

Children, Young People & Skills Committee

Date: **7 March 2022**

Time: **4.00pm**

Venue: **Council Chamber, Hove Town Hall**

Members:

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

Co-optees: Diana Boyd, Trevor Cristin, Adam Muirhead
Simon Parr and Young People Representative

Contact: **Clare Chapman**
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Date of Publication - Friday, 25 February 2022

AGENDA

Part One

Page

64 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.

65 MINUTES

7 - 16

To consider the minutes of the meeting held on 10th January 2022.

66 CHAIR'S COMMUNICATIONS

67 CALL OVER

- (a) Items 71-76 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.

68 PUBLIC INVOLVEMENT

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

- (a) **Petitions:** to receive any petitions received by due date of 21st February 2022.
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on 1st March 2022.
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on 1st March 2022.

69 MEMBER INVOLVEMENT

To consider the following matters raised by Councillors:

- (a) **Petitions:** to receive any petitions notified by the due date of 21st February 2022.
- (b) **Written Questions:** to consider any written questions;
- (c) **Letters:** to consider any letters;
- (d) **Notices of Motion:** to consider any Notices of Motion submitted directly to the committee.

70 YOUNG CARERS' PRESENTATION

71 HOME TO SCHOOL TRANSPORT - PROCUREMENT

17 - 60

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

Contact Officer: Mia Bryden

Tel: 01273 29584

72 CHILDREN & YOUNG PEOPLE RESPITE RECOMMISSIONING

61 - 66

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

Contact Officer: Lisa Brown

Tel: 01273 293568

Ward Affected: All Wards

73 SENDIASS – SPECIAL EDUCATION NEEDS & DISABILITIES INFORMATION, ADVICE AND SUPPORT SERVICES RECOMMISSIONING

67 - 72

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

Contact Officer: Lisa Brown

Tel: 01273 293568

Ward Affected: All Wards

74 EDUCATION CAPITAL RESOURCES AND CAPITAL INVESTMENT PROGRAMME 2022/2023

73 - 90

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

Contact Officer: Richard Barker

Tel: 01273 290732

Ward Affected: All Wards

75 ANTI-RACIST EDUCATION STRATEGY - REPORT ON PROGRESS

91 - 140

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

Contact Officer: Sam Beal

Tel: 01273 293533

Ward Affected: All Wards

76 SCHOOL OFSTED PRESENTATION

77 ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 7th April 2022 Council meeting for information.

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

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Further information

For further details and general enquiries about this meeting contact Clare Chapman, (01273 292515, email clare.chapman@brighton-hove.gov.uk) or email democratic.services@brighton-hove.gov.uk

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BRIGHTON & HOVE CITY COUNCIL

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

4.00pm 10TH JANUARY 2022

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present:

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

Co-optees: Ms L Brown, Ms D Boyd, Mr T Cristin, Mr A Muirhead and Mr S Parr

PART ONE

43 PROCEDURAL BUSINESS

(a) Declarations of Substitutes

43.1 Councillor Powell declared that she was attending as a substitute for Councillor Nield.

(b) Declarations of Interest

43.2 There were none.

(c) Exclusion of Press and Public

43.3 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.

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

44 MINUTES

44.1 **RESOLVED:** That the Minutes of the meeting held on 8th November 2021 be agreed as a correct record.

45 CHAIR'S COMMUNICATIONS

45.1 The Chair gave the following communication:

In the interests of keeping this meeting brief – I will keep my communications brief also. However, I cannot ignore one issue and that is – why we are in this room.

While the conservative government declares everyone should work from home, they don't mean that if you're a councillor in England. Every other nation in the United Kingdom has recognised the farce nature of councillors being dragged into council chambers when it is clear the public health risk is high, and that doing so by a virtual meeting is no less effective. But this Conservative government is content on putting us all at risk.

As someone who caught covid-19 last autumn from attending meetings related to my role, let me be clear that the risk is very real. On this committee we have members who are clinically vulnerable and one member who is heavily pregnant. Today she is putting herself and her unborn baby and her other small children at risk because, alongside the Conservative Government putting their fingers in their ears, so are opposition groups here. Ahead of this meeting, I requested that all groups drop to two per group – but this request was refused.

There is a petition put together on change.org by the Association of Democratic Services Officers and Lawyers for Local Government. Because let me be clear - it is not just councillors who are at risk, but our staff too, and on a national level the organisations that represent them are making that very clear. I have tweeted the Jackie Weaver backed petition and I urge you to sign it.

There is no use pretending that the pandemic is over and doesn't need strong measures to curb it. The more the Government puts in half-baked measures, the longer this pandemic will go on. Learning to live with covid cannot mean ignoring the risks. We have already seen schools in other parts of the country close as they face a shortage of teaching staff, with no plan from government to address this – so the lack of measures is clearly stands to impact education across the country too.” In all settings, for the safety of our children and young people, and their families, I urge stronger measures.

I would like this meeting to be a place where we keep people safe and as a result of opposition councillors refusing to drop their numbers by one I am therefore going to:

- Only allow one speaker per group per item, alongside any co-optees who wish to speak
- Limit the length of contributions so they do not go on beyond 5 minutes

- Ask all officers presenting to be as brief as possible, and no longer than 5 minutes
- Ask officers responding to questions to be as brief as possible also

If councillors have unanswered questions, then the email addresses of officers are easily accessible to them and I would encourage the use of them ahead of the meeting in future. If you are unsure who to contact, then please do contact Deb Austin who I am sure will be happy to provide you with a response from the relevant officer.

When we undertake the call over, if you are intending to call an item just so you can abstain could you please indicate that. I expect the fees and charges report today is one of those items, and I am happy if it reduces the length of time we have to spend putting ourselves at risk in this chamber to simply note the abstention rather than hearing the report.

46 CALL OVER

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

- Item 50 – Education Disadvantaged Strategy
- Item 51 – Annual Update SEND Strategy
- Item 53 – Power of Youth Charter Update
- Item 54 – Permission to use Crown Commercial Services RM6255 Framework
- Item 55 – School Ofsted Presentation

46.2 The following item on the agenda was agreed without discussion:

- Item 52 – Fees and Charges

46.3 An abstention for the Conservative Group and Labour Group was noted in relation to Item 52 – Fees and Charges.

47 PUBLIC INVOLVEMENT

47.1 The Chair stated that one petition had been received. Mr Adrian Hart was invited to present his petition which had been signed by 3,933 people and called for Brighton and Hove City Council to “Stop the council teaching our kids that they are racists or victims of their classmates”.

47.2 Councillor Quinn expressed concern that councillors did not have access to the critical race theory teaching materials and made a recommendation that this information be provided. Councillor Grimshaw formally seconded this request, supported by Councillor McNair. This was put to the vote and agreed by the Committee.

47.2 The Executive Director Families, Children & Learning informed Members that the teaching materials were not owned by the council and as such were deemed commercially sensitive and therefore could not be publicly shared by

the council. She advised that Members would receive an update on the strategy by way of a report at the next meeting on 7th March 2022.

47.3 **RESOLVED:** The Committee agreed to note the petition.

48 MEMBER INVOLVEMENT

48.1 There were no Petitions, Written Questions, Letters or Notices of Motion

49 HOLIDAY SUPPORT FOR SEND CHILDREN

49.1 Members received a presentation from the manager of the Outreach Service, describing holiday activities during summer and October 2021 for children and young people with SEND.

49.2 Councillor Hamilton was impressed with the provision. He asked how the scheme was advertised and whether children who were home schooled were notified of the activities. The Outreach Manager said it was advertised through schools and promoted through Social Services, however, they were aware that individuals who were learning from home had not been targeted and this would be explored.

49.3 Councillor O'Quinn asked about future plans for the scheme as she felt there was a substantial need for it. The Outreach Manager confirmed that funding discussions about future provision were ongoing and they were working closely with the Holiday Activities and Food (HAF) team to provide activities under the HAF remit.

49.4 Ms Boyd felt the advertising had been focused on children in receipt of free school meals and that perhaps it was no longer seen as a SEND activity. The Outreach Manager explained the emphasis was on SEND children and she would ensure this was made clearer going forwards.

49.5 Councillor Grimshaw asked if there were any activities that were oversubscribed. The Outreach Manager said that all the children who attended the sessions had the opportunity to access each of the activities.

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

50 Education Disadvantaged strategy

50.1 The Committee considered the report of the Executive Director Families Children & Learning which provided an update on the Education Disadvantaged Strategy. The report was presented by the Head of Standards and Achievement, supported by the Senior Education Advisor and the Headteacher of St. Nicholas Primary School.

50.2 In response to questions from Councillor John, the Head of Standards and Achievement stated that "young people" was a strand of the strategy and they were obligated as part of the strategy to consult young people on the actions

contained within. With regard to the attainment gap, literacy was lower than the national average at the point of starting school, and attendance was also lower. The reasons for this were complex and far reaching and included wider socio-economic issues.

- 50.3 The Headteacher of St Nicholas Primary School said that the pupil places crisis and underfunding had disproportionately impacted schools that were attended by higher numbers of disadvantaged children.
- 50.4 The Assistant Director (Education and Skills) explained the strategy specifically picked up the work that needed to be done within schools and education partnerships. A strategy dealing with the wider aspects of disadvantage, for example unemployment, housing and poverty, would be brought to the next meeting of the CYPS Committee. A lot of work was also being done around the impact of the pandemic.
- 50.5 Councillor Brown felt it was important to understand what would be done differently than previous attempts to support these children and requested more detail about this. She asked if other Authorities with higher outcomes had been consulted. She was keen to ensure that teachers, teaching assistants and governors were fully involved, and for regular reports to be presented to the CYPS Committee once the strategy was implemented.
- 50.6 The Assistant Director (Education and Skills) confirmed that other Authorities were being consulted and the strategy would be tightly monitored. Further, that the Committee would be provided with regular updates.
- 50.7 Cllr O'Quinn was concerned about the low scores presented in the report and felt there was a lot of work to do. She requested updates and impact studies and for the actions to be properly measured.
- 50.8 Councillor O'Quinn said there was an issue engaging children with virtual learning and asked how this engagement would be increased.
- 50.9 The Assistant Director (Education and Skills) explained that the strategy had been developed with the Education Partnership and the themes and issues raised by Councillor O'Quinn would be developed throughout the life of the strategy. An officer had been employed to look at the Hidden Children agenda and children who were on part-time timetables. The officer would gather data and work with schools. Feedback would be provided to the Committee.
- 50.10 Mr Muirhead was concerned that the scope of the strategy was too narrow and felt there could be more input from education providers, community groups and parents. He asked if there would be a commitment on schools to silo their focus and how this would be achieved.
- 50.11 The Headteacher of St Nicholas Primary School agreed this had been an issue in the past and was keen that education did not sit siloed.

- 50.12 Ms Boyd said the hardest hit groups who do not make good process are those who have SEND and are disadvantaged. It was essential to focus on specific needs and have this articulated. It was very important that SEND was included in the strategy.
- 50.13 The Assistant Director (Education and Skills) advised that feedback and updates on SEND would be included going forwards.
- 50.14 The Assistant Director (Health, SEN & Disability) agreed the overlap between the two strategies was very apparent and officers and headteacher would need to work closely together.
- 50.15 **RESOLVED:** The Committee agreed to:
- (i) Note the work of Brighton and Hove Education Partnership;
 - (ii) Offer feedback on the attached final draft of the strategy;
 - (iii) Approve and endorse the Education Disadvantaged Strategy that had been developed by Brighton and Hove Education Partnership.

51 ANNUAL SEND STRATEGY

- 51.1 The Committee considered the report of the Executive Director Families Children and Learning which provided an update on progress made towards the SEND Strategy. The report was introduced by the Assistant Director (Health, SEN & Disability).
- 51.2 Councillor Brown was particularly concerned about the mental health of young people and the continuing problem with CAMHS and requested more detail on the Neurodevelopmental Pathway (NDP). Councillor Brown also requested an update on how the new employment hub was helping SEND children in terms of careers advice.
- 51.3 The Assistant Director (Health, SEN & Disability) introduced Sue Franklin, Educational Psychologist.
- 51.4 Sue Franklin would follow up with more specific detail about the NDP pathway as she did not have this information to hand.
- 51.5 The Assistant Director (Education and Skills) said it was widely recognised there was more work to be done to support young people with careers. This work was being developed. The Employment Hub did amazing work targeting young people and providing bespoke support. She would be happy to provide the Committee with a report on what the hub was doing at a future meeting.
- 51.6 Councillor O'Quinn asked from which location the NDP would be offered.

- 51.7 The Assistant Director (Health, SEN & Disability) confirmed the NDP was being led by the Clinical Commissioning Group who were providing a written response for Councillor O'Quinn in readiness for the next meeting of the CYPS Committee.
- 51.8 Councillor O'Quinn asked about translations referenced on page 54 of the report.
- 51.9 The Assistant Director (Education and Skills) said this was about ensuring that parents received translations of what they needed and about working with different communities and parents who did not speak English as a first language.
- 51.10 In response to a question from Councillor Powell, the Assistant Director (Education and Skills) said they were working with the Yes and Set team and Employment Hub to ensure the needs of young people were understood and supported.
- 51.11 Ms Boyd hoped for more progress by the next meeting in terms of the amber RAG ratings. This was supported by the Assistant Director (Health, SEN & Disability) who was working hard with the Transitions team and Interim Head of Service.
- 51.12 **RESOLVED:** That the Committee note the progress made under the six workstreams.

52 FEES AND CHARGES

- 52.1 This item was agreed without discussion.
- 52.2 **RESOLVED:**
- (i) The position on fees charged for nurseries as detailed in section 3.3 be agreed;
 - (ii) The position on fees and charges for Childcare Workforce Development as detailed in section 3.4 be agreed;
 - (iii) The position on fees and charges for the Early Years Quality Improvement Programme as detailed in section 3.4.6 be agreed;
 - (iv) The position on the charges for school meals as detailed in section 3.5 be noted;
 - (v) The position on fees and charges for Adult Education Courses as detailed in section 3.6 be agreed.

53 POWER OF YOUTH CHARTER UPDATE

- 53.1 The Committee considered the report of the Executive Director Families Children and Learning which provided an update on progress made towards the action points within the Power of Youth Charter Action Plan. The report was introduced by Debbie Corbridge.
- 53.2 Councillor Powell confirmed that the Children in Care Awards had been moved to September 2022 to facilitate the event taking place in person.
- 53.3 Councillor Meadows felt the report was very positive. She asked for clarification on page 82 of the report which stated that Green councillors would be offering mentoring to young people. She asked if this should state “all” councillors. The Chair stated this was a drafting error. This was confirmed by the Executive Director (Families, Children and Learning) who offered apologies.
- 53.4 Councillor O’Quinn welcomed the report and was delighted that decisions made by the Children in Care Council and Youth Council would be included. She thanked the Executive Director (Families, Children and Learning) for all her work in this respect.
- 53.6 Councillor Lloyd echoed Councillor O’Quinn’s comments.
- 53.6 The Youth Council Representative said it would be lovely to see more youth engagement and she was very excited about the Youth Council celebration event. She thanked Committee Members for inviting her to sit on these meetings.
- 53.7 **RESOLVED:** That the Committee note the progress made in the report against the action points to increase young people’s voices and empower them to make decisions on issues that impact on them.

54 PERMISSION TO USE CROWN COMMERCIAL SERVICES RM6255 FRAMEWORK

- 54.1 The Committee considered the report of the Executive Director Families Children and Learning which requests authority to use the RB6255 Crown Commercial Services Framework Agreement to procure an end-to-end retail voucher platform contract(s) for the distribution of government grants to residents (food, clothing, white goods, fuel) including food vouchers to families with children eligible for free school meals, who qualify for free childcare places, are eligible for Early Years Pupil Premium, use the children’s centre food bank or are in similar circumstances. The report was introduced by the Head of School Organisation.
- 54.2 Cllr Meadows referred to page 86 of the agenda which stated “Officers are seeking authority to spend up to £1m of government grant funding under the framework agreement to provide food, clothing white goods and fuel vouchers to eligible children and families”. She asked why this was not listed as a recommendation and proposed this sentence be moved to 2.2. of the report. This recommendation was seconded by Councillor Brown.

54.3 **RESOLVED:** That the Committee:

- (i) Agree to the recommendation as set out by Councillor Meadows;
- (ii) Grant authority to the Executive Director Families, Children and Learning to use the RM6255 Crown Commercial Services Framework Agreement to procure and award an end-to-end retail voucher platform contract(s) to facilitate the distribution of government grants to eligible families and children as detailed within the grant conditions;
- (iii) Grant authority for officers to spend up to £1.0m of government grant funding under the Framework Agreement to provide food, clothing and white goods, fuel vouchers to eligible children and families should further government funding come in 2022.

55 SCHOOL OFSTED PRESENTATION

- 55.1 The Committee considered an update on the latest Ofsted inspections since the last committee meeting. The item was introduced by the Head of Standards and Achievement.
- 55.2 Only two reports had been published. These were for St Nicholas Church of England Primary School and Cardon Primary School which both achieved a “Good” rating. Inspections reports for the remaining six schools were expected in due course.
- 55.3 The Service Manager (Children’s Centres) reported there had been eight inspection reports for Early Years since August 2021. 98% of Early Years providers were judged as Good or Outstanding which was higher than the national average.
- 55.4 Councillor McNair and Councillor Powell congratulated the schools for the outcome of their Ofsted inspections.
- 55.5 Cllr Powell noted from the report that St Nicholas may not achieve such a good grade on its next inspection. She asked what would be done to support the school.
- 55.6 The Head of Standards and Achievement advised that a School Partnership Advisor was working with the school. The report asked for improvements with phonics and they were providing support to achieve this. A programme was taking place across the City to support all schools with Phonics as it had been recognised this was a national problem.
- 55.7 In response to concerns raised by Councillor O’Quinn regarding Homewood, The Head of Standards and Achievement confirmed an inspection was likely to take place within one month.
- 55.8 **RESOLVED:** That the presentation be noted.

56 ITEMS REFERRED FOR COUNCIL

56.1 **RESOLVED:** That no items be referred to the next meeting of Full Council.

The meeting concluded at 6.01pm

Signed

Chair

Dated this

day of

Brighton & Hove City Council

Children Young People and Skills Committee

Agenda Item 71

Subject: Home to School Transport for Pupils with Special Needs and Other Social Care Transport Contract

Date of meeting: 7 March 2022

Report of: Executive Director of Families, Children and Learning

Contact Officer: Mia Bryden
01273 290728
Mia.bryden@brighton-hove.gov.uk

Ward(s) affected: All

For general release

1. Purpose of the report and policy context

- 1.1 To provide the Committee with an update and progress report on the Home to School Transport (HTST) service.
- 1.2 This report seeks endorsement of the re-procurement of a contract to provide for home to school transport to pupils with special educational needs, and other hired transport for vulnerable children and adults on behalf of social care teams.
- 1.3 The Policy and Resources Committee will approve the method of re-procurement on 24 March 2022.

2. Recommendations

That the Children Young People and Skills Committee:

- 2.1 Note this progress report on the Home to School Transport (HTST) Service.
- 2.2 Endorse the re-procurement of a contract for home to school transport for pupils with special educational needs and other transport for vulnerable children and adults on behalf of social care teams, for a term of four years from 1 September 2023 to 31 August 2027;
- 2.3 Endorse the option of an amended Dynamic Purchasing System, without reverse auction bidding, tendered on a route-by-route basis.
- 2.4 Grant delegated authority to the Executive Director of Families, Children & Learning to carry out the procurement and award of the contract referred to in Paragraph 2.2 above including the award and letting of the framework agreement. A progress report will be shared at each Committee meeting.

- 2.5 Endorse expectations that Operators pay (and verify that they pay) their staff the living wage, where they directly employ them (see 14.19).

3. Context and background information

- 3.1 The 2019 introduction of a HTST new Dynamic Purchasing System (DPS), based on a reverse auction bidding process, resulted in significant loss of trust and confidence in the service and the council from families, transport operators and schools. The service was subject to internal and external reviews and was placed on the corporate risk register. As a result, routine progress reports have been tabled for CYPS committee scrutiny. What follows is a report in two parts:

- Part A – a general service update; and
- Part B - Re-procurement of the Service post August 2023

Part A: A general service update

4. Co-production with the Parent Carers' Council

- 4.1 A co-production working agreement was co-produced between PaCC representatives and the Home to School Transport Service and ratified by the HTST Governance Board in June 2020. The HTST has valued the extensive and excellent input from the assigned PaCC representative, which has made a very significant contribution to service improvement. An addendum by PaCC to this report is included below as supporting documentation to this report.

5. COVID-19 Update

- 5.1 The service regularly keeps operators up to date on changes to national and local guidance, as well as offering advice on lateral flow testing. The service was also able to arrange booster vaccinations for drivers and vehicle passenger assistants who were supporting clinically vulnerable children, as they were classified as care workers and therefore a priority group. Lateral flow testing kits and PPE have also been made available to all operators.
- 5.2 The service no longer operates socially distanced routes. However, this remains under review as the Omicron variant crisis unfolds. Out of 197 journeys there are 18 shared journeys with 6 or more children in the vehicle. These routes are carefully monitored for comfort and safety and to ensure journey times do not exceed the prescribed statutory timeframes (within 45 minutes for primary age children, 75 minutes for secondary aged children).

6. Monitoring Contractual Compliance

- 6.1 The Service has have held termly contractor review meetings with our operators, where we have monitored the contract's Key Performance Indicators (KPIs) as well as checking insurance documentation, DBS background checks, training compliance, and reflecting on incidents, complaints and concerns. All operators had contractor review meetings in November 2021, there were no significant issues of note.
- 6.2 Since the Autumn term a full compliance spot check programme has been implemented. We have undertaken 4 compliance spot checks to the following schools; Downs View Link College, Northease Manor, Hill Park Upper, Downs View Woodingdean. Licensing colleagues have supported at one of the spot checks, reviewing Northease Manor. The spot checks were overwhelmingly positive. Where issues did arise with operators, those were fed back and resolved as a priority.

7. Training

- 7.1 The service considers high quality training to be essential for the safety and wellbeing of children and young people on HTST and is mindful that parents and carers are of the same view. Over the last year, 9 modules for training drivers and vehicle passenger assistants have been written for the Home to School Transport service providers.
- 7.2 5 of the 9 Operators on the HTST framework are 100% complete with all their drivers and vehicle passenger assistants for all 9 modules. 4 of the Operators have completed 90%+ of the modules.
- 7.3 There is a now a requirement that all training must be completed by transport staff before Operators are awarded a route.
- 7.4 Bespoke support has been offered to a few operators where circumstances have requested or needed it, e.g. six bespoke training webinars for two drivers and a VPA, to learn basic British Sign Language for a team that support three young people who are deaf.
- 7.5 Planning for further webinars, particularly focusing on communication and interaction and children and young people with primary needs of Social, emotional and mental health (SEMH), is underway at the time of writing.

8. Independent Travel Training (ITT)

- 8.1 The Members Policy Panel Final Report of November 2020 recommended that 'Supporting young people with independent travel training should be an essential consideration and resourced where appropriate'.
- 8.2 HTST aims to maximize independence for all its young people, and to enable that independence as early as possible. By teaching young people with SEND to travel independently we aim to increase confidence, independence and choices for young people.

- 8.3 A new ITT service is being set up under the control of the Home to School Transport team. Pump-priming funding has been agreed. This service aims to offer ITT to every HTST student, of any age, who is willing and able to be trained for a greater degree of independent travel. The ITT service aims to become self-funding from the savings to the HTST budget.
- 8.4 As per the Members Policy Panel recommendation, the service is also exploring an offer to parents to pay them a personal travel budget in place of the standard service, if parents are able to find alternative means of getting their child to school. This will be voluntary.

9. Team

- 9.1 A new, fixed-term for two years, Head of Service has been appointed to take the service through to re-procurement. The Team Manager has gained a secondment elsewhere in the council and the SEND Officer is Acting Up at Team Manager until October 2022. The SEND Officer is currently being externally recruited to (following a failed attempt at internal recruitment). Interviews will take place in early March 2022. The Contracts and Service Development Manager remains vacant following four failed recruitment attempts. Attempts to recruit are ongoing at the time of writing this report. This role is vital to ensure robust contractual compliance and will be even more crucial at the start of the 2023 contracts.

10. Value for Money

- 10.1 Numbers of children eligible for HTST are steadily increasing, the current (at the time of writing) number of pupils on contracted taxi routes is an increase of 10% since this time last year.
- 10.2 The number of children requiring the more costly travel alone and solo passenger status is also increasing. The cost of these travel arrangements is currently £5,319.59 per day for a total of 68 children on either 'solo' or 'travel alone' status.
- 10.3 Budget pressures rise each year with increases in the number of children and young people on Education and Health Care plans and becoming eligible for transport. This is the case nationally as well as in the City. The percentage of EHC plans more than doubled since 2015 (1,006 /2,024 children).
- 10.4 The number of families successful at SEN Tribunals is also steadily rising, and they frequently seek schools outside the City borders, which require the more costly solo passenger journeys over longer distances. Plans are being developed for 70 specialist ASC placements over the next financial year through resource base provision on mainstream school sites and 2 satellites of special schools. With hopefully an additional 30 special school ASC places the next financial year.

- 10.5 While the service has achieved some success in controlling spiraling costs to date, more work needs to be done, and the service has developed a Value for Money tool. This was not used during the pandemic due to the distortions from social distancing and partial school closures. However, from September 2021, this tool has been updated with current pricing. This has helped the service recognise outliers in terms of cost and exert some moderating influence.

11. Satisfaction Surveys

- 11.1 A rolling parent and pupil satisfaction survey is in operation. A reminder to complete this was sent to all parents carers at the end of term. At the time of writing 95% of respondents (170 families) are very (136 families) or fairly (25 families) satisfied with the travel arrangements for their children.
- 11.2 On 25 October 2021 all operators were invited to a consultation session on the 2023 procurement options. Half of the operators attended and feedback was generally positive. Operators felt the Service is responsive and that contract review meetings are helpful. Their full feedback, including their thoughts on re-procurement, can be read in Appendix 4 of the Options Appraisal.
- 11.3 In the summer of 2020, maintained schools/colleges and non-maintained placements including specialist independent provisions were consulted as to how the HTST service ranked in their opinion. 50 schools were consulted and approximately half participated. 26% said the service was Good/Very good, and 22 said satisfactory, no schools scored the service as unsatisfactory. This exercise will be repeated in the Spring of 2022.

12. Policies & Processes

- 12.1 The national guidance on home to school transport was last published in 2014 and updated in December 2016. An update is anticipated, but COVID-19 has frustrated the pace. In consultation with PaCC, there are no current plans to update the local home to school transport policy in silo, but this will be priority once the national update is published. There has been a request to review the policy to cover the costs of transport arrangements to respite provision and to re-integration days from the Pupil Referral Unit to mainstream provision. These changes would lead to further budget pressures on an already stretched budget.
- 12.2 The Home to School Transport Service is responsible for around 780+ vehicle movements at peak times across the city. A Home to School Transport Sustainability Strategy is being co-produced with parents and schools at the time of writing.
- 12.3 All post 16 transport is discretionary. However, there is national guidance which our local post-16 statement follows and is considered generous by the standards of neighbouring LAs. This is consulted upon annually, and will be

reviewed between January – March 2022 taking into account new initiatives set out in the draft Sustainability Policy:

- Central pick-up points for students, rather than door to door, to promote independence
- More independent travel options
- Minibuses only at appointed times

12.4 A revised, and standalone, Appeals Policy was co-produced with PaCC in November 2021.

12.5 In consultation with PaCC, revised Parent Guidelines and a Parent Carer Agreement have been drafted. These have been better aligned to the local policy and now also set out the rationale for 'solo' and 'travel alone' status journeys.

12.6 In consultation with PaCC, Pupil Travel Information Forms have been streamlined.

13 **Priorities for further Improvement**

13.1 Top priorities include:

- Consulting on an updated HTST, Post-16 Transport Policy and Sustainability Strategy, when the government revises the national policy and guidance (time frame on revisions to national guidelines are at this time unknown. *The Post 16 Transport Policy and HTST Sustainability Strategy will be consulted upon by May 2022*).
- Providing a quality independent travel training option available to all families for whom independent travel is an option, subject to a budget being secured for this; (*Pilot year effective by September 2022*).
- Extending compliance checks to include spot checks at all school and college sites; (*to commence from June 2022*)
- Establishing a regular integrated survey of key stakeholders to provide a 360-degree perspective on the work of the service; **September 2022*
- Ensuring a balanced budget (*ongoing and supported by Service benchmarking*)

14. PART B: Re-procurement of the Service post August 2023

14.1 The current DPS comes to an end in August 2023 and the council has to make a decision about onward procurement of this essential statutory service in good time to allow for effective and efficient implementation.

14.2 A public consultation for all stakeholders on re-procurement options concluded in November 2021. Full feedback is detailed in appendix 4 of the Options Appraisal.

- 14.3 A Procurement Project Board has been meeting since April 2021. It is chaired by Jo Lyons, Assistant Director of Education and Skills and includes representation from schools and from the Parent and Carers Council (PaCC). The board is advised by the Head of Procurement and a lawyer from the council's Legal Team. There is also representation from licensing colleagues. The guiding principle has been to ensure that the safety and wellbeing of children and young people is at the forefront of decision making.
- 14.4 HTST re-procurement options have been explored by the Procurement Board, and the advantages and disadvantages of each option have been carefully considered.
- 14.5 The current timeline requires an options appraisal and business case with recommendations to be presented to CYPS Committee in March 2022 culminating in approval by Policy and Resources in March 2022, leaving a full four school terms for implementation of the chosen way forward.
- 14.6 The HTST Members Policy Panel in 2020 offered caution in adopting a procurement model that focused on reverse auction bidding /e-auctions designed in such a way as to either give routes to the lowest bidder, or accept unnecessarily high service costs on routes receiving only one bid. Reverse auction bidding was disbanded in October 2019 and will not be used going forward.
- 14.7 The HTST Members Policy Panel requested the service ascertain the benefits of cross-county collaboration in terms of procurement, provision and/or standard setting. Detailed talks have been held with both East and West Sussex, but both operate home to school transport very differently (to one another, and to Brighton & Hove) making collaboration and standardisation a challenge.
- 14.8 Councilors requested that a 'One Contract One School' approach at selected sites be scoped. Only two of the nine transport operators supported this proposal. This was initially suggested to support traffic management at Hill Park and Downsview Schools, but work carried out in partnership between operators, schools and the home to school transport team appears to have largely alleviated these issues.
- 14.9 Councilors encouraged contract revisions to be negotiated with operators for the rest of the current contract term. There were felt to be no substantial issues with the quality of service, as suggested by feedback from the operator consultation session on 25 October 2021.

The Preferred Option

- 14.10 The preferred option is an 'open bid' Dynamic Purchasing System (DPS) model of procurement, with a new contract and service specification in line with responses to the consultation. This option was endorsed unanimously by the Members' Procurement Advisory Board which met this month on 10.1.2022.

- 14.11 An 'open bid' model allows new suppliers to apply to join at any time, in contrast to a 'closed' Framework. This reduces the risk of the council being left with too few suppliers if other suppliers drop out. This addresses some of the problems associated with the council's previous experience using a Framework from 2015-19.
- 14.12 A DPS procurement model is common for Home to School Transport and many other services and is encouraged by the Local Government Association. It has been recommended and supported by the council's Procurement Team.
- 14.13 In the *Association of Transport Coordinating Officers Local Authority Passenger Transport Survey 2020*, the method used to procure mainstream education transport services varied between authorities. Methods or processes used to procure SEND transport services included dynamic purchasing (33); open tenders which were moving to DPS (2); framework agreements (7); DPS and frameworks (3).
- 14.14 A DPS is currently used in Adults Services for Home Care; homeless services and commissioning of services for people with learning disabilities. In West Sussex it is used by the Children's Disability Commissioning Team for special school placements for non-maintained schools
- 14.15 The DPS procurement model was not responsible for the concerns and problems that arose in 2019. As described in the LGA's Independent Review: Home to School Transport Feedback Report, January 2020:
- 'these concerns primarily focused on the speed of the procurement, lack of political oversight, and the fact that Edge Public Solutions were the only bidder'.*
- 14.16 A DPS is most likely to control costs. The service is running within budget despite 10% extra pupils on transport since this time last year, but there are very limited opportunities to control demand, which has more than doubled since 2015, and continues to rise with increasing numbers of children and young people on Education and Health Care plans becoming eligible for free transport.
- 14.17 A full list of advantages and disadvantages is set out on pages 6 and 7 of the options appraisal.

Specific considerations

- 14.18 Routes are currently tendered individually. The Procurement Board feel this is a good configuration for the service, which most importantly can deliver continuity for children and parents, by firms with local knowledge operating within a competitive market. Two of the nine transport operators have written in support of a 'One Contract One School', basing tenders around one or two individual special schools (either for a single provider or a consortium) where there are multiple journeys and limited car park/ turning space, e.g. at Hill Park and Downsview Schools. This was a scheme used under the

previous Framework agreement. However, work carried out in partnership between operators, schools and the HTST team has led to the resolution of traffic issues to a significant degree at Hill Park and Downsview.

- 14.19 It is proposed that the re-procurement process should include a clause in the contract that operators, where they directly employ staff, should pay (and verify that they pay) the Voluntary Living Wage¹ (VLW). This is in line with Corporate Cleaning, Corporate Security and School Meals contracts.

What would it cost the council? Without knowing the numbers of employed staff, and the rates of pay, it's difficult to say exactly what the impact on the council's budget might be.

15. Analysis and consideration of alternative options

- 15.1 Two alternative options have been explored.
- 15.2 Revert to a closed Framework. The key risk with a closed Framework and a limited number of suppliers is that the market in which transport operators are working is volatile, with an emerging shortage of drivers and Vehicle Passenger Assistants (VPAs), plus rises in the Living Wage and fuel prices. In these conditions relying on a small number of firms is a risk to the sustainability of the service and cost control. A full list of advantages and disadvantages is set out on pages 7 and 8 of the options appraisal.
- 15.3 Bring the service in house. A fully in-house service covering all routes would cost in the region of £1.2m more than the current contracts based on part-time staff costs.
- 15.4 A smaller in-house service, covering only the ten most expensive contracted out routes would cost around £144,000 more than those 10 contracted out routes.
- 15.5 A 'hybrid' in-house and outsourced service was explored around five years ago – this was in the context of a review of the small Adult Social Care (ASC) fleet, alongside a Needs Assessment of the transport needs of all vulnerable people in the city. The outcome was that an Integrated Transport Unit manager was appointed to explore the potential for a city-wide transport service covering patient transport, community and voluntary sector, social care and Home to School/education. However, the project folded and the ASC fleet was sold. A full list of advantages and disadvantages is set out on pages 8 and 9 of the options appraisal.

¹ The Voluntary Living Wage rate, £9.90 from April 2022, is set by the Resolution Foundation and this rate covers the whole country outside London. The National Living Wage is the term given to the statutory National Minimum Wage for people over 23. It will be £9.50 from April 2022.

16. Community engagement and consultation

For a description of extensive engagement, see attached options appraisal and business case at appendix 4.

17. Conclusion

It is necessary to re-tender this framework agreement which expires at the end of August 2023. In order to build in sufficient time to carry out a fair and transparent procurement process, the process must commence now. It will enable the Council to comply with its duty to provide home to school transport for all eligible pupils in the city from 1 September 2023, as well as providing other social care transport, whilst achieving value for money savings through a revised contractual specification.

18. Financial implications

The method of procurement of services does not have a financial value in itself and so there are no direct financial implications from the recommendations of this report. The process must be fair, transparent and provide the best value for money for the Council. The financial demands on the service have intensified in recent years with increasing numbers of children being eligible for home to school transport and appropriate, constructive procurement is a vital factor in effective budgetary control.

The financial implications of the alternative options explored are highlighted in the main body of the report and in the options appraisal.

Name of finance officer consulted: David Ellis Date consulted: 11/02/22

19. Legal implications

A DPS is similar to an electronic framework agreement, but new suppliers can join it at any time. The DPS involves a two-stage process. First, in the initial setup stage, all suppliers who meet the selection criteria and are not excluded must be admitted to the DPS. Contracting authorities must not impose any limit on the number of suppliers that may join a DPS. Unlike framework agreements, suppliers can also apply to join the DPS at any point during its lifetime. Individual contracts are awarded during the second stage. In this stage, the authority invites all suppliers on the DPS (or the relevant category within the DPS) to bid for the specific contract. The DPS should be set up and run in accordance with the PCR as well as the Council's Contract Standing Orders.

Name of lawyer consulted: David Fairfield Date consulted: 14/02/2022

20. Equalities implications

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

21. Sustainability implications

The Education Act 2006 (as amended) places a general duty on the Council to promote the use of sustainable travel and transport. The duty applies to children and young people of compulsory school age and sixth-form age who travel to receive education or training in the Council's area.

The addition of up to 200 vehicles travelling twice a day at peak times across the City adds to pollution and in that context, it is important that transport providers invest in newer more environmentally sustainable vehicles.

The service is consulting on a draft sustainability plan, outlining its part in helping to meet the council's target of zero carbon emissions by 2030.

It is also important that the best and most efficient route planning minimises the numbers of vehicles needed by using the most suitable vehicles for each shared journey.

22. Other Implications

Social Value and procurement implications

The Home to School Transport Service provides significant funding in the order of £3m per annum to the local economy through its contracts to the taxi and private hire trade and public service vehicle companies. The contract could require employers delivering services on the council's behalf to pay their employees the Living Wage, and this will be monitored through the contract management process. The procurement process will ask suppliers how they intend to deliver social value to support the objectives in the City Plan, and social value will form a significant percentage of the tender evaluation process.

Keeping business local - One potential consequence of either a DPS or a closed Framework arrangement is that operators can potentially come from any part of the country. Tendering individual routes, and using a DPS, both encourage smaller local

providers to bid. Few providers from outside the city can be competitive if their base is some distance outside of the city. In order to establish a DPS the procurement will follow the restricted procedure. A restricted procedure utilises a Selection Questionnaire (SQ) prior to full tender. How these questions are answered will determine which suppliers will be entitled to bid. One advantage of using a DPS is that all operators who satisfy the selection criteria will be admitted to the DPS. This should result in operators from Sussex or the Greater Brighton area being admitted to the DPS and for journeys to schools and colleges outside the city this can potentially provide shorter journey times at lower cost, as happens now with a small number of routes.

The criteria for admission to the Framework/DPS will specify that operators must follow the Brighton and Hove 'Blue Book' of local Licensing regulations. This will eliminate the advantage that operators based in more lightly regulated authorities and help to ensure fairness to local operators.

Risk and Opportunity Management Implications

Potential risks arise for pupils and service users if suitable contractual arrangements are not made and any failure to do so would mean that the council would not comply with its statutory duty to provide home to school transport to pupils with special educational needs. The greatest risk for students is that in the absence of transport they could not attend school.

Any overspending on home to school transport and social care transport will likely impact upon other service provision within the council and services to children and families in particular. It is considered that the procurement of a framework agreement, and the subsequent implementation of call-off arrangements, will achieve the greatest value for money for the council.

A full risk register is detailed in the options appraisal.

There has been a consolidation of providers in the local taxi market since 2011. The specification for the service and the contract terms must limit the possibility for unexpected additional costs whilst attracting sufficient interest from providers to achieve value for money. Consultation with current providers and careful drafting of the specification and framework agreement in advance of the formal tender will be undertaken to endeavour to mitigate this risk.

Supporting Documentation

Appendices

1. Home to School Transport Report for Children & Young People's Education & Skills Committee 7th March 2022
2. Options Appraisal and Business Case



Home to School Transport Report for Children & Young People's Education & Skills Committee 7th March 2022

Brighton 31st January 2022

What constitutes suitable Home to School Transport?

To be suitable, the transport must enable an eligible child to reach school within stated time-frames, without such stress, strain or difficulty that they would be prevented from benefiting from the education provided. It must allow the child to travel in reasonable safety and in reasonable comfort. (Section 508B of the Education Act ("EA") 1996).

Part A: A General Service Update: PaCC Perspective

Co-production

The Relationship is working well and families benefit from this, as it aids mutual contextual understanding, and enables PaCC to support and challenge constructively. PaCC recognises the ongoing commitment to maintaining the elevated service standards. This is only possible with collaboration between the team, operators, schools/colleges & students/families. With training now in place and evolving, co-production has focused on scrutinising existing operating procedures, ensuring that practice reflects policy and identifying areas for clarification, to ensure that the service is delivered well, and in a fair and transparent way. This is sometimes prompted by an individual case query. Work is well underway to produce the full set of documents* that define the Policies, principles and delivery, that will be public and accessible for all to read (council, operators and passengers/families). This continues to be an extremely insightful and useful exercise with the aim of supporting the transition into 2023 arrangements. We do not presently meet with operators, but this may be appropriate as we navigate the proposed transition and in due course if new operators come on board (PaCC time and resource constraints permitting).

*It should be noted that July 2019 Draft Statutory Guidance Consultation is still to be finalised and published.

Covid-19 Update

Co-production enabled communications to be shared swiftly with families to reassure, and any issues were fed back and dealt with swiftly. We were concerned that service would be very disrupted, but operators have worked hard with officers to ensure that CYP are able to get to school/college, and in the main, this has been achieved. It is important to take care of the health and wellbeing of vehicle crews and we were pleased to see the classification of some staff as 'care workers' of CEV passengers so they could access boosters. We are mindful that future local outbreaks may impact on availability of crew members or necessitate commissioning of additional vehicles as a temporary measure and this may not be supported with central Government funding.

Routes and Groupings

Current routes seem to be working in the main and we have not been made aware of any persistent lateness to school/college. Devising harmonious groupings of students within a logical journey through the city requires extensive knowledge of children's profiles and can be a challenge, especially as children are dynamic and their needs and tolerances may fluctuate or evolve. We will continue to monitor the 18 runs with 6 or more children on board, not just for abidance by statutory journey times, but also for the wellbeing of those passengers, as a busier vehicle can cause a significantly enhanced level of stress for some children, which if sustained for the entire journey, can be detrimental to learning and would then not meet the guidelines for 'stress free' journeys. Individual and Grouped Risk Assessments are even more important in busier vehicles.

Travel Alone/Solo & Out of City Runs

There will always be 'some' children and young people (CYP) who, for complex medical or emotional or mental health reasons, require a 'travel alone' status, and there will inevitably be longer, more expensive journeys within the mix, as our city's education provision does not cater to the diverse needs of all the city's CYP. PaCC recognises that these types of journeys 'stick out' in cost terms, however they may be the key to enabling a student to access education, and every individual's needs & education must drive decision making.

Training

PaCC supports the requirement for all training to be completed across the (currently) 9 modules. E-learning is expedient, on the assumption that it can be accessed in a timely way by all crews and revisited if requested. But as a stand alone it is not fail-safe. Bespoke training is essential to support some young people or combinations, and we are keen to see the addition of some specific nuanced training around more complex social, emotional and mental health SEMH profiles (including Pathological Demand Avoidance) for completeness.

Independent Travel Training (ITT)

Families are very keen to see this introduced, and it's unfortunate that COVID has slowed it down, and some young people have missed out. There will be great expectations and it may be a challenge to define the parameters inclusively. 'Independence' is a progressive step on from existing (more supported) individual arrangements that should align with a young person's transition to adulthood, but it is important to recognise that 'independence' can look different at an individual level. Increasing independence can be liberating and anxiety inducing for a student and their family, so expertise, collaboration and suitable timeframes will be key to a successful scheme. There is a natural fit between ITT and Sustainability objectives, on the presumption that independence will involve increased confidence and competence to move toward active travel or public transport options. Note: this could create an even greater resource demand e.g. introducing Travel PAs (aka Bus Buddy) in addition to the current VPAs.

As the ITT is in very early development, PaCC will be able to add more comment as it begins to take shape.

Team

The addition of the SEND Officer role has been very positive and PaCC looks forward to welcoming a new Officer into the newly vacant post. Transport Officers now attend co-

production meetings on a rolling basis, as the 'engine' of the operations and first point of contact for families. We are concerned at the persistent difficulty of recruiting to the Contracts & Service Development Manager and wonder what fallback option would be, in the event this current round of recruitment fails.

Availability and Retention of Crews

Familiarity of faces can be really important to some of the children and young people using the Service. The same challenges of recruitment and retention for VPAs is evident across the city in Personal Assistant roles and this is something that needs more consideration as the demand for good calibre VPAs will remain.

Value for Money & Budget

There is a tension, and at times, conflict, between meeting the needs of individual/diverse needs of passengers 'well', *within* budgetary constraints *and* sustainability principles. There is a mercurial quality to this service as passengers flow in and out throughout the year, not just entry age students, but also students moving into the area, changing schools, transitioning to college, or students who filter through from SEND Tribunals, (the latter, often travelling to out of area schools or colleges). PaCC recognises the need for value for money - however, budgets must be sufficient to ensure statutory responsibilities are met, in the 'suitable manner' set out within the guidelines.

Mileage Payments & Personal Travel Budgets

Although there are some families who already take mileage payments rather than a seat on a taxi, PaCC would like to see this option scoped out more fully. The current 30p per mile rate stacks poorly against other local authorities who operate between 45p and 60p, and it is below the current 45p per mile that is set for council staff when driving on council business. We welcome more co-production and consultation on this, with a view to making it more attractive, although it must be clearly communicated as a voluntary, not mandatory alternative. Many local authorities already offer personal travel budgets. For some families and some journeys, they could provide more flexibility to tailor a journey and offer value for money but would be weighed up against parent/s physical and emotional capacity and impact on working day. There is also a consideration of how to balance individual choice and options with the Sustainability Strategy, if it could potentially add more individual journeys to the total. PaCC can assist with developing and exploring these options further.

PaCC shares the Lead Officer's concern that the existing budget may not be able to withstand the combined factors of passenger demand - growing numbers, travel alone, out of city journeys; operator demand - Living Wage and uplifts; as well as potential Covid surges. We queried the possibility of setting an additional Reserve for these less predictable and significant costs arising from passenger demand and Covid. We would oppose decisions being made that compromise safety and wellbeing standards, due to budget insufficiency.

Satisfaction (Performance) Surveys

PaCC conducts regular informal check-ins with families, feeding back compliments and any concerns. Social media across PaCC Partners, in addition to our own page for families, captures most (but not all) families. We monitor all of them for HTST related content and signpost to the service when needed, or offer support. Rolling satisfaction surveys are not always welcomed by SEND families, who are somewhat saturated in this respect. But they are important, as some families who use the service are not social media users. The schools/colleges survey provides oversight into arrivals/departures

operations and interactions between crews and passengers in particular. The operators survey ensures that any issues are identified and that arrangements are working properly. The 'Reported Incidents' Agenda item at co-production and governance meetings has been a useful addition, particularly as there is a schools representative at Governance.

Priorities for Further Improvement

PaCC supports the identified Priorities, whilst remaining vigilant to maintaining current service standards, and scoping a more attractive mileage and personal travel budget option for families.

Part B: Re-Procurement of the Service post August 2023 Comments

The HTST PaCC Representative has attended all of the formal Procurement Board meetings. PaCC agrees that the listed options were researched and assessed carefully.

A Dynamic Purchasing System (DPS) housing a 'reverse EBay' bidding system would be unwelcome and not supported by us, for fear of 2019 history repeating itself.

For a 2023 HTST Service operating with a Dynamic Purchasing System that is not reverse EBay, PaCC highlights the following observations:

Once the initial retendering has been completed and routes are up and running, they should stay in place, provided they continue to work well and offer good value for money. Unnecessary annual retendering should be avoided to minimise disruption for CYP and their families.

High standards of service must be protected by the detail set out in Contract Agreements, and ensure uniformity of safeguarding practice, including enhanced DBS, training as set out by the Service together with any bespoke requirements, and compliance with this city's Blue Book standards which should apply to *all* operators, crews and vehicle types.

Contractual arrangements must incorporate a clear 'trouble shooting' process, specific sanctions and if required, a swift terminate/reallocate function for any unsatisfactory or unsafe arrangements that do not comply with service standards (including defined customer service expectations). The set up should incentivise operators and crews to strive for excellence in terms of service delivery *and* passenger care.

The DPS must be set up to only accept fully specified runs that detail vehicle size, configuration requirements and passengers' needs, including VPA & any special training/skills requirements to ensure 'conscious and conscientious bidding' and to minimise hand-backs.

If operators are already working within HTST in other areas, there should be an opportunity to research performance and gauge satisfaction via other parent carer fora, as well as the LA's HTST team, in order to avoid any unscrupulous operators from entering.

Running a DPS may not resolve the crew shortage crisis as this is a national issue. There needs to be clear evidence of crew sufficiency from any operators bidding for a run to avoid 'poaching' which could disrupt existing runs and destabilise the CYP on those vehicles. Living Wage and 'pay parity' are a factor, and PaCC recognises the significance of this in budgetary terms, but wellbeing of all staff is essential. Brighton & Hove's DPS should be regarded as well managed and fair and in line with our City Values.

The current number of operators already keeps officers busy. Adding too many active operators could spread officers' resources too thin, to the detriment of CYP and their families. Finding the optimal manageable number that balances security and flexibility is key.

Some families (those who experienced 2019) will feel extremely anxious about this change and will be concerned that this is going to change existing arrangements, some of which are longstanding, where crews have become very well known to CYP and their parents. Communicating these changes in a truthful and reassuring way will be critical. Emphasising that this will NOT be a 'lowest bidder wins' system will be critical (a communications timeline is being developed). We recognise that the initial changeover could result in a lot of switches. Families will be particularly unhappy if the DPS results in them losing a crew, who are then reallocated to other CYP. Families seek and value consistency. New operators must understand this and be able to adopt the 'familiar faces principle' in their planning..

Families would welcome the ability to track journeys and have a more reliable communication mechanism between HTST officers, operators, crews, schools/colleges and parents.

The DPS may initially feel more cumbersome while everyone familiarises. The pressure points will arise after routes are initially put out to bid, due to the domino effect of late additions/changes. Students/families need to know what their September arrangements are before the end of the Summer Term. Last minute changes generate stress all round and can create a shaky start or even trigger emotion based transport refusal. 'Meet & Greet' introductions, bespoke preparations and confirmation of timings should take place before the end of August (taking into account that crew members & families may be away), to ensure a smooth September. The start of a new school year can be triggering for students and families, so an additional 'change' must be delivered with care. These timings should be regarded as critical gateposts, in order to protect the trust and confidence of CYP, parents and carers and schools/colleges that the service has worked hard to rebuild since 2019.

PaCC have flagged the impact on students/families if an operator hands back runs just before September or in those first few weeks and would like to see this covered within contractual arrangements. PaCC would welcome further consideration of a small in-house emergency cover crew, at least for the first 6-12 months while the system settles in. We acknowledge the additional cost, but consider that it will offer a necessary reassurance during the transitional phase that is justifiable given the statutory nature of this service.

With these considerations in place, and subject to sign off, PaCC will continue to work with the Procurement Board members to take the DPS route forward.

(Note: This report was written on 31st January 2022 and feedback on current service represents the time period up to that date.)

Options Appraisal	
Programme/Project/Service Name	Redesign Home to School Transport Options Appraisal – Procurement Options from 2023
Directorate/Service	FCL/ Education and Skills/ Home to School Transport
Full Business Case Author	Mia Bryden, Interim Lead, HTST
Date Full Business Case drafted	November 21
Senior Responsible Owner/ Project Executive	Jo Lyons, Assistant Director, Education and Skills
Programme or Project Manager	Steve Foster

1. Executive Summary & Recommendations

This Options Appraisal considers future procurement arrangements for the Home to School Transport (HTST) Service after the end of the current contract in August 2023.

A Procurement Board, comprising; the Interim Head of Home to School Transport, a representative of the Parent Carers’ Council (PaCC), a special school Headteacher, and representation from Legal, Procurement, and Licensing services, supported by a Project Manager, has been working on a consultation, analysis of options and recommendations since April 2021. Their guiding principle has been to ensure that the comfort, safety and wellbeing of children and young people is at the forefront of decision making.

Throughout, the Board has ensured

1. That the project is securely linked to the corporate systems and takes full account of lessons learned from previous procurement activity in 2019 and the recommendations of the LGA independent review (March 2020) and the Members’ Policy Panel (Nov 2020) to minimise the risks of what happened in 2019 being repeated.
2. That sufficient time is allowed to ensure the Board is able to consider all issues and consult stakeholders in some depth, with the Board running from April 2021 to 31 March 2022, allowing a subsequent lengthy lead-in period to the implementation of new arrangements in September 2023.

2. Objectives

The project’s objectives are:

- a) To define the values and standards to be set for new procurement arrangements (Appendix 1), specifically, to ensure that the safety and wellbeing of children and young people are front and centre of any new arrangements
- b) To review and evaluate the current system of procurement against other potential options
- c) To determine the procurement arrangements once the current framework contract ends in August of 2023
- d) To ensure the new contract (including the detail of the specification) is aligned to new procurement arrangements and takes into consideration feedback from all stakeholders.

3. Background and context

The current DPS framework comes to an end in August 2023 and the council has to make a decision about onward procurement of an essential statutory service in good time to allow for effective and efficient implementation.

The 2019 introduction of a new Dynamic Purchasing System, based on a reverse auction bidding process, resulted in significant loss of trust and confidence in the service and the council from families, transport operators and schools. The service was subject to internal and external reviews and was placed on the corporate risk register. It is critical that the new procurement arrangements are made in full consultation with all stakeholders and particularly families.

To this end, a Project Board has included a representative of the Parent Carers' Council (PaCC), and has continued with the successful co-production model used generally in Home to School Transport.

Budget

The system for procuring transport does not necessarily have a financial value. Under an external procurement system, spend on the service usually depends on effective tendering of 'call-off contracts', so it is difficult to construct a business case to be made for procurement options in the traditional sense. However, the efficacy of arrangements for procurement underpins the effectiveness of the tendering of the service and provides the means to secure best value for public funds, and this options appraisal considers factors in the different systems most likely to control costs and ensure best value.

The current budget for the service is £3.8m. This includes an uplift of £1m to cover previous overspends and funding for an expanded team, agreed at Policy & Resources Committee in May 2020 and one-off funding of £0.4m to cover additional social distancing measures in 2021/22. This uplift brought the budget in line with the average for our comparators. While transport must always meet the needs of the eligible children and young people who use the service, it must also provide best value for public funds and be fair and equitable.

Budget pressures rise each year with increases in the number of children and young people on Education and Health Care plans and becoming eligible for transport. This is the case nationally as well as in the City. The percentage of EHC plans has increased by over 80% since 2015. The number of families successful at SEN Tribunals is also rising, and they frequently seek schools outside the City borders, which require more costly single passenger journeys over longer distances. There currently a total of 68 children requiring single passenger journeys at cost of £5,319.59 per day. Appendix 2 shows a profile of need.

The key means of budget control in the context of rising year on year pressures is efficient route planning and assurance of best value through effective tendering. While the service has achieved some success in controlling spiralling costs to date, more work needs to be done, and the service has developed a Value for Money tool. This was not used during the pandemic due to the distortions from social distancing and partial school closures. However, from September 2021, this tool has been updated with current pricing. A key factor in determining whether an Operators bid for a home to school journey represents value for money is to establish the mean market rate fare cost and consider how it compares with other bids and with what the authority is willing to pay.

Having a quality procurement system that commands the respect of stakeholders, together with a best value framework that focuses on the right balance of quality and price, should enable the service to secure continuous improvement with strong and effective budget management.

Which corporate principles and priorities (as outlined in the Corporate Plan) will it help deliver?

A Growing and Learning City

- Supporting children and young people's access to education at school and college, ensuring no children or young person is left behind.

A Sustainable City

- Becoming carbon neutral by 2030
- Developing an active and sustainable travel network

What other programmes, projects or services does it link to?

- FCL's No Child Left Behind
- Transport's LTP5 objectives
- Procurement policy on Social Value and on Sustainability
- Co-production with Parent Carers' Council
- SEND strategy, including Transitions and Preparing for the Future
- Equalities objectives

4. Summary of Options considered

Our top priority will always be the comfort, safety and wellbeing of children and young people on home to school transport. Children should arrive at school reasonably stress-free and ready to learn.

There are three main options for 2023:

1. To use a Dynamic Purchasing System to procure services after 2023 (note this does not include the controversial 'reverse auction' bidding).
2. To revert to a **Framework Agreement**, like the one in place from 2015 to 2019
3. To have an **In-House Transport Service**

Commissioning Home to School transport as part of a wider city-wide project which could also meet the travel needs of vulnerable people for adult social care, CVS and patient transport is beyond the scope of this report.

5. Considerations

It's important to note that the investigation into the problems and concerns associated with the new contracts in 2019 did not suggest that they arose because of the procurement option. As described in the LGA's Independent Review: Home to School Transport Feedback Report, January 2020, *'these concerns primarily focused on the speed of the procurement, lack of political oversight, and the fact that Edge Public Solutions were the only bidder'*. This is generally understood by parents, operators and the Members Policy Panel.

There has been consultation with stakeholders in preparation for procurement 2023. A summary of consultation feedback can be read in section 10 and the full consultation at Appendix 4.

The service has a rolling online survey enabling parents and carers to feed back on the provision of HTST at any time. Parents are satisfied with the service – a rolling survey of parents shows 95% satisfied or very satisfied, and PaCC were ‘very satisfied’ in their survey response in October 2021.

The main areas for improvement identified by parents and children are around timekeeping, communication, and continuity of staffing – all these can be addressed through changes in the service specification, rather than the procurement method. Schools and Operators have also been asked to comment on the current procurement model. The specific issues identified in the current contract and possible alternative approaches are presented at Appendix 3.

Specific consideration: Is tendering individual routes the best way forward?

It is recommended that invitations to tender are for the smallest sensible level of operation, to allow small operators to bid for work. In a city the size of Brighton & Hove, it makes sense to tender route by route. This has worked well in the past and has indeed allowed smaller local operators to win tenders. HTST currently has nine operators, and approximately 87% of routes are run by firms based in the city, 3% of routes are run by ‘out of area’ firms who transport children to agency schools on the borders of the city, and 10% of routes are delivered by public service vehicles. We feel this is a good configuration for the service, which most importantly can deliver continuity for children and parents, by firms with local knowledge operating within a competitive market.

Consideration has been given to basing tenders around one or two individual special schools (either for a single provider or a consortium) where there are multiple journeys and limited car park/ turning space, e.g. at Hill Park and Downsvew Schools. This ‘One Contract One School’ arrangement has the potential to simplify traffic management and the relationship between the operator and the school, as well as possibly supporting the Sustainability Strategy. Only two of the nine transport operators have written in support of this proposal. This was a scheme used under the previous Framework agreement. However, work carried out in partnership between operators, schools and the HTST team has led to the resolution of traffic issues to a significant degree at Hill Park and Downsvew, so there seems insufficient reason to continue to pursue this option. It also has the effect of limiting competitive tendering for HTST routes to these two schools, which form the majority of HTST journeys. Current arrangements are reported by families to be working well for the children and young people on these routes, with smaller numbers of children with additional needs sharing vehicles and shorter journey times.

One other alternative is to consider bundling routes together, or area based contracts, into a smaller number of contracts (as is done in Kent), but the consensus locally is that the current arrangements for an authority of the size of Brighton & Hove work well, and aside from reviewing the potential to look at individual schools, there has been no demand to move away from route-based planning.

A final benefit of route-based planning is in cost control. The aforementioned Value for Money tool enables the service (and operators) to identify individual routes which are outliers in need of further investigation, whether over or under bidding. Routes can be grouped for analysis into categories, such as, numbers of children, mileage, complexity of need etc – and then minimum, maximum or average costs can be established to help set pricing bands, to evaluate bids or to frame contract management discussions. Councillors and operators themselves have been keen on this tool playing a part in deliberations.

Specific consideration: How will the options help to deliver sustainability and Community Wealth Building?

Sustainability

The Home to School Transport Service is responsible for around 780+ vehicle movements at peak times across the city. The Home to School Sustainability Strategy is being co-produced with parents and schools. We hope to work with the Transport Team and with Licensing to lead by example in setting the highest possible ambition in reducing our environmental footprint.

The Home to School Transport Service will require its suppliers to conduct their operations in a sustainable manner, in line with the council's [Sustainable Procurement Policy](#) and the council's Social Value Framework (p13-15).

It is intended that:

- sustainability requirements will be detailed in the specification, which will form part of the contract;
- the invitation to tender will include a sustainability quality question;
- the contract will include Key Performance Indicators (KPIs) linked to reducing environmental impact.

Community Wealth Building

The Home to School Transport Service provides significant funding in the order of £3m pa to the local economy through its contracts to the taxi and private hire trade and public service vehicle companies. The contract could require employers delivering services on the council's behalf to pay the Living Wage, and this will be monitored through the contract management process. The procurement process will ask suppliers how they intend to deliver social value to support the objectives in the City Plan, and social value will form a significant percentage of the tender evaluation process.

Keeping business local - One potential consequence of either a DPS or a Framework arrangement is that operators can potentially join the framework from any part of the country. Tendering individual routes, and using a DPS, both encourage smaller local providers to bid. Few providers from outside the City can be competitive if their base is some distance outside of the City. In order to establish a DPS the procurement will follow the restricted procedure. One advantage of using a DPS is that all operators who satisfy the selection criteria will be admitted to the DPS. This will hopefully result in operators from Sussex or the Greater Brighton being admitted to the DPS and, for journeys to schools and colleges outside the city, this can potentially provide shorter journey times at lower cost, as happens now with a small number of routes.

The criteria for admission to the Framework/DPS will likely specify that operators must follow the Brighton and Hove 'Blue Book' of local Licensing regulations. This will eliminate the advantage that operators based in more lightly regulated authorities would otherwise have and help to ensure fairness for local operators.

6. Options appraisal

OPTION 1

Description of the option

To use a Dynamic Purchasing System to procure services after 2023 (note this does not include the controversial 'reverse auction' bidding).

2. Is this the preferred option?

Yes

Reasons

The primary ambition is to provide high quality, safe and consistent home to school transport by the most cost-efficient means for eligible children and young people living in the City. This option better meets the procurement and service standards set out at Appendix 1.

Dynamic Purchasing Systems were specifically introduced to open markets up to greater competition and to encourage smaller suppliers. They are used successfully by many authorities for home to school transport and are encouraged by the Local Government Association, including for this type of procurement. In the ATCO Local Authority Passenger Transport Survey 2020, methods or processes used to procure SEND transport services included dynamic purchasing (33); open tenders which were moving to DPS (two); framework agreements (seven); DPS and frameworks (three).

A DPS sets up a pre-qualified list of suppliers (a framework in effect). The council can set a range of entry criteria to qualify. Providers who meet the required quality standard move onto a list of approved suppliers who are invited to tender for routes when they are opened to tender. The fundamental difference with a Framework is that new suppliers can apply to join the list at any time, in contrast to the 'closed' Framework. This reduces the risk of the council being left with too few suppliers if other suppliers drop out. This addresses some of the problems associated with the council's previous experience using a Framework from 2015-19.

This is the preferred option as the advantages as set out below outweigh the disadvantages. The consultation on procurement options reports a high level of satisfaction with the service (which uses a DPS) and no strong indications that change would be beneficial (see stakeholder feedback section below).

Advantages

- Experience and feedback from operators and parents/carers suggests a DPS as currently operated works well
- A DPS can save money – the service is running within budget despite 8% extra pupils on transport from this September 2021
- Allows new suppliers to be added to the DPS during the lifetime of the system, supporting contingency and continuity planning
- Supports a more robust market in that there are multiple alternative suppliers if one fails to meet expected standards or gets into financial difficulty
- Maximises competition in terms of cost and quality
- Affords some flexibility into the contract as part of negotiations (e.g adding passengers)

- Allows some cross border firms to join the local framework which can enable better value journeys to out of City schools and colleges, supporting a reduction in journey times for children and young people with additional needs
- Maximises chances for innovative practice from new suppliers (e.g. around control of emissions), providing selection criteria are met

Disadvantages

- May require more capacity in the Home to School Transport Service to manage and monitor multiple contacts
- Quality control can be harder to maintain across multiple providers
- More Procurement capacity needed to assess new applicants for the framework at the point of application

In the context of the above, a DPS appears to provide a reasonable balance of quality and price that has been repeatedly reported as satisfactory or better by the large majority of parents and carers providing feedback. The service is operating within its current budget, despite an increase of 10 % of pupils this September.

OPTION 2

Description of the option

To revert to a Framework Agreement as formerly in place between 2015 and 2019

Is this the preferred option?

No

Reasons

This is not the preferred option as the disadvantages outweigh the advantages.

A Framework is a fixed list of pre-qualified suppliers that can bid for work because they meet the demanding criteria required to be able to tender for a specific contract. Following mini competitions the council awards individual 'call-off' contracts (for routes) to these suppliers throughout the lifetime of the framework. As with a DPS, there is no guarantee of work and therefore no contract value in its own right. There were only four providers on the 2015-19 Brighton & Hove Framework.

Advantages:

- Potentially smaller group of suppliers to manage.
- Simplifies negotiations and contract management
- Limits numbers of different firms accessing school sites and makes traffic coordination potentially easier

Disadvantages

- Over-reliance on a fixed group of suppliers can be problematic if standards slip, they go into administration, or simply decide to no longer provide home to school transport. A framework does not allow for new suppliers to be added
- No stimulation of local market
- Does not allow for a wider range of competitive tendering

- Most LAs have moved away from this system to a DPS or are in process of moving to a DPS due to the limitations.

The key risk with a closed Framework I that once the suppliers are selected, no new operators can join the framework as suppliers. The market in which transport operators are working is volatile, with an emerging shortage of drivers and VPAs. These factors, together with rises in the Living Wage and fuel prices, mean that relying on an unnecessarily small number of firms is a risk to the sustainability of the service and cost control. Additionally, restricting competition would be hard to justify when the service is under increasing pressure from the rising numbers of eligible pupils as well as rising costs for operators, and uncertainty over the timescales for more sustainable alternatives, especially investment in e.g. wheelchair accessible electric vehicles.

OPTION 3

Description of the Option

To have an In-House Transport Service.

Is this the preferred option?

No

This is not the preferred system on the grounds of practicality and significant cost.

Under a fully 'in-house' system, the council directly employs drivers and vehicle passenger assistants and supplies the vehicles used in transport.

Advantages

- LA has control over standards of transport and staff effectiveness/ training
- Direct control of routes and pricing
- Easier for LA to monitor safeguarding standards and investigate incidents

Disadvantages

- Significant capacity needed to hire or TUPE 300-400 staff (this includes; drivers, VPAs and office/ admin functions)
- Management capacity to line manage and supervise this large group of staff would need to be sourced
- There would need to be substantial administrative support
- Significant budgetary implications to purchase or hire, maintenance and storage of a large fleet of approximately 200 vehicles (a range of saloon cars and multi-seater minibuses)
- Storage capacity for 200 vehicles required would be difficult to source and costly to maintain
- Cost of equipment (crelling harnesses, bucklesafes etc)
- Running costs, fuel, tax, MOT, maintenance and insurance
- The council does not have expertise in this sector of work, or IT systems capable of supporting it
- Would need to link up with other services/needs to maximise value of staff and vehicles, so in reality this would need a separate management team to co-ordinate the fleets response across the city's needs.

A fully in-house service covering all (at the time of writing) 180 routes would cost in the region of £1.2m more than the current contracts, based on part-time staff costs. A smaller in-house service, covering only the ten most expensive contracted out routes would cost around £144,000 more than

those 10 contracted out routes. A 'hybrid' in-house and outsourced service was explored around five years ago – this was in the context of a review of the small ASC fleet, alongside a Needs Assessment of the transport needs of all vulnerable people in the city. The outcome was that an Integrated Transport Unit manager was appointed to explore the potential for a city-wide transport service covering patient transport, community and voluntary sector, social care and Home to School/education. However the project folded and the ASC fleet was sold.

The city now has a Community Transport service, which runs some Home to School routes. The fleet is made up of larger vehicles and therefore do not have the means to transport children on smaller shared vehicles or on solo journeys.

There may be a case for the council to run just a team of in-house VPAs. These are hard for operators to recruit and retain, and are needed on about 75 routes. The 'cost comparison' case however is difficult for two reasons. First because its not known what pay rates are applied to VPA's by their current operator, or even if they are employees. Second, any pay gap would anyway be narrowed by the proposed contractual requirement for operators to pay their staff the Living Wage (£9.90 in 2022), compared to the scale 3 council rate (mid-point £10.10 plus 2022 award).

There are other benefits to having a small team of in-house VPA's. They can cover challenging or complex journeys, and can also be used as the 'eyes and ears' of the council where there are issues. The council already has a single highly valued VPA (as well as two drivers) and is currently recruiting more. Given these uncertainties, no significant growth is planned for an in-house team of VPA's at least until the impact of the Living Wage can be monitored.

6. Funding

Have the budgets to fund the programme or project been identified? Specify which budgets.


The sole budget involved is the home to school transport budget, which is from the General Fund.

This project concerns decision-making about future procurement options and our preferred option is neutral. Entry to the council's framework for HTST is on merit and is of nil value to transport firms. The value is in the call-off contracts for school runs which need to be planned and tendered with care and skill under any system to achieve best value.

There are different financial risks and costs associated with each option. These are covered in the discussion of each option in the text above.

7. Risks and opportunities

Assess the risks and opportunities associated with the programme or project by using the council's Risk Management Framework and risk register template. List the most significant risks in the table below and the initial mitigating actions.

Risk description	Potential consequences	Likelihood (1 to 5)	Impact (1 to 5)	Mitigating controls and actions
 HTST Re-procurement Risk				

9. Outline programme or project plan

Indicate the timeline for the programme or project with key milestones, including when decisions are needed and by whom, and deliverables.

Project Board	10 November	
Modernisation Board	29 November (FCL)	
Project Board	8 December	
Draft of CMDB report	25 December	
PAB	10 Jan	
CMDB	19 Jan am	
HTST Governance Board	19 Jan pm	
Progress report	CYPS Cttee	7 March (draft report by 1 Feb)
Sign off	P&R	24 March (draft report by 14 Feb)

Procurement will be aligned carefully with the detailed operational arrangements from school applications. This will take place in the spring and summer of 2023. Operators, schools and parents will be involved in confirming route planning, and in ensuring that parents and schools have accurate expectations of the service.

10. Stakeholder consultation

List any consultations with stakeholders and the findings. Examples of stakeholders include citizens, staff, partner organisations, Members.

What follows is a summary of consultation feedback from:

1. Local authorities (from a survey and further meetings)
2. Parent and Carers Council (survey, meetings, committee report and online)
3. Operators (feedback session and online)
4. Schools (meetings and online)
5. Councillors (Members Policy Panel, summary of discussions from November 2020)

Consultation with other Local Authorities

A survey questionnaire was circulated to all Local Authorities within the Association of Transport Co-ordinating Officers (ATCO) Network, including neighbouring Local Authorities, with follow up meetings with those similar to Brighton & Hove.

Fourteen Local Authorities responded: Redbridge, Birmingham, Norfolk, West Northamptonshire, Bristol, Royal Borough of Windsor, Fife, Bexley Borough, Hertfordshire, Lewisham, Southend and Reading. Further meetings took place with: Bristol, Birmingham, Southend, East and West Sussex.

The following key points emerged:

- 29% of respondents were in a balanced budget situation
- 64% of respondents were in an overspend situation
- 7% of respondents were in an underspend situation

Common Themes

- A significant majority of LAs are operating a DPS which allows Operators to join at any time
- Children and young people are going further afield to independent specialist schools and this initially increases single passenger journeys, subsequently impacting upon the budget
- There are a rising number of EHCPs which as in turn leading to increasing requests for transport
- Carbon Neutral targets and considerations of how to achieve them is key in all LAs.
- Employment of in-house VPA's significantly reduces pressures on Operators, as well as ensuring better management and more effectively meeting need.

2. Consultation with Parent and Carers Council (PaCC)

PaCC report being currently 'very satisfied' with the service. They like

- the good continuity of staffing
- the rapport with friendly, caring staff; and
- the reliability of the service.
- Training is now a requirement for all staff, including 'bespoke' where required by the individual needs of students.

The online survey confirmed some issues with communication between the service, parents and operators, and a concern about the numbers of students on shared vehicles.

PaCC are pleased to be actively involved, ensuring that any changes to the service will always keep the needs of young people at the forefront of decision making . PaCC recognises the financial constraints and legacy of 2019 but reiterates the need for the Service to continue to accommodate increasing numbers of students without a drop in standards.

Close working with the SEND Team ensures the Service can forecast need with a fair degree of accuracy, but flexibility of any new procurement system will be a critical measure, as well as tight monitoring and real time responsiveness to environmental factors impacting the service.

During the transition to the new contract, any change must feel 'seamless' to students and their families. This will be one of the measures of a successful re-procurement, and PaCC will have a key remit to help reassure children and young people and their families around any changes.

PaCC suggests that the procurement should be organized around an agreed set of principles or standards – a Charter for Home to School.

PaCC would like to have some opportunity to have conversations with operators, perhaps a couple of times a year.

There are some calls for an app that would track the movement of the vehicle for parents and students, and show a picture of the driver. This would need both a revised back-office system for home to school transport, and to be written into the contract with operators.

3. Consultation with Operators

About half the firms were represented at a feedback session. Operators like

- the clear roles and structure of the HTST Team
- the commitment and early morning availability
- the helpful contract monitoring and review meetings.

Operators feel strongly that a reverse auction 'race to the bottom line' should not be part of the tendering process.

There are some mixed views about bidding being 'open' or 'closed'.

Operators represented appeared to favour tendering individual routes rather than in blocks. Some would like a greater opportunity to be involved in, or even to take control of, route planning before tendering begins.

Operators stress the growth in costs, from fuel, vehicles, and particularly wages. Although the current contract contains provision for a costs-based increase in Agreed Price for operators once a year at the request and submission of a business case by Operators, some would like to see an automatic uplift, based on inflation or the Transport RPI.

Operators would also like to see

- Improved phone availability by the Team (currently manned by 1 member of staff from 7am to 7.45 am, 2 members of staff from 7.45 am to 9.00am to 3 members of staff from 9am-3.pm, to 2 members of staff between 3pm to 5pm).
- the potential to use untrained drivers in an emergency
- perhaps a provision in the contract for firms to liaise between themselves to arrange cover drivers and VPAs
- more interaction with school staff for drivers and VPA's
- more checks at schools, for example on correct wheelchair handling
- face-to-face training where possible, instead of online
- clarity on first aid requirements (discrepancy in Contracts to Blue Book requirements)
- automatic increase price when children are added to existing routes
- automatic waiting time payments exceeding the current Contract requirement (5 mintues)
- One operator had sought a longer contract term
- Two operators have supported the benefits of 'One School One Contract' tenders to reduce congestion and improve communication with schools.

4. Consultation with Schools

Schools did not overly engage in the procurement consultation process. Schools are mostly very satisfied with the service (from the few responses to the online consultation below). Schools like:

- Fewer vehicles to manage on site
- The good rapport with drivers, VPA's and HTST staff
- The encouragement given to students to be independent

Schools would like to see

- more flexibility around students changing needs, and also a longer gap between reviews/reapplication when a student has needs that aren't going to change
- To share a picture of the driver when the service starts

5. Consultation with Councillors

The recommendations from the Members Policy Panel November 2020

- A full procurement appraisal takes place during 2021/22 in good time for the termination or renewal of current arrangements in August 2023
- Develop a business case to assess the value for money of a small, part-time, expansion of in-house capacity to improve resilience and to potentially reduce costs for some more expensive or challenging journeys.
- Work with East and West Sussex to understand what, if any, benefits might flow from greater collaboration either in service provision, regulatory standard setting, or joint procurement.
- Work with stakeholders to evaluate the benefit of tendering 'One Contract One School' for selected sites with a view to implementing change for September 2021, if permitted within the current contractual provisions. To include the potential costs of traffic management on site.
- Develop the VfM tool so that it is ready to evaluate route planning for September 2021 routes.
- Ask officers to develop a series of contract revisions or variations that can be negotiated with operators to improve the quality of the service for the rest of the current contract term.
- Embed social, economic and environmental sustainability in future contracts.

11. Equalities

Has an Equalities Impact Assessment been conducted for the programme or project? Is one required? When will it be undertaken?

Equalities are key to new arrangements. All arrangements will have children and young people front and centre and their safety, wellbeing and access are paramount considerations. Reasonable adjustments will be made to ensure their safe transport to school and back in a timely manner, with consideration paid to their SEND and medical/ mobility needs at all times. Attention will also be paid to the needs of parents and carers to ensure there is no indirect discrimination in the new systems or contractual arrangements.

A Equalities Impact Assessment is available here:



HTST Short EIA Nov
2021.doc

12. Sustainability

*What significant environmental impacts is the project likely to have?
Are there any implications for the local economy and local communities?*

There are significant sustainability implications. The council is working towards carbon neutral status by 2030 and lowering transport emissions is key to this.

A HTST Sustainability Strategy/ Independent Travel Training working group has been set up to review the existing draft Sustainability Strategy. This comprises the Project Manager, Head of Service, PaCC representative, and representation from Special Schools, Procurement and BHCC Transport Planning.

As part of the procurement exercise Operators are asked to undertake a number of actions to demonstrate that consideration is been given to issues related to equalities, sustainability, and community impact, (i.e. local employment).

13. Data Protection

Options Appraisal

*Has a Data Privacy Impact Assessment been conducted for the programme or project? Is one required?
When will it be undertaken?*

This needs to be undertaken.

No data privacy impact assessment has been undertaken but advice will be sought on whether this is necessary. Personal data is shared with the operators, and operator CCTV and audio will need to be shared (at no cost) with the council.

Authority to proceed

This business case needs to be approved via the appropriate governance route before the programme or project can be implemented. Please complete the table below to confirm where this authority was obtained. Please ensure the agreement was minuted

Meeting where authority to proceed was obtained	Date of meeting
FCL Modernisation Board	29 November 2021
Members Procurement Advisory Board	10 January 2022
Corporate Modernisation Delivery Board	19 January 2022

Appendix 1 – Procurement and Home to School Service Standards



The over-riding procurement policy requirement is that all public procurement must be based on value for money, defined as “the best mix of quality and effectiveness for the least outlay over the period of use of the goods or services bought”. This should be achieved through competition, unless there are compelling reasons to the contrary. Public Procurement Policy, last updated January 2021.

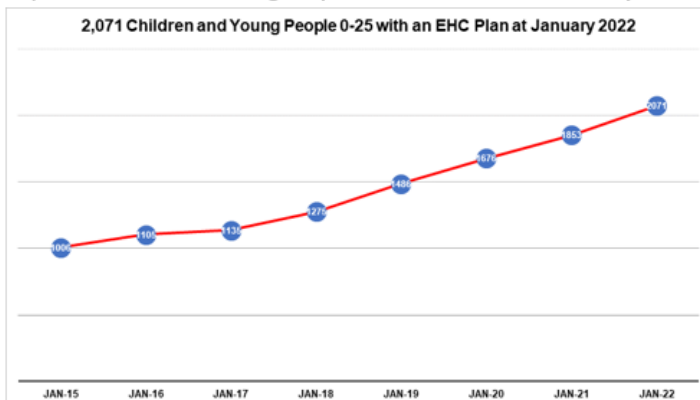
PaCC & HTST Co-produced Home to School Service Standards

1. We will work collaboratively with families, education settings, social care and the SEND team to access key information about the child/young person’s needs so as travel arrangements have children and young people front and centre, and their safety, SEND, medical/ mobility and access needs are paramount considerations.
2. Children, young people and their families and advocates will be listened to and respected when discussing children’s individual transport requirements
3. High quality, free home to school transport will be provided by the most cost-efficient means for children and young people living in the City, who qualify for free travel under the Home to School Travel and Transport Policy
4. Children and young people will be kept safe because the service carries out risk assessments to establish the suitability of provision, routes and personnel
5. All children and young people will be safeguarded and all drivers and vehicle Passenger Assistants will have an enhanced DBS check and will complete relevant home to school transport training
6. The Parent and Carers Council will be involved in co-production of the home to school transport service
7. We recognise some children can find traveling to and from school stressful, our arrangements aim to reduce this stress, as much as is practicable, to provide children and young people with a reasonably stress-free and safe journey to and from school, within statutory timeframes
8. Suitable vehicles will be sourced to meet the individual needs of passengers, and drivers and vehicles will be suitably licenced and insured
9. Operators will adhere to contracts and compliance will be monitored by the home to school transport service
10. Families will be signposted to appeal decisions made about their child’s eligibility or type of free transport to and from school
11. All concerns, complaints and incidents will be recorded and fully investigated by the service, in liaison with parents, schools and Operators, where necessary, ensuring continuous service improvement
12. All confidential information will be handled in line with General Data Protection Regulations (GDPR).

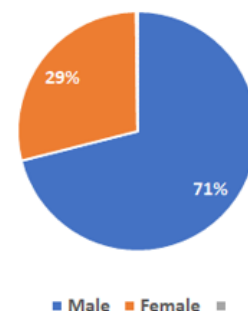
Appendix 2 – Profile of Need: Growth in demand & Context within which the Home to School Transport Service operates.

Children and Young People 0-25 with an EHCP

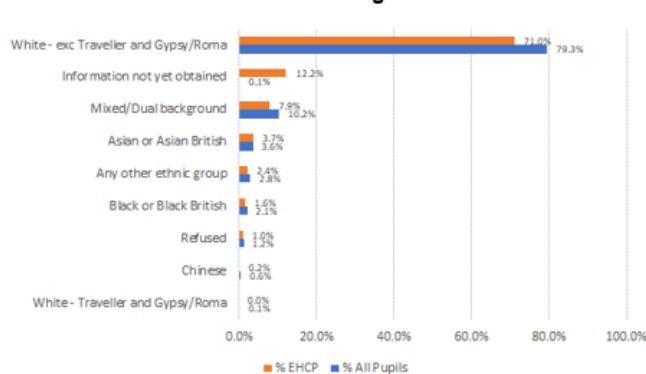
2,071 Children and Young People 0-25 with an EHCP at January 2022



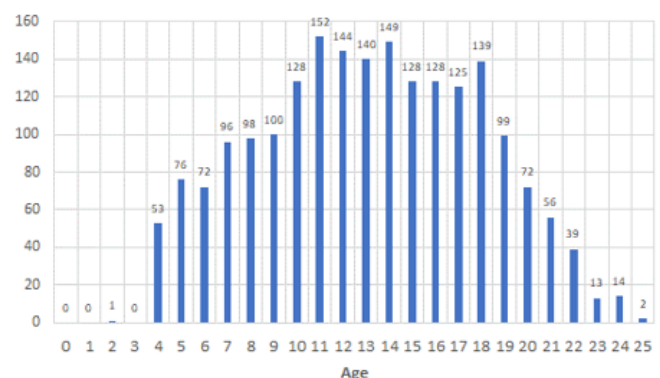
Children and Young People 0 to 25 with an EHCP at October 2021 by Gender



Children and Young People 0-25 with an EHCP at October 2021 by Ethnic Origin



Children and Young People 0-25 with an EHCP at October 2021 by Age



Context and nature of the Home to School Transport Service

At the time of writing the Home to School Transport Team supports 1,149 eligible children and young people to get to and from school. 603 are children with additional needs. This number varies across the academic year as children join and leave transport. The current average cost per pupil is £6,720 per annum.

Currently 39 children have 'travel alone' status (Children and young people are classified as 'Travel Alone' where their current needs are so complex and challenging that their safety and wellbeing, or that of other children or transport staff, would be significantly compromised by travelling on a shared vehicle and all other support strategies have been explored.) Arrangements for Travel Alone are decided by a Transport Panel, comprising the Team Manager, Transport Officers, and a representative from Amaze.

Currently 29 children have 'solo passenger' status (Solo passenger journeys are appropriate where:

- No other pupils are making that journey to a school or setting
- Alternatives to solo passenger journeys have been considered, notably whether:
 - an alternative vehicle or different seating arrangements could meet needs;
 - whether further training and expert support could enable transport staff to meet needs;
 - if an additional VPA on route could enable needs to be met
 - if a personal allowance to family to arrange transport is appropriate.

Solo passenger journeys are not permanent arrangements and may be subject to change, e.g when a new child is risk assessed as compatible to join the route. Arrangements for Travel Alone are decided by a Transport Panel.

The cost of these travel arrangements is currently £5,319.59 per day for a total of 68 children.

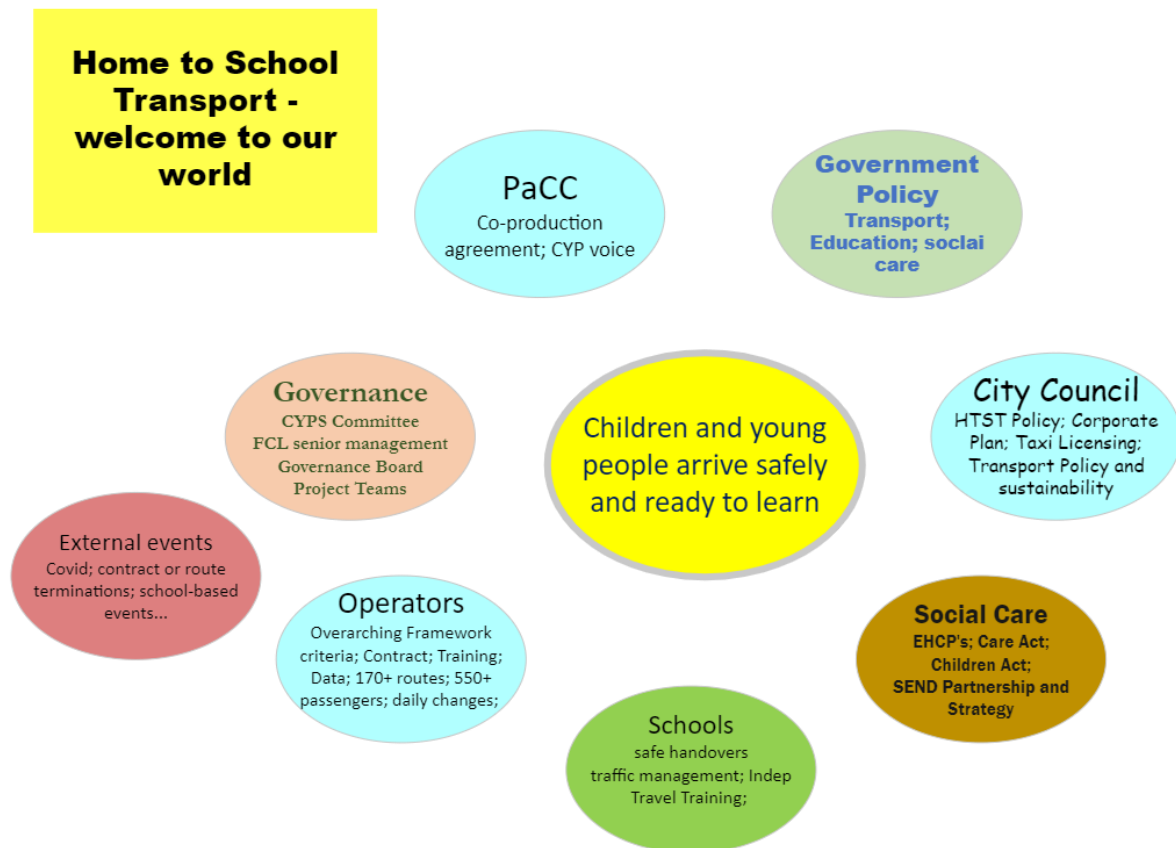
Numbers of children eligible for HTST are steadily increasing, the current (at the time of writing) number of pupils on contracted taxi routes is an increase of 10% since this time last year. The number of children requiring the more costly travel alone and solo passenger status is also increasing. This increase in demand can result in travel arrangements for existing children changing, causing unavoidable disruption which can led to complaints from families. For example, children losing their 'solo passenger status' due to the fact another child is added to the vehicle who is now enrolled at the same school or setting.

Budget pressures rise each year with increases in the number of children and young people on Education and Health Care plans and becoming eligible for transport. This is the case nationally as well as in the City. The percentage of EHC plans more than doubled since 2015 (1,006 /2,024 children). The number of families successful at SEN Tribunals is also steadily rising, and they frequently seek schools outside the City borders, which require the more costly solo passenger journeys over longer distances.

The market within which the transport operators are working in is volatile, with an emerging shortage and increasing turnover of drivers and vehicle passenger assistants impacting on continuity of service which can led to frustration with the service on offer.

Since the last contract there has been rises in the living wage. The real living wage has recently increased to £9.90, a 4.2% rise.

Fuel prices have risen 27.3% in the last calendar year.



Appendix 3 – Proposed Contract and Service Specification provisions

The below suggested revisions have been put forward during consultation by the Service, Operators, Schools and parents carers. This is in draft format as the Procurement Board continue their discussions.

1. Contract and Schedules to be gender neutral
2. No return to e-auctions or 'reverse auction bidding' systems. Utilise Intend.
3. Deterrents for the last minute handing back of routes as was the case in 2019.
4. Should operators have automatic annual inflationary increases
5. Should operators pay the living wage to their staff?
6. Subcontracting- legitimate and informal
7. Blue Book licensing requirements, including first aid, DBS checking, CCTV
8. Safeguarding training
9. Should vehicle emissions standards conform to those of the wider local taxi/PSV licensing provisions, which are expected to reflect the city's Carbon Neutral 2030 target
10. Should drivers be paid 'retainers' when children go into respite/hospital
11. Should respite be considered illness
12. Clarify route cancellation/ amendment
13. Waiting time
14. Expectations of transport staff – good command of English
15. Quality kitemark
16. Action if no replacement driver can be sourced when a driver is temporarily suspended pending investigation
17. Consider requirement for operators to support access to back-office systems, for example to enable parents to track their vehicle.
18. consider making mandatory the use of (password protected) mobile devices for drivers/vehicles, for HTST information

Appendix 4 – Consultation Feedback

Procurement Post 2023 – Consultation Meeting with Operators

25 October 2021 11am -12.30

Attendees

BHCC

- Regan Delf – outgoing Interim Head of Home to School Transport Service (Chair)
- Mia Bryden - incoming Interim Head of Home to School Transport Service (Note taker)
- Michelle Hunt- outgoing HTST Team Manager
- Kim Wilson-Smith - incoming HTST Team Manager
- Steve Foster- Project Manager, Performance, Improvement & Programmes
- James Breen – Strategic Procurement Manager
- Martin Seymour – Hackney Carriage Officer

Operators

- Scott Beale- B&H Radio Cabs
- Andy Cheeseman – Southern Taxis Group

- Michael – Taxi4u.
- Claire Johnson– ACE, joined at 11.25am

Not in attendance

- B&H Streamline
- Community Transport
- Minibus Travel
- Sprint Reliance

Q1. What do you feel are the strengths in the way that home to school transport currently works within Brighton and Hove?

Firm	Feedback
Echoed by all attending firms	<ul style="list-style-type: none"> • Chain of command, commitment and early morning availability of the HTST, and general day to day operations are working well. • The SEND Officer role has supported in ensuring the service is child centred in its decision making.
ACE	<ul style="list-style-type: none"> • The contract monitoring review meetings are a helpful addition.

Q2. How could the engagement of transport be improved after August 2023?

Firm	Feedback
Taxi4u	<ul style="list-style-type: none"> • Return to the transparency afforded by the reverse eAuction bidding tool
B&H Radio Cabs Southern Taxis Group ACE	<ul style="list-style-type: none"> • Favoured the approach of emailing operators for bids rather than using the reverse eAuction bidding tool –the email process supports healthy competition, is more ethical, supports decision making with quality and safety over price e.g prevents a ‘race for the bottom line’
ACE	<ul style="list-style-type: none"> • Before route schedules are put out to bid on, they need to be accurate and more considering route planning is required • Favoured individual tendering, rather than in ‘blocks’
Southern Taxis Group	<ul style="list-style-type: none"> • Suggested operators should route plan rather than the Service as Operators know the roads and have access to better route planning infrastructure/ systems and would be able to better meet the needs to families (taking into account having to accommodate the needs of other children in the household and parental work commitments, etc). • Helen Burdett commented she felt reverse auction bidding inappropriate and she felt immoral in respect of SEND children – cause of many previous problems
All Operators	<ul style="list-style-type: none"> • Minimum Wage/Living Wage increments could be included in new Contract in-line with Government inflationary awards. • Suggestion that the Contract could incorporate Transport Sector RPI

Q3. How could the whole HTST service to students/families be improved?

Firm	Feedback
– Southern Taxis Group	<ul style="list-style-type: none"> • The Service needs to be more child centred– the Service is still too focused on cost savings at the expense of the safety and experience of the CYP. • The phones aren’t answered at key times in the morning and afternoon. AC suggested a separate phone line for operators.

	<ul style="list-style-type: none"> Meetings are sometimes run during key times in the afternoon when operators need to have contact with the Team.
Taxi4u	<ul style="list-style-type: none"> Favoured the Service suspending the rule regarding drivers needing to have completed mandatory training in emergency cover situations. M suggested BHCC having more bank Drivers and VPAs who can provide cover for the Operator in emergency situations M suggested the Service could request cover driver information when Operators bid for routes to ensure there is a suitable contingency
Southern Taxis Group & ACE	<ul style="list-style-type: none"> The Service needs to allow Operators the freedom and flexibilities to arrange cover between Operators on the Framework in emergency situations.
ACE	<ul style="list-style-type: none"> The Service would benefit from greater understanding of how Taxi firms run their businesses. More interaction and support for drivers/VPA by school staff More checks at schools – particularly pertaining to wheelchair use Face to Face training for drivers/VPA would be welcomed
Southern Taxis Group & Taxi4u	<ul style="list-style-type: none"> There needs to more consideration before adding children onto existing routes and the impacts this has on drivers/VPA as well as knock on effects with timings (pick up/ drop off of the vehicle in its entirety).

- During discussion regarding Q3 there was a general conversation about known and as yet not known, but anticipated, driver shortages (both locally and nationally) as a result of the EU exit and the enticing recruitment campaigns for HGV drivers.

- Also during discussion regarding Q3, there was a conversation about the general trend of increasing fuel costs in the UK, the increasing price of cars, and the rising cost of living, and the impact on Firms operating costs and profit margin. The current contract does not have an annual uplift in line with CPI as some do – this means firms can be operating routes at the same price for four years while fuel and wage costs increase, eroding profit and making this unfair in business terms. RD reminded Operators of Schedule 3 Point 19.6 regarding uplifts: *Where the Contractor is of the opinion that they require an uplift of their Agreed Price the request should be made by providing a detailed breakdown of wage costs, overheads and profit margin at the time of the e-auction (agreed price) and which elements have increased in cost, together with a detailed explanation. The request should be emailed by 1st October of any year from 2020.*

- AC asked for clarification regarding TUPE arrangements for employed drivers and VPAs. This was provided by JB.
- AC asked for clarification regarding BHCC's request for Operators to dispose of first aid boxes and asked what the expectations were regarding first aid training for drivers and the use of fire extinguishers. It was acknowledged that there are inconsistencies within the Blue Book and the HTST Contract requirements on these issues. Clarification regarding first aid and the use of fire extinguishers will need to be addressed in the re-procurement exercise, in the interim there are agreed emergency protocols in place directing drivers to call 999 in the event of an emergency and following instructions from call handlers if required.

There have been 22 responses to the online consultation. The following pages show, verbatim, the results, grouped together (parents; operators; schools).

Q1: Which best describes how you are responding to this?

Option	Total	Percent
Transport firms: Taxi Operator/Minibus or Bus Company/driver/ VPA	2	5.56%
Families: Parent/ carer, child or young person	10	55.56%
Parent Carers Council and Amaze	1	5.56%
Schools and colleges	4	22.22%
Home to School Transport Service and related Internal council services	2	11.11%
Other, please give details below	0	0.00%
Not Answered	0	0.00%

Q1b: What changes would you like to see to the current contract and Dynamic Purchasing System currently operated by Brighton & Hove after August 2023?

There was only one response to this question:

Operator

“A return to the quality provision of transport for our most vulnerable clients within Brighton & Hove. A move away from the bidding system which;

1. Does not give best value for the council since providers have are fully aware that prices are able to be substantially elevated for gain over quality
2. A bidding system for vulnerable groups is not an appropriate platform considering the client base requirement and quite honestly distasteful.
3. Assessing school access and the types of vehicle best suited to the venues access requirements - there have been substantial difficulties at site venues where vehicle sizes are conflicting and space limited.
4. A return to continuity of one operators per school - all service delivery would then be provided with a higher level of continuity and organisation.
5. A longer term of contract in order that appropriate vehicles can be sourced/maintained/provided and staff can be retained ensuring job security”.

Q2: What do you feel are the strengths in the way that home to school transport currently works within Brighton and Hove?

Parent/Carer/Young person:

- My daughter is autistic and goes to a specialist school, consistency and the same taxi driver helps her massively in her day to day school life. It makes things calmer for her and less anxiety.
- Very efficient, Capable reliable and friendly driver and VPA, understands my child’s needs
- The school buses are friendly, Professional always ready and willing to help.
- They doing good
- During the pandemic HTST has been able to keep up with the changes here at school. We often had students to needed to be picked up and taken home at different times, we were able to have a discussion around what this would look like and come to a compromise that worked for both parties
- I can found that Taxi driver is really on time and they always can found a new way to College when somewhere is bad traffic.

- The structure of pick up and return helps our child with familiar routines and keeps our child calm - for parents we know our child is safely transported with vpa . Buses / taxi are clean with friendly experienced staff who understand children with complex needs
- The HTST Team now work closely with the PaCC and this keeps children's needs at the heart of all decisions and operations, Operators work closely with the HTST Service and the drivers and VPAs get to know the children and schools know the crews. There is more oversight of training and this makes the service safer.
- Experienced drivers and VPAs with local knowledge.
- I guess it means the LA can take the best offer saving money
- Reliable daily transport of our son to school and back.
- Our routine is great, communication between us driver & escort is fantastic. They know my daughter and they care. That's essential.

PaCC and Amaze:

Continuity in the staff providing the pick up and drop off service i.e. driver and escort.
Reliability of timings.
Having a rapport with staff.
The staff on our service are courteous, friendly and polite.
The staffs positive and caring attitude towards our child.

Schools or colleges:

- Taxis are required for some students, particularly as we have not been able to run ITT due to COVID
- This year, we have less taxi's to manage for parking and loading and unloading at beginning and end of the day.
Gemma in the office has been great at keeping in contact and we have a good rapport.
Taxi drivers and escorts have been more accomadating at parking where we want them too. (playground) and then waiting until all learners are in college before leaving site.

HTST or Internal council :

- There amazing lovely staff
- I think BACA should have a bus to safely take children to and from school, from the deans, as they have to do two bus journeys in the morning and afternoon, and its adding anxious behaviour as they can sometimes have to wait for another bus if one is full, i dont see that longhill have buses to all areas, yet its walking distance for many, yet more children are choosing BACA School, but not realising the dangers for travelling to and from school as well as homework, it really needs safety as paramount from the deans, parents will pay the childrens fare to get them to and from safely..... please please consider this, as parents and children are worried sick, if there children are safely at school or safely coming home, and also it will cut traffic and polution..... they lay buses on for the albion ground and there mainly adults! please please please lay on and bring back the BACA SCHOOL BUS

Q3: How could the engagement of transport be improved after August 2023?

Parent/Carer/Young person:

- We are extremely happy with how things are and don't want them to change.
- At this time I am very happy with the service, and do not see any need for change
- It's perfect how it is
- as to stay the same
- We are extremely happy with our current taxi arrangements of same driver escort every day, same children in car . Communication is good
- Make sure that routes don't get put out to tender with too many students on one run. Use the magic formula we know works, which is 3 or 4 students - less friction, more space, fewer pick ups/stops. This means that more operators can bid for the runs. Keep the Council's spend inside our own city so that we protect jobs at this time
- Better communication in transit to see when the transport is due to arrive and that it has arrived the other end safely. Intergrated system so messages can be sent to the driver, transport provider, Home To School Transport Office and school through a hub, for example, when a child is off sick.
- I would like the priority to be reliable, trustworthy drivers with an understanding of disabilities and my child's needs.
- Improved understanding of the juggles parents are struggling with to manage work and different children in different schools. This has not always been appreciated or accommodated when making transport arrangements despite the fact that the need for the transport for some families is precisely because they have children in different schools.
- Communication - We have NO communication from the company, just messages from the driver and escort off their own bat. None. No communication of any sort. Not only that, we have no communication from the council. NONE. In the past 2 - 3 years. None. Nada. Zilch. How on earth can that be good practice?

HTST or Internal

- There great
- It will cut pollution and traffic at school times, as it will be one bus

PaCC/Amaze:

- Not really clear on the meaning of the question! We haven't experienced any problems at all.

Schools or colleges:

- The engagement of transport between ourselves and HTST is good, there is very little we would change.
- Continue as we are. Ability to review the system if learners needs change over the year. Share a picture of the driver and escort before the school year starts, so we can share social stories with the learners and their parents.
- Find more Taxi driver to ready keep after when normal taxi are ill

Operator:

1. A move back to the quality provision of transport
2. Budgeting for quality and price provision of service delivery
3. Engagement via a bidding platform is morally wrong - it is acceptable for the contract provider to expect a quality provision of service for a fair and living wage for providers going forward. The current system has some providers giving a prime service at lesser rates to the over inflated prices of others again detrimental to BHCC.

4. The council have a platform online where interested parties are able to register and can be invited to tender. ESCC are already currently using this platform. It fully utilised would be potentially effective.

Q4: How could the whole HTST service to students/families be improved?

Parents/Carers/Young people:

- Just good communication would be all i ask for.
- As Q3: At this time I am very happy with the service , and do not see any need for change
- No improvement Needed
- Fine
- To continue to provide good reliable services to families - pick up times to remain in accordance with guidelines around journey lengths , understanding that not all children can ride with others
- Reduce numbers on vehicles so it's less stress for passengers and crew and family. Then we'll feel less rushed and children won't have such a stop start long journey to school or back home. School can be really demanding for my child and his journey can make or break him.
- Better communication
- We have lots of changes when driver can't do particular day. An improvement would be for it to be more consistent. I would hope the app might help at least for us to know who's coming
- As Q3: Improved understanding of the juggles parents are struggling with to manage work and different children in different schools. This has not always been appreciated or accommodated when making transport arrangements despite the fact that the need for the transport for some families is precisely because they have children in different schools.
- Communication, see above. We don't need fancy apps or this tricky that rubbish. Just people actually doing their jobs and communicating between council, company, driver / escort, family. It's a simple solution but devilishly difficult to actually do. It requires constant attention and changing of processes - basically, people changing their habits. That's the hardest thing to accomplish. It requires attention and focus. And in the entire 11 years of my daughter being at school - seems to be very far from being achieved.

HTST or Internal:

- By making them feel safe will bring the anxiety down a big big must

PaCC/Amaze:

- We have a great service so can't think of any improvements.

Schools and colleges:

- The rules around how far a student lives from school needs to be revised. If a child with SEN needs to come to school on transport so the whole day is not wasted then parents should not have to battle the LA to get what the child needs to a productive day in school.
- Share a picture of the driver and escort before the school year starts, so we can share social stories with the learners and their parents.

Operators:

- Multi disciplinary teams working together for the benefit of the client base. Sometimes it does feel like a case of us and them, particularly when trying to facilitate improvement initiatives. It is very common for minor and sometimes major amendments to transport be implemented and this needs to be attended to efficiently with all teams putting the clients base needs primarily.

Q5: How satisfied or dissatisfied are you with this year's arrangements for Home to School Transport?

Parent/carers/young people: 8 x Very Satisfied; 2 x Fairly satisfied

HTST or Internal: 1 x Very satisfied; 1 x Neither

PaCC/Amaze: Very Satisfied

Schools and Colleges: 1 x Fairly; 3 x Very Satisfied

Operators: 1 x Very Dissatisfied

Q6: Any final comments about the Home to School Transport Service?

Parents/Carers/Young people:

- Please leave things unchanged as they are working well for us.
- The driver and VPA , that take my daughter to school are fantastic . I am always informed of any change early enough to prepare my daughter they have an excellent understanding of her needs
- We love the school bus, We have correspondence regular
- I would like to see more electric taxis being used. An app like the one being talked about which lets me track my son's vehicle and that is a real time 2-way communication would be really helpful.
- Continuity is important for our children, as well as short journey times and experienced staff. Reducing anxiety by good communication is essential for many. Keep services local, with good local knowledge and a lower carbon footprint.
- I've been pleased that school and myself have been told when driver changes. I would like the app to go ahead. I don't think anything will be perfect but it's currently pretty good and the app would make the journey predictable and less stressful due to knowing when and who would be coming
- A big thank you to all that help my son xxxx
- See previous comments. Please. They are important in this section. No point in repeating myself.

HTST or Internal:

- Please please please Put on a bus for BACA SCHOOL, as it isnt fair for kids to travel two buses, crossing main roads elmgrove and lewes road, to get another like Longhill has a woodingdean.... Saltdean..... whitehawk bus..... BACA NEEDS A BUS AS MORE CHILDREN ARE CHOOSING BACA FROM THE DEANS

PaCC and Amaze:

- Although we are aware of families that have had issues over the years, we are extremely happy (and grateful) with the service as a whole, in particular with the driver and escort. Keep up the good work.

Schools and Colleges:

- Home to school transport on the whole works really well for us at school. We have a couple of students who require HTST for the whole year but we continually find ourselves have to apply every half term due to the distance they live to the school. This child has a severe learning difficulty and its very upsetting for the whole family and us, the process of keep applying
- This year has been the smoothiest transition in September, old and new taxi drivers have enabled a good and settled start to the year. Learners are now able to see themselves to and from their taxi's. Much more independence for them.

Operators

Team work, effective communication, good relationships and team building need to be nurtured. BHCC staff at the frontline need to be supported and have the time to administer to the many and diverse calls incoming and the many amendments to the transport that result from the diverse and constant changeable nature of this contract. To nurture suppliers providing best practice and those who are willing to commit to this client base for the long term. To support all personale and clients in the quality provision of service delivery. Non an easy job but one commendable and worthy.

Brighton & Hove City Council

Children, Young People & Skills Committee

Agenda Item 72

Subject: Health, Special Education Needs and Disabilities' Children & Young People's respite recommissioning

Date of meeting: 7 March 2022

Report of: Executive Director Families Children & Learning

Contact Officer: Name: Olanrewaju Oluwafemi
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Email: olanrewaju.oluwafemi@brighton-hove.gov.uk

Ward(s) affected: All

For general release

1. Purpose of the report and policy context

- 1.1 To agree the recommissioning and procurement of existing children and young people's respite services. The children and young people's respite services help to support children and young people with health, special educational needs and disabilities within their own homes and communities.
- 1.2 The services create the opportunity for children and young people to enjoy time away from home, experience new friendships and adds enrichment to their lives. The services also enhance a sense of wider inclusion in the community, which will enable parents of children and young people to have regular breaks, by providing support and befriending services in the home or in the local community.

2. Recommendations

- 2.1 That the Committee grants delegated authority to the Executive Director of Families, Children and Learning to jointly procure the Children and Young People's Respite Services Contracts with NHS Brighton and Hove Clinical Commissioning Group; and award the contracts for an initial term of three years with the option to extend for a further period of up to two years, subject to satisfactory performance.

3. Context and background information

- 3.1 The children and young people's respite services currently consists of:
 - Shared Care (family-based care where children & young people are cared for by another family for certain periods of time)
 - Overnight Short breaks (family-based care where children & young people are cared for and sleep over for a couple of nights)

- Day Support (family-based care where children & young people are looked after during the day for a couple of hours)
 - After School Club (clubs for children to promote safe, stimulating, and inclusive out of school activities)
 - Holiday Play Scheme (recreational forum for children and young people to socialize with their peers, whilst getting appropriate support and supervision)
 - Holiday Youth Scheme (promote safe, stimulating, and inclusive holiday activities for young people to socialize with their peers, engage in positive activities to promote their social, emotional, cognitive, and physical skills)
- 3.2 These valuable services have been reported as being very beneficial to the children, young people, and their families in the city. The services have enabled continuity of care and much needed breaks for those helping to look after children and young people with additional needs.
- 3.3 The services provide much needed support to families, who can be under extreme pressure and at risk of no longer being able to cope. Along with a range of experiences in line with their age, developmental needs, and personal preferences, the services provide parent / carers with a break in care.
- 3.4 The Brighton and Hove Children and Young People's Respite Services are commissioned and funded through a partnership between Brighton and Hove City Council (acting as Lead Commissioner) and Brighton & Hove Clinical Commissioning Group.
- 3.5 Two contracts were awarded as 5-year (3+2) year contracts from 2016. One contract was awarded to Barnardo's with contract value of £320,531 of which Brighton & Hove City Council pays £258,111 and Brighton & Hove Clinical Commissioning Group pays £62,420. This contract was extended for another year until June 2022 (with an optional further extension until September 2022).
- 3.6 A second contract was also awarded to Extratime with contract value of £225,400 paid by Brighton & Hove City Council. This contract was extended for another year until June 2022 (with an optional further extension until September 2022).
- 3.7 The actual annual cost of the two contracts is £545,931 which comes to £2.730m over the lifetime of the original contracts. Current forecasts indicate the contracts which have been extended to June 2022 have a total value of £3.276m.
- 3.8 Officers are seeking delegated authority to procure and award two 5 year (3+2) joint contracts with NHS Brighton and Hove Clinical Commissioning Group. It is a legal requirement under the Public Contracts Regulations 2015 for the Council to reprocure these services as the value of the contracts exceed the procurement threshold for light touch regime services.

4. Analysis and consideration of alternative options

- 4.1 Extended day services option was considered to provide a before, or after-school voluntary program held typically in schools to give parents / carers the needed break in care. The extended day option can be delivered as after school and holiday clubs and would fall within the day support aspect of respite services.
- 4.2 Extended day services option was not recommended as it does not cover family based, shared care, and overnight short breaks aspect of respite services and this is being looked at to be commissioned and delivered in-house.

5. Community engagement and consultation

- 5.1 In agreement with the Council's Strategic Procurement Manager, engagement activities with internal and external stakeholders and the market were recommended to feed into the recommissioning and procurement of the services.
- 5.2 Internal and external stakeholders' engagement activities took place on 10th December 2021 and 12th January 2022, the outcomes are being fed into this recommissioning and procurement process.
- 5.3 Further engagement activities with stakeholders are on-going and a focused engagement event has been scheduled for 9th February 2022. This activity is being facilitated by Parents and Carers' Council and the outcome will further feed into this recommissioning and procurement of these services.

6. Conclusion

- 6.1 The Children and Young People's Respite Services help to support children and young people with health, special educational needs and disabilities within their own homes and communities.
- 6.2 The services also enhance a sense of wider inclusion in the community, which will enable parents of children and young people to have regular breaks.
- 6.3 The services have enabled continuity of care and much needed breaks for those helping to look after children and young people with additional needs.
- 6.4 The recommended course of action is for the Committee to grant delegated authority to the Executive Director of Families, Children and Learning to procure and award the Children and Young People's Respite Services Contracts for an initial term of three years with the option to extend for a further period of up to two years, subject to satisfactory performance.

7. Financial implications

- 7.1 The children and young people's respite services are jointly funded by Brighton & Hove City Council and Brighton & Hove Clinical Commissioning Group and the budget is agreed on an annual basis.
- 7.2 The annual provisional budget from April 2022 to March 2023 is £545,931 with Brighton & Hove City Council contributing £483,511 and Brighton & Hove Clinical Commissioning Group contributing £62,420.
- 7.3 The estimated budget for the next 5 years is £2.730m excluding inflation and VAT, based on the 2022/23 provisional budget.

Name of finance officer consulted: Steve Williams Date consulted: 03/02/22

8. Legal implications

- 8.1 The Council must comply with the Public Contracts Regulations 2015 in relation to the procurement and award of contracts above the relevant financial threshold. The services outlined in this report fall within Schedule 3 of the Public Contracts Regulations 2015 and exceed the relevant financial threshold for light touch regime services (£663,540 inclusive of VAT). The procurement process for the light touch regime is not unduly prescribed but must accord with the fundamental principles of transparency and equal treatment of economic operators.

Name of lawyer consulted: Sara Zadeh Date consulted: 10/02/22

9. Equalities implications

- 9.1 Analysis and review of services over a few years has identified the need to reach out and engage with hard-to-reach children, young people, parents / carers, and their families in the city, involving them in the whole commissioning process, identifying their specific needs so that services can be tailored towards meeting those needs.
- 9.2 This respite services recommissioning process has involved identified hard to reach groups in the city and the services to be procured will reduce social isolation among this cohort and will also ensure that parents, carers, and families get breaks from their caring roles. This will enable them to care more effectively without experiencing burn outs or any detrimental effects to their own health and wellbeing.
- 9.3 Over time, this will ensure children and young people are able to remain in the community with their families, which will reduce placement in long term care and help to reduce overall care costs and complexities involved in long term care placements.

10. Sustainability implications

- 10.1 Brighton & Hove City Council is committed to taking responsibility for its own impact on the environment. Sustainability considerations and benefits will

form part of the evaluation of bids for the contracts in line with the Council's Sustainable Procurement Policy and Climate Change Strategy.

- 10.2 Providers will need to demonstrate how they will achieve best practice, value for money, and innovations. This will include minimising non – recyclable waste and promoting recycling.
- 10.3 Commissioners will focus a 10% weighting within the quality questions for sustainability.

11. Social Value and procurement implications

- 11.1 Social value benefits will form part of the evaluation of bids for the contracts in line with the Council's Social Value Framework. Bidders will be asked to provide evidence of how the service will improve the social wellbeing of the local area in the city.
- 11.2 At all stages of the commissioning process Brighton and Hove City Council will work in line with the Public Services (Social Value) Act 2012 and consider the economic, social, and environmental improvements that the local area can benefit from through the children and young people's respite recommissioning. Providers will need to demonstrate how they will achieve and exceed the requirements specified by Brighton and Hove City Council. This will include promoting independence and choice, employing and training locally, supporting the local economy, developing community partnerships and initiatives.
- 11.3 Commissioners will achieve this by ensuring:
 - 10% weighting within the quality questions for social value.
 - Stimulation of better, more innovative services
 - Current users of the service and stakeholders, including children, young people, parents, carers, and families, are consulted to clearly define needs and design methods to meet these needs in a sustainable manner.
 - Improved community relations
 - Delivery of better services

Brighton & Hove City Council

Children, Young People and Skills Committee

Agenda Item 73

Subject: Special Education Needs and Disabilities' Information, Advice & Support Service recommissioning

Date of meeting: 7 March 2022

Report of: Executive Director Families Children & Learning

Contact Officer: Name: Olanrewaju Oluwafemi
Tel: 07525 387 862
Email: olanrewaju.oluwafemi@brighton-hove.gov.uk

Ward(s) affected: All

For general release

1. Purpose of the report and policy context

- 1.1 To agree the joint recommissioning and procurement of existing Information, Advice and Support Service with East Sussex County Council in collaboration with Brighton & Hove and East Sussex Clinical Commissioning Groups.
- 1.2 The Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 (2015), sets out an expectation that children, parents, and young people should be involved in the identification, assessment and decision making about the provision to meet special educational needs and disabilities.
- 1.3 The SEN and disability advice service is commissioned in accordance with the SEND Code of Practice and the Minimum Standards for SEND Information, Advice and Support Services to secure the provision of impartial, confidential, and relevant information, advice, and support to:
 - Parents and carers of children and young people between 0 and 25 years who have, or may have, SEN or a disability.
 - Children and young people who have, or may have, SEN or a disability

2. Recommendations

- 2.1 That the Committee grants delegated authority to the Executive Director of Families, Children and Learning to jointly procure the Information, Advice and Support Service Contract with East Sussex County Council in collaboration with Brighton and Hove and East Sussex Clinical Commissioning Groups and award the contract for an initial term of three years with the option to extend the contract for a further period(s) of up to two years, subject to review and satisfactory performance.

3. Context and background information

- 3.1 The Information, Advice and Support Service supports parents, their children and young people and ensures Local Authorities provide information and advice on matters relating to SEN and disability including matters relating to health and social care as per SEND Code of Practice (2015).
- 3.2 The service works with all parents, children, and young people up to 25 with SEN or disabilities to provide impartial, confidential, and relevant information, advice, and support. The scope of this information, advice and support covers initial concerns or identification of potential SEN or disabilities, through to ongoing support and provision, which may include an Education, Health and Care (EHC) plan.
- 3.3 The service works with key partners in Brighton & Hove to support children, young people, and families to improve the outcomes for children and young people.
- 3.4 The service also helps to ensure children, young people and their families have the understanding and knowledge needed to make good decisions and participate in decision making and help families to help themselves and build resilience.
- 3.5 The service supports the resolution of disagreements between the Local Authority, Clinical Commissioning Group and families and listens carefully to the views and experiences of children and young people and parents and carers to improve practice within the resources available.
- 3.6 The service also offers help to parents, carers, children and young people to promote independence and self-advocacy, enables them to work through things themselves, addressing their own needs and concerns and being their own voice.
- 3.7 Officers are seeking authority to recommission and reprocure the Information, Advice and Support Service in a joint procurement with East Sussex County Council to benefit from shared knowledge and economies of scale. Brighton & Hove City Council has a separate contract for this service and its provision is to be funded by Brighton & Hove City Council, with a contribution from Brighton and Hove Clinical Commissioning Group.
- 3.8 Officers are seeking authority to award a 3 + 2-year contract with Brighton & Hove Clinical Commissioning Group.

4. Analysis and consideration of alternative options

- 4.1 An option of referring children, young people and their families to the internet or Council website for information, advice and support was considered. This would mean children, young people and their families would have to wade through massive amount of information on the internet or go through tedious

searches on the internet or the Council's website to access relevant information, advice and support.

- 4.2 The option of referring children, young people and their families to the internet or Council website was not recommended because it was deemed inadequate as the outcomes will be less fulfilling, satisfying, and impersonal. Also, the option will not be bespoke, or tailor made to meet the specific information, advice and support needs of children, young people and their families.

5. Community engagement and consultation

- 5.1 A joint recommissioning and procurement process with neighboring East Sussex County Council (ESCC) was considered and is being pursued to benefit from economies of scale and to align contract timelines.
- 5.2 Officers have engaged with stakeholders and the market. There are some changes in Service demands and complexities within the current contract that have been identified through engagement activities with stakeholders. The recommissioning and procurement of this service will help to address such issues. If we delay, there is a risk that the market in Brighton & Hove will not develop to meet the changing needs of the SEND community.

6. Conclusion

- 6.1 The Information, Advice and Support Service supports parents, their children and young people and ensures Local Authorities provide information and advice on matters relating to SEN and disability including matters relating to health and social care as per SEND Code of Practice (2015).
- 6.2 The service works with all parents, children, and young people up to 25 with SEN or disabilities to provide impartial, confidential, and relevant information, advice, and support. The scope of this information, advice and support covers initial concerns or identification of potential SEN or disabilities, through to ongoing support and provision, which may include an Education, Health and Care (EHC) plan.
- 6.3 The recommended course of action is for the Committee to agree to grant delegated authority to the Executive Director of Children, Families and Learning to jointly recommission, procure and award the Information, Advice and Support Services Contract for an initial term of three years with the option to extend for a further period of up to two years, subject to review and satisfactory performance.

7. Financial implications

- 7.1 The Information, Advice and Support Service is funded by Brighton & Hove City Council with Brighton & Hove Clinical Commissioning Group contributing and the budget is agreed on an annual basis.

- 7.2 The annual provisional budget from April 2022 to March 2023 is £120,000 with Brighton & Hove City Council contributing £94,000 and Brighton & Hove Clinical Commissioning Group contributing £26,000.
- 7.3 The estimated budget for the next 5 years is £600,000 excluding inflation and VAT, based on the 2022/23 provisional budget.

Name of finance officer consulted: Steve Williams Date consulted: 03/02/22

8. Legal implications

The Council must comply with the Public Contracts Regulations 2015 in relation to the procurement and award of contracts above the relevant financial threshold. The services outlined in this report fall within Schedule 3 of the Public Contracts Regulations 2015 and exceed the relevant financial threshold for light touch regime services (£663,540 inclusive of VAT). The procurement process for the light touch regime is not unduly prescribed but must accord with the fundamental principles of transparency and equal treatment of economic operators.

Name of lawyer consulted: Sara Zadeh Date consulted: 07/02/22

9. Equalities implications

- 9.1 Analysis and review of services over a few years has identified the need to reach out and engage with hard-to-reach children, young people, parents / carers, and their families in the city, involving them in the whole commissioning process, identifying their specific information, advice and support needs so that services can be tailored towards meeting those needs.
- 9.2 The Information, Advice and Support Service recommissioning process has involved identified hard to reach groups in the city and the services to be procured will reduce social isolation and promote better access to services among this cohort and will also ensure that parents, carers, and families get the information, advice and support they need to live fulfilled lives in the city.
- 9.3 Over time, this will enhance the overall health and wellbeing of children, young people and their families empowering them to live independent lives in the community which will reduce need for long term placement and help to reduce overall care costs and complexities involved.

10. Sustainability implications

- 10.1 Brighton & Hove City Council is committed to taking responsibility for its own impact on the environment. Sustainability considerations and benefits will form part of the evaluation of bids for the contract in line with the Council's Sustainable Procurement Policy and Climate Change Strategy.

- 10.2 Providers will need to demonstrate how they will achieve best practice, value for money, and innovations. This will include minimising non – recyclable waste and promoting recycling.
- 10.3 This service is unlikely to have any significant impact on the environment.
- 10.4 Commissioners will focus a 10% weighting within the quality questions for sustainability.

11. Social Value and procurement implications

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

Due to the differences in the way the two authorities assess social value, the procurement will need to be structured as two separate lots, with bids receiving separate social value scores for each local authority. This may impact on the potential economies of scale that could be realized via the joint procurement, however, after deliberation we consider this to be the only available option to achieve adherence to both social value policies.

- 11.4 Commissioners will seek social value by ensuring:
- Stimulation of better, more innovative services
 - Current users of the service and stakeholders, including children, young people, parents, carers, and families, are consulted to clearly define needs and design methods to meet these needs in a sustainable manner.
 - Improved community relations
 - Delivery of better services

Brighton & Hove City Council

Children Young People and Skills Committee

Agenda Item 74

Subject: Education Capital Resources and Capital Investment Programme 2022/2023

Date of meeting: CYPS 7 March 2022
P&R 24 March 2022

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 the 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 2022/23.
- 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 2022/23 in respect of School Condition Allocation (SCA) and Basic Need funding.

2. Recommendations

- 2.1 That the level of available capital resources totalling £5million for investment relating to education buildings financed from capital grant be noted.
- 2.2 That Committee agree the allocation of funding as shown in Appendices 1 and 2 and recommend this to Policy & Resources Committee on 24 March 2022 for inclusion within the Council's Capital Investment Programme 2022/23.
- 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 and 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 10 February 2022 and Budget Council on 24 February 2022.

- 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 2022/23 only and does not include 2021/22 grant forecast to be re-profiled into 2022/23 including those approvals in the Targeted Budget Management 2020/21 Month 9 report to Policy & Resources Committee on 24 February 2022.

	2022/23 Settlement million
School Condition Allocation (SCA)	£4.500 *
Basic Need Funding	£0
LA Devolved Formula Capital Grant (Passported entirely to schools)	£0.500 *
Sub Total	£5.000*

* To be confirmed. Estimate based on 2021/22 allocation

- 3.5 At the present time the government has not announced the maintenance funding allocations for 2022/23. For the purposes of this report we are working on the assumption that there will be no appreciable difference to the allocation for the 2021/22 financial year and therefore we assume that the School Condition Allocation will be £4.5million and the Devolved Formula Capital (DFC) allocation will be £0.5million. 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 February 2021 the Government updated their allocation figures for Basic Need capital funding for 2022/23. There was no allocation for Brighton & Hove for this period.
- 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 £0.615 million for the 2022/23 financial year. This is

£7,300 less than last year since Moulseccomb Primary has become an academy.

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 £0.615million.

3.10 The table below shows the level of new resources available for the Local Authority to spend in the 2022/23 financial year.

	Million
Capital Finance settlement	£4.500
Services to Schools Income	£0.615
Total	£5.115

3.11 Additional grant funding may be made available throughout the forthcoming financial year and will be reported separately if necessary.

3.12 Capital reprofiles and slippage arising from the 2021/2022 Capital Programme will be incorporated into the 2022/2023 programme when the capital accounts are closed on 31 March 2022.

Capital Commitments

3.13 An overall summary of expenditure for 2022/23 is attached at **Appendix 1** and a more detailed explanation of each item is shown below.

Condition Related Works

3.14 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 3.15 – 3.25 below. In doing this the council will consider how best to do so in a responsible and sustainable way.

3.15 It is recommended that £4.500 million from SCA plus £0.615 million from Services to Schools is allocated to carry out maintenance and legislative works to the school estate in the 2022/23 financial year.

3.16 A copy of the proposed structural maintenance programme is attached at **Appendix 2** 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 building maintenance frameworks put in place in 2020/21. 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 2022/23 (£4.5million), and the £0.615 million from the services to schools funding we will be able to invest £5.115 million in improving the condition of the school estate. Of this, £4.313 million will be allocated to the most urgent projects detailed in **Appendix 2**.
- 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	£0.150million
Asbestos	£0.150million
Fire Safety works	£0.150million
Accessibility adaptations	£0.150million
Surveys and feasibility work	£0.150million
Advanced design	£0.050million
TOTAL	£0.800million

- 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 2021/22 we identified 75 individual projects to undertake throughout the year at an estimated cost of £6.3228million (Inc. fees). To date we have undertaken 61 of these (some of these are still ongoing) and 12 will continue into 2022/23, the budget to meet the cost of this work has been re-profiled within the TBM9 report. The remaining two projects were at Moulsecoomb Primary School. As a result of overly high tenders we could not undertake this work and the school has now become an academy, therefore we will not be undertaking these works at all. A list of these projects is included in **Appendix 3**.

Basic Need Funding

- 3.27 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.
- 3.28 Brighton & Hove did not receive an allocation for the 2022/23 financial year because our pupil numbers are falling. We do however have £8.312million of unallocated Basic Need funding from previous years.
- 3.29 Our Basic Need priorities remain implementing 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.
- 3.30 In the capital budget for 2019/20 an allocation of £4.0million was agreed for the work required to create the Central Hub which was to incorporate Homewood College and the Pupil Referral Unit.
- 3.31 A scheme to provide enhanced facilities for Homewood College was developed in conjunction with the school and tendered in the summer of 2021. A tender evaluation exercise was undertaken to select the preferred contractor.

- 3.32 However, owing to the outcome of the recent Ofsted inspection this project has been paused while consideration is given to the best way to proceed. Should this project not go ahead the £4million allocated to this project (minus any abortive costs incurred) will be available for investment in other projects.
- 3.33 Work is progressing well on the Cullum Centre for Hove Park School. The provision on the Nevill campus is complete and the provision on the Valley Campus will be complete by the start of the summer term.

High Needs Provision Capital Funding

- 3.34 On 25 March 2021 the DfE announced an allocation of capital funding to support the provision of additional high needs places.
- 3.35 Brighton & Hove were allocated £1million as a result of this (included in Appendix 1 against last year). A condition of receiving the grant was that we submitted a form outlining our proposals to the DfE. We did this in August 2021. The information we submitted was very general and did not name any schemes.

Section 106 Funding

- 3.36 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.
- 3.37 From 2007 until January 2021 we had secured approximately £4.624million of contributions. Since that date we have secured a further £1.101 million from 10 developments. **Appendix 4** shows the contributions received between January 2021 and January 2022.
- 3.38 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.
- 3.39 In the 2021/22 financial year £0.552 million of Section 106 funding was used to part fund the work to date at Varndean, Hove Park, Blatchington Mill and Patcham High 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.

4. Analysis and consideration of 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 and 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 implications

- 7.1 The report sets out the allocation of capital resources included in the Capital Investment Programme 2022/23 as approved at Policy & Resources Committee on 10 February 2022 and Budget Council on 24 February 2022. 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 2022-23. 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 £0.615m for 2022/23 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.

Name of finance officer consulted: Rob Allen Date consulted: 07/02/22

8. Legal implications

- 8.1 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.

Name of lawyer consulted: Serena Kynaston Date consulted: 01/02/22

9. Equalities implications

- 9.1 Para 3.24 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.
- 9.2 New and refurbished buildings will conform with all relevant regulations and be fully accessible.

10. Sustainability implications

- 10.1 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.
- 10.2 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.
- 10.3 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.

11. Other Implications

Social Value and procurement implications

- 11.1 Works arising from this report will be procured using the council's framework contracts. These have been evaluated on a number of factors including Social Value.

Crime & disorder implications:

- 11.2 There are no specific crime and disorder implications arising from this report. Which just serves to allocate funding. The detailed planning of projects will take account of security issues. Well maintained buildings are less likely to attract anti-social behaviour.

Public health implications:

- 11.3 There are no public health implications arising from this report.

Supporting Documentation

1. Appendices

1. Overall summary of expenditure
2. Proposed structural maintenance programme for 2022/23
3. Complete projects from 2021/22
4. S106 Contributions received in 2021/22

2. Background documents

Appendix 1

	2021 /22	2022/23
CAPITAL MAINTENANCE INCOME		
2021/22	£4,871,068	
Additional SCA Allocated in 2021	£2,262,000	
2022/23 (para 3.5)(to be confirmed)		£4,500,000
School contributions (Para 3.8)	£623,000	£615,000
Unallocated from previous years	-£132,411	£523,657
Total	£7,623,657	£5,638,657
CAPITAL MAINTENANCE EXPENDITURE		
Condition works proposed by committee in March (Para 3.16 & 3.23)	£6,300,000	£4,315,000
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	£100,000	
Advanced design on future schemes (Para 3.24)	£50,000	£50,000
Surveys (condition gas etc.) and feasibility work (Para 3.24)	£50,000	£150,000
Individual Pupil needs (Para 3.24)	£150,000	£150,000
Total	£7,100,000	£5,115,000
Unallocated / - shortfall	£523,657	£523,657
BASIC NEED INCOME		
2021/22	£4,916,000	
2022/23		£0
Unallocated from previous years	£3,395,917	£8,311,917
Total	£8,311,917	£8,311,917
BASIC NEED EXPENDITURE		
Total New Commitments		
Amount to carry forward to 2022/23	£8,311,917	
Amount to carry forward to 2023/24		
2021/22 High Needs Provision Capital Allocation	£1,000,000	
Total New Commitments		
Unallocated from previous years		£1,000,000
Amount to carry forward to 2022/23	£1,000,000	
Amount to carry forward to 2023/24		£1,000,000

2022-23 EDUCATION CAPITAL MAINTENANCE		
School	Bid	Priority
Asbestos works		
Goldstone Primary	Rewire, lighting and ceiling replacement in Classrooms 0/032, 0/035, 0/035A, 0/038 and WC's 0/032, 0/030	D2
Middle Street	Phase 1 - Replacement power, lighting, asbestos removal and new ceilings (Ground floor South)	D2
	Asbestos total	£150,000
General Building works		
Balfour Primary	Replace high level cladding (Old Infant site)	D2
Benfield Primary	Concrete remedial works	D2
Brunswick Primary	Stair replacement phase 2	D2
Coldean Primary	Replace kitchen structural glazing	D2
Downs View Life Skills	Replace structural glazing generally and including removal of asbestos panels	D2
Downs View Link Coll	Repair timber deck to fire escapes required	D2
Downs View Woodingdean	Upgrade structural glazing to the South elevation.	D2
Fairlight Primary	Replacement ceilings on top floor including removal of ACM (phase 3) Staircase lobby 2/003, classrooms 2/012 & 2/014	D2
Hove Park Lower	Re-pointing and wall tie replacement to south and west elevations	D2
Hove Park Lower	Replace main hall ceiling and lighting	D2
Hove Park Upper	Masonry repairs and lintel replacement outside toilet block	D2
Royal Spa Nursery	Replace cladding insulation	D2
Rudyard Kipling	Replace timber cladding to rear of building and first floor main building inc. curtain walling.	D2
St Georges House	Damp -proofing works and drainage works	D2
St Luke's	Replacement lintels and wall ties in West elevation	D1
Stanford Junior	Stonework repairs around bell tower	D2
West Hove Infant (Connaught Rd)	Re pointing front and rear elevations	D2
Woodingdean Primary	Re-pointing, cavity wall ties replacement (West)	D2
	General building works total	£779,000.00
Roofing works		
Balfour Primary	Flat roofs to front and rear classrooms (Junior)	D2
Benfield Primary	Recover canopy flat roof to South elevation	D2
Benfield Primary	Replacement flat roof above kitchen and (south west facing playground)	D2
Bevendean Primary	Single ply roof replacement above 0/103 - 0/105	D2
Bevendean Primary	Replacement of pitched felted roof above nursery 0/060 – 0/065	D2
Blatchington Mill	Replacement pitched roofs (Phase 1 West)	D2
Brackenbury Primary	Recover felt flat roofs above single storey Annexe building	D2
Hove Junior (Holland Road)	Recover staffroom flat roof	D2
Hove Park Lower	Replace flat roof covering above main entrance	D2
Hove Park Upper	Replace pitched tiled roof (phase 1) main building	D2
Lynchet Close	Recover pitched roofs (phase 1 South)	D2
Mile Oak	Recover flat roof above main reception	D2
Saltdean	Flat roof replacement above Year 1 adjacent to reception	D2
	Roofing works total	£820,000.00
Mechanical Works		
Carlton Hill	Replace heating system	D2
Coombe Road	Replace Lead incoming Main	D2
Hill Park Lower	Replace main boilers	D2
Hove Junior (Portland Rd)	Replace heating	D2
Peter Gladwin	Renew fan coil units in KS1, approx. 12	D2
Portslade Sport C	Boilers replacement, control panel and gas supply	D2
Queens Park	Replace H&C Water Services	D2
St Luke's	Replace Breakfast Club Heat Pump & Radiator Replacement (to be included in Main Heating works)	D2
	Mechanical works	£880,000.00
Electrical works		
Hove Park Upper	Replace ground floor ceilings to corridor and classrooms, power and lighting	D2
Patcham Junior	Phase 3 lighting works (upper floors)	D2
Rudyard Kipling	Replace & rewire external lighting on south wall including integral emergency	D2
West Hove Infant (School Rd)	Replacement lighting and wiring circuits - GF and FF	D2
West Hove Infant (School Rd)	Re-wire final circuits	D2
Westdene Primary	Rewire and replacement lighting	D2
	Electrical works total	£555,000.00
Toilets		
Bevendean Primary	Boys toilet refurbishment and adaptation 0/067	D2
Carden Primary	Boys Toilet Refurbishment 0/002 and 0/002b	D2
Carden Primary	Girls Toilet Refurbishment 0/004 and 0/004b	D2
Mile Oak Primary	Nursery toilets alteration and refurbishment	D2
Patcham Infant	Refurbish boys and girls toilets x 2 - 0/009, 0/010, 0/020 and 0/021	D2
Saltdean	Refurbish toilets; Block 4, Ground floor girls and boys toilets 0/003 and 0/004.	D2
St Luke's	Refurbish top floor boys and girls toilets	D2
Stanford Infant	Toilet Refurbishment Boys 1st Floor	D2
Stanford Infant	Toilet Refurbishment Girls 1st Floor	D2
	Toilets	£665,000.00
Resurfacing works		
Benfield Primary	Resurface path to north of site	D2
Blatchington Mill	Resurfacing tarmac path outside mobile units	D2
Blatchington Mill	Construct new path around OLA building	D2
Blatchington Mill	Take up paving slabs south of West wing entrance and resurface with tarmac.	D2
Downs View Life Skills	Resurface playground	D2
Hove Junior (Holland Road)	Linear drains where DPC bridged	D2
	Resurfacing works total	£72,000.00
	D1 works (excl. fees)	£80,000.00
	D2 works (excl. Fees)	£3,841,000.00
	Total (Excl. fees)	£3,921,000.00
	Fees @10%	£392,100.00
	Overall Total (incl. fees)	£4,313,100.00

School	Bid	Priority	Completing 2021/22	Carry forward to 2022/23
Asbestos				
Coombe Road	Replace external canopy including asbestos removal	D2		£12,000.00
		Sub total	£0	£12,000
General Building works				
Balfour Primary	Re-pointing works at Balfour	D2	£15,000.00	
Blatchington Mill	Repointing and wall ties to Block 2 and 6th form	D3	£20,000.00	
Carlton Hill	Replace curtain walling phase 2 south elevations	D2	£60,000.00	
Coombe Road	Replace lintels to the staff room	D1		£30,000.00
Downs View Life Skills	Recover plain clay tiles above offices, domestic science room and Old Coach-house	D2	£60,000.00	
Downs View Life Skills	Structural glazing Replace curtain walling to gym	D2	£80,000.00	
Fairlight Primary	Replace wall ties and re-pointing – inner elevations	D2	£25,000.00	
Hangleton Primary	Repointing/wall tie replacement (south elevation)	D2	£8,000.00	
Hove Park Lower	Re-pointing and wall tie replacement to south and west elevations	D2		£25,000.00
Hove Park Upper	Re-pointing & wall ties to hall (VI Form block south elevation)	D2	£45,000.00	
Hove Park Upper	Recover metal and 2no corridor flat roofs above rooms	D2	£143,000.00	
Jeanne Saunders	Major renewal of rainwater goods, including soil pipes, lintels, 2 no large structural windows and re-pointing	D2	£50,000.00	
Longhill High	Replace structural glazing to staircase A Block south	D1	£90,000.00	
Longhill High	Replace structural glazing to staircase A Block north	D2	£90,000.00	
Longhill High	Replace curtain walling to block 4 ground, first and second floors	D2	£100,000.00	
Moulsecoomb Primary	Finish the boxing works	D2	£30,000.00	
Portslade Sports C.	Cladding defects	D2	£10,000.00	
Queens Park	Repointing and masonry works to the South elevation.	D2	£25,000.00	
Queens Park	Remedial works to boundary walls to premises managers house	D2	£9,000.00	
Royal Spa	Rendering to boundary wall	D2	£7,000.00	
Stanford Infant	Refurbish caretaker's kitchen	D2	£10,000.00	
Surrenden Pool	Refurbishment works to girls and boys changing rooms	D2	£150,000.00	
West Hove Infant (Connaught Rd)	Re pointing front and rear elevations	D2		£15,000.00
Westdene Primary	Replace fire egress ramp/stair to library (50/50 split with Corp PMB)	D1	£30,000.00	
Woodingdean Primary	Re-pointing/wall ties (courtyard and front entrance)	D2	£10,000.00	
		Sub total	£1,067,000.00	£70,000.00
Roofing works				
Blatchington Mill	Recover flat roof to former sixth form block	D2	£90,000.00	
Brunswick Primary	Flat roof replacement above Reception, corridor, Activity Area and Hall Two	D1	£70,000.00	
Downs View Special	Replace flat roof covering to lift plant room	D2	£30,000.00	
Hill Park Lower	Replacement flat roof covering (Playroom, Staff Room ,Music Therapy, Medical room)	D1	£48,000.00	
Homewood College	Replacement flat roof covering– dining room, classroom, toilets, store and 1-1 room (ground floor block 2)	D2	£50,000.00	
Longhill High	Recover flat roofs above changing and drama rooms – phase 3	D1	£172,000.00	
Mile Oak	Flat roof on Two storey block	D1	£99,000.00	
Saltdean	Flat roof Block D1 (gas pipe)	D1	£115,000.00	
Westdene Primary	Recover pitched felt roof above library area and classroom	D1	£52,000.00	
		Sub total	£726,000.00	£0.00
Mechanical works				
Benfield Primary	Replace heating pipework below floor	D2	£60,000.00	£180,000.00
Coombe Road	Replace Boiler Control/Panel in -1/003	D2	£8,000.00	
Fairlight Primary	Old Heating distribution,(including ceilings and lighting in Gf and Ff)	D2	Fees	£350,000.00
Hertford Infant	Replace heating system	D2	£25,000.00	£238,000.00
Hove Park Lower	Replace fan coil units	D2	£87,000.00	
Mile Oak	Replace boiler to 1990's extension and potential asbestos removal	D2	£20,000.00	
St Luke's	Change old heating, mains conversion, hot & cold water and lighting.	D2	Fees	£950,000.00
Stanford Infant	Replace H&C Services	D2	£80,000.00	
		Sub total	£280,000.00	£1,718,000.00
Electrical works				
Carlton Hill	4 Way MCCB Panel Board in Switch Panel, future replacement with a 6 Way Panel Board	D3	£6,000.00	
Downs View Special	Replace 5nr 3 phase and 6nr single phase electrical distribution boards	D2	£25,000.00	
Elm Grove Primary	Replace old inefficient lighting	D3	£50,000.00	
Fairlight Primary	Rewire and replace lighting, rewire to first floor classrooms.	D2		£35,000.00
Hove Park Lower	Partial replacement of electrical services	D2	£140,000.00	
Hove Park Lower	Replace ground floor ceilings, power and lighting 2 technology 1 food-tech rooms	D2	£50,000.00	
Hove Park Upper	Replace hall ceiling, power and lighting	D2	£140,000.00	
Lynchet Close PRU	Replacement of electrical services to sports hall, including lighting & emergency lighting.	D2	£10,000.00	
Lynchet Close PRU	Replacement of electrical services including external security lighting	D3	£50,000.00	
Hove Park Upper	Replace ground floor ceilings to corridor and classrooms, power and lighting	D2		£100,000.00
Middle Street	Replacement power, lighting, asbestos removal and new ceilings (ground floor)	D3	£50,000.00	
Mile Oak	Replace ceiling to gym, power and lighting	D2	£80,000.00	
		Sub total	£601,000.00	£135,000.00
Toilets				
Carden Primary	Boys Toilet Refurbishment 2/027	D2		£55,000.00
Carden Primary	Girls Toilet Refurbishment 2/027A	D2		£55,000.00
Coldean Primary	Refurbish early years boys and girl's toilets	D2	£90,000.00	
Elm Grove Primary	Refurbish ground floor toilets, boys & girls	D2	£100,000.00	

Hove Park Lower	Toilet refurbishment (LRC – male and female) Library wing	D2	£100,000.00	
Hove Park Upper	Girls Toilets	D2	£60,000.00	
Longhill High	Room A103 (Block 1) Male staff toilet refurbishment)	D1	£50,000.00	
Longhill High	Room B006 (Block 3) Boys toilet refurbishment	D1	£50,000.00	
Mile Oak	Refurbish toilets 0/078 & 0/080	D3	£80,000.00	
Moulsecoomb Primary	Toilet Refurbishment - First Floor Boys	D3		£55,000.00
Moulsecoomb Primary	Toilet Refurbishment - First Floor Girls	D3		£55,000.00
Saltdean	Refurbish toilets – Year 1 boys and girls (North Block)	D2	£90,000.00	
Woodingdean Primary	Refurbish YR3 toilets	D3	£80,000.00	
	Sub total		£700,000	£220,000

Resurfacing works

Balfour Primary	Re-surfacing to EYFS and Year 2 paved areas	D2	£35,000.00	
Carden Primary	Resurface playground	D2	£12,000.00	
Coldean Primary	Resurface infant site playground and outside classroom paved areas	D2	£35,000.00	
Hove Park Upper	Resurface playground and car park	D2	£50,000.00	
Rudyard Kipling	Resurface playgrounds and paths 28P, 23T & including path leading to Downs Valley Road	D2	£30,000.00	
Rudyard Kipling	Resurface playground 59P and 1T as shown on grounds plan)	D3	£45,000.00	
Woodingdean Primary	Resurface West playground	D2	£12,000.00	
	Sub total		£219,000.00	£0.00

TOTAL (Excl. fees)	£3,593,000.00	£2,155,000.00
Fees (@10%)	£359,300.00	£215,500.00
Total (inc. fees)	£3,952,300.00	£2,370,500.00

APPENDIX 4

REF XPPB Classifica tion	RECEIPT OF SECTION 106 CONTRIBUTIONS TO EDUCATION		date received	Sums received
414	Greater Brighton Metropolitan College (GBMet) Pelham Street Brighton 2018/02607 signed 27/3/19 yr 18/19		16/04/2021	£ 114,873.00
425	Sussex County Cricket Ground Eaton Road Hove 2019/02948 signed 19/8/2020 yr 20/21	Education (Phase 1 50%)	10/05/2021	£ 25,272.50
429	Anston House, 137/147 Preston Road Brighton 2016/02499 signed 30/10/2017 as varied 20/11/2020 yr 17/18	Education	22/02/2021	£ 205,164.00
430	Unit 1-3 Ellen Street, Hove 2020/00917 signed 1/10/2020 yr 20/21	Education	15/02/2021	£ 62,995.00
434	76/79 and 80 Buckingham Road Brighton 2018/01137 signed 12/3/2019 yr 18/19	Education	24/06/2021	£ 33,000.00
435	Whitehawk Clinic, Whitehawk Road, Brighton 2017/01665 signed 19/7/2018 yr 18/19	Education	25/06/2021	£ 26,915.00
436	Land east Coldean Lane, north Varley Halls Brighton 2018/03541 signed 21/1/2020 yr 19/20	Education	10/05/2021	£ 257,214.00
437	Belgrave Centre Clarendon Place Portslade 2018/03629 signed 25/3/2020 yr 19/20	Education	10/05/2021	£ 71,226.00
441	former St Aubyns, High Street, Rottingdean 2017/02680 signed 8/2/2019 (DoV 24/3/21) yr 18/19	Education (50%) Education (50% b	09/08/2021 13/12/2021	£ 121,342.50 £ 128,307.78
445	Land at Victoria Road Housing Office, Portslade 2019/02578 signed 20/9/2020 yr 20/21	Education	05/10/2021	£ 54,347.86

£ 1,100,657.64

Brighton & Hove City Council

Children Young People and Skills Committee

Agenda Item 75

Subject: Anti-Racist Education Strategy Report on Progress

Date of meeting: 8th February and 7th March

Report of: Executive Director Families, Children and Learning

Contact Officer: Name: Camille Kumar
Tel: 01273 293533
Email: camille.kumar@brighton-hove.gov.uk

Wards affected: All

For general release

1. Purpose of the report and policy context

1.1 To update committee on the progress of the first year of the five-year Anti-Racist Education Strategy.

2. Recommendations

2.1 That Committee notes the progress made.

2.2 To agree updated version (3) of the strategy including road map.

3. Strategy updates, staffing and governance

3.1 The position of Education Adviser: Anti-Racism was recruited to in October 2021. The post holder has established a governance structure for the strategy. This structure is comprised of two bodies: a community advisory group and an education implementation group. These groups will have responsibility for allocating funds and making decisions about the direction of the strategy and will report to the Brighton & Hove Education Partnership and the Council's Community Advisory Group. In addition, the post holder facilitated a one-off theory of change session in November 2021 to facilitate the development of a roadmap.

3.2 The draft version of the anti-racist education strategy was agreed by this committee in November 2020. In March 2021, £100,000 of funding for each of the five years of the strategy was agreed. The post holder updated the strategy to version 3, including additional sections and an overall vision, a set of outcomes and a roadmap for the delivery of the strategy mapping out activities term by term. This version is attached at appendix one.

3.3 Over the first year of the strategy, arrangements were made for members of the Brighton & Hove Educators of Colour Collective and equality leads in

education settings to be released from their commitments via supply cover to support the development of aspects of the strategy.

- 3.4 A recruitment process will commence early in the summer term asking BHECC members and their non-BHECC colleagues to apply for a set number of seconded days in the new academic year (September 2022) to become part of the team delivering on the strategy alongside the Education Adviser: Anti-Racism.
- 3.5 Formal processes for contracting trainers and commissioning experts to support the strategy are being developed in partnership with the community advisory group.
- 3.6 We have included below a summary of the work that has been funded by the strategy. Building on this momentum, education leaders have independently commissioned training for their settings and have begun their own setting-based projects and developments. We have not included these developments in the report but want to acknowledge the rich and innovative work taking place in education settings across the city.

Engagement

- 3.7 The strategy was distributed to a wide range of stakeholders via email, training events and meetings and feedback was sought. Engagement activities including focus groups took place with headteachers, teachers, school staff, school governors, parents, pupils, the Standing Advisory Council for RE and community organisations. Engagement with some groups, including children and young people, was limited by the pandemic. In total, approximately 300 people were engaged with in the first year of the strategy.
- 3.8 The majority of feedback on the strategy was very positive. A sample of feedback is included here: “Ambitious and wide-ranging, aims for long-lasting impact rather than one-off or tokenistic work”. Secondary aged students consulted supported all aspects of the work and strongly expressed the need for the BAME support and staff training areas to be prioritised.
- 3.9 There was also a range of constructive critical feedback given on the draft strategy that has been addressed in the latest version. This includes a clarification of terms used, acknowledging the concerns raised about the term BAME for example. The updated strategy is explicitly inclusive of Gypsy, Roma and Irish Traveller and Jewish communities. The updated strategy is extended to include early years and post 16 settings.
- 3.10 The strategy is iterative, and we will ensure ongoing engagement with stakeholders over the course of the work, as well as providing support for education settings to engage meaningfully with their communities.

BAME child, pupil, and parent support

- 3.11 Pupil of colour workshop programmes were piloted in Patcham High and Varndean schools. The objectives of the programme are to support young people to be able to articulate their heritage and identity, to explore their lived experiences of racism in a safe space, develop skills to respond to challenges and know where and how to get support. Alongside the workshops, staff of colour were trained to continue delivery of this support. Feedback on the programme was positive:

“I felt relief to be here: everyone has gone through similar things. When there are groups of people similar to you, it’s easier to talk about these things”.

“It has helped me be more sensitive when others share their experiences.”

“It made me feel more at home in XXXX school.”

“More comfortable at school because I know there are some people that I can talk to.”

“I know more about racism and that makes things easier”

“My parents think it’s very good that there is a workshop and more support for people of colour.”

- 3.12. On hearing the student feedback, a member of staff said: *“I found it challenging hearing some of the same things that were happening when I was at school in the 1980’s, are still happening today. I felt helpless and that I need to do more to support them.”*
- 3.13 The programme is being developed in response to feedback from staff and students and will be offered to other secondary schools, in partnership with the [Black and Minority Ethnic Young People’s Project](#).
- 3.14 Cardinal Newman Catholic School piloted a peer mentoring project which is also under development with a view to further roll out.
- 3.15 Scoping is underway to determine levels of interest and appropriateness of a series of single or cross setting residential for pupils of colour who have completed the workshop programme. The purpose of these residential would be threefold: To further extend structures of support to pupils of colour and to deepen their skills, knowledge and confidence; To gather qualitative data about their experiences and needs to inform the strategy; To further develop racial literacy resources and lesson plans with direct input from pupils of colour. A similar scoping process is being conducted to determine levels of interest and appropriateness of a similar series of sessions for educators of colour, with similar objectives.
- 3.16 St Luke’s Primary piloted a similar support group for primary age pupils and opportunities are being explored to review and develop this practice.

- 3.17 [A Seat at the Table](#), a community-based group advocating for parents of children with special educational needs and disabilities, was funded to work with a small group of children and young people to develop affirmation cards to support wellbeing. A resource will also be developed for education settings that shares lived experiences.
- 3.18 St Luke's Primary and Elm Grove Primary were both supported to pilot innovative engagement activities with their BAME parent and carer communities.

Training staff and governors

- 3.16 The strategy has offered staff and governors in education settings regular online racial literacy training sessions delivered by Abha Aggarwal and supported by Ruth England from [Race Matters](#). These introductory sessions build understanding of 'race' and racism, develop awareness of the experiences of children and young people in how they learn about 'race' and their racialised experiences, and supports the development of anti-racist practice. These funded sessions have been attended by 210 school staff and governors. In addition, a number of Brighton schools have commissioned training directly with Race Matters resulting in a further 400 participants across the city. In addition to the training, participants are offered practice development support through a series of online 'drop-ins'. Feedback from participants is overwhelmingly positive. *"The racial literacy training was a brilliant and clear introduction into how racism operates and the history behind it."*
- 3.17 In addition to racial literacy training, 24 early years staff from 17 settings attended Anti-Racism Early Years Action Training delivered by [Amber and Greene](#). Feedback on this training was also positive: *"I feel much more aware and educated now. I still have a lot to learn but feel able to start sharing with staff to ensure we start to embed anti-racism into our everyday practice."*
- 3.18 The racial literacy training will be further developed in response to feedback (making it more intersectional, more interactive, more practical) with a view to bringing all training in-house and supporting a cohort of educators across the city to deliver it. For more details on this please refer to the strategy and roadmap attached at Appendix 1.

Racial literacy for children and young people and decolonising and diversifying the curriculum

- 3.19 A draft racial literacy curriculum framework detailing learning outcomes by key stage has been developed in collaboration with subject leads and educators of colour. Education workers and secondary age students are currently reviewing the framework and we plan to co-develop and pilot resources alongside the framework in the summer term 2022. The themes identified in the framework are:

- Physical Features (skin colour, hair texture and other physical characteristics)
- Identity, Culture, Community, Ethnic Heritage & Religion
- Stereotypes, stereotyping and assumptions
- Prejudice and discrimination
- Historical context and structural issues

Activities to support review and development of the wider curriculum are outlined in the road map (Appendix 1).

- 3.20 Members of the Brighton & Hove Educators of Colour Collective were funded to produce materials for [World Afro Day](#). These were disseminated to schools in September 2021.
- 3.22 Resources were shared with schools to support with the commemoration of [Holocaust Memorial Day](#) which included the promotion of the local [online event](#) developed by Brighton & Hove Holocaust Education Project.
- 3.21 The [Chattri Memorial Group](#) and Patcham High School were funded to develop History lessons to enrich teaching of the First World War.
- 3.23 The [Open Minds Project](#) working with [18 Hours](#) were funded to deliver a Book Group for primary school teachers to enrich the diversity of resources used in schools and build confidence in talking about issues of race and racism.

Responding to incidents and issues

- 3.25 Racial Harassment Forum posters were funded and disseminated to all schools in April 2021.
- 3.26 A review of how incidents are recorded has begun with three secondary schools and an action plan is in place to review and develop the council's guidance on recording and reporting bullying and prejudiced based incidents.

Schools of Sanctuary

- 3.29 [Sanctuary on Sea](#) wrote updated *Guidance for Education settings on Welcoming and Supporting Seekers of Sanctuary*. This was shared with education settings in January 2022.
- 3.20 The Schools of Sanctuary Programme has been extended to include Early Years and College settings. To date 27 settings have achieved the School of Sanctuary Award.

4. Analysis and consideration of alternative options

- 4.1 This strategy supports the council's pledge to become an anti-racist council, taking the same approach to staff training and co-producing resources and guidance with local communities and stakeholders.

4.2 The funding has enabled the recruitment of the Education Adviser: Anti-Racism increasing the capacity of the council to provide support to education settings. The funding has also been used to increase capacity of staff in schools, who are already facing considerable challenges because of the pandemic. We also continue to consider how funding can be used to grow and make best use of the expertise we have in our local BAME communities / communities of colour.

5. Community engagement and consultation

5.1 Community engagement and consultation is ongoing. This will be supported through the Community Advisory Group and the education implementation group. Guidance will also be produced in the summer term supporting education settings to engage and consult with their local communities as they take this work forward.

6. Conclusion

6.1 Steady and thoughtful progress has been made in the implementation of the anti-racist education strategy. Engagement from education settings has been high, despite the extra challenges of the pandemic.

7. Financial implications

7.1 The report updates committee on the progress of the first year of the five-year Anti-Racist Education Strategy.

The draft version of the anti-racist schools' strategy was agreed by this committee in November 2020 and in March 2021, £100,000 of funding for each of the five years of the strategy was agreed.

It is important that the financial position is reviewed regularly in line with the Targeted Budget Management Timetable (TBM).

The summary spend for the first year of the Anti-Racist Education Strategy is as follows:

Breakdown	Amount
Staffing	£12,800
Projects – support for schools to review and develop practice in own and others' schools	£36,323
Projects – funds for community groups to support	£27,593
Training (including for development of pupil groups)	£21,450
Miscellaneous (equipment, phones etc.)	£1,834
	£100,000

7.2 In the next financial year, it is expected that the staffing costs will increase both as the Education Adviser will be in post for the formal secondment arrangements will be made to bring education workers into strategy delivery roles.

8. Legal implications

8.1 The Equality Act 2010 protects employees and services users (school pupils) on the basis of 'protected characteristics' which includes race. Local Authorities have a responsibility to ensure that they comply with the three 'needs' articulated in this law through the Public Sector Equality Duty (section 149):

- (i) Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- (ii) Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- (iii) Foster good relations between people who share a protected characteristic and people who do not share it

8.2 Local Authorities will require schools to act in accordance with these three 'needs'. The anti-racist strategy for schools will assist the Council to fulfil this statutory duty.

Name of lawyer consulted: Serena Kynaston Date consulted 31/01/2022

9. Equalities implications

The anti-racist education strategy supports education settings to meet their duties under the Equality Act. The strategy will take an intersectional approach, seeking to understand and respond to how all of our identities, including sex, gender, special educational needs and disabilities (SEND), economic disadvantage, refugee or asylum status, religion, English as an additional language (EAL) and lesbian, gay, bisexual and trans identities (LGBT) shape our experiences in education.

10. Sustainability implications

10.1 The anti-racist education strategy aims to promote healthy, safe and secure education environments.

10.2 This strategy aims to support and develop where possible expertise within local education settings and communities.

Public health implications:

11.1 The anti-racist education strategy will contribute to preventing mental health harm caused by the impact of racism on children and young people.

Supporting Documentation

1. Appendix

1. Anti-Racist Education Strategy incorporating planned outcomes and the road map for delivery.

Brighton & Hove

Anti-racist education

strategy

Creating a community of anti-racist education settings where the complexities of our diverse interwoven histories are acknowledged, where every child can learn and thrive, where everyone feels safe and equal and where we all have a strong sense of identity and belonging.

Version 3: March 2022

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Introduction

Prejudice is a burden that confuses the past, threatens the future, and
renders the present inaccessible
- Maya Angelou.

Like so many communities around the globe, Brighton & Hove residents were deeply impacted by the racist murder of George Floyd in May 2020. We face a growth in intolerance and racism in the UK and across the globe. Educators, young people, parents and carers across the city raised the issue of racism in education with Councillors and the need for a strategic, well-informed and consistent approach was identified. A draft Brighton & Hove City Council's anti-racist education strategy was agreed at Children and Young People's Committee in November 2020 and funding was agreed by the Brighton and Hove City Council in March 2021. The strategy supports the council's 2020 pledge to become an [anti-racist city](#).

The Council is deeply grateful to the wide range of people who contributed to the development of the strategy including local education experts, education workers from all phases, parents and carers, young people, community organisations and community representatives. The Council is especially grateful for the time and energy educators and young people of colour have given, sharing their experiences, insights and visions.

This strategy supports the development of anti-racist practice in early years, primary, secondary, special schools, sixth-form colleges and alternative educational provision. Through implementing this strategy, we aim to achieve the following vision: **Creating a community of anti-racist education settings where the complexities of our diverse interwoven histories are acknowledged, where every child can learn and thrive, where everyone feels safe, equal and we all have a strong sense of identity and belonging.**

Through this strategy, education settings will be supported to develop their anti-racist practice in a way that responds to the unique needs of their communities. Implementing the strategy will support education settings to meet:

- Safeguarding duties
- Duties to prevent and respond to bullying
- Statutory duties under the Equality Act (2010)
- Requirements to provide a broad and balanced education
- Requirements to support the spiritual, moral, social and cultural development of pupils and students.

Need

Not seeing race does little to deconstruct racist structures or materially improve the conditions which people of colour are subject to daily. In order to dismantle unjust, racist structures, we must see race. We must see who benefits from their race, who is disproportionately impacted by negative stereotypes about their race, and to whom power and privilege is bestowed upon - earned or not - because of their race, their class, and their gender - Reni Eddo-Lodge.

Racism is a long standing and complex problem in British society and in our education systems (Alexander et al 2015, NAHT 2021, Gilborn & Mirza 2000, Asare 2009, Batty et al 2021, Haque 2017). Below is a summary of local and national data highlighting the disproportionate educational, health, wellbeing and life course outcomes experienced by BAME people in the UK. More data (including sources) and research can be found at Appendices 5-6.

Key statistics: Brighton and Hove

(More detail and referencing for these statistics is in Appendix 5.)

Brighton and Hove is an increasingly diverse city: **27.5% of pupils identify as BAME.**

Brighton and Hove is also a language-rich city with **94 languages other than English spoken.** 14% of Brighton & Hove pupils report having access to languages other than English at home.

In 2021, **just under 6% of the school workforce** identified as BAME.

In standardised testing, **seven of sixteen minority ethnic groups achieved above** the standard for White-British pupils, and **nine were below** the standard for White-British pupils. Those below included pupils from Bangladeshi, Pakistani, Black African, Black Caribbean and mixed heritage families.

The attainment gap between those who are on free school meals and those who are not for **White British disadvantaged pupils is 19.74%**. For **mixed heritage White and Asian pupils this jumps to 23.47%** and for **Bangladeshi pupils to 26.65%**.

Five of sixteen minority ethnic groups have higher rates of missed school sessions than White British pupils. These groups are: Gypsy or Roma, Traveller of Irish Heritage, Black Caribbean, White and Black Caribbean, and White and Black African.

Five of sixteen minority ethnicity groups experience more fixed term exclusions than White-British pupils. These groups are: Gypsy or Roma, Black Caribbean, White and Black Caribbean, Any other Black Background, White and Black African.

Black or Black British Caribbean young people are three times more likely not to be in education, employment or training than their peers.

55% of key stage four students anonymously reported having seen racism in school, with 12% reporting experiencing it. These figures are unlikely to be an accurate representation of the scale and number of racist incidents as a consequence of lack of identification and under-reporting.

Key statistics: National

More than 50% of BAME teachers reported being subjected to discrimination or harassment at work because of their race/ethnicity.

There have been **60,000 racist incidents recorded in UK schools since 2016.**

7.6% of the total teaching workforce in England is BAME.

Fewer than 1% of GCSE students in England study a book by a writer of colour.

Only 12.5% of teachers surveyed said they had training on how to talk about race as part of their initial teacher training.

78% of teachers want training on teaching histories of migration and 71% on teaching histories of empire.

Unemployment rates are significantly higher for ethnic minorities at 12.9% compared with 6.3% for White British people.

Rates of prosecution and sentencing for Black people are three times higher than for White people.

Pakistani or Bangladeshi and Black adults are more likely to live in substandard accommodation than White people.

38% of ethnic minorities were more likely to live in poverty compared with 17.2 per cent of White people

Gypsies, Travellers and Roma were found to suffer poorer mental health than the rest of the population in Britain and they were also more likely to suffer from anxiety and depression

2,255 incidents of anti-Semitism were recorded last year. It is the highest annual tally of antisemitic hatred ever recorded and is a 34% increase from the 1,684 incidents recorded in 2020.

Hate crime offences recorded against Muslims reached 45% of all recorded religious hate crimes in the year ending March 2021.

In addition to this quantitative data, we gathered a significant amount of qualitative data in the process of developing the strategy. Quotes from education workers and pupils have been included throughout the strategy.

More local data will be collected over the course of the strategy to inform the work taking place and to track the progress being made.

Terminology

There is no such thing as race. None. There is just the human race-
scientifically, anthropologically- Toni Morrison

There is much discussion about which language best describes groups harmed by racism and there is no consensus. It is expected that discussion around language will continue throughout the delivery of this strategy and that the terms used will change in consultation with communities. The terms ‘Black, Asian and Minority Ethnic (BAME)’ and ‘people of colour’ are used interchangeably in this strategy whilst acknowledging that neither of these are perfect terms. Further explanation on terminology can be found at **Appendix 4**.

While the strategy uses these umbrella terms, it also recognises that differently racialised groups have different experiences in education. This strategy aims to prevent and respond to a broad range of racisms and intersecting oppressions. Over the course of the strategy focused attention will be given to differently racialised communities including but not limited to Black, Caribbean, mixed heritage, Asian, Chinese, Jewish and Gypsy, Roma and Irish Traveller communities.

Principles and Values

The classroom remains the most radical space of possibility in the
academy- bell hooks.

The strategy is informed by the following set of evolving principles and values.

- Early years settings, schools and colleges are vital community spaces, preparing all children and young people and their families to be part of an inclusive, equitable and diverse society.

- Every child has the right to free, safe and high-quality education where they are supported to learn, thrive and reach their full potential (UN 1989).
- Children and young people are re-creators of the world and therefore should be co-creators of their education (Freire 1972).
- We are all socialised and conditioned into unequal and racialised societies. All of us have work to do to ‘unlearn’ the racism we have absorbed from society (Kendi 2019).
- Anti-racist education benefits everyone, not just those who experience racism (Alexander et al, 2015).
- The majority of the people around the globe are not white and yet ideas about white superiority are still deeply influential and prevalent (Kendi 2019).
- Anti-racist education should directly address the realities of racism while being careful not to reinforce problematic ideas about ‘race’ (Kendi 2019).
- If we are not actively anti-racist, we are allowing/ perpetuating/ enabling racisms to persist (attributed to Angela Davis). Anti-racism is a practice, not a destination.
- Racism is a structural/ systemic/ institutional issue as well as an interpersonal one. Change should be sought at all levels to have a meaningful impact. (Alexander et al, 2015).

This strategy will:

- Seek the voice and meaningful contribution of children and young people to inform all aspects of the work.
- Seek the voice and meaningful contribution of those with lived experience of racisms and intersecting oppressions.
- Seek to support BAME leadership and collaboration between BAME and White people in taking anti-racist work forward.
- Consider the unique experiences and needs of differently racialised groups.
- Work towards *dismantling* racially problematic practice and supporting BAME pupils, staff, parents and carers with *navigating* issues of racism.
- Take an intersectional approach, seeking to understand and respond to how all of our identities, including sex, gender, special educational needs and disabilities

(SEND), economic disadvantage, refugee or asylum status, religion, English as an additional language (EAL) and lesbian, gay, bisexual and trans identities (LGBT+) shape our experiences in education.

- Emphasise sustainable change and an open sharing and reflection on practice, including learning from practice in other parts of the country and the globe.
- Be iterative, reflexive and unfolding. We hope to both challenge and be challenged.
- Be directly accountable to the wider community. Change will be measured and reported on regularly.

Intersecting strategies

The strategy recognises the intersections with other BHCC strategies and areas of work including:

- Disadvantaged Strategy and the Strategy for Tackling Educational Disadvantage
- Fair and Inclusive Action plan
- SEND strategy
- Environmental education strategy

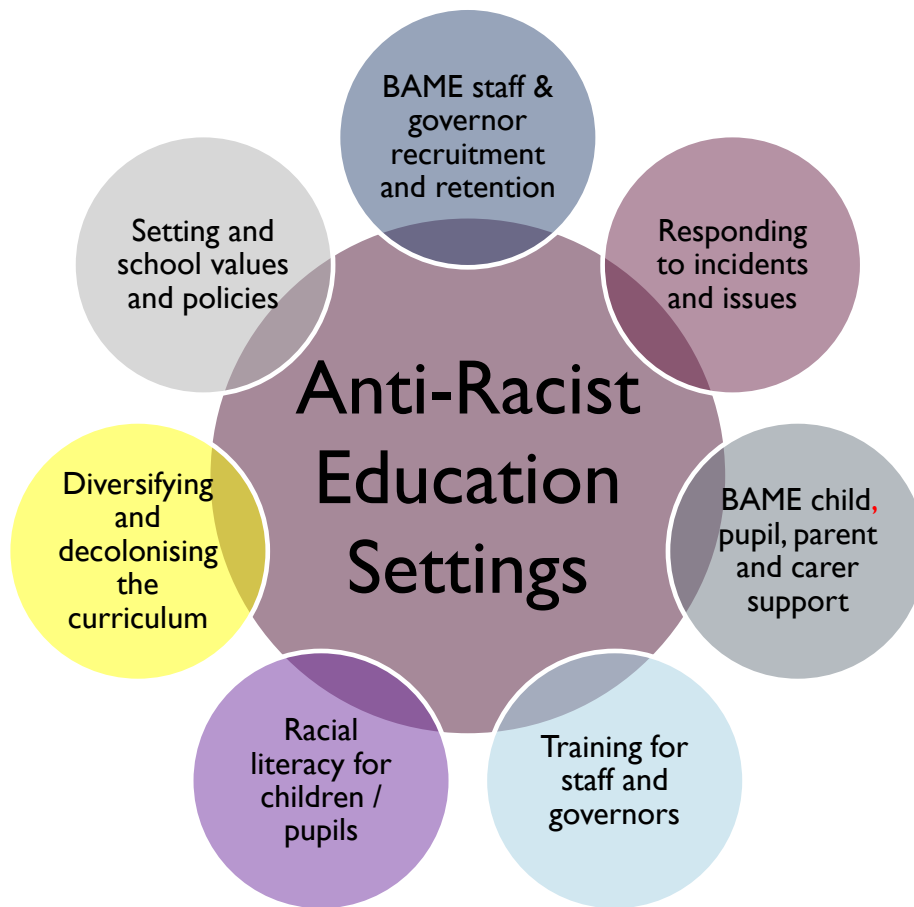
I appreciate that the Anti Racist schools' strategy needs to be focused and targeted. At the same time, I think there is an opportunity for deeper understanding if we can show the interconnectedness between racism, structural inequalities, and climate emergency.
- Education worker

Change areas

Because racism is not like jealousy or selfishness, it is not a primal urge or a basic instinct, it is a 400-year-old political and economic system that has infected our institutions, our culture and even our thinking

- David Olusoga.

The strategy identifies seven areas where we aim to nurture change:



For each change area we have identified a long-term outcome, a series of medium-term outcomes (Appendix 1) and a schedule of activities (Appendix 2).

Training for staff and governors

If we do not know how to meaningfully talk about racism, our actions will move in misleading directions- Angela Y. Davis

Outcome: All adults in education settings are skilled and confident to support and educate in a way that enables rather than harms and that is informed by a strong understanding of anti-racist practice and intersectional social justice.

Many teachers (White and BAME) report feeling ill prepared to promote anti-racism through schooling and the curriculum (Joseph-Salisbury, 2020). The over-whelming White leadership in education settings typically lack understanding of personal and structural racism and what is required to build inclusive education environments (Miller, 2020).

I think the wider training of staff will have a big impact within school. I agree that a lot of staff feel cautious/ ill equipped to tackle issues around racism because they don't want to get it wrong or say the wrong thing and any additional training will help build staff's confidence and understanding. – Education worker

A comprehensive training programme beginning with racial literacy training is required for all education workers. Key aspects of racial literacy include: an historical understanding of the construction of 'race'; an understanding of structural or systemic racism and an understanding of contemporary manifestations and reproductions of 'race' both within and outside of schools. This is in contrast to 'colour-blind' approaches that have dominated equalities strategies in recent decades (Gillborn, 2008).

Activities:

- Engage with a range of external training providers to provide training to education staff alongside facilitated dialogue spaces
- Develop drop-in sessions, networks and approaches to share and reflect on practice to learn with and from each other

- Bring in expertise from a wide pool of trainers/ consultants/ educators/ young people/ academics to inform the development of a comprehensive training programme
- Train a core group of educators of colour and white allies to deliver training programmes and facilitate safe and productive dialogue
- Develop a structured programme of CPD that:
 - Provides foundation level anti-racist education training covering all aspects of anti-racist education in alignment with the change areas set out in the strategy
 - Provides pathways for development of understanding and practice from foundation to advanced levels with tailored courses for early years, teachers, support staff, leadership, governors, etc.
 - Incorporates a diversity of training styles and methods to meet different needs including lecture style sessions, dialogue-based session and allowing time for reflection, discussion and sitting in discomfort
 - Is intersectional in approach and content
 - Includes specialist training for specific curriculum areas and key stages, pastoral staff, incident reporting, special educational needs and disability and safeguarding, etc.

BAME child, pupil, parent and carer support

Racism is man's gravest threat to man - the maximum of hatred for a minimum of reason- Abraham Heschel

Looking at the racial make-up of my predominantly white-staffed-school, I think trying to promote awareness among support staff, admin and cleaners could be beneficial. A black child might not meet a black adult face here until the cleaners come in, which doesn't feel representative of Brighton now. I would like to speak to kids about race and their experiences, and how I can make their time here better from that perspective, but don't feel qualified. - Education worker

Outcome: BAME families are supported, their unique identities are recognised and celebrated, and they are valued and equal members of their school/nursery/college community.

Racism causes harm and can be an adverse childhood experience (EIF, 2020). The manifestations of trauma responses to inherited and lived racism can often lead to BAME pupils facing punitive treatment. It is important that BAME children, pupils and parents are *supported*

with the realities of navigating racialised experiences, and that everyone in the school community is *empowered* to become active in resisting and challenging problematic practices. The diversity of BAME families must also be recognised as challenges faced by BAME pupils and their families in education are often exacerbated if they have a special educational need or disability or other intersecting identities.

Activities

- Establish BAME pupil support groups alongside BAME youth worker support in secondary and FE settings
- Provide BAME pupils with further opportunities for networking, growth and development
- Involve BAME pupils in the development of training and resources
- Review and expand existing mentoring programs
- Develop peer networks for parent/carers of colour and parent/carers of children of colour within and across educational settings
- Continue working with relevant Council teams to ensure BAME-led community groups are adequately and sustainably funded
- Increase access for parent/carers of colour to parent/carer platforms.

Responding to incidents and issues

If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together- Lilla Watson

Outcome: Incidents are reported because the setting is trusted to consistently identify, record and respond in a way that recognises the harm caused by racism and seeks resolutions that support justice, learning, relationships, and wellbeing.

Consultation with BAME pupils, parents and teachers and pupils and those belonging to faith communities revealed a range of barriers in reporting incidents and issues:

- Previous poor experiences (e.g., dismissive responses made situation worse)
- A sense that “the school doesn’t want to know”
- A lack of confidence or language to report issues and concerns
- Uncertainty of whom to report to
- Fear of backlash or retaliation
- Unclear processes for reporting and responding in the setting
- Unwanted challenges to the self-image of school.

Studies show that many teachers understand racism and religiously motivated hate solely as acts of individual discrimination and thereby only recognise racism in schools when it appears in the use of racial slurs or other overt incidents (Lander, 2014; Asare, 2009). This limited understanding contributes to the way issues/concerns are understood and handled. Incidents are symptomatic of a broader systemic issue that should be interrogated.

In their book *Dealing and not dealing with incidents*, Richardson and Miles (2008) highlight how while dismissive and punitive responses are both common in schools, both fail to meet the needs of the person or people that have been harmed, and the person or people that have caused harm and the wider school community. A dismissive approach can normalise the harmful behaviour in the school community, and leave the children

Teachers should know how to deal with situations - not invalidate someone's experience, know how to comfort them, and know how to teach racists not to be racist- Pupil

harmed feeling unsupported. A punitive approach can leave the children who have caused harm, socially judged and excluded. They call for a restorative approach that aims to: Attend to the needs of the person or people that have been caused harm; enable the person or people who have caused harm to take responsibility for the impact of their behaviour and reintegrate them into the school community and ensure that the broader school ethos, curriculum and practices support any concerns and issues that arise from incidents.

Activities:

- Pilot projects supported in individual settings
- Review current approaches across a sample of settings
- Explore restorative justice interventions and develop training and support package
- Develop reporting systems guidance supporting settings to enable children, young people and families to report incidents. The systems should be accessible, consistent, straightforward and not require written submission
- Develop clear and supported casework system which includes both support for the setting to respond appropriately and advocacy support for BAME CYP and for parents/carers
- Deliver restorative justice training and support to education settings to encourage a culture shift
- Communicate systems to children, young people, parents, carers and staff.

Racial literacy for children/ pupils

Not everything that is faced can be changed, but nothing can be changed
until it is faced- James Baldwin

Outcome: Children and young people have empathy, understanding, care and support for each other that is informed by a developing knowledge of historical and contemporary racisms.

There is ample evidence spanning decades that children as young as 3 years old begin to learn the markers of racial categories and racial hierarchy (Apfelbaum et al, 2020; Brown, 2005) and yet the widespread view that children, particularly young children, are racially unaware persists. In addition, we heard in our consultation with young people that children learn throughout their education that racism is an uncomfortable topic for adults and consequently have few opportunities to develop their own understanding and capacity to discuss this complex topic.

To address this gap in education, racial literacy should be embedded across the curriculum alongside specific racial literacy focused lessons as part of PSHE and critical thinking programmes.

Activities:

- Develop EYFS, KS1 and 2 racial literacy curriculum framework
- Develop KS3, 4 and 5 racial literacy curriculum framework
- Input and review by children and young people of colour, educators of colour, parents/carers into racial literacy frameworks and resources

They need to teach everyone about racism... and the history... but I don't know if the teachers know ... so how can they teach it- Pupil

- Source materials from more established schools and programmes such as in Hackney, Lewisham, Birmingham, Manchester and Bristol
- Scope philosophy for children and other pedagogies that support meaningful racial literacy
- Pilot resources and programmes and take learning forward
- Train staff and building confidence
- Annually review of curriculum framework and resources

Diversifying and decolonising the curriculum

The very notion of Great Britain's 'greatness' is bound up with empire. Euro-scepticism and Little Englander nationalism could hardly survive if people understood whose sugar flowed through English blood and rotted English teeth- Stuart Hall

Outcome: Challenging and changing the established Eurocentric curriculum so that we tell and hear stories from different perspectives, not just the coloniser's version.

The broad aims of diversifying and decolonising the curriculum are to

- Teach an accurate and balanced world view, moving away from a Eurocentric approach
- Embed BAME history and contributions to all subject areas in the curricula
- Develop critical thinking skills
- Ensure all pupils feel reflected in the curriculum, resources and environment
- Challenge and deconstruct racial stereotypes (Moncrieffe et al,2019)
- Ensure language used in the curriculum and school environment is inclusive and reflective

- Understand the impact of particular areas of the curriculum on BAME pupils e.g., considerations of the needs of Jewish pupils when teaching the Holocaust and of Black pupils when teaching the transatlantic slave trade.

This is a substantial and complex undertaking with different concerns, requirements and constraints for different subject areas and key stages. Constraints of exam syllabuses, for example, can severely limit the scope of schools to modify the curriculum at key stages 4 and 5, but this does not mean that there is no scope for diversifying the curriculum in all key stages. There are a plethora of resources and guidance related to diversifying and decolonising the curriculum, and significant value in coordinating efforts across schools. Some good practice examples include ensuring the history curriculum adequately addresses colonial, pre-colonial and post-colonial history, early years and primary story books reflect a diverse range of characters and perspectives, and contributions to scientific and mathematical knowledge from across the globe are recognised.

Activities:

- Create and pilot resources, raise awareness across education settings and communities, share peer learning through communities of practice
- Continue collating and sharing texts and resources that reflect diversity and promote anti-racism
- Encourage and resource cross-setting subject leads to review and develop curriculums
- Engage with academics, parents, carers, educators and pupils of colour to evaluate learning resources
- Facilitate work with experts in the field to develop appropriate resources to be used in the classroom
- Begin work with an academic partner to co-develop a training package on diversifying and decolonising the curriculum with differentiated training modules developed for subject leads and teachers

[Teachers] ignore the fact that Black people discovered many things. They degrade Black people. They need to teach about other cultures and appreciate them - Pupil

In history they only talk about Black people as slaves - they don't say anything good about Black people. And then other pupils think they can call us slave- Pupil

When they talk about Islam/India/racism in lessons - the teacher asks me - but how am I supposed to know - I'm a child at school- Pupil

- Support and engage with national curriculum change campaigns

Setting values and policies

Had I known the proximity of African stories to British stories, of black people to British people, of Blackness to whiteness, it might have changed the way I saw myself. I have kept a diary since I was eight years old. Even the earliest entries record a constant consciousness of feeling at odds with my surroundings, of being defined by my skin, hair, name and a murky background from a place synonymous with barbarity and wretchedness-

Afua Hirsch

Outcome: Anti-racist education is integrated into every policy and put into practice. It is felt, experienced, seen and heard in every aspect of nursery/school/college life shifting the experience of all pupils, families and staff

Education setting values and mission statements often contain words like respect, tolerance, inclusion, thriving, equality and safety. These words resonate strongly with anti-racist practice. Situating anti-racist practice within our values and mission will help to ensure changes are sustainable and embedded.

Many of the Black girls shared incidents where they had been told to modify/change their hairstyles. They felt strongly that the school's hair policies were discriminatory to Black girls in particular - Education worker

Some education setting policies and practices can have a disproportionately negative impact on BAME communities. Examples include attendance (religious holidays), uniform (religious clothing e.g., Kippah, Hijab, turbans), rules for hairstyles, parent/carer engagement systems, behaviour policies and food provision. Reviewing policies and practices with a racially literate lens will support the process of being an anti-racist education setting.

Activities:

- Audit tool shared and settings resourced to carry this out
- Engage national experts to advise and support with developing strategies for reducing exclusions based on local evidence and national research
- Support all settings to appoint an anti-racist education lead person or group, action plan and working group
- Develop guidance for education settings to support the integration of anti-racist education across all policies
- Review existing guidance (including Equality and Diversity Walks and equality model policy)
- Scope work to assess need and model for a designated BHCC named person to oversee responses to racist incidents, racism and poor practice and as a point of escalation (similar to responsibilities of a LADO)

BAME staff and governor recruitment and retention

You cannot be what you cannot see- Dr Ronx

Outcome: There is diversity on all governing bodies and staffing groups, including the leadership, to reflect the city’s population and the local community.

The workforce and particularly leadership in Brighton & Hove educational settings is overwhelmingly White and there is growing disparity between the ethnic make-up of the workforce and the communities they serve. This disparity persists at all levels of the education system and in trainee teacher numbers.

*I have read the Anti-Racist Schools [draft] Strategy, and think a strength is the realisation that this is a long-term project to ensure sustainability: I think it will be more powerful to focus on the systemic nature of racism and what underpins it to change attitudes and beliefs, rather than firefight incidents -
Education worker*

Nationally, BAME teachers leave the profession at nearly twice the rate of their White colleagues and cite discrimination in the workplace from pupils, parents and colleagues, lack of career progression, isolation and a lack of support as contributing factors (Haque, 2017, NEU 2018, NAHT 2021).

Lack of diversity in the setting workforce sends powerful messages to all children and young people about who holds authority, knowledge and leadership. Many BAME pupils and parents report that a lack of BAME adults in education settings contributes to a culture that misunderstands them (Wah, 2020).

Activities:

- Collect baseline data on recruitment and retention
- Engage national experts on diversity recruitment to advise and support with developing strategies to diversify staff and governing bodies
- Offer external supervision or coaching to educators of colour
- Offer opportunities for peer support and development for educators of colour
- Offer opportunities for educators of colour to work on the anti-racist education strategy through supply and secondment arrangements
- Scope potential for peripatetic educators of colour
- Develop/commission leadership programme for educators of colour
- Review data collection methods and systems and improvements made to ensure accurate and meaningful data is available
- Review and develop training offer to new teachers and education staff
- Revisit conversion schemes and targeted progression pathways – EMAS, support staff, etc.

Why are there not more teachers of colour? Why are all the teachers white? I think we would feel more understood at school if there were more teachers of colour-
Pupil

Appendix 1: Outcomes

All Children and Young People

- All children and young people feel a sense of belonging and have their intersectional identities affirmed in education
- All children and young people know what racism is in all its forms, how it developed and how it impacts people differently
- All children and young people have access to a consistent, high-quality racial literacy curriculum delivered by informed and skilled teachers
- All children and young people see themselves represented in the curriculum, are engaged with it, and are supported to learn and thrive
- All children and young people have equitable access to high quality mainstream education settings that meets their needs

BAME Children and Young People

- BAME CYP experiences of racism are heard, recognised and appropriately responded to
- BAME CYP are supported to understand and begin to heal from their own and their ancestor's experiences of racism
- BAME CYP feel all aspects of their complex identities are seen and acknowledged without stereotypes or assumptions clouding others' perceptions
- BAME CYP voice is safely and appropriately heard around experiences, needs and ideas and change is pursued at all levels
- BAME CYP have knowledge and a felt and real sense of power to affect change in their setting
- BAME CYP are equally able to learn and thrive within education settings
- BAME CYP expressions of trauma and oppression are appropriately responded to and not treated punitively

- BAME CYP feel confident they will be heard when they raise issues/incidents and feel trust in the ability of staff to respond appropriately

BAME families

- BAME families have access to spaces where they are seen, believed and accepted
- BAME families are heard around experiences, needs and ideas and change is pursued at all levels
- BAME families have a felt and real sense of power to affect change in their child's education setting
- BAME families trust that racist issues/incidents will be heard, recorded and responded to appropriately

Education workers

- Education workers have an increased understanding of the importance of and mechanisms/skills for recognising, recording and responding appropriately to racist issues and incidents
- Education workers have an increased understanding that racist incidents are symptomatic of wider structural inequalities and respond accordingly
- Education workers have an increased understanding of the wider impact of racism on children's learning and behaviour as a traumatic adverse childhood experience
- Education workers have access to training and development that supports their skills and knowledge in anti-racist education
- Education workers have anti-racism outcomes built into work plans, development plans and performance reviews
- Education workers understand why anti-racist education is important and are able to discuss 'race' and racism clearly and openly
- Leaders are skilled and knowledgeable about anti-racist education and their role and responsibilities as Leaders to model and affect change

- All new staff receive foundational anti-racist education training as part of their induction into a BHCC education setting
- BAME education workers have access to safe spaces for peer support, reflection, healing and support with career progression

Governors

- Governors are skilled and knowledgeable about anti-racist education and their role and responsibilities as governors to model and affect change
- Governing bodies represent the full diversity of their communities

Education settings

- Education settings have processes for engagement that support equitable access for BAME and intersecting marginalised communities
- All education settings implement a broad and balanced curriculum, acknowledging the contribution of people from a diverse range of backgrounds, ethnicities and religions to ensure the best globalised education for everybody
- All education settings have a curriculum that challenges rather than reinforces stereotypes and recognises diversity within groups and the intersectionality of individuals
- Education settings have actively anti-racist approaches and broader inclusion embedded into core policies including safeguarding, behaviour and exclusions, uniform and presentation, wellbeing and pastoral policies and dignity at work
- Vacancies attracts applicants from diverse communities' representative of Brighton and Hove
- Education settings are clearly welcoming and inclusive of the full diversity of BAME people enabling a sense of belonging and community

BHCC

- BHCC has a well informed and structured programme of anti-racist education CPD from foundation level to advanced, for all education workers
- BHCC has an established network of people with expertise for ongoing consultation, training and facilitation needs
- Transformational shift to ensure anti-racist education values, ethos and approaches are embedded into all aspects of Education in BHCC and it's maintained education settings

Appendix 2: Roadmap

Anti-racist education strategy roadmap

Summer term 2022 to end Spring term 2024 (Years 2-4)

Last date of review: 25th Jan 2022

Next review due: 25th Jan 2023

Outputs	When (term)
Training for staff and governors: All adults in education settings are skilled and confident to support and educate in a way that enables rather than harms that is informed by a strong understanding of anti-racist practice and intersectional social justice.	
Engage with a range of external training providers to provide training to education staff alongside facilitated dialogue spaces	Summer 22
Develop drop-in sessions, networks and approaches to share and reflect on practice to learn with and from each other	Summer 22
Bring in expertise from a wide pool of trainers/ consultants/ educators/ young people/ academics to inform the development of a comprehensive training programme	Summer 22
Train a core group of educators of colour and white allies to deliver training programmes and facilitate safe and productive dialogue	Summer 22
Develop a structured programme of CPD that:	Autumn 22-Autumn 23

<ul style="list-style-type: none"> - Provides foundation level anti-racist education training covering all aspects of anti-racist education in alignment with the change areas set out in the strategy - Provides pathways for development of understanding and practice from foundation to advanced levels with tailored courses for early years, teachers, support staff, leadership, governors, etc. - Incorporates a diversity of training styles and methods to meet different needs including lecture style sessions, dialogue-based session and allowing time for reflection, discussion and sitting in discomfort - Is intersectional in approach and content - Includes specialist training for specific curriculum areas and key stages, pastoral staff, incident reporting, special educational needs and disability and safeguarding, etc. 	
<p>BAME child, pupil, parent and carer support: BAME families are supported, their unique identities are recognised and celebrated, and they are valued and equal members of their school/nursery/college community.</p>	
<p>Establish BAME pupil support groups alongside BAME youth worker support in secondary and FE settings</p>	<p>3 by end Spring 22 6 by end Spring 23 10 by end Spring 24</p>
<p>Provide BAME pupils with further opportunities for networking, growth and development</p>	<p>Summer 2022</p>
<p>Involve BAME pupils in the development of training and resources</p>	<p>Summer 2022 ongoing</p>
<p>Review and expand existing mentoring programs</p>	<p>Spring 23</p>
<p>Develop peer networks for parent/carers of colour and parent/carers of children of colour within and across educational settings</p>	<p>Pilots 22 with a focus in Spring 23</p>
<p>Continue working with relevant Council teams to ensure BAME-led community groups are adequately and sustainably funded</p>	<p>Ongoing</p>
<p>Increase access for parent/carers of colour to parent/carer platforms.</p>	<p>Spring 23</p>
<p>Responding to incidents and issues: Incidents are reported because the setting is trusted to consistently recognise, record and respond in a way that recognises the harm caused by racism and seeks resolutions that support justice, learning, relationships, and wellbeing.</p>	

Support pilot projects in individual settings	Summer 22
Review current approaches across a sample of settings	Autumn 22
Explore restorative justice interventions and develop training and support package	Autumn 22
Develop reporting systems guidance supporting settings to enable children, young people and families to report incidents. The systems should be accessible, consistent, straightforward and not require written submission	Spring 23
Develop clear and supported casework system which includes both support for the setting to respond appropriately and advocacy support for BAME CYP and for parents/carers	Summer 23
Deliver restorative justice training and support to education settings to encourage a culture shift	Summer 23
Communicate systems to children, young people, parents, carers and staff.	Summer 23 ongoing
Racial literacy for children/ pupils: Children and young people have empathy, understanding, care and support for each other that is informed by a developing knowledge of historical and contemporary racism.	
Develop EYFS, KS1 and 2 racial literacy curriculum framework	Summer 22
Develop KS3, 4 and 5 racial literacy curriculum framework	Autumn 22
Input and review by children and young people of colour, educators of colour, parents/carers into racial literacy frameworks and resources	Autumn 22
Source materials from more established schools and programmes such as in Hackney, Lewisham, Birmingham, Manchester and Bristol	Autumn 22
Scope philosophy for children and other pedagogies that support meaningful racial literacy	Spring 23
Pilot resources and programmes and take learning forward	Spring 23
Train staff and building confidence	Ongoing
Annually review of curriculum framework and resources	Ongoing

Diversifying and decolonising the curriculum: Challenging and changing the established Eurocentric curriculum so that we tell all stories from different perspectives, not the coloniser's version.	
Create and pilot resources, raise awareness across education settings and communities, share peer learning through communities of practice	Summer 21- ongoing
Continue collating and sharing texts and resources that reflect diversity and promote anti-racism	Autumn 22
Encourage and resource cross- setting subject leads to review and develop curriculums	Autumn 22
Engage with academics, parent/carers, educators and pupils of colour to evaluate learning resources	2023-24
Facilitate work with experts in the field to develop appropriate resources to be used in the classroom	2023-4
Begin work with an academic partner to co-develop a training package on diversifying and decolonising the curriculum with differentiated training modules developed for subject leads and teachers	2024
Support and engage with national curriculum change campaigns	Ongoing
Setting values and policies: Anti-racist education is integrated into every vision and policy and put into practice. It is felt, experienced, seen and heard in every aspect of nursery/school/college life shifting the experience of all racialised pupils, families and staff	
Audit tool shared and settings resourced to carry this out	Summer 22
Engage national experts to advise and support with developing strategies for reducing exclusions based on local evidence and national research	Summer 22- Autumn 22
Support all settings to appoint an anti-racist education lead person/group, action plan and working group	Summer 22
Develop guidance for education settings to support the integration of anti-racist education across all policies	Spring 24
Review existing guidance (including Equality and Diversity Walks and equality model policy)	Summer 24
	Autumn 24

Scope work to assess need and model for a designated BHCC named person to oversee responses to racist incidents, racism and poor practice and as a point of escalation (similar to responsibilities of a LADO)	
BAME staff and governor recruitment and retention: There is diversity on all governing bodies and staffing groups, including the leadership, to reflect the city’s population but also the local community.	
Collect baseline data on recruitment and retention	Summer 22
Engage national experts on diversity recruitment to advise and support with developing strategies to diversify staff and governing bodies	Autumn 22
Offer external supervision/coaching to educators of colour	Summer 22
Offer opportunities for peer support and development for educators of colour	Summer 22
Offer opportunities for educators of colour to work on the anti-racist education strategy through supply and secondment arrangements	Spring 21- ongoing
Scope potential for peripatetic educators of colour	Autumn 22- ongoing
Develop/commission leadership programme for educators of colour	Summer 22
Review data collection methods and systems and improvements made to ensure accurate and meaningful data is available	Autumn 23
Review and develop training offer to new teachers and education staff	2024
Revisit conversion schemes and targeted progression pathways – EMAS, support staff, etc.	2024

Appendix 3: Timeline

June 2020: Following concerns raised by several teachers of colour about anti-racist practice in Brighton & Hove schools, the council's Children and Young People and Skills Committee committed to a [programme of training and curriculum review](#).

November 2020: A draft strategy for anti-racist schools was developed drawing on expertise from education workers and anti-racist education expert consultants. The strategy is based on well-respected research using a range of contemporary anti-racist theoretical approaches including critical race theory (Crenshaw et al 1996), intersectional theory (Crenshaw 1989, Hill Collins 1990, hooks 1994), anti-racism theory (Kendi 2019) and decolonisation theory (Moncrieffe et al, 2019). The first draft was presented for consultation at the Children, Young People and Skills Committee in [November 2020](#).

March 2021: Funding for the strategy was agreed in March 2021.

Spring term 2021: The strategy was widely disseminated to a range of stakeholders via email, training events and meetings and feedback invited. Engagement activities took place with early years practitioners, headteachers, teachers, education workers, school governors, parents, pupils, the Standing Advisory Council for RE, city councillors and community organisations. In total approximately 300 people were engaged with. The feedback received overwhelmingly supported the overall approach outlined and detailed feedback was incorporated in version 2 of the strategy.

Spring term 2022: This third iteration is presented to the March Children and Young People Skills Committee. This version incorporates further consultation responses and is restructured according to the work done to develop the theory of change for the strategy.

The strategy will be subject to annual review.

Appendix 4: Terminology

'Race' is a social construct and language used to describe racial categories is therefore inherently problematic. Acceptable terms used to describe racialised groups changes over time, geography and context. However, it is necessary to use the language of racial groupings to address issues of racism. Some terms used in this document are explained here.

People of Colour (PoC) – this term, that has its origins in the USA, is used to describe all racialised people that are in groups other than White. It must be acknowledged that this is a broad and deep category and groups included in this umbrella term will be subject to both similarities and differences in how they experience racism, and that racist attitudes and practices also exist between and within groups. It is also acknowledged that some people who may not identify as People of Colour, for example some people from mixed heritage, Jewish and Gypsy Roma Traveller communities, also experience racism.

BAME (Black, Asian and Minority Ethnic) – this term is used by government agencies and academic researchers in reference to ethnicity data in the UK, and groups together all people that identify in ethnic categories other than White British. Therefore, this term is used when referencing official data, academic studies, research and statistics.

Anti-Racism

Anti-racism goes beyond thinking of racism as an issue of individual actions, and incorporates the examination of racism in systems, structures and institutions, and includes the role of implicit biases in attitudes, behaviours and policies (Kendi, 2019).

Appendix 5: Data

Pupil and student population

Brighton and Hove is an increasingly diverse city. In the last five years the percentage of pupils from minority ethnic backgrounds increased by 3% in primary schools and 4% in secondary

schools. 29% of pupils in primary schools are from minority ethnic backgrounds, and 26% of pupils in secondary schools are from minority ethnic backgrounds.

Brighton and Hove is also a language rich city with 94 languages other than English (including British Sign Language) being recorded in the January 2019 Brighton and Hove School Census. In January 2019, 13.9% (4,484) of Brighton & Hove pupils reported having languages other than English spoken at home.

School workforce

In 2021, just under 6% of the school workforce identified as being from a Black, Asian or other non-white group. Nationally, in 2015, only 7.6% of the total teaching workforce in England was from a non-white background¹.

An NASUWT poll of 450 BME teachers in 2015 found that over half (54%) reported that they had been subject to discrimination or harassment at work because of their race/ethnicity.²

Achievement in secondary school

In the three-year average of the Attainment 8 score at the end of Key Stage 4 (end of secondary school) in English, Maths, EBAC and other qualifications combined, seven of sixteen minority ethnic groups were above the standard of White-British pupils in Brighton & Hove:

- Chinese
- Indian
- White Irish
- White and Asian
- Any other white background
- Any other mixed background

¹ [Visible Minorities, Invisible Teachers Report 2017 \(nasuw.org.uk\)](https://www.nasuw.org.uk/visible-minorities-invisible-teachers-report-2017)

² [Visible Minorities, Invisible Teachers Report 2017 \(nasuw.org.uk\)](https://www.nasuw.org.uk/visible-minorities-invisible-teachers-report-2017)

- Gypsy Roma (only 2 pupil's results in the cohort so the data may not be representative)

Nine of sixteen minority ethnic groups were below the standard for White-British pupils:

- Any other ethnic group (other than these groups)
- Any other Asian Background
- Bangladeshi
- Pakistani
- Black African
- White and Black Caribbean
- White and Black African
- Any other black background
- Black Caribbean
- (Unknown)

This data is from 2016/17, 2017/18 and 2018/19. Due to the government's cancellation of exams in 2019/20 and 2020/21, this is the most recent data.

When looking at disadvantaged pupils by ethnicity group, many are negatively impacted. The attainment gap between those who are on free school meals and those who are not for **White British disadvantaged pupils is 19.74%**. Mixed heritage White and Asian pupils (23.47% gap FSM³ not FSM) and Bangladeshi pupils (26.65% gap FSM not FSM) exceed this percentage gap indicating increased disadvantage.⁴

School participation: Attendance (Absence)

Five of seventeen minority ethnic groups have higher rates of school sessions missed due to absence and have a higher percentage of pupils with persistent absence than the standard of white-British pupils. These groups are:

³ FSM – Free Schools Meals

⁴ EMAS Annual Report, 2018-2019

- Gypsy or Roma
- Traveller of Irish Heritage
- Black Caribbean
- White and Black Caribbean
- White and Black African
- (unknown ethnicity group)

(Data from 2018/19)

School participation: Fixed-term exclusion (now referred to as suspension)

Five of seventeen minority ethnicity groups have a higher percentage of pupils with one or more fixed term exclusions than the standard of White-British pupils. these groups are:

- Gypsy or Roma
- Black Caribbean
- White and Black Caribbean
- Any other Black Background
- White and Black African

(Data from 2019/20)

Not in education, employment or training (NEET)

At the end of June 2016, in Brighton & Hove, 17% of Black or Black British Caribbean young people with an academic age 16 to 18 were not in education, employment or training. This is more than three times the city figure (4.7%)⁵.

Curriculum

Fewer than 1% of GCSE students in England study a book by a writer of colour. ⁶

Teacher training

⁵ [Joint Strategic Needs Assessment 2021](#) (data last updated 2016)

⁶ [Lit in Colour | Supporting inclusive reading in schools](#) (penguin.co.uk)

12% of secondary and 13% of primary teachers surveyed said they had training on how to talk about race as part of their initial teacher training.⁷

A [survey](#) of teachers carried out by the Runnymede Trust in 2019 found that 78 percent of teachers surveyed wanted training on teaching histories of migration and 71 per cent on teaching histories of empire.⁸

Racist incidents

There have been [60,000 recorded racist incidents](#) in UK schools since 2016.¹ These figures are unlikely to be an accurate representation of the scale and number of racist incidents as a consequence of under-reporting, lack of identification and incomplete data sets.

The 2021 Safe and Well School Survey is currently being analysed. The summary reports show that in the last year in Key Stage 4 54.6% of students had seen racism with 11.6% experiencing it, at Key Stage 3 47% of pupils had seen racism and 11% had experienced it.

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