Devolved Formula Capital for community schools.
- 3.3 Capital finance for Voluntary Aided Schools academies and free schools does not form part of the funding allocated to Local Authorities as they have access to the separate Condition Improvement Fund administered by the DfE
- 3.4 The table below shows the allocations of capital grant funding announced for 2021/22 only and does not include 2020/21 grant forecast to be re-profiled into 2021/22 including those approvals in the Targeted Budget Management 2020/21 Month 9 report to Policy & Resources Committee on 11 February 2021.

	2021/22 Settlement million
School Condition Allocation (SCA)	£4.500 *
Basic Need Funding	£4.916
LA Devolved Formula Capital Grant (Passported entirely to schools)	£0.500 *
Sub Total	£9.916*

** To be confirmed. Estimate based on 2020/21 allocation.*

- 3.5 At the present time the government has not announced the maintenance funding allocations for 2021/22. For the purposes of this report we are working on the assumption that there will be no appreciable difference to the allocation for the 2020/21 financial year and therefore we assume that the School Condition Allocation will be £4.5 million and the Devolved Formula Capital (DFC) allocation will be £0.5 million. This is considered to be a cautious assumption; we have compiled a reserve list in case the actual settlement is higher than anticipated.
- 3.6 DFC grants are passed directly to schools and therefore are not available for the Local Authority to spend.
- 3.7 In April 2020 the Government updated their allocation figures for Basic Need capital funding. This included an allocation for the 2021/2 financial year of £4.916 million.
- 3.8 In addition to the funding from central Government there is a Services to Schools buy back option for the council's strategic property function providing schools with a full condition survey, statutory compliance contracts and access to advice and support on all property matters. It is anticipated that this will generate £0.623 million for the 2021/22 financial year.
- 3.9 This service buy back resulted from a change in the rules around the ways in which schools are funded in 2017/18. Before this date Schools Forum agreed to the use of £0.9million for building maintenance. As a result of this we set up a buy back scheme for schools. Since the change all community schools buy the full service, Voluntary Aided schools buy a partial service (in recognition of their different status with the council when it comes to property) and the free schools

and academies do not buy the service at all due to their direct relationship with the DfE. It is for this reason that the total buy back amount is now £0.623 million

- 3.10 The table below shows the level of new resources available for the Local Authority to spend in the 2021/22 financial year.

	Million
Capital Finance settlement	£9.416
Services to Schools Income	£0.623
Total	£10.039

- 3.11 Additional grant funding may be made available throughout the forthcoming financial year and will be reported separately if necessary.
- 3.11 Capital reprofiles and slippage arising from the 2020/2021 Capital Programme will be incorporated into the 2021 /2022 programme when the capital accounts are closed at 31 March 2021.

Capital Commitments

- 3.12 An overall summary of expenditure for 2021/22 is attached at Appendix 2 and a more detailed explanation of each item is shown below.

Condition related works

- 3.13 The capital maintenance funding will be used to address the most urgent and important items highlighted by the condition surveys of school buildings as well as a number of programmes to address specific safety and improvement priorities as set out in paragraphs 3.14 – 3.23 below. In doing this the council will consider how best to do so in a responsible, sustainable way.
- 3.14 In 2020/21 the government allocated an additional amount of School Condition Allocation funding to Local Authorities. For Brighton & Hove this allocation was £2.262 million. This was reported to CYPS committee on 9 November 2020 and to P&R committee on 3 December 2020. The recommendation was that this funding should be added to the allocation for 2021/22 and used to fund priority works in this year, this gives an overall total for expenditure in 2021/22 of £7.385 million.
- 3.15 It is recommended that £4.500 million from SCA plus £0.623 million from Services to Schools is allocated to carry out structural maintenance works in the 2021/2 financial year.
- 3.16 A copy of the proposed structural maintenance programme is attached at Appendix 3 to this report. This shows the estimated total cost of each programme of work (such as roof replacements, mechanical and electrical works etc.) but not the estimates for each individual element. This is because at the present time the amounts are pre-tender estimates and it would not make commercial sense to reveal these prior to going out to tender.

- 3.17 The extent of the work at each school will be determined by the condition survey and detailed investigation and scoping of the problem to be addressed. There will also be discussion with each school on the timing and scope of the works.
- 3.18 Projects within the planned programme are procured using the new building maintenance frameworks put in place last year. The successful contractors had to demonstrate that they would minimise waste, meet targets for reductions in waste to landfill and optimise the recovery, reuse and recycling of waste.
- 3.19 In addition to this they had to describe the steps they will take to minimise the use of resources (water, fuel, energy from fossil fuels) and improve sustainable sourcing and this was all taken into account when scoring the applicants. The framework contracts include performance indicators in respect of sustainability and environmental management that are to be monitored on a quarterly basis.
- 3.20 We look at the sustainability of projects at the outset to ensure the best outcomes for the building and its users. The building works we undertake will improve the thermal performance of the building overall. This can include items such as repointing, replacing curtain walling with aluminium systems which have better lifecycle costs, recyclability and energy efficiency.
- 3.21 When replacing or refurbishing roofs we look to exceed Approved Document L requirements in terms of energy efficiency. The insulation we install when undertaking roofing works are rated A+ (the highest) in the BRE Green Specification Guide. We are now also considering the use of aluminium rainwater goods (gutters and pipes) in some cases, but there are significant cost implications to this.
- 3.22 In terms of mechanical plant, we install efficient condensing boilers and water heaters, make use of heat recovery on ventilation and heat pumps with improved coefficients of performance. Pipework is insulated and building management systems include zoning and automatic adjustments with the seasons to reduce waste. We use LED and PIR controlled lighting, low energy extract fans, non-concussive taps and water flow restrictors all of which reduce waste and improve efficiency.
- 3.23 By allocating the School Condition Allocation for 2021/22 (£4.5 million), the additional SCA of £2.262 million from 2020/21 and the £0.623 million from the services to schools funding we will be able to invest £7.385 million in improving the condition of the school estate. Of this, £6.323 million will be allocated to the most urgent projects detailed in Appendix 3.
- 3.24 In addition to these works we also allocate funding to programmes of work arising from statutory responsibilities. The allocation is as shown below;

Legionella	£0.150 million
Asbestos	£0.150 million
Fire Safety works	£0.150 million
Ventilation in school kitchens	£0.100 million
Accessibility adaptations	£0.150 million
Surveys in schools	£0.050 million

Advanced design	£0.050 million
TOTAL	£0.800 million

- 3.25 Legislation on the control of asbestos in buildings has given rise to the need to carry out works on a rolling programme to school buildings to achieve compliance with the legislation. In line with good practice the council does not seek to actively identify and remove dormant asbestos due to the risks of disturbance. Instead the rolling programme means works are completed alongside larger improvement projects in the school or a standalone removal project when the circumstances require it.
- 3.26 In the 2020/21 financial year we completed the surveying of boundary treatments and fencing at all schools. Unfortunately owing to other pressures we have not yet interrogated this work to determine what, if anything, should be included in the Local Authority programme. Under the scheme for financing schools, fencing and boundary treatments is a school responsibility. Any work to the fencing and boundary treatments of schools will need to be funded from the capital maintenance money thus reducing the amount of funding available for other urgent priorities.
- 3.27 In 2020/21 we identified 72 individual projects to undertake throughout the year at an estimated cost of £4.818 million (Inc. fees). To date we have undertaken 66 of these (some of this number are still ongoing) and 6 will continue into 2021/22, the budget to meet the cost of this work has been re-profiled within the TBM9 report. A list of these projects is included at Appendix 4

Basic Need funding

- 3.28 Basic Need funding is provided to authorities who are experiencing increasing school rolls. The funding is provided to ensure that the Local Authority can meet its statutory obligation to secure a school place for every child that wants one.
- 3.29 The Basic Need allocation for 2021 /2022 is £4.916 million. In addition to this the Council has a further capital resource of £3.396 million. This has arisen from unallocated grant from previous years.
- 3.30 Our Basic Need priorities are to implement the outcomes of the SEND review by making adaptations to special schools and to ensure there are adequate secondary school places available in the city over the next few years.
- 3.31 In previous years an allocation of £10.1 million was made from Basic Need funding to meet the cost of the projects to create the east and west hubs as part of the SEND re-design.
- 3.32 These projects have now been substantially completed. The current outturn cost of these projects is £9.51million but there are some outstanding costs which may add a further £0.2 million to the cost.
- 3.33 £4.0 million has been allocated for the work required to create the Central Hub which incorporates Homewood College and the Pupil Referral Unit. At this stage we have only completed a feasibility study for Homewood College. The decision

has been made that Homewood College will move to the site of the former Cedar Centre in Lynchet Close. Work will now commence on the design for the re-located Central Hub special school.

- 3.34 In previous years it has been agreed that £2.349 million will be allocated for the provision of a Cullum Centre at Hove Park School. Of this £1.5 million will be from Basic Need funding and £0.849 million will be from the Special Provision Capital Fund.
- 3.35 The Cullum Foundation has agreed to provide £1.0 million to part fund this project.
- 3.36 Tenders have now been received for this project and it is anticipated that this allocation will be sufficient to deliver the project. The project is now expected to start on site in April 2021 and be completed by May 2022 and consists of a new build centre on the Valley Campus and a remodelled / refurbished area of the Nevill Campus.
- 3.37 In the 2020/21 financial year it was agreed that £0.5 million of Basic Need funding be allocated to meet the increasing need for specialist ASC provision in the city. We have completed a project at St Bartholomew's C E Primary School. The out-turn cost for this project is anticipated to be £0.1million which leaves £0.4 million for other projects.
- 3.38 At its meeting on 11 October 2018 the Policy Resources & Growth Committee agreed to the methodology and allocation of £16.3 million of capital funding to the City's secondary schools. This included the allocation of £15.0 million of Basic Need funding plus a further £1.3 million of Section 106 funding. The Council continues to work in conjunction with schools to fully scope the work at each school.
- 3.39 During the design process it has become apparent it is necessary to allocate additional funds to the projects at Hove Park School and Varndean School in order to create the curriculum spaces the schools require to meet the needs of their pupils. Therefore, an additional £1.5 million was added to these projects last year.

Section 106 funding

- 3.40 Since 2007 we have sought education contributions for developments of more than 10 new dwellings in areas where there was a pressure on school places. The calculation of a contribution has always been based on the number of pupils the development is likely to generate and the cost of providing this number of places. We do not seek contributions in areas where there are sufficient school places.
- 3.41 From 2007 until January 2020 we had secured approximately £3.781million of contributions. Since that date we have secured a further £0.258 million from 3 developments. **Appendix 5** shows the contributions received between January 2020 and January 2021.

- 3.42 It is important that any monies accrued are used in accordance with planning legislation and policy objectives as further defined in the Developer Contributions Technical Guidance. The decision on how to use the funding is based on knowledge of the school estate in terms of its capacity and condition. This information is gathered via the condition surveys and the yearly updating of the plans for the SCAP return.
- 3.43 In the 2020/21 financial year £0.224 million of Section 106 funding was used to part fund the work to date at Dorothy Stringer, Varndean, Hove Park and Blatchington Mill Schools. The sums for secondary provision have been allocated to schools based on the location of the development and included in the sums allocated for additional place provision.

Performance

- 3.44 Appendix B to the Corporate Property Strategy and Asset Management Plan details the Property Performance Indicators and Core Data 2018-18. Performance indicators 6a and 6b relate to project time and cost respectively.
- 3.45 The measure for project time is the percentage of projects where the actual contract period is less than 5% above the original contract period. Our project time predictability result of 75% equalled our target but was down on the previous year's result of 82%.
- 3.46 The measure for project cost is the percentage of projects where the final cost is less than 5% above the original contract sum. Our project cost predictability result of 89% exceeded our target of 86% representing the mean average for other authorities from the last published Chartered Institute of Public Finance and Accountancy (CIPFA) bench marking data and was a significant improvement on the previous year's result of 84%.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The only option available would be to not make use of this funding to improve or extend the education property portfolio. This is not recommended as it would limit our ability to maintain, modernise and improve our school buildings property portfolio and to secure sufficient school places.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 There has been no specific consultation regarding the content of this report. When an individual project is developed the necessary consultation is undertaken and reported to the relevant committee.

6. CONCLUSION

- 6.1 The proposed Capital Programme will enable us to continue to ensure that we secure school places in areas of the City where they are required and to improve the condition of our education property portfolio.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The report sets out the allocation of capital resources included in the Capital Investment Programme 2021/22 as approved at Budget Council on 25 February 2021. The capital resources will meet ongoing capital maintenance requirements as well as addressing bulge classes, refurbishments, permanent expansions and to implement outcomes resulting directly from the SEND review.
- 7.2 The report details the resources available for investment into the Education Capital Investment Programme for 2021-22. The Government have confirmed the allocation for Basic Need capital funding of £4.916 million for 2021-22. An additional allocation of School Condition Allocation funding to Local Authorities for Brighton & Hove was announced in 2020-21 of £2.262million as reported to CYPs committee on 9 November 2020 and to P&R committee on 3 December 2020. This has been profiled for spend in 2021-22 financial year. The report includes estimated Government grant contributions for Education Capital Maintenance (£4.5m) and Devolved Capital Formula (£0.5m) which are subject to confirmation from the DfE in due course and will be reported in future TBM reports. The capital resources include income estimated at £0.623m for 2021/22 that relates to Services to Schools buy back associated with the strategic property function. This income will assist with maintenance spend identified in this report
- 7.3 Developer contributions (Section 106 contributions) received and the spend to date is detailed in Appendix 4. The contributions are required to be spent in accordance with planning legislation and policy objectives. These do not form part of the resources included in Appendix 2.

Finance Officer Consulted: Rob Allen

Date:04.02.21

Legal Implications:

- 7.4 There are no direct legal implications arising from this report. Particular projects may give rise to specific issues which will be covered by individual reports at future meetings.

Lawyer Consulted: Serena Kynaston

Date: 01.02.2021

Equalities Implications:

- 7.5 Para 3.25 refers to £0.15million being allocated for Accessibility Adaptions. This funding is used to make adaptations to mainstream schools required by pupils with SEND who prefer a place at a mainstream school. This could include changes resulting from any type of SEND and ensuring school buildings are compliant with the Equalities Act.
- 7.6 New and refurbished buildings will conform with all relevant regulations and be fully accessible.

Sustainability Implications:

- 7.7 The environmental impacts of individual schemes are reported to Members when the detailed report is submitted to Policy and Resources Committee for final approval. The detailed planning of projects at educational establishments will take account of the implications of Brighton & Hove's policies in relation to sustainability issues generally.
- 7.8 The council will consider how best to undertake the planned programme in a responsible, sustainable way. Projects within the planned programme are procured using the new building maintenance frameworks put in place last year. The successful contractors had to demonstrate that they would minimise waste, meet targets for reductions in waste to landfill and optimise the recovery, reuse and recycling of waste. In addition to this they had to describe the steps they will take to minimise the use of resources (water, fuel, energy from fossil fuels) and improve sustainable sourcing. The framework contracts include Performance Indicators in respect of sustainability and Environmental Management these will be monitored on a quarterly basis.
- 7.9 We look at the sustainability of projects at the outset to ensure the best outcomes for the building and its users. The building works we undertake will improve the thermal performance of the building overall. This can include items such as repointing, replacing curtain walling with aluminium systems which have better lifecycle costs, recyclability and energy efficiency. When replacing or refurbishing roofs we look to exceed Approved Document L requirements in terms of energy efficiency. The insulation we install when undertaking roofing works are rated A+ (the highest) in the BRE Green Specification Guide.

SUPPORTING DOCUMENTATION

Appendices:

1. Various Implications
2. Summary of capital resources and capital investment programme
3. Condition related works 2021-22
4. List of projects completed in 2020 -21
5. Section 106 funding 2020-21

Documents in Members' Rooms

1. None

Background Documents

1. None

Crime & Disorder Implications:

- 1.1 The detailed planning of projects will take account of security issues

Risk and Opportunity Management Implications:

- 1.2 There are no risk issues in terms of resources or risks to children as a result of this proposal

Public Health Implications:

- 1.3 There are no public health implications arising from this report

Corporate / Citywide Implications:

- 1.4 The Capital Maintenance Grant identified in this report is evidence of the government's continuing support for the Council's work as a Local Education Authority. The Basic Need Funding is indicative that the DfE understands the issues of primary and secondary places we face in the city.

	CAPITAL EXPENDITURE	
	2020/21	2021 /22
CAPITAL MAINTENANCE INCOME		
2020/21	£4,871,068	
2021/22 (para 3.5)(to be confirmed)		£4,500,000
Additional SCA Allocated in 2021 (para 3.14)		£2,262,000
School contributions (Para 3.8)	£623,000	£623,000
Unallocated from previous years	-£7,929	-£132,411
Total	£5,486,139	£7,252,589
CAPITAL MAINTENANCE EXPENDITURE		
Asbestos (Para 3.24 & 3.25)	£150,000	£150,000
Legionella (Para 3.24)	£150,000	£150,000
Fire Risk Assessments (Para 3.24)	£150,000	£150,000
Ventilation in Kitchens (para 3.24)	£100,000	£100,000
Condition works proposed by committee in March (Para 3.15 & 3.16)	£4,818,550	£6,300,000
Advanced design on future schemes (Para 3.24)	£50,000	£50,000
Surveys (condition gas etc.) (Para 3.24)	£50,000	£50,000
Individual Pupil needs (Para 3.24)	£150,000	£150,000
Total	£5,618,550	£7,100,000
Unallocated / - shortfall	-£132,411	£152,589
BASIC NEED INCOME		
2020/21	£2,878,716	
2021/22 Para 3.29)		£4,916,000
Unallocated from previous years	£4,717,201	£3,395,917
SEND Capital		
carried forward from previous years		
Total	£7,595,917	£8,311,917
BASIC NEED EXPENDITURE		
Additional costs arising from the east and West Hub projects	£700,000	
Costs for the Cullum Centre at Hove Park School	£1,500,000	
Cost allowance for additional ASC special facility	£500,000	
Additional costs arising from secondary projects	£1,500,000	
Total New Commitments	£4,200,000	£0
Amount to carry forward to 2021/22	£3,395,917	
Amount to carry forward to 2022/23		£8,311,917

2021-22 CAPITAL MAINTENANCE

Appendix 3

School	Bid	Priority
Asbestos works		
Coombe Road	Replace external canopy including asbestos removal	D2
ASBESTOS TOTAL		£12,000.00
General Building Works		
Balfour Primary	Re-pointing works at Balfour	D2
Blatchington Mill	Repointing and wall ties to Block 2 and 6th form	D3
Carlton Hill	Replace curtain walling phase 2 south elevations	D2
Coombe Road	Replace lintels to the staff room	D1
Downs View Life Skills	Recover plain clay tiles above offices, domestic science room and Old Coach-house	D2
Downs View Life Skills	Structural glazing_Replace curtain walling to gym	D2
Fairlight Primary	Replace wall ties and re-pointing – inner elevations	D2
Hangleton Primary	Repointing/wall tie replacement (south elevation)	D2
Hove Park Lower	Re-pointing and wall tie replacement to south and west elevations	D2
Hove Park Upper	Re-pointing & wall ties to hall (VI Form block south elevation)	D2
Hove Park Upper	Recover metal and 2no corridor flat roofs above rooms	D2
Jeanne Saunders	Major renewal of rainwater goods, including soil pipes, lintels, 2 no large structural windows and re-pointing	D2
Longhill High	Replace structural glazing to staircase A Block south	D1
Longhill High	Replace structural glazing to staircase A Block north	D2
Longhill High	Replace curtain walling to block 4 ground, first and second floors	D2
Moulsecroomb Primary	Finish the boxing works	D2
Portslade Sports C.	Cladding defects	D2
Queens Park	Repointing and masonry works to the South elevation.	D2
Queens Park	Remedial works to boundary walls to premises managers house	D2
Royal Spa	Rendering to boundary wall	D2
Stanford Infant	Refurbish caretaker's kitchen	D2
Surrenden Pool	Refurbishment works to girls and boys changing rooms	D2
West Hove Infant (Connaught Rd)	Re pointing front and rear elevations	D2
Westdene Primary	Replace fire egress ramp/stair to library (50/50 split with Corp PMB)	D1
Woodingdean Primary	Re-pointing/wall ties (courtyard and front entrance)	D2
GENERAL TOTAL		£1,137,000.00
Roofing Works		
Blatchington Mill	Recover flat roof to former sixth form block	D2
Brunswick Primary	Flat roof replacement above Reception, corridor, Activity Area and Hall Two	D1
Downs View Special	Replace flat roof covering to lift plant room	D2
Hill Park Lower	Replacement flat roof covering (Playroom, Staff Room ,Music Therapy, Medical room)	D1
Homewood College	Replacement flat roof covering– dining room, classroom, toilets, store and 1-1 room (ground floor block 2)	D2
Longhill High	Recover flat roofs above changing and drama rooms – phase 3	D1
Mile Oak	Flat roof onTwo storey block	D1
Saltdean	Flat roof Block D1 (gas pipe)	D1
Westdene Primary	Recover pitched felt roof above library area and classroom	D1
ROOFING TOTAL		£726,000.00
Mechanical Works		
Benfield Primary	Replace heating pipework below floor	D2
Coombe Road	Replace Boiler Control/Panel in -1/003	D2
Fairlight Primary	Old Heating dstrubution,(including ceilings and lighting in Gf and Ff)	D2
Hertford Infant	Replace heating system	D2
Hove Park Lower	Replace fan coil units	D2
Mile Oak	Replace boiler to 1990's extension and potential asbestos removal	D2
St Lukes	Change old heating, mains conversion, hot & cold water and lighting.	D2
Stanford Infant	Replace H&C Services	D2
MECHANICAL TOTAL		£1,998,000.00
Electrical Works		
Carlton Hill	4 Way MCCB Panel Board in Switch Panel, future replacement with a 6 Way Panel Board	D3
Downs View Special	Replace 5nr 3 phase and 6nr single phase electrical distribution boards	D2
Elm Grove Primary	Replace old inefficient lighting	D3
Fairlight Primary	Rewire and replace lighting, rewire to first floor classrooms.	D2
Hove Park Lower	Partial replacement of electrical services	D2
Hove Park Lower	Replace ground floor ceilings, power and lighting 2 technology 1 food-tech rooms	D2
Hove Park Upper	Replace hall ceiling, power and lighting	D2
Lynchet Close PRU	Replacement of electrical services to sports hall, including lighting & emergency lighting.	D2
Lynchet Close PRU	Replacement of electrical services including external security lighting	D3
Hove Park Upper	Replace ground floor ceilings to corridor and classrooms, power and lighting	D2
Middle Street	Replacement power, lighting, asbestos removal and new ceilings (ground floor)	D3
Mile Oak	Replace ceiling to gym, power and lighting	D2
ELECTRICAL TOTAL		£736,000.00

2021-22 CAPITAL MAINTENANCE

Appendix 3

School	Bid	Priority
Toilet Works		
Carden Primary	Boys Toilet Refurbishment 2/027	D2
Carden Primary	Girls Toilet Refurbishment 2/027A	D2
Coldean Primary	Refurbish early years boys and girl's toilets	D2
Elm Grove Primary	Refurbish ground floor toilets, boys & girls	D2
Hove Park Lower	Toilet refurbishment (LRC – male and female) Library wing	D2
Hove Park Upper	Girls Toilets	D2
Longhill High	Room A103 (Block 1) Male staff toilet refurbishment	D1
Longhill High	Room B006 (Block 3) Boys toilet refurbishment	D1
Mile Oak	Refurbish toilets 0/078 & 0/080	D3
Moulsecroomb Primary	Toilet Refurbishment - First Floor Boys	D3
Moulsecroomb Primary	Toilet Refurbishment - First Floor Girls	D3
Saltdean	Refurbish toilets – Year 1 boys and girls (North Block)	D2
Woodingdean Primary	Refurbish YR3 toilets	D3
TOILETS TOTAL		£920,000.00
Resurfacing Works		
Balfour Primary	Re-surfacing to EYFS and Year 2 paved areas	D2
Carden Primary	Resurface playground	D2
Coldean Primary	Resurface infant site playground and outside classroom paved areas	D2
Hove Park Upper	Resurface playground and car park	D2
Rudyard Kipling	Resurface playgrounds and paths 28P, 23T & including path leading to Downs Valley Road	D2
Rudyard Kipling	Resurface playground 59P and 1T as shown on grounds plan)	D3
Woodingdean Primary	Resurface West playground	D2
RESURFACING TOTAL		£219,000.00
D1 Total excl fees		£806,000
D2 Total excl fees		£4,451,000
D3 Total excl fees		£491,000
TOTAL Excl fees		£5,748,000
Fees @10%		£574,800
TOTAL INCLUDING FEES		£6,322,800

School	Item of Work	Priority	Completing 2020/21	Carry forward to 2021/22
General Building Works				
Balfour Primary	Wall tie replacement	D2	£15,000	
Brackenbury Primary	Replace structural glazing in hall	D2	£30,000	
Carlton Hill Primary	Replace cladding to East & West Elevations	D2		£60,000
Cherry Trees Nursery (Hollingdean)	Replacement external play equipment	D1	£20,000	
Downs Infant	Repointing, replacement of wall ties and cladding	D2	£30,000	
Downs Junior	Treat corroded joists in lobby	D2	£8,000	
Downs Junior	Masonry repairs	D2	£45,000	
Elm Grove Primary	Replacement of structural glazing to Hall	D2		£50,000
Hangleton Primary (and Former yo	Repointing/wall tie replacement	D2	£20,000	
Hove Junior	Holland Road - final phase repointing	D2	£20,000	
Longhill School	Replace structural glazing/double doors rear of Block 4	D2	£60,000	
Queens Park Primary	Brickwork Repairs	D2	£10,000	
Roundabout Nursery	Rebuild retaining wall and timber repairs to play equipment	D2	£50,000	
Roundabout Nursery	Replace doors and velux windows	D2	£14,000	
Roundabout Nursery	Refurbishment of nursery toilet area	D2	£25,000	
Royal Spa Nursery	Masonry repairs to portico and cladding repairs to main building	D2	£10,000	
Stanford Junior	Repairs to rotten timer joists	D2	£40,000	
St Lukes Primary	Masonry repairs & repointing to the Junior hall	D2	£60,000	
St Lukes Primary	Damp proof wall in Giraffe classroom	D2	£15,000	
St Lukes Primary	Rebuild steps to dining room and structural repairs to adjacent retaining wall	D2	£50,000	
St Lukes Primary	Investigation & development of new service riser routes	D2	£35,000	
		Sub Total	£557,000	£110,000
Roofing Works				
Benfield Primary	Replacement of flat roofing (West)	D2	£100,000	
Bevendean Primary	Replacement of flat roof to Library corridor 0/063	D2	£20,000	
Coldean Primary	Recover flat roofs above a classroom and Reception	D2	£80,000	
Coombe Road Primary	Flat roof replacement to garden corridor & above Junior boys toilets	D2	£50,000	
Hertford Infant	Replace flat felt roof above, kitchen toilets & Blackbird's classroom	D2	£60,000	
Hill Park	Replace single storey flat adjacent to hall Lower site	D2	£150,000	
Homewood College	Replace flat roof to Hall	D2	£12,000	
Hove Junior (School Road)	Replacement of pitched roofing	D2	£80,000	
Longhill School	Replacement of roofing over dance studio (Second phase)	D2	£250,000	
West Hove Infant (School Road)	Replacement of pitched roofing	D2	£65,000	
Westdene Primary	Replacement of flat roof	D2	£125,000	
Woodingdean Primary	Replace small flat roofs to medical and reprograhic rooms	D2	£15,000	
		Sub Total	£1,007,000	£0
Mechanical Works				
Connected Hub (PRU)	Replacement of heating distribution pipework	D2	£71,000	
Downs View School	Replacement of boilers and associated boiler plant and controls in Pool Plant Room	D2		£250,000
Fairlight Primary	Replacement of boilers and associated plant	D2	£150,000	
Hove Park Lower	Replacement of boilers, associated plant & controls to Block 2 (extension building)	D2	£100,000	
Hove Park Upper	Replacement of hot and cold water services, including conversion to mains water	D1		£140,000
Mile Oak Primary	Replacement of heating to mobile classrooms	D2	£15,000	
Moulsecoomb Primary	Replacement of fan coil units in Hall	D2	£20,000	
3 Varndean Cottages	Replace heating	D1	£7,500	
		Sub Total	£363,500	£390,000
Electrical Works				
Coombe Road Primary	Damp-proof rewire 4No Sockets & RCD Protect in 0/046, lighting and ceiling replacement	D1	£10,000	
Fairlight Primary	Replacement of electrical services and lighting (phase 2)	D2		£35,000
Hove Park Upper	Replacement of electrical services, including lighting and replacement of asbestos containing ceilings	D2	£120,000	
Middle Street Primary	Replacement electrical services (phase 2) in Classrooms & Activity Areas 1/001;1/002;1/006;1/007	D2	£25,000	
Middle Street Primary	Replacement electrical services (phase 3) in Classrooms & Activity Areas 1/011; 1/012; 1/012A; 1/013	D2	£21,000	
Mile Oak Primary	Replacement of lighting wiring and removal of asbestos containing ceilings	D2	£80,000	
Stanford Junior	Replacement lighting and electrical services to upper gym hall	D2	£20,000	
		Sub Total	£276,000	£35,000
Toilet Refurbishments				
Blatchington Mill	Toilet refurbishment to boys and girls changing rooms adjacent to theatre	D2		£150,000
Brunswick Primary	Toilet refurbishment to boys and girls ground floor (former infant site)	D2	£150,000	
Carlton Hill Primary	Refurbish reception boy and girl's toilets 0/010, 0/011and girls 1/105 (including asbestos removal)	D2	£90,000	
Elm Grove Primary	Replacement of girls & boys toilets on first floor	D2	£100,000	
Goldstone Primary	Refurbishment of Boys & Girls toilets 0/030 & 0/032	D2	£130,000	
Hove Park Lower	Refurbishment of Student Services toilets	D2	£120,000	
Hove Park Upper	Refurbishment of boys toilet (block 1 opposite hall)	D2	£55,000	
Moulsecoomb Primary	Ground Floor Junior Boys toilets	D2	£60,000	
Peter Gladwin Primary	Refurbishment of Boys KS1 toilets	D2	£40,000	
Rudyard Kipling Primary	Refurbishment of Boys KS1 toilets	D2	£50,000	
Saltdean Primary	Refurbish boys & gorks toilets Ph 1	D2	£80,000	
St Georges House	Refurbish student toilets	D2	£15,000	
St Lukes Primary	Refurbish lower ground floor toilets (including damp proofing)	D2	£60,000	
St Lukes Primary	Refurbish lower ground floor girls toilets (including damp proofing)	D2	£60,000	
West Hove Infant (School Road)	Toilet refurbishment - final phase	D2	£75,000	
Surrenden Pool	Boys changing room & toilet refurbishment	D2	£80,000	
		Sub Total	£1,165,000	£150,000
Resurfacing / Drainage Works				
Bevendean Primary	Drainage repairs and replacement of soakaway	D2	£70,000	
Blatchington Mill	resurface car park including new base course and soakaways & drainage repairs. resurface path along south elevation	D2	£150,000	
Brunswick Primary	Resurface path adjacent to playground and outside learning area	D2	£5,000	
Coldean Primary	Drainage to Infant playground	D2	£50,000	
Hertford Junior School	Resurface playground	D2	£15,000	
Queens Park Primary	Replace courtyard paving with tarmac	D2	£15,000	
Westdene Primary	Resurface paths and area adjacent to kitchen/boiler room	D2	£10,000	
West Hove Infant (School Road)	Resurfacing of rear access road	D2	£12,000	
		Sub Total	£327,000	£0
		Total Excl.Fees	£3,695,500	£685,000
		Fees @10%	£369,550	£68,500
		Total	£4,065,050	£753,500

£4,818,550

REF XPPB Classification	RECEIPT OF SECTION 106 CONTRIBUTIONS TO EDUCATION		date received	Sums received	Spent to date
407	former Amex HQ site, Edward Street Brighton 2018/00340 signed 25/10/18 yr 18/19	Education Contribution	20/01/2019	£ 90,212.04	
411	29/31 New Church Road Hove (former Synagogue BH2018/02126 signed 9/8/2020 signed 19/20		09/03/2020	£ 90,982.00	
412	land rear 6 Falmer Avenue Saltdean 2014/03394 signed 25/11/2016 yr 16/17	Education Contribution	06/04/2020	£ 160,110.46	
417	20-22 Oxford Street (George Cooper House) 2018/02749 signed 5/9/2019 yr 19/20	Education Contribution	25/06/2020	£ 6,914.80	
				£ 348,219.30	

Subject:	The Response of Schools to Covid 19.
Date of Meeting:	8 March 2021
Report of:	Executive Director Families, Children and Learning
Contact Officer: Name:	Mark Storey
Email:	Mark.Storey@brighton-hove.gov.uk
Ward(s) affected:	All

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 The purpose of this report is to outline how the council, schools and other providers' response to the pandemic is proceeding, whether it is succeeding and what could be done better. It will update the committee on the efforts to ensure our most vulnerable children are getting fed, whether digital devices to support home learning are getting through to all who need them and what is being done to support pupils whose home situation is not conducive to remote learning.

2. RECOMMENDATIONS:

- 2.1 That the committee notes the information in this report.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 On the 2nd January 2021, schools in the city of Brighton and Hove were advised by the council to postpone opening fully after the 2020 Christmas holiday due to the rising number of infections from Covid-19 within the city.

- 3.2 Two days later, the Government made the announcement that, "primary schools, secondary schools and colleges across England must move to remote provision from tomorrow [Tuesday 5th January] except for vulnerable children and the children of key workers."

3.3 Food provision for disadvantaged pupils

- 3.3.1 Since the start of the spring term 2021 all adults and children in school are being provided with a hot meal. This is to alleviate any pressures on families where critical workers are continuing to support the response to the pandemic, maintain the universal infant free school meal and to support the catering service in the face of significant pressures for the contractor, Caterlink. At the time of writing this report there is no supplier relief but the council is operating in the spirit of the previous arrangement when the initial restrictions on pupils attending school were put in place.

- 3.3.2 All children entitled to free school meals, but not attending school, are now receiving a supermarket food voucher. Whilst the government scheme, via Edenred, only started on 18 January 2021 the council had facilitated schools to distribute vouchers using the provider, Huggg, since the start of the spring term.

Huggg have supported the distribution of vouchers under the Covid Winter Grant detailed further in the report.

- 3.3.3 Prior to the government's confirmation that schools can claim £15 funding for each child per week, the Council had requested schools distribute a £10 voucher for the first two weeks of the spring term. This was revised and a backdated voucher provided to families in line with the government's advice.
- 3.3.4 The Council was awarded £0.865m Covid Winter Grant to ensure vulnerable people and families are warm and well fed this winter. During the Christmas holidays the council distributed supermarket food vouchers to the value of £25 per child, per week, to families whose children qualify for free childcare places for two-year olds, Early Years Pupil Premium and using the children centres' food bank as well as those entitled to free school meals in schools and colleges. In addition, it was estimated that there were another 400 children and young people who could be expected to be supported through the grant. This includes young people in sixth form settings and children who are now being electively home educated.
- 3.3.5 This supermarket food voucher distribution scheme will be repeated during the February half term and is estimated to cost £0.678m in total.
- 3.3.6 The way in which the remaining grant is being distributed was outlined in the recent [report](#) to the Policy & Resources Committee on 21 January 2021. An allocation of £0.09m is being provided to organisations who work specific groups in the city and through a small grant scheme for projects working in Brighton and Hove to help ensure that vulnerable people and families are warm and well fed this winter.
- 3.3.7 All education settings are encouraged to identify any families in need of support and to either refer them through the Winter Food Grant scheme or the city's existing food distribution network. Families with no recourse to public funds are currently entitled to Free School Meals in line with the government's advice.

3.4 Remote Learning

- 3.4.1 Remote learning is a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils. It includes learning delivered through digital technologies (learning platforms, live or recorded lessons, links to videos, websites, TV) and written or paper-based tasks.
- 3.4.2 Currently approximately 27,500 children and young people are involved in home learning. In the last 6 months the council has produced guidance, commissioned Sussex Coast Teaching School Alliance to deliver training and supported schools to improve home learning. Throughout lockdown, the Education and Skills team and school Partnership Advisors will continue to provide support and guidance to schools as they develop their remote learning provision. Schools have also been very supportive of one another.
- 3.4.3 Schools are keeping parents updated with their expectations for home learning providing information on: curriculum content; expectations for time to be spent on

learning ([based on DfE guidance](#)) and tasks to be completed; how to access remote learning (online or other); how feedback will be given and what additional support is needed for pupils with particular needs.

[What's working well in remote education - GOV.UK \(www.gov.uk\)](#)

- 3.4.4 School themselves have worked hard over the last term to improve their home learning offer. They are becoming increasingly skilled at aligning their remote learning to the classroom curriculum. During this lockdown, schools are more carefully sequencing tasks and ensuring pupils obtain the building blocks they need to move on to the next step. Curricular goals are being made as explicit remotely as they would be in the classroom.
- 3.4.5 Based on reflections from lockdown 1, schools are maintaining contact with their remote pupils through videos, feedback messages and phone calls and are replicating a community feel through virtual assemblies and other communal events. They are also mindful of the impact on remote learning on pupil's emotional, social, and physical well-being and are including activities to help young people remain positive and healthy.
- 3.4.6 All remote learning is being offered alongside a classroom curriculum for pupils attending school. School leaders have been resilient and creative overcoming challenges around staff capacity and the need to provide learning using both face to face and remote strategies.
- 3.4.7 All schools are aware that remote learning places an additional burden on families that are working from home. Support they are providing can be very bespoke to individual circumstances.
- 3.4.8 School leaders are best placed to determine the content of any remote or online learning, linked to each setting's unique curriculum. Therefore, we advise parents to liaise closely with their school and discuss any issues that they are experiencing with them.
- 3.4.9 Remote learning evolves with each week of term as school staff become more skilled in its provision and in response to audits with key stakeholders. The type of activities offered include (but are not limited to): synchronous and asynchronous lessons; guided reading sessions; song of the week; class/year/school assemblies, well-being activities (Well-being Wednesday or Feel-good-Friday); digital-detox days; creative projects and physical activity challenges.

3.5 Digital Devices

- 3.5.1 The DfE have provided digital devices to disadvantaged pupils since the start of lockdown 1. During the summer term 2020, the city received 1,678 devices through the local authority initially for pupils with a social worker. From the autumn term onwards, schools ordered directly from the DfE. Allocations are based on free school meals data and an estimate of the number of devices a school already has. Schools are able to query their allocation and several settings have obtained additional devices in this way. Once all these orders have been fulfilled, the city will have received a minimum of 4,144 devices from this commitment, bringing the total number of devices received to over 5,800. The

local authority has advised schools when and how to place orders and checked all schools have ordered their full allocation.

3.5.3 Schools have also supported pupils accessing digital devices remotely through the purchase of devices, by loaning existing school equipment and asking their school community for donations.

3.5.4 Schools and families have also reached out to organisations that provide reconditioned devices for use by pupils. The *BBC Make a Difference: donate a laptop* campaign supported Business2Schools which links businesses and individuals with schools in their area that are accepting donations. Locally, TechTakeback are working with Brighton & Hove City Council to help children from digitally deprived families continue their education from home. Other charities have provided support directly for schools. Any individual / business wishing to donate should contact:

[Tech-Takeback - Circular Solutions for Tech Reuse & Recycling - Home](#)

3.5.5 In January a survey of primary and secondary schools was undertaken. Based on the survey results, over 90% of disadvantaged secondary and 80% of disadvantaged primary pupils have access to the equipment they need to learn remotely. Note these figures may change rapidly as schools find their own solutions. We also know that maintaining access is a challenge for all schools.

3.5.6 Schools and Ofsted both report that pupils tend to spend longer accessing a remote lesson when they are using a laptop than when using a phone (tablets are in between). Schools have thought carefully about whether pupils have access to the right kind of device when using digital remote education. <https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

3.5.7 As more learning content is moved online and live or recorded lessons become more widely used, an increasing number of schools are reporting that families are struggling with data to access digital content. The DfE are working with network providers to increase data allowances and some educational sites, for example Oak Academy, are excluded from data charges.

3.5.8 Limitations to internet access means some students have struggled to access remote digital learning particularly live lessons.

3.6 Pupils engaging in home learning

3.6.1 There can be a range of reasons that pupils cannot always access remote learning in the way that we would want. Suitable devices can still be an issue but also: ability to be able to use equipment given; data limitations; wifi connection quality and/or access to an appropriate workspace. Very bespoke solutions are being found for hundreds of individual children and young people. Schools are reporting spending a long time on the phone supporting individual families to get working access. Schools are reporting that many children and young people struggle to engage with home learning.

3.6.2 The DfE have included, “those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)”

to their list of vulnerable children and young people who are currently able to attend school or college. [Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/children-of-critical-workers-and-vulnerable-children-can-access-schools-or-educational-settings) In some instances, this has been a positive tool to encourage hard to reach pupils into schools. However, for some schools this has resulted in a significant increase in pupils attending school which has placed an additional strain on limited resources.

- 3.6.3 If the pupil lacks access to a digital device but continues to learn remotely, schools have ensured their students can access learning through the provision of paper-based activities and stationary which is either collected from the school or delivered to the pupil's home.
- 3.6.4 When using remote learning, some content is delivered more effectively through worksheets or a textbook. However, when using textbooks or worksheets it is still important to make sure that teachers can provide feedback and assess learning.
- 3.6.5 For pupils without digital connectivity, schools have developed rigorous systems to contact students to ensure: pupils still feel connected to school; to increase engagement; to provide feedback on learning and for safeguarding purposes.
- 3.6.6 Much emphasis has previously been placed on the lack of resources at home, especially digital technology, for pupils to fully access and participate in remote education. However, parents' responses to a YouGov questionnaire highlight that their children's motivation is of greater concern to them. The data highlights that 11% of parents saw access to an appropriate device as a challenge, compared to 40% who responded their child's focus on studying was a worry. [Remote education research - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/remote-education-research) This is also being noticed by schools in the city.
- 3.6.7 To raise engagement, schools are utilising staff to contact pupils and parents. This can be by phone or facilitated through the interaction tools within a learning platform. Schools report that although these strategies can be effective, they are resource heavy.
- 3.6.8 The EMAS service supports families for whom English is an additional language. They report a high proportion of their families are without access to digital devices. Many of these families are high on the vulnerability index with 30% living in the most deprived areas.
- 3.6.9 The EMAS service are working remotely with families to help them become digitally connected. This includes supporting them to complete school technology audits; upskilling families to use educational platforms; supporting families unfamiliar with the English education system and helping students acquire academic English required for assessments.
- 3.6.10 The DfE are working with network providers to increase data allowances and some educational sites are to be excluded from data charges. Schools can apply for extra data on behalf of families who meet all three of these criteria: do not have fixed broadband at home; cannot afford additional data for their devices and are experiencing disruption to their face-to-face education

4. CONCLUSION

- 4.1 The council, schools and other providers are working hard to ensure our most vulnerable children are getting food and access to high quality remote learning.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 5.1 The council will continue to work with schools and other providers to understand the additional costs relating to Covid-19. The council will also strive to ensure all available funding sources are communicated to schools, and accessed to mitigate additional costs.

Finance Officer Consulted: Steve Williams Date: 22/01/21

Legal Implications:

- 6.1 There are no direct legal implications arising from this report.

Lawyer Consulted: Serena Kynaston Date: 11/02/2021

Subject:		The cost of secondary school uniform	
Date of Meeting:		8 March 2021	
Report of:		Executive Director Families Children & Learning	
Contact Officer:	Name:	Mark Storey	Tel: 01273 294410
	Email:	mark.storey@brighton-hove.gov.uk	
Ward(s) affected:		All Wards	

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

- 1.1 This report has been produced as a result of the Labour Group recommendation to reduce the costs of secondary school uniform in Brighton and Hove presented at the Children and Young People Committee on 9th January 2021.
- 1.2 This report:
- details the uniform policy and associated costs for a pupil in each local authority secondary school, voluntary sector secondary school and secondary academy in our city;
 - describes the support currently available for any families experiencing economic hardship and struggling to ensure compliance with the uniform policy for their school;
 - provides options to further reduce the financial burden of school uniform requirements on disadvantaged families (to be explored in partnership with school head teachers and governors).

2. RECOMMENDATIONS:

- 2.1 That the report is noted and referred to for consideration.
- 2.2 That the committee note that further options to be discussed with secondary school Headteachers and Governors include:
- More detailed information to be provided on school websites to support families in accessing cheaper school uniform.
 - For secondary schools to consider the number of branded items required, removing these where at all possible so that uniform cost is minimised.
 - That secondary schools do not frequently change their uniform requirements for pupils.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The government recognises that uniform plays a valuable role in contributing to the ethos of a school and setting an appropriate tone. Many Headteachers believe that school uniform is a social leveller that benefits all pupils. School uniform policy is determined by the school leadership and governing body of each individual school.
- 3.2 The issues around school uniform costs and the implications of these on families have been communicated to leaders and governors through the Poverty Proofing Programme (see Appendix 1). Subsequent communications have followed in order to keep the issue high profile.
- 3.3 School uniform is decided by Headteachers and their Governing body. Schools report they are keen to support any family who struggle to have correct school uniform.
- 3.4 Following the Poverty Proofing recommendations, secondary schools reviewed their uniform policies (Appendix 2). They considered how to provide a smart, practical, affordable school uniform, while maintaining each school's unique identity. Specifically, they considered reducing the number of items requiring logos. Items without logos are less expensive, can be brought from multiple outlets and allow uniform to be recycled between pupils in different schools.
- 3.5 Schools have indicated on their website whether items are compulsory, optional and whether non-branded alternatives can be worn. There are minimal gender specific items of clothing for all school.
- 3.6 Headteachers are acutely aware of the financial burden on some families of providing school uniform. These will be exacerbated by the challenges faced as a result of Covid-19.
- 3.7 All schools make strenuous efforts to offer pre-loved uniform to families, often supported by their parents' associations. Schools also offer financial support to families to spread the cost of uniform, and many will buy items of uniform outright for targeted families.
- 3.8 This issue has been previously discussed between Councillors and the ten secondary Headteachers. This was followed up with a letter last year by Councillor Kate Knight (See appendix 3). As a result, the secondary Headteachers signed a collective pledge to help families struggling to pay for school uniform (See Appendix 4).

The pledge from secondary Heads states: "Each of us leads a different school serving a different local community. So, we do things differently. Supporting struggling families with the cost of school uniform is one such thing. However, this does not prevent us from offering the following collective pledge. If you are struggling with the cost of school uniform we will help." Schools are clear that they have systems to support families.

- 3.9 All secondary schools have a named contact who will support parents with uniform if where necessary. For example they are aware of charities (see appendix 5) in Brighton and Hove that can support with supplying uniform.
- 3.10 The charity [Smarter Uniforms](#) has launched their own dedicated e-commerce site where they sell low-cost school uniforms and have eight school partners across the city from which they collect donated uniforms. They are also able to provide free uniforms via referrals from community organisations across the city. (See Appendix 6).
- 3.11 Secondary schools have been asked to consider cheaper alternatives to suppliers (See Appendix 2) e.g. supermarkets and/or allowing parents to pay for uniform in instalments to spread the cost.
- 3.12 Secondary schools were asked to consider the use of sanctions for incorrect uniform. Headteachers recognise that this may be beyond the individual student's control and are committed to supporting families in need.

[Brighton and Hove City Councillors](#) have supported a bill put forward in Parliament by [Mike Amesbury MP](#) calling on the government to put a legal limit on the number of more expensive branded items required for a school uniform. <https://www.brighton-hove.gov.uk/news/2020/council-calls-cheaper-school-uniforms>

- 3.13 Phase two of a fully funded Poverty Proofing Programme (Appendix 1) is scheduled to take place in the Spring Term of 2021 in response to the pandemic to support schools in identifying strategies to best aid children living in poverty, including the issue of school uniform.

4. CONCLUSION:

- 4.1 There is a commitment across the city, from Councillors, council officers and the Secondary School Partnerships to continue to work together on the issue of reducing school uniform costs.
- 4.2 Further discussions will take place between council officers and secondary Heads regarding this matter to reduce costs for families.

5. FINANCIAL & OTHER IMPLICATIONS:

- 5.1 There are no direct financial implications on central local authority budgets identified within the report. However, secondary schools may incur costs in supporting disadvantaged families with the costs.

Finance Officer Consulted: Steve Williams

Date: 14/01/21

6.0 Legal Implications:

- 6.1 It is for the governing body of a school to decide whether there should be a school uniform policy and if so what that should be. This flows from the duties placed upon all governing bodies under section 88 of the Education and Inspections Act 2006 to ensure that school policies promote good behaviour and discipline amongst the pupil body.

6.2 The School Admissions Code 2014 states that admission authorities must ensure that policies around school uniform do not discourage parents from applying for a place for their child. This is reinforced in DfE Guidance on School Uniform (September 2013) which states that “no school uniform should be so expensive as to leave pupils or their families feeling unable to apply to, or attend, a school of their choice, due to the cost of the uniform. School governing bodies should therefore give high priority to cost considerations”.

Lawyer Consulted:

Serena Kynaston

Date: 11/02/2021

7.0 Equalities Implications:

7.1 Issues around uniform could impact on pupils’ attendance and engagement in learning if they do not have access or funding to acquire the specified uniform.

8.0 Sustainability Implications:

8.1 We are currently unaware of sustainability implications. However, reusing and recycling of school uniform is being promoted in our city’s schools. (See Appendix 5)

SUPPORTING DOCUMENTATION

Appendices:

1. What is Poverty Proofing?

Poverty Proofing the School Day is a project developed by Children North East. The project provides a toolkit to reduce stigma around poverty, remove barriers to learning and assist schools in exploring the most effective ways to spend their pupil premium allocation. Poverty Proofing the School Day consists of an audit for each individual school, providing questions to ask of pupils, staff, parents and governors. The result is an action plan tailored to each individual school to address any stigmatising policies or practices.

2. **Brighton and Hove School uniform prices** (this spreadsheet has been populated using information from uniform stockists recommended by schools. However, there are some items where cheaper alternatives can be sourced).

Schools	Link to school policy	Where to buy	School insignia	Price
Blatchington Mill School	https://www.blatchingtonmill.org.uk/for-students/uniform/	https://khalsaschoolwear.co.uk/school/blatchington-mill/	jacket	from £13
	Only items with compulsory next to them need to be purchase from Khalsa everything else is optional/ can be purchased from any supplier	School also support families each year with a hardship fund that can be accessed for uniforms - this supports families in need each year and is worth £5000.	Compulsory - jumper	from £23.20
			tie	£4.50
			long sleeved shirts (twin pack)	from £13.50
			short sleeved shirts (twin pack)	from £13.50
			short sleeved blouses (twin pack)	from £13.50
			boys slim trousers	from £14.50
			senior boys slim trousers	from £17
			senior boys regular trousers	from £17
			girls slim trousers	from £18
			kilt	from £28
			Y7 PE polo	from £16.50
			y8-11 PE polo	from £16.50
			PE sweatshirt	from £13
			PE shorts	from £12
			skort	from £14.50
			training pants	from £14

[Brighton
Aldridge
Community
Academy](https://www.baca-uk.org.uk/Uniform/)

[https://www.baca-
uk.org.uk/Uniform/](https://www.baca-uk.org.uk/Uniform/)

[https://www.sussexuniforms.co
.uk/collections/brighton-
aldridge](https://www.sussexuniforms.co.uk/collections/brighton-aldridge)

sport leggings	from £17.50
games socks	from £6.50
short socks	from £7.50
knee high socks	from £7.50
boys blazer	from £29.95

girls blazer	from 29.95
jumper	from £19.95
tie	£7.95
boys shirt (twin pack)	from £15.95
tie collar blouse (twin pack)	from £15.95
boys suit trousers	from £19.95
boys shorts	from £17.95
skirt	from £18.95
girls suit trousers	from £22.95
socks (3pack)	from £5.95
tights (twin pack)	£5.95
Dr. Martens	£94.95
senior boys shoes	£44.95
senior boys shoes - wider fit	£39.95
senior girls shoes	£49.95
PE polo	from £25.95
training pants	from £22.95
sports leggings	from £17.95
football socks	from £5.95
trainers	from £29.99
football boots	from £35.95
PE bag	£3.95
gum shield	£4.50

[Cardinal
Newman
Catholic
School](#)

[Uniform | Cardinal
Newman Catholic School,
Hove, East Sussex, UK
\(cncs.co.uk\)](#)

<https://www.sussexuniforms.co.uk/collections/cardinal-newman>

scientific calculator	£16.95
polo (different colour for each year)	from £9.95
jumper (different colour for each year)	from £12.95
skirt	from £26.95
tights (twin pack)	£5.95
senior girls trousers	from £19.95
slim fit senior boys trousers	from £19.95
sturdy fit senior boys trousers	from £21.95
boys shorts	from £16.95
socks (3pack)	from £5.95
boys PE top	from £14.95
girls PE top	from £15.95
football shorts	from £7.95
rugby shorts	from £10.95
PE fleece	from £19.95
boys tracksuit top	from £19.95
year 10/11 PE hoodie	£18.95
rugby shirt	from £18.95
skort	from £15.95
training pants	from £23.95
sports leggings	from £19.95
PE rain jacket	from £22.95
dance tshirt	from £8.95
football socks	from £5.95
games socks (3pack)	£7.95
trainers	from £29.95
football boots	from £35.95

<u>Dorothy Stringer School</u>	<u>uniform (dorothy-stringer.co.uk)</u>	<u>Dorothy Stringer – Sussex Uniforms</u>	shin pads	£13.95
			gum shield	£4.50
<u>Hove Park School</u>	<u>https://irp-cdn.multiscreensite.com/a492de17/files/uploaded/School%2BUniform%2BPolicy%2B14-16%2B%28ratified%29%2B%284%29_pTNflh5QSdqUA0wETtEH.pdf</u>	<u>https://www.logosports.co.uk/blank/Hove-Park-Secondary-School?c=2890522&pn=1</u>	sweatshirt	from £15.50
			Stringer sweatshirt	from £15.95
			polo	from £7.95
			fitted polo	£8.95
			PE polo	from £7.95
			1/4 zip mid layer	from £21.95
			PE shorts	from £6.95
			track pants (optional)	from £18.95
			Leggings (optional)	from £18.95
			Socks (discontinued)	from £6.95
			PE socks	from £6.95
			PE shorts	from £3.75
			rugby shirt	from £19.50
			PE socks	from £5
			PE t shirt	from £8
			PE vest	from £8
			midlayer	from £18.95
			PE skort	from £14.75
			girls leggings	from £19.35

King's School (free school)	https://www.kingsschoolhome.org.uk/uniform.php	https://www.logosports.co.uk/blank/Kings-High-School?c=2890537&pn=1	girls PE polo	from £14
			PE half zip	from £16
			girls PE skort	from £14.75
			rugby shirt	from £19.50
			football socks	from £4
			PE shorts	from £5.50
			boys PE polo	from £14
			tie	from £6.50
			girls blazer	from £36
			boys blazer	from £36
			jumper	from £13.50
			cardigan	from £15
			girls long sleeved shirt	from £13
			girls short sleeved shirt	from £13
			boys long sleeved shirt	from £14.50
			boys short sleeved shirt	from £14.50
			sports leggings	from £17
			trousers	from £16.50
			PE locker bag	from £15
			rucksack	from £10
			skirt	from £23
Longhill High School	School Uniform - Longhill High School	https://www.sussexuniforms.co.uk/collections/longhill-high-school	boys blazer	from £31.95
			girls blazer	from £31.95
			jumper	from £19.95
			tie	£6.50
			boys shirt (twin pack)	from £15.95
			tie collar blouse (twin pack)	from £15.95

[Patcham High School](#)

Uniform and Equipment - Patcham High School

<https://www.logosports.co.uk/create/Patcham-High-School?c=2890542&pn=1>

slim fit senior boys trousers	from £17.95
boys shorts	from £17.95
skirt	from £19.95
senior girls trousers	from £19.95
tights (twin pack)	£5.95
socks (3pack)	from £5.95
boys shoes - wider fit	from £39.95
boys shoes - slip on	from £44.95
boys shoes - lace up	from £44.95
Dr Martens	£94.95
girls shoes	£49.95
dance jumper	from £14.95
dance tshirt	from £10.95
boys PE top	from £15.95
PE shorts	from £11.50
girls PE top	from £15.95
PE skort	from £17.50
fleece	from £21.95
tracksuit bottoms	from £21.50
PE leggings	from £20.50
football socks	from £5.95
PE rain jacket	from £16.95
trainers	from £29.95
PE bag	£3.95
shin pads	£13.95
skirt	from £20
polo	from £8
ladies polo	from £8
support student polo	from £8

[Portslade
Aldridge
Community
Academy](#)

Portslade Aldridge
Community Academy
(PACA) - Uniform &
Equipment

<https://www.sussexuniforms.co.uk/collections/portslade-aldridge>

ladies support polo	from £8
lead student polo	from £8
ladies lead student polo	from £8
cardigan	from £17.25
sweatshirt	from £11
lead student sweatshirt	from £11
PE t shirt	from £8
Dance tshirt	from £10
PE hoodie	from £13
dance sweatshirt	from £12
PE shorts	from £3.75
football socks	from £4
fleece	from £11.50
boys blazer	from £36.95

girls blazer	from £36.95
jumper	from £19.95
tie	£5.95
boys suit trousers	from £19.95
girls suit trousers	from £22.95
skirt	from £16.95
shirts (twin pack)	from £15.95
tie collar blouse (twin pack)	from £15.95
socks (3pack)	from £5.95
tights (twin pack)	£5.95
Dr Martens	£94.95
senior boys shoes - slip on	from £44.95
senior boys shoes - wider fit	from £39.95

senior girls shoes	from £44.95
boys PE top	from £15.95
girls PE top	from £15.95
PE shorts	from £10.95
sweat track top	from £21.95
training pants	from £22.95
PE leggings	from £19.95
sports sock	from £6.95
games sock (3pack)	from £7.95
shin pads	£13.95
gum shield	£4.50
PE bag	£3.95
trainers	from £29.95
football boots	from £35.95
rugby boots	from £34.95
scientific calculator	£16.95
boys blazer	from £38
girls blazer	from £38
jumper	from £18
cardigan	from £19
tie	from £6.50
long sleeved shirt (twin pack)	from £13.50
short sleeved shirts (twin pack)	from £13.50
long sleeved blouse (twin pack)	from £13.50
short sleeved blouse (twin pack)	from £13.50
boys slim fit trousers	from £14.50
senior boys slim fit / regular trousers	from £17
girls slim fit trousers	from £18
skirt	from £15
PE jacket	from £28

[Varndean
School](https://khalaschoolwear.co.uk/school/varndean-school/)

Varndean School - Uniform

[https://khalaschoolwear.co.uk/
/school/varndean-school/](https://khalaschoolwear.co.uk/school/varndean-school/)

long sleeved PE top	from £21
base layer top	from £18
PE polo	from £17
PE shorts	from £11.50
plain PE shorts	from £8
sports leggings	from £13
base layer leggings	from £20
games socks	from £7.35
short socks	from £7.50
knee high socks	from £7.50
tights	from £6

**ALL SCHOOLS REQUIRE CLOTHES
TO HAVE NAME TAGS/LABELS.**

FROM £4.50

3. Councillor Knight's letter to Secondary Headteachers



Leader's Office
First Floor, Room 193
Hove Town Hall
Norton Road
Hove
BN3 3BQ

To the Headteacher Colleagues and Chairs of Governors Blatchington Mill School Nevill Avenue Hove BN3 7BW	Date: 1 st July 2020 Phone: 01273 291011 e-mail: Kate.knight@brighton-hove.gov.uk
--	--

Dear Headteacher Colleagues and Chairs of Governors,

On behalf of the council, I want to thank you for all you have done and are continuing to do to support young people and their families through this very challenging time. As we and our communities move into the 'new normal', there will be further challenges for schools in addressing missed learning and enabling pupils and staff to return to school safely.

There also will be significant economic challenges for many families that have faced the lockdown period on reduced or no wages.

Prior to Covid-19, one of the major issues that arose during our focus on 'Poverty Proofing the School Day' was the cost of school uniforms.

For those starting new schools, or who have grown out of their uniforms, the costs of new items of uniform were already a potential barrier for some families.

As a Labour administration, we support the idea, introduced by Mike Amesbury MP, of statutory guidance limiting the number of more expensive branded items required for a school uniform. (<https://schoolsweek.co.uk/uniform-bill-mp-wants-restriction-on-branded-items/>).

I believe that following lockdown, this problem will be much more significant for families this September. Now, more than ever, the cost of a school uniform could cause serious hardship.

So, I am writing to ask that you urgently consider relaxing school uniform policies. In particular I would like to suggest allowing pupils to wear items available on the high street that are easy care and cheaper to buy – especially in the short term and in recognition of the exceptional times we are in.

www.brighton-hove.gov.uk
Printed on recycled, chlorine-free paper

As we are all aware, research shows that the gap between pupils living in disadvantage and their peers has widened during the pandemic. We are all keen to support schools in addressing this. Our education team has been talking with Children North East, who later in the year will offer online workshops to support senior leaders in best practice.

In the meantime, I would ask you and your governors to consider these proposals regarding uniform as just the first measures. They would provide immediate and tangible support to parents and pupils with their return to school.

I would be delighted if you could let me know your thoughts on this and how you decide to proceed. Of course, if you have any practical suggestions that would help with the roll out of this measure please let us know. It would be great to share them with other schools.

I would also be more than happy to join you one morning at a Secondary Headteacher meeting to discuss this further.

I look forward to hearing from you.

A handwritten signature in black ink, appearing to read 'Kate Knight'.

Kate Knight
Labour Councillor, Moulsecoomb & Bevendean

4. School Uniform pledge from Headteachers



10th July 2020

Dear Parent / Carer

Our pledge to you

At the forefront of our planning for the return of pupils to Secondary Schools across the city in September, is a determination to support families that might be experiencing financial difficulties made worse by the Covid-19 crisis.

During the lockdown some of us relaxed our uniform policies. However, the guidance issued by the Government to schools on July 2nd now encourages us to return to our usual uniform policies. This is because the Government recognises that uniform plays a valuable role in contributing to the ethos of a school and setting an appropriate tone. We believe that school uniform is a social leveller that benefits all pupils.

Although all of us are set on complying with Government guidance, we also recognise that there is a need to support the families of some of our children who at the moment are unable to afford new school uniform.

Each of us leads a different school serving a different local community. So, we do things differently. Supporting struggling families with the cost of school uniform is one such thing. However, this does not prevent us from offering the following collective pledge.

If you are struggling with the cost of school uniform we will help.

Please contact the school that your child attends directly.

John McKee
Patcham High

Ashley Harrold
Blatchington Mill

Kate Williams
Longhill

Gareth Hughes
Varndean

Claire Jarman
CNCS

Matt Hillier
Dorothy Stringer

Sarah Price
King's School

Mark Poston
PACA

Bob Speight
BACA

Jim Roberts
Hove Park

5. School Uniform Support Flyer



Are you or your family struggling to afford school uniforms? The following schools and services may be able to help..

School	Contact Name	Email address	Telephone
--------	--------------	---------------	-----------

Information around specific contacts have been removed as this information dates back to 2017 and may be out of date.

You can either contact the relevant schools listed above, or here are some other suggestions:

SMARTER UNIFORMS, BRIGHTON

Tucked away behind the ethical trading shop 'FAIR' on Queen's Road, 'Smarter Uniforms' can swap outgrown uniforms for vouchers and are able to provide discounted uniforms where needed- for more info, contact: bhsmarteruniforms@gmail.com

COATS FOR KIDS, SUSSEX

Project Partner of One Church and Chomp, this organisation receives and gives out school uniforms. For more info, please contact: bhcoatsforkids@gmail.com

If you are aware of any other organisations in Brighton that can help struggling families with school uniforms, we'd love to hear from you. Drop us an email at:



Appendix 6

Smarter Uniforms

HOW IT WORKS



Shop now and save!

Smarter Uniforms provides good quality and affordable second hand school uniforms for families across Brighton & Hove. Buy branded items from partner schools as well as a large range of unbranded clothes such as trousers, summer dresses and white shirts and more.

Shop online or get in touch with any questions.

[SHOP NOW](#)



Donate unwanted uniform

Donate clean outgrown uniforms at your child's school if they are a partner school. If not, please drop-off clean uniforms at the main shop on Queens Road or at The Green Centre on their days visiting the Open Market. Check out all locations.

Want to save even more money whilst tackling textile waste? Use the Smarter Uniforms loyalty card at the main shop. One stamp per item, 12 stamps for £3 off the next purchase. Bargain.

[LOCATIONS](#)



Get involved

Partnerships are at the heart of the Smarter Uniforms initiative. As a volunteer-led community organisation, partnerships help with essential cogs in the wheel - such as shop premises, storage, transport, communications, events and funding.

Lots of individuals and organisations make Smarter Uniforms happen. Check out our current partners and get involved today!

[GET INVOLVED](#)



What do we do?

Smarter Uniforms collects unwanted school uniforms and resells them to families at low cost. This means that good quality, clean uniforms are enjoyed for longer, benefiting families and our precious environment.

Students and parents can donate clean uniforms at collection boxes in eight schools across Brighton & Hove, or at the main shop at 21 Queens Road, Brighton, BN1 3XA.

Smarter Uniforms sorts through and repairs donations, creating a high quality bank of branded and unbranded items for boys and girls, from primary and secondary schools. Good quality uniforms are sold on at low prices, saving around one third of the cost of buying brand new. Parents and carers that use Smarter Uniforms save on average £100 per child per year, with items starting from just £0.50.

[FIND OUT MORE](#)

Background Documents:

None