

CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES

**Venue: Town Hall,
Moorgate Street,
Rotherham.**

Date: Tuesday, 9 November 2004

Time: 8.30 a.m.

A G E N D A

1. To determine if the following matters are to be considered under the categories suggested in accordance with the Local Government Act 1972.
2. To determine any item which the Chairman is of the opinion should be considered as a matter of urgency.
3. Minutes of previous meetings held on 19th and 26th October, 2004 (copies herewith). (Pages 1 - 4)
4. Minutes of a meeting of the Christmas Carnival Co-ordinating Group held on 28th October, 2004 (copy herewith). (Pages 5 - 7)
5. Minutes of a meeting of the Children and Young People's Sub-Group held on 12th October, 2004 (copy herewith). (Pages 8 - 11)
6. The Education of Children Otherwise than at School (EOTAS) (Ann Clegg, Acting Head of Inclusion Support Services) (report herewith). (Pages 12 - 20)
7. Model Anti-bullying Policy (Ann Clegg, Acting Head of Inclusion Support Services) (report herewith). (Pages 21 - 34)
8. Date of Next Meeting

**CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES
TUESDAY, 19TH OCTOBER, 2004**

Present:- Councillor Boyes (in the Chair); Councillors Austen.

Apologies for absence were received from Councillors Littleboy and Rushforth.

78. CHRISTMAS CARNIVAL CO-ORDINATING GROUP

Resolved:- That the minutes of a meeting of the Christmas Carnival Co-ordinating Group held on 23rd September, 2004 be received.

79. ROTHERHAM CULTURAL CONSORTIUM

Resolved:- That the minutes of a meeting of Rotherham Cultural Consortium held on 15th September, 2004 be received.

80. ROTHERHAM LEARNING GRID

Brian James, Chief Executive of RBT (Connect) Ltd. gave a verbal report on the current situation with regard to the installation of the Rotherham Learning Grid to schools.

Work was on schedule to meet the deadline of 15th December for the installation of all the circuits.

Particular attention was made to the need to arrange access to schools prior to the half term holiday.

Dawn Rowley, Information and Performance Review Manager, reported that eight circuits per week had been installed in order to meet targets. Slippage on this deadline was not anticipated.

In addition, the Learning Grid Steering Group was monitoring the situation.

Resolved:- (1) That the verbal report be noted.

(2) That a written report be submitted to the Cabinet Member meeting on 30th November, 2004 as this will be close to the end of the RGfL Implementation end date of 15th December, 2004.

81. THE EDUCATION OF CHILDREN OTHERWISE THAN AT SCHOOL (EOTAS)

This item was deferred to a future meeting.

82. SCHOOLS IN OFSTED AND DFES CATEGORIES

Pursuant to Minute No. 63 of a meeting of the Cabinet Member,

Education, Culture and Leisure Services held on 21st September, 2004, consideration was given to a report of the Strategic Leader, School Improvement on the work presently being undertaken in Schools in Ofsted or DfES categories. The report covers all those schools having this designation, together with any other schools in either an Ofsted category or identified by the Department for Education and Skills (DfES) as being of concern.

The report entitled Performance Indicators – ECaLS 2004/05 – 1st Quarter Report, highlighted concerns about the Local Performance Indicator (LPI) relating to the percentage of schools with Serious Weakness (SW). This indicator was reflecting an increase in the percentage of schools being placed in this Ofsted category.

The report contained statistical details on schools designated by Ofsted as having Serious Weaknesses. No school was in Special Measures (SM).

Additionally, there is a Government (DfES) “floor target” relating to secondary schools. This floor target is that by 2004 no secondary school should have fewer than 20% of its pupils achieving 5+ GCSEs at Grades A*-C. On the basis of the 2003 GCSE results, one secondary school was identified as at risk of not meeting this floor target. The school was the focus of intensive support and in 2004 the school’s figure for 5+ A*-C was 29%, well in excess of the 2004 target and above the floor target for 2006.

An in-depth examination had taken place and a lengthy discussion ensued on the following issues:

- Attainment levels
- Leadership provision of key staff
- Leadership Incentive Grant
- Targeted support to schools and progress on LEA Action Plans
- Mentors
- Governor support
- Budget
- Community links
- Vision
- Local Grants and Funds
- Improvement since previous Ofsted
- Value Added Measure
- Staffing Issues
- New Building Initiatives

Resolved:- (1) That the report be received.

(2) That further reports on this matter be submitted on a six monthly basis.

**CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES
TUESDAY, 26TH OCTOBER, 2004**

Present:- Councillor Boyes (in the Chair); Councillors Austen and Littleboy.

83. MINUTES OF A PREVIOUS MEETING

The minutes of a meeting of the Cabinet Member, Education, Culture and Leisure Services held on 12th October, 2004 were agreed as a correct record.

84. CULTURE, LEISURE AND LIFELONG LEARNING IMPROVEMENT ACTION PLAN

Consideration was given to a report of the Strategic Leader, Culture, Leisure and Lifelong Learning, together with a Service Improvement Plan for Cultural Services, which gave an update on the progress made by Cultural Services following the Regular Performance Assessment (RPA) carried out by the Audit Commission in January, 2004.

The RPA inspection of Cultural Services identified a broad range of achievements and successes. It also highlighted a number of areas the service should focus on in order to sustain the goal of continuous improvement. The report identifies the areas for improvement and the progress made to date.

An improvement plan was established in January 2004 and is currently in its ninth month of implementation. Progress is being made on all of the areas identified by the inspection.

The report highlighted a need to develop Culture and Leisure Services, particularly in terms of front-line delivery.

The officer in attendance summarised the present position on each of the recommendations identified by the inspection.

Discussion took place regarding the need for the work to complement other internal and external strategies and priorities, an element of the Action Plan being to develop a programme of consultation.

At some point in the future an Annual Consultation Plan containing work being undertaken corporately would be produced.

Resolved:- (1) That a further update report be submitted within four months, at which point member agreement be sought on Cultural Service's priorities, and key performance indicators agreed for regular reporting, in line with national, regional and local priorities.

(2) That the Business Development Manager, Culture, Leisure and

Lifelong Learning submit a report to a future meeting on the current position with regard to the Rothercard service and its link with the work overall.

85. SOUTH YORKSHIRE SPORTS PARTNERSHIP - THE WORKS PROJECT

Consideration was given to a report of the Strategic Leader, Culture, Leisure and Lifelong Learning which gave details of 'The Works', a unique project to be undertaken by the South Yorkshire Sports Partnership of which RMBC is the host organisation. No other organisation would be able to deliver the service.

The nature of the funding arrangements with Sport England (the funding body) are such that application for the suspension of Standing Order 44 is necessary.

'The Works' is a dynamic multi-activity programme, which will provide an innovative approach to health, physical activity, sport and education in a way that will engage young people in a healthy and active lifestyle.

It will be designed, administered and managed via The Works training organisation that will provide fully qualified fitness instructors and the equipment required to deliver the project within schools and the wider community. The instructors will also be responsible for monitoring the effectiveness of the programme, as every participation of a Works session will be logged on a powerful online resource called the Workstation.

The report set out several ways by which the project will be delivered.

The funding for the project is made up of contributions from Sport England and from The Music Factory Entertainment Group. RMBC is not required to make any financial contribution.

If the project is successful, the work will be piloted in Rotherham schools.

Resolved:- (1) That the work to be undertaken in this project be noted.

(2) That the invoking of Standing Order No. 35 be approved in order to allow the project to be undertaken. This is due to the unique nature and contractual requirements of this project.

86. NOMINATION - DEARNE VALLEY COLLEGE

The meeting considered a verbal request from the College for a nomination on the Dearne Valley College Board to represent Rotherham MBC.

Resolved:- That this matter be deferred to the next meeting for further consideration.

**CHRISTMAS CARNIVAL CO-ORDINATING GROUP
THURSDAY, 28TH OCTOBER, 2004**

Present: Peter Coulton (in the Chair); Marie Hayes, Christine Snaith, Colin Scott, Stewart Lister, John Saffery and Dawn Runciman.

Apologies were received from The Mayor (Councillor F. Wright), Deputy Mayor (Councillor H. Jack), Dave Harris, Jack, Julie Roberts, Town Centre & Markets Manager, J. Sinclair, John Wadsworth and The Mayor (Councillor F. Wright) and Graham Weaver.

8. WELCOME AND INTRODUCTIONS

The Chair welcomed Dawn Runciman, Town Centre Management Team to her first meeting of the Group.

9. MINUTES OF PREVIOUS MEETING HELD ON 23RD SEPTEMBER, 2004.

Agreed:- That the minutes of the meeting of this Group held on 23rd September, 2004 be received as a correct record.

10. MATTERS ARISING

(a) Carols from the Church

Sound Services had visited the church and established that it was possible to erect speakers on columns. The Company had given a price for the work and the matter was presently being considered.

(b) Christmas Trees

Marie Hayes explained that the funding for district trees had been from the Grounds Maintenance Contract, based on tendering over the past five years.

A new company had recently won the contract and the price of trees had risen considerably. It may therefore not be possible to provide the trees next year.

(c) Parade Route

The meeting discussed several aspects concerning the arrangements for the parade.

These included:-

- Police outriders
- Timings

- Actual Route
- Staffing/Marshalls on route
- Placement of Cones
- Windscreen passes for key personnel
- Santa's role
- Barriers for Santa's Grotto
- Street Entertainment
- Road Traffic Regulations

11. CHRISTMAS ILLUMINATIONS

The Group was informed that the tender evaluation of three contracts submitted for the installation and erection of lights had been completed.

The contract had been awarded to Blachere UK.

On the proviso that catenaries have been checked, electrical work on the installation of new lights was due to start.

A brochure containing coloured photographs of areas of Rotherham showing the new lighting structures was provided at the meeting.

12. ARRANGEMENTS FOR SWITCH ON EVENING

Discussion took place regarding the arrangements for Hallam FM's involvement on switch on evening during the countdown and illuminated parade.

The following aspects were referred to:-

- Timetable of events
- Duration of Parade
- Cast of Cinderella/TV personalities
- Bands/Music/Games
- Late Night Opening

13. SANTA'S GROTTTO

Colin Scott confirmed that Santa's Grotto was to be sited at 8 Church Street this year.

The position was considered to be good and arrangements would be made for the installation of the Grotto.

Agreed:- That a suitable press release be issued on the siting of Santa's Grotto, and that information be placed on the Council web site.

14. UPDATE ON TOWN CENTRE EVENTS

Dawn Runciman reported that several town centre events were presently

in the planning stages and had yet to be confirmed.

One event was to have a short parade of reindeers before going into the market on Saturday, 18th December.

Other events included:-

- Outdoor markets
- Santa's Grotto
- Christmas Craft Market – 10th/11th December

15. THANKS

Peter Coulton wished to formally thank all those involved in the work of the Group over the past year, and particularly the hard work towards arrangements for switch on evening.

16. DATE AND TIME OF NEXT MEETING

Agreed:- That the next meeting of this Group take place on Thursday, 13th January, 2005 at 2.00 p.m.

CHILDREN AND YOUNG PEOPLES SUB-GROUP
Tuesday, 12th October, 2004

Present:- Councillors Boyes, Gosling and Jack.

Ruth Johnson – Pre –School Learning Alliance

Julie Bates – Rotherham Play & Learn Bus

Mary Smith - The Early Years and Childcare Strategy Manager, Inclusion

Paula Williams – Training and Quality Assurance Co-ordinator

Apologies were received from Councillors Austen, Littleboy and Robinson and Robinson; Sue Walker, Senior School Improvement Adviser – Early Years.

1. APPOINTMENT OF CHAIRMAN.

Resolved:- That Councillor Gosling be appointed Chairman of this Sub-Group.

(Councillor Gosling in the Chair).

2. APPOINTMENT OF VICE-CHAIRMAN.

Resolved:- That Councillor Boyes be appointed Vice-Chairman of this Sub-Group.

3. MINUTES OF THE PREVIOUS MEETING HELD ON 20TH APRIL, 2004

Resolved:- That the minutes of the above meeting be received and agreed.

4. MATTERS ARISING FROM THE MINUTES

(1) Minute No. 2 - Matters arising - Children's Information Service

Mrs. Johnson reported that three people had expressed an interest in becoming a non-voting representative on this Sub-Group and that, following assessment, nominations would be submitted to this Sub-Group for consideration.

(2) Minute No. 3 – Beacon Council Scheme Application 2003/2004

The Early Years and Childcare Strategy Manager, School Improvement, reported that a letter had been submitted to the local Members of Parliament conveying this Sub-Group's disappointment at not receiving Beacon Council status and drawing attention to the fact that Rotherham's Service was very involved in supporting other local authorities in disseminating information and advising on good working practices and that the letter had been acknowledged.

(3) Minute No. 6 – Early Years and Childcare Recruitment and Training

Discussion ensued on the significant issues regarding the above and it was suggested that an update report on the position would be beneficial for all concerned.

Resolved:- That a report on the position regarding training and childcare for learners, improving learning needs and workforce development links with the Learning and Skills Council should be submitted to the Cabinet Members for Education, Culture and Leisure Services and Social Services.

5. CHILDRENS CENTRE OUTREACH DEVELOPMENT PROJECT

The Early Years and Childcare Strategy Manager, School Improvement, introduced a report relating to the Children's Centre Outreach Development Project which affected ten Wards in the Borough.

It was reported that £95,983 from the Neighbourhood Renewal Fund had been awarded for an Outreach Project for 2005-2006. The funding would support the participation of hard to reach, families in areas where Children's Centres were not yet meeting the full range of core services.

The proposals and details of the project were outlined it being noted that the project would pilot and evaluate innovative methods of delivering integrated services within targeted areas, ensuring they were inclusive, accessible and flexible to meet the needs of all local children and their families:-

- Rotherham Play and Learn Bus will be used as a mobile base to deliver services to parents, targeting hard to reach families, prior to Children's Centres delivering core services
- Play and Learn Bus will be scheduled for 2 sessions per week, to work in selected areas for blocks of 6 or 8 sessions over 6 or 8 continuous weeks, 2 areas per week on a rolling programme
- Services that could be offered from Play and Learn Bus include:
 - Children's Information Service
 - Family learning
 - Family support including drop in group sessions and 'stay and play' sessions
 - Job Centre Plus
 - Health services
 - Consultation on the way services are to be offered from the Children's Centres and information about developments
- Successful services will be integrated into each Children's Centre as it opens and shared as an example of 'best practice' with other areas and initiatives.
- Services will be available continuously in all areas. At periods where the Play and Learn Bus is not scheduled to work in a particular area these services will be offered using existing community resources. However, the Play and Learn Bus will

remove barriers to accessing services and encourage participation from hard to reach families.

Early support for families and building self confidence, will give parents the opportunity to make informed choices about the way initial services are delivered, ensuring that their own and their children's needs are being met to give their children the best possible start in life.

This project will lay the foundations for the Children's Centres and ensure the early involvement of families.

Resolved:- (1) That the report be received and approved.

(2) That the Cabinet Member, Education, Culture and Leisure Services, be provided with an update on developments that take place in other Wards of the Borough.

6. MEN WHO DARE CHILDCARE PROJECT

Consideration was given to a report by the Training and Quality Assurance Co-ordinator detailing information about a new project called Men Who Dare Childcare Project.

The Project aims to support men to access training and employment opportunities within the childcare sector by challenging the traditional stereotypical belief that childcare is a career for women only. The project will also promote the benefits to children gained through the employment of male childcare workers. Currently there are very few male childcare workers; this is partly due to the stereotypical image of childcare as a female profession and the barriers which may be faced by men, such as, no peer support and negative attitudes from early years and childcare providers and parents.

Details of the duties of a full-time Project Co-ordinator/Manager were outlined.

Once the project had been signed up work would commence in January, 2005.

Resolved:- That the report be approved and future updates welcomed.

7. WORKING WITH EMPLOYERS - "CREATING MORE WORK - LIFE BALANCE" PROJECT

The Early Years and Childcare Strategy Manager, School Improvement, introduced a report relating to a new project to raise awareness of Work Life Balance and Family Friendly Policies with particular reference to childcare initiatives and links with employers. Funding had been secured through a successful joint South Yorkshire Objective 1 funding bid.

The joint project "Creating More Balance" would work with employers to enable them to explore ways of supporting their employees' childcare needs and work-life balance.

The key aim of the Project is to:

Promote work-life balance and family-friendly policies and practices to employers across different sectors and throughout the sub-region, including promoting Children's Information Service and developing links between employers and existing/new childcare providers. This will support the sustainability of existing/new childcare provision and contribute to the regeneration of communities.

Each local authority area will have a Project Officer responsible for developments within their locality. The Project Officer for Rotherham, Ms M. Hunt, is based with the Early Years and Childcare Service. There will be a particular focus on promoting Tax Credits, childcare vouchers and the Children's Information Service as well as encouraging links between employers and new and existing childcare providers.

Resolved:- That the report be received and approved.

8. DATE OF NEXT MEETING

Resolved:- That the next meeting of this Sub-Group be held on Tuesday, 18th January, 2005.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Cabinet Member for Education and Advisers
2.	Date:	9th November 2004
3.	Title:	The Education of Children Otherwise than at School (EOTAS) Covers all wards in the borough
4.	Programme Area:	ECALS – Inclusion Services

5. **Summary:** This is a new policy to demonstrate how the Council fulfils its statutory duty to make arrangements for the provision of suitable education otherwise than at school for children of compulsory school age who, by reason of illness, exclusion from school or otherwise, will not receive a suitable education without these arrangements.

6. **Recommendations:**

- **The Council adopts the policy.**
- **Council members note the current provision for pupils requiring education otherwise than at schools.**

- 7. Proposals and Details:** The policy recognises that for some young people there are periods in their lives when their medical needs prevent them from attending school or they are emotionally vulnerable, unable to cope with the structures and routines of school or experience exclusion from school as a result of exceptionally challenging and difficult behaviours. In such situations a period of time in an alternative education setting is appropriate to enable the child or young person to move forwards in their lives. Such settings include Pupils Referral Units, Maple House, Welcome Centre, Hospital Teaching and Home Tuition Service.
- 8. Finance:** Current provision for EOTAS is made within existing resources, however if proposed procedures for identifying Missing Pupils are implemented or numbers of permanently excluded pupils increase, additional funding may be required to ensure that these pupils have appropriate access to education.
- 9. Risks and Uncertainties:**
- If the Council does not have an EOTAS policy and appropriate provision it will be in breach of its statutory duty
 - EOTAS policy and provision is one element of the inspection of LEAs by Ofsted
 - EOTAS policy and provision contributes to D20/01 (Inclusion), D23/01 (Developing children and young people's services), 28/01 (Equalities), 29/01 (Human Rights) in the Education Culture and Leisure Services Programme Area Risk Register
 - Provision for pupils requiring EOTAS is essential in meeting targets for alternative provision for pupils in BVPI 159
- 10. Policy and Performance Implications:** This policy addresses the Council's priority to invest in people, to:
- “ Provide an excellent environment for people to fulfil their potential by enhancing people's skills, confidence, and aspirations to fully participate in and benefit from the regeneration”
- It focuses on ensuring that Rotherham pupils at risk of social exclusion for a variety of reasons are identified and systems in place to ensure that each is able to access and receive a suitable education. This will enhance the life chances of some of the vulnerable children and young people in the borough. Provision for pupils requiring EOTAS contributes to cross cutting priorities such as equalities, regeneration and health, crime and disorder, human rights.

One strand of the LEA Ofsted inspection will be a judgement on the LEA provision for pupils who, by reason of illness, exclusion or otherwise are educated other than in school (EOTAS). The Ofsted inspection judgement contributes to the Council's CPA. This policy establishes the LEA position with respect to EOTAS and contributes to priorities in the Education Development Plan 2002-7 and the draft Inclusion Strategic Plan 2004-7.

BVPI 159 includes the amount of provision made for excluded pupils who require EOTAS

11. Background papers and consultation:

DfES (2004) Guidance for LEAs – PRUs and Alternative Provision Ref LEA/0154/2004

DfES (2004) Commissioning Alternative Provision – The role of the LEA – Ref LEA/0155/2004

DfES (1999) Social Inclusion: the LEA role in Pupil Support (Circular 11/99)
Rotherham MBC, "The Education of pupils with medical needs unable to attend school" (Revised Feb 2004)

Contact: Ann Clegg: Acting Head of Inclusion Support Services, International Centre Tel. 01709 33(6611) E mail: ann.clegg@rotherham.gov.uk



INCLUSION SERVICES

The Education of Children Otherwise than at School

Rotherham MBC is committed to principles of Inclusion, which underpin all our work with children and young people:

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- Inclusion in education involves increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of the school;
- Inclusion involves restructuring the cultures, policies and practices in schools so that they respond to the diversity of the pupils;
- Inclusion is concerned with the learning and participation of all students vulnerable to exclusionary processes, not only those with impairments or those categorised as “having special educational needs”.
- Inclusion is concerned with improving schools for staff as well as for students by bringing about the circumstances that need to prevail to enable and support teachers in including an increasing number of pupils;
- Inclusion means overcoming barriers to the access and participation of particular pupils;
- In an inclusive school diversity is not viewed as a problem to be overcome, but as a rich resource to support the learning of all.
- Inclusion is concerned with fostering mutual respect for all and building sustaining relationships within and between schools and their communities.
- Successful Inclusion in education is an important aspect of inclusion in society

At the same time we also recognise that for some children and young people there are times in their lives when

- their medical needs prevent them from attending school
- they are emotionally vulnerable, unable to cope with the structures and routines of school
- they experience exclusion from school as a result of exceptionally challenging and difficult behaviours.

There are a number of other situations where for a period of time education in an alternative setting is appropriate to enable the child or young person to move forwards in their lives.

Such provision comes under the terminology of “Education Otherwise than at School” and this is defined by DfES¹

“LEAs have a statutory duty ‘to make arrangements for the provision of suitable education at school (including pupil referral units), or otherwise than at school, for children of compulsory age who, by reason of illness, exclusion from school or otherwise, will not receive a suitable education without these arrangements” Suitable education is defined as ‘efficient education suitable to the age, ability and aptitude and to any special education needs’, the young person or child may have. LEAs must decide what is suitable education out of school for a particular child, in consultation with parents, in line with LEAs’ own policies, the efficient use of resources and having reference to DfES guidance.”

DfES include the following groups of pupils within the remit of EOTAS:

- Pupils permanently excluded from school and those receiving fixed term exclusions of more than 15 days
- Pregnant school girls and school aged mothers
- Anxious / vulnerable pupils
- School refusers, phobics, and young carers
- Pupils unable to attend school because of medical reasons
- Pupils moving into the LEA (casual admissions) who are unable to find another school place because of insufficiency of school places within the LEA
- Children who because of entering public care or moving placement, require a change of school place and are unable to access a school place
- Pupils with statements of special educational need (SEN) whose placements are not yet agreed; and pupils awaiting assessment of SEN
- Asylum seekers and refugees who have no school place.

In discharging their legal responsibilities for arranging education for pupils who cannot be educated in mainstream or special school, LEAs will need to:

- Assess pupils’ need
- Arrange suitable placements at PRUs or other alternative education centre
- Check that the provision is of acceptable quality
- Monitor pupils’ attendance and achievements
- Review the impact of local policies on admission and reintegration

It is essential that Education Otherwise is not confused with Home Based Education as set up under the 1944 Education Act. This is when parents withdraw their child from the state system and decide to educate the child at home. In such cases parents have no right of access to the provision made for the pupils referred to in this document. Further information on Home Based Learning is available from the Chief Education Welfare Officer in Norfolk House.

¹ Section 19, Education Act 1996

ROTHERHAM MBC

In line with the principles of inclusion and taking account of DfES guidance on Education Otherwise than at School, Rotherham is committed to using EOTAS prudently, ensuring that all pupils educated away from schools are regularly reviewed and that each child or young person has an individual plan which addresses their learning needs and establishes clear steps towards re-integration into school or into the post 16 world.

Rotherham schools receive major government funding which is intended to support and include pupils who are anxious, poor attenders or display challenging and difficult behaviours. These initiatives include:

- Excellence in Cities where secondary schools receive funding towards Learning Mentors and Learning Support Unit,
- the Behaviour Improvement Initiative 2003-06 involving 4 secondary schools, 21 primary schools and one special school.
- Objective One money which funds an extensive Re-engagement with Learning programme contributing to the 14-19 Curriculum Strategy within the borough.
- The Council has also maintained funding to secondary schools in relation to the Pupil Retention Grant which was removed as a specific Standards Fund Grant during 2002/2003.

Within Rotherham there is a range of provision and support for pupils with a diverse range of needs. There are 7 special schools and 11 LEA resourced units within the borough catering for statemented pupils with a wide range of Special Educational Needs, able to accommodate a total of 850 pupils. Inclusion Support Services work in the primary, secondary and special sectors providing consultancy, training and guidance to schools on the inclusion of both vulnerable pupils and pupils with SEN, and appropriate strategies to deploy when dealing with this group of pupils. The Education Welfare Service offers support to parents where attendance is an issue and provides advice and guidance to schools where exclusion is being considered and in Child Protection cases.

The Admissions Section actively seeks to ensure that pupils are placed as soon as transfer requests or information relating to a pupil newly arriving in the borough are received. The Rotherham Admissions forum monitors all aspects of pupil admissions and work is on going to ensure all known pupils are on a school roll.

There is a strong and improving LEA commitment and support to schools to encourage and develop an ethos of inclusion. However the Council also recognises that there are circumstances and times when it is in the best interests of the child and / or of the school community for the child to be educated away from school. The educational provision through EOTAS is carefully monitored and there are clear admission arrangements in place. Currently Rotherham maintains the following provision which comes within the category of Education Other than at School:

PUPIL REFERRAL UNITS (PRUs)

Currently there are three PRUs in the borough:

1. FENTON WOOD (DfES NO 372 / 1104) - For secondary aged pupils who are permanently excluded from school. Admission follows the decision of the discipline panel or appeal committee to uphold the exclusion. The Unit provides 25 hours education per week for 18FTE pupils. The progress of pupils is monitored through Pupil Inclusion Panel and plans for re-integration agreed and implemented through the Panel.

2. REDBARN-ROWAN (DfES No. 372 / 1101) - This is a split site PRU. Redbarn House provides for permanently excluded KS4 pupils. Admission is via Pupil Inclusion Panel and pupils complete their statutory education at the Unit. The Unit focuses on Post 16 progression routes for all pupils. This is a 20FTE place resource.

Rowan Centre provides education and support to pregnant school girls and school aged mothers. A small on site crèche caters for the babies whilst the young mothers are taught. The young mothers can complete their statutory education at the centre or if they choose can return to mainstream and make their own arrangements for the care of their baby. In agreement with schools, parents and young person admission can be at any time after 3 months pregnancy.

Redbarn Rowan is a partnership between Barnardo's and Rotherham MBC and details of the provision are given in the Service Level Agreements between the two partners.

3. HOSPITAL TEACHING AND HOME TUITION SERVICE (DfES No. 372 /1103) - This Unit is based at the Rotherham District General Hospital and provides tuition to school aged pupils admitted to the Children's Wards and also home tuition for pupils discharged from hospital or for where they are unable to attend school because of their medical needs. Home tuition is provided by qualified teachers for a minimum of 5 hours per week, 6 hours per week for KS4 examination candidates. There may be occasions when the child's medical condition is such that a reduced programme is more suitable. There must be medical evidence with all referrals to the service to indicate that the pupil cannot attend school for reason of illness, injury or mental health.

ADDITIONAL PROVISION

1. WELCOME CENTRE - this is a small unit, part of the LEA Ethnic and Cultural Diversity Service for newly arrived children with asylum or refugee status. It is run as an assessment centre and provides intensive support to those children who have little or no English. Integration to school is an essential part of the service and a school place is identified soon after admission. The maximum number of full time places is 12 . All admissions are via LEA Admissions section.

2. MAPLE HOUSE – this is a day provision under the Doncaster and South Humberstone Health Trust. Admission and discharge is the responsibility of the two Consultants in Child and Adolescent Psychiatry. It is a 12 place unit for 11-16 year olds who have mental health needs requiring Tier 3 intervention. This includes young people who present as seriously anorexic, phobic, depressed and / or emotionally anxious. It is a therapeutic unit with individual and group therapy sessions. All the young people access an appropriate educational programme for part of the week. There is a strong emphasis on a return to school within an agreed timescale and all young people remain on the roll of their home school.

Currently there are no voluntary or private providers of full time education in Rotherham, all pupils should be on the roll of a school or Pupil Referral Unit. The Get Real Team supports the education of children in public care and the manager of the team reports bi-monthly to the elected members of the Education and Social Services Cabinet. A standing item for each meeting is consideration of provision for any pupils off roll.

Any statemented pupils without provision are brought to the attention of SEN Panel and decisions made regarding the way forward.

The LEA policy on Young Carers considers the needs and support allocated to this group.

It is the policy of this Council that where pupils are fixed-term excluded for more than 15 days at any one time, then the provision of full time supervised education remains the school's responsibility. Where capacity permits then the two PRUs for excluded pupils will support the school in meeting this requirement.

REFERENCES

Rotherham MBC, "The Education of pupils with medical needs unable to attend school" revised February 2004

Rotherham MBC, "Pupil Inclusion Panel Guidance", 2002

Rotherham MBC, "Admission to Secondary School, 2004-05"

DfES (2004) Guidance for LEAs – PRUs and Alternative Provision. Ref LEA/0154/2004

DfES (2004) Commissioning Alternative Provision – The Role of the LEA. Ref LEA/0155/2004

DfES (2001) Access to Education for children and young people with Medical Needs. Ref LEA/0732/2001

DfES (2003) Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units. (www.dfes.gov.uk/behaviourandattendance/)

DfES (1999) Social Inclusion: the LEA role in Pupil Support (Circular 11/99)

CONTACTS

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HTHTS – Rotherham District General Hospital, Moorgate Road, Rotherham Tel
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Welcome Centre – Unity Centre, St Leonards Road, Rotherham S65 1PD Tel 01709
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Maple House – 4 Chatham Street, Rotherham S65 1DJ Tel 01709 304814

Inclusion Support Services, Head of Service, International Centre, Simmonite Road,
Rotherham S66 3BL. E mail ann.clegg@rotherham.gov.uk

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ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Cabinet Member and Advisers
2.	Date:	9 th November 2004
3.	Title:	Model Anti-bullying Policy All wards affected
4.	Programme Area:	Education Culture and Leisure Services: Inclusion Services

5. Summary: This is a new policy to support schools in meeting their responsibilities to promote and implement anti-bullying policy and practice as part of safeguarding children and young people.

6. Recommendations:

- **The Council accepts the model policy**
- **The policy is circulated to all schools and their Governing Bodies with a recommendation to adopt the policy**

7. **Proposals and Details:** The policy defines bullying as aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. Research confirms the destructive effects of bullying on young people's lives. Although some can shrug it off, bullying can produce feelings of powerlessness, isolation from others, undermine self-esteem and sometimes convince the victims that they are at fault.

A proactive approach by schools and early intervention to prevent bullying, combined with robust procedures to deal firmly with any reported incidents of bullying, makes an important contribution to safeguarding children and young people. Safeguarding is a national priority identified in Every Child Matters and the current Children's Bill which has been endorsed in Rotherham through the establishment of a Safeguarding Board.

This policy is supported through the guidance and training provided by the Anti-Bullying Support Officer who is part of the Behaviour Support Service. A guidance folder for schools which promotes excellent practice will be published in December 2004.

8. **Finance:** There are no financial implications from the acceptance of this policy.

9. **Risks and Uncertainties:**

- If the Council does not promote appropriate anti bullying policy and practice with schools it will be failing to demonstrate its commitment to the safeguarding of children and young people.
- Anti bullying policy and practice will contribute to the inspection of schools by Ofsted.
- Anti bullying policy, practice and support in Rotherham will contribute to judgements in an LEA inspection by Ofsted: attendance; behaviour; welfare, child protection , health and safety; social inclusion
- Anti bullying policy, practice and support contributes to D20/01 (Inclusion), D23/01 (Developing children and young people's services), 28/01 (Equalities), 29/01 (Human Rights) in the Education Culture and Leisure Services Programme Area Risk Register

10. **Policy and Performance Agenda Implications:** This policy addresses the Council's priority to invest in people, to:

"Provide an excellent environment for people to fulfil their potential by enhancing people's skills, confidence, and aspirations to fully participate in and benefit from the regeneration"

It focuses on ensuring that Rotherham pupils are safe and have opportunities to enjoy and achieve. Schools in Rotherham will be working within an agreed and consistent policy framework in order to implement their policy and practice for anti-bullying.

11. Background Papers and Consultation:

OfSTED Effective action in secondary schools

Key Contacts

Anti Bullying Support Officer, Behaviour Support Service, International Centre, Simmonite Road, Rotherham S61 3EQ Tel 01709 336619
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Child Protection Advice from EWS, Norfolk House, Tel 01709 822659
E mail: carol.rhodes@rotherham.gov.uk

Kidscape, 2 Grosvenor Gardens, London SW1W 0DH.
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NSPCC, Weston House, 42 Curtain Road, London, EC2 3NH

Childline 45 Folgate St, London, E1 6GL
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Contact Name: Ann Clegg: Acting Head of Inclusion Support Services,
International Centre
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MODEL ANTI-BULLYING POLICY

INTRODUCTION

(Name of School) recognises there is a need to safeguard the welfare of all those within the School community and to encourage co-operation, tolerance and harmony.

(Name of School) is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils and strive to create a climate in which all children can fulfil their potential.

Bullying of any kind is unacceptable at (Name of School). If bullying does occur, all pupils should know that incidents will be dealt with promptly and effectively. (Name of School) is a telling School and anyone who knows that bullying is happening should be able to inform a member of staff in safety

DEFINITION

Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. Research confirms the destructive effects of bullying on young people's lives. Although some can shrug it off, bullying can produce feelings of powerlessness, isolation from others, undermine self-esteem and sometimes convince the victims that they are at fault.

Those who bully aim to hurt by means of force, intimidation or ridicule in order to control others or perhaps to inspire a reaction that escalates the situation

FOCUS OF BULLYING

The focus of bullying can be more or less anything that distinguishes an individual and represents a deviation from a presumed norm, e.g. body shape, hair colour. It can focus on personal backgrounds, including parents' jobs, houses and lifestyles and can sometimes derive from deep seated local feuding with disagreements between adults passed to children who then act them out in school.

Bullying can focus on sexual attractiveness or the perceived lack of it and sexuality based on homophobia, misogyny or both. Bullying can also focus on race, nationality, culture, religion or a mixture of these. (Name of School) strives to celebrate diversity and difference and we welcome pupils and families from ethnic minority backgrounds.

HOW BULLYING IS CONDUCTED

There are differences in how bullying is conducted. It can be a one-off or sustained and damaging either way. It can be painfully obvious, but it can also be surreptitious and subtle. It can also be one student against another or involve several students. Direct physical bullying and threats of bullying, more often used by boys, are usually more evident than verbal intimidation and manipulation, which is more common among girls.

THE EFFECTS OF BULLYING

The most common effects of bullying are:

- anxiety and depression, which can lead to intermittent and long-term absence from School, resulting in under-achievement
- poor self-esteem which prevents pupils from forming positive relationships and can lead to feelings of worthlessness and betrayal
- withdrawal which may lead to reduced participation in school and other activities, isolation or self-harm
- loss of identity
- guilt that the victim `allowed` it to happen
- mental health difficulties

SIGNS AND SYMPTOMS OF BULLYING

The pupil may:

- be frightened of walking to or from School
- be unwilling to go to School
- begin to perform poorly in School
- become withdrawn
- have books, clothing or possessions that are damaged
- become distressed/stop eating
- cry easily/have nightmares
- become disruptive/aggressive
- have possessions which go missing
- begin stealing (to pay the bully)

AIMS OF OUR ANTI-BULLYING WORK

At (Name of School) we endeavour:

- to ensure all staff, the Governing body, pupils and parents have an understanding of bullying and its consequences
- to emphasise through all aspects of our curriculum that bullying will not be tolerated
- to ensure that there are clear procedures and systems for reporting and recording bullying, which are understood and followed by all staff

- to ensure pupils and staff learn to keep themselves and others safe
- to ensure that students learn to recognise and respect the differences between groups of people within the school community
- to help students develop self-confidence, self-esteem and to fulfil their potential within school
- to support and re-educate those pupils who are both the victims and perpetrators of bullying, providing them with a range of strategies they can use if they are at risk of bullying others or are being bullied themselves
- to create a School which all members of the community can come to without fear of violence, aggression or intimidation of any kind

Pupils are taught that any kind of aggressive behaviour, either verbal or physical is unacceptable. Incidents of bullying are always treated seriously

All staff are vigilant in school and within the grounds to identify actual or potential cases of bullying. Victims are asked not to retaliate, but to inform a member of staff immediately.

COMBATING BULLYING

(Name of School) is aware that bullying must be tackled on two levels, by focusing on preventative work, but also by responding appropriately when incidents do occur. We are working hard to improve behaviour and encourage children and young people to positively manage their own behaviour. We teach our students that as well as having rights, the choices they make will also bring responsibilities.

We shall be using the following strategies to ensure that we have a clear, consistent and effective approach to bullying:

- an agreed definition of bullying with a base line measurement, as the beginning of an awareness raising campaign
- a strong ethos in (Name of School), promoting tolerance and respect for difference and diversity
- positive leadership from senior staff and Governors on tackling bullying?
- a designated member of staff, preferably from the Senior Management Team, who will be responsible for co-ordinating anti-bullying issues.
- a clear anti bullying policy. The policy will be reviewed regularly by staff, governors, parents and pupils
- a planned approach in PSHCE Curriculum and tutorial programmes to the issue of bullying in a context which promotes self-esteem and confidence in relationships
- Planning and promoting teaching and school routines which encourage learning and positive behaviour
- regular training for all staff to raise and maintain awareness, to alert them to indicators which may suggest bullying and to equip them with ways of responding to it

- periodic consultation with pupils to inform the school's knowledge of bullying.
- confidential and varied methods for alerting the School to current instances of bullying
- Adequate supervision of the school site, especially toilets, lunch queues and distant areas, including if appropriate the school gates at the beginning and end of the day for those pupils using school buses
- Increased supervision levels and, as appropriate safe areas, for pupils who feel threatened at break times.
- independent listeners, including older pupils and adults, other than school staff, to whom victims of bullying may turn
- rewarding non-aggressive behaviour
- encouraging co-operative behaviour
- the use of Individual Plans for those children experiencing interpersonal and peer relationship difficulties
- close monitoring of those children with Special Educational Needs
- Sharing proven good practice with colleagues both in (Name of School) and in our family of schools

EDUCATION

Pupils will be given the opportunity to increase their awareness of both the effects and consequences of bullying through some or all of the following:

- Curriculum areas – English, Drama, RE, PSHE, History, Tutor Time etc
- assemblies / Schools Councils
- class discussions on issues such as friendship, prejudice, assertiveness, coping strategies
- firm and appropriate disciplinary procedures
- students being encouraged to develop their own class/form rules or Bill of Rights
- greater interaction between classes/Year groups

DEALING WITH BULLYING INCIDENTS/ALLEGATIONS

Where a pupil reports / alleges a bullying incident to an adult, or an adult witnesses an incident. The following are agreed School procedures:

- a nominated member of staff, e.g., Head Teacher, Assistant Head Teacher, Head of Year, is informed in writing
- staff will ensure the immediate safety of all other staff, pupils and property. It maybe that in exceptional circumstances there is a risk of injury to an individual such that physical intervention is required. In which case the member of staff would follow the school's policy on Positive Handling.
- any injured child/children or staff will receive appropriate medical attention as soon as is practicable

- all incidents will be recorded, including the facts of the incident, action taken and a report of the follow up interviews Incident recording form in Appendix A
- both the victim(s) and bully(ies) should be interviewed separately to establish the facts without apportioning blame
- a decision should be taken regarding whether to contact the parents of both the victim(s) and bully(ies)
- in the light of the incident it may be appropriate to review existing behaviour policy and / or procedures.
- appropriate sanctions and support will be discussed and agreed upon
- follow up discussions will take place within 2-3 weeks
- the opportunity should be available after the incident for both the victim(s) and bully(ies) together to discuss their difficulties with a responsible and confident adult

INTERVIEWING THE VICTIM

The pupil will be informed that notes will be taken of the conversation and both will agree at the end that what has been written is a true record. Staff will be aware at all times of possible Child Protection issues. Confidentiality will not be promised.

- staff will listen objectively and without favour to what is being said. The pupil(s) will be encouraged to share what they are feeling
- staff will ascertain who has been involved, including bystanders
- staff will discuss with the victim(s) what they would like to see happen and arrangements for the future
- staff may offer coping/preventative strategies if appropriate
- discussions around reparation/compensation will take place if property is damaged/destroyed
- a realistic time scale for investigating and reporting back to the victim(s) will be given

INTERVIEWING THE BULLY/BYSTANDER

Research suggests that by telling the bully(ies) how the victim(s) is feeling, this raises their awareness of the pain they are causing and can cause a positive change in their behaviour. Staff will inform the student(s) that notes will be taken of the conversation and both will agree at the end that what has been written is a true record. Staff will be aware at all times of Child Protection issues. Confidentiality will not be promised. The following approaches may be used as appropriate to the incident:

- staff interviewing the bully(ies)/bystanders will not apportion blame, but rather approach the pupils in a non-confrontational manner with the emphasis on problem solving

- staff will explain they would like to talk to the student(s) as they are aware the student has been unkind to/causing problems for (name of victim). Staff will ask the student(s) if they know how (name of victim) is feeling right now
- staff will explain that the bully(ies)/bystanders are responsible for those feelings and this is not acceptable. Staff disapproval will be vigorous
- the staff member will ask for suggestions to help the victim(s) feel better and to help solve the problem
- staff will agree to meet with all the students involved again after an appropriate time to see how the situation has changed
- the nominated member of staff for bullying issues should be given a record of the interviews for the student files
- School may wish to send copies of the reports to the parents/carers of those students involved
- appropriate contact will be maintained with both sets of parents/carers until the situation has been resolved

If the bullying persists, this strategy may be combined with other positive interventions and targeted actions such as:

- Circle time
- Peer mentoring
- Peer mediation
- Buddying
- a class/form change after discussions with all involved
- Support from external agencies, e.g., Behaviour Support Service, Educational Psychology Service, NSPCC, Childline
- School Council
- Circle of Friends
- Schools within the same catchment area working jointly together
- a whole School anti-bullying week as the beginning of an on-going campaign
- the appropriate encouragement of peer disapproval

Any sanctions invoked following the incident will be in line with the school's behaviour policy.

We are aware of the need to deal with allegations or incidences of bullying sensitively. We also appreciate the importance of dealing with all the children and young people involved in a way which communicates disapproval where appropriate, but also treats them with dignity.

WORKING WITH PARENTS/CARERS

We will work with parents/carers to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the one who has been bullied. Record of meeting form in Appendix B.

We will endeavour to give parents every opportunity to discuss their concerns as soon as practicable. We will emphasise the importance of working together to solve problems and create realistic solutions that are acceptable to all concerned. A lack of parental support can make conflict resolution much more difficult and is regrettable, particularly if children then mirror the negativity and unhelpful attitude they have seen.

(Name of School) appreciates there will be occasions when the parents and carers of one or both sets of students involved will feel the School has not sanctioned appropriately. Parents or carers will be given the opportunity to share their concerns and if appropriate, staff will discuss the decisions to impose the particular sanction(s) with them. Two pro formas are provided in the guidance file which can be used to help parents and schools in preparing for this meeting

Where a parent is dis-satisfied with the school's handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the agreed complaints procedure for the school will be invoked. Should the press be contacted regarding the bullying incident then school should work with RMBC publicity office over any impending publicity.

(Name of School) actively encourages and welcomes comments, questions and suggestions regarding our anti-bullying policy. Please contact (Name of Staff) on (telephone number)

References

OfSTED () Effective action in secondary schools

Key Contacts

Anti Bullying Support Officer, Behaviour Support Service, International Centre, Simmonite Road, Rotherham S61 3EQ Tel 01709 336619
E mail: deborah.somerset-malia@rotherham.gov.uk

Child Protection Advice from EWS, Norfolk House, Tel 01709 822659
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Kidscape, 2 Grosvenor Gardens, London SW1W 0DH.
Telephone: 0207-730-3300 Fax: 0207-730-081

NSPCC, Weston House, 42 Curtain Road, London, EC2 3NH

Childline 45 Folgate St, London, E1 6GL
Telephone: 020-7650-3200 Fax: 020-7650-3201

Agreed Action Plan/Agreement:

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Follow-up Review will take place on:

Signatures:	Information:
.....	Name:
.....	Class Teacher:
.....	NTA:
.....	Mentor:
.....	Other:
.....
.....
.....

Record of Bullying and Racist Incidents

(Please tick one or both boxes as appropriate)

Bullying Racism

Name of School/Establishment

Head Teacher/Anti-Bullying and Anti-Racist Co-ordinator:
(if applicable)

Date Incident Report:

Perpetrator(s) and Victim(s) - Please add if more than 4 involved:

	Perpetrator(s)				Victim(s)			
	1	2	3	4	1	2	3	4
Age (Class Group)								
Gender								
Ethnicity (if known)								
Religion (if known)								

Type/Nature of Incident

<input type="checkbox"/> Written e.g. graffiti, notes, letters, writing on jotters, written threats, ridicule through drawings, etc.	<input type="checkbox"/> Damage to Property (e.g. theft of bags, clothes, money; tearing clothes; ripping books, etc.)
<input type="checkbox"/> Verbal (e.g. name-calling, slagging, threatening, sarcasm, discriminatory comments during classes, etc.)	<input type="checkbox"/> Isolation/Emotional (e.g. 'sent to Coventry', shunned, rejected, left out of activities/groups, spreading rumours, etc.)
<input type="checkbox"/> Physical (e.g. pushing, shoving, fighting, tripping-up, etc.)	<input type="checkbox"/> Incitement (e.g. encouraging others to bully, behaving in a racist, sexist or discriminatory manner; wearing discriminatory insignia such as racist badges, distributing racist or other discriminatory literature)
<input type="checkbox"/> Using Technology (e.g. anonymous telephone calls, offensive/threatening texting/ e-mails)	
<input type="checkbox"/> Extortion (e.g. using threats in order to obtain money, property, etc.)	<input type="checkbox"/> Other (please specify)

Please indicate what action was taken to support victim(s)

Support from staff		Letter to Parents	
Support from other pupils		External agency involvement	
Other <i>(please specify)</i>			

Please indicate the level of parental involvement of both victim(s) and perpetrator(s)

Parents informed by phone		Parents involved actively in discussions etc.	
Parents informed by letter		Other <i>(please specify)</i>	

Please indicate if any follow-up/preventative work was done as a result of the incident

Whole school		Group work	
Whole class		Individual	
Circle Time		Review of policy and procedures	
Other <i>(please specify)</i>			

Please indicate when you intend to review the effectiveness of the action taken

One Week One Month Six Months

Any other comments:

Signed by Head Teacher/Co-ordinator

Date