OXFORDSHIRE COUNTY COUNCIL
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Notice of a Meeting

Children's Services Scrutiny Committee
Tuesday, 23 February 2010 at 10.00 am
County Hall

Membership

Chairman - Councillor Ann Bonner
Deputy Chairman – Councillor Neil Owen

Councillors:	M. Altaf-Khan	Anda Fitzgerald-O'Connor	Tony Harbour
	Marilyn Badcock	Janet Godden	Dave Sexon
	Roger Belson	Pete Handley	Val Smith

| *Co-optees:* | Mr Chris Bevan | Mrs Sue Matthew | Mrs Galina Kildyushova |
| | 1 Vacancy | | |

Notes:

Date of next meeting: 25 May 2010
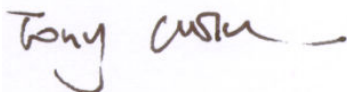

What does this Committee review or scrutinise?
- Services for children, young people and families; preventative services; child protection; family support, educational policy; youth service; youth justice;
- Primary & secondary schools; special education; pupil services; school transport; music service

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How can I have my say?
We welcome the views of the community on any issues in relation to the responsibilities of this Committee. Members of the public may ask to speak on any item on the agenda or may suggest matters which they would like the Committee to look at. **Requests to speak must be submitted to the Committee Officer below no later than 9 am on the working day before the date of the meeting.**

For more information about this Committee please contact:

Chairman - Councillor Ann Bonner
E.Mail: ann.bonner@oxfordshire.gov.uk
Committee Officer - *Deborah Miller, Tel: (01865) 815384*
deborah.milller@oxfordshire.gov.uk

Tony Cloke
Assistant Head of Legal & Democratic Services   February 2010

About the County Council

The Oxfordshire County Council is made up of 74 councillors who are democratically elected every four years. The Council provides a range of services to Oxfordshire's 630,000 residents. These include:

schools	social & health care	libraries and museums
the fire service	roads	trading standards
land use	transport planning	waste management

Each year the Council manages £0.9 billion of public money in providing these services. Most decisions are taken by a Cabinet of 9 Councillors, which makes decisions about service priorities and spending. Some decisions will now be delegated to individual members of the Cabinet.

About Scrutiny

Scrutiny is about:
- Providing a challenge to the Cabinet
- Examining how well the Cabinet and the Authority are performing
- Influencing the Cabinet on decisions that affect local people
- Helping the Cabinet to develop Council policies
- Representing the community in Council decision making
- Promoting joined up working across the authority's work and with partners

Scrutiny is NOT about:
- Making day to day service decisions
- Investigating individual complaints.

What does this Committee do?

The Committee meets up to 6 times a year or more. It develops a work programme, which lists the issues it plans to investigate. These investigations can include whole committee investigations undertaken during the meeting, or reviews by a panel of members doing research and talking to lots of people outside of the meeting. Once an investigation is completed the Committee provides its advice to the Cabinet, the full Council or other scrutiny committees. Meetings are open to the public and all reports are available to the public unless exempt or confidential, when the items would be considered in closed session

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If you have any special requirements (such as a large print version of these papers or special access facilities) please contact the officer named on the front page, giving as much notice as possible before the meeting

A hearing loop is available at County Hall.

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AGENDA

1. **Apologies for Absence and Temporary Appointments**

2. **Declarations of Interest - see guidance note on the back page**

3. **Minutes**

   To approve the minutes of the meetings held on 8 December 2009 (**CH3**) and to note for information any matters arising on them.

4. **Speaking to or petitioning the Committee**

SCRUTINY MATTERS

To consider matters where the Committee can provide a challenge to the work of the Authority

5. **Bullying**

   10.10 am

   This item was one of the three principal topics earmarked for review by this Committee.

   The Anti-Bullying Co-ordinator and Service Manager responsible for bullying will be reviewing the anti-bullying strategy with multi-agency partners in the near future. They would welcome the comments and recommendations of the Committee to inform this review. The Scrutiny Committee is asked to consider the current strategy attached at **CH5**, together with a presentation at the committee meeting.

   The latest performance data will be released by TELLUS in the coming days. A briefing summarising the findings of the survey will be circulated to all members of the Committee under separate cover.

   The Committee will receive an initial presentation from Ms Jo Brown, Anti-Bullying Coordinator, Rennie Thompson, Service Manager and Katie McGraw, National Management Trainee and will then be invited to conduct a question and answer session. Chief Inspector Lindsey Finch and Dave Parry, the Youth Justice Manager, Thames Valley Police will also be available to contribute to the debate.

   The Committee is invited to forward any comments and/or advice to the Director for Children, Young People & Families.

6.   School Enrolment

11.10 am

In October this Committee agreed its future work programme including the wish to conduct further investigation into the area of school enrolment.

The Committee is invited to consider a briefing paper (**CH6**) on the impact on school enrolment of the rising influx of children from the independent sector into state schools and what steps the Authority is taking to address it.

Mr Roy Leach, Strategic Lead, School Organisation & Planning will be available to answer any questions the Committee may wish to ask on the briefing.

The Committee is invited to consider whether this is an area that requires further investigation.

BUSINESS PLANNING

To consider future work items for the Committee

7.   Children's Services Seminar

11.55 am

As part of its work programme, the Children's Services Scrutiny Committee will be holding a Seminar to look at the Dissolution of the Learning & Skills Council, Transitioning Young People into Employment and Reducing Young People Not in Education, Employment or Training (NEETs) in Oxfordshire.

The Seminar will be held at **County Hall on Tuesday 23 March 2010 at 2.00 pm.** All Members of the Council have been invited to attend the Seminar.

A proposed Agenda for the Seminar will be circulated at the Meeting.

8.   Children's Centres Programme

12.10 pm

In October this Committee agreed its future work programme including the wish to monitor the progress of the Children's Centres Programme.

The Committee is invited to consider a briefing paper (**CH8**) on the current progress of the programme.

Ms Claire Abolins will be available to answer any questions the Committee may wish to ask on the briefing.

The Committee is invited to consider whether this is an area that requires further investigation.

9.   Forward Plan

12:30 pm

The Committee is asked to suggest items from the current Forward Plan on which it may wish to have an opportunity to offer advice to the Cabinet before any decision is taken, together with details of what it thinks could be achieved by looking at any items.

REVIEW WORK

To take evidence, receive progress updates and consider tracking reports

10.   Educational Attainment Scrutiny Review - Update

12:35 pm

An update will be given by the Policy and Review Officer and members of the Working Group.

11.   Close of Meeting

12:40 pm

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Declarations of Interest

This note briefly summarises the position on interests which you must declare at the meeting. Please refer to the Members' Code of Conduct in Section DD of the Constitution for a fuller description.

The duty to declare …
You must always declare any "personal interest" in a matter under consideration, ie where the matter affects (either positively or negatively):
(i)   any of the financial and other interests which you are required to notify for inclusion in the statutory Register of Members' Interests; or
(ii)   your own well-being or financial position or that of any member of your family or any person with whom you have a close association more than it would affect other people in the County.

Whose interests are included …
"Member of your family" in (ii) above includes spouses and partners and other relatives' spouses and partners, and extends to the employment and investment interests of relatives and friends and their involvement in other bodies of various descriptions. For a full list of what "relative" covers, please see the Code of Conduct.

When and what to declare …
The best time to make any declaration is under the agenda item "Declarations of Interest". Under the Code you must declare not later than at the start of the item concerned or (if different) as soon as the interest "becomes apparent".
In making a declaration you must state the nature of the interest.

Taking part if you have an interest …
Having made a declaration you may still take part in the debate and vote on the matter unless your personal interest is also a "prejudicial" interest.

"Prejudicial" interests …
A prejudicial interest is one which a member of the public knowing the relevant facts would think so significant as to be likely to affect your judgment of the public interest.

What to do if your interest is prejudicial …
If you have a prejudicial interest in any matter under consideration, you may remain in the room but only for the purpose of making representations, answering questions or giving evidence relating to the matter under consideration, provided that the public are also allowed to attend the meeting for the same purpose, whether under a statutory right or otherwise.

Exceptions …
There are a few circumstances where you may regard yourself as not having a prejudicial interest or may participate even though you may have one. These, together with other rules about participation in the case of a prejudicial interest, are set out in paragraphs 10 – 12 of the Code.

Seeking Advice …
It is your responsibility to decide whether any of these provisions apply to you in particular circumstances, but you may wish to seek the advice of the Monitoring Officer before the meeting.

recycled paper

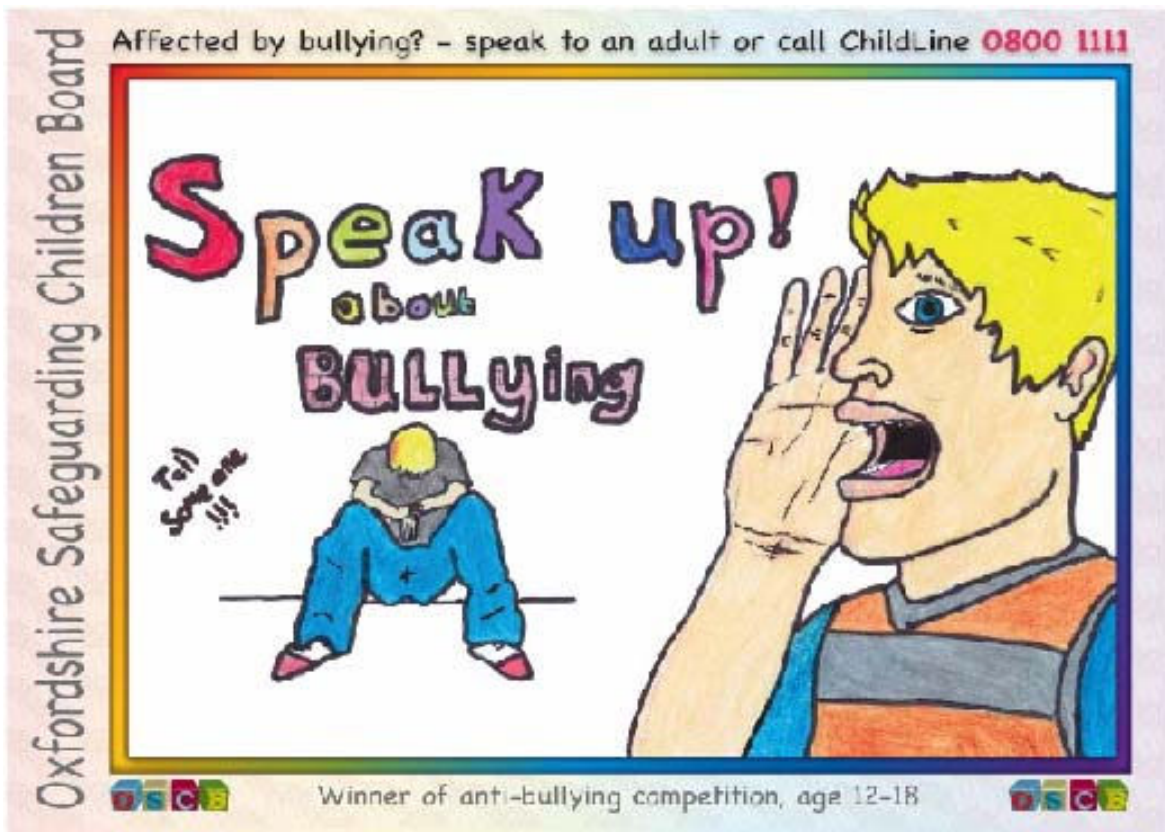# Oxfordshire Anti-Bullying Strategy and Action Plan

September 2008 – August 2011

Oxfordshire Safeguarding Children Board

Affected by bullying? - speak to an adult or call ChildLine 0800 1111

Speak up! about BULLYING

Tell Someone !!!

Winner of anti-bullying competition, age 12-18

Working for you

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CH_FEB2310R02.pdf

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FOREWORD

All those involved in children's services have an overarching responsibility to keep children and young people safe. Threats to their safety can manifest themselves in many different ways. One of the subtlest, most insidious and potentially damaging is that of bullying.

We know that bullying takes many and various forms which, if left unchecked, can have a profound affect on children and young peoples' emotional well being. Bullying also can affect progress at school and, ultimately, future life chances.

Recent surveys confirm what we long suspected, despite some excellent work and many examples of good practice, significant numbers of children and young people have been bullied and continue to be bullied.

We must all continue to strive to turn the rhetoric of an abhorrence of bullying and 'zero tolerance' into a reality. This strategy and action plan are intended to help us do just that and I commend it to you.

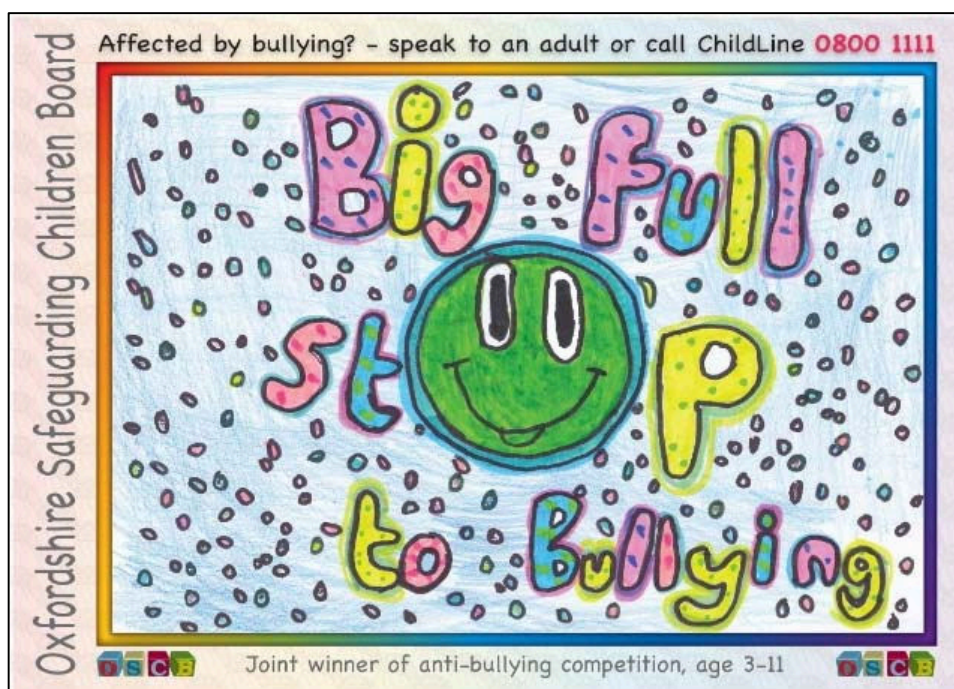**Janet Tomlinson**
Director CYP&F

OXFORDSHIRE WINNERS OF PRINCESS DIANA ANTI-BULLYING AWARD 2008

This strategy and action plan is a working document which will develop in the light of ongoing consultation and evaluation. It is informed by key stakeholders, most particularly Oxfordshire's Children and Young People, whose priorities will drive future developments.

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Glossary

ABC	Anti-Bullying Co-ordinator
APA	Annual Performance Assessment
BSS	Behaviour Support Service
C&YP	Children and Young People
P & P	Participation and Play
CYPP	Children and Young People's Plan
DCSF	Department for Children Schools and Families
ECM	Every Child Matters
Ed PSY	Educational Psychologist
EIA	Education and Inspections Act
HOST	Healthy Oxfordshire Schools Team
ICT	Information and Communication Technology
JAR	Joint Area Review
LSCB	Local Safeguarding Children's Boards
OSCB	Oxfordshire Safeguarding Children's Board
SEAL	Social and Emotional Aspects of Learning
TVP	Thames Valley Police
YOS	Youth Offending Service
YSS	Youth Support Service

Oxfordshire Safeguarding Children Board

Affected by bullying? - speak to an adult or call ChildLine 0800 1111

Big Full Stop to Bullying

Joint winner of anti-bullying competition, age 3-11

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The Legal Framework

The Children's Commissioner was appointed by the government to listen to children and understand their needs. He reports that bullying is the single most frequent cause of concern to children and he stresses the need to work together to tackle it.

The Education Act 2002 states that all schools and local authorities have a duty to 'safeguard and promote the welfare of children'

The Children Act 2004 set out a new National Framework for delivering Children's Services. In particular, it introduced the Every Child Matters (ECM) Agenda, a framework which sets out five key outcomes for children.

This act also required every local authority to produce a Children and Young People's Plan (CYPP) by 2006, stating how they were going to set about achieving these desired outcomes. Detailed inspections, the Annual Performance Assessment (APA) and the Joint Area Review (JAR) are in place to assess how much progress each local authority is making, so that the process is rigorous. Local Safeguarding Children's Boards (LSCB) have been established in all local authority areas to protect children and ensure their safety. This responsibility includes safety from bullying.

By 2008, Children's Trusts were established in each local authority. They are a partnership of the public, private, voluntary and community sectors, taking overall responsibility for developing integrated effective partnership working including anti-bullying work.

The Education and Inspections Act (EIA) 2006 'requires that head teachers must determine measures on behaviour and discipline that form the school's behaviour policy; acting in accordance with the governing body's statement of principles in so doing' (DCSF, Safe to Learn 2007, p7)

The 'Safe to Learn' guidance recommends that the governing body should consult widely in drawing up these principles and review them and the policies regularly. Good practice suggests this should be done every two years. Head teachers should also encourage good behaviour and respect of others on the part of the pupils and, in particular, prevent bullying among pupils. (p7)

The EIA 2006 widened the power and duties of head teachers to be able to address bullying issues off the school site, stating that they are empowered 'to such an extent as is reasonable, to regulate the behaviour of pupils when they are off the school site'. This is particularly pertinent to cyberbullying and bullying on school transport and the journey to and from school. The community cohesion agenda reinforced these additional responsibilities.

The strategy is embedded in the principles of the Convention on the Rights of the Child, September 1990, (http://www.unhchr.ch/html/menu3/b/k2crc.htm) most particularly in relation to Article 2 which:

'1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members. '

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Poem by Oxfordshire Young Person

Everyday I go to school.
Everyday I'm scared,
Always getting pushed and shoved,
People hurting me.

I pushed her,
And called her horrible names,
I was mean and harsh,
I was a bully.

Every second she glares at me,
Every second she yells at me,
Always talking about me,
People laughing at me.

I stole her toy,
And ripped her bag,
I was mean and harsh,
I was a bully.

Everyday she is being nice to me,
Everyday she is laughing with me,
She has changed,
And I forgive her

I played with her
And had a good time,
She is my friend,
I'm not a bully anymore

YOUNG PEOPLE INVOLVED IN ANTI-BULLYING ACTIVITIES

Guidance and Policy

The Government has made tackling bullying in schools a key priority and the Department for Children, Schools and Families (DCSF) has made it clear that all forms of bullying including those motivated by prejudice should not be tolerated.

Oxfordshire's Anti-Bullying Strategy supports the Children and Young People's Plan (CYPP) for Oxfordshire and through the CYPP addresses the Every Child Matters Agenda, most particularly the outcomes 'stay safe' and 'make a positive contribution'. The strategy relates to all children and young people in Oxfordshire aged 0 – 19.

The strategy is led and monitored by the Anti-Bullying Strategy Group. Members and the groups they represent are listed in the Contacts page. The strategy group is assisted by task groups as illustrated in the structure chart in Appendix 1. An Anti-Bullying Strategy Coordinator started in post in April 2008 to promote A/B work predominantly in schools. The strategy group is jointly chaired by the Service Manager Monitoring and Tracking and the Anti-Bullying Coordinator, and the deputy chair is the Healthy Schools Team Lead.

The Anti-Bullying Strategy is informed by a rigorous data collection system. This involves the establishment of a baseline in schools, the workplace and elsewhere. The strategy is cross-cutting and works in synergy with other strategies and initiatives such as the National Strategies, the behaviour and attendance strategy, the Healthy Schools initiative and the Social and Emotional Aspects of Learning (SEAL).

The DCSF publication 'Safe to Learn: embedding anti-bullying work in schools' is a key over-arching anti-bullying guidance for schools, launched in September 2007. The Safe to Learn package of guidance also includes specialist advice on cyberbullying, homophobic bullying and bullying involving children with SEN and disabilities. This is in addition to the existing guidance, 'Bullying around Racism, Religion and Culture' issued in 2006.

Schools can also sign up to the Anti-Bullying Charter (see Appendix 2) to show their commitment to tackling all forms of bullying, and use the principles of the Charter to self-evaluate their anti-bullying policies and practices.

Definitions of Bullying

The Government defines bullying as:

> *Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. (Safe to Learn)*

OfSTED's definition used in the TellUs 2 survey is:

> *Bullying is when someone makes you unhappy by being nasty on purpose (for example by teasing or hurting you, by taking or breaking your things, or by leaving you out).*

The definition by Professor Peter Smith is:

> *Bullying is usually defined as aggressive behaviour that is characterised by repetition and an imbalance of power.*
>
> *The behaviour involved is generally thought of as being repetitive, i.e. a victim is targeted a number of times.*
>
> *Also, the victim cannot defend himself or herself easily, for one or more reasons: He or she may be outnumbered, smaller or less physically strong, less psychologically resilient than the person(s) doing the bullying, or a member of a vulnerable or marginalised group.*

The Oxfordshire Children and Young People's Anti-Bullying Group definition is:

> *Bullying's effective if it makes you go another way to school*
>
> *Bullying happens between one or more people: children, young people and adults. Sometimes it's between children or young people, sometimes between children or young people and adults. Most people have, at sometime in their lives, been both bullied and bullied someone else.*
>
> *Bullying can be physical, verbal or both, and includes things like name calling, hurting someone else, threatening or teasing someone, picking on someone, taking someone else's stuff, leaving someone out, spreading rumours about someone, sending abusive texts or emails.*
>
> *Bullying can take a lot of forms, but it usually happens more than once and can go on for a long time. It can be done by an individual or a group of people and usually happens when one person misuses their power and makes someone else feel powerless and unhappy. The person who's been bullied will often try and avoid contact with the bully.*
>
> *Bullying can affect you throughout your life unless something is done about it.*

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Poem by Oxfordshire Young Person

BULLYING

Anger.   I am really angry because my friend is bullying me,
I don't know why.
'Why am I being bullied?'
It is so hard to live with
Especially at school

Pain.   My arm aches with pain,
My head burns with anger.
'Why am I being bullied?'
It is really annoying,
Should I tell?

Sadness.   My heart beats with sadness,
My friends have all deserted me
'Why am I being bullied?'
It feels like my life is over,
Should I tell?

Happiness. I am so happy now
That I told
'I'm not being bullied anymore'
My old friends have deserted her
And came back to me.

The Views of Children and Young People

I want to see people/teachers deal with bullying better

"If young people weren't involved in the Anti Bullying group then the adults might think they are doing the right thing but they're not"

"Bullying can affect you throughout your life unless something is done about it".

"If you have been bullied and you are on the Anti Bullying group, you could feel like you are helping out other people and it might make you feel better about yourself".

I would want people to be brave and tackle what's happening

There could possibly be more staff in certain areas at breaks, lunch and the end of school

Our school has done a lot and it helped but we could probably do more

We know 51% of children and young people are being bullied, that needs to be stopped not in the future but right now

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The views of children and young people are central to the development of an effective Anti-Bullying Strategy. Oxfordshire effectively consults young people and ensures their views are taken into account in order to plan and target action.

Over 300 children and young people gave their views about the draft CYPP.

They identified:
- The need for better support to tackle the problem of bullying, including everyone taking it seriously and young people having somewhere safe to go and someone to talk to;

Agencies across Oxfordshire agreed a number of priorities for improving outcomes for children and young people, one of which is:
- To improve support to schools and communities in promoting positive behaviour and emotional health and wellbeing, thereby reducing the incidence of behaviour difficulties, bullying and youth offending.

'STAY SAFE' outcome

Bullying was the issue which young people were most concerned about. They want adults to listen and take the problem seriously and be on top of covert bullying. They want safe "chill out" places to go in school. Above all, they want schools to involve young people in tackling bullying so that the problem is openly acknowledged and dealt with.

"People need to take bullying seriously and act on issues quickly."

"Important to have somewhere safe to go and someone to talk to."

The priority for improving this outcome was built on children's views and is:
- To ensure that young people feel safe from bullying, crime and anti-social behaviour in and out of school.

The targets are:
- Reduce the percentage of young people who say that they have been bullied in the last 12 months.
- Increase the percentage of young people who say they feel safe from crime or anti-social behaviour.

Data is being collected in the Oxfordshire Children and Young People Survey as well as the National TellUs Survey and other information gathering processes.

The TellUs 3 survey 2008 indicates that:

52% of C&YP have never been bullied at school

32% of C&YP have been bullied at school once or more in the last year

5% of C&YP have been bullied at school once or more in the last four weeks

3% of C&YP have been bullied at school about once a week

6% of C&YP have been bullied at school most days

3% of C&YP don't know how often they have been bullied at school

69% of C&YP have never been bullied somewhere else (including transport to and from school)

18% of C&YP have been bullied somewhere else once in the last year

5% of C&YP have been bullied somewhere else once or more in the last four weeks

1% of C&YP have been bullied somewhere else about once a week

2% of C&YP have been bullied somewhere else most days

4% of C&YP don't know how often they have been bullied somewhere else

The Oxfordshire Children and Young People Survey 2007 shows that:

44% of primary C&YP have been bullied, threatened, kicked or punched in the last year

51% of secondary C&YP have been bullied, threatened, kicked, punched, been called 'gay' or racist names, or had a mobile phone or something else stolen in the last year

26% of Year 3 – 11 say they have been bullied in the last year

75% of those who have been bullied have told someone else

15% of Y3-11 have bullied someone else in the last year

33% of Year 7 – 11 agree there is a lot of bullying in their school

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The Strategic Priorities

Oxfordshire's strategy promotes this guidance in schools and other agencies through four strategic areas:

1. Children and Young People's Voice

    a) Ensure effective consultation of young people and their involvement in the development of the Anti-Bullying Strategy

    b) Involve and promote the involvement of young people in the planning and delivery of anti-bullying projects at a strategic level and in schools and other settings

    c) Encourage young people to report bullying and improve their confidence that it will be dealt with effectively

    d) Provide information to young people to help them deal with bullying when it occurs via leaflets and website information

2. Information Management

    a) Improve the monitoring of bullying incidents to target service provision and monitor its effectiveness relating to parents

    b) Improve the monitoring of bullying incidents to target service provision and monitor its effectiveness relating to children

    c) Improve the monitoring of bullying incidents to target service provision and monitor its effectiveness relating to schools and settings

3. Supporting Schools and Settings

    a) Support schools and all agencies working with children and young people to further develop their policy and practice to prevent and effectively respond to bullying.

    b) Make available and co-ordinate accessible training for supporting adults and governors

    c) Disseminate information and resources to all schools and settings

    d) Promote the development of Peer Support schemes

    e) Work to combat homophobic bullying

    f) Work to address cyberbullying and e-safety

    g) Work to investigate and address bullying on transport to schools

    h) Developing innovative practice

    i) Work to support groups who have been identified as more vulnerable to bullying

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a) Develop networks and opportunities for improving communication and sharing of good anti-bullying practice

b) Raise awareness that bullying is unacceptable and needs to be reported and responded to with young people, parents and wider community via national anti-bullying week

c) Consult and involve parents and carers in the development of the Anti-Bullying Strategy. Ensure that communication with and involvement of parents and carers is a priority in matters relating to bullying.

Quotes from Parents from Parent Partnership Feb 2009:

"The School have been very understanding, but all that has happened over the past 4 years, is that my daughter feels excluded, because she has to come in late and be on her own during break and lunch time, while the bullies are able to be with everyone in the playground and have lots of fun"

"The other kids call him horrid names, then he lashes out and gets into trouble. He can't explain what has happened because he is so upset and feels guilty anyway"

ANTI-BULLYING WEEK LAUNCH EVENT, 2008

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Outcomes and Impact
Monitoring and Review

Outcomes and Impact

The Children and Young People's plan aims to improve the Every Child Matters outcomes for children; Be Healthy: Stay Safe; Enjoy and Achieve: Make a Positive Contribution and Achieve Economic Well-being. Anti-bullying work is an integral part of the CYPP. Although the impact of our work is strongly focused on the 'Stay Safe' Outcome, anti-bullying work also impacts on other outcomes.

Delivering the Anti-Bullying Strategy and implementing the Action Plan are the key means of delivering on the **Stay Safe** outcome: aim, 'safe from bullying and discrimination' (ECM Outcomes Framework April 2008). The work also contributes to other aims, so that children and young people are 'safe from maltreatment, neglect, and sexual exploitation'; 'safe from crime and anti-social behaviour in and out of school' and that 'children have security, stability and are cared for'.

The outcome, '**Be Healthy**' addresses issues of emotional health and wellbeing often associated with bullying.

The work of the strategy impacts on the '**Enjoy and Achieve**' outcome. Bullying can ruin lives, ruin enjoyment, lead to fear of going to school, and the resulting poor attendance and unhappiness can impact on social and academic achievements.

Our first strategic area, 'Children and Young People's Voice', in particular has impact on the outcome, '**Make a Positive Contribution**' as it encourages engagement of children and young people in the shaping and development of the strategy.

The outcome '**Achieve Economic Well-being**' has an aim, 'Engage in further education training or employment on leaving school'. The preventative nature of anti-bullying work promotes this outcome.

Monitoring and Review

The Anti-Bullying Strategy is led, monitored and reviewed by the Anti-Bullying Strategy Group. Reports to the OSCB provide further monitoring of progress.

The terms of reference of the Anti-Bullying Strategy Group are as follows:

Due to imminent restructuring within OCC, the composition will be rationalised at a later date and will include representation of Localities. The group is jointly chaired by Service Manager Monitoring and Tracking and the Anti-Bullying Co-ordinator. Meetings will be held three times per year during terms one, three and five. Task groups identified in the structure chart (Appendix 1) will meet on an ad hoc basis. Task groups will update the strategy group at one meeting per year at least.

Purpose of Group:

- to ensure children and young people of Oxfordshire feel safe to learn and have positive experiences and relationships in schools and other settings.
- to analyse and respond to reports presented to the group on bullying issues
- to contribute to the development of the anti-bullying strategy and action plan
- to monitor and evaluate the implementation of the action plan for the anti-bullying strategy for Oxfordshire
- to disseminate information on anti-bullying within their own organisations and to other relevant local, regional and national groups
- to participate in relevant working parties

January 2008
Reviewed January 2009

YOUNG PEOPLE INVOLVED IN ANTI-BULLYING ACTIVITIES

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Anti-Bullying Action Plan 2008 - 2011

1.	CHILDREN AND YOUNG PEOPLE'S VOICE

1 a) Ensure effective consultation of young people and their involvement in the development of the anti-bullying strategy

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) CYPP data Success of Nov 07 What's New? conference	Establish and develop with the help of young people, an anti-bullying advisory group of young people which represents and consults young people about how bullying should be tackled	YP supported by ABC	Group formed by May 09	Representative group members recruited and meeting at least 3 times per year 3 young people represent advisory group views at strategy group Evidence of consultation of other young people Evidence of young people's input into policy and practice	Ownership of strategy by young people The strategy will be more relevant to the needs of young people In the long term it should contribute to a reduction in bullying and an improved response to bullying	Youth Opportunity Fund August 08 – August 09

1 b) Involve and promote the involvement of young people in the planning and delivery of anti-bullying projects at a strategic level and in schools and other settings

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) Bystander research – Craig and Pepler 1997 85% of bullying takes place when other students are present. 60% of bullying stops within 10 seconds if peers intervene	Each year anti-bullying week planning will take place involving young people who will also be actively involved in delivering anti-bullying week activities and disseminating good anti-bullying practice	ABC HOST + other partners	Ongoing 2011	CYPP data (2009) will indicate that more young people feel they have a say in how things are run (currently 31% year 7 – 11) Young people will be actively involved in the delivery of anti-bullying week	Young people will be more involved in the development of anti-bullying practice which will therefore be more effective in meeting their needs	Anti-Bullying Budget
(ii) Oxfordshire CYPP data indicates that 10.7% of young people haven't been a mentor (in the last year) but would like to	Peer support project will be established to increase the number of peer support schemes in schools and other settings (further details see supporting schools and settings)	ABC HOST	Ongoing 2011	Number of schools with peer support projects will increase (need to set a baseline). Peer mentors will be better trained and more effectively supported (measured via feedback from schools and young people)	CYPP data in 2009 will indicate that more young people are involved in mentoring schemes	Anti-Bullying Budget

1 c) Encourage young people to report bullying and improve their confidence that it will be dealt with effectively.

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) Ofsted TellUs 2 (2007) data indicates that 30% of young people feel their school does not deal with bullying very/and or at all well. TellUs 3 (2008) indicates that 48% of young people feel their school deals with bullying not very well or badly	Support schools in dealing with bullying through the whole anti bullying strategy	Strategy group	Ongoing 2011	Improved confidence in reporting bullying in schools	Improved anti-bullying practice and response to bullying. Measured against our baseline national, county and local data	

1 d)   Provide information to young people to help them deal with bullying when it occurs via leaflets and website information

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) CYPP 2007 data indicates that 44% of primary C&YP have been bullied, threatened, kicked or punched and 51% of secondary C&YP have been bullied, threatened, kicked, punched, been called 'gay' or racist names, or had a mobile phone or something else stolen in the last year	Develop information on bullying for young people as part of the Big Voice and Spired Website	P & P YSS	July 09	Websites are hit for information	YP informed by websites. Measured by evaluation of websites	
	Raise the profile of bullying as part of annual anti-bullying week and promote the message that bullying is unacceptable	ABC	Nov annually	Anti bullying week events evaluated positively	Profile is raised and awareness is raised that bullying is unacceptable. Measured against our baseline national, county and local data	

2	INFORMATION MANAGEMENT

2a) Improve the monitoring of bullying incidents to target service provision and monitor its effectiveness relating to parents

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) No system exists to provide an overview of parental complaints and concerns relating to bullying	(a) Monitor the number of concerns and complaints received by the Local Authority related to bullying	ABC	Mar 09	System in place that provides comprehensive information about the extent and nature of concerns and complaints relating to bullying	Information provided will allow us 1) measure whether complaints have increased or decreased 2) assess the nature of concerns and complaints in order to address issues raised	Anti-Bullying Budget
	(b) Consult YP to decide whether we should set up a children's online reporting system / helpline	ABC	Aug 2009	Decision made and plan in place for development	Improved anti bullying practice in data gathering and resolution of bullying incidents	Anti-Bullying Budget or other source to be identified
(ii) Data from Parent Partnership and Social Inclusion Officers indicates that a number of parents are dissatisfied with the way that schools deal with bullying. CYPP plan and 'Staying Safe' Action Plan indicate government priority on local authorities addressing this issue	Review the system by which parent concerns and complaints about bullying are dealt with and recorded and investigate the recommendations of the Children's Commissioner's report	ABC	July 09	System reviewed and improved	Parents will be more satisfied with the response to concerns and complaints about bullying	

2b) Improve the monitoring of bullying incidents to target service provision and monitor its effectiveness relating to children

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) CYPP 2007 survey yielded robust data which has helped to target initial action plan. Survey in 2009 could provide more detailed data relating to e.g. where bullying takes place, incidence of cyberbullying, do YP feel bullying is dealt with effectively	Review the questions relating to bullying in the CYPP survey 2007 to look at what further information should be gathered in the next survey in order to improve targeting of intervention	CYPP survey lead & ABC	Jan 09	Questions in the CYPP survey for 2009 will provide more detailed information regarding bullying	Data collected will allow us to target our strategy and intervention more effectively	P & P

2c) Improve the monitoring of bullying incidents to target service provision and monitor its effectiveness relating to schools

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) Schools would benefit from the opportunity to have robust systems for analysing and responding to incidents of bullying. LA has limited information about bullying in schools	Investigate setting up a pilot group of schools who record all bullying incidents via SIMS behaviour management system and look at how to target response to bullying as a result of data collected	ABC & ICT	June 2011	Pilot with groups of schools is in place and identified schools are measuring and responding to bullying incidents	Pilot schools will be able to target response to bullying more effectively e.g. identify where bullying is taking place and alter staff supervision etc. accordingly. If effective, practice could be disseminated to wider number of schools.	ICT support for setting up and analysing data
(ii) Limited number of schools currently seek and respond to young people's experience of bullying in their school	Investigate offering all schools on-line anti-bullying took kit to be run annually during anti-bullying week. Results would be analysed centrally and would be confidential to school and to ABC. Results would be published on a cluster basis and would be available to the local authority	ABC & ICT	Nov 09	On-line survey will be available to schools	Schools using the survey will be able to use data to target their policy and practice to reduce bullying. Local authority will be able to use data to help target strategy and intervention more effectively	ICT support required to analyse data

3   **SUPPORTING SCHOOLS AND OTHER SETTINGS (INCLUDING WORKING TOGETHER)**

3a) Support schools and all agencies working with children and young people to further develop their policy and practice to prevent and effectively respond to bullying.

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) 'Charter for Action' promoted as part of HOSP and SEAL.	Schools will be encouraged to revisit and sign up to the DCSF Anti-Bullying Charter for Action	ABC HOST BSS	Feb 10	Increased number of schools will have adopted the Anti-Bullying Charter	Improved anti-bullying practice and response to bullying. Measured against our baseline national, county and local data.	HOST
(ii) Emotional health, resilience and assertiveness is promoted as part of HOSP.	Increase numbers of school registered as Healthy Schools as a way to improve PSHE In December 2008 there were 232 schools in Oxfordshire with Healthy School Status	HOST	Ongoing 2011	Increased number of schools will have Healthy School Status	Status will establish that there is good anti bullying practice in schools. For a school to be validated as a Healthy School, they need to demonstrate that there are systems in place to promote positive behaviour and deal effectively with bullying when it takes place. Measured against our baseline national, county and local data.	HOST

3a) contd

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(iii) Emotional aspects of learning are promoted through SEAL	Make programmes of emotional literacy available and increase resolution strategies via SEAL programme in targeted primary and secondary schools	BSS & HOST	Ongoing 2011	Increased numbers of schools are trained	Improved anti-bullying practice and response to bullying. Measured against our baseline national, county and local data.	BSS
(iv) 44% of primary C&YP have been bullied, threatened, kicked or punched in the last year 51% of secondary C&YP have been bullied, threatened, kicked, punched, been called 'gay' or racist names, or had a mobile phone or something else stolen in the last year. 15% of Y3-11 have bullied someone else in the last year 33% of Year 7 – 11 agree there is a lot of bullying in their school	Work directly with schools, settings and young people to develop anti-bullying practice	ABC & HOST	Ongoing 2011	More schools will have effective anti-bullying policies and practice in place.	Schools who have been supported will have more effective strategies for dealing with bullying	Anti-Bullying Budget

3 b) Make available and co-ordinate accessible training for supporting adults and governors

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) A number of different agencies are offering training and support relating to bullying	Carry out an audit of current support and training provided in Oxfordshire schools including reviewing accessibility of training	ABC	Dec 08	Audit completed details all current training and support available	This will allow a co-ordinated approach to development of further appropriate training	Anti-Bullying Budget
(ii) No formal system is in place to coordinate training requirements	Use available data and consult practitioners and governors to identify gaps in training and work jointly with HOST team and other partners to make appropriate training available	ABC & HOST	Sept 09	Coordinated training programme developed	Training provided meets the needs of practitioners and supports improved anti-bullying practice	
(iii) No current mechanism for sharing and developing Anti-Bullying practice	Set up an anti-bullying practice network to identify and share good practice between practitioners in schools and other settings	ABC	Feb 10	Practice network established	Sharing of good practice will be improved promoting better response to bullying in schools and other settings	Anti-Bullying Budget

3 c)   Disseminate information and resources to all schools and settings

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) Conference follow up survey indicates that 60% of schools have no knowledge of 'Safe to Learn'	Promote and disseminate DSCF 'Safe to Learn' Anti-Bullying guidance	ABC	Ongoing 2011	Increase in % of schools aware of guidance	Improvement in schools' knowledge of bullying issues and better anti-bullying practice.	Anti-Bullying Budget
(ii) Schools have limited information about anti-bullying resources	Establish a library of Anti-Bullying resources and review and recommend appropriate materials to schools and other settings	ABC	Mar 09	Library in place and list of resources available disseminated to schools	Improved anti-bullying practice.	Anti-Bullying Budget
(iii) Nov 07 conference indicated that schools are developing good practice which could be shared and developed	Develop an on-line resource and ideas pack including examples and contacts for successful local practice	HOST ABC	Launch Anti Bullying Week Nov 09	Ideas pack launched in Anti-Bullying week 09 and updated on a regular basis	Improved anti-bullying practice.	
(iv) No local website for promoting effective anti-bullying practice	Develop a website which provides information on best policy and practice for schools and other settings	ABC	Launch Nov 09	Website available in time for Anti-Bullying week	Website will improve communication of effective practice ideas.	

3c) contd

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(v) Staff survey Nov 2008 indicated school policy (1) addresses emotional wellbeing of staff (62% yes, 7% no and 28% don't know) (2)refers to cyberbullying (38% yes, 21% no, 43% don't know) and (3) refers to diversity and difference (79% yes, 2% no and 19% don't know)	Make available exemplar anti-bullying policies to all schools and settings	HOST ABC	Sept 09	Sample policies sent out to schools	Improved anti-bullying practice. Measured against our baseline national, county and local data.	
(vi) There is only one anti bullying lead per school. S/he would benefit from networking with colleagues with the same job	Investigate establishing an online community network for practitioners to develop and share Anti-Bullying practice	ABC	Sept 10	Community established	AB leads engagement in community and evaluation of community networking is positive.	

3 d) Promote the development of Peer Support schemes

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) Recent research by the University of Cambridge indicates that peer mentoring can have a positive effect on transition, behaviour, bullying and attainment. CYPP 2007 data indicates that year 7 are the most vulnerable year in terms of bullying. Data also indicates Year 9 most likely to bully. CYPP data indicates that 22% don't report bullying	(a) Establish a task group of the strategy group involving partners to develop a coherent approach to promoting peer support schemes in schools and other settings.	ABC HOST	Sept 09	Task group established	A co-ordinated approach to developing peer support will ensure more and effective schemes are developed	
	(b) Target projects in secondary schools particularly to support Year 7 pupils with possible recruitment of peer mentors from Year 9.	All practitioners	Ongoing 2011	Feedback from schools involved in peer support schemes indicate Year 7 are being supported and Year 9 are involved in mentoring. CYPP 2009 data indicates improvement in levels of bullying in Year 7	Most vulnerable year group will be more effectively supported.	
	(c) Continue to develop peer mediation training in partnership with HOST	HOST ABC	Ongoing 2011	Training courses take place and are evaluated positively	Peer mediation projects develop in schools and are evaluated positively.	

3 e)   Work to combat homophobic bullying

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) CYPP 2007 34% of secondary pupils have been called 'gay' Stonewall's Schools out report indicates 65% of young lesbian, gay and bisexual people experience bullying in school	(a) Establish a task group of the strategy group to develop a strategy to tackle homophobic bullying involving partners from Terence Higgins Trust, Thames Valley Police, HOST, YSS and Young people etc.	ABC HOST	Sep 09	Task group established and strategy being developed	Schools and other settings will be more effectively supported in tackling homophobic bullying. Measured against our baseline national, county and local data.	
	(b) Investigate Education Champions programme provided by Stonewall with a view to assisting the development of homophobic bullying strategy	ABC	Mar 09	Decision made whether to sign up for champions programme depending on assessment of potential benefits	Schools and other settings will be more effectively supported in tackling homophobic bullying. Measured against our baseline national, county and local data.	
(ii) Conference follow up survey indicates that 60 % of schools had no knowledge of 'Safe to Learn' suite of guidance	(a) Promote DSCF guidance on homophobic bullying to schools and other settings	ABC HOST	Ongoing 2011	More schools are aware of and referring to DSCF guidance	Schools and other settings are better equipped to address homophobic bullying	
	(b) Provide training to develop expertise in dealing with homophobic bullying	HOST ABC	Ongoing 2011	Training takes place and is well attended	Schools and other settings develop improved practice to address homophobic bullying	

3 f) Work to address cyberbullying and e-safety

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) CYPP 2007 data indicates that 21% of young people want more information on e-safety. National data indicates that cyberbullying is increasing(figures vary between 11-34% p 7 DCSF cyberbullying guidance)	(a) Contribute to the development of an e-safety strategy including cyberbullying with partners (OSCB, Social Inclusion, HOST, TVT & ICT)	e-safety lead	Dec 08	E-safety strategy in place	YP enabled to work safely online	
	(b) Work jointly with OSCB and other partners to provide a conference for practitioners on e-safety and cyberbullying	e- safety strategy group	May 09	Conference takes place, raises awareness to professionals and is evaluated positively	Professionals better equipped to enable YP to work more safely online	
	(c) Promote and disseminate DCSF guidance on cyberbullying to schools and other settings, raising awareness of recently changed powers of Head teachers to discipline pupils for their conduct outside school	ICT HOST ABC	Ongoing 2011	Summary document on cyberbullying made available to all schools that request it – full guidance signposted	Schools and other settings will be advised and supported in dealing with cyberbullying	
	(d) Promote and disseminate 'Let's Fight it Together' DVD to schools and other settings	HOST ICT ABC	Ongoing 2011	Schools and other settings will be aware of resource and it will be supplied to whoever requests it	Schools and other settings will have improved resources for tackling cyberbullying	
	(e) Investigate the use of peer support via social networking sites	ICT ABC	July 11	Findings presented to anti bullying strategy group and decision made on how to progress	Decision made on how to progress	
	(f) Engage C&YP in teaching each other about e-safety and protecting themselves on line	e-safety group	Ongoing 2011	CYPP data in 2009 will include e-safety baseline data to be compared in 2011	C&YP enabled to work more safely online	

How will we do it? (Action)		By When?			Funding
(g) Provide information sessions for parents on cyberbullying and e-safety	TVP	Ongoing 2011	Courses attended and evaluated positively	Parents advised and supported in dealing with cyberbullying and e-safety. Measured by TVP and parent surveys.	
(h) Promote and disseminate Childnet 'Know it All' DVD to schools, settings and parents	ABC	Ongoing 2011	DVD made available to all schools and publicized to parents	Schools and other settings will have improved resources for tackling cyberbullying	

3 g) Work to investigate and address bullying on transport to schools

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
Young People's Survey October 2008 indicates that 25% of secondary pupils have experienced bullying out of school, including on school transport	Establish data from C&YP survey 2009 Formulate an action plan to address issues identified by the data	ABC Service Manager Monitoring and Tracking	Nov 09	Action plan in place to address issues	Improved wellbeing on the way to and from school	

3 h) Develop innovative practice

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) Restorative Justice is an innovative practice which is being trialled by the youth justice system and by schools in other authorities.	(a) Establish a Restorative Practice in schools network in partnership with the Youth Offending Service	ABC YOS	May 08	Network established	Partners will work together to develop restorative practice	
	(b) Investigate setting up a Restorative Practice pilot project in partnership with the Behaviour Support Service and Youth Offending Service	ABC YOS BSS	Oct 08	Decision reached	N/A	
(ii) Drama groups are promoting work on bullying	Pilot the use of drama as a way of reducing bullying and improving young people's resilience and strategies to deal with it.	HOST ABC	Launch during Anti-Bullying week 2008 or 2009	Theatre groups contacted and drama events occur	Improvement in schools knowledge of bullying issues and better anti-bullying practice.	Anti-Bullying Budget/
(iii) Partnership working is encouraged as good practice	Work as part of a consortium to support the YOS bid to the YCAP to develop a pack and training resource to support young victims of crime including bullying	YOS	Bid applied for in Sept 08	Successful bid and project implemented	Young victims of crime and bullying are better supported. Measured in evaluation of project.	Bid funding

3 i) Work to support groups who have been identified as more vulnerable to bullying

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) Inclusion agenda focuses on vulnerable groups	Establish a task group of the Anti-Bullying Strategy group to develop an action plan to support schools and other settings to help young people who are particularly vulnerable to bullying for example: Young Carers, Children Looked After, SEN, Black and Minority Ethnic groups etc.	Service Manager Monitoring and Tracking	Sept 09	Task group will have generated plans	Schools and vulnerable groups will be better supported in dealing with bullying. Measured against our baseline national, county and local data.	

4 | **COMMUNICATION STRATEGY**

4 a) Develop networks and opportunities for improving communication and sharing of good anti-bullying practice

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) To respond to the high profile OSCB gives anti-bullying and their interest in monitoring progress	Regular reports to the OSCB through Social Inclusion Strategic Lead Officer	Service Manager Monitoring and Tracking	Ongoing 2011	Positive feedback from OSCB	Senior decision makers in OSCB will be aware of Anti-Bullying Strategy and progress	
ii)To promote the publication and launch of the Anti-Bullying Strategy and Action Plan	Take advice from the Communication Strategy Group	Communication Strategy Group and A/B Strategic Lead Social Inclusion	April 2009	Strategy and Action Plan distributed and promoted	Children, young people, professionals, volunteers and the wider public have increased awareness of and engagement in the Anti-Bullying Strategy.	
(iii) No dedicated network for disseminating and developing anti-bullying practice exists	In line with DCSF guidance ensure that all schools have appointed a lead person to take responsibility for anti-bullying work in their school	ABC Service Manager Monitoring and Tracking Admin officer	April 2009	Database of nominated leads will exist	Improve direct streamlined communication with staff involved in anti-bullying practice. Measured by customer satisfaction survey.	
(iv) No dedicated network for disseminating and developing partnership work on anti-bullying agenda exists	Request a named contact in each agency	ABC Service Manager Monitoring and Tracking Admin officer	Mar 2009	Database of agency leads will exist	Improve direct streamlined communication with staff involved in anti-bullying practice. Measured by customer satisfaction survey.	

4 b) Raise awareness that bullying is unacceptable and needs to be reported and responded to with young people, parents and wider community via national anti-bullying week

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) To raise awareness that bullying is unacceptable	Run events through national anti bullying week annually	Strategy Group and A/B working party including YP	Ongoing 2011	Events take place and are evaluated positively	All parties enabled to cope better with bullying issues. Measured against our baseline national, county and local data.	Anti–bullying Budget And various other sources

4 c) Consult and involve parents and carers in the development of the Anti-Bullying Strategy. Ensure that communication with and involvement of parents and carers is a priority in matters relating to bullying.

Why?	Action How will we do it?	Who Lead Person/ Agency	By When	How will we know it has worked?	Impact What Improvement will this make?	Funding
(i) No coordinated approach to dealing with parents and carers	(a) Establish a task group of the Anti-Bullying Strategy group to develop and promote work with parents and carers and ensure they are effectively consulted.	ABC	Dec 08	Group established and lead identified	Parent specialists are informing the Anti-Bullying Strategy	Anti–bullying Budget
	(b) Agree tasks	Task Group	Ongoing 2011	Ongoing reports to the Strategy Group.	Systems in place to deal with parents and carers.	
(ii) Strategy required for supporting parents	Work with partners within task group to develop information for parents on how to support their children when they are being bullied	Parent Carer Task Group	Mar 09	Information developed and available to parents	Parents able to access support information to support YP more effectively. Measured by parent evaluations and schools using ABA parent toolkit -see 4c(v).	Anti–bullying Budget/ Parenting Budget
(iii) Need to promote independent advice and support to parents and carers	(a) Promote DSCF supported 'Be Someone to Tell' campaign and make leaflet and other information available to parents via schools and other settings	ABC	Nov 08	Each school will have posters and sample leaflets to display.	Parents able to access support and information to support YP more effectively Measured by parent survey and schools using ABA parent toolkit - see 4c(v).	Anti–bullying Budget

4c) contd

Why?	Action How will we do it?	Who Lead Person/ Agency	By When	How will we know it has worked?	Impact What Improvement will this make?	Funding
	(b) Develop web based information and links to other resources appropriate to parents whose children bully or are being bullied via the OCC website	Parent/ Carer Task Group	Mar 09	Website live	Parents able to access support information to support YP more effectively. Measured by survey/ evaluation of parents' views.	
(iv) Need to raise standards of school liaison with parents	Advise and support schools and other settings to work more effectively with parents and carers and provide resources. Encourage schools to seek views and concerns of parents by using ABA toolkit questionnaire and by adopting an open door approach to parents with concerns	Parent/ Carer Task Group	ongoing	Improved standards reflected by increase in schools achieving Healthy Schools Status + OfSTED satisfactory and above	Parents more satisfied with how schools deal with bullying. Measured by parent evaluations and schools using ABA parent toolkit see 4c (v).	
(v) Need to consult parents to get their views on bullying and evaluation of anti-bullying action plan	Consult by parent questionnaire and via Parent Involvement Worker	Parent / Carer Task Group	Dec 09 annually	Consultation has taken place and has been analysed	Strategy is informed by results of consultation.	

Resource List

Government Guidance on Bullying from the Department of Children Schools and Families (DCSF)

The guidance is available from: www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/

Safe to Learn: Embedding anti-bullying work in schools - download via above link or free copy from DCSF publications 0845 6022260 quote ref: 000656-2007DOM-EN

Homophobic Bullying – download via above link or free copy from DCSF as above ref: 00668-2007BKT-EN
Cyberbullying - download via above link

Bullying around race, religion and culture – download

Anti-bullying Charter – download

Bullying involving children with special educational needs and disabilities – via link http://www.teachernet.gov.uk/_doc/12626/7655-DCFS-Anti-Bullying.pdf

Cyberbullying: Supporting School Staff – Available to download from www.publications.dcsf.gov.uk/ or free copy from DCSF as above ref: 00242-2009BKT-EN

Safe from Bullying: Bullying in the community suite – Apr 09. Available to order free or download from DCSF publications website and phone line – see above

Safe from Bullying: guidance for local authorities and other strategic leaders on reducing bullying in the community ref: DCSF-00451-2009

Safe from Bullying in extended services in and around schools ref: DCSF-00446-2009

Safe from Bullying in youth activities ref: DCSF-00448-2009

Safe from Bullying in Children's Homes ref: DCSF-00447-2009

Safe from Bullying in play and leisure provision ref: DCSF-00450-2009

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Safe from Bullying on journeys ref: DCSF-00444-2009

Safe from Bullying: Training Resources ref: DCSF-00449-2009

Safe from Bullying in Further Education Colleges ref: DCSF-00445-2009

OTHER ORGANISATIONS

"Gangs and Group offending for Schools" guidance from www.teachernet.gov.uk search for "gangs"

Resources for SEAL:
http://nationalstrategies.standards.dcsf.gov.uk/inclusion/behaviourattendanceandseal

Anti-Bullying Alliance www.antibullyingalliance.org.uk

11 Million (Office of Children's Commissioner) Tel: 0844 8009113 Website: http://www.11million.org.uk/bullying.html

Kidscape Tel: 020 7730 3300 www.kidscape.org.uk Training resources for teachers, helpline, leaflets and advice for all

http://www.ukobservatory.com/links.html – comprehensive anti-bullying links

http://www.bully.org/links.html – links to other useful organisations

http://www.bullying.co.uk

http://www.antibullying.net

www.schoolcouncils.org follow link issues to bullying

www.mandbf.org.uk The Mentoring and Befriending Foundation Tel: 0161 787 8600 Provide information, training and resources on Peer Mentoring and support.

CYBERBULLYING AND KEEPING SAFE ON THE INTERNET

www.thinkuknow.co.uk is an online resource promoting safe use of the internet. It provides help and advice to parents, resources to use with young people and information and training for teachers and other adults working with young people. This site links to www.ceop.gov.uk The Child Exploitation and Online Protection centre.

www.childnet.com is an international, non-profit making organisation working to "help make the Internet a great and safe place for children" Child net provide advice both for parents/carers and children and young people and runs a number of different projects on staying safe on the internet and cyberbullying which can be accessed via the website. Links to http://www.digizen.org/cyberbullying - Teacher's resources + film 'Let's Fight it Together' which is also available free from the DCSF publications line.

www.securus-software.com Company supplying software to protect pupils from cyberbullying in schools

RESTORATIVE APPROACHES

www.transformingconflict.org
'Just Schools' A Whole School Approach to Restorative Justice' & 'Peer Mediation & Mentoring Trainers Manual' Belinda Hopkins available from www.incentiveplus.co.uk

www.aiksaath.com – Aik Saath peer mediation & conflict resolution project

FOR YOUNG PEOPLE & PARENTS

Childline Helpline: 0800 1111 24 hours, free, confidential advice on what to do if you have been bullied.
Website: www.childline.org.uk/Bullying.asp

www.cybermentors.org.uk An on-line peer support project run by www.beatbullying.org U.K. Bullying prevention charity. The project supports young people who have been targeted online or offline. Cybermentors are trained in their schools and supported by adults.

www.need2know.co.uk/relationships/bullying Advice on student life including bullying

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Parentline Plus is a national parenting organisation supported by the DCSF. Tel: 0808 800 2222 for free, confidential, 24 hour help line on any matter relating to parenting including bullying www.parentlineplus.org.uk Parentline Plus will also provide a free copy of - What to do if your child is being bullied - Bullying, Prejudice and Difference – Bullying via Internet and Mobile Phone

Contact a family www.cafamily.org.uk is a national organisation for the families of disabled children. Tel 0808 808 3555 for free, confidential helpline for parents and families including advice on bullying. They also provide a free copy of A guide to dealing with bullying: for parents of disabled children

Advisory Centre for Education provides advice for parents and children on all school matters: 0808 800 5793   www.ace-ed.org.uk/ They can also provide a free leaflet for parents Tackling Bullying

Children's Legal Centre provides free legal advice on all aspects of the law affecting children and young people including bullying: 01206 873820   www.childrenslegalcentre.com

www.dontstickit.org.uk/ Mencap site on bullying for young people with learning difficulties and advice for parents

www.youngminds.org.uk National charity promoting mental health of children and young people includes advice and information on bullying

OXFORDSHIRE

Oxfordshire's Family Information Service provides a broad range of information to help parents and carers support their children (0-20) including information on locally available parenting support. **08452 262636 www.oxoncis.org**

Parent Partnership Oxfordshire provides free and impartial information, support and advice to parents of children with Special Education Needs/Disabilities (0-19) around their children's education including bullying. **01865 810516**

www.spired.com/guide/survialguide/w bullying.htm. Local Oxfordshire website run by the Youth Support Service including advice and information on bullying for young people

www.bigvoiceoxfordshire.com Oxfordshire Children's Rights and Participation website including advice and information for children and young people on bullying

Jo Brown, Anti-Bullying Co-ordinator, jo.brown@oxfordshire.gov.uk 01865 815639

Contact Details of Strategy Group

Name	Title	Telephone number	e-mail
Toni Bremble	Parent/Carer Involvement Officer	01865 328701	toni.bremble@oxfordshire.gov.uk
Jo Brown	Anti-Bullying Coordinator	01865 815639	jo.brown@oxfordshire.gov.uk
Sarah Burrows	Unit Manager, Prevention Team, Youth Offending Service	01865 202218	Sarah.burrows@oxfordshire.gov.uk
Angela Chorley	PCAMHS Clinical Team Leader	01865 265065	Angela.chorley@oxfordshire.gov.uk
Mark Corness	Area Service Manager (North)	01865 815751	Mark.corness@oxfordshire.gov.uk
Zoe Elford	Children's Rights and Involvement Coordinator	01865 256681	Zoe.elford@oxfordshire.gov.uk
Karen Errington	Advisory Teacher for PCHCE Primary	01865 428041	karen.errington@oxfordshire.gov.uk
Maria Grime	Service Manager	01993 602060	Maria.grime@oxfordshire.gov.uk
Sally Latham	Disability and Equality Adviser	01865 323214	Sally.latham@oxfordshire.gov.uk
Caroline Newbold	Unit Manager, Family & Placement Support Team	01865 845770	Caroline.newbold@oxfordshire.gov.uk
Alison Partridge	Strategic Lead, Participation & Play	01865 256647	Alison.partridge@oxfordshire.gov.uk
John Payne	Thames Valley Police	0845 8505 505	John.payne@thamesvalley.pnn.police.uk
Marian Roiser	Parent Partnership Coordinator	01865 810541	Marian.roiser@oxfordshire.gov.uk
Jenny Smith	Consultant, Healthy Oxfordshire Schools Team	01865 458748	Jenny.smith@oxfordshire.gov.uk
Bernice Smurthwaite	Head of Behaviour Support Service	01865 323436	Bernice.smurthwaite@oxfordshire.gov.uk
Rennie Thompson	Service Manager Monitoring and Tracking	01865 810545	rennie.thompson@oxfordshire.gov.uk

Minutes will be distributed to Area Managers of the City, North and South; to Locality Coordinators and any other relevant interested parties. Please let us know if you would like to be added to this distribution list.

Acknowledgements

We would like to thank Sally Garforth, Chair of Bracknell Forest Anti-Bullying Strategy Group for sharing their Anti-Bullying Strategy and action plan with us, 'Safer Together, Safer Wherever' and allowing us to use some of their ideas and written work.

Special thanks are due to all the Children and Young People, schools and settings, parents, partners and colleagues who have helped shape this strategy.

We are delighted to illustrate this strategy document with the winning posters from the OSCB poster competition; poems by children from Lord Williams's School and photographs of children, young people and adults taking part in anti-bullying activities.
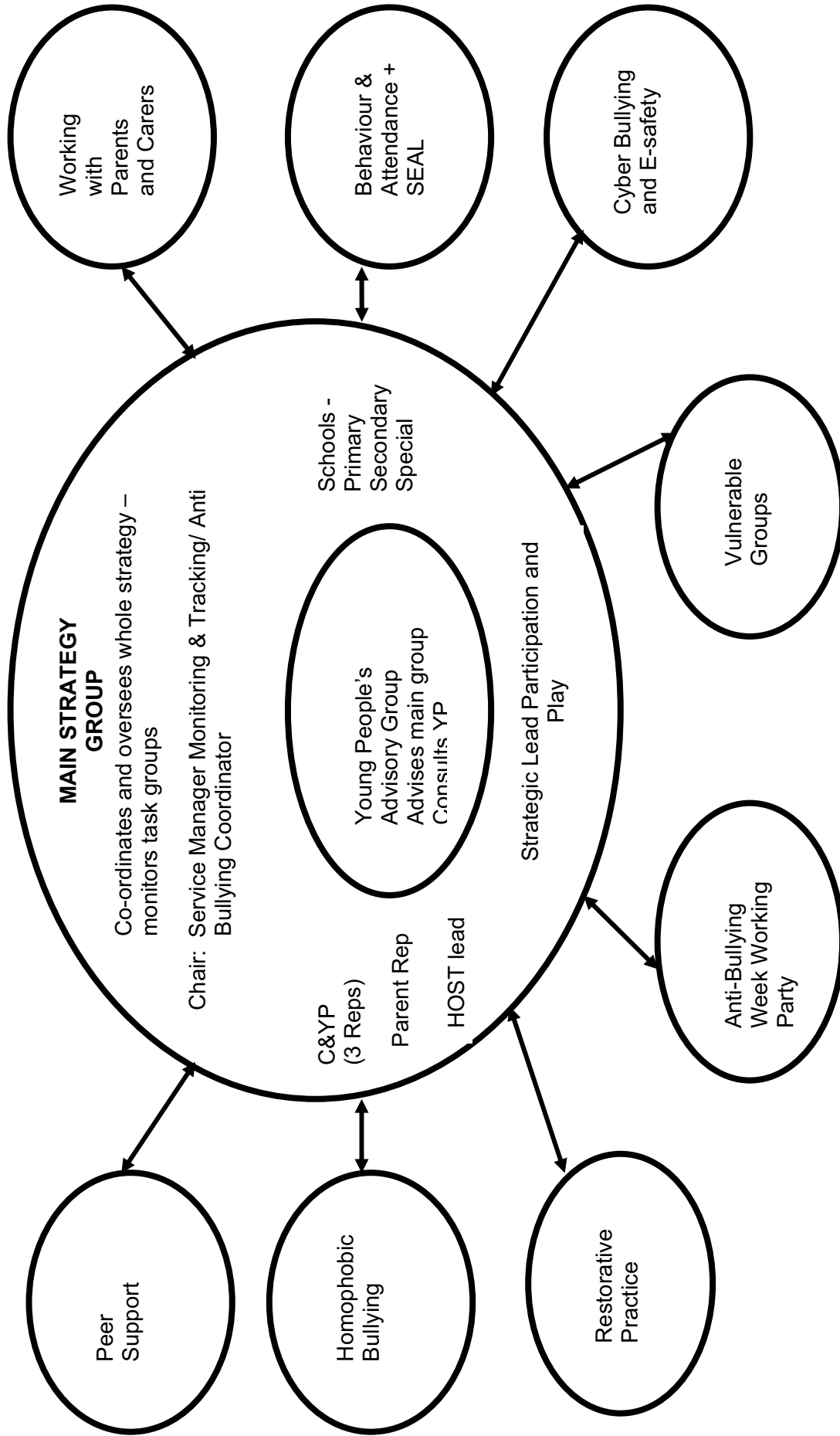
Bullying is everyone's business and an important aspect of safeguarding Children and Young People. Through partnership working the strategy is already well underway. We look forward to its continued development in the light of Children's and Young People's needs, ideas and contributions.

Thank you for taking the time to read this strategy. The Anti-Bullying Strategy group welcome any constructive comments or suggestions you may have. Please contact Rennie Thompson, Service Manager Monitoring and Tracking, Macclesfield House, New Road, Oxford, OX1 1NA , 01865 810 545 , rennie.thompson@oxfordshire.gov.uk should you wish to offer your views.

Anti Bullying Strategy Group – Proposed Structure

Time limited task groups work on specific areas. Nominated person from each group reports back to strategy group

Anti Bullying Co-ordinator
Sets up task groups and oversees their development attends when necessary and ensures C&YP have a voice

MAIN STRATEGY GROUP

Co-ordinates and oversees whole strategy – monitors task groups

Chair: Service Manager Monitoring & Tracking/ Anti Bullying Coordinator

Schools -
Primary
Secondary
Special

Young People's Advisory Group
Advises main group
Consults YP

C&YP (3 Reps)
Parent Rep
HOST lead

Strategic Lead Participation and Play

Working with Parents and Carers

Behaviour & Attendance + SEAL

Cyber Bullying and E-safety

Vulnerable Groups

Anti-Bullying Week Working Party

Peer Support

Homophobic Bullying

Restorative Practice

Bullying – A Charter for Action

Name of School

Name of Local Authority

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community

✔ Discusses, monitors and reviews our anti-bullying **policy** on a regular basis. Good practice suggests the policy should be reviewed on average every two years.

✔ Supports **staff** to promote positive relationships and identify and tackle bullying appropriately.

✔ Ensures that **pupils** are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.

✔ Reports back quickly to **parents/carers** regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.

✔ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the **LA and relevant organisations** when appropriate.

_____ Chair of Governors

_____ Headteacher

_____ Representative of pupils

_____ Date

Ideas for schools to consider

To assist schools in drawing up their anti-bullying policy, the Department has issued revised guidance to schools entitled **'Safe to Learn: Embedding Anti-Bullying Work in Schools'**, as well as advice and materials on prejudice-driven bullying and cyberbullying. In addition, we recommend schools use the following prompts when determining and evaluating their policy.

✔ Discuss, monitor and review

- Do we hold discussions on bullying and its definition, involving staff, children and young people, governors and parents?
- Do we keep a record of the incidence of bullying, according to our agreed definition, and analyse it for patterns – people, places, groups?
- Do we ask ourselves what makes an anti-bullying school?
- What is our school doing to ensure that our children and young people do not feel vulnerable and are safe to learn?
- Do we celebrate our successes and draw these to the attention of parents/carers?

✔ Support everyone in the school community to identify and respond

- Do we work with staff and outside agencies to identify all forms of prejudice-driven bullying (including all those listed in the 'Safe to Learn' guidance), as well as different methods of bullying, such as cyberbullying.
- Do we actively provide systematic opportunities for developing pupils' social and emotional skills to reduce bullying?
- Have we considered all the opportunities where the different sorts of bullying can be addressed – through the curriculum; through corridor displays; through the School Council; through peer support; and through teaching about online safety?
- Do we create 'special safe spaces' targeted at vulnerable children and young people? Do we train lunchtime staff, learning mentors, LSU staff to identify bullying and follow school policy and procedures on anti-bullying?

✔ Ensure that children and young people are aware that all bullying concerns will be dealt with sensitively and effectively

- Do we regularly canvass children and young people's views on the extent and nature of bullying? Do we ensure that young people know how to express worries and anxieties about bullying?
- Do we ensure that all children and young people are aware of the range of sanctions which may be applied against those engaging in bullying?
- Do we involve children and young people in anti-bullying campaigns in school?

✔ Ensure that parents/carers expressing bullying concerns have them taken seriously

- Do we demonstrate that we are aware of the power of peer support? Have we created and publicised schemes of peer mentoring or counselling; buddying or mediation, for example?
- Do we include the phone numbers of helplines in the school's student planners? Do we have an anti-bullying notice board? How else do we bring anti-bullying measures to children and young people's attention?
- What role does our School Council already play in our anti-bullying policy? How might that involvement be enhanced?
- Do we offer sufficient support to children and young people who have been bullied?
- Do we work with children and young people who have been bullying in order to address the problems they have?

- Do parents know whom to contact if they are worried about bullying?
- Do parents know about our complaints procedure and how to use it effectively?
- Do we work with parents and the local community to address issues beyond the school gates that give rise to bullying?

✔ Learn from effective anti-bullying work elsewhere

- Have we invited colleagues from a school with effective anti-bullying policies to talk to our staff?
- Have we involved local experts or the voluntary sector in any way?

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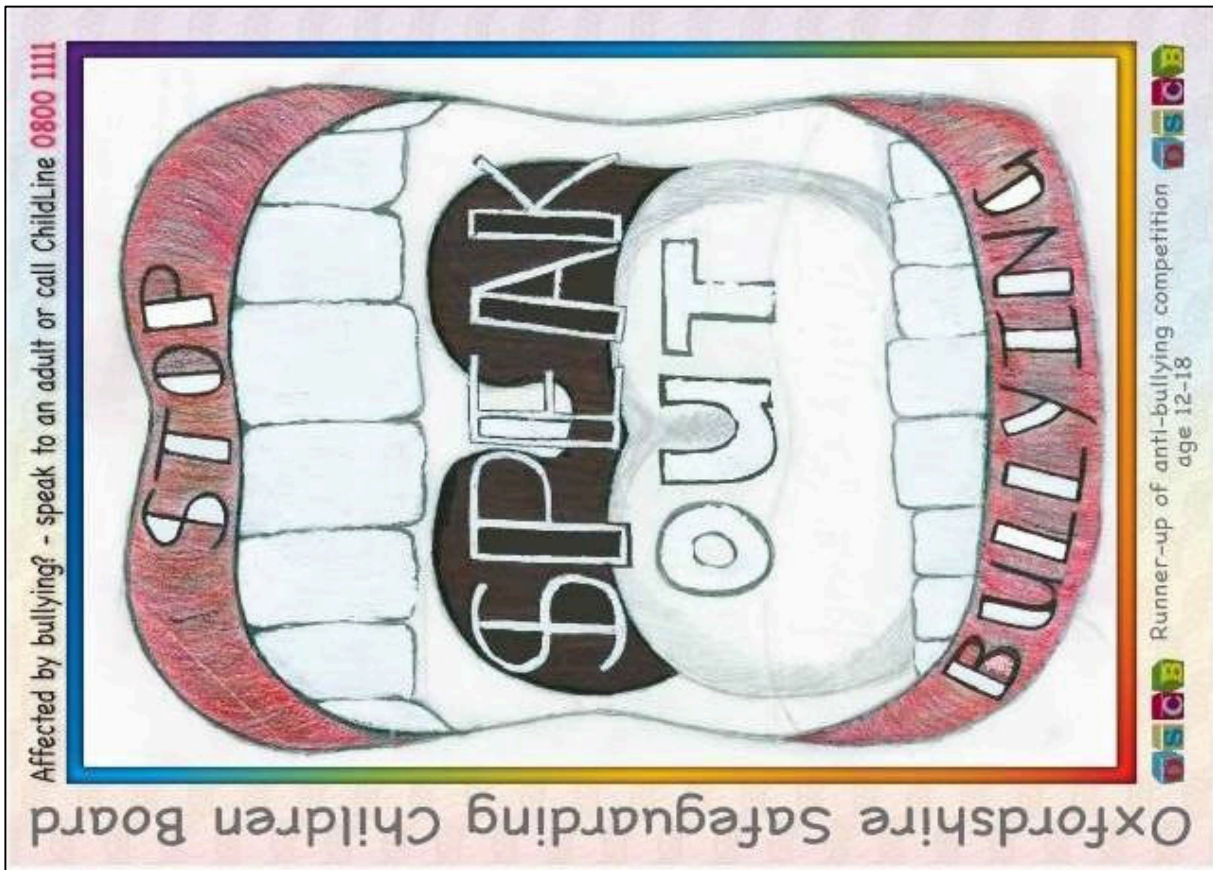
**CHILDREN'S SERVICES SCRUTINY COMMITTEE
23 FEBRUARY 2010**

SCHOOL ADMISSIONS AND THE ECONOMIC RECESSION.

1. Admissions to Oxfordshire primary schools have been on an upward trend for a number of years:

Census point	Number of Reception age children	Increase over previous year
October* 2009	6795	111
January 2009	6684	101
January 2008	6583	587
January 2007	5996	-367
January 2006	6363	

2. The number of places requested for September 2010 currently stands at 7126. We usually receive a number of 'late' applications, particularly in Oxford City, although not all of the places we finally allocate are eventually taken up. However, it looks likely that the growth in pupil numbers, which began before the effects of the recession were first felt, will continue. The single most significant factor in the increase in the number of Reception age children has been the increase in birth rates, a national phenomenon, which is likely to dwarf all other contributory factors.

3. When parents submit applications for school places they are invited to give their reasons for expressing a preference for a particular school but not their overall reasons for seeking a school place. We ask parents who, after having accepted a school place, subsequently decide not to take up the place to let us know. Not all choose to do so and of those who do, a minority volunteer the reason, including where this is because an application for a non-maintained school place has been successful.

4. Conversely, parents who apply for a place outside the 'normal admissions round' may let us know their reasons, but unless these might result in a 'late' application being considered as being 'on time' (e.g. where a major personal trauma meant a parent could not get their application in on time) there is no expectation that reasons should be given. Typically requests for places are as a result of families changing their home addresses.

5. The limited information that we do have is as follows:

    There were 1862 requests between 1 August 2008 and 18 May 2009 across all year groups. Of these, 82 (36 primary age and 46 secondary age) requested a school place giving their reason for doing so as "Moving from Independent School". This represents 4.4% of the relocations we have handled.

There were 2141 requests between 1 August 2007 and 31 July 2008. Of these, 64 (21 primary age and 43 secondary age) requested a relocation giving their reason for doing so as "Moving from Independent School". This represents 2.99% of the relocations we have handled.

6.   An increase of 18 requests citing "moving from independent school", just under 1.5 percentage points is unlikely to be statistically significant. In addition it only relates to those children who were already in the independent sector and were withdrawn; it sheds no light on the numbers who would have gone into the independent sector had it not been for the impact of the recession.

* The annual pupil census takes place in January. The 2010 figure is currently being validated.

CHILDREN'S SERVICES SCRUTINY COMMITTEE
23 FEBRUARY 2010

CHILDREN CENTRES

1. This report covers
    1. Update of the progress of children's centres.
    2. Annex A gives an update on the capital programme.
    3. Annex B gives a summary of the key points in the Apprenticeship, Skills, Children and Learning Act (ASCL Act) 2009 and main implications for Oxfordshire.

Background

2. Children's centres are 'one stop shops' for young children and their parents, and for childminders and other carers. They offer a friendly and safe place for parents and carers to play and have fun with their children and to get information, advice and support. They are a universal service, but particularly aim to reach vulnerable families who don't easily access services.

3. We have 45 children's centres in Oxfordshire and are now in the third and final phase of development. Phase 1 centres are in areas of the highest levels of deprivation. Funding is allocated on a formula basis taking account of the size and level of deprivation of the area served. 29 centres are well established; the remaining 16 are part of Phase 3 and still in development.

Progress of Children's Centres Development, including an Update on Premises

4. There are 45 children's centres in Oxfordshire. Sixteen of these are Phase 3 centres so are still in a relatively early stage of development. However all these are now designated as children's centres which means they are providing a minimum level of service and have plans in place for how they will move to full service delivery. Most Phase 3 centres are currently providing services from temporary premises.

5. The capital programme has presented many challenges. The government's advisers on this programme (Norfolk Property Services) have currently given Oxfordshire a red rating because our programme is due to be completed very close to the end March 2011 deadline. See Annex A for more information about progress on individual projects.

6. In a number of Phase 3 projects, which are mostly in rural areas, there has been significant local opposition to plans to develop new premises. Common factors to this oppositions include:

    (a)   Lack of understanding about what a children's centre is. We have provided information and arranged visits to established centres to help with this. A small minority are clearly opposed to the idea of and need for children's centres and are not open to persuasion.

(b)   Concerns about the impact of traffic that a children's centre may result in. Centres are required to do travel plans and where on school sites we are agreeing to stagger opening/closing times of activities at the centre so they do not overlap with busy times at the school.

7.   Areas where there has been significant local opposition are indicated in the attached Annex A

Statutory Basis of Children's Centres

8.   The Apprenticeship, Skills, Children and Learning Act (ASCL Act) 2009 amends the Childcare Act 2006 by defining children's centres in law and places a duty on Local Authorities (LAs)   to establish and support children's centres. The Act also places duties on Primary Care Trusts (PCTs) and Job Centre Plus (JCP) as statutory "relevant partners" to enable access to early years services through children's centres. Details of relevant sections of the ACT and implications for Oxfordshire are appended as Annex B

Summary

9.   Oxfordshire has been recognised by the Government Development Agency (Together for Children) as having made very good progress in its development of children's centres. Phase 1 and 2 Centres are now demonstrating their worth in terms of evidence of increasing take up of services, parental satisfaction and a 'narrowing of the gap' in attainment at the end of the Early Years Foundation Stage. However the whole national programme is embryonic and will take several years to demonstrate long term improved outcomes for children, families and communities in terms of health, education and economic and social wellbeing.

10.   National and International research evidence from places where similar investment has been made in early childhood programmes demonstrates that high quality early years services and support for parents provide protective factors against later vulnerabilities and significant cost benefits.

11.   There are challenges around the phase 3 centres due to opposition in a small minority of Oxfordshire communities. The current economic and political uncertainties can also be undermining in terms of the confidence of staff, parents and communities about the future commitment to and sustainability of Children's Centres and services.

Contact officers: Clare Abolins, Service manager Tel: 01235 547174
                       clare.abolins@oxfordshire.gov.uk

                       Annie Davy, Strategic Lead Tel: 01865 815493
                       annie.davy@oxfordshire.gov.uk

Children's Centre	Development Description	Current Status	Anticipated Completion date
NORTH			
Ambrosden Children's Centre	Enhanced modular building solution on Five Acres Primary School site providing multi purpose room, small consultation room, office, kitchen, WC's and storage	Feasibility completed. At planning stage	February 2011
Heyford and Caversfield Children's Centre	Mobile unit and minor works to existing community building in Heyford Park	Van being purchased. Lease underway. Minor internal works to be completed	Summer 2010
Bloxham Children's Centre	Internal adaptations and small extension at Bloxham Primary School. Delivery by school as self help project	On site. Work in progress.	Summer 2010
N W Witney Children's Centre	Improvement/replacement of existing temporary building used by children's centre on West Witney Primary School site	Condition of building on school site being investigated.	March 2011
Witney Children's Centre (phase 2)	High risk project. Alteration needed to existing building used by King's School and owned by Methodist Church	Plans drawn up. Waiting for school to vacate and legal agreements.	March 2011
The Willow Tree Children's Centre (Bampton and Burford)	New stand alone building on Bampton Primary School site providing multi-purpose room, small consultation room, office, kitchen, WC's and storage	Planning approved. Tenders in and being considered.	November 2010
The Orchard Children's Centre (Eynsham and Woodstock)	New stand alone building at Eynsham Primary School to provide multi-purpose room, small consultation room, office, kitchen, WC's, area co-ordinators office and storage for both Children's Centre and Extended schools programme. Early World (private provider) will be delivering	Planning approved. Tenders due in mid February	November 2010 (Children's centre element)

	childcare services in the building		
SOUTH			
The Rainbow Children's Centre (Henley)	Extension to existing church facilities including separate access to provide multi-purpose room, small consultation room, kitchen and WC's	On site. Work in progress	Summer 2010
The Rainbow Children's Centre (Sonning Common)	High risk project. Sonning Common Primary School was initially the proposed site for the centre. Plans have changed due to ecological concerns. Internal works and refurbishment now planned at Chiltern Edge Secondary School to provide multi-purpose room, small consultation room, office, kitchen, WC's and storage	Brief drawn up. Feasibility stage	March 2011
The Red Kite Children's Centre (Thame)	High risk project. John Hampden Primary School was the proposed site for the centre. Significant parental opposition led to change of mind from governors. Now planning to reburbish old library site subject to building being surplus to other service needs (waiting for S&CS to declare old library is surplus to requirements). This will be smaller than standard phase 3 centre but will include all key elements, multi-purpose room, an office, a small consultation room, entrance and toilets, with a small outside area.	Brief drawn up. Feasibility stage	March 2011
The Maple Tree Children's Centre (Great Milton)	High risk project New stand alone building on Great Milton Primary School site providing multi-purpose room, small consultation room, office, kitchen, WC's and storage	Planning stage. Concerns over significant local opposition	March 2011

	as part of a 4 phase new school development		
Chalgrove and Watlington Children's Centre	Refurbishment and extension providing space for extended services, developing existing multi purpose room and kitchen and providing new office space, consultation room, entrance and changing room	On site. Work in progress.	November 2010
Wallingford Children's Centre	New build on existing OCC owned land to provide multi-purpose room, small consultation room, office, kitchen, WC's and storage. Combined building with Youth Service	Planning permission granted and out to tender	March 2011
North East Abingdon Children's Centre	Infill to an existing building at Wootton Community Centre to provide multi-purpose room, small consultation room, office, kitchen, WC's and storage. Part of a larger £900k community project.	On site. Work in progress.	April/May 2010
Southmoor Area Children's Centre	High risk project New building to provide multi-purpose room, small consultation room, office, kitchen, WC's and storage. Scheme combined with pre-school	Submitted for planning (April) Significant local opposition.	March 2011
Wantage Children's Centre	Internal adaptations to Butler Centre (church property) to provide small consultation room by revamping toilet area	Completed	
Ladygrove Children's Centre, (Didcot)	Internal adaptations and small infilling at All Saints Primary School which will provide office space, consultation room, multi-purpose room and kitchenette, being carried out by school on self help basis	Working on detailed design	November 2011
Grove Children's Centre	No development planned in short/medium term. Base currently in church pending	NFA	

	development of children's centre within major new development in Grove.		
Slade & Headington Children's Centre (phase 2)	Rebuild of children's centre along with nursery and primary school.	Submitted for planning. Framework contractor pricing work packages.	March 2011 (children's centre element)

(A)   Arrangements for the provision of children's centres
Section 5A Childcare Act 2006
1.   This section defines children's centres and gives a minimum of what should be provided.
   (a)   Children's centres intended to be the first, local port of call for parents/carers needing help or advise.
   (b)   Children's centres must directly provide activities for young children on site.
   (c)   Centres do not need to provide all early childhood services on site but need to actively support parents/carers in accessing services. Reliance on signposting eg through leaflets is not sufficient
   (d)   Managed by or on behalf of LA to ensure early childhood services delivered in an integrated way
2.   LAs under a duty to secure sufficient children's centre provision for their area. Determining what is sufficient needs to be done with PCT, JCP and other Children's Trust partners and local communities.
3.   LAs need to ensure centres are configured to meet needs of communities, especially the most deprived.

Implications for Oxfordshire
Oxfordshire is well on the way to meeting these duties and a highly regarded Local Authority by the national development agency monitoring the programme. Currently some centres may not be sufficiently proactive about supporting families to access additional services not provided on site

(B)   Duty on LAs, PCTs and JCP to consider providing services through a children's centre.
Section 5E, Childcare Act 2006
The Act places a duty on the LA, PCT and JCP to consider whether each of the early childhood services they provide (or commission others to provide on their behalf) should be provided through a children's centre. Guidance suggests that this exercise should be documented and reasons for decisions noted, in particular when the decision is not to deliver the service through the children's centre. There should be strong reasons not to provide services through children's centres. Decisions should be regularly reviewed and involve consultation with local communities. A key criterion should be whether providing the service through a children's centre is likely to improve access, especially for disadvantaged parents and improve outcomes for young children.

Implications for Oxfordshire
We have began work on drawing up Partnership Agreements with the PCT and will be doing the same with JCP to look at what service provision could be delivered through children's centres. .
This exercise could take a significant amount of time if backdated and done for each locality/children's centre area.

(C)   Children's Centres: Consultation
Section 5D, Childcare Act 2006
The Act stresses the importance of consultation before
1.   Establishing a new children's centre
2.   Before making any significant change to services at an existing children's centre
3.   Before closing or substantially reducing services at a children's centre to the extent that it is no longer meets statutory definition of a children's centre

The term significant change is not defined but the example given indicates a centre would be expected to consult if they changed the location of the service, the day a service was delivered or if they reduced the service or no provided a service. The balance should be in favour of consultation before making changes to services that families rely on.

The guidance lists stakeholders who should be consulted including Children's Trust partners, advisory boards, elected members, other service providers including local voluntary organisations and parents/carers

The guidance says there should be a presumption against closure for children's centres. In drawing up a case for closing a centre, the LA needs to demonstrate how outcomes for children, particularly the most disadvantaged would be improved and better value for money secured by the centre closing rather than it remaining open.

Implications for Oxfordshire
There is an extensive programme of consultation in place for new centres
The message needs to be communicated to children's centres to ensure they are consulting appropriately before making significant changes to their programmes
There is some concern given the uncertain economic and political climate about how funding will come to the Local Authority after the current grant period comes to an end in March 2011,

(D)   Children's Centres: Advisory Boards
Section 5C, Childcare Act 2006
LAs have a statutory duty to make arrangements to secure that each of its children's centres are under the remit of an advisory board. Several centres can cluster together to share an advisory board but if so, parents still need to be engaged at a local children's centre level.

Advisory boards will not have a legal identity, will provide strategic oversight. They should have terms of reference with representation from key partners including PCT, JCP, local community, local service providers, 2-3 parents/carers. The board should reflect the local families and the local community. The chair should be independent and not the children's centre manager.

Implications for Oxfordshire
The guidance doesn't explain how the advisory board will sit alongside school governance arrangements. Children's centres managed by schools do not have advisory boards as Oxfordshire has made the assumption that schools are not expected to set up an additional layer of governance in the form of an advisory board but are encouraged to make sure their arrangements include the wide representation detailed in the guidance

(E)   Inspection

Sections 98A-G Childcare Act 2006

The Act gives Ofsted a duty to inspect children's centres. Inspections will be outcome focused and will look for evidence of impact services are having on children's outcomes and the effectiveness of integrated services.

The LA has a duty to act in response to inspection findings. This will include ensuring a clear action plan is produced, distributed to key parties and displayed in the children's centre and other relevant places and that progress on the action plan is monitored to ensure the necessary improvement results.

Implications for Oxfordshire

Oxfordshire has been part of the Ofsted inspection pilot so we are already working on this. We will need to get systems in place to support centres and make sure LA duties are reflected in Service Level Agreements and contract with our partners managing children's centres. Our existing service specification will also need to be updated to reflect the Ofsted framework. This will be a focus for our work in the coming year.

(F)   Safeguarding

Section 200, ASCL Act

The Safeguarding Vulnerable Groups Act 2006 has been amended to add children's centres to the list of establishments subject to the new Vetting and Barring Scheme.

Anyone working in a centre on a regular basis where the work gives an opportunity to have contact with children (whether supervised or not) will have to register with the Independent Safeguarding Authority.

Where staff working in a children's centre are employed by another agency, the LA needs to ensure that written agreements clarify responsibilities for undertaking checks and storing records. Normally the 3rd party provider will check their own staff and keep records and confirm with the LA/centre manager/school governing body that this has been done.

All children's centres need to have a person at the centre designated to lead on safeguarding. The responsibilities of this role are outlined

Implications for Oxfordshire

Our safeguarding guidance to children's centres is being updated to take changes into account.

Guidance from Ofsted is expected be available at end of March over what information children's centres are expected to hold in relation to CRB clearance from staff working in the centre but employed by other agencies.

We are also waiting to get written assurances from key partner agencies that their staff are CRB checked; this is understood to be in progress with regards to the PCT.

Currently JCP staff are not routinely checked by their agency, but this will change in future.

Clarity from the Government is needed on what constitutes working in a centre on a regular basis.

(G)   Having regard to the other services available in the local area
<u>Section 3(4A), Childcare Act 2006</u>
The LA needs to give consideration to the local childcare market in deciding whether or not a children's centre should directly provide childcare on site or whether there is sufficient accessible childcare already in the area.

Implications for Oxfordshire
Childcare
The DCSF released draft Childcare Sufficiency and Assessment Guidance for consultation in December 2009 which will shape our next full Childcare Sufficiency Assessment Report and Action Plan for 2011. This updates and combines two earlier pieces of guidance for Childcare Sufficiency Assessments and Securing Sufficient Childcare.
There are relatively few changes, but a clearer focus on addressing the needs of specific groups including disabled children, children from black and minority ethnic groups, looked after children, families living in rural areas and Armed Forces families. Work with children's centres and other key partners will be crucial in meeting these challenges.

Workforce and training
The Children's Workforce Development Council are working to develop more appropriate qualifications for children's centre staff e.g. a Unit on Outreach Work which will be on the new Qualifications and Credit Framework and which we are planning to access when available.
Children's centres providing childcare are required to employ early years practitioners with Early Years Professional status. These are in place in some full offer centres (a requirement by 2010). There has been a reluctance by some qualified teachers to access the validation pathway. Centres have been visited by the training team to encourage this.
We are using Graduate Leader Fund to support Childminder Early Years Professionals (only one currently) to work with childminders to improve quality in several centres.
Some children's centre officers have completed Training for Trainers to enable them to offer whole-centre safeguarding training. We are also developing a training DVD for use by centre managers.