

Agenda

Meeting: Young People's Overview & Scrutiny Committee

Venue: Brierley Room, No 3 Racecourse Lane Northallerton DL7 8QZ (see location plan overleaf)

Date: Friday, 6 December 2019 at 10am

PLEASE NOTE START TIME OF MEETING

The Brierley Building (main County Hall building) is closed now until July 2020. All Committee meetings will be held in either No. 1 or No. 3 Racecourse Lane, Northallerton, DL7 8QZ. Please note the venue above for the location of this meeting. Please report to main reception which is located in No. 3 Racecourse Lane

Recording is allowed at County Council, committee and sub-committee meetings which are open to the public, please give due regard to the Council's protocol on audio/visual recording and photography at public meetings, a copy of which is available to download below. Anyone wishing to record is asked to contact, prior to the start of the meeting, the Officer whose details are at the foot of the first page of the Agenda. We ask that any recording is clearly visible to anyone at the meeting and that it is non-disruptive. <http://democracy.northyorks.gov.uk>

Business

- 1. Minutes of the meeting held on 6 September 2019.** (Pages 5 to 8)
- 2. Declarations of Interest**
- 3. Public Questions or Statements.**

Members of the public may ask questions or make statements at this meeting if they have given notice Ray Busby of Legal and Democratic Services (*contact details below*) no later than midday on Tuesday 3 December 2019, three working days before the day

of the meeting. Each speaker should limit themselves to 3 minutes on any item. Members of the public who have given notice will be invited to speak:-

- at this point in the meeting if their questions/statements relate to matters which are not otherwise on the Agenda (subject to an overall time limit of 30 minutes);
- when the relevant Agenda item is being considered if they wish to speak on a matter which is on the Agenda for this meeting.

- | | <i>Suggested timings</i> |
|--|--------------------------|
| 4. Chairman's Remarks - Any correspondence, communication or other business brought forward by the direction of the Chairman of the Committee. (FOR INFORMATION ONLY) | 10-10.05am |
| 5. Statutory Relationships, Relationships and Sex Education (RSE) and Health Education for all schools - Presentation by Clare Barrowman, Health and Wellbeing Adviser Education and Skills

(Pages 9 to 38) | 10.05-50am |
| 6. Report of the Young Peoples Champion – County Councillor Annabel Wilkinson | 10.50am-11.15am |
| 7. Work Programme – Report of the Scrutiny Team Leader.

(Pages 39 to 45) | |
| 8. Other business which the Chairman agrees should be considered as a matter of urgency because of special circumstances. | |

Barry Khan
Assistant Chief Executive (Legal and Democratic Services)

County Hall
Northallerton

22 November 2019

NOTES:

Emergency Procedures for Meetings

Fire

The fire evacuation alarm is a continuous Klaxon. On hearing this you should leave the building by the nearest safe fire exit. From the **Brierley Room** this is the main entrance stairway. Once outside the building please proceed to the fire assembly point outside the main entrance

Persons should not re-enter the building until authorised to do so by the Fire and Rescue Service or the Emergency Co-ordinator.

An intermittent alarm indicates an emergency in nearby building. It is not necessary to evacuate the building but you should be ready for instructions from the Fire Warden.

Accident or Illness

First Aid treatment can be obtained by telephoning Extension 7575.

Young People Overview and Scrutiny Committee

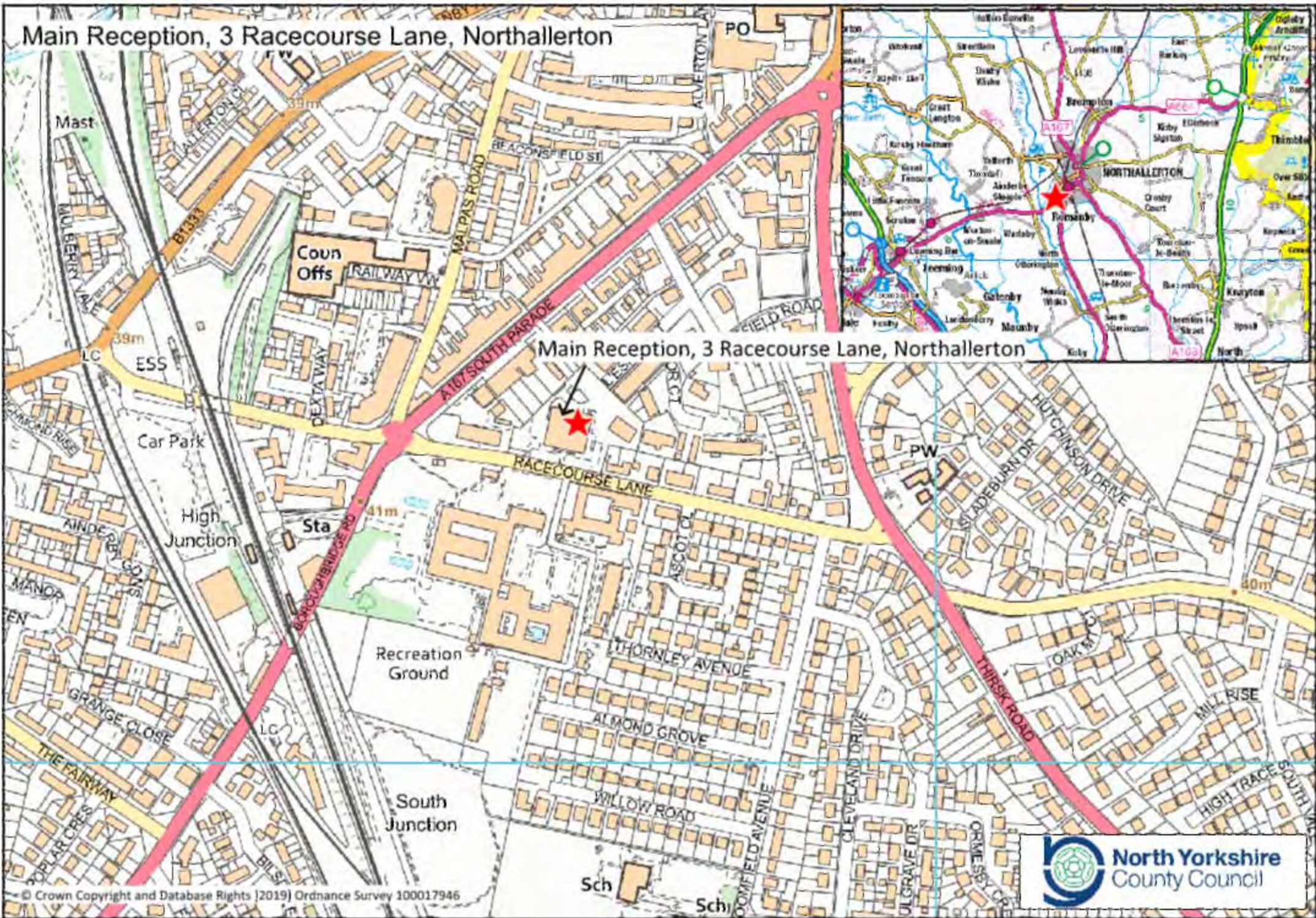
1. Membership

County Councillors (13)					
	<i>Councillors Name</i>	<i>Chairman/Vice Chairman</i>	<i>Political Group</i>	<i>Electoral Division</i>	
1	ARNOLD, Val		Conservative	Kirkbymoorside	
2	BURR, Lindsey MBE		NY Independents	Malton	
3	DUCKETT, Stephanie		Labour	Selby Barlby	
4	HOBSON, Mel		Conservative	Sherburn in Elmet	
5	JEFFERSON, Janet	Chairman	NY Independents	Castle	
6	LUNN, Cliff		Conservative	Selby Brayton	
7	MANN, John		Conservative	Harrogate Central	
8	MARTIN, Stuart MBE		Conservative	Ripon South	
9	METCALFE, Zoe		Conservative	Knaresborough	
10	MUSGRAVE, Richard		Conservative	Escrick	
11	PLANT, Joe		Conservative	Whitby Streonshalh	
12	QUINN, Gill	Vice-Chairman	Conservative	Mid-Craven	
13	WILKINSON, Annabel		Conservative	Swale	
Members other than County Councillors – () Voting					
	<i>Name of Member</i>	<i>Representation</i>			
1	VACANCY	Church of England			
2	VACANCY	Non-Conformist Church			
3	VACANCY	Roman Catholic Church			
4	CAVELL-TAYLOR, Dr Tom	Parent Governor			
5	VACANCY	Parent Governor			
6					
Non Voting					
1	STRACHAN, Ross	Secondary Teacher Representative			
2	ALDER, Louise	Primary Teacher Representative			
3	WATSON, David	Voluntary Sector			
4	SHARP, David	Voluntary Sector			
Total Membership – ()					
			Quorum – (4)		
Con	Lib Dem	NY Ind	Labour	Ind	Total
10	0	2	1	0	13

2. Substitute Members

Conservative		Liberal Democrat	
	<i>Councillors Names</i>		<i>Councillors Names</i>
1	METCALFE, Zoe	1	
2	PEARSON, Chris	2	
3	JEFFELS, David	3	
4	PARASKOS, Andy	4	
5		5	
NY Independents		Labour	
	<i>Councillors Names</i>		<i>Councillors Names</i>
1		1	RANDERSON, Tony
2		2	
3		3	
4		4	
5		5	

Main Reception, 3 Racecourse Lane, Northallerton



Main Reception, 3 Racecourse Lane, Northallerton

North Yorkshire County Council

Young People Overview and Scrutiny Committee

Minutes of the meeting held on Friday 6 September 2019 at 10am at County Hall, Northallerton.

Present: County Councillor Janet Jefferson in the Chair.

County Councillors: Val Arnold, Stephanie Duckett, David Jeffels (as substitute for Joe Plant) Richard Musgrave and Annabel Wilkinson.

Co-opted Members: Dr Tom Cavell-Taylor, David Sharp (North Yorkshire Youth) and David Watson (Voluntary Sector).

Officers: Ray Busby (Scrutiny Officer (Central Services)), Stuart Carlton (Corporate Director Children and Young Peoples Services), Carol-Ann Howe, Head of Inclusion Support Services, Inclusion (CYPS), Jane le Sage, Assistant Director, Inclusion (CYPS).

Apologies for absence were received from: Councillors, Lindsay Burr MBE, Gill Quinn, Zoe Metcalfe, Cliff Lunn, John Mann and Stuart Martin MBE

Copies of all documents considered are in the Minute Book

177. Minutes

Resolved –

That the Minutes of the meeting held on 12 April 2019 having been printed and circulated be taken as read and be confirmed and signed by the Chairman as a correct record.

178. Any Declarations of Interest

There were no declarations of interest to note.

179. Public Questions

The Committee was advised that no notice had been received of any public questions or statements to be made at the meeting.

180. North Yorkshire Safeguarding Children Partnership

Considered –

Presentation by Professor Maggie Atkinson, Independent Chair of the North Yorkshire Safeguarding Children Partnership giving her assessment of how the new regulations for multi-agency safeguarding have been implemented locally

Also present for this item was James Parkes, NYSCB Board Manager, CYPS.

In response to questions Maggie confirmed that whilst the process of revising governance arrangements was well under way when she was appointed, she was kept briefed and the final set-up was one she would have advocated for in any event. Under these new arrangements, known as the North Yorkshire Safeguarding Children Partnership, each key partner has a clear and unambiguous responsibility. Her initial impression after having been in post for a short while was that this is a healthy, self-critical system of safeguarding with a commitment to honest and open self-evaluation. Her key points were:

- She praised the ambition and practice to move towards early help and preventative work; in this context, No Wrong Door is very much a national exemplar in her view.
- The commitment to work in communities is to be applauded.
- The way the involvement and participation of young people is carried out is a best practice leader. The system is particularly strong in this area.
- A strong commitment towards multi-agency child exploitation practice and procedures is evident.
- There is good sharing and monitoring of information amongst organisations, practitioners and organisations.
- There is strong partnership leadership and commitment.

Members commented on the safeguarding implications of the number of out-county placements in the North Yorkshire area. It was explained that whilst the responsibility rests with the appointing authority, closer relationships with the county council and robust MACE arrangements were ensuring as far as possible that children were safe when placed in establishments within the county area.

Comments at the meeting reassured members that partners operating under the new partnership arrangements believe the new governance structures allow for greater clarity and accountability. In particular, voluntary sector representatives said that from their perspective reporting arrangements - both in terms of individual cases and wider issues about safeguarding generally - were easier to follow.

Resolved –

- a) That the report be received.
- b) That in her statement to council the Chairman emphasise that members, on the basis of what they heard at the meeting, and having taken all that Professor Maggie Atkinson said, concluded that appropriate measures are being taken by the Safeguarding Partnership to ensure high standards of child protection across all agencies, placing children at the centre of local safeguarding arrangements and frontline practice.
- c) Rather than wait another 12 months, the committee would like to meet up much sooner with Maggie for a follow-up discussion on what impact the new arrangements have had in practice.

181. Medical Education Service – Proposed New Model

Considered –

- a) Presentation by the Director for Childrens Services on the impending consultation exercise on a proposed Medical Education Service (MES) that would enable a more flexible delivery model for those children/young people who cannot access education because of medical needs. It has been approved for review as part of the Strategic Plan.
- b) Report by the Scrutiny Team Leader advising on the connection between the committee's intention to look at the education of children with long term conditions and the directorate's proposals for a Medial Education Service..

Jane le Sage and Carol Ann-Howe explained that the ambition is for a more flexible delivery model for those children/young people who cannot access education because of medical needs.

There is an increased range of options for medical tuition, including digital solutions, personal home tuition and group education. All of which will contribute to the delivery of a bespoke package for each child. More regular review meetings will be held with pupils, their families, health professionals and their school.

We should see a flexible pupil and family centred joined up approach which not only reflects pupil's needs by delivering the right amount of education, but one that does so at the right time and through the right choice of educational provision. The new model proposes a greater involvement of the pupil's home school, enabling relationships to be maintained and ensure the school has a greater accountability for their own pupils.

Earlier professional intervention, greater health and school involvement, and a more bespoke range of options will be achieved through a collaborative approach for families and strengthen new pathways. The support ranges from providing short term education enabling pupils to return to their schools with the necessary support as soon as they are able, through to a broad range of tutor packages and a variety of delivery styles that include a bespoke medically-led intervention for the most complex children and young people. The range of new technology, particularly digital ones, are impressive.

Resolved –

- a) That the report be received.
- b) That in her statement to council the Chairman report that members believed these comprehensive proposals to be comprehensive and that they have the committee's wholehearted support.

182. Work Programme

Considered -

The report of the Scrutiny Team Leader inviting comments from Members on the content of the Committee's Programme of Work scheduled for future meetings.

Resolved –

- a) Members again confirmed the content of the Work Programme.
- b) It was agreed that:

- The session on Young People with additional needs Transitioning to Adulthood be held on the rising on this committee's planned meeting on the 6 December 2019.
- A workshop on Elective Home Education be held on 1 November at 2pm

The meeting concluded at 12.45pm
RB

Statutory Relationships, Relationships and Sex Education (RSE) and Health Education for all schools

Clare Barrowman
Health and Wellbeing Adviser
Education and Skills
North Yorkshire County Council
Tel: 01609 536808
E: clare.barrowman@northyorks.gov.uk



The Governments Relationships Education, Relationships and Sex Education and Health Education will become statutory for all schools in September 2020

- Final Dfe Guidance is available at:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

- All NYCC updated supporting documents for schools can be accessed at:

<https://cyps.northyorks.gov.uk/health-wellbeing-pshe>

What is PSHE?

PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities.

It equips them with knowledge, understanding and practical skills, appropriate to their age, ability and maturity, in order to live healthy, safe, fulfilled and responsible lives.

PSHE also enables children and young people to **reflect on and clarify their own values and attitudes**, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE makes a significant contribution to children and young people's personal, spiritual, moral, social and cultural development.

What is Relationships and Relationships and Sex Education?

- RSE is learning about the **emotional, social and physical aspects of growing up, relationships, gender, sex, sexuality and sexual health.**
- It should support pupils **gain accurate information** and form positive beliefs, **values and attitudes.**
- It also gives pupils **essential skills** for building positive, enjoyable, respectful, loving and non-exploitative relationships, understand consent and staying safe both on and offline.
- Enabling them to **take responsibility** for their body, relationships, reproduction, sexual health and wellbeing.

Children and young people who receive high quality RSE are more likely to:

Have consensual relationships

- Young women aged 15-24 who received 'comprehensive RSE' were less likely to have a partner with a big age difference at first sex (a factor associated with intimate partner violence)
- Less likely to describe first sex as unwanted.
- Young women were less likely to have experienced sex against their will if their main source of RSE was school

DELAY THE AGE OF FIRST SEX

- National and international research shows that young people who receive high quality RSE are more likely to delay the age of first sex. There is no evidence that RSE hastens the first experience of sex or increases teenage sexual activity

Children and young people who receive high quality RSE are more likely to:

PREVENT AN UNPLANNED PREGNANCY AND LOOK AFTER THEIR SEXUAL HEALTH

- Young women and young men who report school as their main source of information were less likely to contract an STI.
- Young women were less likely to be pregnant before 18 and to experience unplanned pregnancy in later life.
- Together with access to sexual health services, RSE can contribute to public health priorities related to sexual abuse, unplanned pregnancies, teenage pregnancies, sexually transmitted infections and health inequalities

BE AWARE OF, OR REPORT ABUSE

- Children who are taught about preventing sexual abuse at school are more likely than others to tell an adult if they had, or were actually experiencing sexual abuse

Parents / carers agree it should be a partnership with school

- Most parents (84%) want both school and home to have a role in RSE
- 7 out of 10 parents would welcome help and support from their child's school about how they can talk to their child about growing up and related issues

Dfe have produced supporting leaflets for parents

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

RE, RSE and Health Education will become statutory for **all schools** in September 2020

To embrace the challenges of creating a happy and successful adult life, pupils need **knowledge** that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Pupils can also **put this knowledge into practice as they develop the capacity to make sound decisions** when facing risks, challenges and complex contexts.

Everyone faces difficult situations in their lives. These subjects can support young people to **develop resilience, to know how and when to ask for help**, and to know where to access support.



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

February 2019



Statutory Relationships Education and Health Education – curriculum content for primary schools

Relationships Education	Health Education
<ul style="list-style-type: none">• Families and people who care for me• Caring Friendships• Respectful relationships• Online relationships• Being Safe	<ul style="list-style-type: none">• Mental wellbeing• Internet safety and harms• Physical health and fitness• Healthy Eating• Drugs, alcohol and tobacco• Health and prevention• Basic First Aid• Changing adolescent body (puberty)

Statutory RSE and Health Education – curriculum content for secondary schools

Relationships Education	Health Education
<ul style="list-style-type: none">• Families• Respectful relationships, including friendships• Online and media• Being Safe• Intimate sexual relationships, including sexual health	<ul style="list-style-type: none">• Mental wellbeing• Internet safety and harms• Physical health and fitness• Healthy Eating• Drugs, alcohol and tobacco• Health and prevention• Basic First Aid• Changing adolescent body (puberty)

- **Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons.** Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.
- **All schools must have in place a written policy for Relationships Education and RSE.** Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. Schools should publish the policy on the school website.
- Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning **teaching for pupils with special educational needs and disabilities (SEND) as they represent a large minority of pupils.** High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility

- All pupils to understand the importance of equality and respect. At the point at which schools consider it appropriate to teach pupils about **Lesbian, Gay, Bisexual and Trans (LGBT)** they should ensure that **this content is fully integrated into their programmes of study rather than delivered as a stand-alone unit or lesson.**
- **Use of visitors** should be to enhance teaching by an appropriate member of the teaching staff, **rather than as a replacement for teaching by those staff.**
- In the guidance where topics and issues outlined are likely to be encountered by pupils **on and off line** this must be taken into consideration when planning teaching.

Sex Education and parental right to withdraw

- It will not be statutory for primary schools to deliver sex education
- As well as consulting parents more generally about the schools RSE policy, parents should be consulted before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education.
- Where a primary school chooses to teach aspects of sex education (which goes beyond the national curriculum for science) the school must set this out in their policy
- Parents have the right to withdraw their child from sex education but good practice would support a conversation first
- There is no right to withdraw from Relationships or Health Education

Sex Education and parental right to withdraw

- In Secondary schools parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the statutory RSE- before granting such a request it would be good practice to discuss the request with the parents / carers
- The right to withdraw is up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms

Keeping Children Safe in Education – Statutory Guidance for all schools

Governing bodies and proprietors should ENSURE children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum. This may include covering relevant issues through PSHE.

Sexual violence and sexual harassment – “unwanted conduct of a sexual nature that can occur online and offline” (child on child):

- Sexual comments- lewd comments, sexual remarks about clothes/ appearance/ sexualised names
- Sexual jokes or taunting - not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- Physical behaviour – deliberately brushing against someone, interfering with someone's clothes
- Can happen on and offline

Keeping Children Safe in Education – Statutory Guidance for all schools – **peer on peer**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery) and
- Initiation / hazing type violence and rituals (Hazing is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate)

All staff should recognise that children are capable of abusing their peers

School inspection handbook, Ofsted May 2019

Personal development

Relationships and Sex Education

From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level.

If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

Inspectors will use a range of evidence to evaluate personal development, including:

- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils' personal development
- pupils' understanding of the protected characteristics and how equality and diversity are promoted

North Yorkshire Personal Social Health Education (PSHE) and Citizenship Guidance for schools including the curriculum entitlement framework

Key Stages 1-2

September 2019 – Incorporates the Dfe Relationships and Sex Education and Health Education learning outcomes that will become statutory for all schools in September 2020

What is the purpose of the guidance?

The guidance has been designed to support schools in the development of a planned progressive programme for PSHE and Citizenship. The guidance provides an overview of the requirements for schools in these aspects, an introductory guidance on best practice in PSHE and Citizenship, a suggested PSHE and Citizenship entitlement framework, the North Yorkshire ladder of progress for PSHE/Citizenship and guidance on resources to support the delivery of PSHE and Citizenship.

What is Personal, Social, Health Education (PSHE) and Citizenship?

PSHE education is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives (PSHE association 2017).

Citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. It should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Pupils should be equipped with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.



Spiral Curriculum to safeguard pupils

- Correct terminology for all body parts
- Understanding what privacy / boundaries means
- I know what a healthy relationships is (both on and offline)
- I know we have rights over our own bodies and the differences between good and bad touch (including between peers)
- I understand the difference between good and bad secrets and feeling unsafe
- I know how to tell a trusted adult

Spiral Curriculum to safeguard pupils

- I understand the features of a healthy relationship and have the skills to manage a falling out
- I know how children grow and develop in puberty both physically and emotionally
- I know how to respond safely and appropriately to adults I meet whom I do not know (including online)
- I can recognise risk in a range of situations including judging what kind of physical contact is acceptable or unacceptable
- I know how to manage requests for images of myself or others (this includes from friends) and what is and what is not appropriate



Spiral Curriculum to safeguard pupils

- I would recognise the qualities and features I should expect and demonstrate in wide range of positive healthy relationships both on and off line (trust, respect, boundaries, consent, privacy) and I am able to positively act upon signs when a relationship is not healthy
- I understand what 'nudes' are and the consequences of sending them including the law
- I am aware that some behaviours within relationships (including between peers) both on and offline are criminal including violent behaviour, coercive control, sexual harassment and sexual violence and why these are always unacceptable and trusted adult should always be informed



Spiral Curriculum to safeguard pupils

- I know what consent means in relation to sexual activity and that being pressured, persuaded, coerced into something is not consent
- I understand the possible risks of meeting people online
- I am aware that sexually explicit material may present a distorted picture of sexual behaviours and can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- I understand the characteristics and benefits of positive, strong, supportive equal relationships both on and offline and how to manage the end of a relationships that is not right for me


Growing up in North Yorkshire 2018

Secondary school report on found lessons useful on	School A	School B	North Yorkshire
Relationships and sex education	54%	25%	32%
Different relationships (e.g. lesbian, gay, bisexual, trans)	39%	17%	24%
Healthy relationships, including child sexual exploitation and grooming	58%	22%	36%
Smoking Education	78%	37%	49%
Alcohol Education	74%	39%	47%
Drug Education	74%	46%	51%
Emotional Health and Wellbeing	49%	26%	36%
Online safety education	76%	52%	60%

Growing up in North Yorkshire 2018	School A	School B	North Yorkshire
Pupils responded that they had an alcoholic drink in the 7 days before the survey.	17%	27%	24%
Pupils responded that they smoke 'regularly'.	2%	2%	4%
Pupils reported that they have taken at least one of the drugs listed in the questionnaire.	3%	9%	10%
Pupils responded that they know where they can get condoms free of charge.	52%	24%	27%
Year 10 pupils responded that they are either in a sexual relationship or have had one in the past.	13%	25%	19%
Year 10 pupils responding that they have experienced at least one of the negative behaviours listed with a partner	15%	21%	23%
Year 10 pupils responding that if they did experience negative behaviour with a partner they would get help	80%	58%	57%
Year 10 pupils know there is a sexual health service locally for young people	56%	53%	46%
Year 10 pupils know there is a local LGBT youth group for young people	58%	28%	36%

Guidance for schools

- Relationships and sex education guidance for schools
- LGBT guidance for professionals who work with children and young people
- Substance misuse guidance for schools
- Smoke free policy
- Online safety guidance for schools



North Yorkshire
County Council

North Yorkshire Guidance for schools on developing a Relationships and Sex Education Policy and implementing effective provision
September 2019 (incorporates the Dfe guidance on statutory Relationships, RSE and Health Education from September 2020)

The purpose of this document is to enable your school to develop and embed effective Relationships and Sex Education (RSE) provision and policy through wide consultation with the whole school community. This guidance and a range of supporting information are provided to ensure your final policy reflects the needs, ethos and personal development of the school.

The Government has announced that Relationships Education, Relationships and Sex Education and Health Education will become statutory for all schools in September 2020. [The final Relationships Education, Relationships and Sex Education and Health Education guidance was published in June 2019.](#)

It is recommended that schools start to plan for these statutory requirements before September 2020 and they are incorporated in the planned PSHE curriculum and other curriculum opportunities that many schools are already providing. Schools that adopt the new curriculum early will still need to meet the current [sex and relationship education statutory guidance](#) from 2000.

Consultation
It is good practice to consult with the whole school community when developing or reviewing the school's RSE policy and provision. The following are prompts to support this process:

- How are pupils, parents/carers, governors, staff, partners and stakeholders going to be consulted and involved in the development / review of the RSE policy and provision?
- Are all staff aware of the policy and provision? Has it been discussed at a whole staff meeting?
- How will the policy and provision be disseminated to the whole school community?
- How will the policy and provision be shared with any external providers to ensure their contribution adds value to the RSE curriculum?

Training
The Education and Skills team provides high quality staff training to support schools in providing effective relationships and sex education. The trainer is highly experienced and is an associate trainer with the Sex Education Forum and Stonewall. A whole days training to support schools deliver effective relationships and sex education run every academic year. Bespoke training can also be delivered to a school / cluster of schools as a twilight training session or on a school training day. Information on the training available can be accessed at www.nyeducationsservices.co.uk

For further information and support please contact: Clare Barrowman, Health and Well-Being Adviser, Education and Skills on 01609 536808 or via email at clare.barrowman@northyorks.gov.uk

Training and support for schools

- Termly PSHE and Health and Wellbeing Network meetings
- Relationships and sex education training for primary schools
- Online safety training
- National PSHE CPD programme
- Effective PSHE subject leadership training
- Target public health funding to support identified secondary schools and clusters of primary schools in targeted areas of the County

<http://www.mynottinghamnews.co.uk/nottingham-city-council-supports-relationships-and-sex-education-rse-in-schools/>

Councillors in Nottingham on National RSE day (June 2019) signed up to supporting inclusive RSE education

Nottingham City Council supports Relationships and Sex Education (RSE) in schools

Posted on 26th June 2019 in Children and Families, Education, Press Releases, Schools



Public statement from Nottingham City Council:

Nottingham is a diverse city that celebrates equality, inclusivity and respect. We believe it is important to have a positive conversation with children and young people about healthy, respectful and safe relationships.

Good Relationships and Sex Education (RSE) can equip young people with facts they can trust, helping to keep them safe and preventing them from turning to playground gossip or dubious information online.

RSE in schools is nothing new, for many years schools have had a legal duty to deliver Relationships and Sex Education lessons. Teachers are experienced at managing RSE lessons sensitively, in an age-appropriate way, and they make sure the right conversations are happening at the right stage in children's lives.

It is important that children and young people are given the opportunity to explore a range of family and relationship types in a way that is supportive, inclusive and affirms children's different experiences of family life.

In modern Britain, families come in many different shapes and sizes, including same-sex parents, single parents, fostering and adoptive parents.

Good RSE teaching, and an inclusive school environment, should meet the needs of all pupils regardless of their gender identity, disability, sexual orientation, race and faith.

RSE Day is a day for everyone to think about their role in promoting a positive conversation to support our young people develop towards healthy, safe and respectful relationships.

Signed by Nottingham City Councillors

<https://www.sexeducationforum.org.uk/resources/advice-guidance/briefing-local-councillors-supporting-rse>

Some data is out of date but some examples of how councillors have been involved in RSE in their local areas



RELATIONSHIPS AND SEX EDUCATION:

Contributing to the safeguarding, sexual & reproductive health and wellbeing of children and young people.

What role can councillors play?





North Yorkshire Healthy School Scheme

4 Themes to work on in any order, depending on your school's priorities

Website: healthyschoolsnorthyorks.org

Email: healthyschool@northyorks.gov.uk

- Active Lifestyles
- Emotional Health & Wellbeing
- Food in School
- Personal, Social, Health Education (PSHE)



Bronze level

To achieve the Bronze award, all criteria for one theme needs to be completed.
Pupil Voice questions for the one theme



Silver Level

To achieve the Silver award, all criteria for two themes needs to be completed
Pupil Voice questions for both themes
Staff Wellbeing criteria needs to be met



Gold Level

To achieve the Gold award, all criteria for all four themes need to be completed or maintained
Pupil Voice questions for all themes
Staff Wellbeing criteria need to be met and maintained

North Yorkshire County Council
Young People Overview and Scrutiny Committee
6 December 2019
Work Programme

1.0 Purpose of Report

- 1.1 This report asks Members to consider the Committee's work programme for 2019/20, taking into account the outcome of discussions on previous agenda items and any other developments taking place across the county.
- 1.2 The work programme schedule is attached at Appendix 1.

2.0 Scheduled Committee dates/Mid-Cycle Briefing dates

- 2.1 The new calendar of meetings was made available at the November council meeting. Here are the relevant dates for this committee.
- 2.2 Committee Meetings
- Friday 28 February 2020 at 10am
 - Friday 26 June 2020 at 10am
 - Friday 4 September 2020 at 10am
 - Friday 11 December 2020 at 10am
 - Friday 26 February 2021 at 10am
- 2.3 Mid Cycle Briefing Dates
- Friday 17 January 2020 at 10am (all members invited to attend)
 - Friday 3 April 2020 at 10am
 - Friday 29 May 2020 at 10am
 - Friday 24 July 2020 at 10am
 - Friday 16 October 2020 at 10am

3.0 Elective Home Education

- 3.1 Elective Home Education (EHE) is the term used by the Department for Education (DfE) to describe parents' decisions to provide education for their children at home instead of sending them to school. This is different to home tuition or education provided by a local authority other than at a school.
- 3.2 A workshop for all the committee membership was held on Friday 1 November 2019. The slides from this workshop have been sent to committee members. The session brought members up to date with latest guidance and the range of action being undertaken and planned by the Children and Young Peoples Service.
- 3.3 It is fair to say that the level of national and local awareness and attention in the topic has increased significantly over the last two years. Members recognized that much has changed since the issue was reported to you last

year: There has been a major parliamentary enquiry; published guidance “Elective home education, Departmental guidance for local authorities in April 2019” has made the government’s position on the responsibilities of schools, parents and local authorities much clearer; and the findings of an OFSTED inquiry have clarified particular issues such as “off-rolling” - of which more later.

- 3.4 North Yorkshire’s experience of increasing numbers of known EHE children is in keeping with national trends. LAs have reported an average 20% year-on-year increase in the number of children and young people known to be home schooled over the previous 5 years.
- 3.5 Some key points from the session:
- a) The directorate has embraced and pushed forward the requirements and implications of the recently released DfE guidance.
 - b) Members supported our offer when notified about of a parent’s intention to home educate, whereby:
 - a visit is offered to the family.
 - Working with the Inclusive Education Service and Education and Skills, the C&F Early Help Service has developed the EHE pathway which relates to:
 - The notification from schools of a parent’s intention to home educate.
 - The offer of an annual visit for children who are educated at home.
 - The offer of an EHE identification badge, which is renewed annually.
 - c) As an authority we are compliant with the latest guidance. Pleasingly, it has provided the impetus to improve our understanding of EHE in the county generally - for example, using our power to require schools (including independent schools) to provide information about children who leave at the school’s standard transition times, to help ensure that there is knowledge at local authority level of a child’s schooling status.
 - d) Members noted that of the reasons quoted by parents for choosing to home educate the largest proportion, by some distance, was “stress and anxiety”. Whilst it was acknowledged that this category could cover a range of experiences, members wondered whether it points towards just how many parents who opt to home-school their children are doing so possibly to avoid bullying, exam pressure and stress. This is about children having some sort of difficulty at school. The decision to home educate might sometimes be taken 'on the spur of the moment', often as a response to difficulties in relation to the child's schooling, difficulties that might or might not be resolvable. Members believed this may tell us a great deal about where NY efforts should be addressed.

- e) Where parents have withdrawn a child from a setting they regarded as unsatisfactory, LAs should be willing to explore options which are different from the previous setting. Members liked the practice whereby we commit to exploring with parents and the school the extent to which additional support can be put in place at the school even if initial efforts to secure this have not worked.
- f) The directorate's procedures and practices around NYCC visits appeared thorough, especially in terms of identifying concerns and possible additional support needs.
- g) Some parents choose to home educate their children because they believe this is the best option. The worry for members was those parents and carers who are not actively choosing elective home education but are being compelled into it.
- h) Members were reassured about efforts to identify "off-rolling". This is the controversial practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is primarily in the best interests of the school, rather than the best interests of the pupil. This includes pressuring a parent to remove their child from the school roll. It was noted that OFSTED if it finds evidence of the practice will now publish this in their inspection report. And under our new framework which takes effect later this year, any schools that are off-rolling are likely to be judged inadequate for leadership and management.
- i) Members would be interested in it being established whether there is any correlation between closure of rural schools and situations where parents believe making arrangements for their child to attend the new school is more problematic, even traumatic, than educating at home.
- j) There was some discussion about LAs and Academies being compelled to provide a breakdown for all pupils in each year group removed from all schools in their area for home education. The information provided could be the trigger for further scrutiny where there are concerns that particular schools have higher numbers of parents de-registering children.
- k) Members noted that OFSTED's increasing interest in the reasons why children move to EHE from schools, and the findings of their recent research into the topic, is one of the areas being looked at by a Cross-directorate Working Group.

3.6 Members praised the officers, Barbara Merrygold and Simon Osman, for the manner in which they presented the material to members, their grasp of the issue and its ramifications, and how they responded to the range of questions posed.

- 3.7 In the light of information given, and the evidence in front of them, members who attended believed that the directorate has a good understanding of the issues associated with EHE, and procedures and practices are well thought through and are effectively observed.
- 3.8 The overall conclusion was that the issue is being handled well.
- 3.9 The consensus was that no further detailed work is needed at this stage, but members asked that your group spokespersons keep a weather eye over the topic and bring it to your attention when they believe that would be useful.
- 3.10 I know your Chairman is minded to revisit this informal session in about 6-9 months to pick up developments and progress.

4.0 Young People with additional needs transitioning to Adulthood

- 4.1 On average just over 100 young people will "move" from Children's Services to Adult Social Care, of whom a third will have an array of complex needs.
- 4.2 As scrutiny members it is important that you assess how well we are supporting and responding to need during this very important stage in a young person's life. This committee's interest in this topic is shared by the Care and Independence Overview Scrutiny Committee. A joint session follows this meeting.

5.0 Annual Report of the Looked After Children's Group

- 5.1 This report has now been deferred to your Mid cycle briefing on the 17 January 2019. All members are invited to attend. By the time you meet it will have been seen by the Executive at its meeting on 17 December 2019.

6.0 Recommendation

- 6.1 The Committee is asked to confirm, comment or add to the areas of work listed in the Work Programme schedule.

DANIEL HARRY
SCRUTINY TEAM LEADER
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21 November 2019
Background Documents Nil

YOUNG PEOPLES OVERVIEW AND SCRUTINY COMMITTEE

Scope

The interests of young people, including education, care and protection and family support.

Meeting Details

Committee Meetings	Friday 6 December 2019 at 10am
	Friday 28 February 2020 at 10am
	Friday 4 September 2020 at 10am
	Friday 11 December 2020 at 10am
	Friday 26 February 2021 at 10am

Programme

Friday 6 December 2019 Committee Meeting at 10am. Brierley Room			
TOPIC	CONTENT	APPROACH	LEAD
Report of the Young Peoples Champion	Account of Activity over the past year. Discussion of Issues and challenges – especially connected with inclusion and engagement of young people.	Consideration of report.	Cllr Annabel Wilkinson
Looked After Children	Annual Report of the Looked After Children Members Group. Account of Activity over the past year. Assessment of progress against the LAC strategy	Consideration of report. Discussion of Issues and challenges.	Chair - Cllr Annabel Wilkinson assisted by Julie Bunn and Vicky Metheringham
Young people and Sex Education; Managing Risk and Safeguarding	How young people are helped to learn about the emotional, social and physical aspects of growing up. How we support schools to equip young people with the information, skills and values to have safe, fulfilling and enjoyable	Linked to Healthy Child Programme changes	

	relationships and to take responsibility for their sexual-health and well-being.		
Friday 28 February 2019 at 10am			
TOPIC	CONTENT	APPROACH	LEAD
Young Carers	Especially those who support adults with mental health issues. The practical and emotional support made available to young people to ensure they enjoy and achieve, just like their peers. How NYCC works in partnership with schools, and GPs to identify young carers, raise much-needed awareness of their situation, and offer the support that they need, when they need it.	Consideration of Briefing Paper	
Children, Adolescents and the Media (online networks, social inclusion and bullying)	The challenging social and health issues that online youth experience. Benefits and Risks of Youth using social media. Examination of the core issues of bullying, popularity and status, depression and social anxiety, risk-taking, and sexual development.	Consideration of Implications. Particular focus on Cyberbullying and Online Harassment. Possible witness sessions.	
Teacher recruitment - the Rural Challenge	The challenges faced by schools, especially those in rural areas, in recruiting teaching staff. How NYCC/traded services supports.	Briefing report and possible witness sessions	
The experience of young people in foster care as they transition into adulthood			

Mid Cycle Briefing Items

Date	Probable Item
17 January 2020	Small Schools and their sustainability – scoping

Date	Probable Item
	<p>A light touch look back at cases over, say, the last 18-24 months of local authority maintained schools which had proceeded to full closure rather than achieve academy status.</p> <p>Teacher Recruitment Working with Academies - how they reflect views of communities they serve</p>
3 April 2020	The Citizenship Agenda: Education and Democratic Citizenship

Other sessions

Young People with additional needs transitioning to Adulthood

Informal workshop session with Care and Independence Overview and Scrutiny Committee members (likely to be at the end of the 6 December committee meeting)