Haringey Council

Report for:	CYPS Scrutiny Panel 18 March 2015	Item Number:	

Title:	**Bullying and Hate Crime in Schools**

Report Authorised by:	*[signature]* **Jon Abbey, Interim Director of Children's Services**

Lead Officer:	**Anji Phillips, Interim Assistant Director, Schools and Learning**

Ward(s) affected: All	Report for Key/Non Key Decision: NA

1. **Describe the issue under consideration**

   The CYPS Scrutiny Panel requested a report on Bullying and Hate Crime in Schools including reference to exclusions, parents and carers and monitoring data.

2. **Cabinet Member introduction**

   NA

3. **Recommendations**

   Members of Scrutiny Panel note and comment on the report.

4. **Alternative options considered**
   NA

5. **Background information**

5.1 **Introduction**
   The school system is changing rapidly with the advent of University Technical Colleges, Academies, Studio Schools and Free Schools joining the wide family of schools. The world our young children and students are being brought up in is changing fundamentally, with the

pressures of radicalisation and the ongoing Child Sexual Exploitation (CSE) agenda prevailing. The Department of Education published a revised, detailed Governors' Handbook in January 2015, reflecting the way school governance is changing to provide a robust system of accountability. The Ofsted inspection framework is shining a light on the effectiveness and impact of governing bodies to reflect the change in the balance of power, duties and accountability from Local Authorities to school governing bodies. This paper demonstrates how those changes no longer require or enable Local Authorities to collect or have insight into detailed information on bullying and hate crime in schools. However, the LA are engaged in the wider safeguarding agenda and raising the awareness of schools in the Prevent agenda and CSE dynamics and challenges. Haringey has launched a campaign to raise the profile of the CSE agenda in order to strengthen our responsibility for safeguarding children and young people. Not losing sight of vulnerable young people is a priority and joining up intelligence of those who go missing from home, education and care remains an absolute focus.

In Haringey, the robust school improvement strategy and strong partnership with schools enable the Local Authority to continue to retain some insight and knowledge of the educational provision, including bullying and hate crime. This is exemplified in the examples set out below.

5.2   Governance
Governing body responsibilities include:
- ensuring clarity of vision, ethos and direction and a responsibility to set and safeguard high expectations of everyone in the school community.
- making sure that their school has policies designed to promote good behaviour and discipline among pupils. These policies must include the school's approach to the use of reasonable force to control or restrain pupils.
- drafting and periodically reviewing, a written statement of principles to help the headteacher determine the measures that make up the school's behaviour policy. The statement must be published on the website. In Haringey, the Local Authority has been proactive in monitoring all school websites to secure 100% compliance.
- reviewing headteachers' exclusion decisions. The school must arrange suitable full-time education for excluded pupils from the sixth school day of a fixed-period exclusion. Governing bodies have a wider role to hold headteachers to account for the lawful use of exclusion. For the period April to December 2014 there were no governor hearings.
- making arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination. As such there is an expectation that schools should have a child protection policy in place, reviewed annually and ratified by the full governing body. The governing body will monitor bullying and hate crime in schools as part of this duty.

5.3   The Role of the Local Authority

The Education and Inspections Act 2006 and the Education Act 2011 outline the Local Authority's role for interviewing in schools that are underperforming. The four main functions for the Local Authority are to:

- challenge and support schools to improve, and intervene more formally where necessary, to ensure high standards of pupil achievement;
- make appropriate provision for excluded pupils and children with special educational needs and disabilities to ensure they make good progress;
- ensure there are sufficient good quality school places for every child;
- deliver fair access to appropriate education for each child;

Haringey's Standing Advisory Council for Religious Education (SACRE) has produced detailed guidance for schools which includes significant information on the challenging national context, the ethical dilemmas that arise from different beliefs, practices and ways life. The guidance focuses particularly on Ofsted, promoting British Values in schools, collective worship and the impact of the Trojan Horse Affair in Birmingham. This provides invaluable support and advice for schools and their governing bodies.

5.4   Complaints
The volume of parents and carer complaints is a key indicator of issues surrounding bullying or hate crime. The DfE has updated the Governors' Toolkit for handling complaints which no longer involves a referral to the Local Authority. Complaints Panels are held in schools and escalated to the DfE if appropriate.

5.5   Exclusions
Schools inform the local authority once a term of the number of Fixed Term Exclusions they assign to pupils.   Permanent Exclusions must be reported immediately. The information provided by the school will include a summary of the nature of the offence that lead to exclusion. This is collated by the local authority and it informs a annual report. The categories of exclusion are as follows

- Verbal abuse/threatening behaviour towards an adult
- Verbal abuse/threatening behaviour towards a pupil
- Physical assault against a pupil
- Physical assault against an adult
- Other
- Theft
- Sexual misconduct
- Persistent disruption
- Drug Related Offence
- Bullying
- Racist abuse

Last year 379 fixed term exclusions were reported to the local authority, 254 from secondary schools and 125 from primary schools.   Defining the incidents by the categories given above, 16 or 4.2% of the 379 fixed term exclusions were categorised as either Bullying or as Racist

Abuse. 3 of these incidents were in primary schools and 13 in secondary. In the same year there were 41 permanent exclusions. None of these exclusions were categorised as either Bullying or as Racist Abuse. It remains a challenge to ensure there is clear oversight and visibility of young people who are excluded by schools on a day to day basis, so that they do not become a missing statistic and re-introduction back to school must remain a priority.

5.6   Safeguarding
The establishment of Local Children Safeguarding Boards in all Local Authorities provides the challenge to all key agencies and partners to safeguard and protect children from harm. This, of course, involves the issues of bullying, cyber bullying, racist, disability, homophobic abuse and those children who could be exploited sexually.   It also focuses on all aspects of radicalisation and extremist behaviour (Haringey is a PREVENT priority Borough). In this context, Ofsted make the judgements on how well the school and the governing body are discharging their duties.

The Acting Director of Children's Services presented a paper to Haringey's Local Children's Safeguarding Board collating the Ofsted judgements on safeguarding for all schools. This presents a very positive picture and gives reassurance that safeguarding practice is good or outstanding in all but two schools.

Swift action was taken to address the aspects of safeguarding highlighted by Ofsted as requiring improvement in the 2 schools. The issues focused on vetting procedures for staff and 'e' safety.

The full report on 'Safeguarding - A picture of our schools', is available from the clerk to this committee.

5.7   Prevent work with Schools and Education
'Prevent' is the government's strategy to stop people being involved with extremist organisations or being radicalised and participating in criminal acts.
Haringey has been assessed as a priority authority and delivery of *Prevent* is funded in Haringey until March 2016. Prevent seeks to achieve the following:

- Ideological challenge to extremism and radicalisation
- Preventing people from being drawn into extremist groups
- Working with sectors and institutions where there are risks of radicalisation which we need to address

Prevent in Schools
Schools are a focus for the Prevent Priorities in 2014-2015. The programme includes, delivering Prevent awareness training to frontline professionals, engagement with schools to meet Ofsted framework standards in relation to Prevent, and embedding Prevent into existing early intervention referral pathways for children and young people.

In relation to Ofsted, schools need to demonstrate engagement with their community on the Prevent agenda. The Community Safety team has produced a package of support for schools

which facilitates discussion to challenge extremist views and promote tolerance and critical thinking skills.

So far training has been delivered to seven secondary schools in the borough and further training sessions are planned over the rest of 2015. All headteachers and governors have been briefed, building upon their existing safeguarding capabilities to identify, challenge and refer concerns around extremism and radicalisation. Case work in individual schools has been supported with curriculum resources for use in the classroom.

The Prevent Co-ordinator had been involved in national policy development around embedding British Values, which is another key duty for schools.

5.8   British Values
The Governing Body has a duty to ensure the school's ethos promotes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance. Children must be encouraged to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010. In Haringey, this presents a particular challenge for Islamic schools to meet the Ofsted inspection criteria. We are working closely with them to provide challenge and support on the way these values are demonstrably evidenced within the teaching and learning, whilst retaining a strong faith ethos.

Schools have been working together and sharing best practice on British Values through the Early Years Forum, Haringey Governors Association, Headteacher meetings and school to school support. Children are taught and understand the impact of name calling, bullying and hate crime on their peers. The impact of this is evidenced by the exemplary reports on safeguarding in schools, levels of exclusion and few complaints from parents and carers. However, some elements of under reporting and of children's behaviour out of school cannot be underestimated in the drive to improve the impact of education.

The Local Authority promotes and encourages schools to participate in local and national initiatives, such as Anti Bullying Week which is held annually in November. Anecdotal evidence shows that schools embrace and embed these initiatives as part of their wider curriculum.

6.   Comments of the Chief Finance Officer and financial implications
NA

7.   Comments of the Assistant Director of Corporate Governance and legal implications
NA

8.   Equalities and Community Cohesion Comments
NA

9.   Head of Procurement Comments
NA

10.   Policy Implication

The national policy framework is referenced within the report.

11.   Reasons for Decision
NA

12.   Use of Appendices
NA

13.   Local Government (Access to Information) Act 1985