



Agenda

Notice of a public meeting of

Children and Families Overview and Scrutiny Committee

To: Councillors Barbara Brodigan (Chair), Heather Phillips (Vice-Chair), Alyson Baker, Bridget Fortune, Stephanie Duckett, Nathan Hull, David Jeffels, Janet Jefferson, Tom Jones, Cliff Lunn, John Mann, Kirsty Poskitt, John Ritchie, Mike Schofield, Dave Whitfield, Peter Wilkinson

Added Members: Tom Cavell-Taylor, Emma Higgins, Anna Kirkham, Stephen Maltby, David Sharp, Andrew Smith, Ross Strachan and David Watson.

Date: Friday, 23rd June, 2023

Time: 10.00 am

Venue: Stone Cross, Rotary Way, Northallerton, DL6 2UU

PLEASE NOTE:

Members of the public are entitled to attend this meeting as observers for all those items taken in open session. Please contact the Democratic Services Officer, whose details are below, if you would like to find out more.

This meeting is being held as an in-person meeting.

Recording is allowed at 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. Anyone wishing to record is asked to contact, prior to the start of the meeting, the Democratic Services Officer. We ask that any recording is clearly visible to anyone at the meeting and that it is non-disruptive.

Enquiries relating to this agenda please contact Patrick Duffy, Principal Democratic Services Scrutiny Officer.
Email: Patrick.Duffy@northyorks.gov.uk Tel: 01609534546

Website: www.northyorks.gov.uk

NOTE: This Agenda was updated on 19th June 2023 to incorporate the Report at Agenda Item 10, which had been marked “To follow”

Business

1. **Welcome by the Chair**
2. **Apologies for Absence**
3. **Minutes of the Meeting held on 10th March 2023** (Pages 5 - 16)
4. **Public Participation**

Members of the public may ask questions or make statements at this meeting if they have given notice to Patrick Duffy of Democratic and Scrutiny Services (contact details below) and supplied the text by midday on Tuesday 20th June 2023, 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.

If you are exercising your right to speak at this meeting, but do not wish to be recorded, please inform the Chair who will instruct anyone who may be taking a recording to cease while you speak.
5. **Declarations of Interest**

All Members are invited to declare at this point any interests they have in items appearing on this agenda, including the nature of those interests
6. **Chair's remarks**

Any correspondence, communication or other business brought forward by the direction of the Chair of the Committee.
7. **Young People's Champion, Annual Report - Councillor Alyson Baker** (Pages 17 - 20)
8. **Early Years Update - Helen Smith, Early Years Strategy Manager** (Pages 21 - 36)
9. **Growing up in North Yorkshire Survey 2022 - Louise Wilson, Head of School Improvement and Clare Barrowman, Senior Education Adviser** (Pages 37 - 102)
10. **Scrutiny Task and Finish Group re Special Educational Needs and Disability (SEND) Provision in the Scarborough Area - Janet Crawford, Assistant Director, Inclusion and Patrick Duffy, Principal Democratic Services Scrutiny Officer** (Pages 103 - 106)
11. **Work Programme 2023/2024 - Patrick Duffy, Principal Democratic Services Scrutiny Officer** (Pages 107 - 112)
12. **Any Other Items**

Any other items which the Chair agrees should be considered as a matter of urgency because of special circumstances
13. **Date of Next Meeting**

Friday, 1st September, 2023 at 10.00 a.m.

Members are reminded that in order to expedite business at the meeting and enable Officers to adapt their presentations to address areas causing difficulty, they are encouraged to contact Officers prior to the meeting with questions on technical issues in reports

Contact Details:

For enquiries relating to this agenda please contact Patrick Duffy, Principal Democratic Services Scrutiny Officer. Tel: 01609 534546 Or email Patrick.Duffy@northyorks.gov.uk
Website: www.northyorks.gov.uk

Barry Khan
Assistant Chief Executive
(Legal and Democratic Services)

County Hall
Northallerton

Thursday, 15 June 2023

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North Yorkshire County Council

Young People Overview and Scrutiny Committee

Minutes of the meeting held on Friday 10th March 2023 at 2.00 p.m.

Present (in person): County Councillor Barbara Brodigan (Chair)

County Councillors: Bridget Fortune, George Jabbour (substituting for Councillor Tom Jones), David Jeffels, Yvonne Peacock (substituting for Councillor Peter Wilkinson), John Mann, John Ritchie, Mike Schofield and Dave Whitfield.

Co-opted Members: Tom Cavell-Taylor (Parent Governor Representative), David Sharp (Voluntary Sector), Andrew Smith (Church of England) and David Watson (Voluntary Sector)

In attendance: Guy Critchlow, Chair of Skelton Cum Newby Parish Council (in connection with Minute No. 35)

Present (joined remotely):

Councillors Alyson Baker, Stephanie Duckett, Richard Foster (substitute for Councillor Nathan Hull), Cliff Lunn, Heather Phillips (Vice-Chair), Kirsty Poskitt and Co-opted Member Ross Strachan (Secondary Teacher Representative) and, by invitation, County Councillor Annabel Wilkinson (Executive Member for Education and Skills)

Officers: Stuart Carlton, Corporate Director - Children and Young People's Service, Patrick Duffy, Principal Democratic Services Scrutiny Officer, Howard Emmett, Assistant Director, Strategic Resources, Jane Le Sage, Assistant Director, Inclusion, Amanda Newbold, Assistant Director, Education and Skills and Cerys Townend, Locality Manager, Inclusion

Apologies for absence were received from Councillors Nathan Hull, Janet Jefferson, Tom Jones, Peter Wilkinson and Portfolio Holder, County Councillor Janet Sanderson (Executive Member for Children and Young People)

Copies of all documents considered are in the Minute Book

32. Welcome and apologies

The Chair welcomed everyone to the meeting, including Members joining the meeting remotely. This facility had been offered on this occasion due to the adverse weather conditions.

The apologies are as stated at the start of these Minutes.

33. Minutes of the meeting held on 9th December 2022

Resolved –

That the Minutes of the meeting held on 9th December 2022, be confirmed and signed by the Chair as a correct record.

Matter Arising – Minute No. 31, Hovingham Primary School

Councillor George Jabbour updated the Committee on this matter and noted that the recent Members' Seminar had included a useful presentation on small schools.

34 Any Declarations of Interest

There were none.

35. Public Questions or Statements – Skelton Newby Hall Church of England Primary School

The Chair of Skelton Cum Newby Parish Council, Mr. Guy Critchlow, had submitted a statement to the Committee.

Mr, Critchlow attended the Committee and related his statement as follows:-

Good afternoon, Chair and members of the Committee for Young People Overview and Scrutiny. Thank you for allowing me to submit this short statement. My name is Guy Critchlow, and I am the Chair of Skelton-cum-Newby Parish Council. I am here to represent the views of both the Parish Council and the community of Skelton-on-Ure with regards to the future of our village school, Skelton Newby Hall CE Primary School.

The Parish Council has already submitted our response to the consultation on the closure (dated 1st February 2023), which put forward a clear case as to why we believe the school is viable and the opportunity should be given for this to be demonstrated.

Today we would like to focus on our Sustainable Future Plan for Skelton Newby Hall Primary School and to seek the support of this Committee when the school's future goes to the Council's Executive on 21st March 2023.

At the public meeting organised by NYCC as part of the consultation process, the question was asked what the number of pupils would be for our school to be considered viable. The answer given by Richard Noake, Director of Education for the Leeds Diocese, was 35. This is well within the long-term average of this school, which was founded in 1856, when it is well managed and supported.

We made the point in our consultation submission that there are a number of existing and planned housing developments within five miles of this school. Whilst the NYCC figures show that there are sufficient pupil places in aggregate, the parent experience on the ground has shown that this does not equate to availability at each year group level.

We believe Skelton Newby Hall Primary School represents an excellent opportunity to be a nursery and early years setting which can support other local schools and allow this capacity in those schools to be allocated to the older age groups.

As part of this consultation process, we have engaged with Roecliffe CE Primary School and, in our early discussions, we understand that there is a capacity constraint in the nursery & early years which is creating a bottle neck to the older age groups.

There is strong interest from Roecliffe Primary School to work in partnership with Skelton Newby Hall Primary School. Skelton Newby Hall Primary School offers some distinct benefits for Roecliffe School, for example

- *Between 30-50 nursery and early years places which would support a more sustainable pupil pipeline for the older age groups in the school (and other local schools)*

- *A Forest School setting. Amenity space is limited at the school site in Roecliffe and Skelton Newby Hall is a ready-made forest school setting which would be beneficial for all year groups.*
- *Skelton Newby Hall also offers an ideal training space for both schools enabling the growth and development of the teaching and support team.*

We believe that our Sustainable Future Plan will create both a financially and environmentally sustainable future for the Skelton Newby Hall Primary School. With the passionate and strong leadership at Roecliffe Primary School, we aim to create a leading nursery and early years setting as well as one of the most environmentally-led forest schools.

Roecliffe School is an Academy member of Leeds Diocesan Learning Trust, and is waiting to review this opportunity with the Director of Education at the Leeds Diocese.

Skelton Newby Hall Primary School has the full support of the Parish Council, Newby Hall (property owner), and the local community. Unfortunately, we have had no representation on the governing body of the current federation and therefore we had no voice in the proposal to request this consultation. We are asking for your support to allow time, without the Damocles sword of closure, to progress our Sustainable Future Plan for the school in conjunction with Roecliffe School.

Our new county-wide authority, North Yorkshire Council, which comes into being on 1st April, has a clear stated aim. "Local at its heart ... We will work closely with town and parish councils ... to ensure that local priorities drive locally led decision-making and local action". In this instance, the Parish Council was unfortunately one of the last to be informed of the formal consultation and the construct of the consultation and the public meeting has left the school and village community feeling that the consultation process is working back from a decision already made. We hope this is not the case as it would not be consistent with the Government guidance.

The Government's published Code of Practice on Consultation (2008) has seven criteria, the first criterion states, "Formal consultation should take place at a stage when there is scope to influence the outcome". This was followed by the publication of Consultation Principles (2018), the second principle titled, "Consultations should have a purpose", which expanded by stating, "Consult with implementation plans when the development of the plans is at a formative stage. Do not ask questions about issues on which you already have a final view".

Our Sustainable Future Plan for Skelton Newby Hall Primary School is not an emotional response to the threat of closure, but a plan which identifies the viability of this school and the value it can continue to add to the local and wider community. It is the first opportunity we have had as a community to input into the future of our school and we hope we can count on your support to allow us to develop this plan.

Finally, we would also ask that during this period, the finances of Skelton Newby Hall Primary School are ring-fenced, and that all school resources are restored and remain at the school site and are not transferred.

We thank you for your time this afternoon and I am happy to field any questions you may have either now or after the meeting.

Amanda Newbold, Assistant Director for Education and Skills, noted the comments of the Parish Council, together with the fact that they had responded to the

consultation, which closed on 24th February 2023. All of the consultation responses would be included in the report to be presented to the Executive on 21st March 2023. when a decision would be taken as to whether to cease to maintain the School. If the decision is to cease to maintain the School, anyone wishing to object to, or make comments on, the proposal would have four weeks from the date of the publication of the proposal to do so.

The Chair thanked Mr. Critchlow for having attended the meeting and informing the Committee of the Parish Council's views.

36. Question from Councillor Andrew Murday

Councillor Andrew Murday exercised his right, as a Member of the Council, to ask a question(s).

Councillor Murday's questions concerned the decision to conduct a consultation about a proposal to close five Children's Centres. His specific interest revolved around the Centre in his division at Pateley Bridge, although the same issues pertained to the other four Centres under threat.

Councillor Murday asked:-

1. In the years prior to closure in 2019, how many people sought help from the Centre?
2. Why has the Centre remained closed whilst the Pandemic has abated?
3. Why have these particular five Centres been selected for potential closure?
4. What methods of assessment will be put in place, if the Centres are closed, to assess the effect of closure?

Stuart Carlton, Corporate Director for Children and Young People's Service, advised that the Executive Member with responsibility for this matter is Councillor Janet Sanderson – Executive Member for Children and Young People. Councillor Murday may wish to seek a written response from Councillor Sanderson to the questions he has raised.

The Corporate Director stressed that the Directorate is only consulting on closure of those Children's Centres where they find there is no longer any use for them. None of the Centres are currently open and there are other buildings nearby, with no detriment to provision. There is a revenue cost associated with the Centres of £140,000 per annum. The question has to be asked why this cost should continue to be incurred when the buildings are of no use, or the service can be provided elsewhere more cost-effectively.

He added that Statutory Guidance from the Department for Education recommends that consultation be undertaken with stakeholders prior to any change. His sense is that this is a straightforward, risk-free proposal, but he will direct Councillor Murday's questions to the Executive Member for a written response.

Councillor John Ritchie mentioned that that he too had concerns about the closures, especially in areas of high deprivation. When Falsgrave Children's Centre closed he had been assured that there should not be a diminution in service but his experience had not been as positive. Members needed to be active in this consultation.

In response to questions from Members, the Corporate Director advised that there are community venue buildings and that these had never been Centres that people can walk into; there is a room in a building.

In response to further questions from Members, not directly related to the Children's Centres, the Director advised that:-

- There have not been any instances of refugee children having gone missing. In the last six years, there have only been two occasions where the destination of young people leaving care has not been known. North Yorkshire does not have any area targeted by criminal gangs. That does not mean we are immune, but we have good relationships with the young people in care.
- The Government White Paper is not being progressed as there is no legislation time for it. It remains the Government's view that all Schools should be part of an Academy by 2030, but this is no longer enforceable, in the absence of legislation.

37. Chair's Remarks

The Chair advised that on this occasion she had no particular issues to update the Committee on.

38 Exclusions and Suspensions

Considered -

A presentation by Jane Le Sage, Assistant Director, Inclusion and Cerys Townend, Locality Manager, inclusion. The presentation is available [here](#)

The key elements of the presentation outlined:-

- Trends;
- The impact of exclusions;
- The support available; and
- Future intentions

Jane Le Sage and Cerys Townend highlighted a number of points including:-

- The difference between exclusions and suspensions – the former is temporary and the latter is permanent.
- In North Yorkshire, permanent exclusions have been below the national average. However from 2022/2023 to date, there has been a marked increase in the permanent exclusion rate – particularly in Primary Schools.
- Similarly, suspensions have increased across Primary and Secondary Schools.
- The trend for repeat suspensions (pupils receiving three or more suspensions) is upward.
- National data shows that exclusion occurs disproportionately in certain groups including boys, some ethnic minorities, those eligible for Free School Meals and children who have Special Educational Needs and Disability (SEND).

- Children excluded or suspended from School do not do as well academically as their peers. For example, only 4.5% of pupils in Pupil Referral Units achieve a good pass in GCSE English and Maths.
- Double permanent exclusion (where a child has been permanently excluded from two or more Schools) tends to have significant adverse impacts on the child and, among other things, correlates with poor mental health in childhood.
- Attendance rates at Pupil Referral Units had reduced since 2017/18 but this has improved over 2022/2023, to date. Attainment is lower compared to overall attainment.
- There is a continuum of provision comprising:-
 - Inclusive Schools
 - Access to Support Services
 - Alternative Provision
 - Targeted Mainstream Provision; and
 - Specialist Placements
- Nurturing best practice is important. This includes initiatives such as *The Ladder of Intervention*, which is designed to increase the capacity of mainstream Schools to meet the needs of their pupils locally and promote inclusion and understanding.
- The Directorate is undertaking a lot of work with partners on early identification and support and has invested in relational approaches. Early identification of need encompasses things such as an Education, Health and Care Assessment. The Inclusion (Pupil Support) Pathway is an example of early help.
- The Inclusion Support Service provides a Core Offer from SEND Locality Hubs; a Training offer to Schools; Intervention Packages; and Partnership Bundles, bespoke to a School's requirements.
- The Preventative Model of Alternative Provision was outlined, together with targeted mainstream provision, which is provision for eight children - six for children with Education Health Care Plans (EHCP) and two flexible places. Ten have been developed so far with six more in discussion.
- Specialist provision includes two SEMH (Social Emotional and Mental Health) Schools and a new free Special School for SEMH in Northallerton – recently announced by the Department for Education.

The Chair thanked Jane and Cerys for their informative presentation.

A number of questions/comments were made by Members. These are set out below, together with the response of officers in italics.

- Hambleton and Richmondshire is seeing the highest number of suspensions and there are some travelling community in the eastern part. Is this an issue?

We are not seeing this in our figures. There is a danger in grouping the population . Individuals are quite unique in the areas that affect them and how they cope.

- Has the impact of COVID accelerated the situation?
We are seeing people with varying levels of mental health. Covid is undoubtedly a contributor.
- Do we have figures for this academic year?
Not yet. Certainly, our figures were lower than the national average. Then they crept up. They reduced again, as a result of the Secondary Model of Intervention, and are now rising once more.
- Is there a split between Academies and Schools in the number of exclusions/suspensions?
It varies and can be affected by several factors. It comes down to leadership, culture and intent. Children sniff out unfairness and any differences in approach between classes. Punitive sanctions do not work; a whole-School relational approach is what is required.
The relationship of the Local Authority with both maintained Schools and Academies is strong.
- How long does a child stay out of mainstream education?
This depends on the needs of the child but, the longer they remain out of mainstream education, the more difficult it is for them to return.
- Some unregistered Providers produce a quality offer but they are not registered, as they are not linked to OFSTED.
Basic checks are made in the Local Authority Alternative Provider Directory, but it is the responsibility of Schools to revisit these to ensure the provision is safe. This is working well.
- It is good to hear about the Free School intended for Northallerton but let's hope it does not take as long as the one in Selby.
We are working with the Department for Education to progress the Selby Free School.
- In terms of co-ordination with Adult Services, do parents receive support?
Yes, if we are working on a family basis. Close links are maintained with the Early Years Service.
- Are there any other barriers in place that are blocking EHCPs?
The shortage of Educational Psychologists has caused bottlenecks in the system but the situation is now improving.

39. Education Update

Considered:-

A presentation by Amanda Newbold, Assistant Director for Education and Skills and Howard Emmett, Assistant Director, Strategic Resources.

A summary of the points made by the Assistant Directors is set out below but the full presentation can be viewed [here](#):-

School Organisation (Amanda Newbold)

- North Yorkshire has 360 Schools – 143 Academy Schools and 217 Local Authority maintained.
- 17 Primary Schools (9%) have 28 or less pupils and none of these Schools have their own Head Teacher.
- 53% of Secondary Schools have less than 750 pupils, compared to 22% nationally.
- At Secondary level, pupil forecasts show a projected increase in pupils across the county, with the exception of Harrogate. For Primary Schools, numbers are projected to fall, apart from in Craven and Selby.
- Two Schools are currently subject to closure proposals and there is consultation to amalgamate secondary provision in Whitby which would, if approved, result in the technical closure of Eskdale School.

Educational Performance for North Yorkshire Schools (Amanda Newbold)

- The data should be used with caution. It reflects results in 2021/22, but cannot provide information about the factors which may have influenced these results. When forming a view of how well schools are doing, it is important to consider a range of different information sources.
- 84% of all Schools in North Yorkshire have been judged as *Good* or *Outstanding*, compared to 81% in February 2022.
- Of the 96 Inspection Reports in the last academic year, seven Schools were judged to be *Inadequate*.
- In terms of the latest position, of the 37 Inspections since September 2022, that have been published by 31st March 2023, 29 were deemed *Good* or *Outstanding* with 8 *Requiring improvement*. No School was judged *Inadequate*.
- Of the Inspections published since September 2022, 100% of Schools have been judged as having effective safeguarding – this is evidence of the heightened focus on this issue by the Local Authority and Schools.
- The 2022 unvalidated performance headlines indicate North Yorkshire is above the national figures for GLD (Good Level of Development); Key Stage 1, Phonics and Key Stage 4, but below the national figure at Key Stage 1 and Key Stage 2.
- The average Attainment 8 Score for pupils in North Yorkshire in 2022 was higher than the national average. (Attainment 8 is calculated by adding up the points for pupils eight subjects, with English and Maths counted twice.) North Yorkshire has the fifth highest Attainment 8 score within its Statistical Neighbour Group (of 11 Local Authorities), and the 43rd highest score nationally (of 151 Local Authorities).
- Progress 8 scores, which track the progress that a pupil makes, compared to pupils with similar levels of prior attainment, shows that Key Stage 4 pupils in North Yorkshire in 2022, on average, made better progress than across the region. North Yorkshire has the third highest Progress 8 score in its Statistical Neighbour group, and the 50th highest score nationally.

Financial Position for Schools (Howard Emmett)

- 24 out of 209 Schools are forecast to have an accumulated Revenue Budget Deficit at 31st March 2023.
- Schools have experienced significant cost pressures during the current financial year, including pay award, energy inflation and those associated with Covid recovery additional support and catch up.
- A range of financial support for Schools in financial difficulty is provided by the Local Authority. This includes the use of a financial risk rating framework to determine the level of support, challenge and intervention undertaken at individual School level, including the use of Notices of Financial Concern, where this is deemed appropriate.

A number of questions/comments were made by Members. These are set out below, together with the response of officers, where appropriate, in italics:-

- All Members need to apply pressure on their MP because investment in education is an investment in the country's future.
- Looking at the Key Stage 4 figures, small Schools must have helped to achieve this figure.

It is reasonable for Secondary Schools to say that Key Stage 2 results are not good. The reality is that something is not right at Key Stage 2.

- Is there any tangible value on the benefit to Schools of the support referred to by the Local Authority?

We write to the Governing Body and work with them on forecasting deficits caused by falling numbers. Sometimes Schools want to keep a class structure that they probably cannot afford, in the hope that the number of pupils will increase. So the Local Authority encourage the School to consider Federation opportunities to share costs and move from a three to two class structure. We challenge the School and make it clear that there may be intervention.

- Do we use assessments other than Key Stage 5?

Yes, CAT Tests are used to track changes. But perhaps more work is required on taking that earliest opportunity to assist. If there is too much emphasis on Key Stage 5, this can skew things.

- Why are small Schools of such concern?

Numbers are one important factor. Others are finances, leadership and standards. Changes in these factors can be volatile and impact on Schools rapidly. The smaller the School, the more volatile these changes can be. That is why we try to support them.

- Members can assist smaller Schools in a number of ways. For example, by utilising their locality budgets to help and by lobbying their MP.
- A concern is that, in trying to meet budgets, this usually means a reduction in the headcount. Therefore, to what extent can the Local Authority ensure that Schools do not inadvertently exacerbate the situation by taking decisions in a crisis?

Under Local Management of Schools, it is Governors who are responsible for monitoring and oversight of these issues. However, the School Improvement Service is always looking at risks and resilience and allocates a number of Adviser days, so that Schools can be clear on the impact of their decisions.

- The role of Governing Bodies is important in ensuring that mistakes are not made.

Training for Governors is provided to help them hold School Leadership to account.

- As the number of Primary School pupils reduces, the need for Special Schools and provision for children with SEND increases. How are these factors balanced?

This is a banding issue. There is always a debate as to the correct band and there is always an upward drift when banding a child. The Service has performed wonders within the budget.

- Generally speaking, good Schools have good leadership – Head Teacher and Governing Body. Churn can affect this equilibrium. Does there need to be more of a thrust on interventions? Is the Local Authority going to need to be more robust and say it cannot underpin deficits?

If a School carrying a deficit is required to become an Academy, then the Local Authority pick up any deficit.

We have been more interventionist in recent times. There has been an increase in the number of Notices of Financial Concern issued. Schools can expect that the Directorate will use its powers to secure the School's / Local Authority's position.

Councillor Annabel Wilkinson, Executive Member for Education and Skills, provided some concluding thoughts on the discussion...

- The use of Locality Budgets for IT is a nice thought and will be welcomed, but it is teaching staff that Schools are missing.
- The presentation on Exclusions and Suspensions was very good. We are concerned about the number of suspensions and are keeping an eye on this.
- We need to nurture our Governors and be proud of them.
- Funding is more of an issue now as, historically, we did well on funding.

The Chair thanked the Assistant Directors for their very full presentation.

40. Draft Work Programme 2023/2024

Considered:-

A report by the Principal Democratic Services Scrutiny Officer, which invited Members to consider the Committee's Work Programme for 2023/2024, as the current Work Programme only goes up to today's meeting.

The Chair suggested that, owing to time constraints at today's meeting, the draft Work Programme be considered further at the Mid Cycle Briefing on Friday 28th April 2023. At this stage, however, she suggested that an update on Foster Carers and Referrals be considered at the afore-mentioned briefing.

Councillor John Ritchie referred to savings in Special Educational Needs and suggested that the impact of this on the level of service being received be considered, together with how we give a voice to the people by, for instance, speaking directly to the parents affected. This could be undertaken via a Task and Finish Group.

Resolved –

That the Work Programme, be considered further at the Mid Cycle Briefing on 28th April 2023.

41. Other business – Jane Le Sage, Assistant Director, Inclusion

The Chair advised Members that this was the last meeting of the Committee that would be attended by Jane Le Sage, Assistant Director, Inclusion. Jane had just attended for the Item that she was presenting. Therefore, the Chair asked that the Corporate Director pass on the Committee's thanks to her for the excellent work that she has undertaken for this Committee and its best wishes to her.

The meeting concluded at 4.10 p.m.

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NORTH YORKSHIRE COUNCIL

CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE

YOUNG PEOPLE'S CHAMPION ANNUAL REPORT Ending Jun 2023

Councillor Alyson Baker Hillside & Raskelf division North Yorkshire Council

Queen's Platinum Jubilee celebrations

This was the first event I had as young person's champion and gave me an insight into the love our staff give to Children in Care and care experienced young people. It was lovely to meet returning young people. A true family experience

Service Children's Remembrance Day Service

This commemorated our late monarch, HM Queen Elizabeth II, recognising her service during the Second World War and her involvement and commitment to our Serving personnel and families during her 70 years as Commander-in-Chief of the British Armed Forces. The children's artwork and contributions to the service reflecting this was on display

This Service to Remember was the 10th service held here in North Yorkshire. The service gives this wonderful group of children and young people the opportunity to have their voices heard on a day that is so poignantly relevant to our military community, and I am proud that as a county we work so well together to give the children this platform every year.

Virtual School Graduation

This was a wonderful event held in the Council Chamber at County Hall. A celebration of triumph over adversity. Each of the 18 young people had a video message from important people such as foster carers, teachers, social workers and leaving care workers.

Children in Care Christmas party

This was held in the Canteen at County Hall with lots of lovely food and music and laughter. It started off Christmas for me seeing the children and their carers celebrating. Sadly, I did not get to any of the Care leavers Christmas lunches due to diary clashes.

Poverty Proofing the School Day

The worst place to be poor is school. Issues like children knowing who is on free school meals, getting free ingredients for cooking and free revision guides (having to walk to the front of the class to collect them), no own football kit for after-school football training so have to wear own PE kit, not being able to afford school trips, not taking a pound to school or a costume to wear on charity days, not having spending money for events and trips. Sometimes parents' own experiences will impact on things e.g., if they had poor experiences of being on free school meals (it being obvious to other children that they were on free school meals) they may still think that these things happen today, and therefore won't sign up their own children for free school meals. Rural issues can be a factor too. Access to healthy and fresh food. Supermarket delivery is not always an option if you're on a low income e.g., there is often a minimum spend that is too high for some people. We discussed how could we support schools in North Yorkshire? E.g., do a webinar for schools on poverty-proofing the school day, build it into existing programmes such as the Healthy Schools Programme, create a poverty-proofing the school day checklist for schools, supporting schools one-to-one.

School Safeguarding conference

This was a wonderful event attended by a lot of schools. I was able to attend some of the workshops. Was most interested and concerned about the exploitation of young people due to County Lines. Although we live in a lovely area, we are at risk of our young being targeted by such gangs as they are deemed to be “clean “and not an obvious target for police intervention.

The Barn, Tadcaster

Spent a morning at the Barn meeting some of our unaccompanied asylum seekers who are awaiting age assessment. They were working on an ESOL online course, and I was very aware that the equipment they are using is a little tired and lacked some headphones so not all were able to access the course fully. I am hoping that some re purposed IT equipment collected in from districts could be diverted to this use. I am concerned about the mental health of these young people and their exposure to others who may not be a positive influence on them going forward. I hope to visit Bewerley Park soon.

SACRE work.

I am pleased to Chair this committee from December. In that role I was delighted to attend the NASACRE conference in London. This helped to remind me of the importance of SACREs role in ensuring our young people are exposed to a knowledge of other faiths. This knowledge will help them as they grow to foster community cohesion. Our main body of work now is looking at the syllabus for RE in our schools and revising this, so it remains up to date and relevant.

Would like to see the return of the school debating competition once again. Mentioned by Cliff Trotter as part of his speech upon being made an Honorary Alderman of the Council however as it stands today there is no indication whether schools really want the council to be doing this, and whether they would pay to be involved. No schools have come to council services (e.g., school improvement) to say that they miss the debating competition (e.g., that it previously supported an element of their curriculum that is now missing). Officers do not know how many schools benefitted from the debates when they were previously run, and whether the debates solved a problem, for example for pupils in small schools getting access to more children in their age group, or whether costs were prohibitive for the smallest schools. School budget pressures may mean that transport and staff cover is now an additional barrier to taking part and therefore a new online model could be considered, but this would need to be worked up from scratch. In addition, a number of schools are still playing catch up because of the COVID pandemic.

Healthy Schools event

I attended this at Harlow Carr, Harrogate. It was lovely to see children learning and enjoying the tasks put on. Thanks to everyone involved with this and good to see schools progressing up the awards. Hopefully this will give the children a good start to a healthy life. To assist the distribution of certificates I have approached fellow councillors to go into schools and present them. This will raise the awareness among Councillors and enhance the project.

As the Young People's Champion, I have attended the following meetings, activities,

Corporate Parenting

As the world and North Yorkshire returns to "normal" after the Covid pandemic this group is starting to take part in Regulation 444 visits of children's establishments. Thank you to those Members who used their Locality Budgets to kindly support with the funding for Christmas Lunches/party for Care Leavers.

Virtual School Management Committee

The Virtual School helps every child in care to achieve. The Mind of My own app has been welcomed and is enabling children in care to express their views in a new way

LAC HP

Youth Justice Management Group

There has been a new drive to ensure that Xchange is being used and embedded into the work across YJS to capture the views and words of the children and young people we are working with. This is an off shoot of Mind of My own

MALAP

Children in Care Health Care Professionals

Has greatly helped my understanding of the health of our children in care.

SCHPN (Safeguarding Children's Health Professional Network).

An issue that I found interesting was children at risk of hypothermia due to the energy crisis. They are concerned about the Safeguarding of Children in some settings across North Yorkshire and York for Refugees & Asylum seekers (not those children who are unaccompanied as processes for these children are strong as the children are classed as Looked After). Issues include the way in which people are placed at short notice in hotel accommodation with no community space, no places to interact or play for children and the supervision of children in these settings.

Hambleton & Richmond shire Rural Transport & Access Partnership

Visited Schools

Outwood Easingwold production of We will rock you

Brafferton and Helperby School

South Kilvington School

Husthwaite School

Breckenbrough

In Conclusion

I can echo what Cllr Wilkinson said in her report last year that we are lucky to have some excellent members and officers who are genuinely interested and passionate about our children and young people's future. Thank you to all those members and officers who have supported and continue to support our children and young people, for their unflagging enthusiasm, dedication, and commitment to go above and beyond. North Yorkshire is where young people have the skills and aspirations to reach their full potential, and live happy, healthy lives in thriving communities. Can I make a special mention for those who have helped to welcome young people from the Ukraine and other asylum seekers?

Children & Families Overview & Scrutiny Committee – Presentation: Early Years

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Helen Smith, Early Years Strategy Manager



Agenda Item 8

Helen Smith

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Early Education and Childcare

- From pre-birth to five years
- Local authority's statutory duty under Childcare Act 2006 and 2016
- Statutory framework for the early years foundation stage – setting the standards for learning, development and care for children from birth to five.
- Reception Year in school is final year of the EYFS.



Grow and Learn

- Work undertaken with Healthy Child Team (0 – 6) around two year old Integrated Reviews. Greater working partnership between NYC and HDFT.
- Automatic registration for a library card at birth by registrars
- Joined up working with NYC library service to promote the library offer to families including Storytime, Rhymetime, Stay and play, Under Fives Week (March 2023). Attended EYLF.

Two year Government Funding

- All applications now processed within FIS.
- Due to changes in data provided by DfE parents are now sent text messages and emails by FIS in addition to a posted letter detailing how they can apply.
- Work with NESTA and Behavioural Insights Team 2022 – one of largest studies conducted in England to test ways to increase access to 2 Y O funding. Conclusion: recommended to continue with NYC's Grow and Learn based letter.
- Work continues to analyse take up and look for ways to further improve access and take up.

Take up of two year old funding across North Yorkshire

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Spring 2022	Summer 2022	Autumn 2022	Spring 2023
88%	87%	89%	85%

Early Years Strategy/Transformation Work

“Society is what happens when babies grow up” (Parent-Infant Foundation)

Why was there a growing focus for the need for an early years strategy in its own right?

- Lack of an overarching strategy in early years – nationally and locally
- National drivers can lead to service fragmentation
- Joint strategic ownership is a requirement and a cost effective to achieving greatest impact
- Early years continues to hold ongoing national attention
- Early years is often seen as non-statutory
- Local authority legal requirements – The Childcare Act
- Support received from the Local Government Association to 12 local authorities to develop a strategy.



Since LGR, this work is continuing as part of the council's transformation work

- Early Years Inclusion Project
 - NYC was selected as part of second year cohort of ten local authorities, with 30 local authorities in total over five years.
- Fully funded by Comic Relief
- Aim: To increase the number of young children with SEND accessing early years and childcare provision
- Comprehensive programme of 10 online courses aimed at all early years practitioners
 - Estimated cost per candidate to complete the cost – approx. £600

<https://dingley.org.uk/dingleys-promise-training/earlyyears-inclusion-prog>

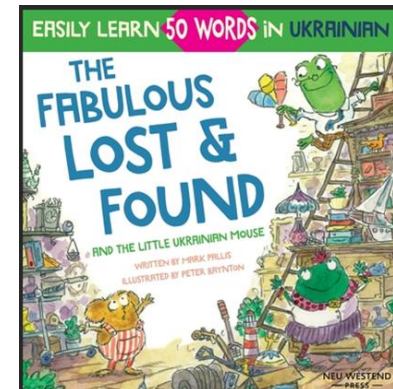
Support for families with early years children from Ukraine

- Held weekly briefings for schools and early years providers (May 2022 – July 2022)
- Provided support accessing early years provision and advice about government funding to families and providers

Signposted resources

Created documents with Russian and Ukrainian translations to support both families and early years providers [Support for Ukraine | North Yorkshire Council](#):-

- Early Years letter to parents
- Child Information form for new early years setting



NYSCP Safeguarding

- In response to feedback from the sector, dedicated Early Years Safeguarding Masterclasses have been created and held during Autumn Term 2022 and Summer Term 2023.
Autumn Term 2023 further training is planned.
- Recordings of Masterclasses available on YouTube <https://youtu.be/0aOHbpeWSyw>
- Example: child abuse linked to witchcraft and faith beliefs
- Changes to the Safeguarding and Welfare Requirements are the largest section in the current DfE EYFS consultation

Total number of providers in North Yorkshire from January 2022 – June 2023

	January 2022	August 2022	January 2023	June 2023
Childminders	298	272	267	263
Day Nurseries	143	147	149	152
Preschools/Playgroups	80	79	78	76
Schools	160	164	162	167
Total	681	660	656	658

Ofsted judgements from January 2022 – May 2023

Provision Type	Outstanding	Good	Requires Improvement	Inadequate	Met	Total
Childminder Ofsted Registered	6	46	2	3	14	71
Day Nursery	7	45	7	5	0	64
Pre School Playgroup	5	14	1	0	0	20
Childcare on Domestic Premises	0	0	1	0	0	1
Total	18	105	11	8	14	156

Number of providers currently with Inadequate or Requires Improvement as at 1/6/2023

	Inadequate	Requires Improvement
Childminders	2	2
Day Nurseries	1	7
Preschools/Playgroups	0	1

Healthy Early Years

- 97 Early Years providers have registered with the Healthy Early Years Award – [Home - Healthy Schools North Yorkshire](#)
- Active Start Early Years Physical Activity Programme
- HDFT POPPY Programme for families
- Healthy Start Scheme for families
- Developing Guidance to Healthy Early Years Nutrition
- Developing Healthy Early Years Packed Lunch Box Guidance
- Oral health [Oral health - Help for early years providers - GOV.UK \(education.gov.uk\)](#)

Changes from September 2023

Subject to parliamentary approval:-

- One member of staff will be allowed to look after five 2 year old children rather than four 2 year old children.

More supervision for children whilst eating.

- DfE Consultation on the changes to the Statutory Framework
You can respond to the consultation via the [Citizen Space](#) platform. Deadline 26th July 2023

Spring Budget Announcement – Roll out of extended childcare offer

- From April 2024 : working parents of 2 year old children will be able to access 15 hours government funded childcare
- From September 2024 : 15 hours government funded childcare will be extended to all children from 9 months of age
- From September 2025 : working parents of children under age of 5 will be entitled to 30 hours government funded childcare
- By September 2026 : wraparound care for school age children from 8 am – 6pm at primary schools or in partnership with another provider.

Agenda Item 9 Growing Up in North Yorkshire

A summary of the Growing Up in North Yorkshire survey 2022

These results are the compilation of data collected from children and young people in the majority of schools in North Yorkshire during the Summer Term 2022. This survey was commissioned by the **North Yorkshire Children and Young People's Service (CYPS)**, **North Yorkshire Public Health** and **North Yorkshire Police Service** to collect reliable information about young people's learning and wellbeing. This is the ninth such large survey completed in North Yorkshire, following eight studies between 2006 and 2020.

Introduction from Stuart Carlton

Corporate Director - Children & Young People's Service

As we adjust to life post-pandemic I am delighted that over 17,000 children and young people have once again participated and shared their perceptions and experiences through our biennial, 'Growing up in North Yorkshire' survey in 2022.

Our strategic vision as set out in 'Being Young in North Yorkshire' states, "*All children and young people are safe, happy, healthy and able to achieve in North Yorkshire*". The findings within the survey continue to provide all professionals who work with children and young people across North Yorkshire with key insights into their perceptions and experiences in order for us to achieve this strategic vision.

The data reinforces the need for us to continue to focus on supporting all our children and young people, including the most vulnerable, ensuring we all take collective responsibility for prioritising their health and wellbeing.

Key issues

Among the findings from these young people in North Yorkshire, we see many welcome results and several positive trends. There are also some results and trends in young people's perceptions and behaviours that indicate there is still more work to do.

Our priorities:

- Continue to prioritise children and young people's resilience and emotional wellbeing
- Continue to respond to the increasing online safety risks for pupils
- Supporting and encouraging a healthy lifestyle with a particular focus on healthy eating, oral health, sleep and gender imbalance in relation to physical activity
- Supporting young people to have a healthy weight and a positive body image
- Responding to the emerging data around young people vaping and continue support and advice around alcohol and other substances
- Reduce bullying and prejudice based incidents in schools and the wider community through developing effective inclusive practice
- Supporting identified groups of young people who continue to have more negative outcomes against a wide range of indicators. These include in particular: Young Carers, Pupils receiving Free School Meals, Lesbian, Gay, Bisexual pupils (LGB), Transgender pupils, Pupils with Special Educational Needs and /or Disabilities, Pupils from single-parent families

In this report:	Page
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THE SURVEY

This report is based on the responses of over 17,000 pupils attending mainstream schools and pupil referral services in North Yorkshire. Teachers were briefed on how to collect the most reliable data and then pupils anonymously completed the questionnaire. Completed questionnaires were then returned to SHEU in Exeter for processing. Many of the schools conducted the survey online. All schools who took part have received their own individual school report.

The sample sizes are shown in the table (right). N.B. * 450 pupils either didn't give us their

gender or describe themselves as something other than male or female.

Key findings from the Special School Survey and the Year 12 survey can be found on page 21.

↗ Trends ↘

This survey follows studies in 2020, 2018, 2016, 2014, 2012, 2010, 2008 and 2006. Where

changes can be seen, these are noted on pages 16 and 20.

⬆ Comparisons ⬇

A special analysis has been made of pupils with different social identities (pages 22-23).

15,460 pupils from the target year groups took part in the survey

	Year 2	Year 6	Year 8	Year 10	Year 12
Males	2017	2223	1679	1475	272
Females	1886	2058	1544	1490	366
Total*	3915	4505	3326	3060	654

Comparisons with 2020

This biennial survey has consistently gathered the perceptions and experiences of children and young people in North Yorkshire since 2006. Due to school closures during the pandemic, the survey could not be completed in the summer term 2020 as in previous years. The survey was completed in the Autumn term and this did mean fewer schools participated and therefore fewer pupils; also, because of the different time of year, the pupils are younger in each of the target year groups. We therefore suggest an attitude of caution when making comparisons with the 2022 data. However, these are the responses from North Yorkshire children and young people, which collectively we need to listen and respond to.

KEY FINDINGS: Growing up in North Yorkshire

Y2

- ❑ 19% of Y2 pupils responded that they are allowed to watch TV after they have gone to bed
- ❑ **60% of pupils who go online say they know how to keep themselves safe on the Internet.** Nonetheless, 21% say they have friends online that they don't know in real life

Y6

- ❑ 26% of boys and 25% of girls responded that they ate at least 5 portions of fruit and vegetables on the day before the survey
- ❑ 21% of pupils responded that they had been bullied at or near school in the last 12 months

Y8&10

- ❑ 11% of males and 21% of females responded that they have experienced OR witnessed sexual harassment at school, while 19% said they are 'not sure' if they have
- ❑ 11% of pupils responded that they worry about feeling pressure from social media 'often' or 'all the time'
- ❑ 11% of Year 10+ pupils responded that their boyfriend/girlfriend has threatened to tell people things about them, either with their current partner or in the past; 16% said their boyfriend/girlfriend has used hurtful or threatening language towards them

KEY FINDINGS

Positive findings for identified priorities

- ❑ Y2 pupils played with friends after school on the day before the survey (28% in 2020 vs. 49% in 2022)
- ❑ Y6 pupils have found school lessons about growing up and body changes 'quite' or 'very' useful (34% in 2020 vs. 54% in 2022) (several other topics show this rise)
- ❑ Y8 & Y10 pupils do five or more hours of physical activity in a typical week in school (9% in 2020 vs. 15% in 2022) or out of school (35% in 2020 vs. 45% in 2022)

KEY FINDINGS

Closing the Gap (see also p.22-23)

- ❑ There is little evidence that the gaps in outcome between the whole year group and the groups selected for monitoring have reduced. However, it is often the case that negative events hit vulnerable groups the hardest, and this has not been seen here; this negative evidence suggests that schools and other agencies have been successful in protecting the most vulnerable groups of pupils..
- ❑ Among Y6 pupils, there has been a drop between 2020 and 2022 from 90% to 88% in those agreeing that *The school encourages everyone to treat each other with respect*, but among ethnic minority pupils, the drop was from 97% to 81%.

PERSISTING and EMERGING ISSUES and INEQUALITIES

- ❑ The set of key measures which show worse results for several potentially vulnerable groups (p.22-23) still show differences which are mostly not improving.
- ❑ Two sets of findings – from special schools and from the Y12+ sample – show an increase in smoking in cars.

There were new questions in 2020 about **gaming**, **gambling** and **self-harm**

- ❑ 62% of students in Y8&10 reported taking part occasionally in at least one gambling-related activity in the last year.
 - ❑ 24% of pupils said they have done at least one of the gambling-related things in Q51 in the last year and their parents didn't know all of it; 4% said their parents didn't know any of it.
 - ❑ 28% of students in Y8&10 reported ever having 'deliberately harmed yourself'; 12% said they had done so in the current term (18% of Y10 females).
 - ❑ 18% of pupils who have experienced the issues related to self-harm or thoughts of self-harm in Q55 said they didn't tell anybody about it. 12% said they didn't need any support.
 - ❑ 3% got support online, 3% got support from school and 7% got support from somewhere else.
- | | |
|--|-----|
| Bought coins to move up a level or get some other upgrade on a computer game | 37% |
| Bought a 'loot box' on a computer game | 26% |
| Placed a private bet with friends (for money or something else) | 27% |
| Put a bet on a sporting event | 23% |
| Used a fruit machine/slot machine/other gambling machines | 16% |
| Bought a lottery ticket or scratch card | 12% |
| Skin betting | 8% |

All these figures are higher than in 2020 **Page 39**

ONLINE SAFETY

Questions about online safety were asked of all year groups.
A selection of results across the age range is shown below.

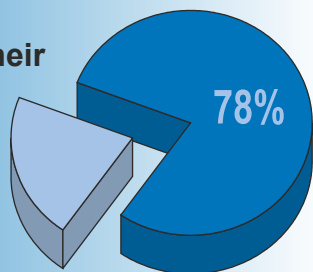
Question/Response	Y 2	Y 6	Y 8	Y 10	Y 12+
Do you always keep yourself safe online?/Yes	60%				
Do you know how to keep yourself safe online?/Yes	60%				
Never supervised using the Internet (nor parental controls reported)		33%			
Using the Internet on a computer, phone or other device after school yesterday/Up to 3 hours			15%	13%	17%
Lessons at school about keeping safe online/Quite or Very useful			66%	54%	57%
How do you communicate online?	Posting things that lots of people can see (e.g. Snapchat, Instagram, TikTok)	20%	35%	37%	48%
	Sending messages to one or a few people (e.g. WhatsApp, Private Snapchat, Instagram and iMessage)	68%	80%	88%	94%
	Someone writing or showing things to hurt or upset you (with text, pictures or video)	14%	20%	24%	22%
	You sent personal information to someone which then you wished you hadn't done or had thought more about	3%	7%	10%	11%
Have you experienced these things online?	Been bullied online or cyberbullying	9%	11%	11%	8%
	Seen 'fake news'/false information	15%	29%	39%	44%
	You sent undressed/sexual images of yourself ('nudes'/'semi-nudes')		3%	11%	18%
	Received 'nudes'/'semi-nudes' images		23%	41%	43%
Year 8+ only: If you received a nude/semi-nude image, what did you do?/Sent one back			1%	6%	10%
Bought coins to move up a level or get some other upgrade on a computer game last year		51%	41%	32%	21%
If you have done any gambling-related things in the last year, were your parents / carers aware of this?/% Of all pupils Yes		47%	52%	46%	38%

Primary school pupils in Year 2

(aged 6 - 7 years) **Bold type indicates use of a table or chart.**

BEING HEALTHY

- When asked about what they had before lessons on the morning of the survey, 78% responded that they had a drink, and 94% said that they had something to eat, while 3% said they had nothing before lessons.
- The foods and drinks most commonly consumed on 'most days' were: fresh fruit 57%; water 69%; milk 47%; vegetables 48%; sweets or chocolate 37%.
- The foods or drinks least commonly consumed were: milk shake (28% 'never' consumed); sugary cereals (18%); fizzy drinks (26%).
- 78% 'always' wash their hands after going to the toilet.**
- 78% cleaned their teeth at least twice on the day before the survey. 53% have been to a dentist in the last year.

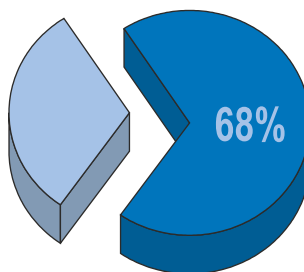
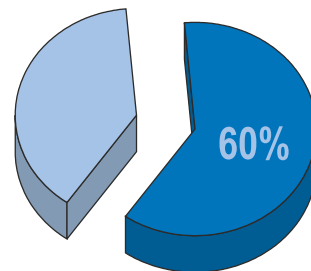


PHYSICAL ACTIVITY

- 83% of pupils said they do one or more of the physical activities listed in the questionnaire at least 'twice a week' at school; 65% said they do so 'most days'.
- 61% of pupils said they do one or more of the physical activities listed in the questionnaire at least 'twice a week' out of school; 46% said they do so 'most days'.
- 70% of pupils responded that they have a set bedtime for nights when it's school the next day. 30% of pupils responded that someone usually reads them a bedtime story.
- 48% of pupils responded that they have a TV in their bedroom. 19% of these pupils responded that they are allowed to watch TV after they have gone to bed.
- 93% use a computer/tablet or mobile device at home. 62% use it to help with schoolwork. 81% said they use it to play games.

SAFETY

- 60% of pupils who go online say they know how to keep themselves safe on the Internet.** Nonetheless, 21% say they have friends online that they don't know in real life.
- 95% have a bike or a scooter and 82% have a bike helmet; 47% 'always' wear a bike helmet when they use their bike or scooter.
- Overall, 68% of pupils responded that they use at least one of the prevention methods listed 'always' to avoid getting sunburnt.**
- 11% of pupils responded that they feel scared to be at school because of other children 'most of the time', while 32% said they 'sometimes' do.
- 8% of pupils responded that they feel scared to travel to school because of other children 'most of the time', while 15% said they 'sometimes' do.



COVID-19

- 60% of pupils said they are happy being at school 'most of the time' since COVID and lockdown, while 13% said they aren't happy.
- 65% of pupils said they have been getting on with their friends 'most of the time' since COVID and lockdown, while 8% said they haven't.

Primary school pupils in Year 2 (aged 6 - 7 years)

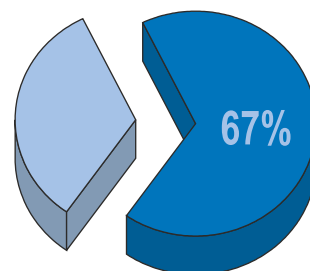
EMOTIONAL HEALTH AND WELLBEING

- We asked a question about worries. The percentages of pupils who say they worry 'most days' about different issues were:

	Boys	Girls
Family	44%	40%
Friendships	33%	32%
Being ill	26%	27%
School-work	25%	19%
The way they look	23%	23%

- 42% of pupils responded that they worry about their family 'most days'.

- 67% of pupils responded that they worry about at least one issue 'most days'.

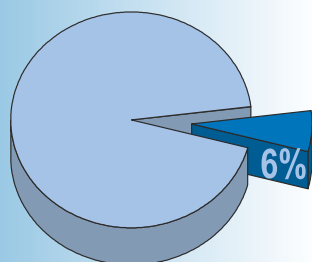


- 51% of pupils responded that they 'always' feel happy at school and 68% 'always' feel happy at home.

Primary school pupils in Year 6 (aged 10 - 11 years)

HEALTHY EATING

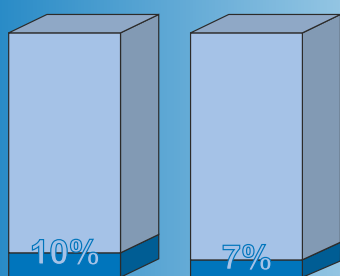
- 6% had nothing to eat or drink for breakfast on the day of the survey.



- 62% of pupils responded that they had a drink before lessons on the morning of the survey.
- 88% said that they had something to eat before lessons on the morning of the survey.

Five-a-day

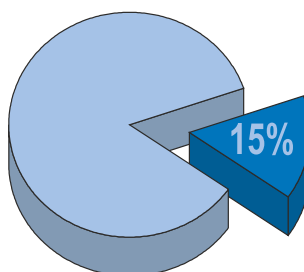
- 25% of pupils responded that they ate at least 5 portions of fruit and vegetables on the day before the survey.



- 10% of boys and 7% of girls responded that they didn't eat any portions of fruit or vegetables on the day before the survey.

Snacks and drinks

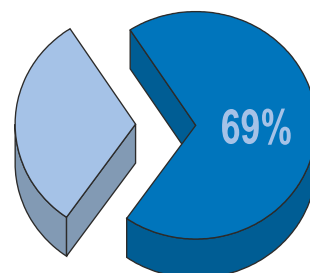
- 6% of pupils responded that they didn't eat any snacks on the day before the survey.



- 45% of pupils responded that they ate one or two snacks on the day before the survey.
- 15% of pupils responded that they ate at least 5 snacks on the day before the survey.

- 33% of pupils responded that they didn't drink any sugary drinks on the day before the survey.
- 31% of pupils responded that they drank at least 2 sugary drinks on the day before the survey.

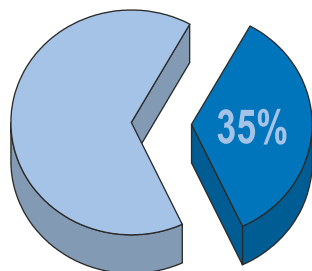
- 69% of pupils responded that they have found school lessons about healthy eating 'quite' or 'very' useful, while 4% have found them 'not at all' useful and 5% couldn't remember having any.



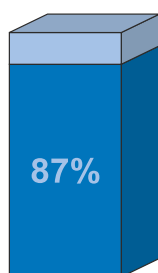
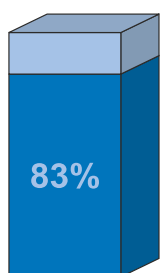
Primary school pupils in Year 6 (aged 10 - 11 years)

EMOTIONAL HEALTH AND WELLBEING

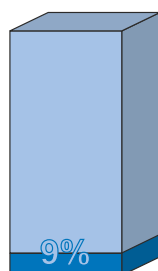
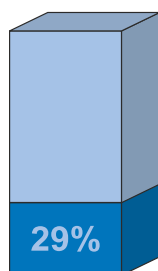
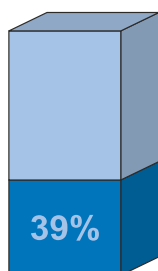
- 35% of pupils said they worried about family 'quite often' or 'very often' and 27% said they worried about falling out with friends.



- 86% of pupils [83% of boys and 87% of girls] said they worried about at least one of the problems listed in the questionnaire 'quite' or 'very' often.

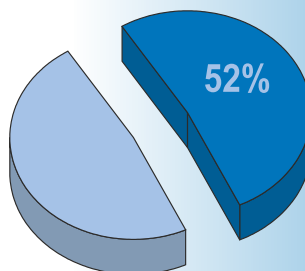


- 50% of pupils responded that they talk to someone when they have a problem or are feeling stressed.
- 64% of pupils responded that they have found school lessons about feelings, emotional health and wellbeing 'quite' or 'very' useful, while 8% have found them 'not at all useful' and 6% couldn't remember any.
- 76% of pupils responded that they know an adult they trust who they can talk to if they are worried about something, while 17% said they 'maybe' do.
- 33% of pupils (39% of boys and 29% of girls) scored a high or maximum score (48 - 60) on the Stirling Children's Well-being Scale. 3% of pupils had a very low score (12 - 23) and 9% a score less than 30, which suggests poor mental health.



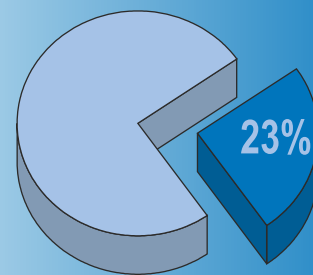
Resilience

- 66% of pupils responded that if at first they don't succeed, they 'usually' or 'always' keep on trying until they do, while 49% said they ask for help.



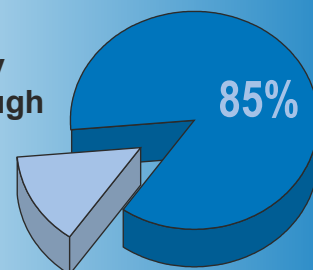
- 52% of pupils responded that when something goes wrong they 'usually' or 'always' learn from the experience for next time.

- We calculated an overall measure of resilience from a group of related items. 22% of pupils had a low measure of resilience (0 - 19). 23% of pupils had a high measure of resilience (26+).

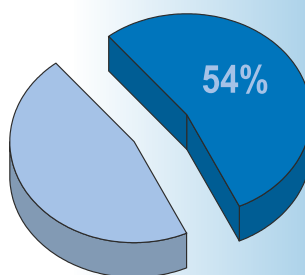


Puberty and growing up

- 85% of pupils responded that they feel they know enough about how their body changes as they get older, while 2% feel they don't know enough.



- 26% of pupils responded that they feel 'happy' about growing up and body changes, while 5% of pupils responded that they feel 'unhappy' about growing up and body changes.
- 25% of boys and 44% of girls reported that they worry about the way they look.



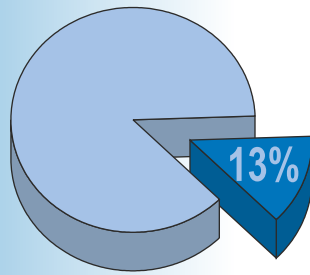
- 54% of pupils responded that they have found school lessons about growing up and body changes 'quite' or 'very' useful.

PRIMARY

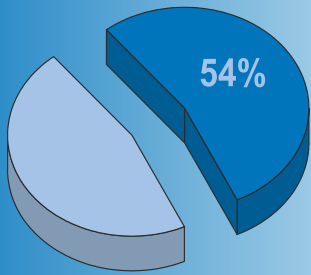
DRUGS, ALCOHOL AND TOBACCO

Drugs

- 13% of pupils responded that they are 'fairly sure' or 'certain' that they know someone who uses drugs in their area.

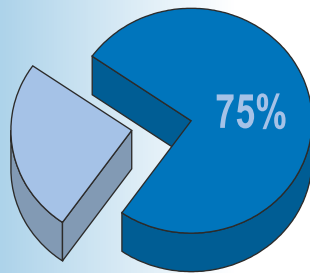


- 54% of pupils responded that they have found school lessons about medicines and drugs at least 'quite useful', while 11% have found them 'not at all' useful and 16% couldn't remember any.



Alcohol

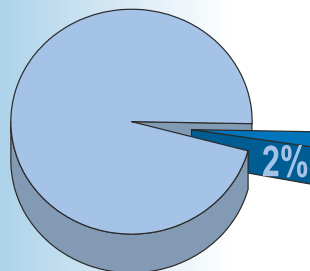
- 75% of pupils reported that they never drink alcohol while 18% of pupils drink at home only with their parents' knowledge.



- 50% of pupils responded that they have found school lessons about alcohol 'quite' or 'very' useful.

Nicotine

- 2% say they have tried smoking in the past or smoke now.

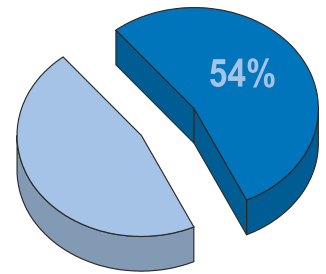


- <1% said they smoked at least one cigarette in the week before they survey.

- 5% of pupils responded that they have at least tried vaping (electronic cigarettes or 'e-cigarettes').

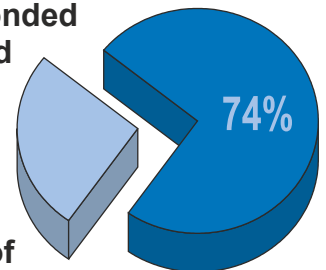
PHYSICAL ACTIVITY

- 54% of pupils responded that they do five or more hours of physical activity in a typical week in school (1% none at all).

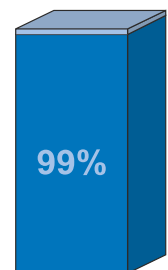
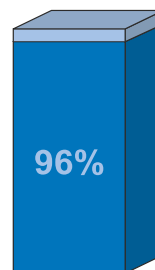


- 56% of pupils responded that they do five or more hours of physical activity in a typical week out of school (4% none at all).
- 66% of pupils agreed that they find physical activity and sports easy and 87% agreed that they know how to get involved in different types of physical activity and sports.

- 74% of pupils responded that they have found school lessons about physical education at least 'quite useful'.

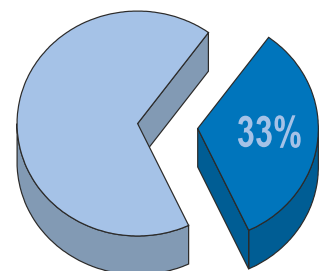


- 97% of pupils (96% of boys and 99% of girls) responded that they chat/talk during playtimes (including dinner times) at least 'sometimes'.



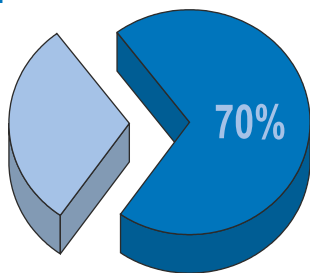
- 87% said they play running/skipping games/tag and 75% said they play ball games.

- 33% said they read quietly at playtime.



HEALTH AND HYGIENE

- 70% of pupils responded that they washed their hands before lunch on the day before the survey. 10% said they are 'not sure' if they did.

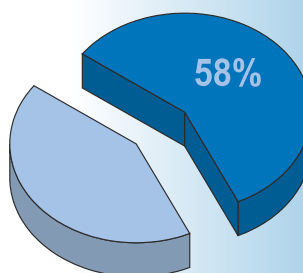


Dental health

- 80% of pupils responded that they have been to the dentist in the last year, while 18% said they last went more than a year ago and 2% have never been.

Sun safety

- 9% of pupils 'never' do anything to avoid sunburn (when it's sunny).



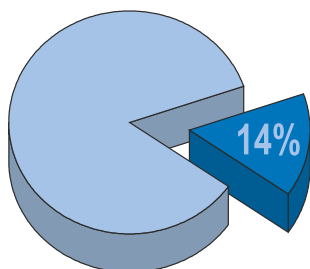
- 58% of pupils responded that they 'usually' or 'whenever possible' do something to avoid sunburn.

STAYING SAFE

- 94% of pupils responded that they 'mostly' or 'always' feel safe at home and 84% said they 'mostly' or 'always' feel safe at school.

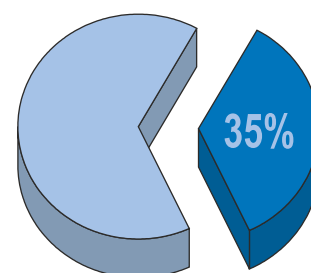
Internet safety

- 14% of pupils responded that they communicate with people they have met online and don't know in real life.
- 20% of pupils responded that they communicate with people online by posting things that lots of people can see and 19% said they communicate with people using picture/video sharing sites/apps.
- 7% of pupils responded that they have seen pictures, videos or games they found upsetting online.
- 33% of pupils responded that they are 'never' supervised and their device doesn't have a filter system when using the Internet at home.
- 42% of boys and 14% of girls said they have at least 'occasionally' bought a 'loot box' on a computer game in the last year and 23% of boys and 17% of girls said they have put a bet on a sporting event.
- 14% of pupils said they have done at least one of the gambling-related things in Q51 in the last year and their parents didn't know (or are not sure if their parents knew); 5% said their parents didn't know any of it.



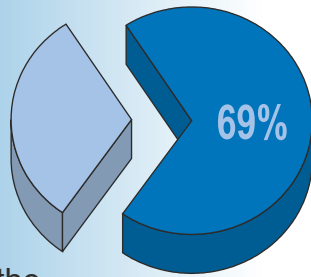
Bullying

- 35% of pupils reported that they felt afraid of going to school because of bullying at least 'sometimes'.
- 21% of pupils said that they were bullied at or near school in the 12 months before the survey, while 4% said that they bullied another pupil in the same period.
- 29% of pupils responded that they were teased/made fun of in the month before the survey, while 25% said they had been called nasty names and 16% said they had been called 'gay' (as an insult).
- 27% of pupils responded that they were pushed/hit in the month before the survey, while 10% said they had belongings taken/broken.
- 67% of pupils responded that they think their school takes bullying seriously, while just 10% think their school doesn't take it seriously.
- 69% of pupils responded that their school deals with bullying 'quite' or 'very' well, while 7% said that bullying is not a problem in their school.
- 58% of pupils responded that they have found school lessons about bullying at least 'quite useful', while 16% have found them 'not at all' useful and 8% couldn't remember any.
- 55% of pupils responded that they can 'usually or always' say no when a friend wants them to do something they don't want to do.



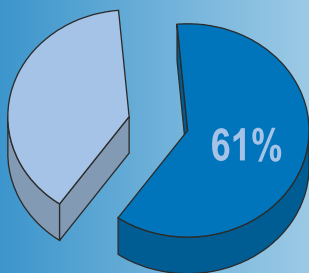
**PRIMARY
LEISURE**

- 69% watched some TV or similar on the evening before the survey.
- 53% played with friends or siblings on the evening before the survey. 68% of the boys played computer games.
- 14% of boys and 16% of girls spent time doing homework on the evening before the survey.



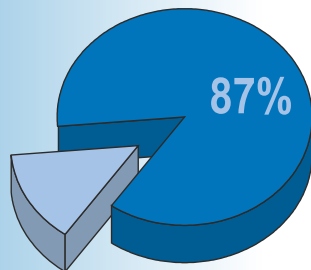
Pupils' voice

- 61% of pupils are asked for their ideas and opinions about what happens in school.
- 63% of pupils responded that they think the opinions of young people make a difference to decisions about how they learn in school.



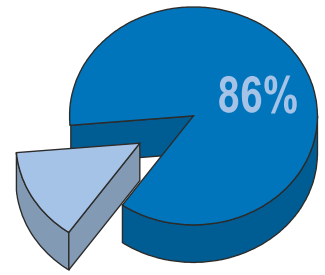
BACKGROUND

- 87% of pupils responded that they are White British.
- 67% of the pupils in this survey live with both parents together.
- 13% of pupils get free school meals or vouchers for school meals. 17% said they were 'not sure'.
- 6% of pupils have a parent or carer in the armed forces.
- 2% say their parent or carer has been away on operations in the last 12 months.
- The lifestyles of pupils from service families have been compared with those of the whole North Yorkshire primary sample on p.22.



SCHOOL

- 86% of pupils think it is important to go to school regularly.
- 34% of boys and 50% of girls reported that they worried about moving on to secondary school.



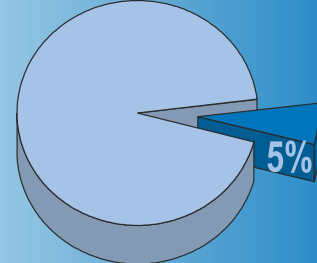
Pupil Perceptions

A series of statements were offered to pupils about their school experience.

- The percentage of pupils responding 'yes' were:

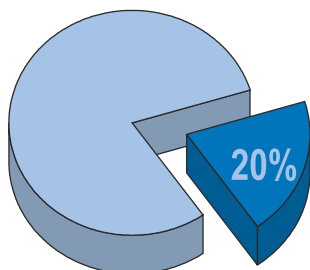
	Boys	Girls
The school cares whether I am happy or not	66%	67%
My work is marked so I can see how to improve it	84%	85%
Adults at school talk to me about how to improve my work	78%	75%
I know my next steps in learning and what I need to do to improve	73%	69%
My achievements in and out of school are recognised	58%	56%
The school teaches me to deal with my feelings positively	63%	62%
The school helps me work as part of a team	73%	71%
In this school people with different backgrounds are valued	73%	76%
The school encourages everyone to take part in decisions, e.g. class discussions or school council	74%	76%
The school encourages me to contribute to community events	54%	53%
The school prepares me for when I leave this school	81%	85%
The school encourages everyone to treat each other with respect	88%	90%
My teachers realise when I don't understand	60%	53%
The school encourages me to attempt difficult work	75%	74%
The school tells me it's OK to make mistakes	83%	86%
I have the opportunity to develop leadership skills at school	64%	65%

Secondary school pupils in Years 8 & 10



HEALTHY EATING

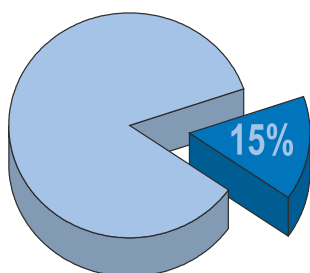
- 20% had nothing to eat or drink before lessons on the day of the survey.



- 60% of pupils had a drink before lessons on the day of the survey, 64% responded that they had something to eat.

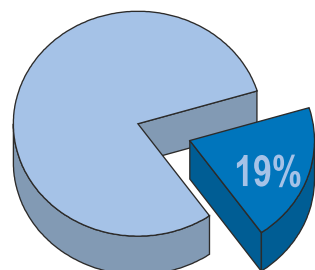
- 9% of pupils in the survey had no lunch on the day before the survey. 73% had a drink and 83% had something to eat.

- 15% of pupils responded that they ate at least 5 snacks on the day before the survey.



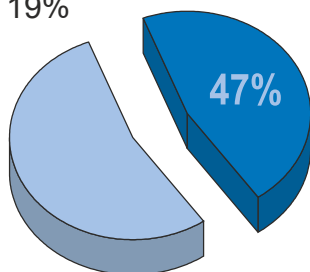
- 33% of pupils responded that they drank at least two sugary drinks on the day before the survey.

- 19% of pupils had at least 5 portions of fruit or vegetables the day before the survey, while 12% had none at all.



- 79% of pupils responded that they can get water at school, while 19% said 'not easily'.

- 47% of pupils found school lessons about healthy eating 'quite' or 'very' useful.



Diet

- 26% say they never worry about how much they eat; 12% say they are often or always careful with their diet.

- 42% of pupils report ever engaging in extreme dietary behaviour, like exercising a great deal or making themselves sick.

DRUGS, ALCOHOL AND TOBACCO

Drugs

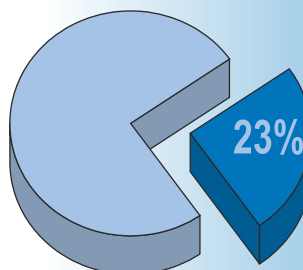
- 5% of pupils said they took some form of illegal drug in the month before the survey.

- The most commonly taken drug was cannabis, with 10% of Year 10 pupils ever having taken it. The next most common drug type was nitrous oxide, with 2% of Year 10 pupils ever having taken it.

Alcohol

- 23% had at least one alcoholic drink in the week before the survey.

- Most drinkers reported drinking at home in the company of their parents.



Nicotine

- 18% say they have tried smoking in the past or smoke now.

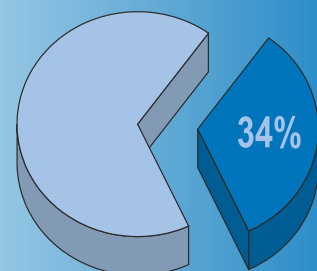
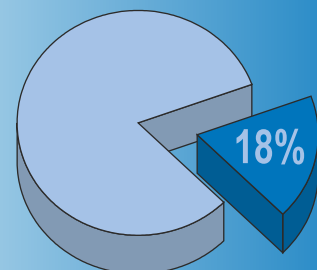
- 4% of pupils smoked at least one cigarette in the week before the survey.

- 3% say they smoke 'regularly'.

- 30% of pupils responded that someone smokes in the same room that they are in at least 'once or twice a month'; 20% said they do so at least 'once or twice a week'.

- 34% of pupils responded that they have at least tried vaping with electronic cigarettes or 'e-cigarettes'.

- 9% said they use them 'regularly'.



SECONDARY

EMOTIONAL HEALTH AND WELL-BEING

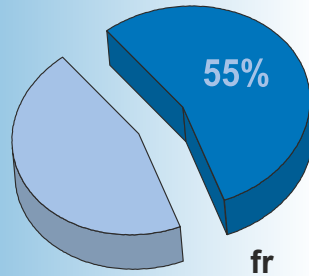
Worries

- The most common worries were ('often' or 'all the time'):

	Boys	Girls
Exams and tests	30%	56%
School work	20%	62%
The way you look	24%	47%

- 71% of pupils worry about at least one of the problems listed in the survey 'often' or 'all of the time'.

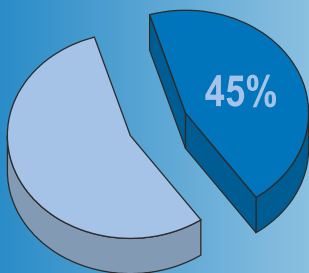
- 55% of pupils responded that if they would like more information about any of the issues listed, they would like to get it from their parents/carers,



while 22% said they would like the information from school lessons and 23% would like to find out on the Internet.

- When they have a problem or feel stressed 36% of pupils said they would talk to someone about it and 44% of pupils said they would think about it on their own. 17% of female pupils responded that they cut or hurt themselves.

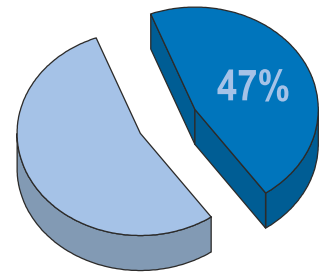
- 45% of pupils found their lessons about emotional health and wellbeing 'quite' or 'very' useful.



Resilience

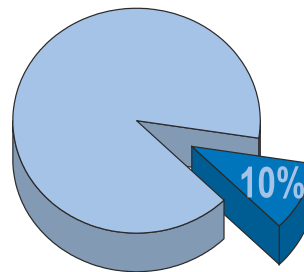
- 43% of pupils responded that when something goes wrong they 'usually' or 'always' learn from it for next time; 37% said they get upset and feel bad for ages.

- 47% of pupils responded that if at first they don't succeed, they 'usually' or 'always' keep on trying until they do, while 34% ask for help and 20% give up.

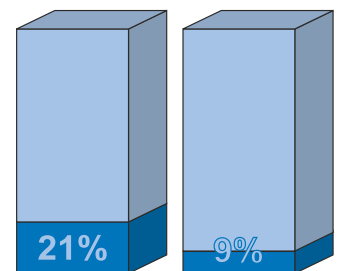


- We calculated an overall measure of resilience from this group of related items. 41% of pupils had a low measure of resilience (0 – 16).

- 10% of pupils had a high measure of resilience (24+).



- 15% of pupils (21% of boys and 9% of girls) scored a high or maximum score (28 – 35) on the Short Warwick-Edinburgh Mental Well-Being (SWEMWB) Scale.



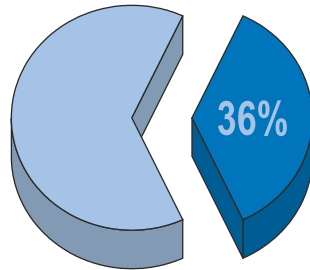
- 9% of pupils scored low (7 – 13) on the SWEMWB Scale.

MAKING A POSITIVE CONTRIBUTION (Pupils' Voice)

- 57% of pupils responded that they are asked for their opinions about what they learn in school; 41% said their opinions make a difference.
- 46% of pupils responded that they are asked for their opinions about how they learn in school; 44% said their opinions make a difference.
- 49% of pupils responded that they are asked for their opinions about the school environment; 47% said their opinions make a difference.
- 32% of pupils responded that they are asked for their opinions about their community; 39% said their opinions make a difference.
- 50% of pupils responded that they have had the chance to vote for School/College Council members and 16% said they have had the chance to take part in a mock general election.

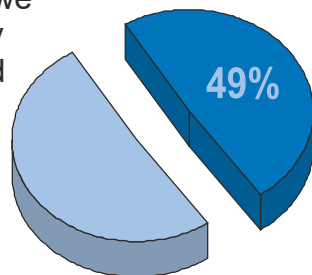
SEXUAL HEALTH AND RELATIONSHIPS

- 57% believe there is a sexual health service for young people available locally. 24% of Y10 pupils said they know where they can get condoms free of charge.
- 36% of pupils found school lessons about relationships and sex 'quite' or 'very' useful.
- 47% responded that they found school lessons about healthy relationships 'quite' or 'very' useful, while 31% said the same about school lessons covering the topic of different relationships e.g. lesbian, gay, bisexual, trans.



Sexual relationships: Year 10 only

- These were questions asked only of Y10s.
- 9% of Year 10 pupils have had a sexual relationship in the past and 8% report that they are currently in a sexual relationship (that is, overall 17% have had sex).
- If they have had sex, we wanted to know if they always used a method of protection or contraception: **49% of those sexually active said 'yes'** and 11% were 'not sure'.
- The percentage of Year 10 pupils responding that they have experienced the following in a relationship with a boyfriend/girlfriend/partner:



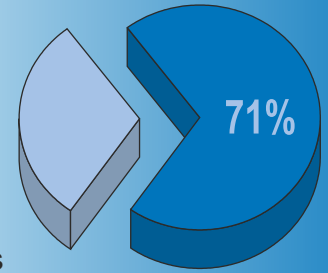
Year 10

Used hurtful or threatening language	16%
Was angry or jealous when I wanted to spend time with friends	25%
They kept checking my phone	14%
Threatened to tell people things about me	11%
Threatened to hit me	6%

- 51% of Year 10 pupils responded that if any of the things listed happened to them, they would look after themselves without help. 52% responded that they would know where to get help.

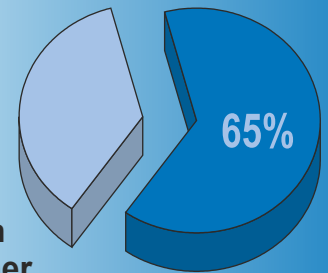
PHYSICAL ACTIVITY

- 71% said they would like to be more physically active.
- 15% said that they do five or more hours of physical activity in school in a typical week, and 45% out of school.
- 4% of pupils responded that they don't do a single hour of physical activity in a typical week in school, and 9% out of school.

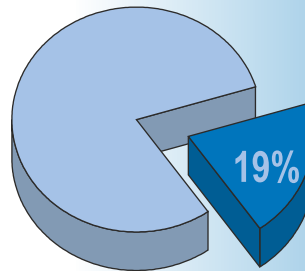


BACKGROUND

- 86% of pupils describe themselves as White British.
- 65% of the pupils in this survey live with both parents together.
- 11% of pupils have free school meals.

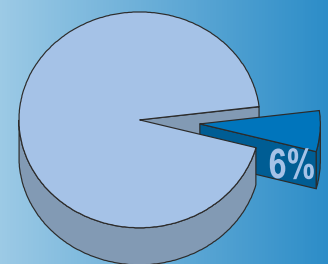


- 19% of pupils have a special educational need or learning difficulty, or they have a disability or long-standing illness.



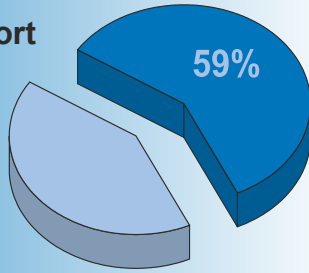
Service families

- 6% of pupils report they have a parent/carer who is in the armed forces.
- 27% of pupils from service families say they worry 'quite a lot' or 'a lot' about their family member when they are away (2% of all pupils).
- The lifestyles of pupils from service families have been compared with those of the whole North Yorkshire secondary sample on p.23.



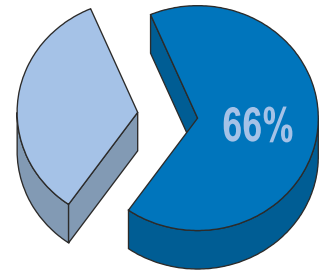
SECONDARY ENJOYING AND ACHIEVING

- ❑ 59% of pupils report enjoying at least half of their school lessons.
- ❑ 33% of boys and 43% of girls said they want to continue in full-time education at the end of their course.
- ❑ 48% of boys and 39% of girls responded that they want to get training for a skilled job or get an apprenticeship at the end of their course.
- ❑ 25% of pupils responded that they have had enough information and guidance about their options after Year 11, including apprenticeships.
- ❑ 35% of pupils responded that they haven't had enough information and guidance about their options after Year 11, including apprenticeships.



Homework

- ❑ 66% of pupils did homework on the evening before the survey. 20% reported they did more than an hour.
- ❑ The school lessons most often described 'quite' or 'very' useful (not mentioned elsewhere in this report) were those about drugs (55%), physical activity (61%) and consent (60%).



LEISURE AND WORK

- ❑ 90% responded that they had spent some time the night before the survey using social media, 32% for over 3 hours.
- ❑ 96% watched some TV, films or streaming the previous night and 37% watched for over 3 hours.
- ❑ 28% of the pupils in this survey have a regular paid job.

Pupils' Perceptions

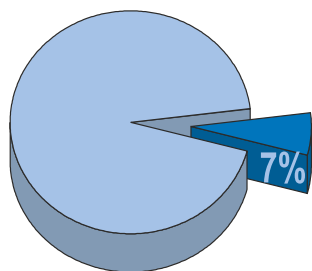
A series of statements were offered to pupils about their school experience.

The percentage of pupils responding 'yes' were:

	Male	Female
The school/college cares whether I am happy or not	45%	33%
My work is marked so I can see how to improve it	73%	67%
Adults at school/college talk to me about how to improve my work	65%	58%
I know my next steps in learning and what I need to do to improve	55%	46%
My achievements in and out of school/college are recognised	36%	30%
The school/college teaches me to deal with my feelings positively	34%	26%
The school/college helps me work as part of a team	46%	41%
In this school/college, people with different backgrounds are valued	69%	64%
The school/college encourages everyone to take part in decisions	60%	62%
There are opportunities to discuss sensitive issues in class, e.g. extremism	44%	44%
The school/college encourages me to contribute to community events	41%	34%
The school/college prepares me for when I leave this school/college	57%	53%
The school/college encourages everyone to treat each other with respect	81%	76%
My teachers realise when I don't understand	34%	22%
The school/college encourages me to attempt difficult work	70%	67%
The school/college tells me it's OK to make mistakes	67%	58%
I am prepared to try something I am not used to or not so good at	61%	44%
I have the opportunity to use things I have learnt in different situations	53%	43%
Sometimes I have a choice of different ways to learn about something	42%	36%
At school/college, I am encouraged to try different ways to do things	48%	43%
I have the opportunity to develop leadership skills at school/college	49%	46%
My school/college encourages me to take care of the planet and help prevent climate change	55%	51%

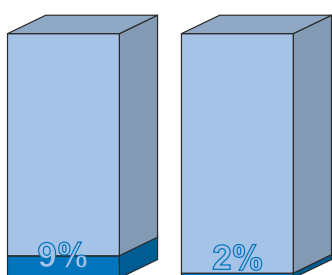
STAYING SAFE

- 1-2% of pupils report they 'often' or 'very often' **carry weapons for protection when going out; this figure rises to 7% when including 'sometimes'**. The most common context was 'going out at night' (3%).
- 11% reported that they were a victim of violence or aggression in the area where they live, in the year before the survey.



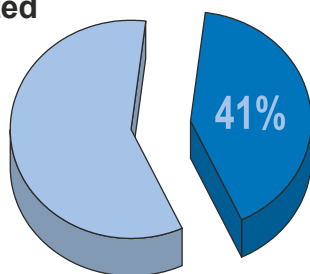
Bullying

- 22% of pupils said that they had been bullied at or near school in the last 12 months.
- 29% of pupils responded that they have been pushed/hit in the last month. Other common negative behaviours were being teased/made fun of 44%, being called gay/dyke as an insult 22%, and being called nasty names 33%.
- 23% of pupils responded that they experienced negative behaviour outside at school during breaktimes in the month before the survey; 20% said they experienced it during lesson time.



- 9% of pupils said they are picked on because of their size or weight, while 2% say it's because of their colour, race or religion.

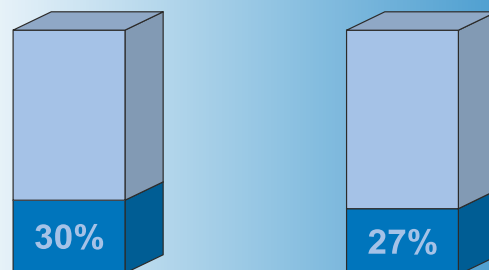
- 41% of pupils reported that they think their school deals with bullying well. 17% said 'Don't know' or 'Bullying is not problem in my school'



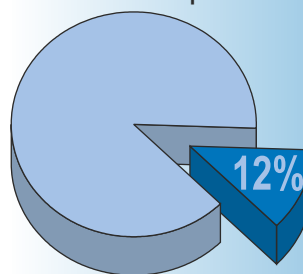
- 11% of boys and 21% of girls in Year 8+ responded that they have experienced OR witnessed sexual harassment at school/college, while 19% said they are 'not sure' if they have. 3% of boys and 8% of girls have reported it to an adult at school.

Internet safety

- 93% of pupils responded that they communicate with friends and family they know in real life online.
- 30% of boys and 27% of girls responded that they communicate with people they have met online and don't know in real life.

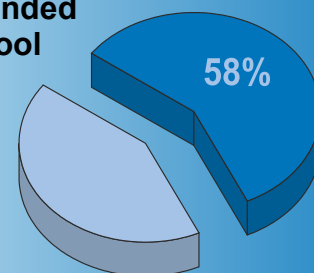


- 36% of pupils responded that they communicate with people online by posting things that lots of people can see and 43% said they communicate with people using picture/video sharing sites/apps.



- 12% of pupils responded that they have seen online pictures, videos or games with violence they found upsetting.

- 22% of pupils said that they have experienced online someone writing or showing things to hurt or upset them (with text, pictures or video).
- 9% said that they have sent personal information or images to someone and afterwards wished they hadn't done or had thought more about doing so.
- 58% of pupils responded that they found school lessons about keeping safe online 'quite' or 'very' useful.



A decade of emotional health and wellbeing

□ These tables pull together some trends

Y2	2010	2012	2014	2016	2018	2020	2022
Worry about at least one issue most days	65%	67%	62%	65%	66%	73%	67%

Y6	2010	2012	2014	2016	2018	2020	2022
High self-esteem score (15+) *	46%	51%					
High/max wellbeing score (48+) **			34%	47%	45%	35%	33%
Low wellbeing score (up to 30: of concern) **			6%	5%	5%	10%	9%
High resilience score (26+ to 2020; 24+ 2022)		32%	38%	35%	37%	27%	23%
Low resilience score (up to 19 to 2020; <17 2022)		20%	15%	17%	18%	19%	22%
Worry about at least one issue at least quite often	79%	76%	76%	63%	60%	76%	86%

Y8	2010	2012	2014	2016	2018	2020	2022
High self-esteem score (15+) *	40%	40%					
High/max wellbeing score (28+) ***			24%	26%	24%	21%	15%
Low wellbeing score (up to 13: of concern) ***			4%	4%	4%	7%	8%
High resilience score (26+ to 2020; 24+ 2022)		53%	49%	45%	44%	39%	11%
Low resilience score (up to 19 to 2020; <17 2022)		24%	27%	32%	33%	30%	40%
Worry about at least one issue at least often	67%	70%	65%	57%	53%	45%	69%
Have an adult they trust who they can talk to					76%	78%	68%

Y10	2010	2012	2014	2016	2018	2020	2022
High self-esteem score (15+) *	42%	39%					
High/max wellbeing score (28+) ***			20%	24%	19%	17%	14%
Low wellbeing score (up to 13: of concern) ***			6%	5%	8%	8%	10%
High resilience score (26+ to 2020; 24+ 2022)		49%	40%	39%	33%	30%	9%
Low resilience score (up to 19 to 2020; <17 2022)		28%	35%	38%	34%	36%	43%
Worry about at least one issue at least often	77%	77%	74%	69%	66%	63%	74%
Have an adult they trust who they can talk to					71%	70%	66%

* Lawrence Self-Esteem Questionnaire ** Stirling Children's Wellbeing Scale

*** Short Warwick and Edinburgh Mental Wellbeing Scale

NOTES

- There has been a marked fall in wellbeing scores among Y6 pupils in 2020 and a further small drop in 2022. There is also a decline in wellbeing scores among Y8 and Y10 students between 2020 and 2022, which follows falls in 2018 and 2020.
- There has been a general decline in resilience scores among students across the age range which has changed sharply in 2022.
- There is a further rise between 2020 and 2022 in the percentage of young people in Y6 who worry about at least one issue at least 'quite often'; the Y2 figures have declined a little, however.
- There has been an increase in 2022 in the percentage of young people in Y8&10 who worry about at least one issue at least 'often'
- We can see on pp.22-23 that female pupils have worse outcomes for emotional health and wellbeing than do males.

COMMENTS

- The likelihood is that some of the drop in wellbeing scores and the rise in worries happening in 2020 and 2022 is due to the effects of coronavirus and associated restrictions and disruption, but there is evidence of a decline in wellbeing and resilience which was happening before 2020.

School culture and academic achievement

- In past years, we have been able to link school culture to pupil achievement. Pupils' views of school culture in 2022 and 2020 are shown below.
- Most perceptions are stable from 2020 to 2022 (bold); overall there is a slight downturn.

Key Stage	KS2				KS3/4					
	Wave of study		2020		2022		2020		2022	
	Sex		M	F	M	F	M	F	M	F
The school/college cares whether I am happy or not	68%	71%	66%	67%	47%	40%	45%	33%		
My work is marked so I can see how to improve it	87%	88%	84%	85%	77%	71%	73%	67%		
Adults at school/college talk to me about how to improve my work	80%	79%	78%	75%	66%	58%	65%	58%		
I know my next steps in learning and what I need to do to improve	73%	73%	73%	69%	56%	47%	55%	46%		
My achievements in and out of school/college are recognised	54%	54%	58%	56%	36%	31%	36%	30%		
The school/college teaches me to deal with my feelings positively	63%	63%	63%	62%	35%	28%	34%	26%		
The school/college helps me work as part of a team	73%	75%	73%	71%	48%	48%	46%	41%		
In this school/college, people with different backgrounds are valued	70%	74%	73%	76%	68%	69%	69%	64%		
The school/college encourages everyone to take part in decisions, e.g. class discussions or school/college council	72%	75%	74%	76%	62%	64%	60%	62%		
The school/college encourages me to contribute to community events	54%	55%	54%	53%	40%	35%	41%	34%		
The school/college prepares me for when I leave this school/college	77%	79%	81%	85%	56%	50%	57%	53%		
The school/college encourages everyone to treat each other with respect	89%	91%	88%	90%	83%	82%	81%	76%		
My teachers realise when I don't understand	62%	64%	60%	53%	37%	26%	34%	22%		
The school/college encourages me to attempt difficult work	77%	75%	75%	74%	75%	70%	70%	67%		
The school/college tells me it's OK to make mistakes	85%	88%	83%	86%	68%	62%	67%	58%		

Deprivation in North Yorkshire

- ❑ National Census information is used to create an index of multiple deprivation (IMD), composed of such items as income, education, crime, health and crowding. The average IMD score has been calculated for each of the 32,844 Lower-layer Super Output Areas (LSOAs) in England; once sorted, the list of LSOA scores was divided into fifths (quintiles). This list was updated in 2019.
- ❑ Each of the million or so postcodes in England can thus be matched with an LSOA, then assigned an IMD score and a deprivation quintile. The IMD quintile has been assigned to children providing a valid postcode; this was 73% of the Year 10 secondary school sample.
- ❑ The table below shows figures for Year 10 students.

Figures in the main body of the table are percentages	Index of multiple deprivation (5=least)				
	Most	2nd	3rd	4th	Least
Sample N	211	268	486	595	469
Eat 5-a-day	10	11	20	21	18
Ever tried smoking	36	30	27	24	19
Ever tried vaping	53	48	43	41	39
Drank last week	27	31	34	34	31
Ever taken drugs	14	11	11	12	11
7+hours exercise/week	27	30	31	31	32
High wellbeing score	12	15	13	15	15
High resilience score	7	7	7	10	10
Low wellbeing score	16	12	9	8	7
Low resilience score	51	49	40	41	37
Bullied at or near school last year	24	23	20	22	16
Worry about money	21	19	21	19	18
Worry about being different	9	7	7	6	4
Sexually active	30	20	16	19	15
Know where to get free condoms	28	28	22	23	19
Enjoy at least half of school lessons	52	59	62	64	68
Intend FTE after Y11	38	42	45	51	52
Term-time job	41	43	44	39	33
The school encourages everyone to treat each other with respect	68	78	79	77	81
Adults at school talk to me about how to improve my work	69	60	67	67	70
I know my next steps in learning and what I need to do to improve	47	50	56	53	57
Pupils' views make a difference in school	53	56	57	57	56

Changes in North Yorkshire since 2020 - Year 2

Positive findings

- ❑ played with friends after school on the day before the survey (28% in 2020 vs. 49% in 2022)
- ❑ have been to a dentist in the last year (42% in 2020 vs. 53% in 2022)
- ❑ Worry about at least one of the listed issues on 'most days' (74% in 2020 vs. 67% in 2022)

All differences shown are statistically significant.
The changing context of COVID must be borne in mind.

Emerging issues

- ❑ 'always' wear a helmet when using a bike, scooter, skates or skateboard (59% in 2020 vs. 47% in 2022)
- ❑ said they find physical activity and sports easy (46% in 2020 vs. 40% in 2022)
- ❑ 'always' use at least one of the prevention methods listed to avoid getting sunburnt (85% in 2020 vs. 68% in 2022)
- ❑ 'always' wash their hands after visiting the toilet (85% in 2020 vs. 78% in 2022)

Changes in North Yorkshire since 2020 - Year 6

Positive findings

- ❑ think the opinions of young people make a difference to decisions about what they learn in school (39% in 2020 vs. 63% in 2022)
- ❑ have found school lessons about growing up and body changes 'quite' or 'very' useful (34% in 2020 vs. 54% in 2022) (several other topics show this rise)
- ❑ do five or more hours of physical activity in a typical week out of school (43% in 2020 vs. 56% in 2022)
- ❑ can 'usually or always' say no when a friend wants them to do something they don't want to do (49% in 2020 vs. 55% in 2022)

Emerging issues

- ❑ washed their hands before lunch on the day before the survey (93% in 2020 vs. 70% in 2022)
- ❑ had a high measure of resilience (24+) (27% in 2020 vs. 23% in 2022)
- ❑ are 'never' supervised and their device doesn't have a filter system when using the Internet at home (28% in 2020 vs. 33% in 2022)
- ❑ 'usually' or 'whenever possible' do something to avoid sunburn when it's sunny (63% in 2020 vs. 58% in 2022)
- ❑ have been away from school due to illness or injury in the last month (26% in 2020 vs. 34% in 2022)

Changes in North Yorkshire since 2020 - Years 8/10

Positive findings

- ❑ haven't had enough information and guidance about their options after Year 11, including apprenticeships (43% in 2020 vs. 35% in 2022)
- ❑ Year 10 pupils responded that they know where they can get condoms free of charge (17% in 2020 vs. 24% in 2022)
- ❑ do five or more hours of physical activity in a typical week in school (9% in 2020 vs. 15% in 2022) or out (35% in 2020 vs. 45% in 2022)
- ❑ have taken part in volunteering at some point out of school in the last six months (36% in 2020 vs. 45% in 2022)

Emerging issues

- ❑ Year 10 pupils responded that they are either in a sexual relationship or have had one in the past (11% in 2020 vs. 17% in 2022)
- ❑ had an alcoholic drink in the 7 days before the survey (18% in 2020 vs. 23% in 2022)
- ❑ high measure of resilience (24+) (14% in 2020 vs. 10% in 2022)
- ❑ had a high or maximum score (28 - 35) on the wellbeing scale (19% in 2020 vs. 15% in 2022)
- ❑ have dieted to an extreme degree at some point (13% in 2020 vs. 17% in 2022)
- ❑ worry about money problems 'often' or 'all the time' (11% in 2020 vs. 17% in 2022)
- ❑ drank at least two sugary drinks on the day before the survey (25% in 2020 vs. 33% in 2022)

Changes 2006-2022

The mini-charts at the right are 'sparklines', to give a picture of the figures in each row.
Asterisks (***) indicate a question changed over the period of study.

Question	Response	2006	2008	2010	2012	2014	2016	2018	2020	2022	
Year 2											
Do something to stop sunburn	<i>Always</i>			83%	83%	70%	69%	74%	85%	68%	
Like being at school	<i>Most of the time</i>			53%	61%	58%	59%	56%	62%	62%	
Year 6											
Portions of fruit/veg yesterday	<i>5 or more</i>	38%	35%	31%	32%	30%	30%	27%	25%	25%	
I do not drink alcohol***		38%	40%	47%	47%	83%	74%	75%	81%	75%	
Know a drug user	<i>Fairly sure/certain</i>	22%	20%	14%	12%	10%	10%	10%	11%	13%	
Know enough about growing up/body changes		67%	67%	63%	69%	74%	80%	83%	74%	85%	
Bullied at or near school	<i>Last 12 months</i>	31%	26%	26%	24%	21%	21%	21%	21%	21%	
Bullied someone else at school	<i>Last 12 months</i>	11%	8%	7%	5%	4%	4%	3%	3%	4%	
Did homework after school yesterday		16%	17%	20%	20%	22%	17%	17%	30%	15%	
Year 8											
Enjoy all/most lessons at school		35%	40%	38%	45%	48%	45%	40%	38%	29%	
Lessons about RSE	<i>Quite/very useful</i>	31%	31%	35%	39%	39%	32%	32%	29%	36%	
Computer games last night		50%	55%	58%	51%	49%	49%	54%	64%	64%	
Voting for School/College Council members				53%	45%	41%	42%	40%	48%	51%	
Ever tried smoking		27%	26%	16%	15%	12%	11%	12%	7%	12%	
Year 10											
Enjoy all/most lessons at school		37%	38%	40%	43%	40%	45%	38%	38%	31%	
Regular paid term-time job		54%	47%	38%	34%	35%	35%	35%	20%	40%	
Voting for School/College Council members				55%	50%	46%	47%	49%	45%	48%	
Alcohol in last 7 days		12%	14%	16%	20%	28%	30%	28%	26%	33%	
Ever tried smoking		51%	48%	45%	39%	34%	30%	30%	22%	25%	
Ever taken cannabis		22%	18%	16%	12%	12%	13%	12%	8%	10%	
Know of a sexual health service for young people locally ***		20%	20%	34%	33%	32%	60%	57%	48%	61%	
Worry about Exams and tests***	<i>Often/all the time</i>	50%	48%	54%	59%	61%	52%	51%	48%	50%	

Findings from a sixth-form/college survey

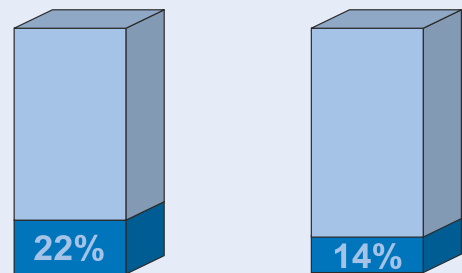
□ The secondary questionnaire was also used in sixth forms and in further education colleges. 654 students from 12 sixth forms completed the questionnaire. Key findings included:

Positive findings

- can get water at school (73% in 2020 vs. 87% in 2022)
- have taken part in volunteering at some point outside of school in the last six months (42% in 2020 vs. 55% in 2022)
- are asked for their opinions about how they learn in school (42% in 2020 vs. 52% in 2022)
- do five or more hours of physical activity in a typical week out of school (42% in 2020 vs. 51% in 2022)
- communicate with people they have met online and don't know in real life (32% in 2020 vs. 23% in 2022)
- have done at least one of the gambling-related things in Q51 in the last year and their parents didn't know all of it (32% in 2020 vs. 23% in 2022)
- know an adult they trust who they can talk to if they are worried about something (66% in 2020 vs. 74% in 2022)
- were pushed/hit in the month before the survey (16% in 2020 vs. 10% in 2022)
- have carried weapons when going out at least 'sometimes' (6% in 2020 vs. 2% in 2022)

Emerging issues

- worry about exams and tests 'often' or 'all the time' (54% in 2020 vs. 66% in 2022)
- someone smoked cigarettes/cigars in the same room that they were in at least 'once or twice a month' in the past year (22% in 2020 vs. 33% in 2022)
- enjoy 'most' or 'all' of their lessons at school/college (80% in 2020 vs. 70% in 2022)
- had an alcoholic drink in the 7 days before the survey (40% in 2020 vs. 49% in 2022)
- of pupils had a high or maximum score (28 – 35) on the SWEMWB Scale (22% in 2020 vs. 14% in 2022)



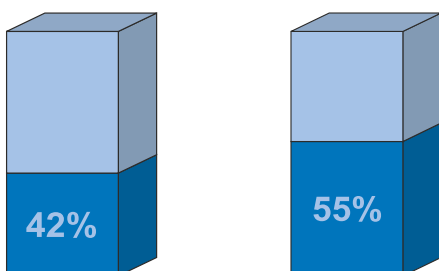
- someone smoked cigarettes/cigars in the same car that they were in at least 'once or twice a month' in the past year (5% in 2020 vs. 10% in 2022)

Findings from the survey of pupils in special schools

□ A questionnaire was devised in consultation with staff in special schools for the 2016 survey. This survey was completed in 2022 by 297 pupils between Y3 and Y14.

Positive findings

- **More pupils in 2022 compared with 2020 reported thinking about health when choosing food** (42% in 2020 → 55% in 2022)



Emerging issues

- Fewer pupils in 2022 compared with 2020 reported exercising every day (56% in 2020 → 49% in 2022)
- More pupils in 2022 compared with 2020 reported that anyone smokes when they are in a car with them (8% in 2020 → 18% in 2022)
- More Y8+ pupils in 2022 compared with 2020 reported they are gay/lesbian (9% in 2020 → 15% in 2022)
- Fewer Y10+ pupils in 2022 compared with 2020 reported that they could get support in school for *problems and worries* (88% in 2020 → 78% in 2022)

Equality Monitoring in North Yorkshire 2022

Information is collected about social identities among pupils in North Yorkshire. We have done some analysis to see if the behaviours we see among young people in our county are different if they are to be found under one of the social identity headings shown in the table below. The following tables show the results for Year 6/10 pupils.

Percentages in each year from social identity groups	Year 6	Year 8	Year 10
Ethnic minority	9%	12%	12%
Minority religion (non-Christian)	2%	3%	4%
Young carer	4%	5%	5%
Children in care	1%	<1%	<1%
Single-parent family	15%	15%	17%
Special educational needs (SEN)	11%	10%	10%
Disability or long-term illness	11%	12%	12%
Free school meals	13%	12%	11%
Armed forces family	6%	7%	6%
Lesbian, gay or bisexual (LGB)		10%	13%
Transgender		1%	1%

Year 6 results

***99 Statistically significant difference.**

Shaded a significant difference was previously found for the equivalent result in 2020

Figures in main part of table are percentages

Full sample size=4505

	All	Male	Female	Ethnic minority	Minority religion	Young Carer	Children in care	Single-parent family	Special educational needs	Disability or long-term illness	Free school meals	Armed forces family
	4505	2223	2058	427	89	180	23	661	503	476	597	276
Eat 5-a-day	25	26	25	26	33	*29	*35	*19	*22	26	*19	29
Ever tried smoking	2	2	2	3	3	*7	*9	*4	*3	3	*6	3
Drank last week	4	*6	3	5	8	*7	*0	5	*7	5	*7	6
High wellbeing score	33	*39	29	32	29	*22	*25	*25	32	33	*27	30
High resilience score	23	*27	20	22	31	21	*18	*18	22	21	*18	23
Low wellbeing score	19	*13	22	21	24	*33	19	*29	*27	19	*28	*28
Low resilience score	22	19	24	21	26	*30	*32	*31	*34	22	*33	*28
Bullied at school last year	21	21	20	21	29	*39	*41	*24	*28	24	*29	*27
Worry about health	20	*17	21	*27	31	*33	22	*23	*27	21	*30	*28
Worry about moving on to secondary school	43	*34	50	42	51	*60	*35	*48	*47	42	*51	*49
The school encourages everyone to treat each other with respect	88	88	90	86	81	*83	*64	86	*82	89	*82	85
Adults at school talk to me about how to improve my work	76	78	75	76	75	*71	*50	74	*70	77	74	75
I know my next steps in learning and what I need to do to improve	70	73	69	71	75	*58	*64	*65	*60	68	66	64
Pupils' views and opinions asked for in school	61	61	62	59	60	*56	62	*54	59	60	*56	55

Equality Monitoring in North Yorkshire 2022

Year 10

	All 3060	Males 1468	Females 1470	Ethnic minority 367	Minority religion 114	Young Carer 140	Children in care 13	Single-parent family 508	Special educational needs 297	Disability or long-term illness 362	Free school meals 319	Armed forces family 150	LGB 484	Transgender 26
Eat 5-a-day	18	*20	*15	19	*10	17	22	*12	17	18	*11	*12	*15	*5
Ever tried smoking	25	*21	*29	28	23	*38	33	*36	*36	27	*40	26	*30	*48
Drank last week	33	32	33	*23	*21	*42	42	32	*41	32	33	*40	*29	38
Ever taken drugs	12	12	*13	*15	16	*17	17	*16	*19	*15	*16	*16	*14	12
High wellbeing score	14	*20	*8	13	14	*8	8	*10	14	12	*7	15	*8	12
High resilience score	9	*13	*5	*12	*15	7	0	*5	7	7	*5	6	*5	4
Low wellbeing score	10	*6	*12	12	*17	*20	*42	*13	*16	*14	*14	*17	*19	19
Low resilience score	43	*30	*53	*33	37	*54	*75	*50	*52	*48	*52	46	*61	56
Bullied at school last year	19	*15	*21	18	*26	*37	25	*24	*33	*26	*33	20	*34	46
Worry about money	19	*14	*22	19	23	*33	25	*28	*23	*23	*33	21	*29	38
Worry about being different	11	*7	11	*19	*25	*23	17	11	*16	*15	*17	12	*38	*71
Sexually active	17	*16	*18	19	14	*24	27	*21	19	19	*24	*26	19	25
Know where to get free condoms	24	*28	*21	*20	17	*30	10	*28	*32	26	*31	28	*20	24
Enjoy at least half of school lessons	60	*64	*57	63	64	*51	46	*51	*50	59	*49	*50	63	50
Intend FTE after Y11	46	*37	*54	*55	*64	*37	50	*41	*36	46	*40	43	*59	50
Term-time job	40	*36	*45	*30	*21	42	17	39	41	39	41	42	*31	*13
The school encourages everyone to treat each other with respect	76	*80	*73	*70	*60	*67	*46	77	*68	73	*70	75	*67	62
Adults at school talk to me about how to improve my work	63	*69	*59	64	60	*55	54	*55	*58	61	*57	59	*59	*38
I know my next steps in learning and what I need to do to improve	52	*57	*48	*56	58	*44	*77	*45	*40	51	*42	48	*46	*31
Pupils' views make a difference in school	55	54	56	56	56	55	45	*50	57	57	53	55	52	54

***99 Statistically significant difference.** That is, the difference compared with the whole year group is more than the usual amount of variation that we would expect in a sample of this size just by chance, suggesting that this group probably is different from the year group as a whole. Large differences will not always reach statistical significance in small samples.

Shaded a significant difference was previously identified for the equivalent result in 2020

This report will be disseminated to:-

- Elected members
- North Yorkshire Health and Wellbeing Board
- Headteachers and Governors
- Children and Young People's Service Units
- NYCC Corporate Equality Group
- North Yorkshire Youth Voice Cabinet
- North Yorkshire Safeguarding Children Partnership
- North Yorkshire Community Safety Partnership
- Integrated Care Boards
- York, North Yorkshire and East Riding Local Enterprise Partnership
- North Yorkshire Police

Support

The following section signposts to further supporting information for professionals, families and young people in North Yorkshire linked to the key areas identified within this report:

- North Yorkshire Safeguarding Children Partnership (NYSCP) [Website](#)
The purpose of NYSCP is to support and enable local organisations and agencies to work together in a system where children are safeguarded and their welfare promoted. The website has a range of supporting information for professionals, parents&carers and children and young people.
- [Be Aware website](#). An online knowledge hub set up and run by NYSCP in collaboration with young people, parents and carers, and professionals across North Yorkshire to help prevent and tackle child exploitation
- [Being Young in North Yorkshire 2021-2024](#). The North Yorkshire Safeguarding Children Partnership Strategy for children and young people living in North Yorkshire
- The [North Yorkshire Partnerships website](#) brings together a range of information for partners across the county including information on [Prevent](#)
- [North Yorkshire Healthy Schools Programme](#). A free health and wellbeing award for all schools and Early Years settings in North Yorkshire. The website provides links to a range of [resources](#) to support the themes of PSHE, emotional health and wellbeing, active lives and healthy food and [supporting services](#) in North Yorkshire along with supporting information for [parents / carers on healthy eating](#).
- North Yorkshire Youth Voice team work across the county to facilitate groups for young people and further details can be found here: [NY Voice: Be The Change | North Yorkshire County Council](#)
- [Go-to-website for healthy minds](#) in North Yorkshire. Provides a range of information and signposting for professionals, parents&carers and young people on emotional and mental health
- North Yorkshire Police [website](#)
- North Yorkshire Sport [Website](#). Driving positive change through sport and physical activity. Find a range of CPD opportunities and support for children & young people and staff based in educational settings across the county.



Key Contacts

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Growing up in North Yorkshire 2022

Priorities 2022

- Prioritising young people's **resilience and emotional wellbeing**
- Responding to the increasing and emerging **online safety risks**
- Supporting and encouraging a **healthy lifestyle: healthy eating, oral health, sleep and physical activity**
- Supporting young people to have a **healthy weight and a positive body image**
- Emerging data around young people **vaping and** continue support around **alcohol and substances**
- Reducing **bullying and prejudice based incidents**
- Supporting **identified groups** of young people who continue to have more **negative outcomes**



Growing up in North Yorkshire County and District Reports 2022

<http://healthyschoolsnorthyorks.org/resources/growing-up-in-north-yorkshire-survey-2020/>

Growing Up in North Yorkshire

A summary of the Growing Up in North Yorkshire survey 2022

Growing Up in Craven

A summary of the Growing Up in North Yorkshire survey 2022

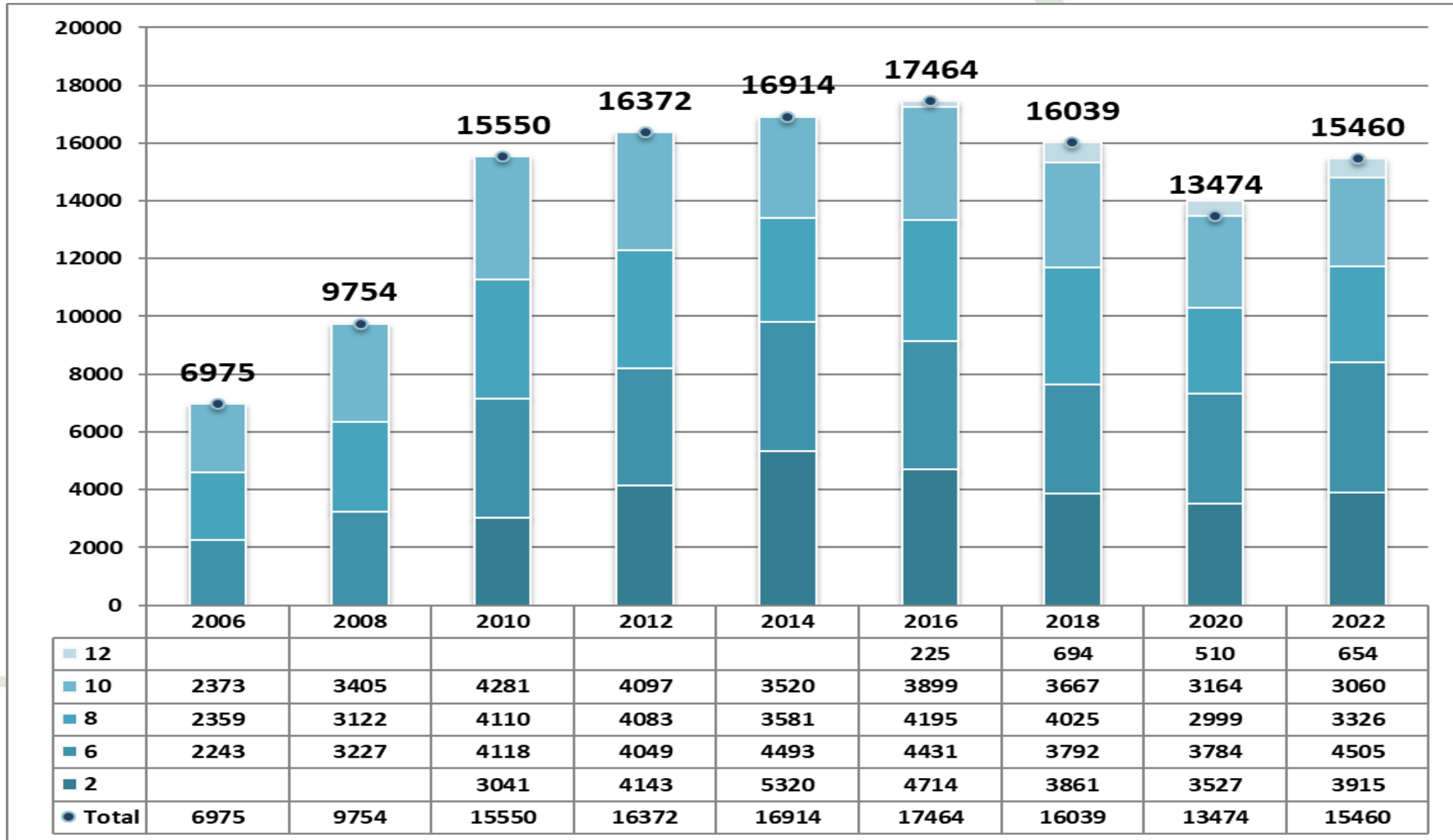
Growing Up in Selby

A summary of the Growing Up in North Yorkshire survey 2022



1 April 2023

Survey Participation – Target Year Groups



Changes Over Time

1 April 2023

	2006	2008	2010	2012	2014	2016	2018	2020	2022
Yr 6 have been bullied at or near school in past 12 months	31%	26%	26%	24%	21%	21%	21%	21%	21%
Yr 6 had 5 or more portions of fruit/veg yesterday	38%	35%	31%	32%	30%	30%	27%	25%	25%
Yr 8 played computer games last night	50%	55%	58%	51%	49%	49%	54%	64%	64%
Yr 8 ever tried smoking	27%	26%	16%	15%	12%	11%	12%	7%	12%
Yr 10 ever tried smoking	51%	48%	45%	39%	34%	30%	30%	22%	25%
Yr 10 drank alcohol in last 7 days	12%	14%	16%	20%	28%	30%	28%	26%	33%

A Day in Their Shoes



Morning: Starting the Day 2022

- Pupils in secondary are more likely than primary pupils to have nothing to eat or drink before school:

- 6% of Primary pupils
- 20% of secondary pupils

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No change in children happy at home

- 86% of primary pupils
 - 82% of secondary pupils
- Majority of children feel safe at home
 - 94% of primary pupils
 - 95% of secondary pupils

School 2022

- 67% (73% in 2020) primary schools
- 41% (43% in 202) secondary schools

- 8% primary boys
- 12% primary girls
- 8% secondary boys
- 13% secondary girls

- Fewer pupils feel bullying is taken seriously by school
- Girls are more likely than boys to feel afraid of going to school
- More pupils in secondary school feel that they have been bullied
- More girls than boys feels they are picked on or bullied because of the way they look or their size or weight



NORTH
YORKSHIRE
COUNCIL

1 April 2023

Been bullied at or near school in the last 12 months (2020 data in brackets)

	All	Young carer	Children in care	Special educational needs	Free school meals	Armed forces	LGB	Trans
Primary Year 6 <small>Page 69</small>	21% (21%)	39% (35%) ↑	41% (31%) ↑	28% (33%) ↓	29% (20%) ↑	27% (25%) ↑	-	-
Secondary Year 10	19% 16%	37% (35%) ↑	25% (13%) ↑	33% (33%)	33% (30%) ↑	20% (21%) ↓	34% (33%) ↑	46% (60%) ↓

Guidelines for dealing with and reporting prejudice based incidents, hate incidents and hate crimes in schools and settings

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Updated September 2022

<https://cyps.northyorks.gov.uk/equalities-and-diversity>



1 April 2023

Sexual Harassment –was a new question for 2020

- **9%** (2020:5%) of pupils responded that they have **experienced sexual harassment** at school, while 11% (2020:7%) said they are 'not sure' if they have.
 - 6% year 8 and 11% year 10
- **13%** (2020:8%) of pupils responded that they have **witnessed sexual harassment** at school, while 19% (2020:14%) said they are 'not sure' if they have.
 - 10% year 8 and 16% year 10

No-one does anything/ won't be taken seriously/ staff won't do anything/school doesn't care/ no point

Didn't think it was serious enough/worth reporting/was not a big deal/was not extreme.

Scared/afraid/fear (e.g. of repercussions/don't want to be beaten up/bullied/ afraid to report)

Didn't want to be known as a snitch

After School

Percentage of pupils responding that they spent time doing the following after school on the day before the survey:

Primary	Secondary
1. Watch TV/Films/Streaming 69%	1 Watch TV/Films/Streaming 96%
2. Computer games 68% (boys)	2. Used the internet 95%
3. Spent time outside 56%	3. Social media/messaging 90%
4. Social media/messaging 48% (girls)	4. Doing homework 66%
5. Play with friends or siblings 46%	5. Computer games 58%

Risky Behaviour - online

	Year 6	Year 8	Year 10	Year 12
Post things that lots of people can see (e.g. Instagram)	20%	35%	37%	48%
Communicate on line with people they don't know in real life	14%	25%	34%	23%
What they do and see online				
Someone wrote or showed things to hurt or upset you	14%	20%	24%	22%
Sent personal information and wished you hadn't	3%	7%	10%	11%
Been bullied online	9%	11%	11%	8%
Seen 'fake news'/false information	15%	29%	39%	44%
Received nude images	4%	23%	41%	43%
Approached online by an adult who wanted a sexual encounter or relationship	4%	7%	14%	13%
Seen sexually explicit images, videos or games	6%	16%	32%	34%
Seen Extremism online		7%	14%	17%
Gambling related activity online and parents aware	47%	52%	46%	38%

Secondary school Yr 8 and 10 pupils

Communicate with people they have met online and don't know in real life.

2018	2020	2022
19%	25%	29%

Someone asking to meet them who they have only ever met online

2018	2020	2022
7%	8%	9%

Approached by an adult online who wants a sexual encounter or relationship

2018	2020	2022
5%	9%	11%

- 2022: 8% year 8 and 15% year 10 and 4% male and 17% female

Secondary school Yr 8 and 10 pupils

Seen extremism online

2018	2020	2022
2%	7%	11%

- 2022: 7% year 8 and 15% year 10

Seen information about buying drugs online

2018	2020	2022
NA	12%	14%

- 2022: 9% year 8 and 19% year 10

They saw sexually explicit images, videos or games

2018	2020	2022
13%	17%	24%

- 2022: 16% year 8 and 33% year 10

Primary school pupils – Worries

Percentage of pupils responding that they worry about the following 'often' or all of the time

Primary Worries Yr 2	
Boys	Girls
Family 44%	Family 40%
Friendships 33%	Friendships 32%
Being ill 26%	Being ill 27%
School work 25%	The way they look 23%
The way they look 23%	School work 19%
Primary Worries Yr 6	
Death of someone close to them 55%	Death of someone close to them 64%
War 37%	Moving on to secondary school 50%
Moving on to secondary school 34%	The way they look 44%
The problems of looking after our planet 31 %	War 40%
Family 30%	Family 37%
SATs/tests 25%	Falling out with friends 35%
The way they look 25%	SATs/tests 35%
Feeling lonely 22%	Feeling lonely 32%
Their weight 18%	The problems of looking after our planet 32%
Falling out with friends 18%	Their weight 32%

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Secondary school pupils – Worries

Percentage of pupils responding that they worry about the following 'often' or all of the time

Secondary Worries (Year 8)	
Boys	Girls
School/college-work problems 20%	School/college-work problems 47%
Exams and tests 30%	Exams and tests 56%
Money problems 13%	Money problems 20%
Health 19%	Health 30%
Problems with friends 17%	Problems with friends 37%
The way they look 24%	The way they look 62%
Secondary Worries (Year 10)	
School/college-work problems 31%	School/college-work problems 71%
Exams and tests 44%	Exams and tests 82%
Money problems 14%	Money problems 28%
Health 16%	Health 29%
Problems with friends 10%	Problems with friends 24%
The way they look 22%	The way they look 55%

<https://thegoto.org.uk/> for Healthy Minds in North Yorkshire

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Are you a Young Person needing help with your mental health?

Do you need some more information?
Talk to family, friends or an adult you trust.

The Go-To
For healthy minds in North Yorkshire

recoverycollege

YOUNGmINDS
Lighting the way for young people's mental health

the sleep charity

Qwell
Adults aged 18+

childline
Call 0800 1111 24 hours, 7 days a week for free

NHS Bradford District Care
NHS Foundation Trust

Phoenix

childline
Call 0800 1111 24 hours, 7 days a week for free

NHS

Self-Care
Everyday life brings stresses and strains, therefore it's important to take time for self-care. There are lots of things you can do to look after your mental wellbeing. Click here for more tips on feeling good and advice for coping with common issues.

Do you need urgent support or help?

If there is immediate danger of serious risk or harm call 999

If you need someone to talk to and the problem isn't immediately life-threatening call 111

NHS

childline
Call 0800 1111 24 hours, 7 days a week for free

shout
Text SHOUT on 83298

SAMARITANS
16+

PAPYRUS

The Go-To
For healthy minds in North Yorkshire

North Yorkshire County Council

NHS North Yorkshire Clinical Commissioning Group

Mini Marketplace

Social and Emotional Mental Health Support for Children and Young People in North Yorkshire

I feel really sad

[Download Easy Read Guide ↓](#)

I feel really worried

[Download Easy Read Guide ↓](#)

Just launched some easy read guides for young people

Primary data – year 6 (brackets 2020 data)

- **RESILIENCE**

- **22%** (19%) of pupils had a **low measure of resilience**
- **23%** (27%) of pupils had a **high measure of resilience**

- **Stirling Children's Wellbeing Scale**

- **3%** (3%) of pupils had a **low score**
- **16%** (16%) had a **med-low score**
- **33%** (35%) of pupils had a **high or maximum score**
- **9%** (10%) of pupils had a score of 12 – 30; Liddle & Carter (2010) **suggest that scores in this range may indicate poor mental health**

Secondary school data (Year 8 /10)

Warwick-Edinburgh Mental Wellbeing Scale

high or maximum score

2018	2020	2022
21%	19%	15%

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med-low score

2018	2020	2022
23%	28%	31%

low score: 2022: 5% male and 12% female

2018	2020	2022
6%	8%	9%

Secondary school data (Year 8 /10)

Resilience

High measure of resilience

2018	2020	2022
15%	14%	10%

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Low measure of resilience

2018	2020	2022
31%	33%	41%

2022: Male = 28% Female = 53%

Well-being and resilience 2022

Equality groups – Primary School

Average Scores

	Key Stage 2				
	All	Male	Female	SEN	FSM
High wellbeing score	33	39	29	32	27
High resilience score	23	27	20	22	18

Key Stage 2 – High wellbeing score	2020	2022	Trend
	All	35	
Male	39	39	=
Female	32	29	▼
SEN	29	32	▲
FSM	29	27	▼

Significant difference to average

Positive difference

Negative difference



NORTH YORKSHIRE COUNCIL

1 April 2023

Well-being and resilience 2022

Equality groups – Secondary School

Average Scores

	Key Stage 4				
	All	Male	Female	SEN	FSM
High wellbeing score	14	20	8	14	7
High resilience score	9	13	5	7	5

	2020	2022	Trend
Key Stage 4 – High wellbeing score			
All	17	14	▼
Male	25	20	▼
Female	9	8	▼
SEN	13	14	▲
FSM	10	7	▼

Significant difference to average	
Positive difference	Negative difference

The following slides show data based on pupils responses from secondary pupils in relation to self harm, suicide and eating disorder.

Page 85 We appreciate this may be upsetting data so if you would not like to see the slides or hear information please do blank out and silence the presentation for about 1 minute.

Self harm and suicide thoughts 2022 (2020 data in brackets)	Year 8 Yes in the last year	Year 10 Yes in the last year	Year 8 Yes this term	Year 10 Yes this term
Deliberately harmed yourself	15% (13%)	17% (16%)	11% (8%)	13% (10%)
Thought of taking your own life	18% (16%)	20% (21%)	10% (10%)	15% (13%)
Have you ever tried to take your own life	6% (4%)	8% (6%)	3% (2%)	4% (3%)

If they responded yes to the question above 2022 data (2020 data in brackets)	Year 8 and year 10
I didn't tell anybody	47% (49%)
I did not need any support	30% (31%)
Yes I got support from somewhere (not school or online) (family and medical)	18% (18%)
No I had no support from school or anywhere else	18% (14%)
Yes I got support online	8% (11%)
Yes I had enough support from my school	7% (7%)
Yes but I needed more support from my school	8% (7%)

Eating Issues – secondary pupils

- 42% of pupils said they have regularly made themselves sick, dieted to an extreme degree or done an unusual amount of exercise to lose weight at some point

	No, never	Yes, in the past	Yes, this term
Boys			
Regularly made themselves sick	86%	12%	2%
Dieted to an extreme degree	92%	6%	1%
Done an unusual amount of exercise to lose weight	75%	17%	8%
Girls			
Regularly made themselves sick	73%	22%	5%
Dieted to an extreme degree	75%	18%	7%
Done an unusual amount of exercise to lose weight	62%	27%	11%

CPD and support for schools

DFE Senior Mental Health Lead – roles and responsibilities and access to £1,200 grant funding
<https://www.gov.uk/guidance/senior-mental-health-lead-training>

BEAT - SPOT – Free eating disorder training for all schools.
<https://www.beateatingdisorders.org.uk/training-events/find-training/spot-online-training-for-schools/>

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ASSIST suicide support training
Youth Mental Health First Aid
<https://headfirst-northyorks.org/calendar/>

North Yorkshire Pathway of support for children and young people with self-harming behaviour or suicidal ideation

Compass Phoenix service is to improve outcomes for children and young people in relation to their emotional wellbeing and mental health by strengthening the range of mental health support available to children and young people

Physical Activity



Primary

48% (Year 2) 54% (Year 6)

Page 90 normally walk to school

56% do five or more hours per week (out of school)

54% do five or more hours per week (in school)

4% don't do a single hour

75% at least sometimes play ball games

Secondary

44% normally walk to school

45% do five or more hours per week (out of school)

15% do five or more hours per week (in school)

9% don't do a single hour

71% would like to be more active

Enjoyment and Confidence – Boys and Girls

	KS2 - Primary		KS3/4 - Secondary	
	Boys	Girls	Boys	Girls
I enjoy taking part in physical activity and sports	92	87	87	72
I feel confident when I take part in physical activity and play sports	85	71	77	49
I find physical activity and sports easy	71	62	69	59
I would like to be more active than I presently am	65	66	68	73
I understand why physical activity and sports are good for me	96	95	94	92
I know how to get involved in different types of physical activity and sports	89	86	84	73
I know how to improve my skills in different types of physical activity and sports	87	84	84	69

Primary Data – Year 6

- **6%** (5%) of pupils responded that they **didn't have anything to eat or drink for breakfast** on the morning of the survey
- **26%** (25%) of boys and **25%** (26%) of girls responded that they ate at least **5 portions of fruit and vegetables** on the day before the survey
- **31%** (30%) of pupils responded that they **drank at least 2 sugary drinks** on the day before the survey
- **97%** (95%) of pupils responded that they **can get water** at school
- **72%** of pupils think **school food has healthy options**, while 4% think it doesn't
- **25%** don't have school lunches as they **don't like the food**

Secondary Data – Year 8 / 10

- **20%** (18%) had **nothing to drink or eat for breakfast** the day before the survey
- **9%** (6%) had **nothing to drink or eat for lunch** the day before the survey
- **19%** (18%) of pupils responded that they ate at least **5 portions of fruit and vegetables** on the day before the survey.
- **33%** (25%) of pupils responded that they drank at least two sugary drinks on the day before the survey.
- **79%** (64%) of pupils responded that they can **get water at school**, while 19% (29%) said 'not easily'
- **40%** think **school food has healthy options**, while 18% think it doesn't.
- **4%** don't have school lunches as they **don't like the food**

Healthy Lifestyles (I)

		Never	Tried	Less than once a week	At least once a week
Use e-cigarettes/ vaping	Year 6	95%	5%	0%	0%
	Year 8 and 10	66%	19%	6%	9%
	Year 12	49%	28%	11%	12%

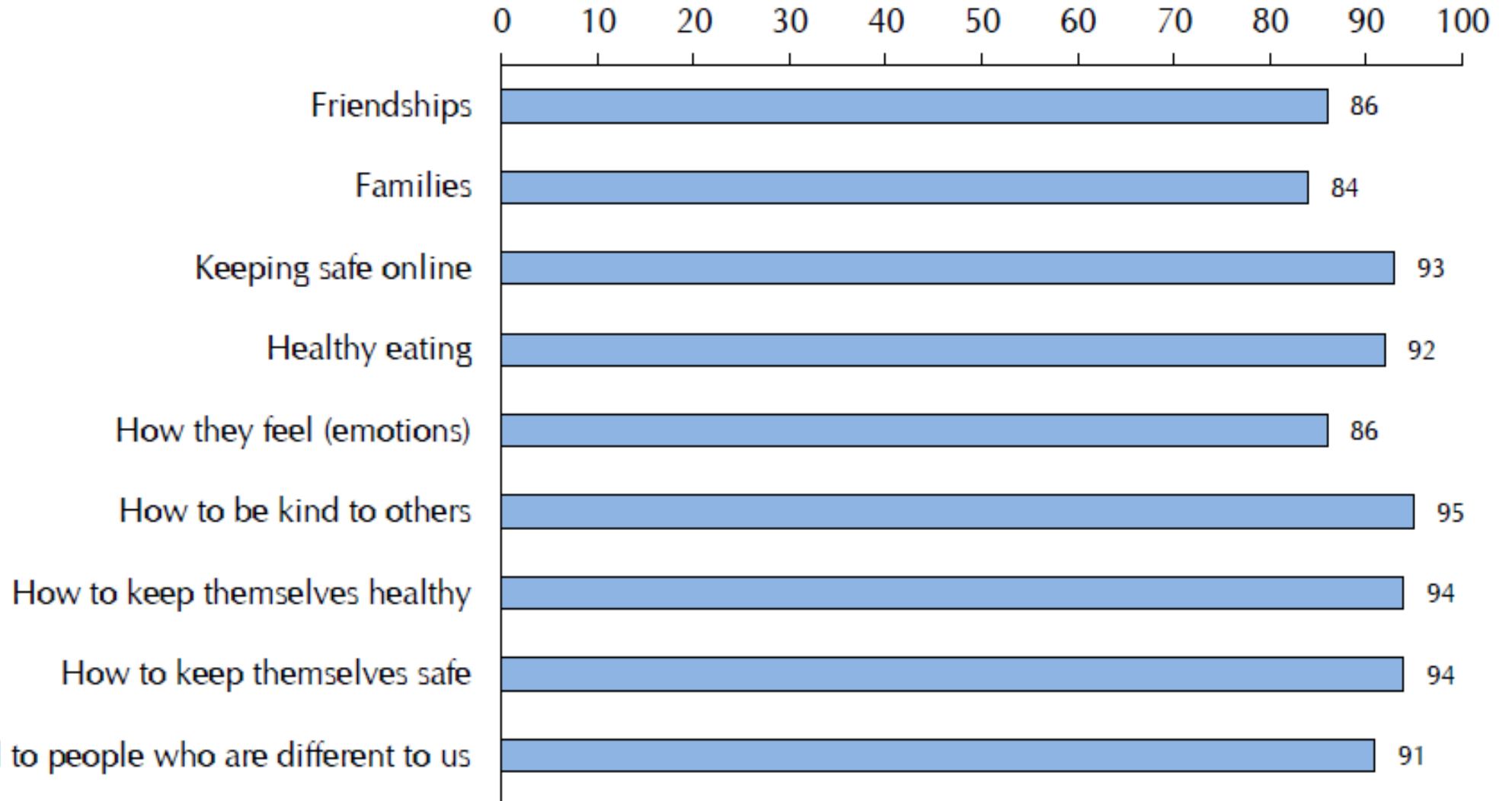
		Never	Tried	Used to	Less than once a week	At least once a week
Smoke cigarettes	Year 6	98%	2%	0%	0%	0%
	Year 8 and 10	82%	11%	2%	2%	3%
	Year 12	67%	20%	4%	7%	2%

		Never	Offered, never taken	Taken drugs, no details	More than one year ago	During last year	In past month
Used drugs (illegal) e.g. cannabis	Year 8 and 10	92%	0%	1%	1%	2%	5%
	Year 12	79%	0%	2%	2%	8%	10%

Vaping data over time

		Never Tried	Tried at least once	Occasionally - less than weekly	Regularly - at least weekly
2022	Primary	95	5	0	0
	Secondary	66	19	6	9
2020	Primary	96	3	0	1
	Secondary	77	17	3	3
2018	Primary	96	4	0	0
	Secondary	72	20	4	4
2016	Primary	98	2	0	0
	Secondary	73	20	4	3

Year 2 pupils 2022 - They have had school lessons on the following areas



Primary school – found lessons quite or very useful (2020 data)

Lesson quite or very useful (2020 data)	Year 6
Healthy friendships and relationships	51% (53%)
Different Families	40% (23%)
Growing up and body changes	54% (34%)
Education about consent	38%
Death and Loss	42%
Emotional Health and wellbeing	64% (61%)
Education about medicines and drugs	54% (39%)
Anti- bullying	54% (57%)
Risk taking and being safe in other ways	60% (55%)
Keeping safe online	70% (73%)

Secondary school – found lessons quite or very useful

Lesson quite or very useful (2020 data)	Year 8	Year 10
Healthy relationships, including child sexual exploitation and grooming	46% (32%)	50% (35%)
Education about consent	54% (33%)	66% (44%)
Emotional Health and wellbeing	50% (53%)	40% (38%)
Education about drugs	61% (54%)	49% (49%)
Prejudice, discrimination and bullying	58% (61%)	48% (46%)
Radicalisation and extremism	40% (41%)	35% (32%)
Keeping safe online	63% (69%)	54% (53%)

Responses linked to the Quintiles of deprivation- secondary data

	Most	2 nd	3 rd	4 th	Least
Eat 5-a-day	7%	12%	21%	24%	20%
Ever tried smoking	36%	32%	28%	21%	20%
Drank last week	27%	25%	33%	32%	32%
Ever taken drugs	13%	16%	12%	11%	12%
7+hours exercise/week	35%	32%	31%	34%	33%
High wellbeing score	16%	7%	10%	13%	12%
High resilience score	7%	8%	5%	9%	9%
Low wellbeing score	15%	19%	20%	11%	10%
Low resilience score	53%	52%	45%	40%	40%
Bullied at or near school last year	25%	22%	22%	20%	18%
Intend Full Time Education after Y11	44%	39%	44%	51%	52%
Term-time job	38%	42%	44%	33%	32%
Adults at school talk to me about how to improve my work	72%	62%	60%	69%	66%
I know my next steps in learning and what I need to do to improve	55%	39%	53%	58%	56%
Pupils' views make a difference in school	49%	56%	52%	51%	53%

- Partnership Delivery Group oversees the survey and supports the dissemination of the priorities into appropriate services and existing structures:
 - Public Health leading work on healthy lifestyles
 - LA Social, Emotional and Mental health strategy group focused on CYP emotional wellbeing
 - Partnership group responding to the emerging concerns about young people vaping
 - Police and partnership work around hate crime

2022 priorities:

- Prioritising young people's resilience and emotional wellbeing
- Responding to the increasing and emerging online safety risks
- Supporting and encouraging a healthy lifestyle: healthy eating, oral health, sleep and physical activity
- Supporting young people to have a healthy weight and a positive body image
- Emerging data around young people vaping and continue support around alcohol and substances
- Reducing bullying and prejudice based incidents
- Supporting identified groups of young people who continue to have more negative outcomes





Healthy Schools
North Yorkshire

North Yorkshire healthy Schools award

<https://healthyschoolsnorthyorks.org/>

Evidence based criteria for the following themes:

- Active Lives
- Emotional Health & Wellbeing
- Food in School
- Personal, Social, Health Education (including statutory RSHE)
- Staff wellbeing (for submission with silver and gold awards)



Healthy Early Years
North Yorkshire

FREE for all North Yorkshire schools (this includes academies)

- 77% of North Yorkshire schools registered on the programme
- 106 schools have achieved an award

OFFI



How have the results of the survey been used

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Support North Yorkshire Healthy Schools submissions to showcase improvement in provision within schools e.g from one school submission in 2020 38% of pupils found lessons on emotional health and wellbeing as useful this had increased to 90% in 2022

Successful application to support reducing teenage pregnancies in the coastal area of the County

Targeted funded support for secondary schools around Hate Crime and Prevent

Funded training for schools to access training on suicide prevention work and eating disorders

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North Yorkshire Council

Children and Families Overview and Scrutiny Committee

23rd June 2023

Scrutiny Task and Finish Group – Special Educational Needs and Disability (SEND) Provision in the Scarborough and Whitby Area

Joint Report of the Corporate Director, Children and Young People's Service and the Assistant Chief Executive (Legal and Democratic Services)

1. PURPOSE OF REPORT

- 1.1 To advise Members of the establishment of a Task and Finish Group regarding SEND Provision in the Scarborough and Whitby Area and to seek approval to its Terms of Reference.

2.0 BACKGROUND

- 2.1 At full Council on 17th May 2023, Councillor John Ritchie proposed the establishment of a Scrutiny Task and Finish Group to look at SEND Provision in the Scarborough Area. Councillor Ritchie's wording was as follows:-

- *A Cross-Party Joint Task and Finish Scrutiny review into SEND provision in the Scarborough area comprising a small group of Members from Scarborough and Whitby Area Constituency Committee and Children and Families Overview and Scrutiny Committee.*
- *The evidence gathering part of the review would take place over one day in Scarborough and hear from service users about their lived experience of accessing services for disabled children and young people, as well as those with SEND.*
- *Evidence would be anonymised to comply with GDPR and consent forms used.*
- *The outcome will be the production of a report to feed into the SEND Strategy document, providing Members with greater knowledge of the acute situation in Scarborough which will, in turn, help inform policy*

NOTE: With regard to the second bullet point above, Councillor Ritchie has advised that this aspect relates to the in-person evidence gathering.

- 2.2 Responding to Councillor Ritchie at full Council, the Chair of this Committee, Councillor Barbara Brodigan, expressed her support for his proposal.

3.0 THE SUBSTANTIVE ISSUE

- 3.1 On 14th June, a discussion was held between the Chairs and Vice-Chairs of this Committee and Scarborough and Whitby Area Constituency Committee, Councillor Ritchie, the Assistant Director for Inclusion and the Principal Democratic Services Scrutiny Officer. The discussion considered a number of matters, including the scope of the review and target timescales.

3.2 Based on that discussion, attached, as an Appendix, are the proposed Terms of Reference for the Task and Finish Group. It is suggested that the review cover the Scarborough and Whitby Constituency Area. The intention is to share the draft report of the Task and Finish Group with this Committee and Scarborough and Whitby Area Constituency Committee, prior to consideration by the Executive.

4.0 ALTERNATIVE OPTIONS CONSIDERED

4.1 This is not applicable in this case. As stated above, the proposal to establish a Task and Finish Group was proposed at full Council and the Chair of this Committee was in agreement with the proposal.

5.0 FINANCIAL IMPLICATIONS

5.1 There are no direct financial implications at this stage.

6.0 LEGAL IMPLICATIONS

6.1 There are no direct legal implications at this stage.

7.0 EQUALITIES IMPLICATIONS

7.1 There are no direct equalities implications.

8.0 CLIMATE CHANGE IMPLICATIONS

8.1 There are no direct climate change implications.

9.0 REASON FOR RECOMMENDATIONS

9.1 The Task and Finish Group clearly needs defined Terms of Reference to carry out its work.

10.0 RECOMMENDATION

10.1 That the proposed Terms of Reference for the Scrutiny Task and Finish Group regarding the Provision of Special Educational Needs and Disability in the Scarborough and Whitby Area, be approved.

APPENDICES:

Appendix A - Proposed Terms of Reference

BACKGROUND DOCUMENTS relied upon in the preparation of this report – None

Stuart Carlton
Corporate Director, Children and Young
People's Service

Barry Khan
Assistant Chief Executive
(Legal and Democratic Services)

County Hall
Northallerton

June 2023

Report authors and presenters of the report:

Janet Crawford
Assistant Director, Inclusion

Patrick Duffy
Principal Democratic Services Scrutiny Officer

Note: Members are invited to contact the author(s) in advance of the meeting with any detailed queries or questions.

SCRUTINY TASK AND FINISH GROUP – SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) PROVISION IN THE SCARBOROUGH AND WHITBY AREA

1. Purpose of the Task and Finish Group

To review specific aspects of SEND provision in the Scarborough and Whitby Area and to produce a report on its findings.

NOTE: Whilst it is intended that the review will cover the Scarborough and Whitby Constituency Area and will welcome examples of good practice in both places, it is expected that the main focus will be on Scarborough.

2. Scope

The Task and Finish Group will examine the following questions:-

- a) How are parents/carers of children and young people with SEND being supported in their children's education? (essentially, their "journey")
and, following the engagement process referred to in paragraph 3, below...
- b) Are there any areas where more could be done to improve access to information, advice and support for families in the Scarborough and Whitby area?
- c) Are there any recommendations for action as a result of this process?

NOTE: Members are aware that SEND provision is working well for many families and will be interested to hear examples of this as well.

3. How it will go about this

Members will familiarise themselves with background information/key documents on SEND, which will be provided by the Children and Young People's Service Directorate.

Input will be received from parents/carers on their lived experience, as part of an evidence gathering day, to be held in Scarborough and via the results of a questionnaire.

This input will be mapped against current provision.

4. Ensuring confidentiality

Evidence will be anonymised - to comply with GDPR - and consent forms completed.

5. Membership

A small group of Members from the Children and Families Overview and Scrutiny Committee and Scarborough and Whitby Area Constituency Committee (ACC), namely:-

- Councillor Liz Colling, Chair of Scarborough and Whitby ACC (who will Chair the Task and Finish Group)
- Councillor Barbara Brodigan, Chair of Children and Families Overview and Scrutiny Committee
- Councillor Heather Phillips, Vice-Chair of Children and Families Overview and Scrutiny Committee
- Councillor Janet Jefferson, Vice-Chair of Scarborough and Whitby ACC and a Member of the Children and Families Overview and Scrutiny Committee
- Councillor John Ritchie (a Member of both the afore-mentioned Committees and the person who proposed the Task and Finish Group)

6. Officer Support

This will primarily be provided by:-

- Janet Crawford, Assistant Director, Inclusion
- Patrick Duffy, Principal Democratic Services Scrutiny Officer

7. Outcome

The outcome will be the production of a report to feed into the SEND Strategy document, providing Members with greater knowledge of the situation in Scarborough and Whitby which will, in turn, help inform policy.

8. Target timescales and reporting arrangements

No.	Activity	Timescale
1	Children and Families Overview and Scrutiny Committee approve Terms of Reference for Task and Finish Group	23 rd June 2023
2	Background Information Pack issued to Members of Task and Finish Group	Mid-July 2023
3	Questionnaire for parents/carers drawn up and circulated	September 2023
4	Questionnaire responses analysed and summarised for Task and Finish Group	October 2023
5	Task and Finish Group hear in person from parents/carers	October 2023
6	Draft report produced and shared, for comment, with the Task and Finish Group and appropriate officers in the Children and Young People's Service Directorate	November 2023
7	Amended draft report considered by:- <ul style="list-style-type: none">• Scarborough and Whitby Area Constituency Committee• Children and Families Overview and Scrutiny Committee	1 st December 2023 8 th December 2023
8	Finalised report considered by Executive	9 th January 2024

CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE – WORK PROGRAMME 2023/2024

SCOPE OF THE COMMITTEE

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

PROGRAMME FOR FORMAL COMMITTEE MEETINGS (PLEASE NOTE: SOME ITEMS ARE SUBJECT TO CHANGE/CONFIRMATION)

FRIDAY 23 RD JUNE 2023 - COMMITTEE MEETING AT 10.00 A.M.			
ITEM	DRAFT OUTLINE/COMMENT	METHOD	LEAD
Annual Report of the Young People's Champion	<ul style="list-style-type: none"> Summary of the work of the Young People's Champion, covering her year in the role 	Report	Councillor Alyson Baker
Growing up in North Yorkshire Survey	<ul style="list-style-type: none"> Summary of the results of the bi-annual survey of primary and secondary school pupils in the county Identification of trends 	Report/Presentation	Assistant Director, Education and Skills
Early Years Update	<ul style="list-style-type: none"> The number of providers and how this compares with 2021 The financial support available to providers Any update on some of the initiatives that were referred to previously, such as the Healthy Early Years Award 	Presentation	Assistant Director, Education and Skills
Scrutiny Task and Finish Group re SEND Provision in Scarborough	<ul style="list-style-type: none"> Proposed Terms of Reference 	Report	Assistant Director, Inclusion

FRIDAY 1 ST SEPTEMBER 2023 - COMMITTEE MEETING AT 10.00 A.M.			
ITEM	DRAFT OUTLINE/COMMENT	METHOD	LEAD
Children's Mental Health	<ul style="list-style-type: none"> Update on demand pressures and unmet need The impact of social isolation and disruption to education on children and young people's mental health The level of that impact – is it primarily, say, low level anxiety - or more profound? 	Report and presentation	Assistant Director, Inclusion
School Closures/Governors	<ul style="list-style-type: none"> Why a School is closed i.e. the process and how Academies work within this. Whether School closures and a lack of Governors is related. How Governors are recruited; trained; and retained. 	Presentation	Assistant Director, Education and Skills
Child Death Overview Panel – Annual Report 2022/2023	<ul style="list-style-type: none"> Information on the number of children who have died; whether the death was expected or unexpected; and the category of death. 	Report and presentation	Assistant Director, Children and Families

FRIDAY 8TH DECEMBER 2023 - COMMITTEE MEETING AT 10.00 A.M.

ITEM	DRAFT OUTLINE/COMMENT	METHOD	LEAD
North Yorkshire Safeguarding Children Partnership - Annual Report 2022/2023	<ul style="list-style-type: none"> Summary on the work of the Partnership between 1st April 2022 and 31st March 2023. 	Report and presentation	Corporate Director
Report of the Task and Finish Group re SEND Provision in Scarborough	<ul style="list-style-type: none"> To consider the draft report 	Report	Assistant Director, Inclusion
Transitions	<ul style="list-style-type: none"> How well is the interface working between the Directorate and Health and Adult Services? 	To be determined	-
Strengthening the Offer for Post-16 Education	<ul style="list-style-type: none"> The current offer and proposals for building on this. <p>NOTE: This is one of the Rural Commission's recommendations. As part of this, it may be possible to build in another of its recommendations – Pioneering a two-stream education system post-GCSE in rural and remote areas – vocational and academic.</p>	To be determined	Assistant Director, Education and Skills
Financial position - Children and Young People's Service	<ul style="list-style-type: none"> Information on Local Authority Maintained Schools accumulated balances information and projected start budget information by school phase. Update on school funding arrangements for 2024/2025. 	Report	Assistant Director, Strategic Resources

FRIDAY 23RD FEBRUARY 2024 - COMMITTEE MEETING AT 10.00 A.M.

ITEM	DRAFT OUTLINE/COMMENT	METHOD	LEAD
Schools Update	<ul style="list-style-type: none"> • The current picture, in terms of figures for all North Yorkshire Council Schools and Academies, including: <ul style="list-style-type: none"> - Performance and standards/Attainment results - Funding - Strategic planning - Attendance, admissions 	Report/Presentation	Assistant Director, Education and Skills
County Lines	<ul style="list-style-type: none"> • The situation nationally • The position in North Yorkshire • The approach in North Yorkshire 	Presentation	Assistant Director, Children and Families
Drugs and Alcohol Strategy	<ul style="list-style-type: none"> • Update on progress 	Presentation	Director of Public Health
Healthy Child Programme	<ul style="list-style-type: none"> • Are the desired outcomes being achieved? • Data on Breakfast Clubs provision 	Presentation	Public Health

ITEMS FOR MID CYCLE BRIEFING

DATE	POTENTIAL ITEM
Friday 14 th July 2023 at 11.00 a.m. (in respect of the Committee meeting on 1 st September)	SEND Update (to include Education Health Care Plans)
Friday 13 th October 2023 at 11.00 a.m. (in respect of the Committee meeting on 8 th December)	<p>North Yorkshire Youth Commission - Feedback from young people on the work they are doing as part of the commission and their priorities for the year ahead (Link in with Children and Young People's Service Participation Team)</p> <p>Youth Provision outside of Schools</p>
Friday 26 th January 2024 at 11.00 a.m. (in respect of the Committee meeting on 23 rd February)	<p>Young Carers</p> <p>One Adoption Agency - Yorkshire and Humber - Annual Report</p>

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