

**REPLY BY THE MINISTER OF THE EDUCATION DEPARTMENT
TO QUESTIONS ASKED PURSUANT TO RULE 6 OF THE
RULES OF PROCEDURE BY DEPUTY LESTER QUERIPPEL**

Question 1

As you are aware, the purpose of the Financial Transformation Programme is to transform departmental delivery of services and identify efficiency savings. With this in mind:

a) Are there any areas within Education that your department consider to be 'no go areas' in relation to the FTP

Answer

No. The Education Board has looked at all areas of the Department's expenditure, but has held to the principle that it will not introduce cuts in expenditure which would adversely affect our young people's education.

The Department would note that it publishes a précis of its performance against its FTP targets within its online Annual Report which is due for publication towards the end of this month. The 2011-12 Annual Report is available on the Department's website www.education.gg/annualreport

b) If the answer to the question 'a' is 'yes', then are you able to provide me with a list of these 'no go areas' and also provide me with the reasons why they are considered to be so?

Answer

Not applicable

Question 2

Treasury and Resources saved £5,400 of taxpayers money by printing the 2014 Budget in black and white instead of the usual colour version.

a) How much did your department spend on printing leaflets, reports, literature in general, in colour in 2012?

Answer

The Department's printing costs for 2012 totalled £170,848. It is not possible from this historical figure to determine what proportion of these costs was for colour copying. It is not possible, therefore, to answer Deputy Queripel fully. For comparison, however, it is possible to present the provisional 2013 printing costs as currently recorded in SAP. SAP reports the Department's 2013 printing costs to be £107,413, although these should be considered provisional.

The Education Department does not routinely print reports and literature instead relying on online versions of key documents which it publishes on its website www.education.gg. Documents published in this way include the Department's Annual Report and Vision document Today's Learners Tomorrow's World. When requested, it will provide printed copies to politicians and members of the public in black and white, however these documents are specifically designed to be read on-screen.

The Department produced a considerable amount of literature for parents and members of the community in the run up to the States debate on Primary Transformation. Unless there was a valid reason to use colour printing, these documents were printed in black and white and sent out to individual parents but were also made available online.

All the Department's printers are set to print in black and white, double-sided and have been for more than 18 months as part of a successful States wide drive to reduce print costs.

On rare occasions the Department will commission professional designers and printers to produce posters and marketing material for events such as the Careers Show and the recently launched School Attendance campaign. The Department believes it is important that such materials are colourful and vibrant to help attract interest. In all cases competitive prices are sought for printing.

The Department is responsible for 23 different schools and educational establishments and so it would be impractical to require all these sites to respond individually to Deputy Queripel's questions. Schools have limited budgets for printing and supplies and try to avoid unnecessary printing wherever possible.

b) *How much would it have cost to print the same documents in black and white?*

Answer

As explained above it is not possible to answer this question in a meaningful way.

Question 3

In October 2009, the Scrutiny Committee produced a report entitled 'Investigating Vandalism'.

In this report, the committee set out recommendations for all States departments to consider. Can you give me an update on the progress your department has made regarding those recommendations?

Answer

The Scrutiny Committee published a Monitoring Report in November 2010 outlining Departments' progress on addressing the recommendations. This Monitoring Report is available on the Scrutiny Committee's publications page on the Government website www.gov.gg/scrutiny/publishedreports. This comprehensive document outlines all Departments' progress against the recommendations. The Education Department continues to work with other Departments, the Sports, Arts and Youth Commissions and other voluntary agencies in ensuring the recommendations continue to be addressed.

For ease of reference, the recommendations for the Education Department were:-

- i) To provide an action plan of the initiatives they (C & E, Education, SSD) have designed to help people engage in productive and constructive activities in line with priority 4 of the former Government Business Plan and the new Social Policy Plan (p. 1867). **The Department together with C & E and SSD have developed a NEET Strategy as part of the Skills Guernsey initiative.**
- ii) To provide an update regarding the dual use of sporting facilities. **School facilities are used widely by the community. The new sports hall, gym and swimming pool at Les Beaucamps High will also be available for community hire later in the year once all commissioning has been completed.**
- iii) To promote work by the Youth Service, the Guernsey Sports Commission and other services to increase awareness to children and young people of the activities and facilities available to them through publicity in schools, the media, the internet and social networking sites. **Meetings have been held with all providers of school holiday activities in Spring 2011 to share good practice and discuss common areas of concern. This led to the development of a dedicated website www.yoof.gg which aims to provide an online directory of all the clubs/projects/activities available for young people locally.**

- iv) to consider the use of community spaces examining the concept of youth shelters where young people could congregate. This could vary from a basic shelter or one with leisure facilities e.g. a basketball hoop. **The Department has supported Sports Commission initiatives and those provided by youth organisations. However due to competing demands and priorities the Department has not conducted an evaluation of the feasibility and the benefit of community spaces and potential increase in availability.**
- v) to display advertising to promote Crimestoppers on any fleet vehicles and in public areas to encourage reporting of incidents. **This has been implemented.**

It is interesting to note that the latest crime statistics published in the Guernsey Police Annual Report show a decrease in reported incidents of criminal damage.

Question 4

I have no evidence, (except personal experience) but I do have concerns that teachers could quite possibly spend far too much time working on a child's 'weaknesses' and not enough time focusing on their 'strengths'. Are you able to give me an assurance that the levels of attention given to the capabilities of any individual child are 'balanced' and that a child's 'strengths' are given as much attention as their 'weaknesses'?

Answer

All our schools work equally as hard at nurturing the strengths of all children as well as focusing on their areas identified for improvement. The schools all follow and adhere to the Bailiwick Curriculum Statement which clearly sets out the entitlement to learning for all learners in schools maintained by the Education Department and states:

“The curriculum is designed to enable all students to learn and achieve whilst promoting their spiritual, moral, social and cultural development. It aims to prepare young people for the opportunities, responsibilities and experiences of life.”

The Education Department and schools work together to ensure that there are personalized learning opportunities for all learners and that a ‘One size fits all’ approach will not suffice.

This is set out in clear objectives:

1. To give children an excellent start in education so that they have a sound foundation for future learning.
2. To enable all pupils to develop and equip themselves with the skills, knowledge and personal qualities needed for life and work.
3. To encourage and enable young people and adults to learn, improve their skills and enrich their lives.

The Bailiwick of Guernsey Curriculum is, therefore, designed to enable all students to learn and achieve (whatever their academic ability) whilst promoting their spiritual, moral, social and cultural development in preparation for the opportunities, responsibilities and experiences of life. The curriculum focuses on ensuring that **all** students have every opportunity to become:

Successful learners

with:

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and able to:

- use literacy, communication and numeracy skills
- appreciate the creative arts and develop a sense of aesthetic awareness
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- appreciate, link and apply different kinds of learning in new situations

Confident Individuals

with:

- self-respect and esteem
- a sense of physical, mental, emotional and spiritual wellbeing
- secure values, beliefs and morals
- ambition

and able to:

- relate to others and manage themselves
- appreciate the importance of physical activity and to pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve fulfilment in different areas of activity

Responsible Citizens

with:

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and able to:

- develop knowledge and understanding of the world and the Bailiwick's place in it
- appreciate local heritage and community whilst understanding different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed and ethical views

Effective Contributors

with:

- an enterprising attitude

- resilience
- self-reliance an ability to engage with change

and able to:

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

Question 5

a) *What measures are currently in place to address 'bullying' in our schools?*

Answer

As highlighted on the Department's website www.education.gg/bullying we take any incidents or allegations of bullying very seriously. We make it absolutely clear that we will not tolerate bullying in any of our schools, whether physical or verbal or over the internet or using mobile phones and social media.

All schools are required to have in place a policy on bullying, usually integrated into their whole-school policy on behaviour. Similarly, the issues underlying bullying, such as pupil self-esteem, relationships, conflict and assertiveness, are addressed within the policies and curriculum advice of the Department and in PSHE and Citizenship work undertaken in schools.

It would be possible to spend hours detailing everything that schools do to address bullying but some examples include raising public awareness of cyber bullying through the work of the e-safety committee, working with national charities such as Kidscape, providing peer mentoring training, providing advice, guidance and resources to schools and parents, seeking the views of young people within the Young People's Survey (details available on our website www.education.gg/ypsurvey) to ensure appropriate ways of addressing unacceptable behaviours are implemented, etc.

Please see the comprehensive answer to question 6 for further information on how schools manage behaviour.

b) *Once a 'bully' has been identified within a school, what measures are then taken to ensure that the 'bully' desists from such cruelty?*

In addition to the details provided in the answer to question 5 a), schools have a range of measures and strategies they use largely based on restorative practice.

Schools may also use processes of internal and external exclusion.

Question 6

We all know only too well that a lack of discipline breeds a lack of respect, also the lack of desire to learn. Therefore, can you tell me what measures are currently in place to deal with disruptive children in the classroom, to ensure they don't disrupt the children who 'want to learn'?

Answer

Each school is responsible for its own behaviour management and is required to have a whole-school Behaviour Management Policy. This policy is regularly reviewed with advice as appropriate from The Education Department.

The Behaviour Policy sets out what is expected of pupils within school and the systems in place to manage poor behaviour. All members of the school community from the headteacher and staff to the pupils themselves have a responsibility for socially acceptable behaviour.

There are many reasons that may be behind a child's poor or disruptive behaviour. It is not simply the case that some children are naughty. Issues that might contribute to poor behaviour, such as low pupil self-esteem, difficulties at home, poor relationships and conflict, are also addressed within the programmes of study used in schools for Citizenship and Personal, Social and Health Education.

Each of the Island's High schools also has a behaviour coordinator who co-ordinates the management of behavioural problems within the school and works to implement strategies to prevent poor behaviour. These behaviour coordinators also liaise with other agencies, feeder primary schools and the Advisory and Outreach Services.

Training and support in behaviour management is provided to teachers both centrally by the Department and by the individual headteacher/school.

The Department does recognise that in some cases it is not appropriate for pupils to continue with mainstream school placements on a full time basis. In such cases Les Voies School provides additional advice and support for schools.

There is significant additional information about how the Department manages disruptive behaviour in its response to the Scrutiny Report on Managing Disruptive Behaviour and School Exclusions which is freely available both on the Department's website

<http://www.education.gg/article/103672/Response-to-Scrutiny-Review-on-Managing-Exclusions>

and the Scrutiny Committee's publications page on the Government website

www.gov.gg/scrutiny/publishedreports

Question 7

Page 20 of the 'Implementing the Mulkerrin Recommendations' document, published by your department in March 2012, tells us that School Committees exercise powers in relation to discipline and conduct in our schools. We are also told on the same page that Mulkerrin 'recommends Guernsey moves to a Governing Body System' which would include 'setting standards for pupils' behaviour and discipline'. Therefore I ask the following questions:

- a) *What will the fundamental difference be between a School Committee and a Governing Body? Are they not one and the same and will they not be dealing with the same issues under the same Mandate and guidelines?*

Answer

Governing Bodies have a key role to play in the implementation of Local Management of Schools within Guernsey. The Mandate is far wider than simply setting standards for pupils' behaviour and discipline.

School governing bodies in England are responsible for working with the school to ensure that it delivers a good quality education. Together with the headteacher, who is responsible for day-to-day management, they set the school's aims and policies. The role of a Governing Body in England is:

- To provide strategic direction for the school
- To act as a critical friend to the headteacher
- To ensure accountability
- Determining how the school's budget is spent
- The appointing and dismissing of staff
- Hearing appeals and grievances
- Forming policy on the school's curriculum and collective worship
- Setting standards for pupils' behaviour and discipline
- Making sure school buildings are welcoming and safe Setting and monitoring the school's aims and policies

In Guernsey, in law, each States' primary and secondary school has a School Committee which may, in summary, exercise the following powers:

- Preparation and presentation of an annual budget
- Maintenance of school buildings with the exception of capital works
- Lighting, heating and cleaning of the school
- Inspection of furniture and equipment
- Discipline or conduct of the school
- Assisting in the appointment of a head teacher or deputy

In practice, these roles have largely fallen into disuse.

Question

b) Do current 'school committees' have and will the future 'governing bodies' have, complete autonomy when they determine these 'standards for pupil's behaviour and discipline'? Or, bearing in mind that we appear to comply with everything that the UK or EU instruct us to do, is there an organisation/ association in the UK or EU that determines the aforementioned 'standards' and then consequently instructs us to implement them?

Answer

Guernsey is free to set its own standards of behaviour and this will reflect society's expectations. Under LMS the Governing Body and headteacher will be responsible for setting standards of behaviour.

Question

c) Are 'disciplinary measures' currently set out in legislation?

Answer

No.

Question

d) If the answer to 'c' is 'yes' can you please tell me where I can locate the legislation that deals with 'disciplinary measures' within our schools?

Answer

Not applicable

Question 8

On page 34 of the 'Implementing the Mulkerrin Recommendations' your department state that you 'will establish a regular programme of visits to schools by individual Board Members and the Chief Officer'. Therefore, can you please provide me with:

a) A comprehensive list of school visits to date since the current Board were elected and who was in attendance during those visits?

Answer:

At the Education Board meeting on 15th May, 2012 the new Board decided that rather than undertaking a programme of visits to schools each school would be assigned a Board member to allow the development of a close relationship as a critical friend. The intention was for Board members to arrange regular meetings with the Headteacher as they wished. Therefore the Department does not have a record of these meetings.

The Education Board member assigned to each school is as follows:

Amherst & Vauvert Primary	Deputy Sherbourne
Castel Primary	Deputy Green
Forest Primary	Deputy Green
Hautes Capelles Primary	Deputy Le Lievre
La Houquette Primary	Deputy Sherbourne
La Mare de Carteret Primary	Deputy Green
Notre Dame Primary	Deputy Sillars and Deputy Le Lievre
St. Andrew's Primary	Deputy Green
St. Martin's Primary	Deputy Sillars
St. Mary & St. Michael Primary	Deputy Conder and Deputy Le Lievre
Vale and St. Sampson's Infant	Deputy Conder
Grammar School & Sixth Form Centre	Deputy Sillars and Deputy Conder
La Mare de Carteret High	Deputy Green
Les Beaucamps High	Deputy Sillars
St. Sampson's High	Deputy Sherbourne
College of Further Education	Deputy Conder

The Education Minister undertook a visit to every school between January and December 2012. He began a second round of visits to schools during 2013. The remaining few will be visited during the Spring and Summer terms of 2014.

The Chief Officer has also undertaken a number of visits each term since February 2012. This involves a meeting with the Headteacher and tour of the school. His second schedule of visits will be concluded during this term.

The Director of Education visits schools regularly and ensures that he visits each establishment at least once during the year for a discussion with the Headteacher and tour of the school.

These visits are in addition to attendance at school functions to which Board members are invited.

b) A comprehensive list of 'future visits'?

Answer

School visits are organised at the start of each term for the Minister, Chief Officer and Director of Education and the schedule of visits is currently being organised. The Education Board would not in any event publish these visits in advance as these visits are neither political events nor media opportunities. Instead the Minister and Chief Officer use these visits as fact finding opportunities and speak with the Headteachers and staff.

The Education Board would hope that the response to question 8a) above demonstrates that the Board recognises the importance of regular visits and that these have been taking place.

Question 9

I don't doubt the qualifications of Denis Mulkerrin for a moment: but it intrigues me that our Education department placed so much faith in the recommendations of one man, to produce a report on our whole educational system here in the island, rather than a 'panel' of professionals. You may, of course, have already explained the rationale behind putting so much faith in the opinions of one man. I apologise for missing that explanation if you have already done so: but could you please either explain the rationale to me now, or direct me to a report where I may locate the explanation?

Answer

Mr Mulkerrin was appointed by Policy Council in 2011 to conduct a review of Guernsey's Secondary Education System. This question should be directed to Policy Council Members from the previous term. The Education Board from the previous term commissioned Mr Mulkerrin to review Primary Education with support from independent experts for consistency.

It should be noted that the Department's responses, action plans and updates to Mr Mulkerrin's reviews have been widely published and circulated and are available on the Department's website www.education.gg/mulkerrinsecondary and www.education.gg/primaryreview

Question 10

How many of our island schools either have gardens, or access to them, to encourage our children to grow vegetables and fruit?

Answer

The Bailiwick Curriculum is broad and encourages all schools to use outdoor spaces to their greatest effect. This includes developing outdoor learning opportunities whenever and wherever possible. As such, the majority of our Primary and Special schools have some access to gardens and encourage children to grow vegetables and other plants as part of the curriculum.

A good example of this is at Le Murier School which has well-established and extensive gardens and greenhouses which enables the school to use this as a project and focus for a range of activities throughout the curriculum across the school year. The excess produce is also sold to members of the school community.

In addition, there is provision at the new Les Beaucamps High School to grow produce such as herbs which are then available to use in food technology classes at the school.

Question 11

a) Are 'recycling facilities' currently in place in all, or any, of our island schools?

Answer

Provision is made for recycling within all Education administered schools and has been since 2006. In 2012 approximately 17 tonnes of cardboard and 101 tonnes of paper were recycled.

b) If the answer to 'a' is 'no', then are the Education department considering introducing 'recycling facilities' in our schools?

Answer

Not applicable

Question 12

How often are checks undertaken on the water and plumbing systems, within our schools, for Legionnaires bacteria?

Answer

The Education Department has procedures in place, in accordance with the Approved Code of Practice published by the Guernsey Health and Safety Executive, to ensure that the temperatures for hot and cold water in all of its sites are maintained within the safe limits for the control of Legionella bacteria and that other associated risks are managed.

All of the Department's caretaking staff receive awareness training for the control of Legionella bacteria. These staff check the water temperatures on all sites on a monthly basis, flush little-used outlets weekly and undertake 3-monthly cleaning of shower heads.

In addition to the Department's internal controls, quality assurance is provided by quarterly checks and random sampling by an external contractor.

All of the Department's tank-fed water systems are cleaned and disinfected annually. The Department has also been proactive in reducing the likelihood of contamination by reducing stored water capacities where possible.

The Education Board wishes to note that the preparation of responses to these questions took a total of two days of senior officer time at an approximate cost of £1,100 (average charge out rates for mid-range senior officer grade).

Date of Receipt of the Questions: 2nd January 2014

Date of Reply: 14th January 2014
